

GREENPARK SCHOOL ANNUAL REPORT 2023



PRINCIPAL'S REPORT

Greenpark School, through its analysis of student data, has placed a strong emphasis on improving student achievement in Literacy. In 2021, our kura engaged with the Ministry of Education's Better Start Literacy Programme, focusing on our junior team. In 2022, we extended this initiative to implement a full school Structured Literacy program, which remains a major focus for our kura. This represents a significant financial and human resource commitment from our Board of Trustees and kura, including:

- Providing professional learning for our team
- Offering teacher release time to attend professional learning and development
- Allocating teacher release time for peer coaching and observation
- Investing in the iDeal online platform and teacher resources
- Purchasing structured literacy reading resources for our tamariki
- Employing learning support staff in 2023 to assist struggling readers

In 2022 and 2023, our focus was on implementing new practices in spelling and reading. In 2024, while continuing to sustain these practices, our major professional learning focus will be on writing. New approaches to teaching and learning are shifting our assessment practices. As a kura, we are extremely proud of the progress our kaiako and tamariki have made.

Our Board of Trustees is a dedicated and knowledgeable group, well-informed and fully engaged in our strategic plan. In addition to their commitment to improving outcomes for our tamariki, they are managing several significant property projects, including:

- Redevelopment of eight classrooms
- Weathertight remediation of our hall and six classrooms
- Replacement of our junior playground
- Implementation of 5YA works as outlined in our 10YPP

GREENPARK SCHOOL BOARD OF TRUSTEES

Greg Cummings	Presiding Member
Krissy Thompson	Parent Elected Representative

Heather Kawan	Parent Elected Representative
Gareth Norman	Parent Elected Representative
Gareth Scholes	Principal
Haidee Jenkins	Staff Representative
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STATEMENT OF VARIANCE AGAINST TARGETS

STRATEGIC INITIATIVE: MĀTAURANGA | STRUCTURED LITERACY - Implement school wide structured literacy practices to challenge and empower teacher practice and accelerate learning.

ANNUAL AIMS/GOALS:

- All teachers and support staff engage in structured literacy practices.
- All teachers implement spelling and reading programmes in their classrooms following iDeal scope and sequence.
- All teachers follow assessment processes for structured literacy.
- Resource professional learning for all teaching and non-teaching staff for structured literacy.

WHAT DID WE ACHIEVE?	EVIDENCE	REASONS FOR ANY DIFFERENCE	WHERE TO NEXT?
<p>Review – Spelling Term 1 – Coaching Round Coaching the coaches re: instructional coaching</p> <p>Review – Reading Term 1 – Coaching Round Coaching the coaches re: instructional coaching. Coaching coaches to teach at different levels.</p> <p>Differentiation Modelling concept word selection. Staff to create their own lists with cross stage words & content words.</p> <p>Planning</p>	<p>Visible in classrooms, following scope & sequence</p> <p>Visible in classrooms, following scope & sequence</p> <p>Visible in classrooms and planning</p> <p>Visible in the planning folder and outworked in classrooms.</p>	<p>Variance in teacher practice as would be observed in any school when taking on a new initiative. This was identified and support provided across the team and targeted support provided for teachers were identified through coaching.</p>	<p>Structured Writing Implementation of structured writing programmes at Greenpark School while sustaining shifts in practice in spelling and reading.</p>

<p>Introduce different planners that are being trialled (including all components of literacy), staff to follow and/or adapt to be their own.</p> <p>PAT Assessment</p> <p>Reading vocab and comprehension. Grow in understanding & use of PAT to inform teaching and learning.</p>	<p>Development of teacher knowledge and understanding of PAT.</p>		
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DATA

PAT Reading Comprehension Term 3, 2022 - Term 3, 2023 ...

All Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	34.0 22 tamariki omitted/absent	25.8 (28.8) 5 tamariki omitted			
Year 5	35.3 6 tamariki omitted/absent	35.4 (35.8) 2 tamariki omitted/absent			
Year 6	44.0 11 tamariki omitted/absent	42.2 (45.0) 1 tamariki omitted/absent			

PAT Reading Vocabulary Term 3, 2022 - Term 3, 2023 ...

All Data

	Term 3, 2022 Mean Scale Score	Term 2, 2023 Mean Scale Score	Term 2, 2024 Mean Scale Score	Term 2, 2025 Mean Scale Score	Term 2, 2026 Mean Scale Score
Year 4	<i>Invalid Data</i>	35.1 (32.5) 0 tamariki omitted/absent			
Year 5	44.6 5 tamariki omitted/absent	42.9 (40.9) 2 tamariki omitted/absent			
Year 6	50.0 16 tamariki omitted/absent	48.3 (48.7) 6 tamariki omitted/absent			

iDeaL Spelling Data

All Greenpark School ākonga completed either the Phonological Awareness Screener or Spelling assessment in Term 1 and Term 3, 2023. This data set reflects the Term 3 data used for both formative and summative data reporting.

All Data

	Phonological Awareness	Stage 1	Stage 2	Stage 3	Stage 4
Year 1 Term 3, 2022 Term 2, 2023	32 (29%) 28 (26%)	79 (71%) 75 (69%)	1 (0.9%) 3 (2.7%)	2 (1.9%)	
Year 2 Term 3, 2022 Term 2, 2023	5 (5%) 6 (4.5%)	88 (91%) 96 (72%)	8 (8%) 30 (22%)	2 (1.5%)	
Year 3 Term 3, 2022 Term 2, 2023	7 (7%) 1 (0.9%)	86 (86%) 44 (42%)	7 (7%) 52 (49.5%)	8 (7.6%)	
Year 4 Term 3, 2022 Term 2, 2023		22 (18%) 12 (12%)	70 (56%) 48 (49%)	32 (26%) 35 (36%)	2 (2%)
Year 5 Term 3, 2022 Term 2, 2023		12 (9%) 5 (4%)	67 (51%) 52 (42%)	49 (37%) 58 (47%)	3 (2%) 9 (7%)
Year 6 Term 3, 2022 Term 2, 2023		5 (5%) 8 (6.5%)	34 (31%) 38 (5%)	52 (47%) 62 (51%)	13 (12%) 14 (11.5%)

2024 TARGET

GPS currently has 78 (12%) of students between Y2-Y6 identified in our Literacy Tracking (Spelling and Reading) who are well below (Towards with Targeted Support)

- By the end of 2024 the goal is to reduce this to 7% (45 students).

DECEMBER 2023 PROGRESS AND ACHIEVEMENT DATA SUMMARY

READING

	TOWARD WITH SUPPORT	TOWARD	WITHIN	BEYOND	WITHIN & BEYOND
WHOLE SCHOOL	27 (4%)	163 (23.5)	406 (58.5)	97 (14%)	503 (72.5%)
MALE	15 (4%)	95 (25.5%)	208 (56%)	55 (15%)	263 (70.5%)
FEMALE	12 (4%)	68 (21%)	198 (62%)	42 (13%)	240 (75%)
ASIAN	9 (5%)	49 (28%)	86 (49%)	30 (17%)	116 (67%)
MAORI	6 (4%)	38 (24%)	99 (63%)	14 (9%)	113 (72%)
NZ EUROPEAN	8 (2.5)	62 (20%)	199 (63%)	45 (14%)	244 (78%)

WRITING

	TOWARD WITH SUPPORT	TOWARD	WITHIN	BEYOND	WITHIN & Beyond
WHOLE SCHOOL	6 (1%)	185 (27%)	470 (68%)	32 (5%)	502 (72%)
MALE	4 (1.5%)	116 (31%)	238 (63.5%)	17 (4%)	255 (68%)
FEMALE	2 (1%)	69 (22%)	233 (73%)	15 (5%)	248 (78%)

ASIAN	2 (1%)	53 (30%)	109 (62%)	12 (7%)	121 (69%)
MAORI	2 (1%)	46 (29%)	102 (65%)	6 (4%)	108 (69%)
NZ EUROPEAN	0 (0%)	73 (23%)	230 (73%)	11 (4%)	261 (83%)

Reading and Writing Summary

What are we proud of:

GPS has completed two years of Professional Learning in Spelling and Reading. This has seen a growth in teacher knowledge and understanding of The Science of Reading, Structured Literacy, phonological awareness, between 20 - 40 spelling concepts, and a process for teaching reading (small group, whole class, low readers, and high readers). Most teachers are secure in this knowledge and understanding. It is anticipated that over the next 12 months teachers will continue to grow and naturally embed this learning into their daily delivery with a plethora of new skills and with greater automaticity. There is a minimal number of teachers e.g. those who have been on extended leave or need further monitoring/coaching to ensure they continue to keep pace with other staff. Overall GPS has done very well to complete three years of PLD in two years. This means that learning is still fresh and will continue to be supported by the Literacy Team in 2024 to ensure we maintain the integrity of the learning and sustainability of the change that has taken place.

Identified areas for improvement:

- Robust and thorough Induction of new staff
- Whole class and shared reading, another PLD session early in 2024 as this has only been touched on once in the 2023 PLD
- Continue to work on validity and reliability of assessment (teaching and learning) and reporting (to parents) e.g. approximately 9.5% of tamariki have been identified as 'Working Towards With Support' in our other assessment data. However, this does not currently align with Hero Goals

Our focus for 2024:

- As above, sustain and maintain current spelling and reading PLD
- Brief focus on whole class and shared reading
- Moving to writing, beginning with whole school baseline data collection, moving to explicit teaching of sentence types and structures

MATHEMATICS (Number & Algebra)

	TOWARD WITH SUPPORT	TOWARD	WITHIN	BEYOND	WITHIN & BEYOND
ALL - 697	3(0.4)	149(20%)	425(61%)	120 (17%)	545 (78%)
MALE - 375	2	75(20%)	213(57%)	85(23%)	298 (79%)
FEMALE - 322	1	74(23%)	212(66%)	35(11%)	247 (77%)
ASIAN - 178	1	38(21%)	94(53%)	45(25%)	139 (78%)
MAORI - 157	1	48(31%)	95(61%)	13(8)	108 (69%)
NZ EUROPEAN - 314	-	53(17%)	210(67%)	51(16%)	261 (83%)

What we are proud of:

Greenpark has completed 5 years of a significant change in teacher Maths pedagogy using the DMIC approach . Staff are now familiar with and practice using this pedagogy which allows students to participate in discussions with their peers about their mathematical thinking and the thinking of others. As they solve mathematical problems they discover enjoyment and satisfaction in persistence, solving problems, identifying patterns. The skill for teachers is to observe and listen to their students' problem solving. They are to bridge students' thinking to the curriculum concept being taught. This either confirms a student's thinking or corrects any misconceptions related to real life mathematical problem solving. Students can articulate their mathematical thinking and justify themselves. There is a far greater level of mathematical language, reasoning, and justification being used with the DMIC approach. Teachers have made sustained shifts in their practices in the teaching and learning in mathematics.

Identified areas for improvement:

- New staff and staff on leave upskilling in DMIC pedagogy
- HERO indicators do not completely align with DMIC concepts.
- Embedding formative assessment practices and moderation in teaching and learning programmes.
- Continue to differentiate learning for all learners.

Our focus for 2024:

- Continue to sustain both the shifts in practice and strengthening systems to enhance the shifts made in the teaching and learning of

mathematics

- Strengthening the use of Maths Whizz as a tool to support learning at home. Educate whānau about the benefits of regular use of Maths Whizz to help students to maintain and apply learning.
- Yr 4 Māori girls data and the areas of Geometry(space) time, distance, 2 dimensional and 3 dimensional shapes, statistical interpretation of data are identified areas for improvement.

PROGRESS WITHIN THE HERO LEARNING PROGRESSIONS

When a student makes progress across a curriculum level they achieve 33% of the learning progressions at each sub level of the curriculum. Therefore a student who has progressed 1 sub level has achieved over 33% of the learning progressions. A student who has progressed two or more sub levels has achieved 66% or more of the learning progressions.

CURRICULUM LEVEL HERO learning progressions	EARLY LEVEL 33% ACHIEVED	MID LEVEL 33% ACHIEVED	END LEVEL 33% ACHIEVED
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HOW WE HAVE GIVEN EFFECT TO TIRITI O WAITANGI

Greenpark School Board of Trustees and their Kaiako are committed to giving effect to Te Tiriti o Waitangi. Resourcing and support has been provided and members of our learning community are continually supported so that we SEE, HEAR and FEEL the following in Te Kura o Greenpark:

SEE	• Equitable representation of things Māori in the physical environment
	• Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc
	• Te Reo Māori in content on the website and communication to our school community.
	• Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.
	• Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.
HEAR	• Being greeted in Te Reo Māori by all staff. Staff being able to say their minimum when welcoming guests or new learners and their whānau.
	• Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners.

	<ul style="list-style-type: none"> • NZ History being taught in learning communities from both a Māori and non-Māori perspective.
	<ul style="list-style-type: none"> • Integration of tikanga Māori appropriate to local contexts (Iwi & Hapū). Karakia, waiata, kawa for pōwhiri and whakatau.
	<ul style="list-style-type: none"> • Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.
<p style="text-align: center;">HEAR</p>	<ul style="list-style-type: none"> • Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga, kotahitanga, rangatiratanga.
	<ul style="list-style-type: none"> • Te Reo Māori has status and mana by being valued and actively revitalised.
	<ul style="list-style-type: none"> • Māori learners learning through and about their culture and being empowered to be successful as Māori.
	<ul style="list-style-type: none"> • Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.
	<ul style="list-style-type: none"> • A shared decision making process with whānau and hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions.