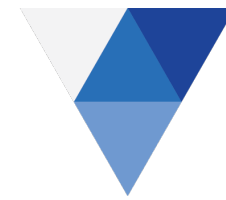


Analysis of Variance Reporting



School Name:	RANGITAIKI SCHOOL	2022	School Number:	1754
---------------------	-------------------	-------------	-----------------------	------

Strategic Aim:	<ol style="list-style-type: none"> 1) Develop a locally and culturally responsive school culture. 2) Build relationships with wider school community. 3) Teachers/ Staff up to date with “best practice” to meet learners needs 4) Create a well maintained environment that maximises our rural aspect and uses the outside space as part of the learning curriculum.
Annual Aim:	<ol style="list-style-type: none"> 1) Build te reo Maori for all staff/ community and students. Tuwharetoa cultural knowledge PLD (Kahui Ako) Research bush school Relaxed parent/ teachers’ conversations about “our’ children’s education. Culturally responsive pedagogy (Kahui Ako) Print school’s bilingual book. 2) Research different ways of reporting information to parents Start-up community newsletter again. Social events once a term Preferred way to communicate questionnaire. Sky trip 3) Reading (juniors – decodable text to improve decoding new words. Seniors- comprehension activities, Reading Eggs to improve comprehension and new vocab. Lots of read to. NZ Histories PLD Te reo Maori PLD(Staff) Board training for new board members Principal Mentor group Sporting opportunities for students

	<p>4) Start process for new playground. Loose part play in playground New obstacle course (fundraiser) New shade and sand for sandpit 10ypp for school 10ypp for house and flat Maintenance for existing playground</p>
<p>Target:</p>	<p>All children to gain more than one year's improvement in spelling (Schonnell spelling assessment) Year 3 up students to gain an understanding in paragraphing and punctuation in writing.</p> <p>Reading- years 0-2 students to use decodable text to help them decode unknown words and learn have sound phonetic awareness.</p> <p>Reading – years 3-5yrs. Improve in levels using running record assessment. Using Reading Eggs to improve comprehension. Reading should improve by 3 levels.</p>
<p>Baseline Data:</p>	<p>Writing- Start of 2022 100% were At or above in writing. But it was noted that the yr 3 to 6 students were lacking in punctuation and paragraphing knowledge. Junior students needed punctuation and phonetical knowledge .</p> <p>Reading –Start of 2022 57% were At or above in reading with 71% of Maori reading At or Above their expected stage. 42% Below or well below with 14 % Maori below reading.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1,2) We took part in 2 terms of Virtual learning in Te Reo Maori.</p> <p>We held relaxed parent interviews during social events at school.</p> <p>Culturally responsive pedagogy through Tuwharetoa cultural competency initiative /Kahui Ako</p> <p>Parents at school more and invested in the school</p>	<p>1,2)The virtual learning of te reo was again beneficial for our students as it is taught by a qualified te reo teacher who is extremely knowledgeable. The lessons are very engaging for our students and the balance between online and follow up activities is good. We decided that the lessons were better suited for the student in year 4 and up as the younger ones were losing interest and focus during the online lessons. We changed the class to year 4 and up only in term 4 and it was much better, it was not only a smaller class but a more engaged and interested class. This resulted in good growth in te reo knowledge. We hear students using te reo in the playground and in the classroom.</p> <p>We held a playgroup every week and had a great turnout of the local community with pre-schoolers. Because we had no bus for the entire year parents had to come and drop off/ pick up students at school. This actually improved the level of whanau involvement in the school and at events as the teachers could speak with families everyday to check in and update them on what is happening at school.</p> <p>Parents reported that they are happy with the way we are presenting information to them and didn't want any changes. The Whanau hui saw all families except one attending, and we used this time to have informal discussions about what is on top for the school and the new decodable texts that are going home as part of the reading program.</p> <p>Principal took part in the Tūwharetoa cultural knowledge PLD as part of the COL.</p> <p>We printed the school bilingual book and made some changes to it by adding our school pepeha and a map.</p>		

3) Writing- Write that essay
Kahui Ako

New decodable text
Teacher 'read novel to' yrs
3-5 students discussing
vocab and modelling good
reading practice
Te reo resources for staff
Principal mentor.
Leadership Learning Group

3) We took part in PLD for structured literacy and worked through this with our students with the help of our LSC. The children improved their phonetical knowledge and this helped to improve their reading and decoding of new words.

We refreshed our library and culled over 1000 books.

Writing and Reading End of Year results

End of year		Writing - years 1-8 NZC levels 2022					
Level 4	a						
	p						
	b						
Level 3	a						D
	p						
	b					L	
Level 2	a					C Y	
	p				G		
	b						
Level 1	A 1st		B	E			
	p 1st		B				
	b 1st		N K				
	1		H				
		After 1 Year Within Level 1	After 2 Years At Level 1	After 3 Years Towards Level 2	End of Year 4 At Level 2	End of Year 5 Towards Level 3	End of Year 6 At Level 3

End of year		READING - years 1-8 NZC levels 2022					
At level 3							
Early level 3	10.6-12.0				G	L	D
						C Y	
AT Level 2	8.6-9.5						
Early level 2	gold						
	pupin						
Level 1	hagstone						
	orange						
	stems			B	E		
	blue		K				
	Yellow		N B				
	Red		H				
	hagstone						
		After 1 Year Within Level 1 *not 8 yrs	After 2 Years At Level 1	After 3 Years Towards Level 2	End of Year 4 At Level 2	End of Year 5 Towards Level 3	End of Year 6 At Level 3

Phonetical knowledge and materials helped students to improve in reading.

The library is now inviting and more usable for the children.

The children made good use of their devices and learning apps, including reading eggs to improve and strengthen their reading skills.

We will concentrate on our structured literacy and decodable text again this year to pull up the students that in year 1-4.

We will continue to do small group work and use materials and activities to use engage and teach.

The children wrote letters to the residents at St John for two terms. We used this activity to find out information about someone who is very different to ourselves, improve our questioning skills and letter writing skills. We then went in to meet the students at the end of the year and perform our xmas concert to them.

End of year data 2022

81% Maori

18% European NZ or Other

5 girls 45% 6 Boys 54%

Writing

72 % At or AB

27% B or WB

Maori

66% AT or AB

33% B or WB – 2x Males 1x FM

Maths

72% AT or AB

27% B or WB

Maori

66% AT or AB

33% B or WB – 2x FM 1x M

Reading

81% AT or AB

18% B or WB

Maori

77% AT or AB

22% B or WB – 2 x M

This activity made a huge impact on the children in so many ways. They not only learnt compassion but a lot about another generation.

Their writing improved as they had a purpose and were interacting with another person who was going to write back.

The roll in 2022 started with 7 students and ended with 11 students. During 2022 we had 7 students enrol and 4 students leave.

We had a family of 3 enrol with high trauma and behaviour needs. The school employed a Teacher aid and needed the expertise of RTLB, LSC, Oranga Tamariki, Social workers, psychologists, police to work with the school and family.

We transitioned 4 children to new schools during the year.

One of the well below students in reading was one of the new student who has global delays and has now left our school.

We will continue with our pen pal writing again this year.

4) Used our outside learning environment to enhance learning.



<p>Put up a fence for the pre-school area. Swimming lessons in town for the school for two weeks Applied for and won a grant for a new court.</p> <p>Got direct funding back from the MOE for our school bus route.</p>	<p>90% AT or AB 10% B or WB Maori 88% AT or AB 11% B or WB – 1 x M</p> <p>7 new enrolments since start of year. 4 have left. 4 Target students 1 has <u>RTLB</u> and TA,</p>		
---	---	--	--

Planning for next year:

Structured literacy
Reading years 1-4
Sign language for whole community and staff. (we have a deaf child starting in term 2)
Writing punctuation and spelling
Te reo -continued learning for students and staff.
Assessment processes and student data analysis.