



Tokoroa North School

Together we learn for life - Ako ngatahi ki te ora

Charter 2021

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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 47% of the school population, European 40%, Pacific Island children 5% and Asian 8%.

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 |
|---|--------------------------|--|---|---|

LEADERSHIP and TEACHING: We value ...

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



Strategic Section

I. Strategic Objectives

School Objectives for 2021 to 2023 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, 10 year property programmes and School Investment Package (SIP) funding 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

- Te reo me ona tikanga programme is developed to reflect N.Z.'s diversity and the unique position of Maori culture.
- Our Maori students will enjoy educational success as Maori.
- Work to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

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 2021
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.

Phonics Programme

Component: 15 hours paraprofessional per week
Source: SEG/TFEA
Identified by: 6 Year testing, running records

Objective:

1. To consolidate and build on phonemic and phonological knowledge.

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.

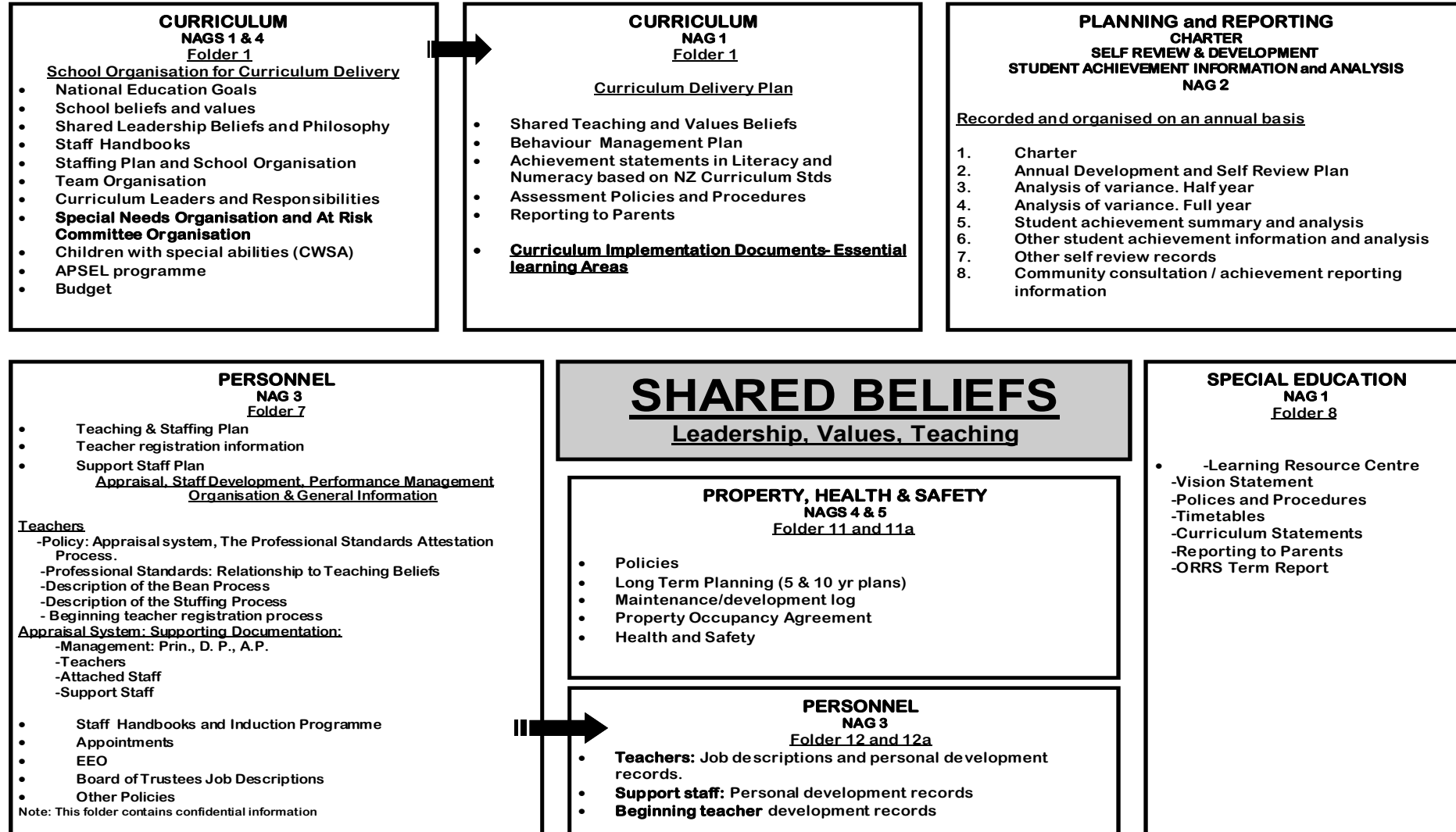
Social Interaction Extension Class

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 2021 to 2023 (NAG 1)

| | 2021 | 2022 | 2023 |
|---|--|---|--|
| Area Stage 1 (Introducing) | Ongoing review and development of curriculum delivery documentation / plans, Mathematics. The Arts. | Ongoing review and development of curriculum delivery documentation / plans, Health and Physical Education. | Ongoing review and development of curriculum delivery documentation / plans, Technology. |
| Stage 2 (Implementing) | Digital Technology | Mathematics The Arts | Health and Physical Education |
| Stage 3 (Reinforcing) | Maori/Te Reo | Digital Technology | Mathematics The Arts |
| Responsibility | 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 2021

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

iii.

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

| Year & Reading: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|--|--|
| <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 5: All - 59/64 (92%) at or above Boys - 32/34 (94%) at or above Girls - 27/30 (90%) at or above Asian/MELAA - 5 / 6 (83%) at or above Maori - 33/36 (94%) at or above NZ European - 19/21 (90%) at or above Pasifika - 1/1 (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: All - 71/80 (89%) at or above Boys - 40/45 (90%) at or above Girls - 31/35 (88%) at or above Asian/MELAA - 7/7 (100%) at or above Maori - 31/37 (84%) at or above NZ European - 26/29 (90%) at or above Pasifika 7/7 (100%) at or above</p> | <p>Year 6: NZ European – 21/29 (73%) at or above</p> | <ul style="list-style-type: none"> ● Model, model, model ● Explicit range of genres – remember poetry, fiction, non-fiction, song lyrics etc ● Think about the 'child' and their experiences and interests ● Read to and draw images built in their heads ● Reading artist activities to support comprehension strategies ● Oral language/language experiences to support comprehension and build prior knowledge ● Follow up tasks that are multi-level such as Sensational Reading, Sheena Cameron activities ● Ideas for reading mileage – buddies (in-class, notebooks), EPIC ● Radical Reader buddy to improve self-efficacy ● Peer reading – sight word checks ● Model reading in the classroom – reading to and shared reading ● Reading Eggs (those with Karen), EPIC, Kiwi Kids News ● Conversation prompts (from Sheena course) |

- Modelling books for guided groups (to refer to for strategies/skills)

Key Reading Targets for 2020:

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)

Note: 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)

End of Year Analysis:

Year 6: Of the 5 students who are reading below:

1 has moved to at (1 boy, NZ European)

2 are JUST BELOW at Level 27 - (1 boy - Maori, 1 girl - NZ European)

2 are JUST BELOW at Level 26 - (2 girls - 2 Maori)

| Writing: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|--|---|
| <p>Year 5: Pasifika – 2/2 (100%) at Pasifika - 1/1 (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 5: All - All - 23/64 36% at or above Boys - 9/34 27% at or above Girls - 14/30 47% at or above NZ European - 10/21 48% at or above Māori - 11/36 31% at or above Other - 1 / 6 17% at or above</p> <p>Year 6: Boys – 30/43 (70%) at or above Year 6: All - 53/80 66% at or above Boys - 27/45 60% at or above Girls - 26/35 74% at or above NZ European - 20/29 69% at or above Māori - 24/37 65% at or above Pasifika - 4/7 57% at or above Other 5/7 71% at or above</p> | <ul style="list-style-type: none"> ● Teach the 'Skills Toolkit' explicitly ● Handwriting practise daily for fine motor skills & speed ● Teach spelling rules explicitly ● Use of story mats ● Lots of opportunities to write freely (Daily Dash, Dear Whaea Megan etc) ● Use of modelling book to show best practice examples from students ● Success criteria of different levels in front of book. Used as a reference for next step goals (sticky post its) ● Sentence starters from The Writing Book to build a plot ● Conferencing that discusses next steps and stars (peer and teacher and self) ● Building on students experiences to get precise nouns ● Teaching about audience when thinking about word choice ● Linked to other curriculum areas (topic, units etc) ● Moderation each term using drafts ● ICT resources and prompts (Literacy Shed, Pobble 365 or GoPro.com) ● Game of Awesome to build ideas ● Mark regularly and only write in response to the message (not the surface features) |

Key Writing Targets for 2020:

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)

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)

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)

End of Year Analysis:

Year 5: Of the 3 students who are achieving well below, (1 girl, 2 boys, 2 NZ European and 1 Māori) 1 moved from well below to below (1 girl, NZ European)

Of the 20 students who are achieving below, 2 have left (1 boy NZ European and 1 girl Māori) and 2 have moved from below to at (1 girl, NZ European, 1 boy Māori). 4 students are almost there - with achievement of 2P - (4 boys, 1 NZ European and 3 Māori)

Year 6: Of the 12 students who are achieving well below, 1 has left (1 boy, NZ European). 8 moved to below (4 girls, 3 Maori and 1 NZ European) and 4 boys (2 Māori, 1 Cook Island Māori and 1 South African)

Discussions with teachers found the momentum difficult with the Lockdown period. While free writing has a place for motivation and engagement, there is a need to hone in on more specific skills while free writing. The limited experiences, no camp, no trips etc meant it was difficult to find a common writing experience for the students.

| Mathematics: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|--|--|
| <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 Year 5: Pasifika - 1/1 (100%) at or above</p> <p>Year 6: Other 8/8 (100%) at or above Year 6: All - 66/80 (83%) at or above Boys - 37/45 (82%) at or above Girls - 29/35 (83%) at or above NZ European - 24/29 (83%) at or above Māori - 28/37 (75%) at or above Pasifika - 7/7 (100%) at or above Other 7/7 (100%) at or above</p> | <p>Year 5: All - 39/64 (61%) at or above Boys - 21/34 (62%) at or above Girls - 18/30 (60%) at or above NZ European 13/21 (62%) at or above Māori 21/36 (58%) at or above Other 4/6 (66%) 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"> • Focus daily teaching: Knowledge and strategy. • 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) • Have clear goals for learners to work towards for basic facts and strategies • Build culture of problem solvers • Minimise timed assessments • Flexible grouping to allow for mixed ability, peer teaching, expertise sharing etc. • Jo Boaler rich tasks and mindset tasks |

- Relevant maths tasks, activities linked to current topics
- Sourcing rich mathematical tasks (STEM, Enrich, Youcubed)
- Using nzmaths site more purposefully and explicitly
- Using correct mathematical language (maths walls, posters visible etc)
- ICT related sites – Sumdog, Prodigy, Mangahigh
-

Key Mathematics Targets for 2020:

Year 5: 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)

Year 6: 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)

Year 6: Of the 4 new students achieving below, 2 will move to at (2 boys, 1 Māori, 1 Samoan)

Note: 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)

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)

End of Year Analysis:

Year 5: Of the 2 students achieving well below, 1 is now below (1 boy, Māori). Of the 5 students achieving below, 2 are now at (1 boy NZ European, 1 girl Maori) and 1 has left (1 girl, NZ Maori)

Year 6: Of the 3 children achieving well below, 1 has left (1 boy, NZ European). 1 has moved to below (1 boy Māori) of the 26 students achieving below, 11 have moved to at (2 boys, 3 girls NZ European), (3 girls, 1 boy Māori), (1 girl, 2 boys Cook Island Māori) and 1 boy Samoan. 2 have moved from below to above (1 boy 1 girl Māori) 1 girl Cook Island Māori has left.

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

| 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: 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"> • DAT • Shared book with Learning Intentions related to specific skills • Shared poems with specific focus • Reciprocal Reading • Buddy Reading • Modelling Books • Shared Books extending comprehension strategies • Guided Reading – small group, skills based |
| <p>Key Reading Targets for 2020:</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>End of Year Analysis:</p> <p>Of the 2 students reading Below the expected NZCL 1(Maori) is reading well below and the other is below.</p> <p>Of the 11 students Reading Well Below the expected NZCL, 2 have left, 1 has been reclassified as a Year 3, 5 Maori, 1 NZ, 1 Asian are Well Below, 1 (Maori) is At.</p> <p>Of the 10 students reading Below the expected NZCL 1 has left, 2 NZ are Above, 2 Maori are Above, 2 NZ is At, 2 Maori are At, 1 Asian is At the expected NZCL. The reclassified student is Below</p> <p>Of the 21 students reading Well Below the expected NZCL 2 NZ are Above, 1 Maori is Above, 1 NZ is At, 2 Maori are At, 5 NZ are Below, 2 Maori are Below, 3 Maori are Well Below, 3 NZ are Well Below, 2 Asian are Well Below, the expected NZCL</p> |
| Writing: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
| <p>Year 4:12/65, 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"> • DAT • Modelling books |

| | | |
|--|--|--|
| <p>25/32, 78% Maori At or Above in Writing 34/42, 81% Boys At or Above in Writing</p> | | <ul style="list-style-type: none"> • Daily writing • |
| <p>Key Writing Targets for 2020: Year 4: 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. Year 3: 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</p> | | <p>End of Year Analysis: Of the 14 students writing below the expected NZCL, 1 has left, 1 NZ is Above, 3 NZ are Below, 8 Maori are Below, 1 Maori is Well Below the expected NZCL. Of the 7 students Well Below the expected NZCL, 1 (Maori) has left, 1 (Maori) has been reclassified, 1 NZ is Below 3 Maori are Well Below, 1 Asian is Well Below, the expected NZCL. Of the 4 students writing Below the expected NZCL 1 has left, 1 NZ is Below, 2 Maori are Below the expected NZCL. The reclassified student is Writing Below. Of the 14 students writing Well Below the expected NZCL 3 NZ are Below, 3 Maori is Well Below, 1 Maori are Well Below, 2 Asian are Well Below, 5 NZ are Well Below the expected NZCL.</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>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</p> | <p>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</p> | <ul style="list-style-type: none"> • DAT • Use of equipment • Moving students to next stage as soon as they show they can do it • Basic Facts to automaticity |
| <p>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:</p> | | <p>End of Year Analysis: Of the 21 students Below the expected NZCL, 1 (Maori) has left, 6 Maori are At, 1 Pacifica is At, 2 NZ are At, 5 Maori are Below, 4 NZ are Below, 1 Pacifica is Below, and 1 Asian is Below the expected NZCL.</p> |

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| <p>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</p> | <p>Of the 7 students Well Below the expected NZCL 2 Maori have left, 1 Maori has been reclassified, 4 Maori are Below, the expected NZCL.</p> <p>Of the 11 students Below the expected NZCL, 2 NZ are At, 4 Maori are Below, 1 NZ is Below, 1 Asian is Below, 2 NZ are Well Below, 1 Asian is Well Below the expected NZCL.</p> <p>Of the 9 students Well Below the expected NZCL 3 NZ are Below, 2 Maori are Well Below, 1 Asian is below, 2 Maori is Below 1 NZ is Well Below</p> |
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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><i>2020 Year 1</i></p> <ul style="list-style-type: none"> ● <i>Pasifika 3/3 100% are at or above</i> ● <i>Other 3/3 100% are at or above</i> | <p><i>2020 Year 1 14/60 23% at or above</i></p> <ul style="list-style-type: none"> ● <i>Maori 7/28 25% are at or above,</i> ● <i>NZ European 7/26 27% are at or above</i> ● <i>Boys 6/31 19% are at or above,</i> ● <i>Girls 8/29 28% are at or above,</i> <p>2019 Year 1 26/55 47% at or above</p> <p><i>2020 Year 2 32/63 51% at or above</i></p> <ul style="list-style-type: none"> ● Maori 10/20 50% ● <i>Maori 17/30 56% are at or above,</i> ● <i>NZ European 10/22 46% are at or above</i> ● <i>Pasifika 1 / 3 33% are at or above</i> ● <i>Other 4/8 50% are at or above</i> ● Boys 8/24 42% ● <i>Boys 13/29 45% are at or above,</i> ● Girls 16/31 51% ● <i>Girls 19/34 56% are at or above,</i> | <ul style="list-style-type: none"> ● Guided reading magenta/red/yellow – read every day with the teacher ● Basic sight words development in multiple ways. ● Teacher Lead Phonics – <u>every day</u> ● Oral language – planned and integrated through the curriculum ● Using the vocab book ● Blank level of questioning ● Link reading & writing (interlinked) ● Reading to (at least 3 books <u>as well as</u> the big book and poem) ● Variety of reading approaches – reading to, shared, guided and independent ● Modelling big book – plan if needed. ● Poems/ Jingles/Nursery Rhymes/Finger Rhymes – multiple times. ● Comprehension – oral Language ● Radical readers ● Reading egg – 20 mins at least 4 times a week ● Rainbow Readers (NE based) ● Use ipads to record and share back. ● Audio books, readers, Ready to Read books ● Feedback to the children ● Opportunities to read to the class ● Celebrating all success ● Cut up stories |

| | | <ul style="list-style-type: none"> • Explicit teaching of foundation skills |
|---|--|--|
| <p>Key Reading Targets for 2020: 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>End of Year Analysis: <i>Of the 29 priority children reading Well Below and Below, 5 left and 3 new children were added - 27 children.</i> 1 NZ European moved to Above 2 Maori children moved to At 3 moved to Below (1 Maori, 2 NZ European) 21 are Well Below (8 Maori, 2 Pacifica, 9 NZ European and 2 Asian) 11% of this group moved to At or Above.</p> | |
| Writing: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
| <p><i>2020 Year 1</i></p> <ul style="list-style-type: none"> • <i>Pasifika - 3/3 100% at or above</i> • <i>Other 3/3 100% at or above</i> | <p><i>2020 Year 1 23/60 38% at or above</i></p> <ul style="list-style-type: none"> • <i>Maori 11/28 39% are at or above</i> • <i>Boys 13/31 42% are at or above</i> • <i>Girls 12/29 40% are at or above</i> • <i>NZ European 12/26 46% at or above</i> • <p>2019 Year 1 35/55 64% at or above <i>2020 Year 2 36/63 57% at or above</i></p> <ul style="list-style-type: none"> • Maori 12/20 60% • <i>Maori 17/30 57% are at or above,</i> • Boys 14/24 58% • <i>Boys 13/29 45% are at or above,</i> • Girls 21/31 68% • <i>Girls 23/34 68% are at or above,</i> • <i>NZ European 13/22 59% at or above</i> • <i>Pasifika 2 / 3 66% at or above</i> • <i>Other 4/8 50% at or above</i> | <ul style="list-style-type: none"> • 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. • Target children well below and track • Well below children to write <u>every day</u> • Link writing with reading especially at emergent level – interactive writing, phonics in the classroom • Cut up stories • Provide activities to help develop fine and gross motor skills • Developing core strength • 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 • Opportunities to write independently all day every day |
| <p>Key Writing Targets for 2020: 20 children Below in Writing (8 are Maori, 2 are Pacifica, 8 are NZ European, 1 is Chinese and 1 is Filipino)</p> | <p>End of Year Analysis: <i>Of the 20 priority children writing Well Below and Below, 5 children were retained, 5 left and 2 new children were added - 23 children.</i> 1 NZ European moved to Above 6 children moved to At (3 NZ European, 2 Maori, 1 Asian) 8 children are Below (3 NZ European, 3 Maori, 1 Pacifica, 1 Asian) 8 children are Well Below (3 NZ European, 5 Maori) 30% of this group moved to At and Above</p> | |

| Mathematics: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|--|---|
| <p><i>2020 Year 1 48/60 80% are at or above</i></p> <ul style="list-style-type: none"> • <i>Boys 24/31 78% are at or above,</i> • <i>Girls 24/29 82% are at or above,</i> • <i>Maori 22/28 78%% are at or above,</i> • <i>NZ European 20/26 77% at or above</i> • <i>Other 3/3 100% at or above</i> <p><i>2020 Year 2</i></p> <ul style="list-style-type: none"> • <i>Pasifika 3/3 100% at or above</i> <p>2019 Year 1 48/55 87% at or above</p> <ul style="list-style-type: none"> • Maori 16/20 80% • Boys 22/24 92% • Girls 26/31 84% | <p><i>2020 Year 2 37/63 59% at or above</i></p> <ul style="list-style-type: none"> • <i>Maori 18/30 60% are at or above,</i> • <i>Boys 12/29 41% are at or above,</i> • <i>Girls 20/34 59% are at or above,</i> • <i>NZ European 11/22 50% at or above</i> • <i>Other 5 / 8 63% at or above</i> <p><i>2020 Year 1</i></p> <ul style="list-style-type: none"> • <i>Pasifika 2 / 3 67% at or above</i> | <ul style="list-style-type: none"> • Better awareness of the stages and the strategies children need to know to be ready for the next stage • Moving children from stage 2/3 to stage 4 - teachers need strong knowledge • Deliberate acts of teaching • Consolidating patterns to 5 and 10 without materials • Using digital technology • Oral language, maths terms, questions, responses, sharing, blanks questioning • 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/week • Hands on learning- using materials, play based, outside maths, risk taking • Differentiated/ tiered learning • Maths available all day • Open ended questions to support all learners • Observations of children's strategies- monitoring for next steps (anecdotal notes) feedback • Number of the week • Displays of maths - can link to other curriculum areas • Set high expectations • Competitive for the children who enjoy competition • ALiM training • Children need strong knowledge |
| <p>Key Mathematics Targets for 2020: 7 children WB/Below in Maths (4 are Maori, 1 is Pacifica and 2 are NZ European)</p> | | <p>End of Year Analysis: <i>Of the 7 priority children working in Well Below and Below in Maths, 1 left and 1 new child was added - 7 children.</i> <i>3 moved to At (2 Maori and 1 Pacifica)</i> <i>1 NZ European remained Below</i> <i>3 Maori remained Well Below.</i></p> |

IV

2020 Annual Development Plan - End of Year Review

| NAG | Strategic Plan Area | Goals | Why are we doing this? | Delegation | Timeframe | Review |
|-------|---|---|--|--|-----------|---|
| NAG1 | The Arts | 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 | We contracted "Footsteps Dance Company" to deliver a series of lessons to the whole school. This was very well received by staff and students. We have booked this programme again for 2021. In 2021 the aim is to use this programme as a springboard for more in-class dance and music teaching. |
| NAG 1 | Digital Curriculum | 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 | We received PLD funding and have been supported by Nick Rowe from TTS. We had a whole school Teacher Only day where 9 different workshops were provided for all staff. The workshops catered for a range of abilities and skills. More chromebooks and ipads have been supplied to classes. A teacher from each team, including myself, met with Nick to look at our digital progressions. Within the day we created a chart of what skills we would like our Year 0's to Year 6's to have. This will be followed up with the teaching staff early next year. Covid and distant learning provided an opportunity for all teachers to upskill by using different online platforms. Teachers supported each other to overcome obstacles regarding technology. |
| NAG 1 | Community engagement-Maori student achievement | 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 | The Te Reo Maori programme was launched at the beginning of 2020. Team 2 built their team inquiry around Te Reo Maori in their classrooms so efforts were made for deliberate acts of teaching. Modelling of lessons took place, to help develop their lessons while using the context of what was being taught in topic (eg: healthy eating = fruit and veges etc) There was much more karakia and waiata evident in the classrooms as teachers have started to build a normalised Te Reo Maori classroom. The 'paepae' is present in most classes where chn lead karakia, waiata etc while introducing themselves. This structure has been put on a slideshow by Kelly and Nada for students to follow. This could be something that less confident teachers could build on. No MAC National Hui meant there was an opportunity to attend the Te Akatea Conference. While the conference wasn't focused around any of our key areas, they offered ideas to build on our Te Reo Maori programme (eg: Inquiry into the Maori place names of the South Waikato eg: How did Arapuni get its name?) Limited access to MAC facilitator meant the cultural kete has not yet been developed. The intention is to use the pilot group to build it alongside Anaru and myself with the help of whānau. The schools in TAUTOKO have used lots of different methods to engage whanau and engage Maori students. We have a schoolwide approach which has seen all teams using pepeha and karakia to build identity and pride in our children. Having these used schoolwide allows for extension and building on of what they already know. |
| NAG1 | Mathematics | 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 | The students identified from Room 4 benefit hugely from the ALiM Maths programme this year. While the programme was meant to be for 15 weeks, we found the momentum gained by having this small intensive group was beneficial to them. Results showed 2 of the 6 students were able to use Stage 7 strategies. 3 of the 6 students have an OTJ of 6 Low. 1 has an OTJ of 5 High. The strategies used to accelerate were centred around multiple exposures (examples and practice sums), collaborative learning (problem solving), differentiated |

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| | | | | | | learning (streaming of abilities). Next step would be to share those acceleration or High Impact Strategies with the rest of the team and then to the Maths leaders. |
| NAG1 | Priority Learners | 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 | Students identified, have been provided with support for their learning. Due to the nature of the year and the high absenteeism of many of these students, progress has not been as high as we had hoped. Progress has been made in Numeracy and Literacy. Students display enthusiasm to attend these extra lessons and enjoy the opportunity to work in a small group. This helps them to see themselves as learners. Programmes are successful in that the students have the opportunities to work in a small group with other learners at their level. They willingly contribute orally to their group. All students have made progress. The students who were about 1 year below their expected NZ Curriculum level in Literacy have mostly reached expected levels when they have been attending school regularly. |
| NAG1 | Ready for Learning Foundation Skills | To implement the Ready 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 | Feedback from the NE teachers after trialing the Ready 4 Learning Foundation Skills Framework Assessment suggests it provides good evidence of a child's progress outside of reading, writing and maths. Teachers found that typically a child shows success with foundation skills when they start reading at Level 3. As a whole it is too large and time consuming. The teachers will choose tasks they believe to be important in identifying when a child is 'curriculum ready'. We believe it would be an excellent assessment for children further up in the school, who are having little success with their schooling. |
| MAG5 | Health and Well Being | Ensure that we are aware and support our students' 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 | BOT has funded EAP - "NZ's leading employee assistance programme provider, committed to supporting organisations to enhance the wellbeing and performance of their staff." Continued support is being provided by our APSEL/SENCO and Team Leaders for staff and students |
| NAG1 | ORS funded students | 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 | All of the students who have settled into school attend a mainstream class for at least one hour of the day. During this time they are supported by a familiar TA that is able to read how they are feeling and adapt the programme and timing appropriately. Due to the upset of Covid-19 and the high health risks of the students in the LSC attendance has not been as regular as expected. All students from the LSC attend any school event that is relevant to their interests. If needed the events and activities are adapted by LSC teachers to meet their needs. |
| NAG 4&5 | 10YPP/5YPP Property Plan | To complete 5YPP 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 | The infill building has been completed and is now in use. |
| NAG4&5 | Property School Investment Package | 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 | MOE has approved the 5YA amendment SIP. This includes replacing pool fencing, heating/cooling upgrade in the main office, playground resurfacing and shade structure, veranda for Rooms 10-16. The veranda has been approved to be added to the MOE funded (Stage 2) construction and improvement. |

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| NAG 4&5 | Capital Works Property Plan | <p>To support and work with MOE in planning for ramping and accessibility in Rooms 10 -16.</p> <p>To complete stage 2 of fencing of the perimeter of the school.</p> | <p>Newly enrolled ORS funded students have created a need for safe access to junior area of the school – Rooms 10 -16.</p> <p>New enrolments to the school with safety risks have required the need to fence the property.</p> | <p>Ministry of Education, BOT, Principal</p> | | <p><i>These works have now started with a completion date early in 2021.</i></p> |
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V TEAM 1, YEAR 5 & 6 and : NATIONAL CURRICULUM REVIEW 2020 DATA / 2021 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2021 Year 5 = 2020 Year 4

| Reading: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|---|-------------------------------------|---|
| <p>Year 6: All - 59/64 (92%) at or above Boys - 32/34 (94%) at or above Girls - 27/30 (90%) at or above NZ European - 19/21 (90%) at or above Maori - 33/36 (94%) at or above Pasifika - 1/1 (100%) at or above Asian/MELAA - 5 / 6 (83%) at or above</p> <p>Year 5: All - 59/71 (83%) at or above Boys - 31/35 (88%) at or above Girls - 28/36 (78%) at or above NZ European - 24/27 (89%) at or above Māori - 25/33 (76%) at or above Pasifika - 7/7 (100%) at or above Asian/MELAA - 3 / 4 (75%) at or above</p> | | <ul style="list-style-type: none"> ● Model, model, model ● Explicit range of genres – remember poetry, fiction, non-fiction, song lyrics etc ● Think about the 'child' and their experiences and interests ● Read to and draw images built in their heads ● Reading artist activities to support comprehension strategies ● Oral language/language experiences to support comprehension and build prior knowledge ● Follow up tasks that are multi-level such as Sensational Reading, Sheena Cameron activities ● Ideas for reading mileage – buddies (in-class, notebooks), EPIC ● Radical Reader buddy to improve self-efficacy ● Peer reading – sight word checks ● Model reading in the classroom – reading to and shared reading ● Reading Eggs (those with Karen), EPIC, Kiwi Kids News ● Conversation prompts (from Sheena course) ● Modelling books for guided groups (to refer to for strategies/skills) |
| <p>Key Reading Targets for 2021:</p> <p>Priority Learners in Reading for Year 5 2021: 8 children are WB in reading: 1 NZ European, 6 Māori and 1 other 2 boys and 6 girls</p> <p>4 children are below in reading: 2 NZ European and 2 Māori 2 boys and 2 girls</p> <p>Priority Learners in Reading for Year 6 2021:</p> <p>3 children are WB in reading: 1 NZ European, 2 Māori 2 boys and 1 girl</p> <p>2 children are below in reading: 1 NZ European and 1 other 2 girls</p> <p>We will work with these children to accelerate their learning.</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 6: Pasifika - 1/1 (100%) at or above</p> <p>Year 5 other - 3/ 4 (75%) at or above</p> | <p>Year 5: All - 31/72 (43%) at or above Boys - 14/36 (39%) at or above Girls - 17/36 (47%) at or above NZ European 12/28 (43%) at or above Māori - 13/33 (39%) at or above Pasifika - 3/7 (43%) at or above</p> <p>Year 6: All - All - 23/64 36% at or above Boys - 9/34 27% at or above Girls - 14/30 47% at or above NZ European - 10/21 48% at or above Māori - 11/36 31% at or above Other - 1 / 6 17% at or above</p> | <ul style="list-style-type: none"> ● Teach the 'Skills Toolkit' explicitly ● Handwriting practise daily for fine motor skills & speed ● Teach spelling rules explicitly ● Use of story mats ● Lots of opportunities to write freely (Daily Dash, Dear Whaea Megan etc) ● Use of modelling book to show best practice examples from students ● Success criteria of different levels in front of book. Used as a reference for next step goals (sticky post its) ● Sentence starters from The Writing Book to build a plot ● Conferencing that discusses next steps and stars (peer and teacher and self) ● Building on students experiences to get precise nouns ● Teaching about audience when thinking about word choice ● Linked to other curriculum areas (topic, units etc) ● Moderation each term using drafts ● ICT resources and prompts (Literacy Shed, Pobble 365 or GoPro.com) ● Game of Awesome to build ideas ● Mark regularly and only write in response to the message (not the surface features) |
| <p>Key Writing Targets for 2021:</p> <p>Priority Learners in Writing for Year 5 2021: 6 children are WB in writing: 1 NZ European, 4 Māori and 1 other 3 boys and 3 girls</p> <p>35 children are below in writing: 15 NZ European, 16 Māori, 4 Pasifika 19 boys and 16 girls</p> <p>Priority Learners in Reading for Year 6 2021:</p> <p>9 children are WB in writing: 3 NZ European, 5 Māori and 1 other</p> | | <p>End of Year Analysis:</p> |

7 boys and 2 girls

32 children are below in writing: 8 NZ European, 20 Māori and 4 other
18 boys and 14 girls

We will work with these children to accelerate their learning.

| Mathematics: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|------------------------------------|--|
|--|------------------------------------|--|

Year 6: Pasifika - 1/1 (100%) at or above

Year 5: All - 61/72 (85%) at or above
Boys - 33/36 (92%) at or above
Girls - 28/36 (78%) at or above
NZ European - 26/28 (93%) at or above
Māori - 26/33 (79%) at or above
Pasifika - 6/7 (86%) at or above
Other - 3 / 4 (75%) at or above

Year 6: All - 39/64 (61%) at or above
Boys - 21/34 (62%) at or above
Girls - 18/30 (60%) at or above
NZ European 13/21 (62%) at or above
Māori 21/36 (58%) at or above
Other 4/6 (66%) at or above

- Focus daily teaching: Knowledge and strategy.
- 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)
- Have clear goals for learners to work towards for basic facts and strategies
- Build culture of problem solvers
- Minimise timed assessments
- Flexible grouping to allow for mixed ability, peer teaching, expertise sharing etc.
- Jo Boaler rich tasks and mindset tasks
- Relevant maths tasks, activities linked to current topics
- Sourcing rich mathematical tasks (STEM, Enrich, Youcubed)
- Using nzmaths site more purposefully and explicitly
- Using correct mathematical language (maths walls, posters visible etc)
- ICT related sites – Sumdog, Prodigy, Mangahigh

Key Mathematics Targets for 2021:

Priority Learners in Mathematics for Year 5 2021:
0 children are WB in Mathematics.

11 children are below in Maths: 2 NZ European, 7 Māori, 1 Pasifika, 1 other
3 boys and 8 girls

Priority Learners in Mathematics for Year 6 2021:

4 children are WB in Maths: 3 NZ European, 1 Māori
1 boys, 3 girls

21 children are below in Maths: 5 NZ European, 14 Māori and 2 other
12 boys and 9 girls

We will work with these children to accelerate their learning.

End of Year Analysis:

TEAM 2, YEAR 3 & 4 and : NATIONAL CURRICULUM REVIEW 2020 DATA / 2021 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2021 Year 4 = 2020 Year 3 (59 students - Year 3, 74 students Year 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 30/59 51% reading At or Above NZCL 15/27 56% Maori At or Above NZCL 18/32 56% girls At or Above NZCL</p> <p>Year 4 54/74 73% Reading At or Above NZCL 26/36 72% Maori Reading At or Above NZCL 35/44 80% Boys Reading At or Above NZCL</p> | <p>Year 3 26/59 44% Well Below NZCL 10/27 37% Maori Well Below NZCL</p> <p>Year 4 20/74 27% reading Below or Well Below NZCL</p> | <ul style="list-style-type: none"> • DAT • Shared book with Learning Intentions related to specific skills • Shared poems with specific focus • Reciprocal Reading • Buddy Reading • Modelling Books • Shared Books extending comprehension strategies • Guided Reading – small group, skills based |
| <p>Key Reading Targets for 2021:</p> <p>Year 3 3 students (2 boys, 1 girl, 2 Maori, 1 NZ) Below in Reading 26 students (13 boys, 13 girls, 10 Maori, 11 NZ, 4 Asian, 1 Pacifica) Well Below in Reading</p> <p>Year 4 11 students (3 boys, 8 girls, 6 Maori, 5 NZ) Below below in Reading 9 students (6 boys, 3 girls, 4 Maori, 3 NZ, 2 Asian) Well Below in Reading</p> <p>We will work with these children to accelerate their learning.</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 3 34/59 58% Writing At or Above NZCL 22/27 81% Girls At or Above NZCL 15/27 56% Maori Writing At or Above NZCL</p> <p>Year 4 45/74 61% At or Above NZCL 21/36 58% Maori At or Above NZCL</p> | <p>Year 3 9/59 15% Writing Well Below NZCL 12/25 48% Maori Writing Well Below NZCL 6/27 22% Maori Writing Well Below NZCL 25/59 42% Writing Below or Well Below NZCL</p> <p>Year 4 29/74 41% Below or Well below NZCL 19/44 43% boys Below or Well Below NZCL</p> | <ul style="list-style-type: none"> • DAT • Modelling books • Daily writing • 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 |

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| | | <ul style="list-style-type: none"> • Language experiences – real life context • Class story(writing) |
| Key Writing Targets for 2021: Year 3 16 students (9 boys, 7 girls, 6 Maori, 6 NZ, 4 Asian) Below in Writing 9 students (6 boys 3 girls, 6 Maori, 3 NZ) Well Below in Writing Year 4 18 students(13 boys, 5 girls, 10 Maori, 6 NZ, 1 Asian, 1 other) Below in Writing. 11 students (6 boys, 5 girls, 5 Maori, 4 NZ, 2 Asian) Well Below in Writing We will work with these children to accelerate their learning. | | End of Year Analysis: |
| Mathematics: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
| Year 3 34/59 59% At or Above NZCL 16/27 59% Boys At or Above NZCL 15/27 56% Maori At or Above NZCL Year 4 16/36 44% Maori At or Above NZCL | Year 3 25/59 42% Below or Well Below NZCL 12/27 44% Maori Below or Well Below NZCL Year 4 35/74 47% Below or Well below NZCL 20/36 56% Maori Below or Well Below NZCL | <ul style="list-style-type: none"> • DAT • Use of 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 to automaticity • 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 • Moving students to the next level as soon as they show they can do it |

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| <p>Key Mathematics Targets for 2021:</p> <p>Year 3 20 students in Maths (9 boys, 11 girls, 9 Maori, 2 Asian, 9 NZ) 5 students Well Below in Maths (2 boys, 3 girls, 3 Maori, 1 NZ, 1 Asian)</p> <p>Year 4 25 students Below in Maths(13 boys, 12 girls, 15 Maori, 7 NZ, 2 Asian, 1 African). 10 students Well Below in Maths (6 boys, 4 girls, 5 Maori, 4 NZ, 1 Asian)</p> <p>We will work with these children to accelerate their learning.</p> | <p>End of Year Analysis:</p> |
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TEAM 3, YEAR 1 & 2 and : NATIONAL CURRICULUM REVIEW 2020 DATA / 2021 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2021 Year 2 = 2020 Year 1

| Reading: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
|--|---|---|
| | <p>2021 Year 2 14/60 23% at or above</p> <ul style="list-style-type: none"> • <u>Maori</u> 7/28 25% are at or above, 21/28 75% are below or well below • <u>Boys</u> 6/31 19% are at or above, 25/31 81% are below or well below • <u>Girls</u> 8/29 28% are at or above, 21/29 72% are below or well below | <ul style="list-style-type: none"> • Phonics blending rhyming word families onset rhyme cvc dictation • Rhythm and rhyme poems nursery rhymes jingles songs chants raps • Reading jokes high interest books shared books reading to cut up sentences and poems guided reading L 5 and above (OTJ) 15 cat words and they are ready to start taking readers home (OTJ) Reading Eggs - 5 chn per Year 1 and 2 class • Pointing rainbow readers sentences with dots sticker on the pointing finger physically move their finger |

| | | <ul style="list-style-type: none"> model L to R • Sight Words bingo memory snap other literacy games OTJ send sight words home • Brain Gym cross over activities PMP songs (youtube) |
|--|--|--|
| <p>Key Reading Targets for Year 2 2021: Priority Learners in Reading for Year 2 2021: 33 children are reading WB -13 Maori, 3 Pacifica, 3 Asian and 14 European -18 Boys and 15 Girls</p> <p>13 children are B in reading - 8 Maori and 5 European -7 Boys and 6 Girls</p> <p>We will work with these children to accelerate their learning.</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>2021 Year 2 23/60 38% at or above</p> <ul style="list-style-type: none"> • <u>Maori</u> 11/28 39% are at, 17/28 61% are below or well below • <u>Boys</u> 13/31 42% are at, 18/31 58% are below or well below • <u>Girls</u> 12/29 41% are at or above, 17/29 59% are below or well below | <ul style="list-style-type: none"> • Phonics blending rhyiming word families onset rhyme cvc dictation • Rhythm and rhyme poems - <i>highlight high frequency words</i> nursery rhymes jingles songs chants raps • Sight Words bingo memory snap other literacy games find the words on your word card OTJ send sight words home • Brain Gym cross over activities PMP songs (youtube) |

| | | <ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> interactive writing modelled writing labelling captions simple sentences with sentence starters guided writing - retells and recounts cut up stories • Oral Language <ul style="list-style-type: none"> language experiences - high interest language integrated oral language activities high interest language in shared books oral language big books |
|--|---|---|
| <p>Key Writing Targets for Year 2 2021: 23 children are writing WB -10 Maori, 3 Pacifica, 3 Asian and 7 European -16 Boys and 7 Girls</p> <p>14 children are B in writing -7 Maori and 7 European -2 Boys and 10 Girls</p> <p>We will work with these children to accelerate their learning.</p> | <p>End of Year Analysis:</p> | |
| Mathematics: NAG2A (b)(i) Areas of Strength | NAG2A (b)(i) Areas for Improvement | NAG2A (b)(iii) Planned Actions for Lifting Achievement |
| <p>2021 Year 2 48/60 80% are at or above</p> <ul style="list-style-type: none"> • <u>Boys</u> 24/31 77% are at or above, 7/31 23% are below or well below • <u>Girls</u> 24/29 83% are at or above, 5/29 17% are below or well below • <u>Maori</u> 22/28 78%% are at or above, 6/28 22% are below or well below | | <ul style="list-style-type: none"> • an awareness of the stages and the strategies children need to know to be ready for the next stage • consolidating patterns to 5 and 10 without materials teach basic card and dice games • oral language, maths terms, questions, responses, sharing, blanks questioning <i>I wonder</i> • integrated learning in a fun and meaningful way- big books, topics, integrated units, use pictures • calendar maths - expose and challenge to take risks • problem of the day/week • hands on learning- using materials, play based, outside maths, risk taking • open ended questions to support all learners • observations of children's strategies- monitoring for next steps (anecdotal notes) feedback |

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| | | <ul style="list-style-type: none"> ● number of the week ● displays of maths - can link to other curriculum areas ● competitive for the children who enjoy competition ● ALiM training - Maree and Regina. Trial new Pearson's testing. |
| <p>Key Mathematics Targets for 2021: 7 children are working WB in maths - 3 Maori and 4 European -5 Boys and 2 Girls</p> <p>5 children are working B in maths - 3 Maori and 2 European -2 Boys and 3 Girls</p> <p>We will work with these children to accelerate their learning.</p> | <p>End of Year Analysis:</p> | |

VI

2021 Annual Development Plan

| N A G | Strategic Plan Area | Goals | Why are we doing this? | Delegation | Timeframe | Review |
|------------------|--|---|---|---|------------------|---------------|
| N A G 1 | The Arts | 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. Post Covid lockdown music played a significant role in supporting the health and wellbeing of students. | The Arts curriculum leader, Team Leaders | All year | |
| N A G 1 | Digital Curriculum | To strengthen digital fluency with the support of PLD expertise. | To support all staff in Professional Development that ensures that all learners have the opportunity to become digitally capable individuals | Principal, ICT Leader, Team Leaders, teachers, support staff | All year | |
| N A G 1 | Community engagement- Maori student achievement | To gain confidence with planning and assessment for Te Reo Māori. 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 show that the objectives from Te Aho Arataki Marau mo te Ako i Te Reo Maori - Kura Auraki are being used in the classroom. To show progression in what is being taught and how it is integrated into other curriculum areas. Learning how to assess Te Reo Māori using a range of methods. 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) could 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, particularly to build on the whānau group concept established. | Maori curriculum leader, Team Leaders, Pilot group, Whanau group | All year | |
| N A G 1 | Mathematics | To lift the achievement of mathematics at all year levels across the school. Participate in MOE funded Accelerated Learning In Mathematics (ALiM). | Data from 2020 identified targeted areas of need. To support staff with Professional Development to assist them to accelerate priority learners within their classes to experience learning success in mathematics. To share pedagogies and activities to accelerate learners. | Maths Leaders, Team Leaders, Specialist teachers | All year | |
| N A G 1 | Priority Learners | 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 | |

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| N A G 1 | Priority Learners | To provide a specialised programme for identified learners with high learning needs. | A large group of learners have shown high learning needs. This may be a result from the 2020 Covid-19 interrupted year. | Specialised classroom teacher, DP Teacher Aides | All year | |
| N A G 1 | Entry Testing for 5 year olds | To incorporate parts of the Ready 4 Learning Foundation Skills into the Entry Testing. | Entry testing includes Concepts About Print, Record of Oral Language and parts of Ready 4 Learning Foundation Skills to support teachers with knowledge about each child. This will be used to identify gaps in a child's development and to develop individual learning goals. | AP, Junior teachers | All year | |
| N A G 5 | Covid-19 Pandemic Planning | To ensure plans are in place to adjust to changes in Alert Levels if needed. This will include options for communication, distance learning and supporting the health and well being of staff and students. | The unexpected Covid-19 pandemic in 2020 resulted in actions that were needed to support all learners and staff. | Principal, Team Leaders, SENCO, teachers, support staff | All year | |
| M A G 5 | Health and Well Being | Ensure that we are aware and support our students' and staff health and wellbeing. | We care for our staff welfare and recognise the demands of the profession. Post Covid there has been heightened awareness to support all. We care for our students and recognise their specialist areas of need and support. | Principal, Team Leaders, SENCO, teachers, support staff | All year | |
| N A G 1 | ORS funded students | 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 | |
| N A G 4 & 5 | Property School Investment Package | To use the capital injection to accelerate works to complete 5YA planning and follow asset management programme. | Complete property upgrades to enhance facilities for students as outlined in plan. | Principal, BOT | All year | |
| N A G 4 & 5 | Capital Works Property Plan | To complete works with MOE for ramping and accessibility for 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 | | |

