



PARKLAND SCHOOL - Giving Effect to Te Tiriti o Waitangi

Traditional values within a culture of CONSIDERATION



This report outlines Parkland School's commitment to fulfilling its obligations under Te Tiriti o Waitangi (The Treaty of Waitangi). It details how the Board will ensure its plans, policies, curriculum, and practices reflect and uphold the principles of Te Tiriti.

1. Reflecting Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori

- **Curriculum Integration:** The curriculum will be reviewed and progressively redesigned to integrate local tikanga Māori, mātauranga Māori, and te ao Māori across all learning areas. This will involve consultation with local iwi representatives (Rangitāne Iwi via Tai Huki) and whānau to ensure cultural appropriateness.
- **Cultural Specialists:** The school will strengthen its partnerships with local iwi to bring cultural specialists into our school to support tikanga Māori and te reo Māori. This will provide students with firsthand experience and understanding of Māori culture, especially in the area of kapa haka and sport.
- **Te Reo Māori Integration:** Opportunities to integrate te reo Māori into daily school life will be continued. A unit of responsibility has been developed for a teacher to lead Kapa Haka, school waiata and te reo Māori across the school. This responsibility includes promoting and suggesting signage, greetings, waiata, and karakia used throughout the school day, for meetings and special occasions.
- **Collaboration with Local Iwi:** The school will continue to explore partnerships with local iwi representatives. This may include opportunities for teachers to participate in cultural immersion programs like the Rangitāne Tū, Rangitāne Ora program currently being undertaken by three of our staff.

2. Achieving Equitable Outcomes for Māori Students

- **Targeted Support:** The school will identify Māori students who require additional support and develop targeted interventions to ensure their academic success. This may involve culturally appropriate literacy and numeracy programmes such as SLIP and Maths Booster.
- **Whānau Engagement:** Strong relationships will be built with whānau through regular meetings, open communication, and cultural events. This collaboration will ensure whānau feel empowered and involved in their children's education.

3. Instruction in Tikanga Māori and Te Reo Māori

- **Professional Development:** All teachers will be encouraged to participate in professional development opportunities to enhance their knowledge and skills in delivering instruction that incorporates tikanga Māori and te reo Māori. This will be supported by the unit holder for Te Reo Development, and the scaffolded learning provided as part of Daily Notices, Meeting frameworks and Assembly scripts. This year, three of our teachers are also participating in the Rangitāne Tū, Rangitāne Ora program, a series of Saturday workshops on the marae focused on deepening their understanding of local tikanga and te reo Māori.
- **External Resources:** Partnerships with external providers, such as our Kahui Ako Across School, and Within School teachers, will be strengthened to access resources and expertise in teaching tikanga Māori and te reo Māori within our English-Medium setting, appropriate to our local area.

4. Evaluation and Progress Monitoring

- **Data Collection:** Data on Māori student achievement, participation rates, and engagement will be regularly collected and analysed as part of our Literacy Annual Goal. This data will be used to identify areas for improvement and measure progress towards achieving equitable outcomes.
- **Whānau Feedback:** Regular feedback mechanisms such as Seesaw, Google Surveys in the Newsletter and face-to-face meetings will be established to gather feedback from whānau on the school's efforts to give effect to Te Tiriti o Waitangi. This feedback will be incorporated into future planning and development.
- **Reporting:** The Board will produce an annual report outlining progress made towards achieving the strategic goals for giving effect to Te Tiriti o Waitangi. This report will be shared with the school community, whānau, and the Ministry of Education.

Conclusion

Parkland School recognises the importance of Te Tiriti o Waitangi and is committed to fulfilling its obligations. By working collaboratively with whānau and iwi, Parkland School will strive to achieve equitable outcomes for all students and promote a deeper understanding of Te Tiriti o Waitangi within the school community.

May 2024

STUDENT PROGRESS & ACHIEVEMENT 2023

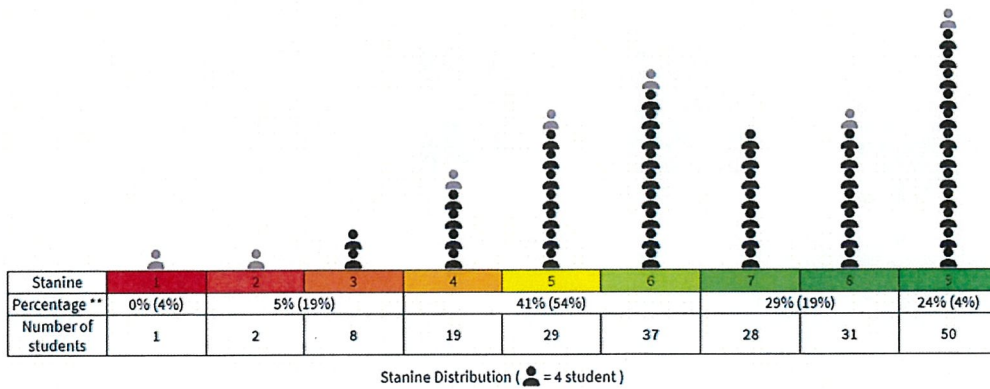


1. MATHEMATICS ACHIEVEMENT

OVERALL SUMMARY - All Year Groups (Years 3-6)

We are pleased with our end of year Mathematics assessment results using the standardised PAT Online Maths Tests for each year level.

PAT: Mathematics	
Number of Students (Completed)	Mean Stanine
204 / 205	6.7 (5)*

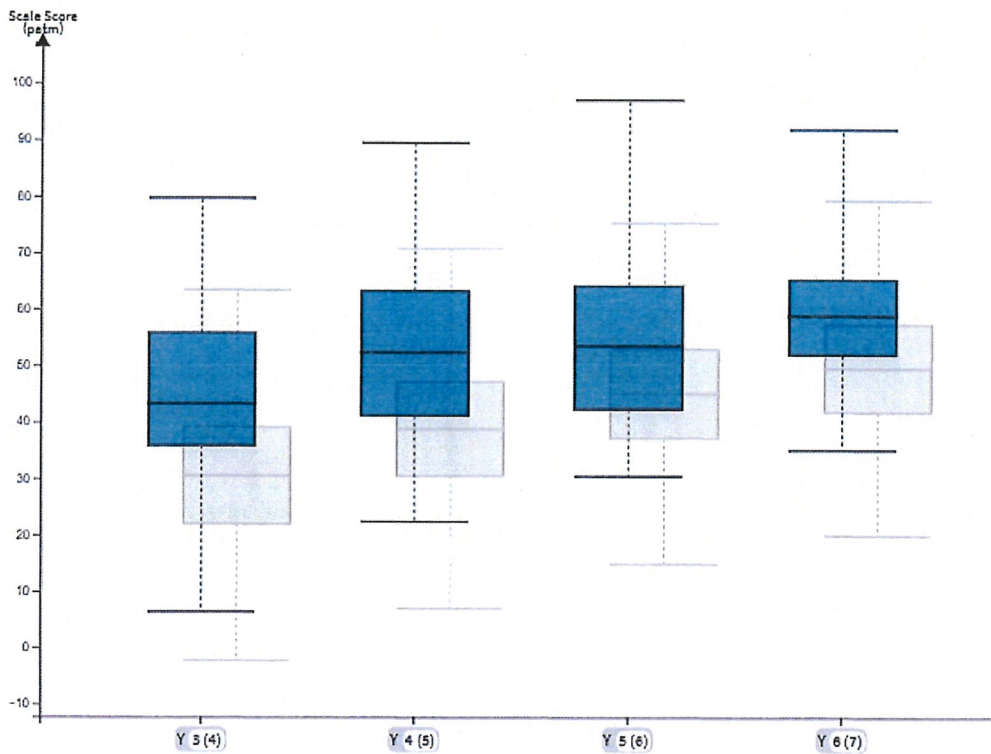


NOTES

- Each icon is equivalent to 4 students!
- **53%** of Year 3-6 students achieved in the top 3 Stanines. (7-9) The national expectation would be **23%**!
- These results have now shown consistency over the past two years.
- The mean stanine is just under 2 whole Stanines above the national mean.

PAT: Mathematics

Year Level (ref year)	Students (Completed)	Mean Scale Score
Y 3 (4)	46/47	46.0 (30.6)
Y 4 (5)	57/57	52.6 (38.9)
Y 5 (6)	53/53	54.0 (45.1)
Y 6 (7)	48/48	59.6 (49.6)



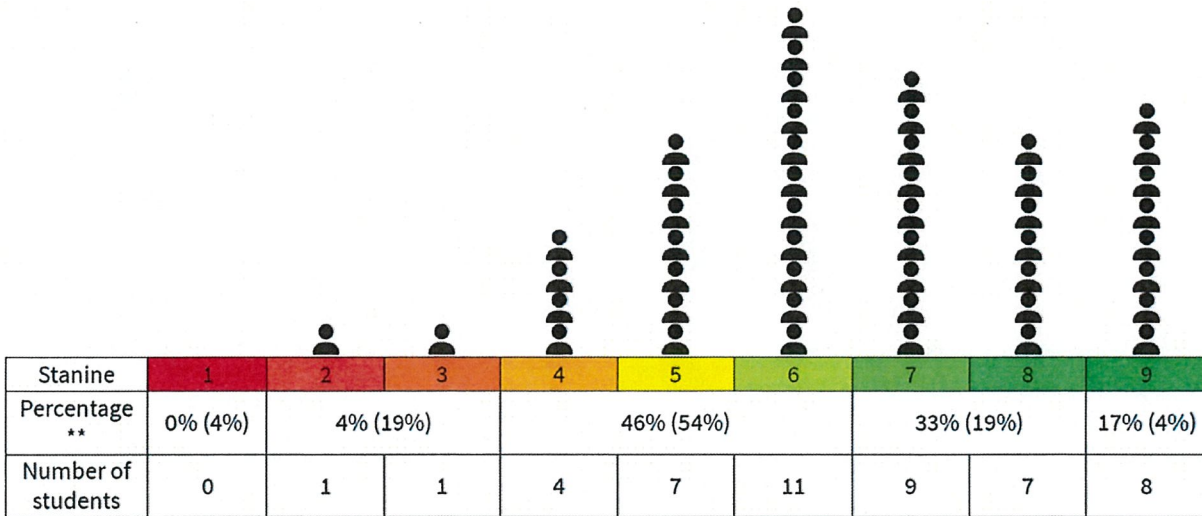
NOTES

- **All Year group's mean scaled scores are significantly higher than the mean national scaled scores**
- Year 3 - Mean Scaled Score 46. National Mean Score 30.6. Parkland Year 3's are 16 points higher.
- Year 4 - Mean Scaled Score 52.6 National Mean Score 38.9. Parkland Year 4's are 13.7 points higher.
- Year 5 - Mean Scaled Score 54. National Mean Score 45.1. Parkland Year 5's are 8.9 points higher.
- Year 6 - Mean Scaled Score 59.6. National Mean Score 49.6. Parkland Year 6's are 10 points higher.

YEAR 6

PAT Mathematics Test 4 - Refreshed

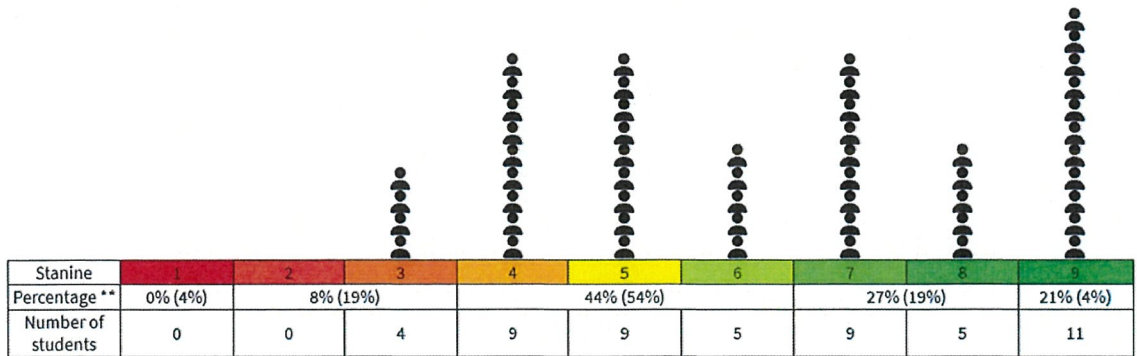
Number of Students (Completed)	Mean Stanine
48 / 48	6.5 (5)*



Stanine Distribution (👤 = 1 student)

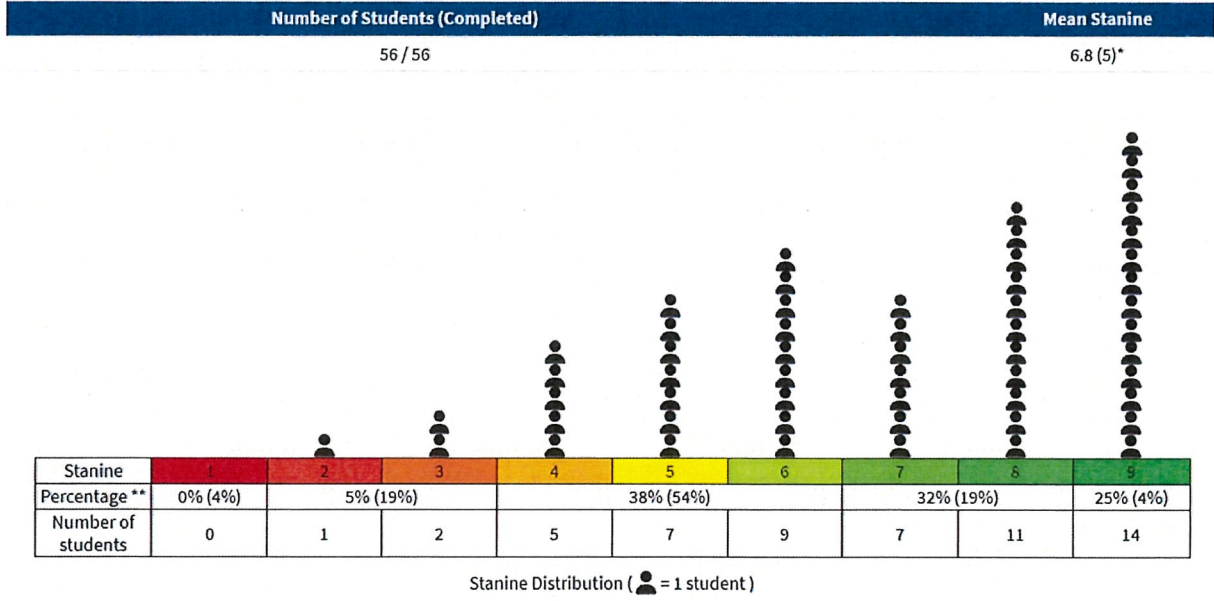
YEAR 5

Number of Students (Completed)	Mean Stanine
52 / 52	6.3 (5)*

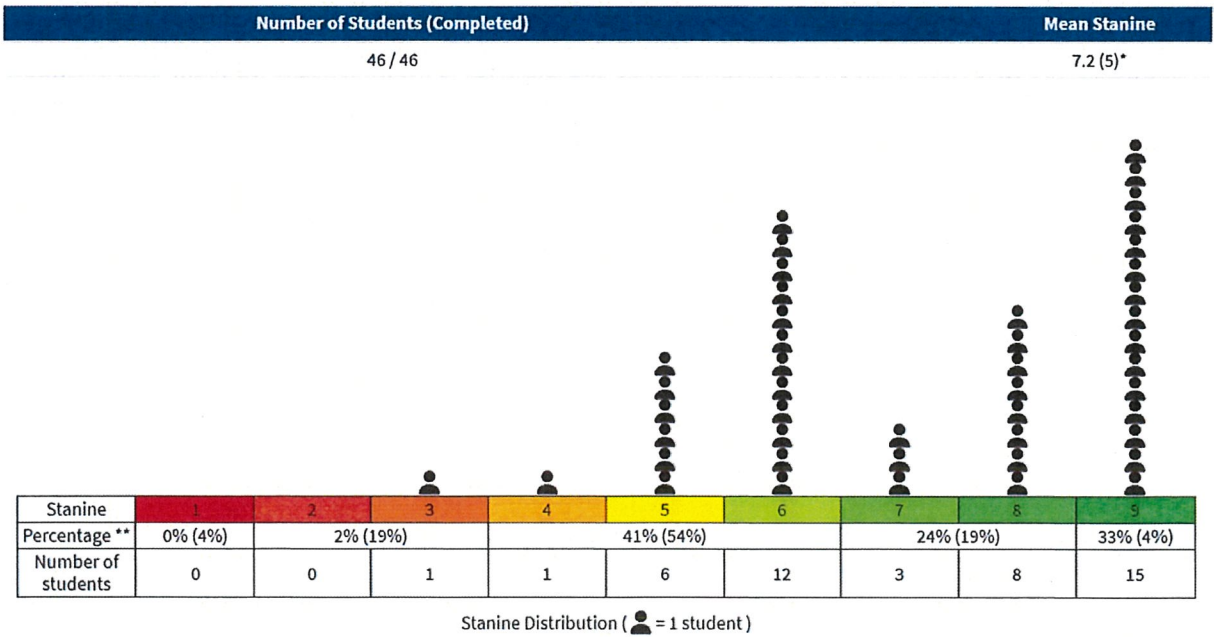


Stanine Distribution (👤 = 1 student)

YEAR 4



YEAR 3



ETHNIC ACHIEVEMENT

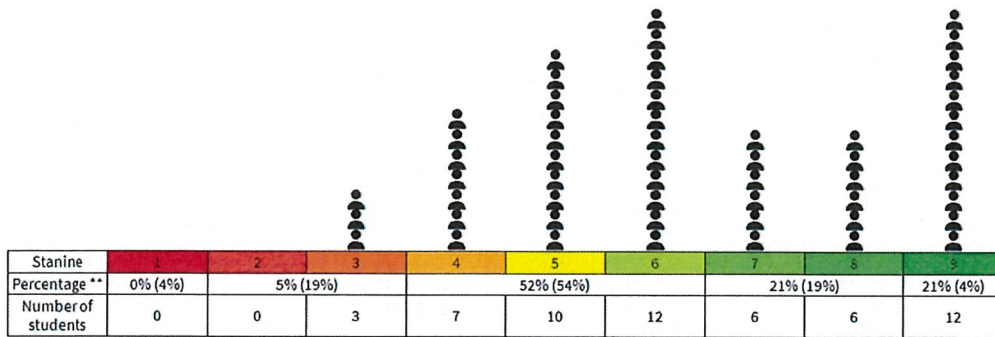
NZ Maori

Applied Filters:

Ethnicity: Māori

PAT: Mathematics

Number of Students (Completed)	Mean Stanine
56 / 56	6.4 (5)*



Stanine Distribution (👤 = 1 student)

- 42% of NZ Maori students achieved in the top three Stanines (7-9) Twice as many as the expected national norm.
- However 82% are within the Stanine 5-9 bands.

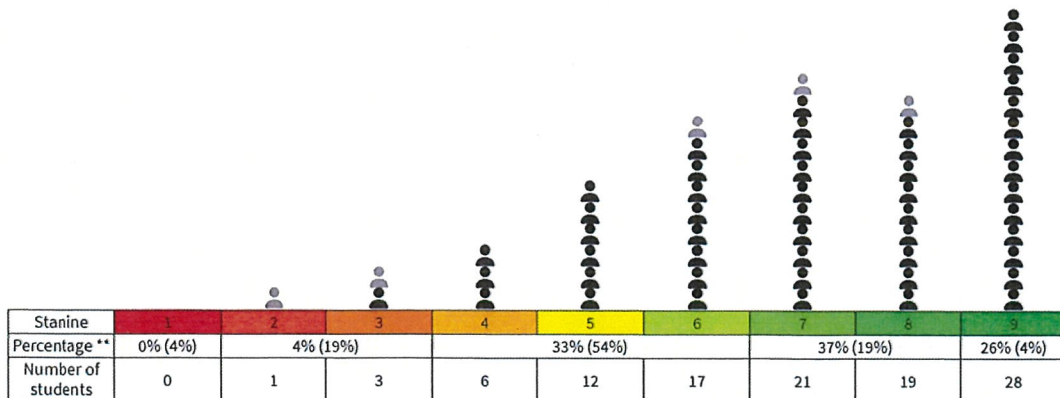
NZ European

Applied Filters:

Ethnicity: Australian, NZ European / Pākehā

PAT: Mathematics

Number of Students (Completed)	Mean Stanine
107 / 107	7.0 (5)*



Stanine Distribution (👤 = 2 student)

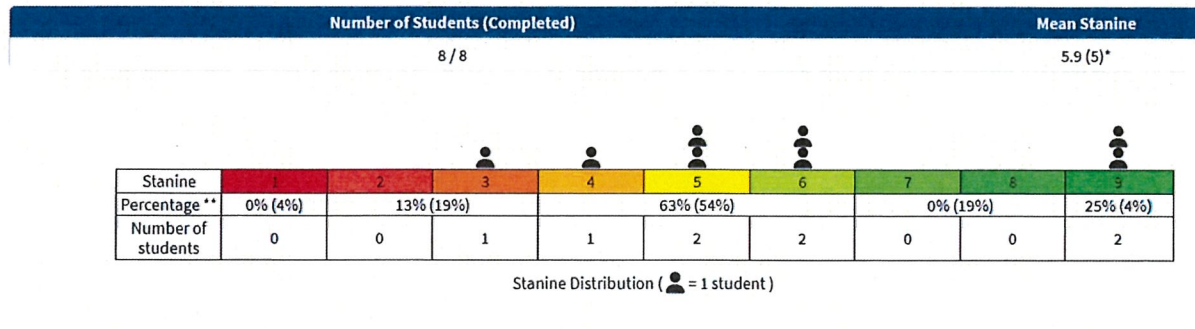
- 63% of NZ European students achieved in the top three Stanines (7-9)

Pasifika

Applied Filters:

Ethnicity: Fijian, Other Pacific Peoples, Samoan, Tongan

PAT: Mathematics

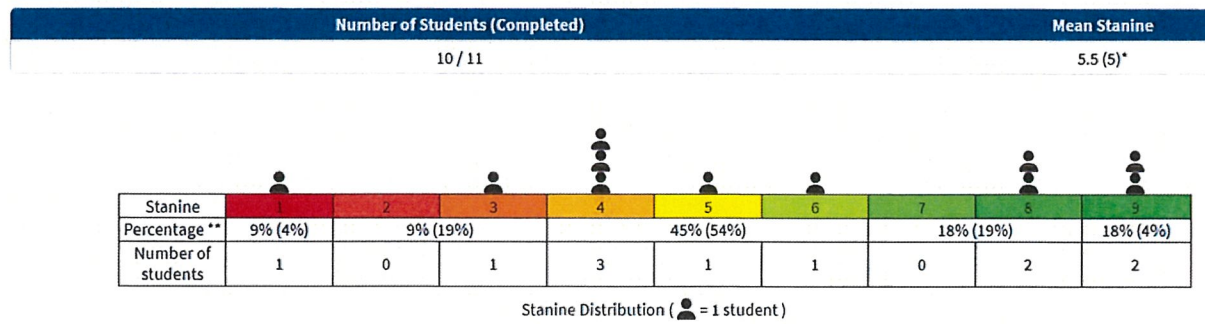


Indian

Applied Filters:

Ethnicity: Indian

PAT: Mathematics



- For some of these students, English is not their first language.

2. TEAM INQUIRY PRESENTATIONS 2023 - Structured Literacy

Our school has undertaken significant professional development since the start of Term 2 this year around adopting a 'Structured Literacy Approach' to the teaching of Literacy. To date this has focused largely on Reading and Spelling. The three Team Inquiries have focused on different areas.

This work and the resourcing to support it will need to continue over the next few years. There will be the need to purchase further material in 2024. It would be hoped that the Ministry of Education would provide additional funding to support its mandated approach but this is never guaranteed.

**Systematic
Cumulative**



**Explicit
Diagnostic**

Liz Kane Literacy

READING
Scope and
Sequence
Letters <> Sounds
Decodable Texts
Fluency

SPELLING
Scope and
Sequence
Letters <> Sounds
Spelling Patterns
Morphology

WRITING
Scope and
Sequence
Syntax

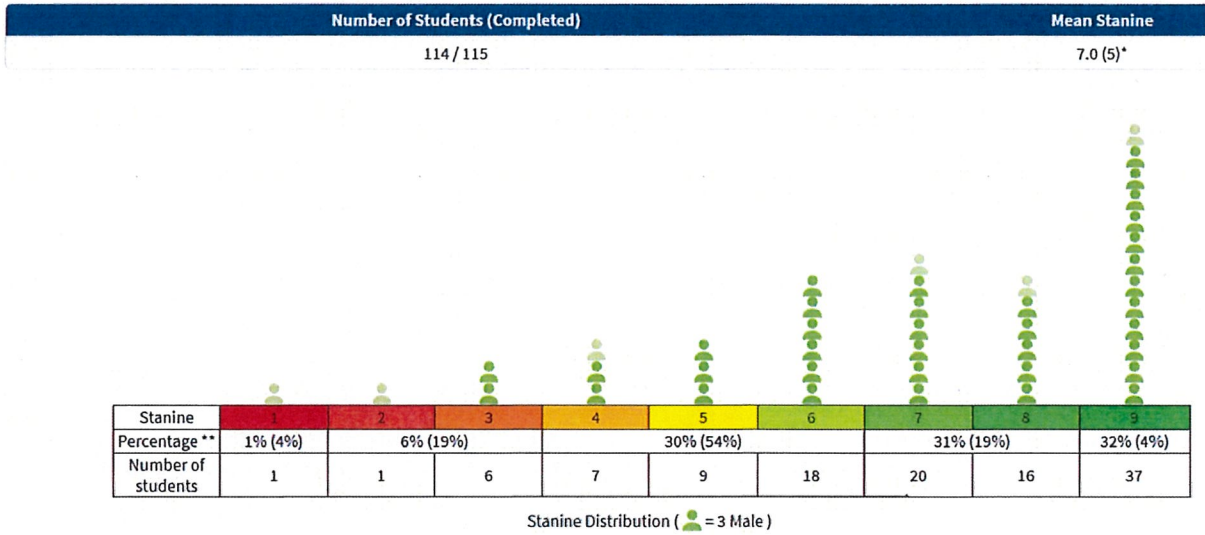
**VOCABULARY
BACKGROUND
KNOWLEDGE**
Comprehension

Assessment: Universal Screening to Identify students at risk + Progress Monitoring

GENDER ACHIEVEMENT

Applied Filters:
Gender: Male

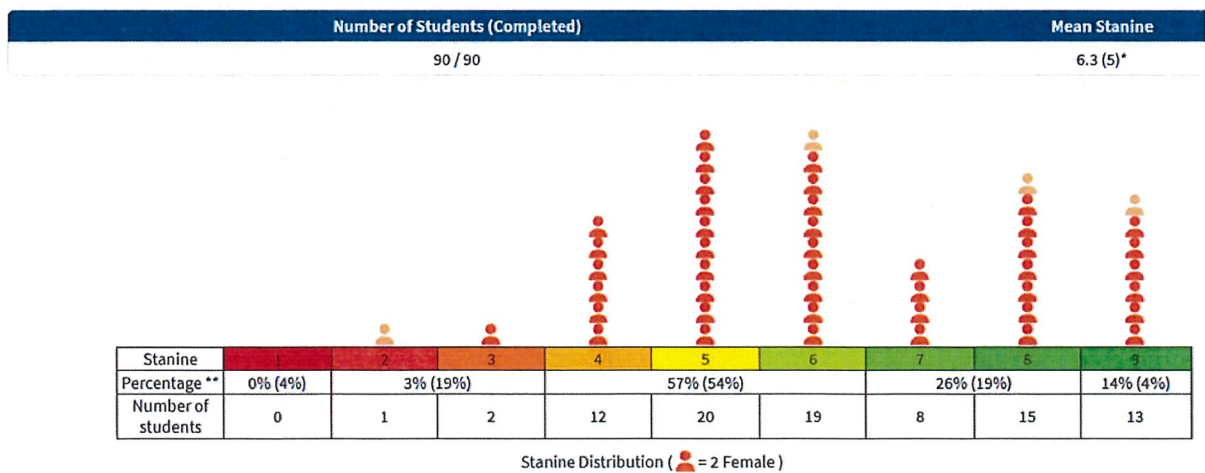
PAT: Mathematics



- 63% Boys achieved in the top 3 Stanines. (7-9) National Norm is 23%
- Boys' achievement at the highest level (Stanine 9) is 8 times higher than the national norm.
- Boys' achievement across Years 3-6 in Mathematics is higher than the girls.

Applied Filters:
Gender: Female

PAT: Mathematics



- 40% Girls' achieved in the top three Stanines (7-9) National norm is 23%
- Girls' achievement at the highest level (Stanine 9) is roughly 3.5 times higher than the national norm.

Junior Team (copies of the Team EOY presentation and video are available to authorised personnel onsite)

TARGET - Phonemic and Phonological Awareness

By the end of Term 4 each child will be in ORANGE (gaining mastery) or GREEN (mastered) for all areas of the phonological awareness screening tool.

(The data reflects the progress of three students from each of the five rooms across the team.

Baseline Data - from 3 children (low-middle-high learner) identified from each Junior classroom in Term 1 2023 (15 in total)			Outcomes - from 3 children (low-middle-high learner) identified from each Junior classroom in Term 4 2023 (15 in total)		
Phonological Awareness Tracking Sheet Phonological Awareness Screening Tool			Phonological Awareness Tracking Sheet Phonological Awareness Screening Tool		
needs attention	gaining mastery	mastered	needs attention	gaining mastery	mastered
1. Segmenting Sentences into words 2. Discriminating Rhyme 3. Producing Rhyme 4. Blending Syllables 5. Segmenting Syllables	6. Deleting a syllable 7. Identifying a first sound 8. Identifying last sound 9. Blending Sounds 10. Segmenting Sounds		1. Segmenting Sentences into words 2. Discriminating Rhyme 3. Producing Rhyme 4. Blending Syllables 5. Segmenting Syllables	6. Deleting a syllable 7. Identifying a first sound 8. Identifying last sound 9. Blending Sounds 10. Segmenting Sounds	

Each line in the tables below represents one student from the target group. (Three from each class.)

Each column represents one question from the screening tool containing ten questions.

1	2	3	4	5	6	7	8	9	10	Total /50
4	2	0	2	5	4	0	0	0	0	17
4	5	5	5	5	5	0	0	0	0	29
5	5	4	5	5	5	5	5	5	1	45
2	5	5	0	5	0	0	0	0	0	17
2	4	1	5	5	5	0	0	0	0	28
2	5	0	2	0	0	0	0	0	0	9
2	3	3	5	3	0	0	0	1	0	17
3	3	3	5	2	0	5	2	1	0	24
2	5	3	5	5	5	5	5	2	0	37
3	0	1	0	2	0	0	0	0	0	6
5	5	1	4	3	0	5	5	0	0	28
3	5	5	5	5	3	5	4	0	3	38
4	4	5	5	0	0	2	0	0	0	20
5	5	4	5	3	5	5	5	2	5	44
5	4	3	5	0	4	5	4	4	3	37

1	2	3	4	5	6	7	8	9	10	Total /50
5	5	1	5	4	5	5	5	0	1	38
5	5	5	5	5	5	5	5	4	3	47
5	5	5	5	5	5	5	5	5	5	50
2	4	5	4	5	1	5	1	1	0	28
5	5	5	5	5	5	5	5	5	5	50
										0
5	4	4	5	5	5	5	2	5	4	44
5	5	5	5	5	5	5	5	5	5	50
5	5	3	5	5	5	5	5	5	5	48
4	5	4	5	5	5	5	5	5	5	48
5	5	5	5	5	5	5	5	5	4	49
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50

Middle Team(copies of the Team EOY presentation and video are available to authorised personnel onsite)

TARGET - The 'CODE' (Systematic approach to the teaching of Spelling)

To have 100% of our Year 3 and 4 students achieving at least 90% in the Year 3 Word Check. (Year 3 Code Spelling Test.)

Room	Year 3 Word Check Test Expectation: 90% (60/66)	Total Number of Students in Year 3 who have yet to master Year 3 of The Code	Total Number of Students in Year 3 who have mastered Year 3 of The Code	Total Number of Students in Year 4 who have yet to master Year 3 of The Code	Total Number of Students in Year 4 who mastered Year 3 of The Code
Room 2		9	2	5	7
Room 3		11	1		
Room 4		6	1	11	5
Room 14		9	3	7	4
		85%	15%	58%	42%

END OF YEAR DATA

Room	Year 3 Word Check Test Expectation: 90% (60/66)	Total Number of Students in Year 3 who have yet to master Year 3 of The Code	Total Number of Students in Year 3 who have mastered Year 3 of The Code	Total Number of Students in Year 4 who have yet to master Year 3 of The Code	Total Number of Students in Year 4 who mastered Year 3 of The Code
Room 2		2 (9)	9 (2)	1 (5)	11 (7)
Room 3		0 (11)	12 (1)		
Room 4		0 (6)	7 (1)	0 (11)	16 (5)
Room 14		6 (9)	6 (3)	2 (7)	9 (4)
		19%	81%	8%	92%

Senior Team (copies of the Team EOY presentation and video are available to authorised personnel onsite)

TARGET

To move more than 75% of our students to green (achieving 90% or more) in Year 3 of 'The Code'.

What were the targets and outcomes?

End of Term 1 - Year 3 Assessment	R7	R8	R11	R12	TEAM
Students below 60%	4/28	2/28 (+1 no data)	1/28 (+2 no data)	5/28	11%
Students between 61-90%	10/28	7/28	13/28	7/28	33%
Students above 90%	14/28 = 50%	18/28 = 64%	15/28 = 54%	16/28 = 57%	56%
Mid-Term 4 - Year 3 Assessment	R7	R8	R11	R12	TEAM
Students below 60%	0/29	1/26 = <1%	0/29	2/27 = 7%	3%
Students between 61-90%	6/29 = 21%	4/26 = 15%	6/29 = 21%	3/27 = 11%	17%
Students above 90%	23/29 = 79%	21/26 = 81%	23/29 = 79%	22/27 = 81%	80%

Results show that student achievement have shifted from mid-50% to 80%+ across the team. We passed our target of getting more than three-quarters of the team to achieve over 90% accuracy.

NB: See also the separate ANALYSIS OF VARIANCE REPORT documents:

[Junior Team AOV 2023](#)

[Middle Team AOV 2023](#)

[Senior Team AOV 2023](#)

Sonia Mudgway

Principal

PARKLAND SCHOOL (2424) ANALYSIS OF VARIANCE REPORT 2023

Junior Team - Structured Literacy (Phonemic and Phonological Awareness)



Strategic Aim	Annual Aim	Target
<p>Our aim is to equip Parkland children with the tools they need to navigate a literacy rich world.</p>	<p>There are many children across our Team that have been identified with areas of concern in our literacy programme, highlighted through classroom assessment and observation. These children need explicit and systematic teaching in phonemic and phonological awareness. This will be done through whole school professional development in order to upskill teachers to enable a Structured Literacy approach.</p>	<p>The outcomes for the Junior Team children are to develop phonemic and phonological awareness.</p> <p>Each child will be in orange (gaining mastery) or green (mastered) for all areas of the phonological awareness screening tool by Term 4 2023 (Segmenting sentences into words, discriminating/producing rhyme, blending/segmenting/deleting syllables, identifying first/last sounds, blending/segmenting sounds).</p>

Baseline Data	Outcomes																																				
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Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Student 8
Student 9
Student 10
Student 11
Student 12
Student 13
Student 14
Student 15

1	2	3	4	5	6	7	8	9	10	Total /50
4	2	0	2	5	4	0	0	0	0	17
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5	5	1	4	3	0	5	5	0	0	28
3	5	5	5	5	3	5	4	0	3	38
4	4	5	5	0	0	2	0	0	0	20
5	5	4	5	3	5	5	5	2	5	44
5	4	3	5	0	4	5	4	4	3	37

Areas of Concern:

14/15 children need attention with Segmenting Sounds
 13/15 children need attention with Blending Sounds
 9/15 children need attention with Producing Rhyme and/or Identifying Last Sound
 8/15 children need attention with Segmenting Sentences into Words and/or Segmenting Syllables and/or Deleting a Syllable and/or Identifying First Sound

Areas of Strength:

12/15 have mastered or gaining mastery with Discriminating Rhyme
 11/15 children have mastered or gaining mastery with Blending Syllables

Overall, all 15 children need attention with one or more areas of Phonological Awareness.

Student 1
Student 2
Student 3
Student 4
Student 5
Student 6
Student 7
Student 8
Student 9
Student 10
Student 11
Student 12
Student 13
Student 14
Student 15

1	2	3	4	5	6	7	8	9	10	Total /50
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5	5	5	5	5	5	5	5	5	5	50
2	4	5	4	5	1	5	1	1	0	28
5	5	5	5	5	5	5	5	5	5	50
										0
5	4	4	5	5	5	5	2	5	4	44
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4	5	4	5	5	5	5	5	5	5	48
5	5	5	5	5	5	5	5	5	4	49
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50
5	5	5	5	5	5	5	5	5	5	50

(Note: Student 6 left during the year to attend another school)

Areas of Strength:

14/14 children have mastered or gaining mastery with Blending Syllables and/or Segmenting Syllables and/or Identifying a first sound
 13/14 children have mastered or gaining mastery with Segmenting Sentences into Words and/or Discriminating Rhyme and/or Deleting a Syllable

11/14 children have mastered or gaining mastery with Producing Rhyme and/or Identifying Last Sound and/or Blending Sounds
 10/14 children have mastered or gaining mastery with Segmenting Sounds

Overall, 5 children need attention with some areas of Phonological Awareness; but progress has been made. 9 children have mastered or are gaining mastery with ALL areas of Phonological Awareness.

However, of these 14 children, 11 of them have now developed a solid foundation with their Phonological Awareness which will empower them to become proficient readers (with a score of 47 or higher out of 50 in the Phonological Awareness Screening Tool)

Actions Taken	Variance Comment	Next Steps
<p>What did we trial, change, do differently?</p> <p>Term 1</p> <ul style="list-style-type: none"> Had a meeting with our Deputy Principal about Literacy data in the Junior Team and identified a concern around word identification, which started our thinking around a literacy based inquiry. Whole school staff meeting with Liz Kane around Structured Literacy as an introduction. Completed our baseline data on 3 children each using the Phonological awareness screening tool (15 in total). Children were chosen by being identified as a low-middle-high learner from each class to give us a range. As a Team wrote up our Analysis of Variance with our aims and target. Looked at our data and discovered... <p>Areas of Concern:</p> <p>14/15 children need attention with Segmenting Sounds 13/15 children need attention with Blending Sounds 9/15 children need attention with Producing Rhyme and/or Identifying Last Sound</p> <p>8/15 children need attention with Segmenting Sentences into Words and/or Segmenting Syllables and/or Deleting a Syllable and/or Identifying First Sound</p> <p>Areas of Strength:</p> <p>12/15 have mastered or gaining mastery with Discriminating Rhyme 11/15 children have mastered or gaining mastery with Blending Syllables</p> <p>Term 2</p> <ul style="list-style-type: none"> All read 'The Science of Reading' by Laura Stewart Attended Teacher Only Day around Structured Literacy with Liz Kane. Shared what we are currently trialing in our rooms at week 3 Team Meeting: 	<p>What are the outcomes?</p> <p>Areas of Strength:</p> <p>14/14 children have mastered or gaining mastery with Blending Syllables and/or Segmenting Syllables and/or Identifying a first sound</p> <p>13/14 children have mastered or gaining mastery with Segmenting Sentences into Words and/or Discriminating Rhyme and/or Deleting a Syllable</p> <p>11/14 children have mastered or gaining mastery with Producing Rhyme and/or Identifying Last Sound and/or Blending Sounds</p> <p>10/14 children have mastered or gaining mastery with Segmenting Sounds</p> <p>Overall, 5 children need attention with some areas of Phonological Awareness; but progress has been made. 9 children have mastered or are gaining mastery with ALL areas of Phonological Awareness.</p> <p>However, of these 14 children, 11 of them have now developed a solid foundation with their Phonological Awareness which will empower them to become proficient in literacy (with a score of 47 or higher out of 50 in the Phonological Awareness Screening Tool). There are only 3 children who have a score lower than 47 out of 50 and these are our younger Junior children.</p>	<p>Where to next for 2024?</p> <ul style="list-style-type: none"> Continue with our Structured Literacy programmes that have been implemented over the year - whole class and groups using Little Learners Love Literacy Continue Structured Literacy professional development with Liz Kane Continue to have support with School Coaching Buy more books, Teacher Manuals and Group Teaching Manuals Continue to share ideas/resources regularly as a Team at Team Meetings Continue to support each other with successes and challenges e.g. observing lessons, sharing planning, just talking! Possibly be part of creating Parkland School Structured Literacy Assessment Guidelines Hoping to have additional support for Structured Literacy Intervention

R9/10-Milo monkey book instead of Letterland. Sing Milo Monkey song. Exploring reading groups but unsure what to do. Have stopped books. Going to start having a play round with building word mats and work together so we can chat about what we are doing as we go. Want to keep working alongside our Foundation Skills.

R5 - Tested letters/sounds and words to form groups. Trialing literacy rotations and small group work to fill gaps. Milo monkey song, vc and cvc words building/writing and reading them. Stopped books but some kids are still taking browsing box books home.
R6 - Tested letters/sounds and words to form groups - 6 groups and 5 of them at Stage 1 - different levels. Some can't identify sounds, some can identify sounds but can't blend etc. Set up boxes for each group with writing books etc. Reading with top group still. Working on filling gaps.

- Resources arrived!
- Coaching Meetings with Deputy Principal about where we were at with Structured Literacy so far and where to next
- In Class Coaching with Liz Kane - she modeled a session for us to observe
- Visited Teacher at Roslyn School week 5 Team Meeting - She is a lead Teacher in Structured Literacy at her school. Lots to share with us
- The Code PD with Liz Kane at a Staff Meeting
- Week 9 Team Meeting - What is happening for Structured Literacy in our rooms? Where to next and what do we need?

We talked about useful activities, any problems we were having, bounced ideas off each other, shared what we are doing for whole class and/or groups, shared planning ideas and shared worthwhile videos to watch.

Where to next for Term 3? What do you need?

-Ask DP about having the LLLL Milo Monkey Teacher Resource Stages 1-4 digitally

-Want to see children in action at a LLLL approach - visit Teacher at Roslyn to see this

-What is best practice for small groups?

-How to best use the LLLL assessments to help with decodables?

-What are the expectations? Whole class? Groups? Handwriting? Creative writing? So much to fit in! How to fit it all then?

-How do we structure our day? What should we be focusing on?

-What to do with children who know all their sounds but don't know what to do with them & having trouble blending?

-Suggested to HP to observe AE talking a whole class session sometime this term

- Attend the Manawatu Structured Literacy Associate Meeting held at Parkland School on how to take SL whole class sessions.
- Mid Year Group Reflection:

-Huge improvement in sound knowledge

-Many children able to segment words but are struggling with blending

-Still having trouble with letter reversal

-Children who struggling with blending are doing better with the writing (encode) - able to use phoneme fingers and write the sounds

-Children are more independent

-Lack of time to get to Heart Words taught when working in a group

-Lots of reading and watching about Structured Literacy in the holidays!

Term 3

- We started sharing Literacy ideas at each Team Meeting - the teacher hosting shared with the team. We also shared any successes or challenges each Meeting with each other
- Teacher Aide started taking small intervention groups (some of our target children were involved in this)
- In class coaching in Liz - each teacher had 45 mins individual PD with Liz. Focus on review and anything else teachers needed.
- Coaching goals set after coaching with Liz
- Coaching Observations with School Leaders - reflecting on Review and the goals we've set

<p>Term 4</p> <ul style="list-style-type: none">• In class coaching in Liz - each teacher had 45 mins individual PD with Liz. Focus on review and explicit teaching.• Staff Meeting with Liz - Cognitive Load Theory• Completed our outcomes assessment using the phonological awareness tool and recorded on tracking sheet.• Compared and analysed the baseline and outcome data and reflected on our target.		
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PARKLAND SCHOOL ANALYSIS OF VARIANCE REPORT 2023

MIDDLE TEAM



AIMS and GOALS: Structured Literacy

Strategic Aim	Annual Aim -	Target
All students will achieve at or beyond national expectations at their level.	All of our Year 3 and 4 students will have mastered Year 3 of the Code (Level 2 of the Curriculum)	Currently 85% of our Year 3 students and 58% of our Year 4 students have not mastered spelling Year 3 of The Code (90% or higher). The goal is to have 100% of our Year 3 and Year 4 students scoring at least 90% in the Year 3 Word Check Year 3 Code Spelling Test

Room	Year 3 Word Check Test Expectation: 90% (60/66)	Total Number of Students in Year 3 who have yet to master Year 3 of The Code	Total Number of Students in Year 3 who have mastered Year 3 of The Code	Total Number of Students in Year 4 who have yet to master Year 3 of The Code	Total Number of Students in Year 4 who mastered Year 3 of The Code
Room 2		9	2	5	7
Room 3		11	1		
Room 4		6	1	11	5
Room 14		9	3	7	4
		85%	15%	58%	42%

MID YEAR DATA

Room	Year 3 Word Check Test Expectation: 90% (60/66)	Total Number of Students in <u>Year 3</u> who have yet to master Year 3 of The Code	Total Number of Students in <u>Year 3</u> who have mastered Year 3 of The Code	Total Number of Students in <u>Year 4</u> who have yet to master Year 3 of The Code	Total Number of Students in <u>Year 4</u> who mastered Year 3 of The Code
Room 2		8 (9)	3 (2)	4 (5)	8 (7)
Room 3		6 (11)	5 (1)		
Room 4		4 (6)	3 (1)	5 (11)	11 (5)
Room 14		8 (9)	4 (3)	6 (11)	5 (4)
		61%	39%	38%	62%

END OF YEAR DATA

Room	Year 3 Word Check Test Expectation: 90% (60/66)	Total Number of Students in <u>Year 3</u> who have yet to master Year 3 of The Code	Total Number of Students in <u>Year 3</u> who have mastered Year 3 of The Code	Total Number of Students in <u>Year 4</u> who have yet to master Year 3 of The Code	Total Number of Students in <u>Year 4</u> who mastered Year 3 of The Code
Room 2		2 (9)	9 (2)	1 (5)	11 (7)
Room 3		0 (11)	12 (1)		
Room 4		0(6)	7 (1)	0 (11)	16 (5)
Room 14		6 (9)	6 (3)	2 (7)	9 (4)
		19%	81%	8%	92%

ACTIONS, VARIANCE, NEXT STEPS

Actions Taken	Variance Comment	Next Steps
<p>Approaching Liz Kane and asking her for help at the beginning of our inquiry was the best thing we did and what we got across the school from that email was HUGE!</p> <p>Whole school PD day with Liz Kane and Liz Kane modelling sessions</p> <p>Rachel and Melissa attended SBP conference in Christchurch and Auckland</p> <p>Observations, Upskilling</p> <p>Sharing and buying of resources</p> <p>Team approach - Support one another when needed</p> <p>Commitment to using the resources we have</p> <p>Coaching sessions/observations - focusing on "review" and "teaching</p> <p>Reflections and goals were given to us from these observations</p> <p>Team Meetings: regular slot each team meeting for us to teach the others in the team, getting feedback from these was great</p> <p>Commitment to the Code - 30 minutes EVERY day.</p> <p>Some students are on their third code book!</p>	<p>At the beginning of the year 85% of our Year 3 students had not mastered (90%) Year 3 of The Code. At the end of the year 81% of our Year 3 students HAVE mastered Year 3 of The Code</p> <p>At the beginning of the year 58% of our Year 4 students had not mastered (90%) spelling Year 3 of The Code. At the end of the year 92% of our Year 4 students HAVE mastered Year 3 of The Code</p> <p>The goal was to have 100% of our Year 3 and Year 4 students scoring at least 90% in the Year 3 Word Check Year 3 Code Spelling Test.</p> <p>At the end of the year 86.5% of our Year 3 and Year 4 students scored at least 90% in the Year 3 Word Check Year 3 Code Spelling Test.</p>	<p>Discussions about extension of students in 2024</p> <p>How can we adapt lessons to cater for different levels?</p> <p>Daily Code sessions in 2024</p> <p>Continue to work with Liz in 2024</p> <p>We have a new cohort of students next year so we will be doing a lot of this work again in 2024</p> <p>Sharing best practice in the team and across the school</p> <p>Higher Achievers - less Code sessions, more independent</p> <p>Tier 2 and 3 SLIP groups with Rachel</p> <p>SLIP groups with T/Aides to continue next year?</p>

PARKLAND SCHOOL (2424) ANALYSIS OF VARIANCE REPORT 2023

SENIOR TEAM - SPELLING PATTERNS AIMS and GOALS

Strategic Aim	Annual Aim –	Target
<p>For teachers to lift their knowledge and skills in spelling, phonological awareness and phoneme-grapheme correspondence.</p>	<ul style="list-style-type: none"> • Find out what our students know • Use resources such as ‘The Code’ and the ‘Phonological Awareness Assessment Tool’ to identify gaps in knowledge • Build teacher understanding and knowledge • Use this to teach students according to these identified gaps 	<p>For our Year 6 students to increase their understanding of Year 4 spelling patterns (from ‘The Code’).</p> <p>Each class has a target group of 5-6 students chosen based on the needs identified in the Spelling Assessment carried out with a selection of Y4-6 words from ‘The Code’.</p> <p>Following our TOD, we have changed our current targets based on Liz’s recommendations.</p> <p>Our target is to move more than three quarters of our students to green (achieving 90% or more) on the Year 3 spreadsheet of the Code. We can review and develop this as we learn more. We will develop individual Code groups within each class to meet the needs of our students.</p>

ACTIONS, VARIANCE, NEXT STEPS

What were the targets and outcomes?

End of Term 1 - Year 3 Assessment	R7	R8	R11	R12	TEAM
Students below 60%	4/28	2/28 (+1 no data)	1/28 (+2 no data)	5/28	11%
Students between 61-90%	10/28	7/28	13/28	7/28	33%
Students above 90%	14/28 = 50%	18/28 = 64%	15/28 = 54%	16/28 = 57%	56%
Mid-Term 4 - Year 3 Assessment	R7	R8	R11	R12	TEAM
Students below 60%	0/29	1/26 = <1%	0/29	2/27 = 7%	3%
Students between 61-90%	6/29 = 21%	4/26 = 15%	6/29 = 21%	3/27 = 11%	17%
Students above 90%	23/29 = 79%	21/26 = 81%	23/29 = 79%	22/27 = 81%	80%

Results show that student achievement have shifted from mid-50% to 80%+ across the team. We passed our target of getting more than three-quarters of the team to achieve over 90% accuracy.

Actions Taken	Variance Comment	Next steps
<ul style="list-style-type: none"> ● W8-9 T1 - Following the staff meeting with Liz Kane, we each completed 'The Code' assessment with our class starting 2 years back from our youngest year level - Year 3, as per Liz's advice. Results are being entered on one of the free spreadsheet resources from The Code website. ● W8 T1 - Megan observed in R3&4 to see their structured literacy lesson in action ● W9 T1 - Megan shared some TLR with Sarah and Caro to help them carry out their Phonological Awareness assessments. ● 21.4.23 - Liz Kane workshop call back day ● 2.5.23 - Great to know Caro will get a catch up session with Liz. We're very much looking forward to learning how Liz runs a 'Code' lesson so we can get started with this (see minutes). ● 22.5.23 - Liz modelled in each pair of classes ● Very systematic process ● Quite pacy - pace important ● pattern - I say, you say, I do, we do, you do - gradual release. ● Repeat- ● Sound focus rather than spelling ● The spelling of the letters that go with the sounds you hear. ● It's not going to do any harm to go back to cover things they don't know. ● For us - we need to get into the flow with Year 3 level. ● Teaching our students 'the why' of spelling patterns. 	<p>Results show that student achievement has shifted from mid-50% to 80%+ across the team.</p> <p>We passed our target of getting more than three-quarters of the team to achieve over 90% accuracy.</p>	<p>Wonderings 27.3</p> <ol style="list-style-type: none"> 1. Where do we start on the code? 2. What do we do with parts of the code not known? 3. What sequence do we follow? 4. How do we integrate this into our programme? 5. What resources do we need at this stage? <p>EOY</p> <p><u>Next Steps</u></p> <p>We look forward to starting the new year with dedicated 'Code Exercise Books'.</p> <p>We feel we have a strong base to build on.</p> <p>Establishing a clear start to the year with explicit teaching for those that require this additional support.</p> <p>We look forward to learning with and from our knowledgeable colleagues.</p>

<p>23.5.23 Staff met with Liz for a Code Lesson. Liz took us through the structure of a lesson - review, explicit teaching, practice and application with list 4 -ck. We reviewed for ourselves the terms used</p> <ul style="list-style-type: none"> • Phonology (organisation of speech sounds in words) • Sound Symbol awareness • Syllables • Morphology (parts of words that have meaning: base/root, prefix, suffix). • Phonemes (smallest unit of sound in speech) We were reminded of using our 'phoneme fingers' to say each word and find the phonemes. <p>We asked about resources - card packs to build up a sound pack for our class to use as Liz did in her modelling.</p> <p>We were shown the dictations book (also in Shared Teachers Drive) and the Soundcheck Resources - all in a box near the photocopier.</p> <p>13.6.23 - Coaching meeting with Caro J - we each had time to talk through our journey so far.</p> <p>19.6.23 - Class code lessons are going well - R11 to get underway soon. Spoke about challenges of having the whole class sitting on the mat - not ideal but R8 tried desks and this wasn't great either?!</p>	<p>Continue to build on what we know and extend our learning.</p> <p><u>Wondering</u></p> <p>Is there space to spread our learning through engaging with schools that are further through their learning?</p> <p>How will we build our knowledge across the different learning years and stages?</p> <p>How do we best utilise any teacher aide support time that is provided to the team next year?</p> <p>How can we connect and build this learning into writing?</p> <p>Will we be introduced to 'Repeated Reading' and 'Paired Reading'?</p>
<p>T3</p> <p>SLiP groups started, timetable with Tosca in the morning and Corinna in the afternoon for senior team learners.</p> <p>Coaching on Review section of our lessons - individual goals set and revisited. We each have our own doc with these on and the notes from the observations.</p> <p>T4</p>	

<p>Liz Kane visiting to look at Explicit Teaching planning.</p> <p>W4 - We decided to get our Y3 repeat assessments done and entered onto our class Code Sheets by the Monday of W6.</p> <p>W5 - Liz Kane sessions with Caro J and Rachel. Very interesting to learn about the script modifications Liz is encouraging for the review section of the lesson.</p> <p>We would like to see Caro and Rachel modeling more of the best practice and tips they have with the whole staff - their experience of seeing all lessons and being there for all the conversations with Liz means they have a rich knowledge base to share. Otherwise we feel that they keep getting richer and we muddle along doing our best, potentially getting into bad habits without knowing it.</p> <p>Wonderings Teacher Aide support and use What has worked? How can we make this better? Students getting overload within the classroom and / or teacher aide support - cognitive overload v support v whole class v acceleration</p>		
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