



Pirinoa School Analysis of Variance For the Year Ended 31.12.15

Strategic Outcomes 2012-2017

Accelerated Student Achievement

As measured by:

- ✚ Planning and programs to meet the learning needs of all learners with a focus on those with special educational needs
- ✚ High literacy and numeracy [as referenced to National Standards]
- ✚ All children achieving in all learning areas



Excellence in Teaching

As measured by:

- ✚ student progression and achievement
- ✚ % satisfaction of students, staff and families with feed forward and feedback
- ✚ 'Teaching as Inquiry' Learning Cycle for improved teaching and learning



A Modern Learning Environment

As measured by:

- ✚ Well maintained learning environment
- ✚ Robust programme of 'Self Review'
- ✚ **Wow** factor of school atmosphere
- ✚ 21st Century Learning



Engaged Community

As measured by:

- ✚ Effective community consultation and collaboration supporting the well-being & culture of the school
- ✚ An increase in MoU's with learning partners
- ✚ Increased level of community support, and community use of, the school
- ✚ Positive Behaviour 4 Learning supported by parents, whanau and community
- ✚ A commitment to being an enviro-school thereby nurturing informed and active young citizens



<p>Strategic Outcome: 1 <i>Accelerated Student Achievement</i></p> <p>Annual Goal: 1.1 <i>Māori and Pasifika students will achieve accelerated progress in writing literacy levels as referenced to the national standards.</i></p> <p>Annual Goal: 1.2 <i>Māori and Pasifika students will achieve accelerated progress in mathematical levels as referenced to the National Standards.</i></p>	<p>Strategic Outcome: 2 <i>Excellence in Teaching</i></p> <p>Annual Goal: 2.1 <i>To create a learning environment amongst the staff, which helps create a rich and confident learning structure, especially in the areas of Literacy and Numeracy. This helping our students become high achievers and achieving well against the National Standards.</i></p>	<p>Strategic Outcome: 3 <i>A Modern Learning Environment</i></p> <p>Annual Goal: 3.1 <i>To create a 21st century learning environment that provides all members of the school full access to 21st learning resources.</i></p>	<p>Strategic Outcome: 4 <i>Engaged Community</i></p> <p>Annual Goal: 4.1 <i>Effective communication between home, school and wider community. This creating the school as the hub of the community and insuring that we have a positive working and learning relationship.</i></p>
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Annual Goals and Actual Achievements for 2015

<p align="center">Actions (What was our goal?)</p>	<p align="center">Outcomes (What Happened?)</p>	<p align="center">Reasons for the variance (Why did it happen?)</p>	<p align="center">Evaluation (Where to next?)</p>
<p>Annual Goal: 1.1 <i>Māori and Pasifika students will achieve accelerated progress in writing literacy levels as referenced to the national standards.</i></p>	<p align="center">March 2015 Writing Data Target: Year 1-8 Māori and Pasifika students achieving 'well below' and 'at'. (total 9)</p>	<p>✓ Progress was achieved in accelerating the writing of the target students, however some students are still at "at". There was progress but come the end</p>	<p>✓ Ensure that the focus for writing is upon 'writing across the curriculum' in order to maintain progress made and to stimulate</p>

November 2015 Writing Data
Target: *Year 1-8 Māori and Pasifika students achieving 'well below' and 'at'.* (total 9)

Year 1-8			
WB	B	At	Ab
2		7	

Year 1-8			
WB	B	At	Ab
	1	6	2

of the year these students hadn't made enough to be above the National Standard.

- ✓ Students were encouraged to share their learning needs & 'have a voice' in their next step.

acceleration, especially with the Year 1-8 students.

- ✓ Student voice will continue as an effective and powerful assessment tool and planning platform.

- ✓ As a teaching staff we have made writing our focus and are using the new documents issued by ERO to help us with completing an internal evaluation of our writing program.

Annual Goal: 1.2 *Māori and Pasifika students will achieve accelerated progress in mathematical levels as referenced to the National Standards.*

March 2015 Maths Data
Target: Year 1-8 Māori and Pasifika students achieving 'well below' and 'below' 'at'.(total 11)

Year 1-8			
WB	B	At	Ab
2	3	6	

'at'.

Year 1-8			
WB	B	At	Ab
1	2	5	3

November 2015 Maths Data
Target: Year 1-8 Māori and Pasifika students achieving 'well below' 'below' and 'at'.(total 11)

- ✓ Partial progress was achieved with 50% of the target students achieving improving by at least one level, with one student accelerating his achievement by two levels.
- ✓ One of our students did not progress in terms of National Standards levels however, they made progress within their extended curriculum goals. Their Numeracy Knowledge and Strategy stages illustrating progress in mathematics is being attained however without the urgency that is required.
- ✓ The students, who that did not progress as expected, have learning gaps within the basic platforms of learning within maths i.e. Place Value and Mult/Div.

- ✓ A critical focus needs to be on those students in Year 3-8 achieving between 'well below' and 'at' in reference to the National Standards
- ✓ Investigation into 'Best Evidence Practice' as to the teaching methods and strategies that best accelerate priority learners achievement in Maths
- ✓ Teachers will moderate their assessment outcomes when using Easttle

<p>Annual Goal: 2.1 <i>To promote and enhance quality teaching in the learning areas of literacy and numeracy, as referenced to National Standards, in order to ensure students have every opportunity to become 'High Achieving Learners'.</i></p> <p>Annual Goal: 3.1 <i>To effectively engage our learners through active participation in motivating programmes.</i></p>	<p>Target: Teaching Staff – Two fulltime teachers, one permanent part time teacher (.5) and two Teacher Aides.</p> <p>Target: All student learners</p> <p>Successful PLD undertaken throughout 2015:</p> <ul style="list-style-type: none"> ✓ PB4L Tier 1 refresher ✓ First Time Principal Program ✓ Teaching as Inquiry ✓ Tips for Autism ✓ Ngati Kahungunu Ki Wairarapa Education Strategy 2014-202 ✓ Google Apps for Education ✓ Enviro-schools 	<ul style="list-style-type: none"> ✓ Teaching staff, both teachers & teacher aides have participated in PLD, to develop the strategies to facilitate teaching and learning using: <ul style="list-style-type: none"> * cross grouping of students according to learning need or strength *student ownership of learning *students leading learning, peer tutoring *self/peer assessment * reflective practice for both teachers and students * purposeful and focused planning to meet student identified needs * Teaching as Inquiry * Special Needs Education ✓ Networking to create learning opportunities with neighbouring small schools saw our students involved in fun, action packed EOTC. ✓ We nurture connections with new learning partners and seek to ensure student learning is enhanced through the connections i.e. Martinborough Library, Kohunui Marae Kaumatua 	<ul style="list-style-type: none"> ✓ Continue to promote and enhance quality teaching across all learning areas as evidenced by student achievement data and teacher / teacher aide capability ✓ Continue with effective PLD in the areas of Writing for learning and also the 1st Time Principal Program
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		<ul style="list-style-type: none">✓ Principal visited innovative small schools to gain inspiration, innovations and ideas for 21st	
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<p>Annual Goal: 4.1 <i>Effective 3 way communication, students / school / whanau - community and vibrant active learning partners.</i></p>	<p>Target: Students, school (staff and BoT), whanau and wider school community.</p> <ul style="list-style-type: none"> ✓ A new school website was developed and is active. It is proving effective in providing information about teaching and learning to our school and wider community. ✓ A new school report to parents and caregivers was created. The report aligns progress and achievement with the National Standards and provides information about a the Pirinoa Path, Sports participation and Key Competencies ✓ A survey was issued to our students, staff and school community in 2015: Inclusive Schools Well Being Survey focused on how parties felt about the learning at Pirinoa School, being valued and included, knowing about their learning or their child's, having a voice, sharing in the learning, behaviour, community support and celebration of achievement. 	<ul style="list-style-type: none"> ✓ Pirinoa School values its parents, caregivers and school community as learning partners. ✓ Open and regular consultation is welcomed and sought from parents and the wider school community as a natural and important part of 'how we operate' at Pirinoa school. ✓ Parents and caregivers are encouraged to 'have a voice' and seek advice, guidance or to address issues through effective communication channels. ✓ Parents and caregivers have an opportunity to consult with teaching staff twice a year at learning conferences at which time they can ascertain how to support their child's progress at school and at home. 	<ul style="list-style-type: none"> ✓ Continue with effective consultation with the Pirinoa school Community ✓ Activate a survey to gather information within the area of Physical Health, Physical Exercise and Physical Activity / Nutrition / Sexuality Education.
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<p>Annual Goal: 4.1 <i>To ensure learners have access to 21st Century Learning resources to enable and enhance future focused learning.</i></p>	<p>Target 4: All learners at Pirinoa School</p> <ul style="list-style-type: none"> ✓ We have 1:1 chromebooks in the senior classroom (21). ✓ Pirinoa School is now fully connected to ultrafast broadband and is part of the Network for Learning initiative ✓ New Astroturf laid over existing court, this has been completed ✓ Students/staff using Google Drive for communication, assessment and teaching and learning ✓ Class Dojo ✓ Absentees completed online 	<ul style="list-style-type: none"> ✓ We have been successful in creating the beginnings of a modern digital learning environment. ✓ Staff have begun to upskill within the area of eLearning and to reflect upon how 'modern learning' with digital technology can be utilised to motivate students and enhance learning and achievement. 	<ul style="list-style-type: none"> ✓ Look at implementation of interactive whiteboards (2). ✓ Corridor upgrade, including a learning street in the junior classroom and establishing break out spaces for the senior room. ✓ Installation of two heat pumps ✓ Full participation in and the impact of e-Learning to be evident within planning, teaching and learning. ✓ Installation of a new wireless internet system to get uninterrupted internet around the school ✓ Playground upgrade and new carpark in 2016
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