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| **School Name**: | Lyall Bay | | **School Number**: | 2892 | |
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| **Strategic Aim**: | All students will develop learning skills that will enable them to be successful in their lives, now and in the future | | | | |
| **Annual Aim**: | Effective planning, coordination and evaluation of the school's curriculum and teaching are in place - Collaborative planning and teaching in Maths and Literacy to support all learners  Innovative teaching and learning; student agency developed in writing  Reciprocal learning centered relationships are supported through appropriate communication  -Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities.  Effective and culturally responsive pedagogy supports and promotes student learning - Engage in professional learning to further develop effective practices and pedagogies in writing that are reflected in literacy  Effective assessment for learning develops students’ assessment and learning to learn capabilities. | | | | |
| **Target**: | All students are able to access The New Zealand Curriculum  To increase the number of students achieving within or beyond the appropriate curriculum level in reading | | | | |
| **Baseline Data**: | End of 2018 data % of students Sub working toward (SBT) and working toward (WT) across the school  17% of all students SWT and WT  3.3% Māori students SWT and WT  1.3% Pasifika students SWT and WT (7/10 female)  5.4% Asian students SWT and WT (12/18 male)  19.5% Males SWT and WT  13.5% Females SWT and WT | | | | |
| Cohort data:  Yr 1-2 SWT and WT  Year 1:  Total WT: 21/27  Māori = 5/ 6  Asian = 5/6  Other = 6/10  Gender = 11 boys, 10 girls  No Well WT  Year 2:  Total WT: 19/60 (32%)  Māori = 6/16  Pasifika = 1/4  Asian = 4/10  Other = 9/20  Gender = 17 boys, 2 girls  Total SWT: 0 | Cohort data:  Yr 3-4 SWT and WT  Year 3:  Total WT: 12/68  Māori = 3/13  Asian = 1/10  Other = 7/37  Gender = 12 (6 boys, 6 girls)  Total SWT = 3  Pasifika = 1/8  Asian = 2/1  Gender = 1 boy, 2 girls  Year 4:  Total WT = 5  Asian 3/12  Other = 3/32  Gender = 3 boys, 2 girls  Total SWT = 2  Asian = 1/12  Other = 1/32  Gender = 1 boy, 1 girl | | | Cohort data:  Yr 5-6 SWT and WT  Year 5:  Total WT = 3  Māori = 2/20  Other = 1/27  Gender = 2 boys, 1 girls  Total SWT = 2  Māori = 1/20  Asian = 1/12  Other = 2/27  Gender = 2 girls  Year 6:  Total WT = 4  Māori = 1/9  Pasifika = 1/5  Asian = 2/15  Gender = 3 boys, 1 girls  Total SWT = 1  Other = 1/26  Gender = 1 boys, 0 girls |
|  | Target: To increase the number of students working within or beyond the appropriate curriculum level in Reading | | | | |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Build close relationships with whānau  Consistent monitoring and tracking  Target students monitored on database  Teachers coaching around Target Student  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in programmes  Tuakana – Teina for increased reading mileage  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Reading integrated with Inquiry Learning  Early words programme to be for all target learners  Review assessment data with syndicate and determine the particular learning needs  Work with parents, families and whānau around ways to support students’ learning Target reading groups covering the basics of reading for understanding Monitor target students in Reading at Syndicate Meetings Monitoring meetings to discuss progress of target students Moderation of running records Reading Materials to encourage engagement Goal setting with tamariki and whānau.  School-wide professional development for teachers on culturally responsive teaching practice.  Literacy learning Progressions –will be referred to support planning and teaching programmes | 78% of students ‘Working Within’ or ‘Working Beyond’  Yr 1 – 41% ‘WW and WB’  Yr 2 – 73% ‘WW and WB’  Yr 3 – 86% ‘WW and WB’  Yr 4 – 82% ‘WW and WB’  Yr 5 – 86% ‘WW and WB’  Yr 6 – 89% ‘WW and WB’  There have been positive shifts in achievement from midyear to end of year, with accelerated progress for many of our target learners.  Yr 1 and 2: 14 children moved from WT to WW; Five children moved from WT to WB  Yr 3-4: four children moved from WT to WW.  Yr 5-6: 14 children moved from WT to WW  Of the 13 children who are ‘SWT’ – 9 have received additional learning support (including ORS), four are ELL with programmes in place  NZ European are slightly higher in reading than other ethnic groups.  NZE 82%; Māori 81%; Pasifika 67%; Asian 72%, MELAA = 73% | Improvements for children occurred as a result of:  The combined efforts within teams  Regular discussions within syndicates about target students  Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting  Internal PD using easTTle, Literacy Learning Progressions and the Learning Progressions Framework for deeper understanding of OTJ’s.  Coaching teams to support adaptive practice.  Time had been an issue so the school resourced extra release for teachers so they could to analyse the data, research adaptive practice and implement it, follow up with target children, write up analysis of what was happening for individual children and the impact the teaching. | Continue with target children focus, write up analysis of what was happening for individual children and the impact the teaching.  Further development of goal setting so goals are set and understood by students and whānau- supported by moving to SMS ‘HERO”.  Continue early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs and abilities required  **Implications to literacy teaching practice**  identify effective pedagogy in literacy supporting building practice that correlates reading and writing  Teachers continue to share adaptive practice that has had impact.  **School-wide Strategic Aims in Reading**   * Identify three target learners for each classroom so that accelerated learning is targeted and specific * Continue to build teacher assessment capability ‘as’ and ‘for’ learning * Design a school-wide assessment schedule that fits the intended outcomes for LBS learner agency and new SMS * Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment * Design and put in place ‘resourcing’ to support teacher PD * Continue use Learner Profiles – ongoing to track and monitor student progress and achievement * Collaborative approach to teaching as inquiry identified from learner profiles and Diverse Learners database * Promote professional readings to support teacher effectiveness * Professional growth – building effective practice through goal setting linked to teacher appraisal * Developing teacher pedagogical content knowledge through ‘within school lead’ role around learner agency * Literacy Learning Progressions   **Male Students**:   * Read texts that connect with students – humour, male authors, interest topics, exploring different text types to capture their ideas * Integrate reading with Inquiry for purpose * Wider access to personal choice * Use Learner Profiles to identify students’ strengths and challenges to target * Goal setting from students’ profile challenges around comprehension strategies * Share literacy progressions with students for learner agency * Share reading goals in ‘kids speak’ to form goals through ‘HERO’ * Diverse Learners Database to track and monitor student progress * Professional readings to promote ‘boys as readers’ * Partnerships with family/whānau   **Māori students**:   * Revisit Tātaiako principles at whole staff and syndicate meetings through WSL’s * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/> * Form Learner Profiles to identify students’ strengths and challenges to target * Goal setting from students’ profile challenges around comprehension strategies * Share literacy progressions with students for learner agency * Share reading goals in ‘kids speak’ to form goals * Use Kura Ahurea programme to support Māori learners * Explicit teaching of comprehension strategies * Diverse Learners Database to track and monitor student progress * Professional readings to promote Māori achieving success as Māori * Partnerships with family/whānau   **Pasifika students**:   * Read texts that connect with students * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika * Use Tapasā framework to develop teacher competencies - introduced at Team level <http://pasifika.tki.org.nz/Tapasa> through WSL’s * Form Learner Profiles to identify students’ strengths and challenges to target * Goal setting from students’ profile challenges around comprehension strategies * Share literacy progressions with students for learner agency * Share reading goals in ‘kids speak’ to form goals * Connect with community/wider community to promote Pasifika male authors to visit and link to * Explicit teaching of comprehension strategies * Diverse Learners Database to track and monitor student progress * Professional readings to promote cultural responsive practice * Partnerships with family/whānau   **Asian students**:   * Read texts that connect with students * In class programmes are tailored to support needs of ELL students * ELL programmes focus on literacy * ELL programmes linked with class Inquiry to support vocabulary front loading * Read in first language * Find text in first language * Form Learner Profiles to identify students’ strengths and challenges to target * Goal setting from students’ profile challenges around comprehension strategies * Share literacy progressions with students for learner agency * Share reading goals in ‘kids speak’ to form goals * Explicit teaching of comprehension strategies * Diverse Learners Database to track and monitor student progress * Professional readings to promote cultural responsive practice * Partnerships with family/whānau * Connect with community/wider community to promote support from volunteers in students first language * Build from students’ prior knowledge or offer experiences around themes and ideas explored in texts * Gain perspectives – ask students to find out from parent’s cultural practices connected to themes and ideas in text to develop comprehension * Explicit teaching of vocabulary |
| **Planning for next year**: | | | |
| Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. Board employed ‘extra’ teacher to keep class numbers lower.  Researching monitoring progress for all learners. | | | |

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| **Strategic Aim**: | All students will develop learning skills that will enable them to be successful in their lives, now and in the future | | | | |
| **Annual Aim**: | Effective planning, coordination and evaluation of the school's curriculum and teaching are in place - Collaborative planning and teaching in Maths and Writing to support all learners  Innovative teaching and learning; student agency developed in writing  Reciprocal learning centered relationships are supported through appropriate communication  -Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities.  Effective and culturally responsive pedagogy supports and promotes student learning - Engage in professional learning to further develop effective practices and pedagogies in writing  Effective assessment for learning develops students’ assessment and learning to learn capabilities. | | | | |
| **Target**: | All students are able to access The New Zealand Curriculum  To increase the number of students achieving within or beyond the appropriate curriculum level in writing | | | | |
| **Baseline Data**: | End of 2018 data % of students SWT and WT across the school  32% students SWT and WT across the school  6% Māori students WT - no SWT  3.9% Pasifika students SWT and WT  6.7% Asian students SWT and WT  40.5% Males SWT and WT  21.9% Females SWT and WT | | | | |
| Cohort data:  Yr 1-2 SWT and WT  Year 1:  Total WT = 23/25  Māori = 5/6  Pasifika = 5/5  Asian = 6/6  Other = 7/10  Gender = 13 boys, 10 girls  No SWT  Year 2:  Total WT: 29/60  Māori = 7/16  Pasifika = 2/4  Asian = 6/10  Other = 14/30  Gender = 25 boys, 4 girls  No SWT  Target: To increase the number of students working at or above the appropriate curriculum level in Writing | Cohort data:  Yr 3-4 SWT and WT  Year 3:  Total WT = 26/68  Māori = 6/13  Pasifika = 3/8  Asian = 4/10  Other = 13/37  Gender = 15 boys, 11 girls  Total SWT = 1  Pasifika = 1/8  Year 4:  Total WT = 13/54  Māori = 2/8  Asian = 4/12  Other = 7/32  Gender = 8 boys, 5 girls  Total SWT = 3/54  Māori = 1/8  Asian = 1/12  Other = 3/28  Gender = 2 boys, 1 girl  Target: To increase the number of students working at or above the appropriate curriculum level in Writing | | | Cohort data:  Yr 5-6 SWT and WT  Year 5:  Total WT = 16/64  Māori = 420  Pasifika = 4/5  Other = 8/27  Gender =10 boys, 6 girls  Total SWT = 2 (3%)  Other = 2/27  Gender = 1 boy, 1 girl  Year 6:  Total WT = 12/55  Māori = 1/9  Pasifika = 1/5  Asian = 5/15  Other = 5/26  Gender = 9 boys, 3 girls  Total SWT = 4 (5%)  Pasifika = 1/5  Other = 1/25  Gender = 2 boys, 0 girls  Target: To increase the number of students working at or above the appropriate  curriculum level in Writing. |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Review assessment data with syndicate and determine the particular learning needs  Data analysis meeting to determine acceleration of learning through strategies/approaches to be implemented  Work with parents, families and whānau around ways to support students’ learning  School wide PD Learner Agency to support range of needs  Teaching as Inquiry goal based on writing initiatives  Moderation of writing (easTTle and OTJ’s)  Ongoing high level evaluation of ‘where we are at’.  Monitor target students in writing at Syndicate Meetings  Monitoring meetings to discuss progress of target students  School-wide professional development for teachers on culturally responsive teaching practice. Ties in with Tataiako professional development.  Literacy learning Progressions –will be referred to support planning and teaching programmes  Culturally responsive programmes developed  Sharing of adaptive practice  Review spelling programme  Clicker7 for specific needs  Focussed ELL support  Student voice evident in programmes  Individual learning goals through HERO  Data analysis conversations to self review programmes (through coaching groups)  Writing integrated with Inquiry Learning | 67% working within and working beyond which is similar to last year.  Yr 1 – 44% ‘WW and WB’  Yr 2 - 53% ‘WW and WB’  Yr 3 – 70% ‘WW and WB’  Yr 4 – 73% ‘WW and WB’  Yr 5 – 71% ‘WW and WB’  Yr 6 – 77% ‘WW and WB’  The % of students working ‘Working Within’ and ‘Working Beyond’ is steady All cohorts are moving into closer alignment  NZE - 69% ‘WW and WB’  Māori – 73% ‘WW and WB’  Pasifika – 56% ‘WW and WB’  Asian – 62% ‘WW and WB’  There is still a need to focus on specific groups/cohorts requiring school-wide strategic planning to address ‘underachievement’ as outlined in Implications.  Of the children who are ‘SWT” 3 are ELL, 13 ‘SWT’ receive support from outside agencies  There have been positive shifts in achievement from mid-year to end of year, with accelerated progress for many of our target learners.  Yr 1 and 2: 8 children moved from WT to WW;  Yr 3-4: 14 children moved from WT to WW.  Yr 5-6: 12 children moved from WT to WW  Writing achievement is significantly lower than reading achievement which has been an ongoing trend, although the gap is slowly closing. | Yr1-2  Phonological Awareness Programme - Yolanda Sorryl continued to build.  More interesting motivations  Play Based Learning in majority of classes  Free Choice (Learner Agency)  Oral language links (planning with a partner, talk/pair/share)  Sharing learning intentions  Using text as a model for writing (shared book)  Making clearer links between reading and writing.  More emphasis on oral language through other curriculum areas (maths, learning through play)  Development of workshops and flexible grouping  Collaboration of teaching and learning  Yr 3-4  Learner Agency  Development of workshops and flexible grouping  Linking literacy tasks  Some collaboration of teaching and learning  Introduction of play based activities in two rooms.  Yr 5-6  Workshops and flexible grouping  Learner agency  Some playbased provocations  Specific targeted teaching with groups/individuals.  Integration of literacy with other learning areas. Target group using “Steps to Literacy”  PD focus from 2018 continued in writing which strengthened teacher clarity and knowledge building of indicators which means results are more robust. | Further development of goal setting so goals are set and understood by students and whānau.  Investigate what has had an impact for target learners and design relative programmes  Senior leaders:   1. Seek and offer professional development opportunities – needs based 2. To promote teacher effectiveness – to identify, promote and build effective practice across school by way of identifying ‘expert’ teachers through observation, leadership capabilities and opportunities, 3. Track and monitor: student progress over time; priority students – Māori, Pasifika, Asian 4. Identify individual student’s achievement and profile learning needs 5. Promote Tataiko and Tapasā – strategies and cultural competencies through Learner Agency 6. Plan and promote moderation practices across and within syndicates 7. School-wide data analysis meetings promoting and building internal evaluation effective practice to adapt teacher practice to the needs of target students/groups 8. Continue to identify effective practice in writing programmes that promote student achievement in writing that can be transferred to other teaching other learning areas   Team leaders:   1. To promote, support and help conduct ‘data analysis meetings’ using effective internal evaluation practice 2. Support teachers to adapt practice, build pedagogical knowledge 3. To track and monitor student progress – update termly – syndicate targets 4. Review programmes in place for those at risk of not achieving 5. Offer teacher support and resourcing as required- To support teachers/syndicates through modelling, co-teaching, co-planning, 6. Feedback progress/teacher inquiry/monitoring discussions to senior leadership 7. Plan for monitoring and moderating practices in syndicates to build collaborative approach, practice, knowledge and skills in and across syndicates 8. Moderation meetings are set termly 9. Promote ‘professional learning conversations’ to identify effective practices among teachers to share and learn from colleagues 10. Build collaborative practice in and across syndicates 11. Collaborate to plan literacy programmes   School Wide   1. Data interpretation and analysis – school-wide implications 2. Promote approaches for teaching to the needs of Māori and Pasifika students 3. Promote effective literacy practice as outlined in LBS English Guidelines 4. Promote moderation and offer PD in support 5. Staff PD meeting (within and across syndicates) – building teacher knowledge and effective teaching of writing through easTTle 6. Focus on target students – collaborate to identify and discuss designing programmes to support student progress and achievement 7. Collaborate as professional learning communities promoting critical conversations to strengthen communities of practice 8. Share, feedback and build collective teacher efficacy   Syndicate Promoting PLC’s   1. Teachers/syndicates identify implications at syndicate level 2. Keep updated monitoring and tracking system of target students in syndicates   Design teaching programme/strategies and Early targeting and monitoring is required to ensure closing of gaps early – investigation of student’s needs, and abilities required  **Implications to literacy teaching practice**  Identify effective pedagogy in literacy supporting building practice that correlates reading and writing  Teachers share adaptive practice that has had impact.  Collaborative planning    **School-wide Strategic Aims in Writing**   * Identify three target learners for each classroom so that accelerated learning is targeted and specific * Continue to build teacher assessment capability ‘as’ and ‘for’ learning * Monitor and tracking assessment tasks that captures skills, knowledge and attitudes of our learners through formative assessment * Development of Learner Profiles – ongoing to track and monitor student progress and achievement * Diverse Learners Database – collaborative approach to teaching as inquiry identified from learner profiles * Promote professional readings to support teacher effectiveness * Professional growth – building effective practice through goal setting linked to teacher appraisal * Developing teacher pedagogical content knowledge through ‘within school lead’ role with Learner Agency in writing. * Literacy Learning Progressions   **Gender**:  Male students have high % of underachievement across all sectors and within cohorts  To promote achievement:   * Developing learner agency - share data with students and progressions in writing to support goal setting * Collect student voice: attitude, writing topics, purpose for writing, learning goals * Encourage writing by reading texts that connect with students – humour, male authors, interest topics, exploring different text types   to capture their ideas   * Explore Boys engagement in writing for adaptive practices to be implemented * Students have choice in writing responses to communicate to their audience * Teachers design workshops to cater to learner agency * Explicit teaching of author styles that appeal to males * Use a range of writing tools and sources to enable students to express their ideas to their audience using apps and range of technologies * Create authentic writing purposes to enable students to write for authentic audience   **Māori students**:   * Revisit Tātaiako principles at syndicate meetings   <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0>   * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being * Partnerships in learning - whānau * Promote gathering ‘perspectives’ – Māoridom views in discussions * Kura Ahurea PD to complement   **Pasifika students**:   * Practice cultural competencies outlined in Tapasā - introduced at Team level <http://pasifika.tki.org.nz/Tapasa> * Exposed to texts that connect with students to support writing * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika * Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being * Partnerships in learning - whānau/aiga * Promote ‘learner agency’ – goal setting * Raise expectations - Pasifika writing achievement to ‘Working Beyond’ expected Curriculum Level by Identify the students ‘Working Within’ and promote   goals and learner agency to raise achievement to ‘Working Beyond’   * Promoting high expectations for Pasifika achievement as lowest % of shifts in writing achievement   **Asian students**:   * Exposed to texts that connect with students * In class programmes are tailored to support needs of ELL students * ELL programmes focus on literacy * ELL programmes linked with class Inquiry to support vocabulary front loading * Teaching vocabulary through explicit practice * Make connections to students prior knowledge and/or build experiences to promote and develop vocabulary for writing * Explicit links to reading to build knowledge of language * Effective practice for explicit teaching and learning * Build partnerships with whānau * Use ideas from Tataiako and Tapasā to make connections |
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| Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. The board has decided to lower class numbers by employing an extra teacher.  Continue with easTTle for assessment for learning.  Writing, particularly around engagement of boys is our PD focus. This is linked with our focus on learner agency – part of our Motu Kairangi Kāhui Ako work. Our WSL are working with Learner Agency and developing this across all aspects of the curriculum. | | | |

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| **Annual Aim**: | Effective planning, coordination and evaluation of the school's curriculum and teaching are in place - Collaborative planning and teaching in Maths and Literacy to support all learners  Innovative teaching and learning; student agency developed in writing and developed in other learning areas  Reciprocal learning centered relationships are supported through appropriate communication  -Students, parents, families, whānau and teachers work together to identify student strengths, learning needs, set goals and plan responsive learning strategies and activities.  Effective and culturally responsive pedagogy supports and promotes student learning - Engage in professional learning to further develop effective practices and pedagogies in writing  Effective assessment for learning develops students’ assessment and learning to learn capabilities. | | | | |
| **Target**: | All students are able to access The New Zealand Curriculum  To increase the number of students achieving within or beyond the appropriate curriculum level in mathematics and statistics | | | | |
| **Baseline Data**: | End of 2018 data % of students SWT and WT across the school  25.8% students SWT and WT across the school  6% Māori students SWT and WT (13/22 male)  3% Pasifika students SWT and WT (4/13 male)  6% Asian students SWT and WT (13/22 male)  25% Males SWT and WT  27% Females SWT and WT | | | | |
| Cohort data:  Yr 1-2 SWT and WT  Year 1:  Total WT = 24/27  Māori = 6/6  Pasifika = 5/5  Asian = 6/6  Other = 7/ 10  Gender = 16 boys, 8 girls  No SWT  Year 2:  Total WT: 21/60  Māori = 8/16  Pasifika = 2/4  Asian = 3/10  Other = 8/30  Gender = 17 boys, 4 girls  No SWT  Target: To increase the number of students working at or above the appropriate curriculum level in Mathematics | Cohort data:  Yr 3-4 SWT and WT  Year 3:  Total WT = 22/68  Māori = 4/13  Pasifika = 4/8  Asian = 3/10  Other = 11/37  Gender = 9 boys, 13 girls  Total SWT = 1/68  Pasifika = 1/8  Gender = 1 girl  Year 4:  Total WT = 13/54  Māori = 2/8  Asian = 4/12  Other = 6/32  Gender = 9 boys, 4 girls  Total SWT = 4/54  Māori = 2/8  Asian = 1/12  Other = 1/32  Gender = 3 boys, 1 girls  Target: To increase the number of students working at or above the appropriate curriculum level in Mathematics | | | Cohort data:  Yr 5-6 SWT and WT  Year 5:  Total WT = 16/64  Māori = 5/20  Pasifika = 3/5  Asian = 2/12  Other = 6/27  Gender = 6 boys, 10 girls  Total SWT = 2 (3%)  Asian = 1/12  Gender = 1 girl  Year 6:  Total WT = 11/55  Māori = 3/9  Pasifika = 2/5  Asian = 4/15  Other = 2/26  Gender = 5 boys, 6 girls  No SWT    Target: To increase the number of students working at or above the appropriate curriculum level in Mathematics |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Review assessment data with syndicate and determine the particular learning needs  Data analysis meeting to determine acceleration of learning through strategies/approaches to be implemented  Work with parents, families and whānau around ways to support students’ learning  Maths PLD with Cognition exploring effective teaching and learning in maths continuing and linking with Learner Agency  Monitor target students in Maths at Syndicate Meetings  Monitoring meetings to discuss progress of target students  Tataiako professional development.  Collaborative teaching and planning in all teams  Coaching model to support target learners  Moderation of assessment | 75% of students achieved ‘Working Within’ and ‘Working Beyond’  Yr 1 – 54,5% ‘WW and WB’  Yr 2 – 71% ‘WW and WB’  Yr 3 – 77% ‘WW and WB’  Yr 4 – 78% ‘WW and WB’  Yr 5 – 72% ‘WW and WB’  Yr 6 – 84% ‘WW and WB’  NZE, Māori and Asian have comparable %’s  NZE - 82% ‘WW and WB’  Māori – 71% ‘WW and WB’  Pasifika – 45% ‘WW and WB’  Asian – 75% ‘WW and WB’  There are no Pasifika ‘sub working toward’ but a high % ‘working toward’. These tamariki are mostly in Yr 1-3.  There is still a need to focus on specific groups/cohorts requiring school-wide strategic planning to address ‘underachievement’ as outlined in Implications.  Of the children who are ‘SWT” 6 are ELL, 7 ‘SWT’ receive support from outside agencies  There have been positive shifts in achievement from mid-year to end of year, with accelerated progress for many of our target learners.  Yr 1 and 2: 19 children moved from WT to WW; 5 moved from WT to WB  Yr 3-4: 16 children moved from WT to WW.  Yr 5-6: 10 children moved from WT to WW  The 2017 Year 3 & 4 cohorts had the highest level of underachievement, the same cohort in 2018 (Yr 4 & 5) show less students SWT and WT than previously, and this trend continued for 2019 (Yr 5 & 6)  Teachers have inquired deeply into teaching of maths and have made major changes due to Professional Development, research, trialling, measuring impacts. This has led to greater understanding not only of student needs but also more robust assessment. The impact of this is now being seen in data. The continued Professional Development in maths continued in 2019 to consolidate the progress made over the last two years. | Improvements occurred as a result of:  The combined efforts within teams  Regular discussions within syndicates about target students  Documenting each target students progress and the adaptive practice that was put in place gave teachers an insight of how the programmes were impacting  Internal and external PD.  Coaching teams to support adaptive practice  Time had been an issue so the school resourced extra release for teachers so they could to analyse the data, research adaptive practice and implement it, follow up with target children, write up analysis of what was happening for individual children and the impact the teaching.  Collaborative planning and teaching so everyone is responsible for all learners  . | Early targeting and monitoring is required to ensure closing of gaps early – investigation of student’s needs, and abilities required  **Implications to mathematics teaching practice**  Identify effective pedagogy in mathematics teaching and learning  Teachers share adaptive practice that has had impact  Collaborative planning and teaching – build on programmes that were explored in 2018 in Junior and Senior Syndicates. Share practices that have been effective in accelerating learning    **School-wide Strategic Aims in Mathematics**   1. Identify three target learners for each classroom so that accelerated learning is targeted and specific 2. Continue utilising the support of external advisors to further develop teacher knowledge (pedagogy and content knowledge) 3. Continue developing collaborative practices across classrooms, syndicates and school 4. Design a curriculum approach to mathematics creating ‘LBS learners mathematics capabilities/attributes’ 5. Continue to build teacher role in the classroom, using talk moves, 5 Practices, Launching Tasks and rich tasks 6. Develop framework to support teachers in providing a balanced mathematics programme 7. Design a school-wide assessment schedule that fits the intended outcomes for LBS learner agency 8. Review assessment tasks so that specific skills, knowledge and attitudes is captured of our learners through formative assessment 9. Moderate mathematical assessments school-wide to ensure that curriculum level expectations are the same throughout the school 10. Development of Learner Profiles – ongoing to track and monitor student progress and achievement 11. Diverse Learners Database – collaborative approach to teaching as inquiry identified from learner profiles 12. Promote professional readings to support teacher effectiveness 13. Syndicate Target Action Plans – identify specific goal for each syndicate in consultation with leadership and based on previous years data as each syndicate group has a different group of learners that are underachieving (Yr 1 – Māori/European male, Yr 2 – Pasifika, Yr 3 – Māori male, Yr 4 – females, Yr 5 – Pasifika females)   **Māori students**:   1. Revisit Tātaiako principles at whole staff and syndicate meetings 2. Syndicate Inquiry Action plans –identify specific Māori learners 3. Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/> 4. Select rich tasks that are culturally responsive and authentic for learners 5. Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being 6. Partnerships in learning – whanau – goal setting interviews 7. Promote gathering ‘perspectives’ – Māoridom views in discussions   **Pasifika students**:   1. Practice cultural competencies outlined in Tapasā - introduce at Team level <http://pasifika.tki.org.nz/Tapasa> 2. Select rich tasks that are culturally responsive and authentic for learners 3. Syndicate Inquiry Action plans –identify specific Pasifika students 4. Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being 5. Partnerships in learning - whānau/aiga 6. Promote ‘learner agency’ – goal setting 7. Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement   **Asian students**:   1. Syndicate Inquiry Action plans –identify specific Asian students 2. Plan for and teach academic vocabulary to allow students to access word problems 3. Select rich tasks that are culturally responsive and authentic for learners 4. Effective practice for explicit teaching and learning 5. Build partnerships with whanau – goal setting interviews |
| **Planning for next year**: | | | |
| Aim to increase student achievement is included in annual plan and targets. All targets are part of principal report each meeting and open for discussion and updates. The board has decided to lower class numbers by employing an extra teacher.  Ongoing collaborative teaching and learning and in Learner Agency will ensure that pedagogical understanding of learners and working toward growing student aspirations and interests will develop. | | | |

**Kiwisport Funding**

We were pleased to receive $5619.60 as targeted funding to promote sporting opportunities for our students.  These funds were used for:

* funding transport for students who represented the school in a range of inter-school sporting events
* subsidising senior and middle school “learn to swim” programmes at the Kilbirnie Aquatic Centre
* supplementing our sporting equipment inventory so that students had access to an improved range of sports gear
* supporting the operating costs of our school swimming pool during both Terms 1 and 4

**Members of the Board of Trustees**

For the year ended 31 December 2019

**Name Position How Position On Occupation Term Expires**

**Board Gained**

Simon Bennett Parent Rep Co-Opted June 2016 Lecturer May 2019

Melissa Booth Parent Rep/Chair Co-Opted June 2016 Publicist May 2019

Richard Galloway Parent Rep Co-Opted May 2017 Engineer May 2019

Vito Lo Iacono Parent Rep Elected May 2016 Mktg Consultant May 2019

Amanda Kotrotsos Parent Rep Elected May 2016 Teacher May 2019

Tiffany Matsis Parent Rep Elected May 2013 Full Time Mum May 2019

Michael Watson Parent Rep Elected May 2016 IT Consultant May 2019

Melanie Dean Principal Appointed Feb 2015 Principal May 2019

Amanda Willis Staff Rep Elected May 2018 Teacher May 2019

Lloyd Percival Parent Rep Elected May 2019 Accountant May 2021

Will Minty Parent Rep Elected May 2019 Architect May 2021

Karl Emson Parent Rep Elected May 2019 Teacher May 2021

Amy Christie Appointed Dec 2019 May 2021

This statement includes all those trustees that were Members of the Board during the year, not just those remaining at the end of the year.