



# **Tokoroa North School**

*Together we learn for life - Ako ngatahi ki te ora*

## **Charter 2020**



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# TOKOROA NORTH SCHOOL CHARTER



*Together we learn for life - Ako ngatahi ki te ora*

## **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 48% of the school population, European 39%, Pacific Island children 6% and Asian 7%.

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

*Together we learn for life - Ako ngātahi ki te ora*

## 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 2020 to 2022 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 and Te Whariki.
- 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.
- Education Services will provide external expertise and support.
- 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.
- School Docs will manage school's policies and procedures

**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.
- Our Maori students will enjoy educational success as Maori.

**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 2020

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: 12 hours paraprofessional per week  
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.

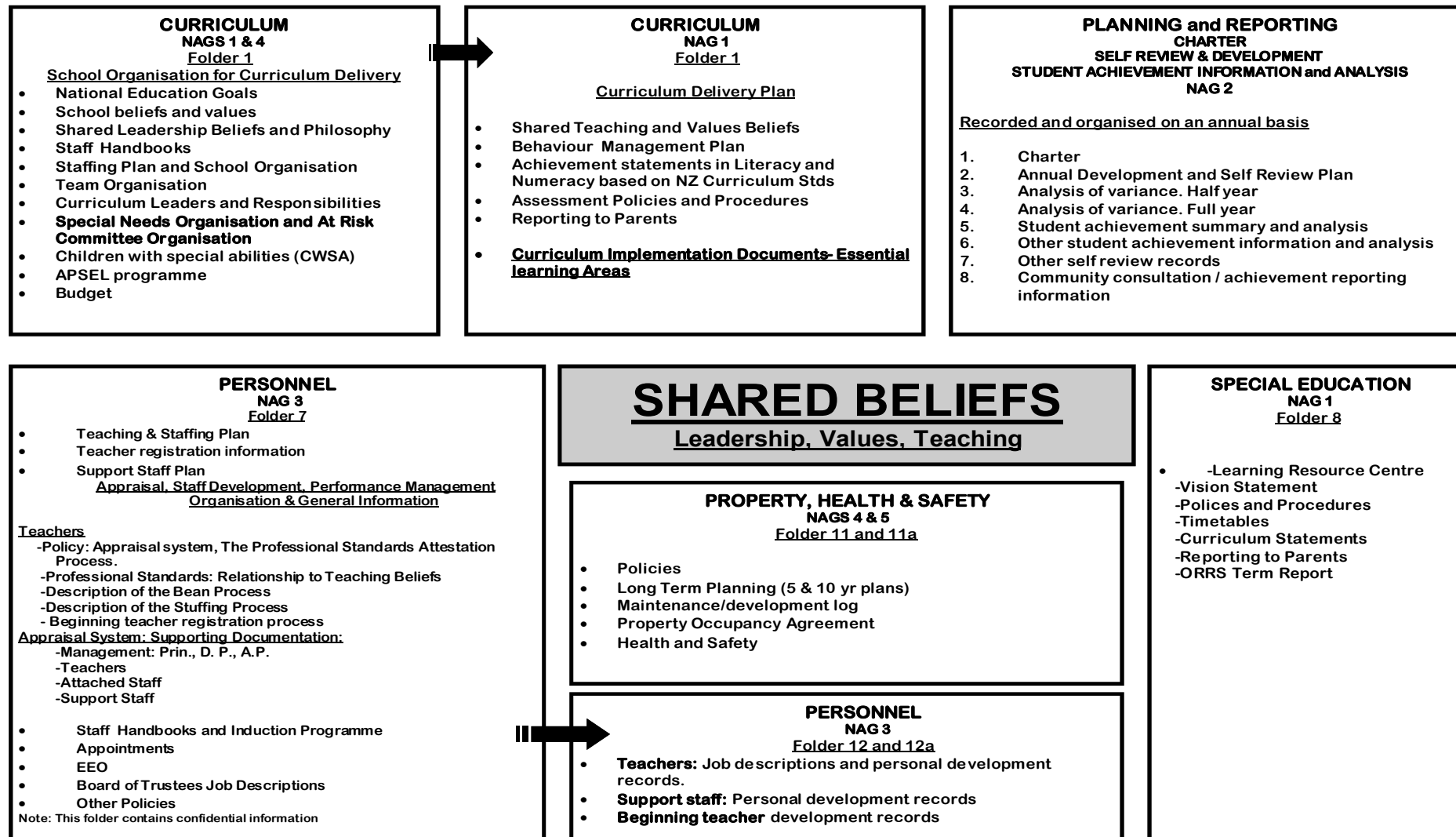
### Social Interaction Extension Class

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 2020 to 2022 (NAG 1)

	2020	2021	2022
<b>Area</b> <b>Stage 1</b> <b>(Introducing)</b>	Ongoing review and development of curriculum delivery documentation / plans, The Arts.	Ongoing review and development of curriculum delivery documentation / plans, Mathematics.	Ongoing review and development of curriculum delivery documentation / plans, Health and Physical Education.
<b>Stage 2</b> <b>(Implementing)</b>	Digital Technology Maori/Te Reo	The Arts	Mathematics
<b>Stage 3</b> <b>(Reinforcing)</b>	Oral Language	Digital Technology Maori/Te Reo	The Arts
<b>Responsibility</b>	1. All teaching staff.  2. Curriculum area leaders.	1. All teaching staff.  2. Curriculum area leaders.	1. All teaching staff.  2. Curriculum area leaders.

## II. National Administration Guidelines Policy Self Review Plan 2020

Refer to detailed Policy Review Plan in policy statements documentation as per School Docs guidelines.

iii.

# **TEAM 1 , YEARS 5 and 6 : NATIONAL CURRICULUM REVIEW 2018 DATA / 2019 GOAL SETTING**

**Note: Year level labels refer to previous years cohort. E.g. 2019 year 5 = 2018 year 4**

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 – <b>Running records</b></p> <ul style="list-style-type: none"> <li>81% at or above</li> </ul> <p>Boys</p> <ul style="list-style-type: none"> <li>86% at or above</li> </ul> <p>Girls</p> <ul style="list-style-type: none"> <li>83% at or above</li> </ul> <p>Maori</p> <ul style="list-style-type: none"> <li>82% at or above</li> </ul> <p>All Y5 – <b>Probe 2</b></p> <ul style="list-style-type: none"> <li>100% at or above (2 chn)</li> </ul> <p>All Y6 – <b>Probe 2</b></p> <ul style="list-style-type: none"> <li>85% at or above</li> </ul> <p>Girls</p> <ul style="list-style-type: none"> <li>89% at or above</li> </ul> <p>Boys</p> <ul style="list-style-type: none"> <li>81% at or above</li> </ul> <p>Maori</p> <ul style="list-style-type: none"> <li>85% at or above</li> </ul> <p>November 2019:</p> <p>All Year 5: 85% at or above 66/78</p> <p>Year 5 boys: 82% at or above 36/44</p> <p>Year 5 girls 89% at or above 30/34</p> <p>Year 5 Maori: 88% at or above 29/33</p> <p><i>Other strengths identified:</i></p> <p>Year 5 Pasifika: 100% at or above 8/8</p> <p>Year 5 Other (Asian/MELA): 100% at or above 8/8</p> <p>All year 6: 85% at or above 58/68</p> <p>Year 6 boys: 82% at or above 28/34</p> <p>Year 6 girls: 88% at or above 30/34</p> <p>Year 6 Māori: 83% at or above 24/29</p> <p><i>Other strengths identified:</i></p> <p>Year 6 NZ European: 80% at or above 20/25</p> <p>Year 6 Pasifika: 100% at or above 10/10</p>	<p>2019: All Y6 - <b>Running Records:</b></p> <ul style="list-style-type: none"> <li>3 below</li> <li>4 well below</li> </ul> <p>Boys –</p> <ul style="list-style-type: none"> <li>2 below</li> <li>3 well below</li> </ul> <p>Girls</p> <ul style="list-style-type: none"> <li>1 below</li> <li>1 well below</li> </ul> <p>Y6 Maori – <b>Running Records:</b></p> <ul style="list-style-type: none"> <li>2 below</li> <li>4 well below</li> </ul> <p>November 2019:</p> <p><i>Other areas of improvement identified:</i></p> <p>Year 5 NZ European: 73% at or above 21/29</p>	<ul style="list-style-type: none"> <li>Flexible grouping for needs – both classroom and withdrawal programmes</li> <li>Relevant material and resources chosen to cater for interest and level (Fluency boxes interest based too)</li> <li>PD with team to share planning, comprehension activities, suitable related activities</li> <li>Focus on inference with related activities (Keying Into Inference tasks)</li> <li>Encourage reading mileage – “Eyes on text”</li> <li>Read with, read to, read by; including teacher read chapter/picture books</li> <li>Emphasis placed on reading vocab and language</li> <li>“At risk” children listened to regularly (to teacher, teacher aide or buddy reading)</li> <li>Encourage low ability readers to support Team 3 Radical Readers programme – supports their own reading</li> <li>Peer reading within class</li> <li>ICT resources eg. Reading Eggs, Story Bird, Study Ladder, Literacy Shed, Storyline, Kiwi kids News</li> <li>Use of resources such as Sensational Reading activities to use as follow up tasks that are multi-levelled for easier post reading activities</li> <li>Using Art/origami reading tasks to follow instructions and ‘make’</li> </ul>

Year 6 Other (Asian/MELA): 100% at or above 4/4		
<p><b>Key Reading Targets for 2019:</b>  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><b>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)</b></p>		
<p><b>End of Year Analysis:</b>  Year 5: Of the 3 Year 5 chn targeted to move from below to at – all have moved to at (1 girl/CI, 1 boy/NZ European, 1 girl/Māori)  Of the 4 Year 5 priority learners achieving below, 1 is now well below (1 boy/NZ European), 2 are still below (1 girl/Māori, 1 girl/NZ European) and 1 is now at (1 boy/Māori)  Of the 8 Year 5 priority learners who were well below, 4 are still well below (3 boys/NZ European), 1 girl/Māori), 3 are now below (1 boy/NZ European, 1 boy/NZ Māori, 1 girl/Māori) and 1 is at (1boy/African)</p> <p><b>Year 6: Of the 8 Year 6 children targeted to move from below to at – 1 is still below (boy/NZ European), 5 are at (2boys/Māori, 2 girls/Māori, 1 boy CI) and 2 are above (1 boy/European, 1 boy/Samoan)</b>  The 1 Year 6 priority learner achieving below left.  Of the 4 Year 6 priority learners who were well below, 1 has left (1boy/Māori), 2 are still well below (2 boys/Māori) and 1 is now below (1 girl/Māori)</p>		
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>2019:  Y6 girls:</p> <ul style="list-style-type: none"> <li>83% at or above</li> </ul> <p>November 2019:  Year 6 girls: 77% at or above</p> <p>Other areas of strength identified:  Year 6 other (Asian/MELA): 75% at or above</p> <p>All Year 5: 76% at or above 58/77  Year 5 girls: 82% at or above 28/34  Year 5 Māori: 78% at or above 25/32  Year 5 Pasifika: 87.5% at or above 7/8  Year 5 other (Asian/MELA): 87.5% at or above 7/8</p>	<p>2019:  All Y5:</p> <ul style="list-style-type: none"> <li>26 below</li> <li>8 well below</li> </ul> <p>Y5 boys</p> <ul style="list-style-type: none"> <li>18 below</li> <li>5 well below</li> </ul> <p>Y5 Maori</p> <ul style="list-style-type: none"> <li>12 below</li> </ul> <p>Y5 European</p> <ul style="list-style-type: none"> <li>9 below</li> <li>4 well below</li> </ul> <p>All Y6:</p> <ul style="list-style-type: none"> <li>13 below</li> <li>5 well below</li> </ul> <p>Y6 boys</p>	<ul style="list-style-type: none"> <li>Opportunities to write freely – quick writes (Louise Dempsey/Sheena Cameron ideas)</li> <li>Model writing – use children's examples; oral discussion, scaffold, word dump to encourage independence (apply learning)</li> <li>Guided writing</li> <li>Success criteria discussed and visible – how to move from mediocre to outstanding (using post it notes and model books)</li> <li>Using sentence starters (from oral language starters).</li> <li>Responding to writing with a question to encourage responses</li> <li>Opportunities to share "best" word/paragraph/sentence</li> <li>Slow down to achieve quality not quantity – make it achievable to complete a piece of writing</li> <li>Focus on a few genres in depth</li> </ul>

	<ul style="list-style-type: none"><li>• 8 below</li><li>• 5 well below</li></ul> Y6 European <ul style="list-style-type: none"><li>• 6 below</li><li>• 1 well below</li></ul> Y6 Maori <ul style="list-style-type: none"><li>• 5 below</li><li>• 3 well below</li></ul> <p>November 2019: Y5 boys: 70% at or above 30/43 Y5 NZ European: 66% at or above 19/29 All Year 6: 66% at or above 45/68 Year 6 boys: 56% at or above 19/34 Year 6 NZ European: 64% at or above 16/25 Year 6 Māori: 66% 19/29</p>	<ul style="list-style-type: none"><li>• Opportunities to write from own experience – make writing purposeful</li><li>• Writing should have an audience to have purpose</li><li>• Link writing to other curriculum areas</li><li>• Team PD – continue to share ideas, activities, resources, next steps</li><li>• Moderate writing in team – using drafts (share a ‘spread’ of levels from within class)</li><li>• Assisted technology to support eg dyslexic students</li><li>• ICT Resources – using visual prompts – eg Pobble 365, GoPro.com</li><li>• Freestyle writing (a variety of genre choices on the same topic)</li><li>• Using short sharp activities such as 3,3,3 (plan, write, edit)., 6 sentence quick writes</li><li>• Using Game of Awesome</li><li>• Diary of a Wimpy Kid, Wreck This Journal tasks.</li><li>• Mark regularly and only write a response to the message (ignore spelling, caps etc) in Daily Dash writing.</li><li>• Using Literacy Shed often to motivate writing</li></ul>
<p><b>Key Writing Targets for 2019:</b> 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>	<p><b>End of Year Analysis:</b> Of the 2 Y5 chn targeted to move from well below to below: 1 has left (boy/NZ European) and 1 is still well below (girl/Māori) The 1 child targeted to move from well below to at is now working above .(1 girl/Indian) Of the 4 chn identified as priority learners that are well below, 1 has left (1girl/Māori) and 3 are still well below (1 boy/Arican, 2 boys/NZ European)</p> <p>Of the 16 Year 5 chn targeted to move from below to at: 3 are now well below (2 girls/Māori, 1 girl/NZ European), 2 are still below (1 boy/Māori, 1 girl/NZ European) 11 are at (1 boy/ME, 2 boys/NZ European, 1 girl/Māori, 1 boy/CI, 1 boy/Māori, 1 boy/Māori, 1 boy/Māori, 1 boy/NZ European, 1 boy/Māori, 1 girl/NZ European) Of the 10 Year 5 chn identified as priority learners who are identified as below, 5 are now well below (2 boys/Māori, 2 boys/NZ European, 1 boy/CI) 2 are still below (1 boy/Māori, 1 girl/NZ European) 3 are now at (1 boy/Māori, 1 boy/CI, 1 girl/CI)</p> <p>The 1 child targeted to move from well below to below has left (1 boy/ME) Of the 4 Year 5 children identified as priority learners who are well below, 1 has left (1 boy/Māori), 2 are still well below (2 boys/Māori) and 1 is ORS (1 boy/NZ European)</p> <p>Of the 6 Year 6 chn targeted to move from below to at: 5 are still below (1 girl/Māori, 1 boy/CI, 1 boy/CI, 1 boy/NZ European, 1 boy/NZ European) 1 is now at (1 girl/NZ European)</p>	

Of the 7 Year 6 chn identified as priority learners who are below, 1 is now well below (1 boy/Māori), 6 are still below (1 boy/Māori, 2 girls/Māori, 2 boys/NZ European, 1 girl/NZ European)

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"> <li>• 30 below</li> <li>• 3 well below</li> </ul> <p>Y5 boys</p> <ul style="list-style-type: none"> <li>• 15 below</li> <li>• 2 well below</li> </ul> <p>Y5 girls</p> <ul style="list-style-type: none"> <li>• 15 below</li> <li>• 1 well below</li> </ul> <p>Y5 Maori</p> <ul style="list-style-type: none"> <li>• 11 below</li> <li>• 2 well below</li> </ul> <p>Y5 European</p> <ul style="list-style-type: none"> <li>• 10 below</li> <li>• 1 well below</li> </ul> <p>All Y6:</p> <ul style="list-style-type: none"> <li>• 28 below</li> <li>• 8 well below</li> </ul> <p>Y6 boys</p> <ul style="list-style-type: none"> <li>• 16 below</li> <li>• 3 well below</li> </ul> <p>Y6 girls</p> <ul style="list-style-type: none"> <li>• 15 below</li> <li>• 5 well below</li> </ul> <p>Y6 Maori</p> <ul style="list-style-type: none"> <li>• 13 below</li> <li>• 3 well below</li> </ul> <p>Addition and Subtraction</p>	<ul style="list-style-type: none"> <li>• Focused daily teaching: knowledge and strategy, balance programme – maintenance of all strands – 4 days instruction and Fridays knowledge activities.</li> <li>• Ensure there is a 70% coverage of Number in your long term plans</li> <li>• Flexible grouping for need – ability, interest, gender</li> <li>• Sometimes mixed groupings – share expertise, learn from each other – whole class (Peel the onion)</li> <li>• Paired grouping – engaging all (Buddy Maths)</li> <li>• Use relevant maths activities and resources – link to other curriculum areas and real life</li> <li>• Sourcing rich mathematical tasks (STEM, Enrich, You cubed)</li> <li>• Team PD – continue to focus on strategies, stages, rich tasks, games, resources</li> <li>• Moderate according to needs of team.</li> <li>• Use Pearson for assessment and related follow-up activities</li> <li>• Use correct mathematical language</li> <li>• ICT – Use related websites eg E-Ako maths, Study ladder, Sumdog, Prodigy</li> <li>• Use of new Wilkie Way screening assessment to identify class and individual needs</li> <li>• Use of Tokoroa North Staff for PD, observations, expertise.</li> <li>• Use NZ Maths problem solving tasks.</li> </ul> <p>Analyse your PAT results as areas of needs for your class</p>

	All Y6: <ul style="list-style-type: none"> <li>• 28 below (14 boys, 14 girls)</li> <li>• 3 well below (2 ORRS) (2 boys, 1 girl)</li> </ul> Y6 Maori 11 below	
<b>Key Mathematics Targets for 2019:</b>  <b>Add/subtraction:</b> <b>Year 5:</b> Of the 8 achieving below – 3 will move to at. (1 boy, 2 girls. 1 Maori, 1 NZ European, 1 Indian)  <b>Year 6:</b> 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)		<b>End of Year Analysis:</b> <b>Of the 3 chn targeted to move from below to at: 3 are now at (1 girl/NZ European, 1 girl/Indian, 1 boy/Māori).</b> <b>Of the 5 Year 5 chn identified as priority learners that are below: all 5 are still below (1 girl/NZ European, 1 boy/NZ European, 1 boy/Māori, 2 girls/Māori)</b> <b>Of the 2 Year 5 chn identified as priority learners that are well below: both are still well below (2 boys/NZ European)</b>  <b>Of the 18 Year 6 children identified to move from below to at: 4 are still below (1 girl/Māori, 1 boy/Māori, 1 boy/NZ European, 1 girl/NZ European, 13 are now at (2 boys/Māori, 2 boys/CI, 2 girls/CI, 3 girls/NZ European, 2 boys/NZ European, 1 girl/African, 1 boy/ME) and 1 is above (1 girl/Māori)</b>  <b>Of the 3 Year 6 chn identified as priority learners that are well below: 1 has left (1 boy/ME, and 2 are ORS – 1 boy/NZ European, 1 girl/NZ European)</b> <b>Of the 10 Year 6 children identified as priority learners that are below: 1 has left (1 boy/ME, 5 are still below (2 boys/Māori, 2 girls/Māori, 1 boy/NZ European) and 4 are now at (2 girls/Māori, 1 boy/CI, 1 girl/NZ European)</b>

#### Reading analysis:

There is little disparity in the achievement of Year 5 boys and Year 5 girls in reading with boys achieving 82% at or above and girls achieving 88% at or above.

Year 5 Māori and Pasifika children are achieving higher than Year 5 NZ Europeans with Māori achieving 88% at or above, Pasifika achieving 100% at or above and NZ Europeans achieving 73% at or above

## 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
Year 4: 56/64 – (87%) At or Above NZCL in Reading <b>58/62 – 94% At or Above NZCL in Reading</b> Maori: 26/30 – (87%) At or Above NZCL in Reading <b>29/31- 94% at or Above NZCL in Reading</b> Girls: 25/29 – (86%) At or Above in Reading <b>28/30 – 93% girls At or Above NZCL in Reading</b> Boys:31/35 – (88%) At or Above in Reading <b>30/32 94% At or Above NZCL in Reading</b>	<ul style="list-style-type: none"><li>To raise the achievement levels of all Year 3 students in Reading</li><li>Year 3: 29/69 (42%) Below or Well Below NZCL in Reading <b>56/68, 82% At or Above NZCL in Reading</b> <b>11/68, 16% Below or Well below NZCL in Reading</b></li><li>Year 3 Maori: 18/33 (54%) Below or Well Below <b>23/31, 74% At or Above NZCL in Reading</b> <b>8/31, 26% Below or Well below NZCL in Reading</b></li><li>Year 3 Boys: 19/35 (54%) Below or Well Below in Reading <b>28/33, 85% At or Above in Reading</b> <b>5/33 15% Below or Well Below NZCL in Reading</b></li><li>Year 3 Girls: 17/34 (50%) Below or Well below in reading <b>28/35 80% At or Above in NZCL in Reading</b> <b>7/35, 20%At or Above NZCL in Reading</b></li></ul>	<ul style="list-style-type: none"><li>Reading Mileage</li><li>High interest material</li><li>Automaticity of Basic Sight Words</li><li>Buddy reading</li><li>Identification of low achievers</li><li>Shared book/Poems/Songs</li><li>Hearing good readers read</li><li>Grouping for needs</li><li>Team Development lead by Literacy leader</li><li>Digital resources – Reading Eggs</li><li>Remedial small group instruction</li><li>PD in Oral Language</li><li>Listening Post</li><li>Rainbow Readers</li></ul>
<b>Key Reading Targets for 2019:</b> 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		<b>End of Year Analysis:</b> Year 3:Of the 20 students Reading Well Below NZCL (8 boys, 12 girls, 10 Maori, 1 Cook Island Maori, 5 NZers, 1 British, 2 Asian, 1 Middle Eastern) 10 (7 girls 3 boys, 3 Maori) have moved to At, 1 (Maori girl) has moved to Below. 1 (NZ boy)is selective mute and so has no Reading data and 1( Middle Eastern boy) has left. Year 4: Of the 16 students Reading Below NZCL (11 boys, 5 girls, 7 Maori, 2 Asian, 4 NZers, 2 CIM, 1 Fijian), 7 (5 boys, 2 girls, 4 Maori) are Reading Above, 7 (4 boys, 3 girls, 4 Maori) are Reading At and 2 boys have left. Of the 5 students Reading Well Below (3 boys, 2 girls, 2 Maori, 3 NZers) , 1 (NZ boy) has moved to At, 1(NZ girl) has moved to Below, 2 (1 NZ boy, 1 Maori girl) are Well Below, 1 Maori boy has left. Of the 3 students reading Below (1 boy, 2 girls, 2 Maori, 1 NZer), all are Reading At

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 <b>39/62, 63% At or Above in Writing</b> Maori: 26/33 – (79%) At or Above NZCL in Writing <b>19/31, 61% Maori At or Above NZCL</b> Girls:25 /28– (89%) At or Above NZCL in Writing <b>23/31, 74% At or Above NZCL in Writing</b></p>	<ul style="list-style-type: none"><li>To raise the achievement levels of all Year 3 students in Writing.</li><li>Year 3: 33/69 (48%) Below or Well below the NZCL in Writing <b>23/69, 33% Below or Well Below NZCL in Writing</b></li><li>15/33 (45%) Maori below or Well Below the NZCL in Writing <b>16/31, 51% Maori Below or Well below NZCL in Writing</b></li><li>15/35 (43%) Boys Below or Well below NZCL in Writing <b>12/34, 35% Boys Below or Well Below NZCL in Writing</b></li><li>To raise the achievement levels of all Year 4 students in Writing particularly boys</li><li>Year 4 Boys: 10/33 – (30%) Below or Well Below NZCL in Writing <b>15/31, 48% Below or Well Below in Writing</b></li></ul>	<ul style="list-style-type: none"><li>High interest topics – using video clips</li><li>Quick writes – Sheena Cameron</li><li>Modelling &amp; scaffolding</li><li>Step by step guidance</li><li>Realistic expectations</li><li>Access to word cards &amp; writing aids</li><li>Writing criteria established</li><li>Teach selected genres</li><li>Moderating as a team and with other teams</li><li>Team development led by Literacy leader</li><li>Oral Language</li><li>Celebrating good writing</li><li>Language experiences – real life context</li><li>Once upon a picture -</li><li>How does it work – photo, label, explain how works</li><li>Class story(writing)</li></ul>
<p><b>Key Writing Targets for 2019:</b> Year 3: Of the 16 students Well Below (7 boys, 9 girls, 3 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 3 students Well Below (2 boys, 1 girl, 2 Maori, 1 NZ) 0 will have moved to Below. Of the 10 students Below (8 boys, 2 girls, 5 Maori, 1 Asian, 4 NZ) 1 will have moved to At</p>		<p><b>End of Year Analysis:</b> Year 3 Of the 16 students Well Below (7 boys, 9 girls, 3 NZers, 10 Maori, 1 Middle Eastern, 2 Asian) 6 (5 girls, 1 boy, 4 Maori) have moved to Below, 2 (1 boy, 1 girl, 1 Maori) have moved to At, 1 (Middle Eastern boy has left). Of the 16 students Below in Writing (9 boys, 7 girls, 5 Maori, 8 NZ, 1 British, 1 Filipino, 1 Fijian) 9 (3 girls, 6 boys, 2 Maori) have moved to At, 2 (1 boy, 1 girl, both Maori have left). Year 4 : Of the 3 students Well Below (2 boys, 1 girl, 2 Maori), 1 (Maori boy) has left and the other 2 are Well Below Of the 10 students Below (8 boys, 2 girls, 5 Maori) 0 have moved to At</p>



Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<ul style="list-style-type: none"> <li>To raise the achievement levels of all Year 3 students in Mathematics.</li> <li>Year 3: 32/69 (46%) Below or Well Below NZCL in Maths 38/69, 55% At or Above 31/69, 45% Below or Well Below</li> <li>16/33 (48%) Maori below or Well Below NZCL in Maths 17/31, 55% Maori below/Well below 14/31, 45% Maori At/ Above</li> <li>18/34 (53%) Girls below or Well Below NZCL in Maths 18/35 51% girls At or Above</li> <li>To raise the achievement levels of all Year 4 students in Mathematics.</li> <li>Year 4: 26/64 (40%) achieving below or Well Below the NZCL 7/62, 11% Below/Well below</li> <li>Year 4 Girls: 13/31 (42%) Below or Well below NZCL 4/31 13% Below or Well below</li> <li>14/33 (42%) Maori below or Well below NZCL 3/31, 10% Below/Well Below</li> </ul>	<ul style="list-style-type: none"> <li>Use of hands on equipment</li> <li>Regular structured maths every day</li> <li>Counting, number knowledge</li> <li>Practise at crossing the decades</li> <li>Force to use the strategies of the next stage when ready</li> <li>Knowledge activities/games</li> <li>Reinforcing what children know with engaging activities</li> <li>Family of facts teaching &amp; practise</li> <li>Repetition of strategy &amp; knowledge</li> <li>Use of computer websites – E-Ako, Pearson, Maths Adventure, Study ladder</li> <li>Grouping for needs</li> <li>Team development lead by Numeracy leader</li> <li>Remedial small group instruction</li> <li>Basic facts</li> <li>Resources from Wilkie Way Newsletters (word problems)</li> <li>Raise expectations</li> </ul>
<b>Key Mathematics Targets for 2019:</b> 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 13 children Below (6 boys, 7 girls, 8 Maori, 5 NZers) 5 will have moved to At.		<b>End of Year Analysis:</b> Year 3: Of the 6 students Well Below (4 boys, 2 girls 4 Maori, 2 NZ) 4 (3 boys, 1 girl, 2 Maori) 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) 6 ( 2 girls, 4 boys, 2 Maori) have moved to At, 3 have left. Year 4: Of the 13 students Well Below (7 boys, 6 girls, 8 NZ, 5 Maori) 5 (3 boys, 2 girls, 2 Maori) have moved to Below, 4 (2 boys, 2 girls, 2 Maori) have moved to At, 1 (Maori boy) has left. Of the 13 children Below (6 boys, 7 girls, 8 Maori, 5 NZers) 7 (4 girls, 3 boys, 5 Maori) have moved to At.

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

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p><b>2018 Year 1</b> 18% at or above <i>2019 Year 1 26/55 47% at and above</i></p> <ul style="list-style-type: none"><li>• Maori 20%</li><li>• <i>10/20 50% at and above, 10/20 50% below and well below</i></li><li>• Boys 17%</li><li>• <i>10/24 42% at and above, 14/24 58% below and well below</i></li><li>• Girls 18%</li><li>• <i>16/31 51% at and above, 15/31 49% below and well below</i></li></ul> <p><b>2018 Year 2</b> 42% at or above <i>2019 Year 2 50/82 61% at and above</i></p> <ul style="list-style-type: none"><li>• Maori 39%</li><li>• <i>20/38 61% at and above, 15/38 39% below and well below</i></li><li>• Boys 41%</li><li>• <i>27/48 56% at and above, 21/48 43% below and well below</i></li><li>• Girls 43%</li><li>• <i>23/34 67% at and above, 11/34 32% below and well below</i></li></ul> <p><b>2019 Year 2:</b> To raise levels of all children.</p>	<p>Guided reading magenta/red/yellow – read <b>every</b> 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"><li>- using the vocab book</li><li>- Blank level of questioning</li></ul> <p>Link reading &amp; writing (interlinked)</p> <p>Reading to (at least <b>3 books</b> <u>as well as</u> 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><b>Key Reading Targets for 2019:</b></p> <p>Of the <b>16</b> students Below in Reading (8 are Maori, 1 is Cook Island and 7 are European) 15 of these students will move to At.</p> <p>Of the <b>42</b> 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>		<p><b>End of Year Analysis:</b></p> <p><b>Below</b></p> <p><i>Of the 8 Maori students: 3 moved to Above and 5 moved to At.</i></p> <p><i>The 1 Cook Island student moved to Above.</i></p> <p><i>Of the 7 NZ European students: 1 left, 3 moved to Above and 2 to At.</i></p> <p><i>Three new students were added during the year 2 moved to At.</i></p> <p><b>Well Below</b></p> <p><i>Of the 20 Maori students: 5 left and 4 moved to At.</i></p> <p><i>Of the 5 Asian students: 2 moved to Above and 1 to At.</i></p> <p><i>The 1 Cook Island student remained WB.</i></p> <p><i>Of the 16 NZ European students: 1 moved to Above and 1 to At.</i></p>

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p><b>2018 Year 1</b> 33% at or above <i>2019 Year 1 35/55 64% at and above</i></p> <ul style="list-style-type: none"><li>• Maori 26%</li><li>• <i>12/20 60% at and above, 8/20 40% below and well below</i></li><li>• Boys 32%</li><li>• <i>14/24 58% at and above, 10/24 42% below and well below</i></li><li>• Girls 36%</li><li>• <i>21/31 68% at and above, 10/31 32% below and well below</i></li></ul> <p><b>2018 Year 2</b> 54% at or above <i>2019 Year 2 60/82 73% at and above</i></p> <ul style="list-style-type: none"><li>• Maori 55%</li><li>• <i>28/38 74% at and above, 10/38 26% below and well below</i></li><li>• Boys 51%</li><li>• <i>33/48 68% at and above, 15/38 31% below and well below</i></li><li>• Girls 57%</li><li>• <i>27/34 80% at and above, 7/34 20% below and well below</i></li></ul> <p><b>2019 Year 2:</b> To raise writing levels of all children specifically boys and Maori.</p>	<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 <b>Well below</b> 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>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>Writing area, box, table</p>
<p><b>Key Writing Targets for 2018:</b></p> <p>Of the <b>47</b> students Well Below and Below in Writing (26 are Maori, 2 are Cook Island, 4 are Asian, and 15 are European) 21 of these students will move to At.</p>		<p><b>End of Year Analysis:</b> <b>Well Below/Below</b> <i>Of the 26 Maori students: 3 left and 14 moved to At.</i> <i>Of the 2 Cook Island students: 1 moved to At.</i> <i>Of the 4 Asian students: 2 moved to At.</i> <i>Of the 15 NZ European along with 1 arriving during the year: 9 moved to At.</i> <i>26/47 – 55% moved to AT.</i></p>

Mathematics: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p><b>2018 Year 1</b> 87% at or above NS. <i>2019 Year 1 48/55 87% at and above</i></p> <ul style="list-style-type: none"> <li>Maori 94%</li> <li><i>16/20 80% at and above, 4/20 20% below and well below</i></li> <li>Boys 88%</li> <li><i>22/24 92% at and above, 2/24 8% below and well below</i></li> <li>Girls 88%</li> <li><i>26/31 83% at and above, 5/31 16% below and well below</i></li> </ul>	<p><b>2018 Year 2</b> 49% at or above <i>2019 Year 2 55/82 67% at and above</i></p> <ul style="list-style-type: none"> <li>Maori 50%</li> <li><i>25/38 66% at and above, 13/38 34% below and well below</i></li> <li>Boys 60%</li> <li><i>30/48 63% at and above, 18/48 37% below and well below</i></li> <li>Girls 42%</li> <li><i>25/34 72% at and above, 9/34 26% below and well below</i></li> </ul> <p><b>2019 Year 2:</b> 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><b>Key Mathematics Targets for 2018:</b></p> <p>Of the <b>9</b> students Well Below and Below in Maths (2 are Maori and 7 are European) 3 of these students will move to At.</p>		<p><b>End of Year Analysis:</b> <i>Well Below/Below</i> <i>Of the 3 Maori students and 1 new student: 0 moved.</i> <i>Of the 7 NZ European students: 1 left and 5 moved to At.</i></p>

# IV

## 2019 Annual Development Plan: End of Year Review

<b>N A G</b>	<b>Strategic Plan Area</b>	<b>Goals</b>	<b>Why are we doing this?</b>	<b>Delegation</b>	<b>Timeframe</b>	<b>Review</b>
<b>N A G 1</b>	<b>Digital Curriculum</b>	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	Professional Development has been provided through team meetings,, resource folders, shared drive, online information, courses and workshops. Teachers have started implementing Digital Technology Curriculum into their programmes.
<b>N A G 1</b>	<b>Community engagement-Maori student achievement</b>	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	Our initial meeting to start our year at Te Whānau ā Noa set the scene for our schoolwide direction supported in attendance by our BOT. A vision and schoolwide strategic plan has been developed in collaboration with staff, driven by the pilot group. Many ideas from involvement with Maori Achievement Collaborative have been used to engage whānau and improve student achievement. Student achievement is higher than other ethnic groups in many year levels in reading, writing and mathematics. The introduction of student lead whanaungatanga assemblies has been very effective. Introducing kiwaha and waiata schoolwide has supported teacher confidence to apply into their classroom programmes. 3 classes have Te Reo Maori me ona Tikanga normalised in their classroom; 2 teachers have completed Level 4 Tikanga Marae course.
<b>N A G 1</b>	<b>Targeted Literacy Programme</b>	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	Students involved in the programme at the beginning of the year made accelerated progress and could be discontinued after Terms 1 and 2. Students provided with 1-1 later have made accelerated progress in Oral language and Concepts about Print. Large numbers of priority learners have been discontinued as they have reached the expected NZ National Curriculum level.
<b>N A G 1</b>	<b>ORS funded students</b>	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	All ORS funded students spend at least 15 hours in mainstreamed classrooms each week with Teacher Aide support. All students are involved in school activities that are of interest to them.
<b>M A G 5</b>	<b>Health and Well Being</b>	Ensure that we are aware and support our staff's health and wellbeing.	We care for our staff welfare and recognise the demands of the profession.	Principal, Team Leaders, SENCO, teachers, support staff	All year	All staff had the opportunity to participate in the NZCER Wellbeing @ School survey. Results were collated which were very positive results. Health and wellbeing is an integral part of our ongoing support for all staff and is included in regular catch-up and reflection meetings with staff.
<b>N A G 4 &amp; 5</b>	<b>10YPP/5YPP Property Plan</b>	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	The planned 5YPP project (Priority 1) has been completed. Priority 2 project is nearing completion.

<b>N A G 4 &amp; 5</b>	<b><i>Capital Works Property Plan</i></b>	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	The restructuring of the bathroom has been completed. The bathroom is now a modernised facility to cater for our ORS funded students.  Fencing of the school property has not been completed. There have been delays affecting the completion date.
<b>N A G 4</b>	<b><i>Finance</i></b>	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	Education Services have successfully supported the financial administration of our school. Changes in personnel have been supported by the team.

# **V TEAM 1 YEAR 5 and 6 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING**

**Note:** Year level labels refer to previous years cohort. E.g. 2020 year 6 = 2019 year 5 data      2020 Year 5=2019 Year 4 data

<b>Year &amp; Reading: NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
<p>Year 5: All – 58/62 (94%) at or above Boys - 29/31 (94%) at or above Girls - 29/31 (94%) at or above Māori – 29/31 (94%) at or above NZ European – 22/24 (92%) at or above Pasifika – 2/2 (100%) above Other – 5/5 (100%) at or above</p> <p>Year 6: All - 66/78 (85%) at or above Boys – 36/44 (82%) at or above Girls – 30/34 (88%) at or above Māori – 29/33 (88%) at or above Pasifika – 8/8 (100%) at or above Other – 8/8 (100%) at or above</p>	<p>Year 6: NZ European – 21/29 (73%) at or above</p>	<ul style="list-style-type: none"> <li>• Model, model, model</li> <li>• Explicit range of genres – remember poetry, fiction, non-fiction, song lyrics etc</li> <li>• Think about the 'child' and their experiences and interests</li> <li>• Read to and draw images built in their heads</li> <li>• Reading artist activities to support comprehension strategies</li> <li>• Oral language/language experiences to support comprehension and build prior knowledge</li> <li>• Follow up tasks that are multi-level such as Sensational Reading, Sheena Cameron activities</li> <li>• Ideas for reading mileage – buddies (in-class, notebooks), EPIC</li> <li>• Radical Reader buddy to improve self-efficacy</li> <li>• Peer reading – sight word checks</li> <li>• Model reading in the classroom – reading to and shared reading</li> <li>• Reading Eggs (those with Karen), EPIC, Kiwi Kids News</li> <li>• Conversation prompts (from Sheena course)</li> <li>• Modelling books for guided groups (to refer to for strategies/skills)</li> </ul>
<p><b>Key Reading Targets for 2020:</b> Year 5: No targets Year 6: Of the 5 students who are reading below, (3 girls, 2 boys, 2 NZ European, 3 Māori) 3 will move to at (2 girls, 1 boy, 2 NZ European, 1 Māori)</p> <p><b>Note:</b> The data from 2019 includes 8 NZ Europeans identified as below, however, – 1 was reclassified as Year 5 in 2020 and has now left and 2 others have also left (3 boys, 3 NZ European)</p>	<p><b>End of Year Analysis:</b></p>	

<b>Writing: NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
<p>Year 5: Pasifika – 2/2 (100%) at</p> <p>Year 6: All – 58/77 (76%) at or above  Girls – 28/34 (82%) at or above  NZ European – 19/29 (76%) at or above  Māori – 25/32 (78%) at or above  Pasifika – 7/8 (87.5%) at or above  Other – 7/8 (87.5%) at or above</p>	<p>Year 5: All – 39/62 (63%) at or above  Boys – 16/31 (52%) at or above  Girls – 23/31 (74%) at or above  NZ European – 15/24 (63%) at or above  Māori – 19/31 (61%) at or above  Other – 3/5 (60%) at or above</p> <p>Year 6: Boys – 30/43 (70%) at or above</p>	<ul style="list-style-type: none"> <li>• Teach the 'Skills Toolkit' explicitly</li> <li>• Handwriting practise daily for fine motor skills &amp; speed</li> <li>• Teach spelling rules explicitly</li> <li>• Use of story mats</li> <li>• Lots of opportunities to write freely (Daily Dash, Dear Whaea Megan etc)</li> <li>• Use of modelling book to show best practice examples from students</li> <li>• Success criteria of different levels in front of book. Used as a reference for next step goals (sticky post its)</li> <li>• Sentence starters from The Writing Book to build a plot</li> <li>• Conferencing that discusses next steps and stars (peer and teacher and self)</li> <li>• Building on students experiences to get precise nouns</li> <li>• Teaching about audience when thinking about word choice</li> <li>• Linked to other curriculum areas (topic, units etc)</li> <li>• Moderation each term using drafts</li> <li>• ICT resources and prompts (Literacy Shed, Pobble 365 or GoPro.com)</li> <li>• Game of Awesome to build ideas</li> <li>• Mark regularly and only write in response to the message (not the surface features)</li> </ul>



<p><b>Key Writing Targets for 2020:</b></p> <p>Year 5: Of the 2 students who are achieving well below, (1 girl, 1 boy, 2 NZ European) 1 will move to below (1 girl, 1 NZ European) Of the 18 students who are achieving below, (6 girls, 12 boys, 1 Korean, 1 Chinese, 10 Māori, 6 NZ European) 2 NZ European, 3 Māori) 8 will move to at (3 girls, 5 boys, 1 Korean, 1 Chinese, 3 Māori, 3 NZ European)</p> <p>Year 6: Of the 11 students who are achieving well below, (4 girls, 7 boys, 5 Māori, 1 African, 4 NZ European and 1 Cook Island Māori) 5 will move to below (2 girls, 3 boys, 3 Māori, 1 African and 1 NZ European) Of the 5 students who are achieving below, (2 girls, 3 boys, 2 Māori, 3 NZ European) all will move to at (2 girls, 3 boys, 2 Māori, 3 NZ European)</p> <p>Note: The data from 2019 includes 2 Year 5 students who have left (2 boys, 1 NZ European, 1 Māori) and 1 who was classified incorrectly (1 girl, 1 Māori) The data from 2019 includes 1 child who was reclassified at Y5 but has now left and 2 others who have also left (3 boys, 3 NZ European)</p>		<p><b>End of Year Analysis:</b></p>	
<p><b>Mathematics:</b> <b>NAG2A (b)(i) Areas of Strength</b></p>	<p><b>NAG2A (b)(i) Areas for Improvement</b></p>	<p><b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b></p>	
<p>Year 5: All - 55/62 (89%) at or above Boys – 28/31 (91%) at or above Girls – 27/31 (87%) at or above NZ European – 20/24 (88%) at or above Māori – 28/31 (91%) at or above Pasifika – 2/2 (100%) at or above Other – 5/5 (100%) at or above</p> <p>Year 6: Other 8/8 (100%) at or above</p>	<p>Year 6: All – 48/78 (62%) at or above Boys 29/44 (66%) at or above Girls 19/34 (56%) at or above NZ European 16/29 (55%) at or above Māori – 20/33 (61%) at or above Pasifika – 4/8 (50%) at or above</p>	<ul style="list-style-type: none"> <li>• Focus daily teaching: Knowledge and strategy.</li> <li>• A balanced programme (long term) based on the needs and knowledge of class, using assessment to determine next steps and hot spot focus (PAT analysis)</li> <li>• Have clear goals for learners to work towards for basic facts and strategies</li> <li>• Build culture of problem solvers</li> <li>• Minimise timed assessments</li> <li>• Flexible grouping to allow for mixed ability, peer teaching, expertise sharing etc.</li> <li>• Jo Boaler rich tasks and mindset tasks</li> <li>• Relevant maths tasks, activities linked to current topics</li> <li>• Sourcing rich mathematical tasks (STEM, Enrich, Youcubed)</li> <li>• Using nzmaths site more purposefully and explicitly</li> <li>• Using correct mathematical language (maths walls, posters visible etc)</li> <li>• ICT related sites – Sumdog, Prodigy, Mangahigh</li> </ul>	

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<p><b>Key Mathematics Targets for 2020:</b></p> <p><b>Year 5:</b> No acceleration expected for the 1 child achieving well below. Of the 3 students who are achieving below, (3 girls, 1 Māori, 2 NZ European) 1 will move to at (1 girl, 1NZ European)</p> <p><b>Year 6:</b> Of the 2 students who are achieving well below, (2 boys, 2 NZ European) 1 will move to below (1 boy, 1 NZ European) Of the 24 students who are achieving below, ( girls, boys, 12 Māori, 8 NZ European, 4 Cook Island Māori) 14 will move to at ( girls, boys, 7 Māori, 3 NZ European and 4 Cook Island Māori)</p> <p><b>Year 6:</b> Of the 4 new students achieving below, 2 will move to at (2 boys, 1 Māori, 1 Samoan)</p> <p><b>Note:</b> The Yr 5 data from 2019 includes 2 Year 5 students who have left (2 boys, 1 NZ European, 1 Māori) and 1 who was classified incorrectly (1 girl, 1 Māori)</p> <p>The Yr 6 data from 2019 includes 1 child who was reclassified at Y5 but has now left and 2 others who have also left (3 boys, 3 NZ European)</p>		<p><b>End of Year Analysis:</b></p>

## TEAM 2, YEAR 3 and 4 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING

**Note: Year level labels refer to previous years cohort. E.g. 2020 year 4 = 2019 year 3**

<b>Year 3 &amp; 4 Reading: NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
<p>Year 4: 34/64, 53% Above, 20/64, 31% At, 54/64, 84% At or Above in Reading 26/30, 87% boys At or Above in Reading 21/27, 78% Maori At or Above in Reading</p> <p>Year 3: 46/68, 68% At or Above in Reading 22/32, 69% Maori At or Above in Reading</p>	<p>Year 4: 7/27, 26% Maori Below or Well Below in Reading</p> <p>Year 3: 19/68, 34% Below or Well Below in Reading 10/32, 31% Maori Below or Well below in Reading</p>	<ul style="list-style-type: none"> <li>• DAT</li> <li>• Shared book with Learning Intentions related to specific skills</li> <li>• Shared poems with specific focus</li> <li>• Reciprocal Reading</li> <li>• Buddy Reading</li> <li>• Modelling Books</li> <li>• Shared Books extending comprehension strategies</li> <li>• Guided Reading – small group, skills based</li> <li>• Reading Mileage</li> <li>• High interest material</li> <li>• Automaticity of Basic Sight Words</li> <li>• Identification of low achievers</li> <li>• Hearing good readers read</li> <li>• Team Development lead by Literacy leader</li> <li>• Digital resources</li> <li>• Remedial small group instruction</li> <li>• Grouping for specific interest</li> <li>• Readers Theatre</li> </ul>
<p><b>Key Reading Targets for 2020:</b></p> <p>Year 4: Of the 2 students (1 Maori, 1 NZ European/Pakeha, both girls) reading Below the expected NZCL, 0 will have moved to At. Of the 11 students (1 NZ European/Pakeha, 9 Maori, 1 Asian, 2 boys, 8 girls) Reading Well Below the expected NZCL, 1 will have moved to Below.</p> <p>Year 3: Of the 10 students (4 Maori, 5 NZ European/Pakeha, 1 Asian, 9 boys, 1 girl) reading Below the expected NZCL, 5 will have moved to At. Of the 21 students (11 NZ European/Pakeha, 8 Maori, 2 Asian, 12 boys, 9) Reading Well below the expected NZCL, 3 will have moved to Below.</p>		<p><b>End of Year Analysis:</b></p>
<b>Writing: NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
<p>Year 4: 12/65, 18% Above, 33/65 51% At, 45/64, 70% At or Above in Writing 22/31, 71% boys At or Above in Writing</p> <p>Year 3: 9/68, 13% Above in Writing 46/68, 68% At in Writing</p>	<p>Year 4: 20/65, 31% Below in Writing 13/27, 48% Maori Below in Writing 12/34, 35% girls below in Writing</p> <p>Year 3: 14/68, 21% Below in Writing</p>	<ul style="list-style-type: none"> <li>• DAT</li> <li>• Modelling books</li> <li>• Daily writing</li> <li>• High interest topics – using video clips</li> <li>• Scaffolding</li> </ul>

25/32, 78% Maori At or Above in Writing 34/42, 81% Boys At or Above in Writing		<ul style="list-style-type: none"> <li>• Step by step guidance</li> <li>• Raise expectations</li> <li>• Access to word cards &amp; writing aids</li> <li>• Writing criteria established</li> <li>• Teach selected genres</li> <li>• Moderating as a team and with other teams</li> <li>• Team development led by Literacy leader</li> <li>• Oral Language</li> <li>• Celebrating good writing</li> <li>• Language Experiences – real life context</li> </ul>
<b>Key Writing Targets for 2020:</b> <b>Year 4:</b> Of the 14 students (10 Maori, 4 NZ European/Pakeha, 6 boys, 8 girls) Writing Below the expected NZCL in Writing, 5 will have moved to At. Of the 7 students (5 Maori, 1 NZ European/Pakeha, 1 Asian, 2 boys, 5 girls) Writing Well Below the expected NZCL, 1 will have moved to Below. <b>Year 3:</b> Of the 4 students (2 Maori, 2 NZ European/Pakeha, 3 boys, 1 girl) Writing Below the expected NZCL 1 will have moved to At. Of the 14 students (4 Maori, 8 NZ European/Pakeha, 2 Asian, 8 boys, 6 girls) Writing Well Below the expected NZCL in Writing, 1 will have moved to Below		<b>End of Year Analysis:</b>
<b>Mathematics:</b> <b>NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
Year 4: 37/65, 57% At or Above, 4/65, 6%, Above, 33/65, 51% At in Mathematics  Year 3: 39/68, 57%, At, 12/68, 18% Above, 51/68, 74% At or Above in Mathematics 8/32, 25% Maori At or Above in Mathematics	Year 4: 29/65, 45% Below or Well Below in Maths 16/27, 59% Maori Below or Well Below in Maths  Year 3: 17/68, 25% Below or Well Below in Mathematics 8/32, 25% Maori Below or Well Below in Mathematics	<ul style="list-style-type: none"> <li>• DAT</li> <li>• Use of equipment</li> <li>• Moving students to next stage as soon as they show evidence that they are ready</li> <li>• Basic Facts to automaticity</li> <li>• Regular structured maths every day</li> <li>• Counting, number knowledge</li> <li>• Practise at crossing the decades</li> <li>• Force to use the strategies of the next stage when ready</li> <li>• Knowledge activities/games</li> <li>• Reinforcing what children know with engaging activities</li> <li>• Family of facts</li> <li>• Use of computer websites – E-Ako, Pearson,</li> <li>• Grouping for needs</li> <li>• Team development lead by Numeracy leader</li> <li>• Withdrawal for small group instruction</li> <li>• Resources from Wilkie Way Newsletters (word problems)</li> <li>• Raise expectations</li> </ul>

**Key Mathematics Targets for 2020:****Year 4:**

Of the 21 students (11 Maori, 6 NZ European/Pakeha, 2 Pacifica, 2 Asian, 7 boys, 14 girls), Below the expected NZCL, 7 will have moved to At.

Of the 7 students Well Below (7 Maori, 1 boy, 6 girls) the expected NZCL, 0 will have moved to Below.

**Year 3:**

Of the 11 students (4 Maori, 5 NZ European/Pakeha, 2 Asian, 7 boys, 4 girls) Below the expected NZCL, 2 will have moved to At.

Of the 9 students (4 Maori, 4 NZ European/Pakeha, 1 Asian, 7 boys, 2 girls) Well Below the expected NZCL, will have moved to Below

**End of Year Analysis:**

### TEAM 3, YEARS 1 and 2 : NATIONAL CURRICULUM REVIEW 2019 DATA / 2020 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2020 year 2 = 2019 year 1

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p><b>2019 Year 1</b> 26/55 47% at or above</p> <ul style="list-style-type: none"> <li>Maori 10/20 50%</li> <li>Boys 8/24 42%</li> <li>Girls 16/31 51%</li> </ul> <p><b>2019 Year 2</b> 50/82 61% at or above</p> <ul style="list-style-type: none"> <li>Maori 23/38 61%</li> <li>Boys 27/48 56%</li> <li>Girls 23/34 67%</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading magenta/red/yellow – read <b>every</b> day with the teacher</li> <li>Basic sight words development in multiple ways.</li> <li>Teacher Lead Phonics – <u>every day</u></li> <li>Oral language – planned and integrated through the curriculum</li> <li>Using the vocab book</li> <li>Blank level of questioning</li> <li>Link reading &amp; writing (interlinked)</li> <li>Reading to (at least <b>3 books</b> <u>as well as</u> the big book and poem)</li> <li>Variety of reading approaches – reading to, shared, guided and independent</li> <li>Modelling big book – plan if needed.</li> <li>Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times.</li> <li>Comprehension – oral Language</li> <li>Radical readers</li> <li>Reading egg – 20 mins at least 4 times a week</li> <li>Rainbow Readers (NE based)</li> <li>Use ipads to record and share back.</li> <li>Audio books, readers, Ready to Read books</li> <li>Feedback to the children</li> <li>Opportunities to read to the class</li> <li>Celebrating all success</li> <li>Cut up stories</li> <li>Explicit teaching of foundation skills</li> </ul>
<p><b>Key Reading Targets for 2020:</b>            24 children Well Below in Reading (8 are Maori, 1 is Pacifica, 12 are NZ European, 2 are Asian and 1 is South African)            5 children Below in Reading (2 are Maori, 1 is Pacifica and 2 are NZ European)</p>		<p><b>End of Year Analysis:</b></p>
Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p><b>2019 Year 2</b> 60/82 73% at or above</p> <ul style="list-style-type: none"> <li>Maori 28/38 74%</li> <li>Girls 27/34 80%</li> </ul>	<p><b>2019 Year 1</b> 35/55 64% at or above</p> <ul style="list-style-type: none"> <li>Maori 12/20 60%</li> <li>Boys 14/24 58%</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

	<ul style="list-style-type: none"> <li>Girls 21/31 68%</li> </ul> <b>2019 Year 2</b> <ul style="list-style-type: none"> <li>Boys 33/48 69%</li> </ul>	<ul style="list-style-type: none"> <li>Target children well below and track</li> <li><b>Well below</b> children to write <u>every day</u></li> <li>Link writing with reading especially at emergent level – interactive writing, phonics in the classroom</li> <li>Cut up stories</li> <li>Provide activities to help develop fine and gross motor skills</li> <li>Developing core strength</li> <li>Set clear expectations – success criteria.</li> <li>Oral language</li> <li>Language Experience – once a week.</li> <li>Moderation</li> <li>Regular modelling by the teacher – make mistakes</li> <li>Give regular and meaningful feedback often</li> <li>Value their writing by celebrating it or sharing it – make it meaningful.</li> <li>Writing area, box, table</li> <li>Opportunities to write independently all day every day</li> </ul>
<b>Key Writing Targets for 2020:</b> 20 children Below in Writing (8 are Maori, 2 are Pacifica, 8 are NZ European, 1 is Chinese and 1 is Filipino)		<b>End of Year Analysis:</b>
<b>Mathematics:</b> <b>NAG2A (b)(i) Areas of Strength</b>	<b>NAG2A (b)(i) Areas for Improvement</b>	<b>NAG2A (b)(iii) Planned Actions for Lifting Achievement</b>
<b>2019 Year 1</b> 48/55 87% at or above <ul style="list-style-type: none"> <li>Maori 16/20 80%</li> <li>Boys 22/24 92%</li> <li>Girls 26/31 84%</li> </ul> <b>2019 Year 2</b> <ul style="list-style-type: none"> <li>Girls 25/34 73%</li> </ul>	<b>2019 Year 2</b> 55/82 67% at or above <ul style="list-style-type: none"> <li>Maori 25/38 66%</li> <li>Boys 30/48 62%</li> </ul>	<ul style="list-style-type: none"> <li>Better awareness of the stages and the strategies children need to know to be ready for the next stage</li> <li>Moving children from stage 2/3 to stage 4 - teachers need strong knowledge</li> <li>Deliberate acts of teaching</li> <li>Consolidating patterns to 5 and 10 without materials</li> <li>Using digital technology</li> <li>Oral language, maths terms, questions, responses, sharing, blanks questioning</li> </ul>

		<ul style="list-style-type: none"> <li>● Integrated learning in a fun and meaningful way- big books, topics, integrated units</li> <li>● Calendar maths - expose and challenge to take risks</li> <li>● Problem of the day/week</li> <li>● Hands on learning- using materials, play based, outside maths, risk taking</li> <li>● Differentiated/ tiered learning</li> <li>● Maths available all day</li> <li>● Open ended questions to support all learners</li> <li>● Observations of children's strategies- monitoring for next steps (anecdotal notes) feedback</li> <li>● Number of the week</li> <li>● Displays of maths - can link to other curriculum areas</li> <li>● Set high expectations</li> <li>● Competitive for the children who enjoy competition</li> <li>● ALiM training</li> <li>● Children need strong knowledge</li> </ul>
<b>Key Mathematics Targets for 2020:</b> 7 children WB/Below in Maths (4 are Maori, 1 is Pacifica and 2 are NZ European)		<b>End of Year Analysis:</b>



# VI

## 2020 Annual Development Plan

<b>N A G</b>	<b>Strategic Plan Area</b>	<b>Goals</b>	<b>Why are we doing this?</b>	<b>Delegation</b>	<b>Timeframe</b>	<b>Review</b>
<b>N A G 1</b>	<b>The Arts</b>	To develop and implement the curriculum delivery documentation and plans in "The Arts".	To support staff to develop skills in all areas of "The Arts", focusing on music.	The Arts curriculum leader, Team Leaders	All year	
<b>N A G 1</b>	<b>Digital Curriculum</b>	To further develop and implement digital curriculum as part of our ICT/Technology curriculum.  To develop digital fluency with the support of PLD expertise.	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	
<b>N A G 1</b>	<b>Community engagement-Maori student achievement</b>	To implement the school wide Māori programme.  To build the cultural kete within our school with whanau, staff and students.  To develop staff competence and confidence in Te Reo me ona Tikanga.  To work with Tau Toko (Māori Achievement Collaborative to continuing supporting Māori achieving as Māori)	To have in place a Te Reo Māori programme based on the curriculum levels in Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki.  To create alongside the school wide Te Reo programme, the cultural kete is a framework for collaboratively capturing what Te Ao Māori, te reo me ōna tikanga, (Māori language and linked customs and protocols and meanings) should look like in our school.  To support staff to strengthen their knowledge and confidence in Te Reo Māori.  To continue to learn about how schools support Māori achieving as Māori.	Maori curriculum leader, Team Leaders, Pilot group, Whanau group	All year	
<b>N A G 1</b>	<b>Mathematics</b>	To lift the achievement of mathematics at all year levels across the school. Participate in MOE funded Accelerated Learning In Mathematics (ALiM).	Data from 2019 identified targeted areas of need. To support staff with Professional Development to assist them to accelerate priority learners to experience learning success in mathematics.	Maths Leaders, Team Leaders, Specialist teachers	All year	
<b>N A G 1</b>	<b>Priority Learners</b>	To provide specialised literacy and numeracy programmes to accelerate learning for our priority learners.	A targeted group of students have been identified with very low levels of literacy and numeracy.	DP, AP, Specialist teachers, classroom teachers, Para-professionals	All year	

<b>N A G 1</b>	<b><i>Ready for Learning Foundation Skills</i></b>	To implement the Read 4 Learning Foundation Skills Framework on entry and to use it as an on-going assessment tool.	To support teachers with knowledge to meet the students' needs and to identify when a student is curriculum ready. To accelerate children's learning in literacy and numeracy.	AP, Junior teachers	All year	
<b>M A G 5</b>	<b><i>Health and Well Being</i></b>	Ensure that we are aware and support our student's and staff's health and wellbeing.	We care for our staff welfare and recognise the demands of the profession.  We care for our students and recognise their specialist areas of need and support.	Principal, Team Leaders, SENCO, teachers, support staff	All year	
<b>N A G 1</b>	<b><i>ORS funded students</i></b>	To ensure our inclusive policy of involving our ORS funded students in school-wide activities. Support mainstreamed teachers with ORS funded students with planned release.	ORS funded students who are mainstreamed require a specialised programme that caters for their needs alongside our Learning Support Centre	Principal, SENCO, Team Leader of Learning Support Centre	All year	
<b>N A G 4 &amp; 5</b>	<b><i>10YPP/5YPP Property Plan</i></b>	To complete 5YA plan as outlined in 10YPP planning.	Complete priorities categorised Health and Safety (Priority 1), Essential Infrastructure (Priority 2), Infill building upgrade – between Rooms 18 & 19	Principal, BOT	All year	
<b>N A G 4 &amp; 5</b>	<b><i>Property School Investment Package</i></b>	To use the capital injection to accelerate works to complete 5YA planning and follow asset management programme.	Plan for property upgrades to enhance facilities for students.	Principal, BOT	All year	
<b>N A G 4 &amp; 5</b>	<b><i>Capital Works Property Plan</i></b>	To support and work with MOE in planning for ramping and accessibility in Rooms 10 -16.  To complete stage 2 of fencing of the perimeter of the school.	Newly enrolled ORS funded students have created a need for safe access to junior area of the school – Rooms 10 -16. New enrolments to the school with safety risks have required the need to fence the property.	Ministry of Education, BOT, Principal		