



Tokoroa North School

Together we learn for life - Ako ngatahi ki te ora

Charter 2022

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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 45% of the school population, European 43%, Pacific Island children 6% and Asian 6%.

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

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



Tokoroa North School Shared Values and Beliefs

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We believe in...

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

<i>Te kounga o te mahi</i> Quality work	<i>Te kounga o te whakaako me te ako</i> Quality teaching and learning
<i>Whakapono</i> Trust	<i>Tautokotanga</i> Building self esteem within a warm and inclusive environment
<i>Mahi ngātahi</i> Shared decision making and non-coercion	<i>He marau whānui</i> A balanced curriculum
<i>Whakaaro auaha, whakaaro whānui</i> Innovation and diversity	<i>He akomanga haumaru, he akomanga mahana</i> A high quality learning environment
<i>Pūkenga whakatupu</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 2022 to 2024 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 and 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 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 2022
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.

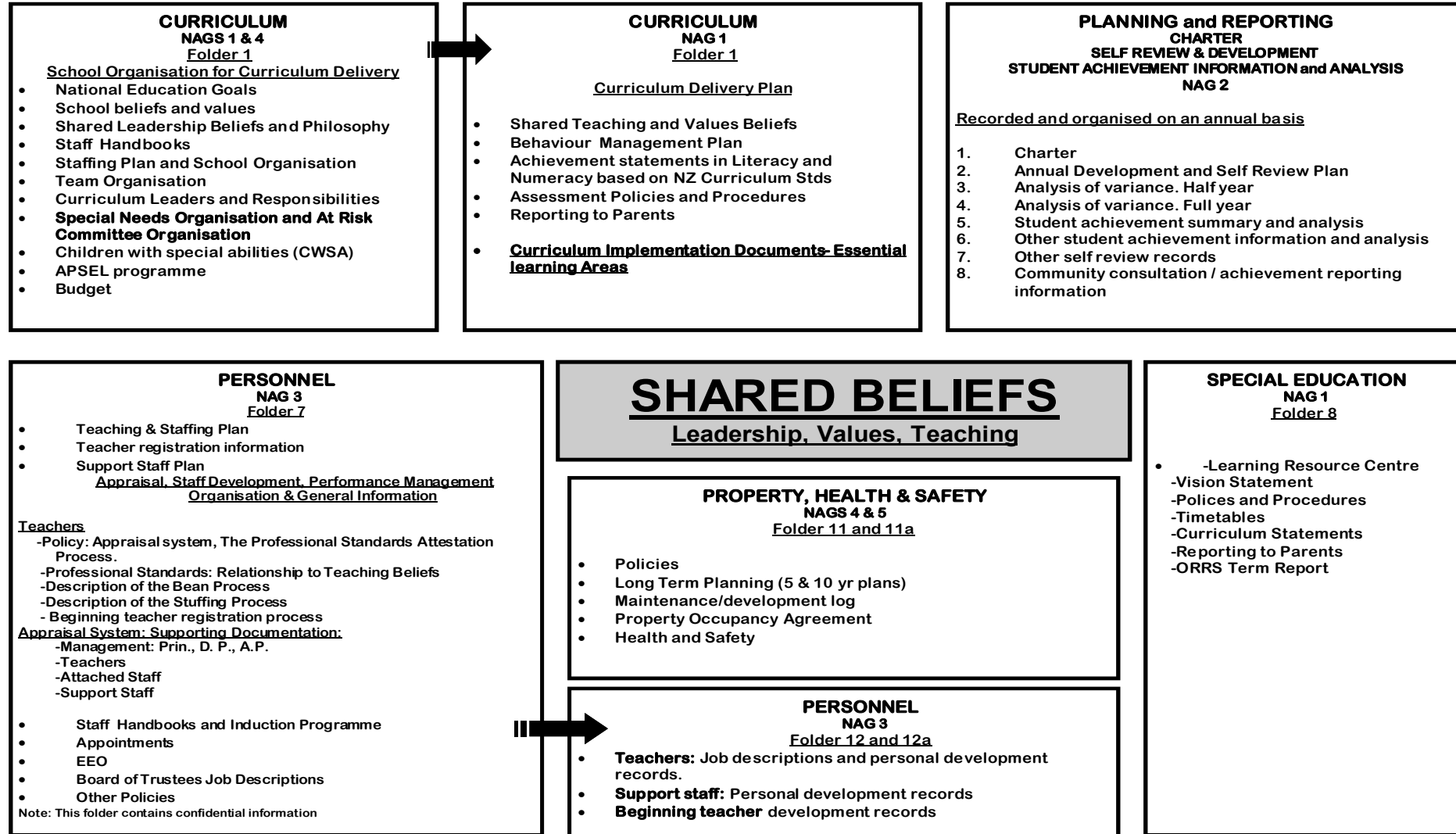
Social Interaction Extension Class

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



CURRICULUM
NAGS 1 & 4

Folder 1

School Organisation for Curriculum Delivery

- National Education Goals
- School beliefs and values
- Shared Leadership Beliefs and Philosophy
- Staff Handbooks
- Staffing Plan and School Organisation
- Team Organisation
- Curriculum Leaders and Responsibilities
- **Special Needs Organisation and At Risk Committee Organisation**
- Children with special abilities (CWSA)
- APSEL programme
- Budget

CURRICULUM
NAG 1

Folder 1

Curriculum Delivery Plan

- Shared Teaching and Values Beliefs
- Behaviour Management Plan
- Achievement statements in Literacy and Numeracy based on NZ Curriculum Stds
- Assessment Policies and Procedures
- Reporting to Parents
- **Curriculum Implementation Documents- Essential learning Areas**

PLANNING and REPORTING

**CHARTER
SELF REVIEW & DEVELOPMENT
STUDENT ACHIEVEMENT INFORMATION and ANALYSIS
NAG 2**

Recorded and organised on an annual basis

1. Charter
2. Annual Development and Self Review Plan
3. Analysis of variance. Half year
4. Analysis of variance. Full year
5. Student achievement summary and analysis
6. Other student achievement information and analysis
7. Other self review records
8. Community consultation / achievement reporting information

PERSONNEL

NAG 3

Folder 7

- Teaching & Staffing Plan
- Teacher registration information
- Support Staff Plan
- Appraisal, Staff Development, Performance Management Organisation & General Information

Teachers

- Policy: Appraisal system, The Professional Standards Attestation Process.
- Professional Standards: Relationship to Teaching Beliefs
- Description of the Bean Process
- Description of the Staffing Process
- Beginning teacher registration process
- Appraisal System: Supporting Documentation:
- Management: Prin., D. P., A.P.
- Teachers
- Attached Staff
- Support Staff

- Staff Handbooks and Induction Programme
- Appointments
- EEO
- Board of Trustees Job Descriptions
- Other Policies

Note: This folder contains confidential information

SHARED BELIEFS

Leadership, Values, Teaching

PROPERTY, HEALTH & SAFETY
NAGS 4 & 5

Folder 11 and 11a

- Policies
- Long Term Planning (5 & 10 yr plans)
- Maintenance/development log
- Property Occupancy Agreement
- Health and Safety

PERSONNEL

NAG 3

Folder 12 and 12a

- **Teachers:** Job descriptions and personal development records.
- **Support staff:** Personal development records
- **Beginning teacher** development records

SPECIAL EDUCATION

NAG 1

Folder 8

- -Learning Resource Centre
- Vision Statement
- Policies and Procedures
- Timetables
- Curriculum Statements
- Reporting to Parents
- ORRS Term Report

Planning and Results Section

I. Curriculum Review Cycle 2022 to 2024 (NAG 1)

	2022	2023	2024
Area Stage 1 (Introducing)	Ongoing review and development of curriculum delivery documentation / plans, Physical Education and Health Localised Curriculum Aotearoa NZ Histories	Ongoing review and development of curriculum delivery documentation / plans, Social Sciences Technology	Ongoing review and development of curriculum delivery documentation / plans, Literacy
Stage 2 (Implementing)	Mathematics The Arts	Physical Education and Health Localised Curriculum Aotearoa NZ Histories	Social Sciences Technology
Stage 3 (Reinforcing)	Digital Technology	Mathematics The Arts	Physical Education and Health Localised Curriculum Aotearoa NZ Histories
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 2022

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

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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> <p>Year 6: All - 58/65 (89%) at or above Boys - 32/35 (81%) at or above Girls - 26/30 (87%) at or above NZ European - 20/21 (95%) at or above Maori - 31/37 (83%) at or above Pasifika - 1/1 (100%) at or above Asian/MELAA - 6 / 6 (100%) at or above</p> <p>above</p> <p>Year 5: All - 58/73 (79%) at or above Boys - 34/38 (90%) at or above NZ European - 19/26 (73%) at or above Māori - 28/35 (80%) at or above Pasifika - 8/8 (100%) at or above Asian/MELAA - 3 / 4 (75%) at or above</p>	<p>Year 5 Girls - 24/35 (69%) 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 2021:

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

4 children are below in reading: 2 NZ European and 2 Māori
2 boys and 2 girls

Priority Learners in Reading for Year 6 2021:

3 children are WB in reading: 1 NZ European, 2 Māori
2 boys and 1 girl

2 children are below in reading: 1 NZ European and 1 other
2 girls

We will work with these children to accelerate their learning.

End of Year Analysis:

Of the Year 5 priority learners in reading for Year 5 2021:

Those who were well below:

Of the NZ European students:

- 1 girl is now below

Of the 6 Maori students-

- 1 Maori boy has left
- 1 Maori boy is ORS
- 1 Maori boy is now below
- 3 Maori girls are still well below but reached goals of Levels 19-22 (moving between 2 and 10 levels!)

Those who were below:

Of the NZ European students:

- 2 girls are still below but have moved 2-3 levels

Of the 2 Maori

- 1 Maori boy is now at
- 1 Maori boy is still below

Of the Year 6 priority learners in reading for Year 6 2021:

Those who were well below:

- 1 NZ European boy is still well below
- 1 Maori boy is still well below but has moved 8 levels
- 1 Maori girl is now below (moving 6 levels)

Those who were below:

- 1 NZ European girl has left
- 1 other (Asian) is now above

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 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</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)

	<p>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 5: All - 25/73 (34%) at or above Boys - 11/38 (29%) at or above Girls - 14/35 (40%) at or above NZ European 8/26 (31%) at or above Māori - 13/35 (37%) at or above Pasifika - 3/8 (37.5%) at or above Other - 1/4 (25%) at or above</p> <p>Year 6: All - All - 35/66 (53%) at or above Boys - 16/36 (44%) at or above Girls - 19/30 (64%) at or above NZ European - (12/22) 54% at or above Māori - 21/37 (57%) at or above Other - 1 / 6 (17%) at or above</p>	<ul style="list-style-type: none"> • Game of Awesome to build ideas • Mark regularly and only write in response to the message (not the surface features)
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Key Writing Targets for 2021:

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

35 children are below in writing: 15 NZ European, 16 Māori, 4 Pasifika
19 boys and 16 girls

End of Year Analysis:

Of the Year 5 priority learners in writing for Year 5 2021:

Those who were well below:

Of the NZ European students:

- 1 boy is now below

Of the NZ Maori students:

- 1 boy is still well below (ORS)

Priority Learners in Writing for Year 6 2021:

9 children are WB in writing: 3 NZ European, 5 Māori and 1 other
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.

- 1 boy is still well below but has progressed to 1A
- 2 girls are now below

Of the Asian students:

- 1 girl is now below

Those who are below:

Of the NZ European students:

- 3 girls are now well below
- 1 boy is now well below
- 6 boys are below but have progressed to 2B or 2P
- 3 girls are below but have progressed to 2B or 2P

Of the NZ Maori students:

- 1 girl has left
- 2 girls are now well below
- 2 boys are now well below
- 4 boys are still below but have progressed to 2B or 2P
- 6 girls are still below but have progressed to 2B or 2P

Of the Year 6 priority learners in writing for Year 6 2021:

Those who were well below:

Of the NZ European students:

- 2 boys had moved to below
- 1 boy is still well below

Of the NZ Maori students:

- 2 girls had moved to below
- 2 boys had moved to below
- 1 boy is still well below

Of the Asian students:

- 1 boy had moved to below

Those who were below:

Of the NZ European students:

- 1 boy has left
- 4 boys are still below (3 of whom have moved to 2A)
- 3 girls are still below (2 of whom have moved to 2A)

Of the NZ Maori students:

- 6 girls have moved to at
- 2 boys have moved to at
- 2 girls are still below (but have progressed to 2A)
- 5 boys are still below (but have progressed to 2A)

Of the 3 Asian students:

- 2 girls and 1 boy are still below (but have progressed to 2A)

Of the MELAA students:

- 1 boy is still below (but has progressed to 2A)

Mathematics: 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: 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</p> <p>Year 6: All - 60/66 (91%) at or above Boys - 34/36 (94%) at or above Girls - 26/30 (87%) at or above NZ European 19/22 (86%) at or above Māori 34/37 (91%) at or above Pasifika - 1/1 (100%) at or above Other 6/6 (100%) at or above</p> <p>Year 5: Boys - 29/38 (77%) at or above Pasifika - 6/8 (75%) at or above Other - 3/4(75%) at or above</p>	<p>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</p> <p>Year 5: All - 49/73 (67%) at or above Girls - 20/35 (57%) at or above NZ European - 16/26 (62%) at or above Māori - 24/35 (68%) 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
<p>Key Mathematics Targets for 2021:</p> <p>Priority Learners in Mathematics for Year 5 2021: 0 children are WB in Mathematics.</p> <p>11 children are below in Maths: 2 NZ European, 7 Māori, 1 Pasifika, 1 other 3 boys and 8 girls</p> <p>Priority Learners in Mathematics for Year 6 2021:</p> <p>4 children are WB in Maths: 3 NZ European, 1 Māori 1 boys, 3 girls</p> <p>21 children are below in Maths: 5 NZ European, 14 Māori and 2 other 12 boys and 9 girls</p> <p>We will work with these children to accelerate their learning.</p>	<p>End of Year Analysis:</p> <p>Of the Year 5 priority learners in maths for Year 5 2021: Of the NZ European students:</p> <ul style="list-style-type: none"> • 2 girls are still below but 1 has moved to 5 high <p>Of the Maori students:</p> <ul style="list-style-type: none"> • 1 boy is well below (ORS) • 1 girl is well below • 2 girls are still below • 1 boy is now at • 1 girl is now at <p>Of the Pasifika students:</p> <ul style="list-style-type: none"> • 1 boy is still below but has moved to 5 high <p>Of the Asian students:</p> <ul style="list-style-type: none"> • 1 girl is still below but has moved to 5 high <p>Of the Year 6 priority learners in maths for Year 6 2021</p> <p>Of the 4 chn well below in maths The NZ European students:</p>	

	<ul style="list-style-type: none">• a girl and a boy are still well below• 1 girl is now below <p>Of the Maori students:</p> <ul style="list-style-type: none">• 1 girl is now at <p>Of the 21 chn below in maths:</p> <p>Of the NZ European students:</p> <ul style="list-style-type: none">• 1 boy has left• 1 girl is now at• 3 boys are now at <p>Of the NZ Maori students:</p> <ul style="list-style-type: none">• 7 girls are now at• 5 boys are now at• 1 boy is still below• 1 has left <p>OF the 2 Asian students:</p> <ul style="list-style-type: none">• 1 boy and 1 girl are now at
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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 41/56, 73% are reading At or Above expected NZCL 18/25, 72% Maori are Reading At or Above expected NZCL 1/1, 100%,Pacifika is Reading At expected NZCL 6/6, 100%, Asian Reading At or Above expected NZCL expected 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 66/80, 83% Reading At or Above expected NZCL 37/41, 90% Maori Reading At or Above expected NZCL 24/30, 80% NZ European Reading At or Above expected NZCL 1, 100% Pacifika Reading At expected NZCL 1, 100%, Reading Above expected NZCL. 1/41, 2% Maori Reading Below expected NZCL 1/7, 14% Asian Reading Below expected NZCL</p>	<p>Year 3 26/59 44% Well Below NZCL 10/27 37% Maori Well Below NZCL 16/ 24, 67%, NZ European Reading At or Above 6/56, 10%, Reading below expected NZCL 3/25, 12% Maori Reading below expected NZCL 3/56, 5%, NZ European Reading below expected NZCL 9/56, 16% Reading Well Below expected NZCL 4/25, 16%, Maori Reading Well Below expected NZCL 5/ 24 21% NZ European Reading Well Below expected NZCL</p> <p>Year 4 20/74 27% Reading Below or Well Below NZCL 3/7, 42.9% Asian Reading At or Above expected NZCL 6/80, 8% Reading Below expected NZCL 4/24, 17% NZ European Reading Below NZCL 7/80, 9%, Reading Well Below expected NZCL 3/41, 7. % Maori Reading well below expected NZCL 3/7, 43% Asian Reading Well Below expected NZCL 2/24,8% NZ European Reading Well Below expected 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: Year 3</p>	<p>End of Year Analysis:</p>	

<p>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>Of the 3 students Below 1 boy is At, 1 girl is Below and 1 boy has left.</p> <p>Of the 26 students Well Below 1 girl is Above, 10 (4 boys, 6 girls) are At, 2 boys are Below, 8 (5 boys, 3 girls) and 4 (2 boys and 2 girls have left).</p> <p>Of the 11 students Below in Reading 3 girls have moved to Above, 5 (1 boy, 4 girls) are At, 1 girl is Below, 1 boy has been reclassified as Year 3 and 1 boy has left.</p> <p>Of the 9 students Well Below in Reading, 1 girl has moved to Below, 6 (2 girls, 4 boys) are Well Below and 2 boys have left.</p>
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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 31/56, 55.35% are At or Above expected NZCL 15/25, 60%, Maori are At expected NZCL 1/1, 100% Pacifica is At expected NZCL 11/24, 46% NZ European are At expected NZCL 4/6 67%, Asian are At expected NZCL</p> <p>Year 4 45/74 61% At or Above NZCL 21/36 58% Maori At or Above NZCL 37/80, 46.25% are At expected NZCL 22/41, 53.66% Maori are At expected NZCL 1/1, 100% Pacifica are At expected NZCL 1/1, 100% Other is At expected 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 12/56, 21% are Below expected NZCL 3/25 12% Maori are Below expected NZCL 7/24, 29%, NZ European are Below expected NZCL 2/6, 33% Asian are Below expected NZCL 13/56, 23.23% are Well Below expected NZCL 7/25, 28% Maori are Well Below expected NZCL 6/24, 25% NZ European are Well Below expected NZCL</p> <p>Year 4 29/74 41% Below or Well below NZCL 19/44 43% boys Below or Well Below NZCL 12/30, 40%, NZ European are At expected NZCL 1/7 14% Asian are at expected NZCL 28/80, 35% are Below expected NZCL 13/41, 32% Maori are Below expected NZCL 12/24, 50% NZ European are Below expected NZCL 2/7, 29%, Asian are Below expected NZCL 15/80, 19% are Well Below expected NZCL 6/41, 15% Maori are Well Below expected 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 • Language experiences – real life context • Class story(writing)

	<p>6/30, 20% NZ European are Well Below expected NZCL 4/7, 57% Asian are Well Below expected NZCL</p>	
<p>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</p> <p>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</p> <p>We will work with these children to accelerate their learning.</p>	<p>End of Year Analysis:</p> <p>Of the 16 students, 9 boys, 7 girls, Below in Writing 5 (4 girls, 1 boy) are Below, 6 (5 boys, 1 girl) are Well Below, 2 (1 boy, 1 girl) are at, and 3 (2 boys, 1 girl) have left.</p> <p>Of the 9 students Well Below in Writing 1 boy is At, 2 (1 boy, 1 girl) are Below, 4 (3 boys, 1 girl) are Well Below and 2 (1 boy, 1 girl) have left.</p> <p>Of the 18 students Below in Writing, 12, 7 boys, 5 girls are Below expected NZCL, 2 boys are Well Below, 1 boy is At, 1 boy has been reclassified as Year 3 and 2 boys have left.</p> <p>Of the 11 students Well Below in Writing, 1 girl is At, 9, 5 boys, 4 girls, are Below expected NZCL and 1 Boy has left.</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 3 34/59 59% At or Above NZCL 16/27 59% Boys At or Above NZCL 15/27 56% Maori At or Above NZCL 33/56, 59% are At or Above expected NZCL</p> <p>15/25, 60%, Maori are At or Above expected NZCL</p> <p>1, 100% Pacifika is at expected NZCL</p> <p>14/24, 58% NZ European are At or Above expected NZCL.</p> <p>Year 4 16/36 44% Maori At or Above NZCL 64/80, 80% At or Above expected NZCL</p> <p>35/41,85% Maori At or Above expected NZCL</p> <p>23/30, 77% NZ European At or Above expected NZCL</p>	<p>Year 3 25/59 42% Below or Well Below NZCL 12/27 44% Maori Below or Well Below NZCL 19/56, 34% are Below expected NZCL</p> <p>7/25, 28%, Maori are Below expected NZCL</p> <p>3/6, 50% Asian are Below expected NZCL</p> <p>9/24, 38% NZ European are Below expected NZCL</p> <p>4/56, 7% are Well Below expected NZCL</p> <p>3/25, 12% Maori are Well Below expected NZCL</p> <p>1/24, 4% NZ European are Well Below expected NZCL</p> <p>Year 4</p>	<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

<p>4/7 57% Asian At or Above expected NZCL</p> <p>1, 100% Pacifica At expected NZCL</p> <p>1, (100%) Other at expected NZCL</p>	<p>35/74 47% Below or Well below NZCL 20/36 56% Maori Below or Well Below NZCL 9/80,11% Below expected NZCL</p> <p>4/41, 10% Maori Below NZCL</p> <p>5/30, 17% NZ European Below expected NZCL</p> <p>6/80, 8% Well Below expected NZCL</p> <p>2/41, 5% Maori Well Below expected for NZCL.</p> <p>2/30, 7% NZ European Well Below expected NZCL</p> <p>2/7 29% Asian Well Below expected NZCL</p>	
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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> <p>Of the 20 students Below in Maths, 3 are At (1 boy, 2 girls) 8 (2 boys, 6 girls) are Below, 5 (4 boys, 1 girl) are Well Below and 4 (2 boys, 2 girls have left).</p> <p>Of the 5 students Well Below 2 1 boy, 1 girl are Below, 3 (1 boy, 2 Girls are Well Below.</p> <p>Of the 25 students Below in Maths, 18 (8 boys, 10 girls) are At, 5, (3 boys, 2 girls) are below, 1 boy has left and 1 boy has been reclassified as year 3.</p> <p>Of the 10 students Well below in Maths 1 girl is At, 3 boys are Below, 4, (1 boy, 3 girls) are Well below and 2 boys have left.</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 29/64 45% 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>Maori</u> 11/26 42% are at or above, 15/26 58% below or well below • <u>Boys</u> 6/31 19% are at or above, 25/31 81% are below or well below • <u>Boys</u> 12/33 36% are at or above, 21/33 64% are below or well below • <u>Girls</u> 8/29 28% are at or above, 21/29 72% are below or well below • <u>Girls</u> 17/31 55% are at or above, 14/31 45% are well below <p>2021 Year 1 11/66 17% are at or above</p> <ul style="list-style-type: none"> • <u>Maori</u> 2/24 8% are at or above, 22/24 92% are below or well below • <u>Boys</u> 4/28 14% are at or above, 24/28 86% are below or well below • <u>Girls</u> 7/38 18% are at or above, 31/38 82% are below or well below 	<ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> blending rhyiming word families onset rhyme cvc dictation • Rhythm and rhyme <ul style="list-style-type: none"> poems nursery rhymes jingles songs chants raps • Reading <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> rainbow readers sentences with dots sticker on the pointing finger physically move their finger model L to R • Sight Words <ul style="list-style-type: none"> bingo memory snap other literacy games OTJ send sight words home • Brain Gym <ul style="list-style-type: none"> 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</p>	<p>End of Year Analysis: <i>Of the 33 priority children reading Well Below, 5 left and 5 new children were added.</i></p>	

<p>-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><i>3 children moved to At (1 Maori, 2 NZ European)</i> <i>5 moved to Below (1 Maori, 4 NZ European)</i> <i>25 remain Well Below (10 Maori, 4 Pacifica, 10 NZ European and 1 Asian)</i> <i>Of the 13 priority children reading Below, 1 new child was added making this 14.</i> <i>10 children moved to At (5 Maori, 5 NZ European)</i> <i>2 remain Below (1 Maori, 1 NZ European)</i> <i>2 moved to Well Below (2 Maori)</i> 33 % of this group moved to At.</p>
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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 54/64 84% at or above</p> <ul style="list-style-type: none"> • <u>Maori</u> 25/26 96% are at or above • <u>Boys</u> 24/33 72% are at or above • <u>Girls</u> 30/31 98% are at or above 	<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>Maori</u> 1/26 4% are below • <u>Boys</u> 13/31 42% are at, 18/31 58% are below or well below • <u>Boys</u> 9/33 27% are below or well below • <u>Girls</u> 12/29 41% are at or above, 17/29 59% are below or well below • <u>Girls</u> 1/31 2% are below or well below <p>2021 Year 1 25/66 38% are at or above</p> <ul style="list-style-type: none"> • <u>Maori</u> 7/24 29% are at, 17/24 71% are below or well below • <u>Boys</u> 10/28 36% are at, 18/28 64% are below or well below • <u>Girls</u> 15/38 39% are at or above, 23/38 61% are below or well below 	<ul style="list-style-type: none"> • Phonics <ul style="list-style-type: none"> blending rhyming word families onset rhyme cvc dictation • Rhythm and rhyme <ul style="list-style-type: none"> poems - <i>highlight high frequency words</i> nursery rhymes jingles songs chants raps • Sight Words <ul style="list-style-type: none"> bingo memory snap other literacy games find the words on your word card OTJ send sight words home • Brain Gym <ul style="list-style-type: none"> cross over activities PMP songs (youtube) • Writing <ul style="list-style-type: none"> interactive writing modelled writing labeling 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

<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>11 children are B in writing -5 Maori and 6 European -2 Boys and 9 Girls</p> <p>We will work with these children to accelerate their learning.</p>	<p>End of Year Analysis:</p> <p><i>Of the 23 priority children writing Well Below, 2 left. 1 child moved to At (1 Maori) 13 children moved to Below (5 NZ European, 6 Maori, 1 Pacifica, 1 Asian) 7 children are Well Below (4 NZ European, 1 Maori, 2 Pacifica) Of the 11 priority children writing Below, 2 left and 2 were added. 6 children moved to At (3 Maori, 3 NZ European) 5 children remained at Below (2 Maori, 3 NZ European)</i></p> <p>18% of this group moved to At and Above</p>	<p>oral language big books</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>2021 Year 2 48/60 80% are at or above</p> <ul style="list-style-type: none"> <u>Girls</u> 24/29 83% are at or above, 5/29 17% are below or well below 	<p>2021 Year 2 40/64 63% are at or above</p> <ul style="list-style-type: none"> <u>Maori</u> 22/28 78% are at or above, 6/28 22% are below or well below <u>Maori</u> 16/26 62% are at or above, 10/26 38% are below and well below <u>Boys</u> 24/31 77% are at or above, 7/31 23% are below or well below <u>Boys</u> 19/33 58% are at or above, 14/33 42% are below or well below <u>Girls</u> 21/31 68% are at or above, 10/31 32% are below <p>2021 Year 1 51/66 77% are at or above</p> <ul style="list-style-type: none"> <u>Maori</u> 18/24 75% are at or above, 6/24 25% are below or well below <u>Boys</u> 22/28 79% are at or above, 6/28 21% are below or well below <u>Girls</u> 29/38 76% are at or above, 9/38 24% 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 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>6 children are working B in maths - 3 Maori and 3 European -3 Boys and 3 Girls</p> <p>We will work with these children to accelerate their learning.</p>	<p>End of Year Analysis:</p> <p><i>Of the 7 priority children Well below in math 1 child transitioned to our school, 1 left and came back. We had 8 Well Below in math.</i></p> <p><i>6 children moved to Below (3 Maori, 3 NZ European)</i></p> <p><i>2 children remained at Well Below (1 Maori, 1 Nz European)</i></p> <p><i>Of the 6 children Below 1 left and 1 child transitioned to our school.</i></p>	

3 children moved to At (3 Maori)

3 remained Below (1 Maori, 2 NZ European)

39% of this group moved to At.

IV

2021 Annual Development Plan - End of Year Review

NAG	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
NAG1	<i>The Arts</i>	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	The Arts Curriculum document has been rewritten. Support and upskilling has been offered to the staff through Footsteps Dance and Rad Rhythm. Drumming equipment (buckets, drumsticks & online lesson subscriptions) have been purchased. Kim has obtained a SWDC Creative Communities grant for a music PD session with Bay Music for 12 staff. We held a successful day of extension music for 3 classes plus an extension group of Year 5 children. More percussion instruments are being purchased and a stocktake of current equipment is ongoing.
NAG 1	<i>Digital Curriculum</i>	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	Nick Rowe has continued to support our school with PLD. We were given extra hours from MOE to enable us to offer more PD for our staff. Teachers are taking more ownership over their digital fluency. More chromebooks and ipads have been brought. This has allowed students more access to technology and for teachers to show what they have been learning and upskilling with Nick's support. Teachers have become more confident while doing online teaching and having the opportunity to explore and use skills learnt. Students now all have email addresses which makes accessing many sites easier.
NAG 1	<i>Community engagement-Maori student achievement</i>	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	Very strong momentum is continuing to focus on all goals. The support from MAC is providing support in all areas. More teachers are stepping up into leadership roles and modeling for other teachers in the school. Steph is using long term plans in Team One to direct Professional development within team meetings <i>eg: Learn new sentence structures</i> <i>So teachers are directed to the different sentence structures in the objectives to focus on eg: Kei hea te ruri? Kei runga i te tepu. Where is the ruler? On the table.</i> <i>Leaders to be more explicit about asking to see the objectives within the long term plan so that they align with the School-wide Maori programme.</i> <i>How do teachers show their learning objectives in long term plans BEYOND paepae?</i> <i>Share ideas about how they can teach the objectives (eg: Look at the RESOURCE BANK IN SHARED DRIVE)</i> <i>Continue with the new teaching through paepae</i> <i>Add to understanding of karakia and waiata by looking at the translations - which words do they know etc.</i> <i>What sentence structures did they focus on? What particular vocab did they learn? Etc.</i> <i>Look at assessment and how that could happen in the class</i> Anaru has looked at our school values and developed a google slide around the meanings of our values. Will share how it can be used in the classroom. Kete One completed and to discuss with team leaders as to what non-negotiables looks like. Ideally, would like to have Kete two and three completed by end of 2021 to implement in 2022.

						<p>While Kete One has been developed, we are yet to discuss how this can be shared with the staff. Suggestion perhaps at Breakfast meeting.</p> <p>Kelly and Lisa and Steve completing Level 4. Steph completing Level 5 Tikanga Maori.</p> <p>Sonya is doing Papa Tikanga through TWOA.</p> <p>Kelly, Nada and Steph to complete Te Ahu o te Reo starting in Sept.</p> <p>All teachers and BOT members who did TWOA courses have completed these now.</p> <p>Will be recommending the Ahu o Te Reo course which starts in Term 1 or Term 2.</p> <p>Steph and Kelly have attended MASAM hui at Tainui FPS.</p> <p>Possible Noho marae next month to get whanau group established.</p> <p>Unfortunately the MAC facilitators were unavailable due to the COVID 19 restrictions. The zoom hui aren't as productive as face to face meetings. Disappointed that the Tainui Cluster Hui didn't happen at Karapiro, nor did MAC Annual Hui.</p> <p>Taku Wairua programme being delivered in 2022 in Year 5 & 6 will be hugely beneficial to our tamariki as they explore 4 pou of health and wellbeing - "belonging and identity, 'self-discovery', 'goal setting' and Citizenship.</p>
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 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	<p>Numeracy leaders are trained in ALiM after a year of PD. Numeracy leaders have mentored other teachers within our school in ALiM during the second half of the year. There have been very positive results in moving students forward and sharing the knowledge gained from numeracy leaders with other teachers. The advisor is very impressed with the dedication from our staff and school.</p> <p>ALiM leaders presented a slideshow of what ALiM is all about to their teams on Teacher Only Day and have regularly shared at team meetings</p> <p>Megan has reported our Impact Day findings to the BOT.</p> <p>2nd half of the year found teachers struggling to find momentum with their ALiM groups.</p>
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	<p>Three teachers are teaching specialised literacy programmes with abilities ranging from pre-readers who are having difficulty acquiring any Literacy skill to students at least 2 years below their expected curriculum level. We have worked these students to be solidly at their expected curriculum level before discontinuing them. Six students have been successfully discontinued. We are currently working with 77 students.</p> <p>Students are working with Support Staff to build confidence in Numeracy by using equipment and focusing on numbers to 10.</p> <p>End of year results have shown a marked improvement in Reading across Team 2. Students who have been discontinued when solidly reading at their age level are maintaining and improving reading levels showing an increase in reading independently.</p>
NAG1	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	<p>The class has been established with carefully chosen students. The growing independence of the students is a credit to their teacher. While some students have made limited progress they are confident in what they have achieved. The programme is catering for the students at their level and although junior based the students are experiencing success, learning and consolidating essential skills. We have noticed that these students are happy to be at school and are seeing themselves as learners. Some students have emerged as leaders. A number of the learners are now reading at their expected NZCL.</p>

NAG1	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	Our assessment now covers all the Foundation Skills. Seeing, print, hearing, speaking & movement skills. We have continued with Letter Identification and Concepts about Print. However, through much discussion we have replaced the ROL with JOST. This covers grammar, auditory memory & meaning but also gives us more information we can add to our oral language programmes.
NAG5	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	Each team has planned to ensure distance learning can continue if needed. Every new enrolment includes information required for distance learning. As most parents/caregivers indicated that they preferred hard packs these have been made in readiness for another lockdown if this should happen. Plans to have these picked up rather than delivery have been made.
MAG5	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	Our school has a strong commitment to ensuring our staff and students' health and wellbeing is supported. Time to spend with key personnel in our school provides support as needed or requested. Teacher Only Days have had segments focused on our health and wellbeing. Students wellbeing is closely monitored and addressed by classroom teachers supported by APSEL Coordinator and a variety of programmes. Parents are kept informed of concerns.
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	ORS funded students have the opportunity to be part of a mainstream class. IEPs, careful planning and regular SENCO and Learning Support Teachers contact ensure the student, teacher aide and mainstream teacher are supported.
NAG4&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	As per the School Investment Plan works completed: new verandah outside rooms 10 -16, heatpumps installed in office and staffroom. Pool fencing and Room 1 extension have been approved by MOE. These projects are scheduled to be completed in January holidays..
NAG 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		Stage 2 fencing is completed Ramping is completed Decking carpet is unsatisfactory. Planning to complete the carpeting issues is scheduled for January holidays.

TEAM 1 , YEAR 5 and 6: NATIONAL CURRICULUM REVIEW 2021 DATA / 2022 GOAL SETTING

Note: Year level labels refer to previous years cohort. E.g. 2022 Year 5 = 2021 Year 4

2022 Year 6=2021 Year 5

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 - 66/80 (83%) at or above Boys - 36/46 (78%) at or above Girls - 30/34 (88%) at or above NZ European -24/30 (80%) at or above Maori - 37/41 (91%) at or above Pasifika - 1/1 (100%) at or above Other - 4/8 (50%) at or above</p> <p>Year 6: All - 58/73 (79%) at or above Boys - 34/38 (90%) at or above NZ European - 19/26 (73%) at or above Māori - 28/35 (80%) at or above Pasifika - 8/8 (100%) at or above Asian/MELAA - 3 / 4 (75%) at or above</p>	<p>Year 6 Girls - 24/35 (69%) at or above</p>	<ul style="list-style-type: none"> • Model, model, model - share your love of reading with your students! Let them see you read while they read • 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 2022:</p> <p>Priority Learners in Reading for Year 5 2022:</p> <p>8 children are WB in reading:2 NZ European, 3 Māori and 3 other 6 boys and 2 girls</p> <p>6 children are below in reading: 4 NZ European and 1 Māori and 1 other 4 boys and 2 girls</p> <p>Priority Learners in Reading for Year 6 2022:</p> <p>7 children are WB in reading:2 NZ European, 4 Māori and 1 other 3 boys and 4 girls</p> <p>8 children are below in reading: 5 NZ European and 3 Māori 1 boy and 7 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 5: Pasifika - 1/1 (100%) at or above</p>	<p>Year 5: All - 37/80 (46%) at or above Boys - 20/46 (43%) at or above Girls - 17/34 (50%) at or above NZ European - 12/30 (40%) at or above Maori - 22/41 (54%) at or above Other - 2/8 (25%) at or above</p> <p>Year 6: All - 25/73 (34%) at or above Boys - 11/38 (29%) at or above Girls - 14/35 (40%) at or above NZ European 8/26 (31%) at or above Māori - 13/35 (37%) at or above Pasifika - 3/8 (37.5%) at or above Other - 1/4 (25%) 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) • Investigating PACT and next steps • Using criteria to guide peer marking • Sharing within team of positive writing experiences
<p>Key Writing Targets for 2022:</p> <p>Priority Learners in Writing for Year 5 2022:</p> <p>15 children are WB in writing: 5 NZ European, 6 Māori and 4 others 9 boys and 6 girls</p> <p>28 children are below in writing: 13 NZ European, 13 Māori and 2 others 17 boys and 11 girls</p> <p>Priority Learners in Writing for Year 6 2022:</p> <p>12 children are WB in writing: 6 NZ European, 6 Māori 7 boys and 5 girls</p> <p>36 children are below in writing: 12 NZ European, 16 Māori, 5 Pasifika and 3 other 20 boys and 16 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>Year 5: All - 65/80 (81%) at or above Boys 37/46 (81%) at or above Girls 28/34 (83%) at or above NZ European (23/30) at or above Maori (35/41 (85%) at or above Pasifika 1/1 (100%) at or above Other 6/8 (75%) at or above</p> <p>Year 6: Boys - 29/38 (77%) at or above Pasifika - 6/8 (75% at or above Other - 3/4(75%) at or above</p>	<p>Year 6: All - 49/73 (67%) at or above Girls - 20/35 (57%) at or above NZ European - 16/26 (62%) at or above Māori - 24/35 (68%) 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 • Introduction of ALIM into classrooms - pedagogies, teaching strategies and resources •
<p>Key Mathematics Targets for 2022:</p> <p>Priority Learners in Mathematics for Year 5 2022:</p> <p>6 children are WB in Maths: 2 NZ European, 2 Māori and 2 other girls 2 boys, 4</p> <p>9 children are below in Maths: 5 NZ European and 4 Māori 7 boys and 2 girls</p> <p>Priority Learners in Mathematics for Year 6 2022:</p> <p>0 children are WB in Mathematics.</p> <p>11 children are below in Maths: 2 NZ European, 7 Māori, 1 Pasifika, 1 other 3 boys and 8 girls</p> <p>Priority Learners in Mathematics for Year 6 2021:</p>		<p>End of Year Analysis:</p>

4 children are WB in Maths: 3 NZ European, 1 Māori
2 boys, 2
girls

20 children are below in Maths: 7 NZ European, 10 Māori 2
Pasifika and 1 other
7 boys and 13 girls

We will work with these children to accelerate their learning.

TEAM 2, YEAR 3 & 4 and : NATIONAL CURRICULUM REVIEW 2021 DATA / 2022 GOAL SETTING

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

Reading: Year 3 & 4 NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4: 73% (41/56) At or Above NZCL in Reading 72%(18/25) Maori At or Above in Reading 77% (24/31) girls At or Above NZCL in Reading 100% (6//6) Asian At or Above NZCL in Reading 100% (1/1) Pacifika At or Above in Reading</p>	<p>Year 4: 27% 15/56) Below or Well Below NZCL in Reading 28% (7/25) Maori Below or Well Below NZCL in Reading</p> <p>Year 3 55% (35/64) Below or Well Below NZCL in Reading 75% (3/4) Pacifika Below/Well Below NZCL in Reading 58% (15/26) Maori Below/Well Below NZCL 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 • Cut & paste activities - beginning/sounds/end sounds/ alphabet activities • Phonemic Awareness • Reading Eggs • Reading around the room • Reading with teacher aide • Digital Programmes
<p>Key Reading Targets for 2022: Year 4: 9 students, 5 boys, 4 girls, 4 Maori, 5 NZ Well Below in Reading 6 students, 3 boys, 3 girls, 3 Maori, 3 NZ Below in Reading.</p> <p>Year 3; 31 students, 17 boys, 14 girls, 14 Maori, 13 NZ, 3 Pacifika, 1 Asian, Well Below in Reading 3 students, 2 boys, 1 girl, 1 Maori, 2 NZ, Below in Reading</p> <p><i>We will work with these children to accelerate their learning.</i></p>		<p>End of Year Analysis:</p>

Writing: Year 3 & 4 NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 4 Pasifika: 100% (1/1) At in Writing</p> <p>Year 3: 84% (54/64) At or Above in Writing 97% (30/31) girls At or Above NZCL in Writing 72% (24/33) Boys At or Above in Writing 96% (25/26) Maori At or Above in Writing</p>	<p>Year 4: 44%(25/56) Below or Well Below NZCL in Writing 40% (10/25) Maori Below or Well Below NZCL in Writing 56% (14/25) Boys below or Well Below NZCL in Writing</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 • Language experiences – real life context • Class story(writing) • Digital sites
<p>Key Writing Targets for 2022: Year 4:13 students, 9 boys, 4 girls, 6 NZ, 7 Maori Well Below NZCL in Writing 12 students, 5 boys, 7 girls, 7 NZ, 3 Maori, 2 Asian Below NZCL in Writing</p> <p><i>We will work with these children to accelerate their learning.</i></p>		<p>End of Year Analysis:</p>
Mathematics: Year 3 & 4 NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
<p>Year 3: 75% Pacifika (¾) At or Above Expected NZCL in Maths</p>	<p>Year 4; 41% (23/56)Below or Well Below expected NZCL in Maths 40%(10/25) Maori Below or Well Below expected NZCL in Maths 40% (10/25) Boys below or Well Below NZCL in Maths.</p> <p>Year 3 37% (24/64) Below or Well Below NZCL in Maths</p>	<ul style="list-style-type: none"> • DAT • Use of equipment • Regular structured maths every day • Counting, number knowledge • Practise at crossing the decades • Challenge to use different 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

		<ul style="list-style-type: none"> • Team development lead by Numeracy leader • Remedial small group instruction • 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 2022:</p> <p>Year 4 4/56, 2 boys, 2 girls, 1 NZ, 3 Maori, Well Below NZCL in Maths 19/56, 8 boys, 11 girls, 9 NZ, 7 Maori, , 3 Asian Below NZCL in Maths.</p> <p>Year 3: 2/64, 2 boys, 1 NZ, 1 Maori, Well Below NZCL in Maths 22, 12 boys, 10 girls, 12 NZ, 9 Maori, 1 Pasifika Below NZCL in Maths.</p> <p><i>We will work with these children to accelerate their learning.</i></p>	<p>End of Year Analysis:</p>
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TEAM 3 , YEAR 1 : NATIONAL CURRICULUM REVIEW 2021 DATA / 2022 GOAL SETTING

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

Year & Reading: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2022 Year 2 17/65, 26 % are at or above</p> <ul style="list-style-type: none"> • <u>NZ European</u> 11/34, 32% are at or above • <u>Māori</u> 4/25, 16% are at or above • <u>Other</u> 2/4, 50% are at or above • <u>Boys</u> 5/29, 17% are at or above • <u>Girls</u> 12/36, 33% are at or above 	<ul style="list-style-type: none"> • Phonics & Phonological Awareness Jolly phonics and the Yolander Soryl programme Identification and creation of rhyme Alliteration Blending, onset and rime Blending individual phonemes to create words Segmenting Initial and final phoneme, deletion & substitution word families, syllables, CVC, dictation • Rhythm and rhyme poems & nursery rhymes -<i>highlight high frequency words</i> jingles, songs, chants & raps • Reading Reading Eggs, 5 children per Year 1 & 2 class Jokes, high interest books Shared books Reading to & reading with Guided reading Level 5 and above (OTJ) Cut up sentences and poems Cat words - once they know 15 they are reading for readers • Pointing one to one Rainbow readers sentences with dots stickers on pointing finger physically move their finger Model left to right What a word is through modeling • Sight Words Bingo, Memory, Snap Literacy games OTJ when to send sight words home • Brain Gym Cross over activities & songs (Youtube) PMP, PMP songs, Happy sticks
<p>Key Reading Targets for 2022: Priority learners in Reading for Year 2, 2022: 40 children are reading Well Below -</p> <ul style="list-style-type: none"> • 17 NZ European • 20 Māori • 2 Pasifika • 1 Other 		<p>End of Year Analysis:</p>

- 22 Boys & 18 Girls
- 8 children are reading Below -
- 6 NZ European
- 1 Māori
- 1 Other
- 2 Boys & 6 Girl

We will work with these children to accelerate their learning

Writing: NAG2A (b)(i) Areas of Strength	NAG2A (b)(i) Areas for Improvement	NAG2A (b)(iii) Planned Actions for Lifting Achievement
	<p>2022 Year 2 26/65, 40% are at or above</p> <ul style="list-style-type: none"> • <u>NZ European</u> 17/34, 50% are at or above • <u>Māori</u> 8/25, 32% are at at or above • <u>Other</u> 1/4, 25% are at or above • <u>Boys</u> 11/29, 38% are at or above • <u>Girls</u> 15/36, 42% are at or above, 	<ul style="list-style-type: none"> • Phonics & Phonological Awareness Jolly phonics and the Yolander Soryl programme Identification and creation of rhyme Alliteration Blending, onset and rime Blending individual phonemes to create words Segmenting Initial and final phoneme, deletion & substitution word families, syllables, CVC, dictation • Rhythm and rhyme poems & nursery rhymes -<i>highlight high frequency words</i> jingles, songs, chants & raps • Sight Words Bingo, Memory, Snap, literacy games OTJ when to send sight words home Find the words on your word card • Brain Gym Cross over activities & songs (Youtube) PMP, PMP songs, Happy sticks • Writing Interactive writing Modelled writing Guided writing - retells and recounts Simple sentences with sentence starters Cut up stories Labelling and captions Independent writing activities; lists, writing sight words, copied sentences, shopping game Letter of the week • Oral Language
<p>Key Writing Targets for 2022: Priority learners in Writing for Year 2, 2022:</p> <p>20 children are writing Well Below -</p> <ul style="list-style-type: none"> • 8 NZ European • 10 Māori 	<p>End of Year Analysis:</p>	

- 1 Pasifika
- 1 Other
- 10 Boys & 10 Girls

19 children are writing Below -

- 9 NZ European
- 7 Māori
- 1 Pasifika
- 2 Other
- 8 Boys & 11 Girls

We will work with these chn 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
<p>2022 Year 2 51/65, 78% of children in Maths are at or above</p> <p>26/34, 76% NZ European 19/25, 76%, Māori 2/2 , 100% Pasifika 4/4, 100% Other 23/29, 79% Boys 28/36, 78% Girls</p>		<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, pictures • Calendar maths - expose and challenge to take risks • 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 • Number of the week, problem of the day/week • Displays of maths - can link to other curriculum areas • Set high expectations • Competitive for the children who enjoy competition • ALiM groups
<p>Key Mathematics Targets for 2022: Priority learners in Maths for Year 2, 2022:</p> <p>6 children are Well Below</p> <ul style="list-style-type: none"> • 1 NZ European • 5 Māori • 3 Boys & 3 Girls 	<p>End of Year Analysis:</p>	

8 children are Below

- 7 NZ European
- 1 Māori
- 3 Boys & 5 Girls

VI

2022 Annual Development Plan

N A G	Strategic Plan Area	Goals	Why are we doing this?	Delegation	Timeframe	Review
N A G 1	Physical Education and Health	To develop and implement the curriculum delivery documentation and plans in "Physical Education and Health".	To support staff to develop new skills using guidelines from "Healthy Active Learning" advisors.	The Physical Education and Health Leader, Team Leaders	All year	
N A G 1	Localised Curriculum	To support staff to create a whole school approach to curriculum design that connects to our school, community and whanāu.	To design rich opportunities and coherent pathways for all learners. Strengthen our local curriculum, respond to progress and reinforce learning partnerships with parents and whanāu.	MOE Curriculum Leads, Team Leaders, Principal		
N A G 1	Aotearoa NZ Histories	To develop a whole school approach to shaping Aotearoa NZ's future by starting with the past.	To focus on critical citizenship. Having an understanding of the past supports in making sense of the present and informs future decisions and actions. Design learning experiences that weave the three elements; UNDERSTAND, KNOW and DO so that student learning is deep and meaningful.	MOE Curriculum Leads, Team Leaders, Principal		
N A G 1	Pasifika	To develop Pasific Education Plan	To develop a vision for our Pacific learners and their families so they feel safe, valued and equipped to achieve their education aspirations	Advisors, Pasifka Lead teachers, Team Leaders, Principal		
N A G 1	Taku Wairua	To support the Health and Wellbeing of our Year 5 and 6 students by participating in "Taku Wairua" mentoring programme	Support student welfare to gain confidence in their own self of belonging, aspirations and	Taku Wairua facilitators, AP, Team 1 Teachers		
N A G 1	Mathematics	To lift the achievement of mathematics at all year levels across the school. Apply Accelerated Learning In Mathematics (ALiM) skills across the school.	Data from 2020 and 2021 identified targeted areas of need. To share with staff ALiM pedagogy and skills to assist to accelerate priority learners within their classes	Maths Leaders, Team Leaders,	All year	
N A G 1	The Arts	Use the new curriculum delivery documentation and plans in "The Arts" with a specific focus on music.	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 further strengthen digital fluency with the support of Leader of ICT.	To apply and reinforce skills from previous Professional Development to ensure all learners have the opportunity to become digitally capable individuals	Principal, ICT Leader, Team Leaders, teachers, support staff	All year	
N A G 1	Priority Learners	To provide specialised literacy and numeracy programmes to accelerate learning for our priority learners. To participate in Structured Literacy Professional Development	A targeted group of students have been identified with very low levels of literacy and numeracy. Engage in Professional Development to enhance understanding of “Better Start in Literacy” with BSLA for New Entrant teachers.	DP, AP, Specialist teachers, classroom teachers, Para-professionals University of Canterbury	All year	
N A G 5	Covid-19 Pandemic Planning	To ensure plans are in place to adjust to changes in Alert Levels/Traffic Light if needed. This will include options for communication, distance learning and supporting the health and wellbeing of staff and students.	The Covid-19 pandemic requires immediate actions to be made 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 1	PACT	Participate in Professional Development about PACT led by Ministry of Education with other Tokoroa schools	To strengthen our understanding of assessing writing using the PACT Tool.	Ministry of Education advisors, Principal, Team Leaders	All year	
N A G 4 & 5	10YPP/5YPP Property Plan	To complete 5YPP Plan to best meet the needs of our environment	Complete priorities categorised Health and Safety (Priority 1), Essential Infrastructure (Priority 2)	Ministry of Education, Board, Principal	All year	