



**Kairanga School
Board of Trustees 2018 Membership.**

Name	Position	How Position was gained	Occupation	Term Expires
Darryl Lark	Chair	Elected	ITO Advisor	May 2019
Natalie Parlane	Secretary	Elected	Consultant	Nov 2021
Alastair Schaw	Principal	N/A	Principal	N/A
Jill Nixon	Treasurer	Appointed	Bank Manager	May 2019
Susan Saunders	Staff Representative	Elected	Teacher	May 2019
Jeremy Dodge	Community Liaison	Elected	Firefighter	Nov 2021
Jeremy McLachlan	Property	Appointed	Landscape Architect	Nov 2021



Kiwisport Funding, 2018.

Operations Grant:

MoE Kiwi-sport Grant: \$2,486.

NB: this is a \$201.00 increase from 2017, due to higher roll number.

Use of funding:

Swim Tuition (all children): \$8500. (Bussing and coaching).

iBike Challenge Involvement: \$200.

Sports teams subscriptions (subsidy of children entering teams): \$350.

EOTC Camps Fees (subsidy for families unable to pay): \$500.

Total spent on sport involvement: \$9550.00

MoE Shortfall for 2018: \$7251.18

Combined **MoE shortfall since 2013**, (Kairanga School BoT has funded for children's participation in sport over and above MoE funding): **\$37,490.36.**

Kairanga School
Year-End
Summary
Achievement
Report.



Reading, Writing & Mathematics

December 2018

Analysis and Trends

Introduction:

This is the first year of us not reporting against National Standards (Phew!). We are now reporting against the New Zealand Curriculum Levels, which means that the data in **2018 is a new benchmark**. We have excellent data and information on previous years achievement in our school, and some comparisons can be made *generally* with that information, we **MUST** be careful to understand that we are **NOT** comparing apples with apples.

That said, we are of course *very aware* of pupils not meeting expectations, in our classrooms, Teachers are constantly asked to review, discuss and share their pupil achievement and reflect on where they expect children to be and work towards these goals.

We are comfortable with the reporting compared to NZC Levels, because this is more in line with our understanding of Assessment across learning, and this is foundational to our Local Curriculum.

Influence of the PaCT:

We are very happy with the impact that the PaCT is having on our school. It has allowed consistent judgements in our school and cut down on the amount of time it took previously to moderate our OTJs. PaCT also backs up our understanding of gaining evidences **across the curriculum** in order to make these judgements.

2018 saw the introduction of PaCT information directly to the parents of pupils in the End-of-Year Reports. The open honesty of this for parents was apparent and appreciated. As this was the first time PaCT data and graphs had been used, we needed to do a lot of parent education in how to read them properly, and then how to use that information. This was successful and we will continue to use this in 2019 onwards.

TAIs:

During the year teachers were involved in Teacher Inquiries into pupils in their class and teaching practices and innovations that would help children progress. These are contained in Teacher Appraisal files and part of our Appraisal system. During this TAI, teachers were faced with the hard realities of the data, and probing questions into what they would be doing about it in order to see improvement. These inquiries were shared with teachers at regular staff meetings, and effective innovations will be brought into the CDP as it is reviewed.

Teacher Reflections and Inquiry Process:

Discuss as a whole staff the whole school position:

What things stand out? What patterns do we notice? Who are the individuals who are behind the data (especially those we are worried about that are in danger of not meeting the end-of-year target).

Look at their own class data and answer the following:

What are your class programme's areas of strength: (This includes the children's abilities skills and strengths in reading, plus their level of engagement, whanau support, habits and behaviours in reading). This also includes what makes your programme strong, what is working well,

resources you use, the way you use your reading groups. Anything to do with your programme.

Areas For Improvement:

What do you think needs to be improved in your programme? In your children? With the resources? With technique?

Planned Actions to lift Achievement:

So, what will you do? What will you be concentrating on in your class to see improving outcomes for kids?

Learning Associates (Teacher Aides):

The Board of Trustees currently spend \$32000 on Teacher Aides in the school (throughout the levels), plus on releasing a School Leader to enact PLD for them particularly. Over the years we have seen the positive impact that TAs and the way they work in with the Teachers, has had an overall positive impact on achievement, progress and support in our school.

Overall, we are happy with the progress and the achievement of pupils in our school. We are satisfied that the places where there is underachievement we are able to respond in ways that enable children to progress fully. We are also very aware of the underachievement in our school, with focus on pupils needing help.

Mid-way through the year, we collate PaCT Information in to separate Achievement Reports for the Board, and teachers, to consider and respond to, to do the following:

1. Ensure we keep a diligent eye on the overall picture of achievement at Kairanga School;
2. To see the impact of teaching and learning programmes in our classes and year levels;
3. To analyse and respond to the information we gain, to support better ways of progress for all pupils;
4. To ensure our Maori Pupils achieve as Maori;
5. To create and maintain a **sense of urgency** for all our pupils in seeing them achieve well.

Full analysis and responses to these reports are contained in these reports, and this analysis therefore is a summary of the year from then, and the effectiveness of what we did and how pupils responded. Those three reports must be read in conjunction with this Summary report.

Trends and Analysis:

The information in the PaCT OTJs and End-of-Year Reports tells us the following:

Maths:

- A large proportion of our pupils have maintained their achievement and progress and are learning, doing, and thinking about Mathematics at their expected level of the NZC;
- Apart from Special Needs pupils, who are included in the data, we have seen very good (accelerated) progress in Target Groups (see previous Ach Rep & Tchr TAIs)

- Maths was our Term One TAI, to build on our development of the Kairanga Plan, which had been developed in 2017. These TAIs can be seen in the Teacher Appraisal files, were shared as a staff and reported on together, in order to glean good practices from them across the school. This TAI and review was important for us to see what was working at each Year Level, and could be developed in other areas of the school.
- We do want our progress and achievement to be embedded, however, and so we have applied for and gained MoE funded PLD (100 Hours!), working with Kirsty Silvester from Cognition Providers, to work with us on strengthening our maths, in line with our local curriculum.

Reading & Writing:

- Reading has been a traditional strength in our school, although the data would suggest a decrease in achievement, when the data is analysed we can see the reasons (namely a 2018 cohort of enrolments of children who are or had been very low from previous learning).
- The children who are reading below expectation are receiving help and support (BoT Funded), via some extra teacher time (Marlaine Brown), and TA support using The Code resource. TAs are also used in classes as a way of enabling teachers to spend more time with Target Children, rather than always working with a TA. Unfortunately we were unable to employ the Support Teacher longer than a term and a half, as BoT funds ran out. The results show that we were able to accelerate the progress and understanding of the target children with this kind of intervention. Funding for this is something to be considered for 2019.
- Achievement in Writing overall is strong and again gains have been made across the school. The introduction of The Code again has had a positive effect in this area too.
- There is a highlighted weakness in Writing for the cohort of Year 5 and 7. Although it has fewer 'Below's than previous years it is still not good enough.
- The Code has helped us initiate and develop a Structured Learning Approach (SLA) to helping all pupils to deconstruct and understand the English language. It has been set up as a spelling programme in our school, (something we have wanted to do for many years, but not had the right resource). The facilitator, Liz Kane, was knowledgeable and an expert in this area, and we were fortunate to have her abilities in our school, working alongside teachers and Teacher Aides. The Code is the SLA that we have adopted to use as a determined approach to raising achievement in reading and writing.
- Data, evidence from class, and observations all tell us that using The Code in classes each day has been a boon to children's confidence and ability in literacy. Individual data has shown increased ability in reading and transference to Writing as well. It is early days, and although The Code isn't for all pupils, nor is it a magic bullet, the indications are positive and we will continue to use and review its use.

- PLD on continuing The Code will continue in Terms 1&2 for 2019, to help us embed and refine our practices and update our CDP. Liz Kane will once again be our main facilitator, plus we have invested \$950 in training our own Tracey Galloway to attend and develop in the MSL training. Upon completion of this course will mean we have our own expert in the school.
- Issues have been highlighted in the Year 5-8 level. Data suggests an large group of underachievement in this area (for us), and we continue to monitor and support these pupils. To do this, the budget for 2019 reflects a continuation of TA support in middle and senior school, so that we can start support from the beginning of 2019. We are very grateful to the support of BoT in this matter.
- Progress for these pupils was made, but it was not accelerated. As a result they progressed well, but made a year's progress, rather than more than a year.
- Leadership in the school has made a commitment to have PLD in Reading in 2020, as this has not occurred in an in-depth way for ten years. Previous PLD in Reading has been focussed on localised events or modifications. We are fortunate to have the expertise of Donna Millin to help us in this area.

Maori Achievement:

- I am pleased to see that our Maori pupils are achieving as highly as, or better than, other ethnicities.
- We do have recognised deficiencies and there are two sets of families whose previous learning has been lacklustre. Right from enrolment we have recognised these needs for support, worked with whanau and communicated well, in order to lift the progress of these pupils. It has been a long journey of ensuring good learning habits and whanau support were working well, then adding in supports, targeted to specific areas of need. This has seen progress being better than their previous histories would suggest.
- We have excellent whanau engagement across the school. Teachers work hard to communicate openly, respectfully and honestly, and we have whanau who want to support their Tamariki as best they can. This is a constant workload, as some whanau need more support to do this than others. Our teachers' Open-Door policy helps whanau engage and respect the profession and the offer of help when needed.
- Support for literacy has been boosted by the offer of books for homes, the Library Bus and regular access to books. It is envisaged that we will once again run the Reading Together Programme, with support from SES. We found this tutoring system very good at building confidence with the children, and for the parents own confidence and understandings too. Unfortunately as a higher decile school, it looks like SES support for this is being withdrawn in 2019. We will endeavour to combat this.

Other Worthwhile Comments:

- We have seen slight gender improvement in Boys Maths progress, and in Girls Writing abilities. It is negligible in Reading.
- Teacher Aides are still respected as the second teacher in the room. BoT decisions for extra Teacher Aide support half-way through 2018 saw improvements made in children's progress and achievement. Extra Teacher time in first 6 months of 2018 also saw marked improvements in target children. Unfortunately we were not able to continue to pay for the teacher due to funding shortfall and Banking Staffing capacity. We would like to do this again, given the results, but this will be dependent on funding to do so.

Targeted Children Analysis

To be read in conjunction with the 2018 Achievement Reports.

Overall Comments:

Kairanga School has a strong tradition of reporting on, and having a sense of urgency around student achievement. We report to the Board, parents, children and the Ministry on the on-going achievement of all our pupils.

This analysis is especially concerned with children who are not achieving against our expectation. They include ORS pupils, identified Special Needs pupils and our total population.

This information needs to be taken in light of the information and interventions taken at the classroom level, including TAs and group interventions in individual classroom programmes. Children behind this data are all involved, to various extents, in actions within the class, to lift, maintain and support their progress.

We are in close contact with whanau of all of the pupils in this group, as we realise the importance they play in helping to support their child, and for us to offer help and direction to supports if needed.

Accelerated Progress:

Accelerated Progress at Kairanga School means individuals making more progress in one year when compared to progress seen in previous years. Children in targeted groups are all those who are not yet meeting expected levels of progress from OTJs. These Judgements are based on PaCT moderations.

Data review:

Writing	Boys	Girls	Total	Accelerated?
All	27	9	36	4: 3B, 1G
Maori	11	4	14	1: 1B
Reading				
All	17	9	26	9: 5B, 4G
Maori	10	4	14	5: 3B, 2G
Maths				
All	18	14	32	3: 1B, 2G
Maori	10	1	16	2: 2B

Within this report there are 43 individual pupils who have not yet met all expectations. We are concerned that 21 of them are 'below' across all three areas of Literacy and Numeracy. There are another 11 children who are represented in two learning areas, and 11 who are below expectation in one area.

25 of these targeted pupils are also on the school's Special Needs Register and we are seeking outside advice and support for them and their teachers, due to their significant needs. *Three pupils are on the SNRegister, but are not underachieving.*

Some of the pupils identified in the data above are actually within the band of PaCT expectation of typical student progress, but not yet on a trajectory that will see them meet expectation. However, we feel given the way these pupils present there is no need as yet to have any special intervention. We are aware of their difficulties and will keep an eye on them to continue to monitor these pupils. Intervention will take place if needed.

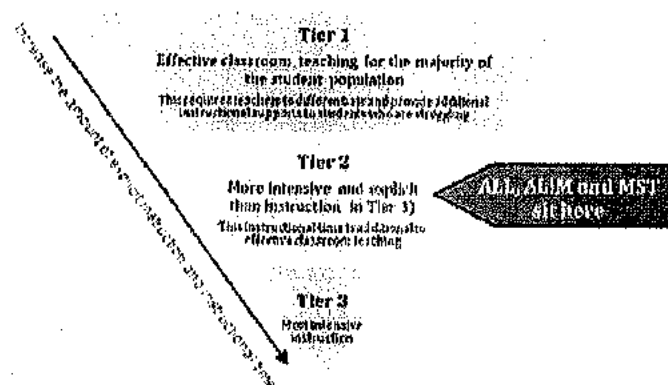
While in many cases there has not been the accelerated progress we would hope for and expect, there has been continued progress from pupils who have not traditionally been able to do so. This is cause for celebration, as their progress relates to the same trajectory as for pupils who are achieving. For these pupils, this has taken effort, time, intervention, focus and hard work by parents, pupils, teachers and support staff to maintain this level of progress.

Individual, group, and targeted interventions are found at the classroom teacher level (see planning, TAI, PAC). At staff meetings we have shared honestly the data and individuals we have below expectation. Teachers have further shared at syndicates and individually reviewed their data to decide on continuing actions that would accelerate progress. Across the learning areas, these actions included: discussion and grounding again in the DATs, CDP approaches to success, contextual approaches to make the learning real and connect with previous learning, Whanau discussions and understandings/supports given. Teacher Aide support has been used extensively throughout the school and received much support to help them in their task. Targeted groups have received extra teacher help, on top of normal instruction time, the PAC and TAIs were focussed on target groups in Literacy and Mathematics, to lift achievement and try innovations.

Interventions:

There are three tiers of teaching support for students:

- Tier 1: Effective classroom teaching.
- Tier 2: Supplementary support.
- Tier 3: Specialist support.



Most students should progress through their schooling in an effective classroom teaching programme where the teacher uses supplementary support and adaptive teaching to meet the students' needs and accelerate their progress (Tier 1). Those students who do not make the expected progress in Tier 1 will require supplementary support programmes at Tier 2 and Tier 3. These should *supplement* core classroom teaching.

Tier 2 is a short and intensive school-based intervention inside the classroom for some learners, and Tier 3 is a long-term specialist intervention intended for a very small number of students. (See the diagram above).

ORRS:

Two of the pupils included in this data are ORS pupils and have individualised supports in place through the IEP process.

Outside Interventions:

RTLB, RTLit, Reading Recovery, ICS,

Writing:

36 pupils were targeted for intervention in the classrooms. Consistent progress was made for nearly all children in this learning area (two made very little progress), but 4 were accelerated. 5 others are in need of interventions from outside agencies in order to lift progress.

The Code was introduced to Kairanga in 2018, and we see that this has had a positive impact across the school. As an intervention it is still early days and we will continue to monitor the targeted use of this and the supports needed to improve this outcome. 2019 TAI will continue to review this learning area.

Maths:

We had 32 pupils working 'Towards' their expected Achievement Target. These are spread throughout the school. 19 have made consistent progress since mid-year. We see accelerated progress in 3 pupils. Teachers have highlighted the need to refer 8 of these in 2019 for specific intervention, via ALiM.

Maths PLD is an identified further need. Our plan is for better understanding and practice of teachers use of the Kairanga Plan. We feel that this, combined with ALiM initiatives and focus, will bring new innovations to our school to share and help support learning.

Two pupils still require further outside intervention (ORS). Two further students have in class support, funded through MoE. Another pupil has a congenital disorder that contributes to progress delays. An RTLB application is under way for a further pupil.

Reading:

Fifteen students made consistent progress, as evidenced by their trajectory. We are pleased with this progress.

Nine pupils made accelerated progress. Three pupils made little progress (1 ORS, and 2 for whom we have plans in place for 2019 in the form of RTLB intervention for Literacy and attention deficit support).

Out of the nine who accelerated, 5 had significant outside intervention. These successful interventions included: ICS, RTLit, RTLB, and support from an individual TA.

What worked:

Re-establishing deliberate acts of teaching was good to bring foundational techniques (questioning, pace, challenge, modelling, prompting, providing feedback, telling, explaining, directing), back into our Art of Teaching.

Help from outside agencies helped for diagnosable learning problems, but these interventions, although supportive, are not always on-going and have to be re-applied for. Agency help is welcomed, as these pupils may have learning needs for their whole lives.

Parent engagement works to highlight an issue, provide support from home, and school can play a part in helping families recognise their role as first educators in the home. We have had variable success in this, according to a family's own abilities.

Targeted classroom interventions and extra time spent with learners outside of normal learning helped to a great extent with some pupils. This took considerable teacher time to achieve and information shared with staff allows the good practice to spread.

Extra teacher time for literacy each day was also successful. We managed to fund this for a term with a specialist teacher. Following a definitive programme daily meant that pupils found success and progressed. Again, this was limited according to Banking Staffing, but we managed to use this teacher to train TAs to carry on the programme when the time finished.

Teacher Aide support had a positive effect on progress for individuals and small groups. Like the teacher time above, when following a set programme (The Code, modelled class writing and reading programmes), we saw an increase in accelerated progress of children. These children often had the most increase outside and alongside that of teacher interventions. Children involved in interventions with TAs has been very successful for individuals working with them. This resource, mostly BoT funded, is limited and TAs are spread thinly. This whole resource: the time and the way it used across the school is under review in a bid to provide equity across the school according to need.