



Tokoroa North School

Together we learn for life - Ako ngatahi ki te ora

Charter 2019



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TOKOROA NORTH SCHOOL CHARTER



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The School and its Community

Tokoroa North School considers the community to comprise: Children, staff, trustees, parents and caregivers. It considers the Maori community to be made up of those with a direct association with the school through the attendance of their children.

Tokoroa North School is a state contributing primary school. It was established in 1967 and its current and recent roll numbers range between 400 and 480.

The school has a Learning Support Centre for children with intellectual impairment. This centre supports children who are verified through the Ongoing Resourcing Scheme.

There is a broad ethnic mix. Maori constitute 43% of the school population, European 39%, Pacific Island children 10% and Asian 6%.

The occupation groups of caregivers range from professional to semi and unskilled.

A number of pupils enter the school with English as their second language.



Tokoroa North School Shared Values and Beliefs

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We believe in...

<i>Manaakitanga</i> Caring and respect	<i>Pono</i> Integrity	<i>Ka haere ngātahi te mana me te mahi</i> Making positive choices for behaviour and learning	<i>Te kounga o te ako</i> Quality learning	<i>Whanaungatanga</i> Our community and whanau
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LEADERSHIP and TEACHING: We value ...

<i>Te kounga o te mahi</i> Quality work	<i>Te kounga o te whakaako me te ako</i> Quality teaching and learning
<i>Whakapono</i> Trust	<i>Tautokotanga</i> Building self esteem within a warm and inclusive environment
<i>Mahi ngātahi</i> Shared decision making and non-coercion	<i>He marau whānui</i> A balanced curriculum
<i>Whakaaro auaha, whakaaro whānui</i> Innovation and diversity	<i>He akomanga haumaru, he akomanga mahana</i> A high quality learning environment
<i>Pūkenga whakaturu</i> Personal development	<i>Hauora</i> Health and wellbeing
<i>Te rerenga pai o te kōrero</i> Open communication	

Strategic Section

I. Strategic Objectives

School Objectives for 2019 to 2021 based on the school belief system.

a. Curriculum Delivery

- Comprehensive high quality classroom programmes based on the school curriculum delivery plan and school beliefs.
- Comprehensive high quality special needs programmes targeted to address identified learning needs including children with special abilities. (see page 7).
- Comprehensive achievement screening processes based on National N. Z. Curriculum levels to identify children needing special needs and achievement improvement areas.
- Regular measuring of student achievement levels against National N.Z. Curriculum.
- Attractive classroom environments to reflect children's work.
- Specific learning outcomes to be shared with the children.
- Pupils to be taught goal-setting and self-evaluation skills.
- ICT skills to be integrated into learning programmes.

b. Curriculum Content

- The programme will be based on the N.Z. Curriculum Document.
- Priority will be given to literacy and numeracy at all levels.
- Values education will be specifically taught using the school shared values beliefs which complement the key competencies and values in the NZ Curriculum Document.

c. Personnel

- Operate a collaborative non-coercive management system based on the school beliefs.
- Through the Bean system, promote high levels of staff performance through self-reflection, staff development and peer support.

d. Finance

- Allocate funds and monitor expenditure to reflect strategic priorities and support the schools beliefs.
- Comply with legislative reporting requirements and deadlines.

e. Property/Health and Safety

- Follow the asset management and 10 year property programmes to enhance and extend school facilities and provide an attractive stimulating environment.
- Implement the school Health and Safety plan.

f. Community Relationships

- Consult with parents and staff to increase shared ownership of the school. Share student achievement information with the community through the charter.

g. Maori and other cultures

- Develop policies and practices that reflect N.Z.'s diversity and the unique position of Maori culture. The school offers teaching in basic Maori Language (level 6) as per the NZ curriculum. For those parents who wish to have their children taught at a higher level of Te Reo (levels 1 to 5) the school is able to direct parents to local options including, bilingual and total immersion teaching.

h. Strategic Planning and Self Review

- Plan and carry out regular self-review of all school operations.
- Use student achievement data and NZ curriculum standards to inform strategic planning.
- Submit an updated and approved Charter to the M.O.E. by the requested date.

i.

Special Needs Programmes: Summary of Organisation and Objectives 2019

The following key programmes give support to learners with special needs and support student achievement

Remedial Reading Support

Component: 1.2 FTTE across 3 team leaders
Source: SEG/TFEA/ORS funded staffing
Identified by: Check point reviews. Teacher assessment.

Objectives:

1. To provide ongoing support for very low progress children at Y2 –Y6 level in a supportive environment.
2. To provide support to children requiring short and long term reading support.
3. To give these children the skills needed to function independently in the classroom.

Results reviewed: Annually

Literacy Intervention

Component: .4 FTTE
Source: Staffing
Identified by: Teacher assessment

Objectives:

1. To provide a targeted specialised remedial literacy programme to accelerate learning.

Results reviewed: Annually

APSEL Coordinator

Component: 1 FTTE
Source: SEG/TFEA funded staffing, Staffing
Identified by: Teacher, parent referral. School discipline procedures.

Objectives:

1. To provide a broad based support programme to children whose learning is at risk from social and emotional factors.

Language and Learning Intervention

Component: .4 FTTE
Source: Staffing, TFEA
Identified by: Teacher assessment, Speech Therapist

Objectives:

1. To provide a one to one individualized programme set up by the speech therapist.

Results reviewed: Annually

Maths Support Programme

Component: 12 hours paraprofessional per week
Source: SEG/TFEA
Identified by: Check point reviews. Teacher assessment. Pearson testing.

Objectives:

1. To provide intense basic numeracy support to identified children in Year 3-Year 6

Results reviewed: Annually

Perceptual Motor Programme

Component: 15 hours paraprofessional per week
Source: SEG/TFEA
Identified by: PMP screening programme.

Objectives:

1. To provide meaningful activities and experiences in areas that relate to cognitive development prior to the onset of formal learning. These include eye/hand/foot coordination, auditory and visual memory processing, locomotion, balance and fitness.

Paraprofessional Support Team Phonics Programme

Component: 40 hours paraprofessional per week.
Source: SEG/TFEA

Objective:

1. To provide support with phonics programme in the Junior team.

Oral Language

Component: 25 hours paraprofessional per week
Source: SEG/TFEA/TARF
Identified by: ROL, Blank's Questioning

Objective:

1. To lift oral language competence in both speaking and listening.

Results reviewed: Annually

Lunch Club

Component: .2 FTTE, 6 hours paraprofessional support per week
Source: SEG/TFEA/TARF, Staffing
Identified by: School behaviour management procedures.

Objectives:

1. To provide intensive social and emotional skill development for children with high needs particularly identified in the playground.
2. To give children the skills and attitudes necessary to manage their own good behaviour.
3. To provide an opportunity for the recognition of quality playground behaviour and attitudes.

Children with Special Abilities

Component: .4 FTTE
Source: Staffing/TFEA
Identified by: Check point reviews. Teacher assessment.

Objective:

1. To identify the learning needs of able students.
2. To meet the learning needs of able students through literacy, numeracy, thinking and leadership.
3. To assist teachers in the development of individualised programmes for the learning needs of able students in arts, science and technology.

Results reviewed: Annually

ORS

- Objective:
1. Intensive support for ORS verified students in an inclusive needs based setting. All teacher specialist programmes are available to ORS verified children where IEP identifies need.

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ESOL

Component: 15-20 hours paraprofessional per week
Source: SEG / MOE ESOL funding

Objective:

1. Language/reading support to ESOL children and new immigrants.

Results reviewed: Annually

Paraprofessional Support Team Moderate Needs Children

Component: 17.5 hours paraprofessional per week.
Source: SEG/TFEA
Identified by: At Risk Committee. Outside agencies...early intervention.

Objective:

1. To provide curriculum support to children with identified moderate needs generally just below the ORS identification threshold.

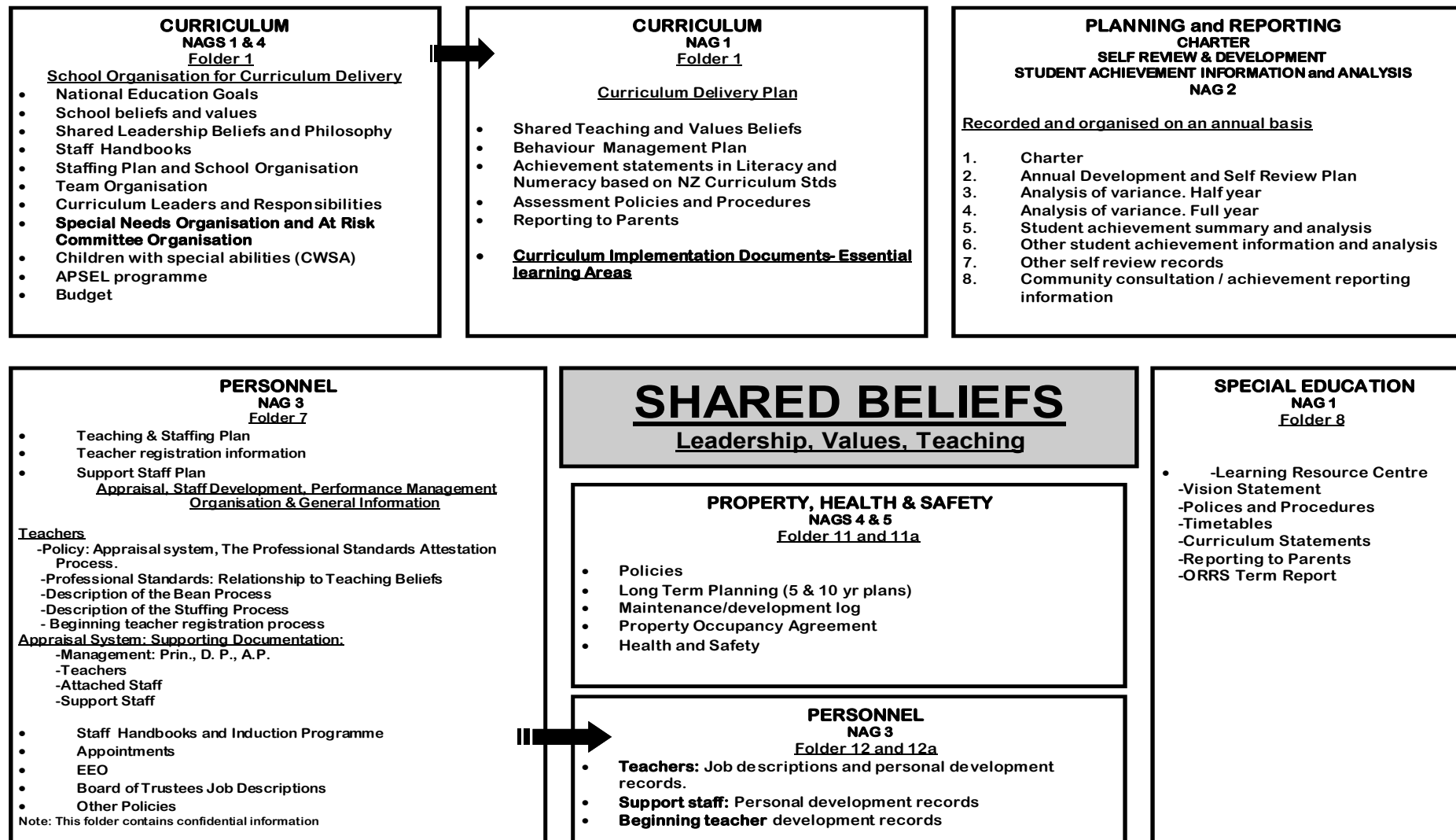
Social Interaction Extension Class

Component: 7.5 hours paraprofessional per week.
Source: SEG/TFEA/TARF

Objective:

1. To develop a sense of wellbeing and belonging to identified students, increase understanding of themselves and the environment and develop skills to participate confidently in classroom activities.

j. **National Administration Guidelines- Organisation of Documentation**
The following key documents inform and give effect to the School Charter



Planning and Results Section

I. Curriculum Review Cycle 2019 to 2021 (NAG 1)

	2019	2020	2021
Area			
Stage 1 (Introducing)	<p>Ongoing review and development of curriculum delivery documentation / plans, Digital Technology</p> <p>Ongoing review and development of curriculum delivery documentation / plans, Maori/Te Reo</p>	Ongoing review and development of curriculum delivery documentation / plans, The Arts.	Ongoing review and development of curriculum delivery documentation / plans, Maths.
Stage 2 (Implementing)	Oral Language	Digital Technology Maori/Te Reo	The Arts
Stage 3 (Reinforcing)	ICT	Oral Language	Digital Technology Maori/Te Reo
Responsibility	<p>1. All teaching staff.</p> <p>2. Curriculum area leaders.</p>	<p>1. All teaching staff.</p> <p>2. Curriculum area leaders.</p>	<p>1. All teaching staff.</p> <p>2. Curriculum area leaders.</p>

II. National Administration Guidelines Policy Self Review Plan 2019

Refer to detailed Policy Review Plan in policy statements documentation.

III. TEAM 1, YEAR 5 and 6: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2018 Year 6 = 2017 Year 5

Year 5 & 6 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
2018 Y5: 83% at or above 2018 Y5 girls: 90% at or above 2018 Y6: 83% at or above 2018 Y6 boys: 89% at or above 2018 Y6 Maori: 85% at or above 2018: Probe tests: Y6 Maori: 72% (25/35) at or above Y5 girls: 89% (24/27) at or above Y5 boys: 81% (21/26) at or above Y5: 85% (45/53) at or above Y5 Maori: 85% (17/20) at or above Y5 NZ European 90% (18/20) at or above	2018 Y5 boys: 6 below 3 well below 2018 Y5 Maori: 5 below 3 well below 2018 Y6 female: 4 below 5 well below 2018: Running records: Y6: All – 100% below Y5: 70% (7/10) below Probe tests: Y6 girls 32% (11/35) below Y6 boys: 31% (13/42) below	<ul style="list-style-type: none"> Flexible grouping for needs – both classroom and withdrawal programmes Relevant material and resources chosen to cater for interest and level PD with team to share planning, comprehension activities, suitable related activities Focus on inference with related activities Encourage reading mileage – “Eyes on text” Read with, read to, read by; including teacher read chapter/picture books Emphasis placed on reading vocab and language “At risk” children listened to regularly Encourage low ability readers to support Team 3 Radical Readers programme – supports their own reading Peer reading within class ICT resources eg. Reading Eggs, Story Bird, Study Ladder, Literacy Shed, Storyline Using Art/origami reading tasks to follow instructions and ‘make’
Key Reading Targets for 2018: Year 5: <ul style="list-style-type: none"> Of the 4 children achieving well below, (3 boys, 1 girl. 3 Maori and 1 NZ European.1 will move from well below to below. Of the 8 children achieving below, (6 boys, 2 girls. 5 Maori, 2 CI Maori, 1 Middle Eastern), 4 will move to at Year 6: <ul style="list-style-type: none"> Of the 10 children achieving below, (4 boys, 6 girls. 6 Maori, 2 CI Maori, 1 Samoan, 1 Chinese) 5 will move to at 		<p>NOTE: Comparison of data differs due to the removal of National Standards from our data collection. Post results are based only on running records OR Probe records of latest running record, not as an overall OTJ.</p> <p>Year 5:</p> <ul style="list-style-type: none"> Of the 1 child that will move from well below to below – she is still below but JUST at L23 (girl/maori) Of the 4 children that will move to at 2 have left 2 have moved to at <p>Year 6:</p> <ul style="list-style-type: none"> Of the 5 children that would move from below to at 2 are still below but moved from 25-26 (girl/maori, boy maori) 1 is just below but moved from 24-27 (boy/maori)

		<ul style="list-style-type: none"> 2 moved from below to above 25-30 (girl/maori, girl/Chinese)
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2018: Y6 girls: 76% at or above</p> <p>2018:</p> <ul style="list-style-type: none"> Y5 girls 83% (25/30) at or above Y6 boys 80% (35/44) at or above Y6 girls 77% (30/39) at or above Y6 children 78% (65/83) at or above Y6 Maori 83% (33/40) at or above 	<p>2018 Y6: 21 below 5 well below</p> <p>2018 Y6 boys: 17 below</p> <p>2018 Y6 Maori: 12 below 1 well below</p> <p>2018 Y5: 27 below 4 well below</p> <p>Y5 Maori: 14 below 2 well below</p> <p>2018 Y6: 17 below BUT!!</p> <ul style="list-style-type: none"> 1 moved from 1ii to 2B 1 moved from 1iii to 2B 2 moved from 2B to 2P 1 moved from 1iii to 2A 5 moved from 2B to 2A <p>Y6 boys: 9 below BUT</p> <ul style="list-style-type: none"> 1 moved from 1iii to 2B 2 moved from 2B to 2P 3 moved from 2B to 2A <p>Y6 Maori: 7 below BUT</p> <ul style="list-style-type: none"> 1 moved from 1iii to 2B 1 moved from 2B to 2P 3 moved from 2B to 2A <p>2018 Y5: 13 below BUT</p> <ul style="list-style-type: none"> 2 moved from 1P to 2B 6 moved from 1A to 2B 5 well below 1 is ESOL (BA) 1 is ORRS (CS) 1 is transient and globally low (MS) 2 are globally low (SP, KW) <p>Y5 Maori: 5 below BUT</p> <ul style="list-style-type: none"> 1 moved from 1P to 2B 2 moved from 1A to 2B 	<ul style="list-style-type: none"> Opportunities to write freely – quick writes (Louise Dempsey/Sheena Cameron ideas) Model writing – use children’s examples; oral discussion, scaffold, word dump to encourage independence (apply learning) Guided writing Success criteria discussed and visible – how to move from mediocre to outstanding Opportunities to share “best” word/paragraph/sentence Slow down to achieve quality not quantity – make it achievable to complete a piece of writing Focus on a few genres in depth Opportunities to write from own experience – make writing purposeful Writing should have an audience to have purpose Link writing to other curriculum areas Team PD – continue to share ideas, activities, resources, next steps Moderate writing in team – using draft Assisted technology to support eg dyslexic students ICT Resources – using visual prompts – eg Pobble 365, GoPro.com Freestyle writing (a variety of genre choices on the same topic)

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<p>Year 6</p> <ul style="list-style-type: none"> • Of the 3 children achieving well below (3 girls. 1 Maori, 1 CI Maori, 1 European) 2 will move to below • Of the 18 children achieving below, (9 boys, 9 girls. 5 Maori, 1 CI Maori, 10 European, 1 Samoan, 1 Asian) 5 will move to at 	<p>Of the 12 children achieving below to move to at:</p> <ul style="list-style-type: none"> • 1 is still below (1 girl/Maori) but has moved from 5i to 5ii in both domains <p>Year 6</p> <p>Of the 2 children achieving well below to move to below:</p> <ul style="list-style-type: none"> • 1 has left • 1(girl/European) is at – 6i in add/sub – and below – 5ii in mult/div <p>Of the 5 chn who will move to at</p> <ul style="list-style-type: none"> • 1 has left • 1 (boy/Maori) has been reclassified but is at - 6i for both domains • 1 is at 6i mult/div and 6ii add/sub (girl/European) • 1 (boy/maori) is at 6i for both domains • 1 (girl/Maori) is at 6ii for mult/div and 5ii (below) for add/sub
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TEAM 2, YEAR 3 and 4: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2018 year 4 = 2017 year 3

Year 3 & 4 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 3: 49/70((70%) At or Above NS in Reading Maori: 22/31(71%) At or Above in Reading Girls: 24/32 (75%) At or Above NS in Reading</p> <p>Year 4: 53/71 – (75%) At or Above NS in Reading Maori: 24/30 – (80%) At or Above NS in Reading Girls: 26/31 – (84%) At or Above in Reading</p>	<ul style="list-style-type: none"> Year 3 Boys: 25/38 (65%) At or Above NS in Reading Year 4 Boys 27/40 – (67%) At or Above in reading 	<ul style="list-style-type: none"> Reading Mileage High interest material Automaticity of Basic Sight Words Buddy reading Identification of low achievers Shared book/Poems Hearing good readers read Grouping for needs Team Development lead by Literacy leader Digital resources – Reading Eggs Remedial small group instruction PD in Oral Language
<p>Key Reading Targets for 2018:</p> <p>Year 3: Of the 11 children Reading Well Below (9 boys, 2 girls, 2 Maori, 1 Cook Island Maori, 7 NZers) 1 will have moved to Below</p> <p>Of the 10 children Reading Below NS (5 boys, 5 girls, 6 Maori, 2 Asian, 2 NZers), 5 will have moved to At</p> <p>Year 4:</p> <p>Of the 7 children reading Well Below (5 boys, 2 girls, 2 Maori, 2 Cook Island Maori, 2 NZ, 1 Cook Island Maori) 0 will have moved to Below.</p> <p>Of the 12 children reading Below (9 boys, 3 girls, 4 Maori, 3 Cook Island Maori and 5 NZers) 4 will have moved to At</p>		<p>End of Year Analysis:</p> <p>Year 3: Of the 10 students reading Well Below the NZ Curriculum Level, 4 are Well Below (3 boys, 1 girl, 1 Maori, 3 NZ), 3 boys have moved to At, (1 NZ, 2 Maori), 4 have left</p> <p>Of the 10 students reading Below the NZ Curriculum Level, 3 (1 boy, 2 girls, 1 NZ, 2 Maori) are Below, 7 (4 boys, 3 girls, 1 NZ, 4 Maori, 2 Asian) are At</p> <p>Year 4:</p> <p>Of the 7 students reading Well Below the NZ Curriculum Level, 6 (5 boys, 1 girl, 3 NZ, 2 Maori, 1 African) are Well Below, 1 Cook Island Maori girl has moved to Below</p> <p>Of the 12 students Reading Below the NZ Curriculum level 5 (5 boys, 2 Maori, 2 NZ, 1 Cook Island Maori) are Below, 5 (3 boys, 2 girls, 1 Maori, 3 NZ, 1 Cook Island Maori) are At and 2 have left.</p> <p>In Reading the students at Well Below have all been identified and are involved in remedial programmes.</p>
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 3:</p> <p>43/70 (61%) At or Above NS in Writing 13/15(87%) Maori Girls At or Above NS in Writing 24/32 (75%) Girls At or Above NS in Writing</p> <p>Year 4:</p> <p>49/71 – (69%) At or Above NS in Writing</p>	<ul style="list-style-type: none"> Year 3 Boys 19/38(50%) At or Above NS in Writing Year 3 Maori Boys 9/16(57%) At or Above NS in Writing 	<ul style="list-style-type: none"> High interest topics – using video clips Quick writes Modelling & scaffolding Step by step guidance Realistic expectations Access to word cards & writing aids Writing criteria established

Maori: 24/30 – (80%) At or Above NS in Writing Girls: 24/31 – (77%) At or Above NS in Writing	<ul style="list-style-type: none"> Year 4 Boys: 25/40 – (62.5%) At NS in Writing 	<ul style="list-style-type: none"> Teach selected genres Moderating as a team and with other teams Team development led by Literacy leader Oral Language Celebrating good writing Language experiences – real life context
Key Writing Targets for 2018: Year 3: Of the 7 children Well Below (6 boys, 1 girl, 1 Cook Island Maori, 5 NZers) 0 will have moved to Below. Of the 18 children Below in Writing (12 boys, 6 girls, 6 Maori, 1 Asian, 11 NZers) 5 will have moved to At. Year 4: Of the 6 children Well Below (5 boys, 1 girl, 1 Maori, 4 NZers, 1 African)) 0 will have moved to Below. Of the 18 children Below (11 boys, 7 girls, 5 Maori, 5 Cook Island Maori, 1 Asian, 7 NZers) 5 will have moved to At		End of Year Analysis: Of the 7 students Well Below the NZ Curriculum Level in Writing 1 (NZ boy) has moved to Below, 2 (2 boys, Maori & NZer) are Well Below, 4 have left. Of the 18 students Below the NZ Curriculum Level in Writing 10 are Below (7 boys, 3 girls, 5 Maori, 4 NZers, 1 Asian) 5 are At (3 boys, 2 girls, 2 Maori, 3 NZers) 2 are Well Below (1 boy, 1 girl, 2 NZers), 1 has left Of the 6 students Well Below the NZ Curriculum Level in Writing, all are Well Below Of the 18 students Below the NZ Curriculum Level in Writing 9 are Below (6 boys, 3 girls, 4 NZ, 3 Maori, 2 Cook Island Maori), 5 have moved to At (3 boys, 2 girls, 3 NZ, 1 Cook Island Maori, 1 Asian), 2 have moved to Well Below (1 boy, 1 girl, 1 Maori, 1 Cook Island Maori) 2 have left Of the 8 students Well Below in Writing 1 started school here, 4 arrived during their Year 3 year and 2 started this year.
Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
Year 3: 52/70 (74%) At or Above NS in Maths 25/32 (78%) Girls At or Above NS in Maths 26/31(84%) Maori At or Above NS in Maths Year 4 Girls: 18/31 (58%) At or Above NS	<ul style="list-style-type: none"> Year 3 Boys: 27/38 (71%) At or Above NS in Maths Year 4: 37/71 (52%) achieving At or Above the NS Year 4 Maori 16/30 (53%) At or Above NS 	<ul style="list-style-type: none"> Use of hands on equipment Practise at crossing the decades Force to use the strategies of the next stage when ready Knowledge activities/games Reinforcing what children know with engaging activities Family of facts teaching & practise Repetition of strategy & knowledge Use of computer websites – E-Ako, Pearson, Maths Adventure, Study ladder Grouping for needs Team development lead by Numeracy leader Remedial small group instruction Basic facts Resources from Wilkie Way Newsletters (word problems)
Key Mathematics Targets for 2018: Year 3: Of the 7 children Well Below (6 boys, 1 girl, 1 Maori, 6 NZers) 1 will have moved to Below		End of Year Analysis: Year 3: Of the 7 students Well Below the NZ Curriculum Level 2 are Well Below (2 boys, 1 Maori, 1 NZ), 1 NZ boy has moved to Below, 1 Maori boy has moved to At, 3 have left.

<p>Of the 10 children Below (5 boys, 5 girls, 5 Maori, 1 Cook Island Maori, 1 Asian, 3 NZers) 2 will have moved to At.</p> <p>Year 4:</p> <p>Of the 6 children Well Below (5 boys, 1 girl, 1 Maori, 1 African, 4 NZers) 0 will have moved to Below</p> <p>Of the 27 children Below (14 boys, 13 girls, 11 Maori, 5 Cook Island Maori, 2 Asian, 1 Latin American, 8 NZers) 5 will have moved to At.</p>	<p>Of the 10 students Below the NZ Curriculum Level 4 are Below (2 boys, 2 girls, 3 Maori, 1 NZ), 1 Asian girl has moved to At, 2 NZ girls have moved to Well Below and 3 have left.</p> <p>Year 4:</p> <p>Of the 6 students Well Below the NZ Curriculum Level 1 African boy has moved to At, 2 have moved to Below (1 girl, 1 boy, 1 Maori, 1 NZ) 3 NZ boys are Well Below</p> <p>Of the 27 students Below the NZ Curriculum Level 2 have moved to Above (1 boy, 1 girl, 1 Maori, 1 Asian), 14 have moved to At (8 boys, 6 girls, 4 NZ, 6 Maori, 3 Cook Island Maori, 1 Latin American), 8 are Below (5 boys, 3 girls, 3 NZ, 3 Maori, 2 Cook Island Maori) and 3 have left.</p> <p>Of the 12 students Well Below in Maths, 2 started school here, 3 started in 2017 and 5 started this year.</p>
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TEAM 3, YEAR 1 and 2: NATIONAL CURRICULUM REVIEW 2017 DATA / 2018GOAL SETTING

Year 1 & 2 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2017 Year 1 30% at or above NS.</p> <ul style="list-style-type: none"> • Maori 21% • Boys 29% • Girls 30% <p>2017 Year 2 69% at or above NS.</p> <ul style="list-style-type: none"> • Maori 63% • Boys 64% • Girls 74% 	<p>2018 Year 2: To raise levels of all children, specifically Maori.</p>	<p>Guided reading magenta/red/yellow – read every day with the teacher</p> <p>Basic sight words development in multiple ways.</p> <p>Teacher Lead Phonics – <u>every day</u></p> <p>Oral language – planned and integrated through the curriculum</p> <ul style="list-style-type: none"> - using the vocab book - Blank level of questioning <p>Link reading & writing (interlinked)</p> <p>Reading to (at least 3 books as well as the big book and poem)</p> <p>Variety of reading approaches – reading to, shared, guided and independent</p> <p>Modelling big book – plan if needed.</p> <p>Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times.</p> <p>Comprehension – oral Language</p> <p>Radical readers</p> <p>Reading egg – 20 mins at least 4 times a week</p> <p>Rainbow Readers (NE based)</p> <p>Feedback to the children</p>
<p>Key Reading Targets for 2018:</p> <p>Of the 10 students Below in Reading (3 are Maori, 2 are Asian and 5 are European) 8 of these students will move to At.</p> <p>Of the 17 students Well Below in Reading (7 are Maori, 1 is Samoan, 1 is Indian, 1 is Jordanian and 7 are European) 6 of these students will move to At and 7 to Below.</p>	<p>End of Year Analysis:</p> <p>Of the 10 Year 2 students Below in Reading 8 were targeted as Priority Learners. The results were:</p> <p>Above: 1 boy</p> <p>At: 4 (1 boy and 3 girls)</p> <p>Below: 3 (1 boy and 2 girls)</p> <p>WB: 0</p> <p>Of the 17 students Well Below in Reading 7 were targeted as Priority Learner. The results were:</p> <p>Above: 2 boys</p> <p>At: 3 (1 boy and 2 girls)</p> <p>Below: 1 boy</p> <p>WB: 1 boy</p> <p><i>All Below and Well Below children had Reading Eggs, 3 had remedial reading support, they all went to Radical Readers for reading mileage, 4 had Reading Recovery and all had phonics with their teacher and a teacher aide.</i></p>	

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2017 Year 1 43% at or above NS.</p> <ul style="list-style-type: none"> Maori 33% Boys 38% Girls 50% <p>2017 Year 2 61% at or above NS.</p> <ul style="list-style-type: none"> Maori 69% Boys 49% Girls 77% 	<ul style="list-style-type: none"> 2018 Year 2: To raise writing levels of all children specifically boys and Maori. 	<p>Generating ideas – find, do view or listen to something, giving children the choice of what to write about and the materials they choose to write on and with.</p> <p>Target children well below and track</p> <p>Well below children to write every day</p> <p>Link writing with reading especially at emergent level – interactive writing, phonics in the classroom</p> <p>Provide activities to help develop fine motor skills</p> <p>Set clear expectations – success criteria.</p> <p>Oral language</p> <p>Language Experience – once a week.</p> <p>Moderation</p> <p>Regular modelling by the teacher – make mistakes</p> <p>Give regular and meaningful feedback often</p> <p>Value their writing by celebrating it or sharing it – make it meaningful.</p>
<p>Key Writing Targets for 2018:</p> <p>Of the 8 students Below in Writing (2 are Maori, 1 is Samoan and 5 are European) 4 of these students will move to At.</p> <p>Of the 10 students Well Below in Writing (5 are Maori, 1 is Indian and 4 are European) 4 of these students will move to At and 6 to Below.</p>		<p>End of Year Analysis:</p> <p>Of the 8 students Below in Writing 7 students were targeted as Priority Learners. The results were:</p> <p>Above: 0</p> <p>At: 4 (3 boys and 1 girl)</p> <p>Below: 3 (2 boys and 1 girl)</p> <p>WB: 0</p> <p>Of the 10 students Well Below in Writing 1 student was targeted as a Priority Learner. The results were:</p> <p>Above: 0</p> <p>At: 0</p> <p>Below: 1 boy</p> <p>WB 0</p> <p>2 of these children had reading Recovery and 2 had remedial reading. All had access to Reading Eggs for a minimum of a term and they had Phonics from the teacher and Teacher Aide. 2 were attached to our Rt. Lit for reading and writing support.</p>
Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2017 Year 1 69% at or above NS.</p> <ul style="list-style-type: none"> Maori 72% Boys 68% Girls 70% <p>2017 Year 2 73% at or above NS.</p> <ul style="list-style-type: none"> Maori 81% Boys 69% 	<ul style="list-style-type: none"> 2018 Year 2: To raise maths levels of all children. 	<p>Oral Language – maths terms, questions, responses, sharing.</p> <p>Integrated learning in a fun and meaningful way - big books, topics, integrated units, calendar maths</p> <p>Problem of the day</p> <p>Hands on learning – using materials, risk taking, outside maths opportunities.</p> <p>Differentiated/tiered learning</p>

<ul style="list-style-type: none"> Girls 77% 	<p>Maths available all day Open ended tasks to support all needs Observations of children's strategies – monitoring for next steps (anecdotal notes), feedback Number of the week Displays of maths can link with literacy. Set high expectations of all learners.</p>
<p>Key Mathematics Targets for 2018:</p> <p>Of the 8 students Below in Maths (2 are Maori, 1 is Samoan, 2 are Indian and 3 are European) 5 of these students will move to At.</p> <p>Of the 4 students Well Below in Maths (1 is Maori, 1 is Jordanian and 2 are European) 2 of these students will move to At and 2 Below.</p>	<p>End of Year Analysis: Of the 8 students Below in Maths 7 were targeted as Priority Learners. The results were:</p> <p>Above: 0 At: 6 (5 boys and 1 girl) Below: 1 boy WB: 0</p> <p><i>All Below and Well Below students were encouraged to participate in daily Calendar Maths. They were withdrawn for specific maths lessons in a small group and learnt to play maths games that built their knowledge and to practice strategies.</i></p>

IV

2018 School Development Plan: End of Year Review

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	E Learning Direction / Curriculum Review	To continue implementing the overall E Learning curriculum statement.	To continue the E learning/ICT focus and ensure hardware and professional development supports classroom programmes. To support staff in Professional Development especially with Google	Principal, ICT Leader, teachers, team leaders.	All year.	The support from ICT Leaders have provided guidance to staff with some workshops in Term 1 and incidental Professional Development when needed with individual staff members. TTS has ensured hardware is working. They have also provided guidance to support new ICT leader who has become confident in solving many IT problems within the school.
N A G 1	Community engagement- Maori student achievement	To continue to develop a whanau support group and support the development of a long term Maori achievement plan. To work with Tau Toko (Maori Achievement Collaborative to continuing supporting Maori achieving as Maori.	This is an on-going part of the Maori strategic plan. To provide a vision and schoolwide Maori language programme and culture. To strengthen knowledge of our Maori learners	Maori curriculum leader	All year.	Initial hui with whānau group included discussing their involvement in our strategic plan. These ideas have been included which further supports involvement of parent/whanau engagement. Our involvement in Māori Achievement Collaborative, including attending MAC wānanga in Dunedin, has provided us with a vision and a pathway to continue engaging Māori children to have educational success. First stages of school wide development of Te Reo Māori with PD with Jeanne Gilbert. Developing a resource bank as we continue to develop confidence.
N A G 1	Transitioning to school and Oral Language	To provide play based/choice driven environments to build oral language competence.	Students starting school, transition better in a play based classroom. Students have been identified on school entry and 6 year nets with poor oral language. This can be strengthened in a play based programme through effective teaching practices.	AP, Junior teachers	All year.	We are confidently running a 70% play based programme in the New Entrant classes. After their first year of schooling at Tokoroa North School, data shows an improvement in their oral language. This development in oral language is transferred to help their understanding in all areas of the curriculum.
N A G 1	ORS funded students	To continue our inclusive policy of involving our ORS funded students in school-wide activities. Develop a new programme to actively involve mainstreamed ORS funded students using an Arts and Technology focus.	ORS funded students who are mainstreamed require an intensive programme that caters for their needs alongside our Learning Support Centre.	Principal, SENCO, Team Leader of Learning Support Centre, teacher responsible for programme	All year.	ORS funded students have successfully been mainstreamed throughout the year. In Term 1 & 2 the anticipated intensive programme was adapted due to the needs of the students. Due to a change in the specialist teacher a successful change was made to release the student's classroom teacher to focus on their ORS student which included working with the student, developing plans, resources and meeting with parents. This has been highly successful.
N A G 1	School Values and beliefs	To review the school's values and beliefs in consultation with our community.	The Education Council publication, Our Code Our Standards, highlighted some areas where review was needed in our school beliefs and values.	Principal, Team Leaders, teachers	All year.	Consultation during the year with staff, students and community has resulted in changes to our Tokoroa North School Shared Values and Beliefs. These changes also include areas what were highlighted from "Our Code Our Standards".
N A G 4 & 5	10YPP Property Plan	To prioritise works to be done as part of our 10YPP plan.	Priorities that are categorised Health and Safety need to be addressed initially (Priority 1) then Essential Infrastructure (Priority 2) for replacement and upgrade of buildings and structures.	Principal, BOT	All year.	Concept plans have now been completed in readiness for signing off. The upgrade of buildings and structures will now be completed in 2019.

IV TEAM 1, YEAR 5 and 6: NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2019 Year 6 = 2018 Year 5

Year 5 & 6 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:</p> <p>All Y5 – Running records</p> <ul style="list-style-type: none"> 81% at or above <p>Boys</p> <ul style="list-style-type: none"> 86% at or above <p>Girls</p> <ul style="list-style-type: none"> 83% at or above <p>Maori</p> <ul style="list-style-type: none"> 82% at or above <p>All Y5 – Probe 2</p> <ul style="list-style-type: none"> 100% at or above (2 chn) <p>All Y6 – Probe 2</p> <ul style="list-style-type: none"> 85% at or above <p>Girls</p> <ul style="list-style-type: none"> 89% at or above <p>Boys</p> <ul style="list-style-type: none"> 81% at or above <p>Maori</p> <ul style="list-style-type: none"> 85% at or above 	<p>2019: All Y6 - Running Records:</p> <ul style="list-style-type: none"> 3 below 4 well below <p>Boys –</p> <ul style="list-style-type: none"> 2 below 3 well below <p>Girls</p> <ul style="list-style-type: none"> 1 below 1 well below <p>Y6 Maori – Running Records:</p> <ul style="list-style-type: none"> 2 below 4 well below 	<ul style="list-style-type: none"> Flexible grouping for needs – both classroom and withdrawal programmes Relevant material and resources chosen to cater for interest and level (Fluency boxes interest based too) PD with team to share planning, comprehension activities, suitable related activities Focus on inference with related activities (Keying Into Inference tasks) Encourage reading mileage – “Eyes on text” Read with, read to, read by; including teacher read chapter/picture books Emphasis placed on reading vocab and language “At risk” children listened to regularly (to teacher, teacher aide or buddy reading) Encourage low ability readers to support Team 3 Radical Readers programme – supports their own reading Peer reading within class ICT resources eg. Reading Eggs, Story Bird, Study Ladder, Literacy Shed, Storyline, Kiwi kids News Use of resources such as Sensational Reading activities to use as follow up tasks that are multi-levelled for easier post reading activities Using Art/origami reading tasks to follow instructions and ‘make’
<p>Key Reading Targets for 2019:</p> <p>Year 5: Of the 7 children achieving below – 3 will move to at (1 boy, 2 girls. 1 Maori, 1 NZ European, 1 Cook Island Maori)</p> <p>Year 6: Of the 9 achieving below – 8 will move to at (6 boys, 2 girls. 4 Maori, 2 NZ European, 1 Cook Island Maori, 1 Samoan)</p>		

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:</p> <p>Y6 girls:</p> <ul style="list-style-type: none"> 83% at or above 	<p>2019:</p> <p>All Y5:</p> <ul style="list-style-type: none"> 26 below 8 well below <p>Y5 boys</p> <ul style="list-style-type: none"> 18 below 5 well below <p>Y5 Maori</p> <ul style="list-style-type: none"> 12 below <p>Y5 European</p> <ul style="list-style-type: none"> 9 below 4 well below <p>All Y6:</p> <ul style="list-style-type: none"> 13 below 5 well below <p>Y6 boys</p> <ul style="list-style-type: none"> 8 below 5 well below <p>Y6 European</p> <ul style="list-style-type: none"> 6 below 1 well below <p>Y6 Maori</p> <ul style="list-style-type: none"> 5 below 3 well below 	<ul style="list-style-type: none"> Opportunities to write freely – quick writes (Louise Dempsey/Sheena Cameron ideas) Model writing – use children’s examples; oral discussion, scaffold, word dump to encourage independence (apply learning) Guided writing Success criteria discussed and visible – how to move from mediocre to outstanding (using post it notes and model books) Using sentence starters (from oral language starters). Responding to writing with a question to encourage responses Opportunities to share “best” word/paragraph/sentence Slow down to achieve quality not quantity – make it achievable to complete a piece of writing Focus on a few genres in depth Opportunities to write from own experience – make writing purposeful Writing should have an audience to have purpose Link writing to other curriculum areas Team PD – continue to share ideas, activities, resources, next steps Moderate writing in team – using drafts (share a ‘spread’ of levels from within class) Assisted technology to support eg dyslexic students ICT Resources – using visual prompts – eg Pobble 365, GoPro.com Freestyle writing (a variety of genre choices on the same topic) Using short sharp activities such as 3,3,3 (plan, write, edit)., 6 sentence quick writes Using Game of Awesome Diary of a Wimpy Kid, Wreck This Journal tasks. Mark regularly and only write a response to the message (ignore spelling, caps etc) in Daily Dash writing. Using Literacy Shed often to motivate writing
<p>Key Writing Targets for 2019:</p> <p>Year 5: Of the 8 achieving well below – 2 will move to below and 1 will move to at (WB-B = 1 boy, 1 girl. 1 NZ European, 1 Maori. WB-At – 1 girl, 1 Indian)</p> <p>Of the 26 achieving below – 16 will move to at (10 boys, 6 girls. 8 Maori, 6 NZ European, 1 Cook Island Maori, 1 Middle Eastern)</p> <p>Year 6: Of the 5 achieving well below – 1 will move to below (1 boy. 1 Middle Eastern)</p> <p>Of the 13 achieving below – 6 will move to at (4 boys, 2 girls. 1 Maori, 3 NZ European, 2 Cook Island Maori)</p>		

Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:</p> <p>Addition and subtraction:</p> <p>Y5 All: 86% at or above</p> <p>Y5 girls: 86% at or above</p> <p>Y5 boys: 85% at or above</p> <p>Y5 Maori: 83% at or above</p>	<p>2019:</p> <p>Multiplication and Division</p> <p>All Y5:</p> <ul style="list-style-type: none"> • 30 below • 3 well below <p>Y5 boys</p> <ul style="list-style-type: none"> • 15 below • 2 well below <p>Y5 girls</p> <ul style="list-style-type: none"> • 15 below • 1 well below <p>Y5 Maori</p> <ul style="list-style-type: none"> • 11 below • 2 well below <p>Y5 European</p> <ul style="list-style-type: none"> • 10 below • 1 well below <p>All Y6:</p> <ul style="list-style-type: none"> • 28 below • 8 well below <p>Y6 boys</p> <ul style="list-style-type: none"> • 16 below • 3 well below <p>Y6 girls</p> <ul style="list-style-type: none"> • 15 below • 5 well below <p>Y6 Maori</p> <ul style="list-style-type: none"> • 13 below • 3 well below <p>Addition and Subtraction</p> <p>All Y6:</p> <ul style="list-style-type: none"> • 28 below (14 boys, 14 girls) • 3 well below (2 ORRS) (2 boys, 1 girl) <p>Y6 Maori</p> <ul style="list-style-type: none"> • 11 below 	<ul style="list-style-type: none"> • Focused daily teaching: knowledge and strategy, balance programme – maintenance of all strands – 4 days instruction and Fridays knowledge activities. • Ensure there is a 70% coverage of Number in your long term plans • Flexible grouping for need – ability, interest, gender • Sometimes mixed groupings – share expertise, learn from each other – whole class (Peel the onion) • Paired grouping – engaging all (Buddy Maths) • Use relevant maths activities and resources – link to other curriculum areas and real life • Sourcing rich mathematical tasks (STEM, Enrich, You cubed) • Team PD – continue to focus on strategies, stages, rich tasks, games, resources • Moderate according to needs of team. • Use Pearson for assessment and related follow-up activities • Use correct mathematical language • ICT – Use related websites eg E-Ako maths, Study ladder, Sumdog, Prodigy • Use of new Wilkie Way screening assessment to identify class and individual needs • Use of Tokoroa North Staff for PD, observations, expertise. • Use NZ Maths problem solving tasks. • Analyse your PAT results as areas of needs for your class
<p>Key Mathematics Targets for 2019:</p> <p>Add/subtraction:</p> <p>Year 5: Of the 8 achieving below – 3 will move to at. (1 boy, 2 girls. 1 Maori, 1 NZ European, 1 Indian)</p> <p>Year 6: Of the 28 achieving below – 18 will move to at. (9 boys, 9 girls. 7 NZ Europeans, 5 Maori, 4 Cook Island Maori, 1 Middle Eastern, 1 African)</p>		

TEAM 2, YEAR 3 and 4: NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2019 year 4 = 2018 year 3

Year 3 & 4 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4: 56/64 – (87%) At or Above NZCL in Reading Maori: 26/30 – (87%) At or Above NZCL in Reading Girls: 25/29 – (86%) At or Above in Reading Boys: 31/35 – (88%) At or Above in Reading</p>	<ul style="list-style-type: none"> To raise the achievement levels of all Year 3 students in Reading Year 3: 29/69 (42%) Below or Well Below NZCL in Reading Year 3 Maori: 18/33 (54%) Below or Well Below Year 3 Boys: 19/35 (54%) Below or Well Below in Reading Year 3 Girls: 17/34 (50%) Below or Well below in reading 	<ul style="list-style-type: none"> Reading Mileage High interest material Automaticity of Basic Sight Words Buddy reading Identification of low achievers Shared book/Poems/Songs Hearing good readers read Grouping for needs Team Development lead by Literacy leader Digital resources – Reading Eggs Remedial small group instruction PD in Oral Language Listening Post Rainbow Readers
<p>Key Reading Targets for 2019: Year 3: Of the 20 students Reading Well Below (8 boys, 12 girls, 10 Maori, 1 Cook Island Maori, 5 NZers, 1 British, 2 Asian, 1 Middle Eastern) 2 will have moved to At Of the 16 students Reading Below NZCL (11 boys, 5 girls, 7 Maori, 2 Asian, 4 NZers, 2 CIM, 1 Fijian), will have moved to At Year 4: Of the 5 students reading Well Below (3 boys, 2 girl, 2 Maori and 3 NZers) 1 will have moved to Below. Of the 3 students reading Below (1 boy, 2 girls, 2 Maori and 1NZer), 2 will have moved to At</p>		<p>End of Year Analysis:</p>
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4: 51/64 – (80%) At or Above NZCL in Writing Maori: 26/33 – (79%) At or Above NZCL in Writing Girls: 25 /28– (89%) At or Above NZCL in Writing</p>	<ul style="list-style-type: none"> To raise the achievement levels of all Year 3 students in Writing. Year 3: 33/69 (48%) Below or Well below the NZCL in Writing 15/33 (45%) Maori below or Well Below the NZCL in Writing 15/35 ((43%) Boys Below or Well below NZCL in Writing To raise the achievement levels of all Year 4 students in Writing particularly boys Year 4 Boys: 10/33 – (30%) Below or Well Below NZCL in Writing 	<ul style="list-style-type: none"> High interest topics – using video clips Quick writes – Sheena Cameron Modelling & scaffolding Step by step guidance Realistic expectations Access to word cards & writing aids Writing criteria established Teach selected genres Moderating as a team and with other teams Team development led by Literacy leader Oral Language Celebrating good writing Language experiences – real life context

		<ul style="list-style-type: none"> • Once upon a picture - • How does it work – photo, label, explain how works • Class story(writing)
Key Writing Targets for 2019: Year 3: Of the 17 students Well Below (7 boys, 10 girls, 4 NZers, 10 Maori, 1 Middle Eastern, 2 Asian) 3 will have moved to Below. Of the 16 students Below in Writing (9 boys, 7 girls, 5 Maori, 8 NZ, 1 British, 1 Filipino, 1 Fijian) 5 will have moved to At Year 4: Of the 4 students Well Below (3 boys, 1 girl, 2 Maori, 2 NZ) 0 will have moved to Below. Of the 9 students Below (7 boys, 2 girls, 5 Maori, 1 Asian, 3 NZ) 1 will have moved to At	End of Year Analysis:	
Mathematics:	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
NAG2A (b)(i) Areas of Strength	<ul style="list-style-type: none"> • To raise the achievement levels of all Year 3 students in Mathematics. • Year 3: 32/69 (46%) Below or Well Below NZCL in Maths • 16/33 (48%) Maori below or Well Below NZCL in Maths • 18/34 (53%) Girls below or Well Below NZCL in Maths • To raise the achievement levels of all Year 4 students in Mathematics. • Year 4: 26/64 (40%) achieving below or Well Below the NZCL • Year 4 Girls: 13/31 (42%) Below or Well below NZCL • 14/33 (42%) Maori below or Well below NZCL 	<ul style="list-style-type: none"> • Use of hands on equipment • Regular structured maths every day • Counting, number knowledge • Practise at crossing the decades • Force to use the strategies of the next stage when ready • Knowledge activities/games • Reinforcing what children know with engaging activities • Family of facts teaching & practise • Repetition of strategy & knowledge • Use of computer websites – E-Ako, Pearson, Maths Adventure, Study ladder • Grouping for needs • Team development lead by Numeracy leader • Remedial small group instruction • Basic facts • Resources from Wilkie Way Newsletters (word problems) • Raise expectations
Key Mathematics Targets for 2019: Year 3: Of the 6 students Well Below (4 boys, 2 girls 4 Maori, 2 NZ) 3 will have moved to Below Of the 26 students Below (10 boys, 16 girls, 12 Maori, 1 Cook Island Maori, 1 Samoan, 2 Asian, 8 NZ, 1 Middle Eastern, 1 British) 2 will have moved to At. Year 4: Of the 13 students Well Below (7 boys, 6 girls, 8 NZ, 5 Maori) 8 will have moved to Below Of the 26 children Below (14 boys, 12 girls, 16 Maori, 10 NZers) 8 will have moved to At.	End of Year Analysis:	

TEAM 3, YEAR 1 and 2: NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING

Year 1 & 2 Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2018 Year 1 18% at or above</p> <ul style="list-style-type: none"> Maori 20% Boys 17% Girls 18% <p>2018 Year 2 42% at or above</p> <ul style="list-style-type: none"> Maori 39% Boys 41% Girls 43% <p>2019 Year 2: To raise levels of all children.</p>	<p>Guided reading magenta/red/yellow – read every day with the teacher</p> <p>Basic sight words development in multiple ways.</p> <p>Teacher Lead Phonics – <u>every day</u></p> <p>Oral language – planned and integrated through the curriculum</p> <ul style="list-style-type: none"> - using the vocab book - Blank level of questioning <p>Link reading & writing (interlinked)</p> <p>Reading to (at least 3 books as well as the big book and poem)</p> <p>Variety of reading approaches – reading to, shared, guided and independent</p> <p>Modelling big book – plan if needed.</p> <p>Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times.</p> <p>Comprehension – oral Language</p> <p>Radical readers</p> <p>Reading egg – 20 mins at least 4 times a week</p> <p>Rainbow Readers (NE based)</p> <p>Use ipads to record and share back.</p> <p>Audio books, readers, Ready to Read books</p> <p>Feedback to the children</p> <p>Opportunities to read to the class</p>
<p>Key Reading Targets for 2018:</p> <p>Of the 17 students Below in Reading (9 are Maori, 1 is Cook Island and 7 are European) 15 of these students will move to At.</p> <p>Of the 42 students Well Below in Reading (20 are Maori, 1 is Cook Island, 2 is Indian, 1 is Chinese, 1 Filipino, 1 Asian and 16 are European) 7 of these students will move to At and 19 to Below.</p>		
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2018 Year 1 33% at or above</p> <ul style="list-style-type: none"> Maori 26% Boys 32% Girls 36% <p>2018 Year 2 54% at or above</p> <ul style="list-style-type: none"> Maori 55% Boys 51% Girls 57% 	<p>Generating ideas – find, do view or listen to something, giving children the choice of what to write about and the materials they choose to write on and with.</p> <p>Target children well below and track</p> <p>Well below children to write <u>every day</u></p> <p>Link writing with reading especially at emergent level – interactive writing, phonics in the classroom</p> <p>Provide activities to help develop fine motor skills</p>

	<p>2019 Year 2: To raise writing levels of all children specifically boys and Maori.</p>	<p>Set clear expectations – success criteria. Oral language Language Experience – once a week. Moderation Regular modelling by the teacher – make mistakes Give regular and meaningful feedback often Value their writing by celebrating it or sharing it – make it meaningful. Writing area, box, table</p>
<p>Key Writing Targets for 2018:</p> <p>Of the 50 students Well Below and Below in Writing (29 are Maori, 2 are Cook Island, 4 are Asian, and 15 are European) 21 of these students will move to At.</p>		
<p>Mathematics: NAG2A (b)(i) Areas of Strength</p>	<p>NAG2A (b)(i) Areas for Improvement</p>	<p>NAG2A (b)(iii) Planned Actions for Lifting Achievement</p>
<p>2018 Year 1 87% at or above NS.</p> <ul style="list-style-type: none"> Maori 94% Boys 88% Girls 88% 	<p>2018 Year 2 49% at or above</p> <ul style="list-style-type: none"> Maori 50% Boys 60% Girls 42% <p>2019 Year 2: To raise maths levels to 90% At or Above of all children.</p>	<p>Stage 4 – what does this look like Better awareness of stages and the strategies children need to know to be ready for the next stage. Consolidating patterns to 5 and 10 with and without materials. Using digital technology Oral Language – maths terms, questions, responses, sharing. Integrated learning in a fun and meaningful way - big books, topics, integrated units Calendar maths – expose and challenge to take risks Problem of the day Hands on learning – using materials, risk taking, outside maths opportunities. Differentiated/tiered learning Maths available all day Open ended tasks to support all needs Observations of children's strategies – monitoring for next steps (anecdotal notes), feedback Number of the week Displays of maths can link with literacy. Set high expectations of all learners.</p>
<p>Key Mathematics Targets for 2018:</p> <p>Of the 9 students Well Below and Below in Maths (2 are Maori and 7 are European) 3 of these students will move to At.</p>		

V.**2019 Annual Development Plan**

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	Digital Curriculum	To develop and implement digital curriculum as part of our ICT/Technology curriculum	To support staff in Professional Development that ensures that all learners have the opportunity to become digitally capable individuals	Principal, ICT Leader, Team Leaders, teachers	All year	
N A G 1	Community engagement-Maori student achievement	To develop and implement the vision for the school wide Maori strategic plan and to expose teachers and students to ideas to implement the vision. The whanau support group will be an integral part of the development of the long term Maori achievement plan. To work with Tau Toko (Maori Achievement Collaborative to continuing supporting Maori achieving as Maori).	This is an on-going part of the Maori strategic plan. To support staff to strengthen knowledge of our Maori learners. Implement a school wide Maori language programme and culture	Maori curriculum leader, Team Leaders, Pilot Whanau group	All year	
N A G 1	Targeted Literacy Programme	To implement a targeted specialised remedial literacy programme to accelerate learning.	To provide the best learning opportunities for students. A targeted group of students have been identified with very low levels of literacy.	DP, Specialist teacher	All year	
N A G 1	ORS funded students	To continue our inclusive policy of involving our ORS funded students in school-wide activities. Assist mainstreamed teachers with ORS funded students with planned release to support these students.	ORS funded students who are mainstreamed require an intensive programme that caters for their needs alongside our Learning Support Centre.	Principal, SENCO, Team Leader of Learning Support Centre	All year	
M A G 5	Health and Well Being	Ensure that we are aware and support our staff's health and wellbeing. Complete the NZCER survey to monitor.	We care for our staff welfare and recognise the demands of the profession.	Principal, Team Leaders, SENCO, teachers, support staff	All year	
N A G 4 & 5	10YPP/5YPP Property Plan	To complete 5YPP plan as outlined in 10YPP planning.	The priorities that are categorised Health and Safety will be addressed initially (Priority 1) then Essential Infrastructure (Priority 2) for replacement and upgrade of buildings and structures – Rooms 17 -20	Principal, BOT	All year	

N A G 4 & 5	<i>Capital Works Property Plan</i>	To support in planning and restructuring of the Room 1 bathroom. To work with MOE in fencing the perimeter of the school.	Newly enrolled ORS funded students and changing needs of pre-enrolled students, have created a need to upgrade a dated bathroom. New enrolments to the school with safety risks have required the need to fence the property.	Ministry, BOT, Principal	All year	
N A G 4	<i>Finance</i>	Work with Education Services to keep within budget.	Changes in personnel in 2019 will require changes for the financial administration of the school. Establish a working relationship with Education Services.	Principal, BOT	All year	