

Building the Best Learners

Waihangatia ngā Ākonga Tino Pai

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| **Domain 1: Stewardship** | |
| **2021 Charter Goals** | **Planned actions - 2020** |
| **Inspiring Leaders**:  Strengthen Effective Governance within BoT | The Board of Trustees scrutinises the work of the school in achieving valued student outcomes  The Board of Trustees to strengthen understanding of effective governance through attending NZSTA workshops  To ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship – develop shared understanding of the trustee role and responsibilities  Board of Trustees implement Hautū Review tool to develop culturally responsive relationship with the school community  committee  Ensure a safe and secure environment for all learners  Enable resourcing to meet changing learning needs:  Continue to fund ESOL teacher aide  Continue to fund DP release  Develop procedure for Hui and Fono  Continue to fund Kapa Haka tutor  Property:  To complete minor maintenance work as required to ensure that the school remains a safe and attractive learning community |
| **Key Outcomes** | **2021 Planned actions:** |
| Board of trustees have an explicit and relentless focus on student learning, wellbeing, achievement and progress.  Board of trustees members seek and interrogate a range of high quality student data and evaluative information that supports student learning.  Data shared with Board to increase understanding. Reporting format includes 6 Domains from ERO’s School Evaluation Indicators and integrate data and qualitative information.  Regular updates in Principal report in relation to programmes and PD that are in place in relation to strengthening practice.  Strategic plan implemented  Strategic resourcing of strategies directed at improving student outcomes  Board still implementing Hautū tool  Fund ESOL teacher aide  Fund release for DP/SENCO to support Special Needs students  Fund Kapa Haka tutor for syndicate and performance group  Property: Maintenance has been kept up to date | The Board of Trustees scrutinises the work of the school in achieving valued student outcomes  The Board of Trustees to strengthen understanding of effective governance through attending NZSTA workshops  To ensure ongoing improvement in the effectiveness and efficiency of governance and stewardship – develop shared understanding of the trustee role and responsibilities  Board of Trustees strengthens understanding of the strategic plan development.  Board of Trustees implement Hautū Review tool to develop culturally responsive relationship with the school community  committee  Ensure a safe and secure environment for all learners  Enable resourcing to meet changing learning needs:  Continue to fund ESOL teacher aide  Continue to fund DP release  Develop procedure for Hui and Fono  Continue to fund Kapa Haka tutor  Property: Renovation of Ahu (J1-3)  To complete minor maintenance work as required to ensure that the school remains a safe and attractive learning community |
| **Domain 2:  Leadership of conditions for equity and excellence** | |
| **2021 Charter Goals** | **Planned actions - 2020** |
| **Inspiring Leaders**:  Grow Individual Leadership Capability  Increase Team trust and cohesiveness  **Empowering Teachers:**  Draw on teachers’ collective strengths  **Connect Learners and Community:**  Engaging school community in learning  \*see annual plan for development | Accelerate learning of students who are at risk of underachievement by:  Whole school Professional Development in Learner Agency:  Teachers will:   * Develop greater understanding of pedagogy in Learner Agency – Draw on teachers’ collective strengths * Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge – Draw on teachers’ collective strengths * Leaders will continue to investigate Learner Agency and develop understanding of effective practice suitable to LBS – Grow individual leadership capability   The School will:   * Provide Professional Development opportunities to assist staff with their understanding of Learner Agency through WSL and Kāhui Ako – Draw on teachers’ collective strengths * Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified, through Kāhui Ako – Grow individual leadership capability   Continuing Whole School Professional Development in Literacy  Teachers will:   * Continue to develop greater understanding of literacy pedagogy – Draw on teachers’ collective strengths * Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge such as, provocations, mixed ability grouping and collaborative teaching and planning – Grow individual leadership capability, Draw on teachers’ collective strengths * Leaders will continue to investigate and develop understanding of effective practice suitable to LBS in literacy which will lead to effective practice in other learning areas. – Grow individual leadership capability, Strengthen understanding of leadership   The school will:   * Provide Professional Development opportunities to assist staff with their understanding of literacy * Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified - Draw on teachers’ collective strengths, Grow individual leadership capability   Ongoing Whole School Professional Development in ICT  Teachers will:   * Use the digital technologies curriculum to plan for learning opportunities * Continue to develop pedagogical understanding of how to use eLearning to enhance classroom programmes - Draw on teachers’ collective strengths   The school will:   * Provide a range of Professional Development opportunities to assist staff with their understanding of digital technologies strand of curriculum   Provide resources as necessary   * Provide PD both internally and externally (MoE provision) for digital technologies * Make provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified – Grow individual leadership capability   Leadership promotes and participates in teacher learning and development:  PD is focussed and deep  Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice linking to Target Action Plans and Diverse Learners Database, tracking and monitoring.  Principal and DP’s continue to gather a range of evidence of strategies used to develop future focussed learning skills  Support teachers trialling collaborative planning and teaching  Support teachers with innovative pedagogies through external PD and mentoring  Develop understanding of digital technologies strand that enable technology to be supportive of effective future focussed teaching and learning  Leadership ensures effective planning, coordination and evaluation of the school’s curriculum and teaching:  Leadership ensures schools teaching programme is structured so that all students have maximum opportunity to learn and achieve.  Leadership team and teachers use data to evaluate the effectiveness of programmes  Schoolwide targets set from 2020 data  Teachers involved in setting appropriate targets for specific cohorts of children  Programmes in place that accelerate learning, ongoing monitoring of programmes and target children  Coaching supports acceleration programmes  PD Ka Hikitia, Tātaiako, Tapasā  Continued schoolwide moderation of Literacy and Numeracy  Connect Learners and Community  Learning centred relationships further developed through information opportunities, Parent – Principal chat, reporting conferences, Near Five Parties |
| **Key Outcomes from 2020** | **2021 Planned actions:** |
| All teachers used Maths as a base for Teaching as Inquiry, maths programmes developing so tamariki have the maximum opportunity to learn and achieve.  Teacher pedagogical understanding of maths has developed.  Effective teaching of maths developing.  ICT leaders building capacity  ICT leaders offered support with new programmes across the school  ICT leaders and teachers that had not attended uLearn offered opportunity – feedback to whole staff on areas to implement  Inquiry Learning based on Kath Murdoch’s Power of Inquiry  Leaders developed protocols and templates for planning  Whole school shared themes  Continued work with school curriculum as part of Teacher Only days. Team of seven volunteered to continue the work.  Feedback from parent and student survey’s in 2017-18 used as a guide.  Curriculum Draft in place to start with 2020  Parent evenings focussed on learning throughout the year, maths focus  Whole school Matariki breakfast  Samoan Language week and Diwali whole school celebrations  Goal setting conferences at beginning of term 1.  Reporting conferences are a conversation about learning with parent, child and teacher; goals are set again from beginning of term 3  Summative report sent home end of year based on curriculum levels  Schoolwide targets set as a school from previous years data  Syndicate targets set within schoolwide targets  Syndicate action plans developed  Ongoing monitoring of target students  Parent survey re Health and PE  Student leadership development  Schoolwide moderation in writing and maths | Accelerate learning of students who are at risk of underachievement by:  Whole school Professional Development in Cultural Responsiveness and Cultural Sustainability:  Teachers will:   * Develop greater understanding of pedagogy in Cultural Responsiveness and Cultural Sustainability:– Draw on teachers’ collective strengths * Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge – Draw on teachers’ collective strengths * Leaders will continue to investigate Cultural Responsiveness and Cultural Sustainability:and develop understanding of effective practice suitable to LBS – Grow individual leadership capability   The School will:   * Provide Professional Development opportunities to assist staff with their understanding of Cultural Responsiveness and Cultural Sustainability:through WSL and Kāhui Ako – Draw on teachers’ collective strengths * Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified, through Kāhui Ako – Grow individual leadership capability   Continuing Whole School Professional Development in Learner Agency  Teachers will:   * Continue to develop greater understanding of pedagogy in Learner Agency– Draw on teachers’ collective strengths * Share the key changes made to classroom practice as a direct outcome of their pedagogical knowledge such as, provocations, mixed ability grouping and collaborative teaching and planning – Grow individual leadership capability, Draw on teachers’ collective strengths * Leaders will continue to investigate and develop understanding of effective practice suitable to LBS in Learner Agency which will lead to effective practice across all learning areas. – Grow individual leadership capability, Strengthen understanding of leadership   The school will:   * Provide Professional Development opportunities to assist staff with their understanding of Learner Agency * Provide resources as necessary making provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified - Draw on teachers’ collective strengths, Grow individual leadership capability   Ongoing Whole School Professional Development in ICT  Teachers will:   * Use the digital technologies curriculum to plan for learning opportunities * Continue to develop pedagogical understanding of how to use eLearning to enhance classroom programmes - Draw on teachers’ collective strengths   The school will:   * Provide a range of Professional Development opportunities to assist staff with their understanding of digital technologies strand of curriculum   Provide resources as necessary   * Provide PD both internally and externally (MoE provision) for digital technologies * Make provision within the budget to allow leaders to attend appropriate PLD outside the school if this need is identified – Grow individual leadership capability   Leadership promotes and participates in teacher learning and development:  PD is focussed and deep  Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice linking to Target Action Plans and Diverse Learners Database, tracking and monitoring.  Principal and DP’s continue to gather a range of evidence of strategies used to develop future focussed learning skills  Support teachers implementing collaborative planning and teaching  Support teachers with innovative pedagogies through external PD and mentoring  Develop understanding of digital technologies strand that enable technology to be supportive of effective future focussed teaching and learning  Leadership ensures effective planning, coordination and evaluation of the school’s curriculum and teaching:  Leadership ensures schools teaching programme is structured so that all students have maximum opportunity to learn and achieve.  Leadership team and teachers use data to evaluate the effectiveness of programmes  Schoolwide targets set from 2020 data  Teachers involved in setting appropriate targets for specific cohorts of children  Programmes in place that accelerate learning, ongoing monitoring of programmes and target children  Coaching supports acceleration programmes  PD Ka Hikitia, Tātaiako, Tapasā linked with Cultural Responsiveness and Cultural Sustainability  Continued schoolwide moderation of Literacy and Numeracy  Connect Learners and Community   * Learning centred relationships further developed through information opportunities, Parent – Principal chat, learning conferences, timely reporting, Near Five Parties |

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| **Domain 3:  Educationally powerful connections and relationships** | |
| **2020 Charter Goals** | **Planned actions - 2020** |
| **Connect Learners and Community**:  Engaging school community in learning- Learning-centred relationships effectively engage and involve the school community  Powerful and timely communication with whānau - Reciprocal learning-centred relationships are supported through appropriate communication.  Using community resources to improve learning opportunities  **Celebrate our Cultural Diversity:**  Make connections with whānau to develop rich relationships  Use community support and resources to have an environment that reflects our cultural diversity - Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners. | Whānau family picnic at beginning of the year to get to know each other better  Open forum for Parent Principal chats first Friday of the month  Information evening based on parent needs  Near Five party – week 10 each term (transition to school)  Communication tool ‘Seesaw’ trialled in most classes. Protocols set up  LincEd explored by leadership team for implementation mid 2020  Survey and investigate to find out strengths of community, develop document so teachers can access community members to support learning programmes  Develop opportunity for whānau to ‘share’ – different roles, talents, interests, hobbies  Develop cultural hubs: Co-ordinated by teachers in each team, community members lead cultural hubs for participation in a wide range of activities (celebrations, language weeks, information sessions, learning opportunities)  Cultural Narrative developed as part of Inquiry, to reflect our community  Community mural ‘Matariki Whale’ Yr 5-6 involved. |
| **Key Outcomes** | **2021 Planned actions:** |
| Whole school gatherings were lessened because of COVID. Some planned actions did not take place because of the interruption to the ‘norm’.  School picnic built connections for many families  Parent and Principal chats held over zoom for most of the year. Support from Board Members attending. Zoom continued to be offered as well as onsite meeting in Term 4.  Community information session held for Playbased learning, Provocations and Pūmana-ā-ākonga. Lower attendance than usual, COVID ?  Mihi Whakatau not held because of COVID restrictions  Matariki celebration as a community did not take place because of COVID  Information sessions for New Entrants to the school continue to be welcomed, one session by zoom through lockdown.  SeeSaw became a good tool for communication through lockdown for many. Developed a communication protocol so teachers were not having to answer through many channels.  HERO (LincEd) implemented with an information time for whānau as part of goal setting.  Learning conferences well received and continue to develop, group sessions with roving teacher.  Strong connections continued ‘Friends of Lyall Bay’ and ‘Dads Club’ with leaders and teachers actively involved  Lyall Bay Community Church supported us with food bags for whānau in need during COVID lockdown  Contact has been made with ECE’s, New Entrant teachers have visited and had extra visits from children.  Radio station has had redevelopment with students designing new programming and advertising  Connection with whānau improved during COVID as most tamariki active online.  Cultural Narrative further developed with each team being renamed for 2021 (Yr 0-2 Huetepara, Yr 3-4 Maranui, Yr 5-6 Onepū).  Community mural was not started as there was not funding from council for the volunteer  Cultural Hubs: was not developed further, an outcome was to look at development of idea behind this from a different perspective.  All whānau that have children involved in support programmes have been kept aware and update about the programmes | Whānau family picnic at beginning of the year to get to know each other better, opportunity to meet teachers and visit classes  Open forum for Parent Principal chats first Friday of the month  Information evening based on parent needs  Near Five party – week 10 each term (transition to school)  Communication tool ‘Seesaw’ in all classes. Protocols set up across the school.  HERO – mini info sessions offered to whānau at beginning of each term.  End of year tamariki visit new teacher, whānau invited for second visit to meet teacher and start building relationships.  Development of team murals (Huetepara, Maranui, Onepū) to signify our Cultural Narrative and cultural diversity. Seek support from community. John Rauhihi to co-ordinate with Kaiako.  Development of ‘Cultural Narrative’ mural with a Wellington based mural artist. Funding applied for and received from CreativesNZ.  Cultural responsiveness and sustainability will be supported through Within School Leads and a Management unit. This is instead of the ‘Cultural Hubs’. |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Reading** | | | | | | |
| **2020- 2021 Charter** | | | | | **Planned actions – 2020** | |
| So that all our children, regardless of background, experience, or capability, will be inspired and empowered to learn.  To increase the number of students working at or above the appropriate curriculum level for **Reading** | | | | | 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 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 * 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 * 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 [https://lyallbayschool.sharepoint.com/Teacher's%20Place/Shared%20Documents%202118/Writing/Evidence%20%20of%20teacher%20effectiveness%20WRITING.docx](https://lyallbayschool.sharepoint.com/Teacher's%20Place/Shared%20Documents%202018/Writing/Evidence%20%20of%20teacher%20effectiveness%20WRITING.docx) * Developing teacher pedagogical content knowledge through ‘within school lead’ role * 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 * 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 male authors to visit * Explicit teaching of comprehension strategies * 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 <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0> * Read texts that connect with students * 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 * Connect with Māori community/wider community to promote Maori male authors to visit/link up * Explicit teaching of comprehension strategies * Diverse Learners Database to track and monitor student progress * Professional readings to promote Maori achieving success as Maori * Partnerships with family/whānau   **Pasifika students**:   * Read texts that connect with students * Use ideas from Tātaiako * 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> * 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   <https://lyallbayschool.sharepoint.com/:f:/g/Teacher's%20Place/EvU5bgHB2j5NlGG2MbLR1OsBuXpUj7mP6nootWICajzbUw?e=Ns2KjX> | |
| **Mid Year Curriculum Level OTJ 2020 (Reading)** | | | | | | |
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| **End of Year Curriculum Level OTJ 2020 (Reading)** | | | | | | |
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| **Junior Syndicate Action Plans 2020** | | | **Middle Syndicate Action Plans 2020** | | | **Senior Syndicate Action Plans 2020** |
| Build close relationships with whānau  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  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 | | | Build close relationships with whānau  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  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 | | | Build close relationships with whānau  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Text reflect cultural diversity of class  Student voice evident in porgrammes  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 |
| **Key Outcomes** | | | | | **2021 Implications** | |
| 80% students ‘Working Within’ or ‘Working Beyond  A big improvement on mid year data that had shown there was a drop from previous years. After investigating the reasons behind this Kaiako looked at how they could mitigate the outcome. They put in place programmes that supported wellbeing first, this included increasing playbased learning, collaborative teaching and learning in literacy. Collaboration meant there was more understanding and talking amongst Kaiako about learners needs, rather than one teacher with one class, there is a shared responsibility, therefore more options for learners.  Highest % of those WT is Yr 1 (Males 5% of whole school and Females 2% of whole school)  16% NZ Euro underachieving (same as 2019)  76 target learners  There has been accelerated progress for 65 target learners across the school  Yr 1 – 6 (3/8 now WW)  Yr 2 – 22 (2 now WB, 8 now WW, 4 still SWT, 7 moved from SWT to WT)  Yr 3 – 15 (14 now WW)  Yr 4 – 9 (3 now WW, 2 moved from SWT to WT)  Yr 5 – 8 (6 now WW, 4 still SWT)  Yr 6 - 5 ( 3 now WW, 1 move SWT to Wt, 1 moved SWT to WW, 2 still SWT)  Of the reading target tamariki 32% are ELL, 32% receive support from outside agencies or are on specialised programmes | | | | | 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 share adaptive practice that has had impact.  Increase Reading Recovery places  Re establish Early Words Programme  Ensure 2020 planned actions are in action, especially:  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   Māori students:   * Uses Tataiako as a base for learning * Read texts that connect with students * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori   Pasifika students:   * Read texts that connect with students * Use Tapasā as a base for learning * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika   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   Use ideas from Tataiako and Tapasā | |
| **Gender**:  67 (17%) males and 50 (13%) females are ‘Working Beyond’. Yr 4 and 6 boys have highest % WB, followed closely by Yr 4 girls.  Of those WT is even between males and females (1% difference)  Males: all ‘SWT’ are ELL, SWANs or on specialised classroom programnes    Female: All ‘SWT’ are ELL or receive support from outside agencies or are part of specialised in school programmes | **Māori**: (84)  77% ‘WW’ and ‘WB’ Tacking closely to whole school data.    6% ‘are SWT’. All on specialised programmes or are SWANs. All are Males.  74 % Māori males ‘WW’ and WB.    Majority (10%) of those ‘WT’ are Yr 1-2    Higher underachievement compared to NZ European by 6% | **Pasifika**: (34)  79% ‘WW’ and ‘WB’. Tracking similarly to whole school data (less than by 1%).    All Yr 3 and Yr 6 are ‘WW’    20% Pasifika ‘SWT’ and WT all on specialised programmes or are SWANs.  Only one male ‘SWT’.  77 % of Pasifika males WW or WB which is more than other ethnicities.  No ‘WT’ in Yr 3, 5 or 6.    Higher underachievement compared to % NZ European by 4% | | **Asian:** (73)  80% ‘WW’ and ‘WB’, tracking same as whole school.  Slightly higher % Asian represented ‘WT’ as whole school by3%  8% ‘SWT’. ½ are ELL all are on specialised programmes.  No WT in Yr 2, 5, 6.    All ‘SWT’ and ‘WT’ work closely with ELL teachers  80% of both Males and Females are WB or WW  Higher % males are working ‘WT’ than females    Underachievement compared to NZ European is more by 3% |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Writing** | | | | | | |
| **2020 -2021 Charter** | | | | | **Planned actions - 2020** | |
| So that all our children, regardless of background, experience, or capability, will be inspired and empowered to learn.  To increase the number of students working at or above the appropriate curriculum level for **Writing** | | | | | 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 * Design a curriculum approach to writing creating ‘LBS learners writer capabilities/attributes’ * 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 * 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 * 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 * Literacy Learning Progressions   **Teachers**:  [LBS effective writing practice](https://lyallbayschool.sharepoint.com/Teacher's%20Place/Shared%20Documents/Curriculum/ENGLISH%20CURRICULUM%20GUIDELINES%20in%20writing.docx)  Teaching as Inquiry  School Curriculum & Achievement Action Plan  Diverse Learners Database Guidelines (Teacher's Place/General Administration/Building the Best Learners/Lyall Bay School Diverse Learners Database guidelines)  Adaptive Practice and Differentiation lit review  **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 (humour, language features – onomatopoeia, [Boy Writers](https://lyallbayschool.sharepoint.com/Teacher's%20Place/Shared%20Documents%202018/Writing/Staff%20PD/Boy%20Writers.docx?web=1) * 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 whole staff and syndicate meetings * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/> * 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   **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 ‘above’ expected Curriculum Level by Identify the students ‘at’ and promote   goals and learner agency to raise achievement to ‘above’   * 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 * Extra ELL support for children new to NZ with a Bilingual Tutor * [Strategies and Approaches for Teaching Writing](https://lyallbayschool.sharepoint.com/Teacher's%20Place/Shared%20Documents%202018/Writing/Staff%20PD/Strategies%20and%20Approaches%20for%20Teaching%20Writing.docx?web=1) * 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 | |
| **Junior Syndicate Action Plans 2020** | | | **Middle Syndicate Action Plans 2020** | | | **Senior Syndicate Action Plans 2020** |
| Build close relationships with whānau  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Focus on student agency  Phonics programme across all classes  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning  Support within coaching team  Support from Within School leads for Learner agency | | | Build close relationships with whānau  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Focus on student agency  Sharing of adaptive practice  Focussed ELL support  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning  Support within coaching team  Support from Within School leads for Learner agency | | | Review target student data to ensure needs are being met  Consistent monitoring and tracking - Ongoing Target Learner conversations  Culturally responsive programmes developed  Focus on student agency  Sharing of adaptive practice  Focussed ELL support  Student voice evident in programmes  Individual learning goals  Data analysis conversations to self review programmes (individual and small groups)  Writing integrated with Inquiry Learning  Support within coaching team  Support from Within School leads for Learner agency |
| **Mid Year Curriculum Level OTJ 2020 (Writing)** | | | | | | |
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| **End of Year Curriculum Level OTJ 2020 (Writing)** | | | | | | |
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| **Key Outcomes** | | | | | **2021 Implications** | |
| 80% ‘Working Within’ (‘WW’) and Working Beyond’ (‘WB’) which is higher than 2019 (by 13%), and the same result as the reading data. We haven’t had reading and writing data so close to each other in the past.  Biggest cohort increase in Yr 1 and Yr 2. This could be attributed to the PlayBased and Learner Agency programmes that have been put in place.  Collaboration in hubs, across the school, has developed stronger understanding of curriculum levels.  Of the children who are ‘SWT” 33% are ELL, 55% are SWANs, and 11% have other needs; all receive support from outside agencies or are on specialised programmes.  There has been accelerated progress (more than one year in a year) for 15 target learners across the school, with progress (movement from at least one sub level to the next, three sub levels in each curriculum level – a curriculum level spans two years) for 84.  Yr 1 – 1  Yr 2 – 2  Yr 3 – 5  Yr 4 – 2  Yr 5 – 0  Yr 6 – 5 | | | | | 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  Ensure the planned actions for 2020 are included in plans, especially:  Male students:   * Tataiako to be a base document * interest topics, exploring different text types to capture their ideas * Explore Boys engagement in writing for adaptive practices to be implemented   Māori students:   * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Māori   Pasifika students:   * Exposed to texts that connect with students to support writing * Tapasā to be a base document * Syndicate Inquiry Action plans –identify specific goals to raise achievement of Pasifika   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 * Use ideas from Tataiako and Tapasā to make connections | |
| **Gender:**  There is only a 4% difference in females and males ‘WW’ and ‘WB’.  In the past Males results have been less than Females by around 20%.    2% Males SWT in comparison to 2019 when 5.4% were SWT  20% Males WT in comparison to 2019 when 32% were WT. This is the lowest since 2014.  2.3% Females SWT in comparison to 2019 when 2.4% were SWT  14% Females WT in comparison to 2019 when 24% were WT. This is the lowest it has been since 2015. | **Māori**: (84)  79% ‘WW’ and ‘WB’ (7% higher than 2019). Tracking similar achievement against whole school.    Mostly males ‘WT’ than females Different to whole school trend.    ‘WT’ is spread across year levels. The significant cluster of 12 in Yr 6 has been dropped to 7.  There are now 14% WB which is 10% more than 2019.  In comparison with NZ Euro who are WB and WW (82%), Māori are tracking slightly below by 3%. | **Pasifika**: (34)  79% ‘WW’ and ‘WB’ more than previous years (. Tracking in alignment with whole school.    3% ‘SWT’ is new to NZ and ELL.    There is a spread across year levels and gender of those ‘WT’.  Decrease in Males WT with 21% in 2020, 2019 was 33.3%, 46.2% 2018, 60% in 2017, 67% in 2016.    In comparison to NZ Euro WB and WW, Pasifika are tracking slightly below by 3%. | | **Asian:** (73)  77% ‘WW’ and ‘WB’ which is slightly more than previous years (2019 63%). Tracking just 3% lower achievement than whole school.    All ‘SWT” are on specialised programmes. 85% of ‘WT” are ELL and on supported programmes through Play Based Learning and specialised ELL teachers.  No ‘SWT’ in Yr 1-4    The 2020 cohort of Yr 6 has been an ongoing concern. In 2017 66% ‘’SWT’ and ‘WT. 2018 cohort there were 38% ‘SWT’’ and ‘WT’, in 2019 it had dropped to 33%. Now in 2020 it has dropped again to 9% with no one WT and one tamariki ‘SWT’ .  In comparison to NZ Euro WB and WW, Asian tamariki are tracking slightly below by 5%. |

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| **Domain 4: Responsive curriculum, effective teaching and opportunity to learn** | | | | | | |
| **Learning Areas: Maths** | | | | | | |
| **2020 -2021 Charter** | | | | | **Schoolwide Planned actions - 2020** | |
| So that all our children, regardless of background, experience, or capability, will be inspired and empowered to learn.  To increase the number of students working at or above the appropriate curriculum level for **Maths** | | | | | 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**   * Identify three target learners for each classroom so that accelerated learning is targeted and specific * Continue utilising the support of external advisors to further develop teacher knowledge (pedagogy and content knowledge) * Continue developing collaborative practices across classrooms, syndicates and school * Design a curriculum approach to mathematics creating ‘LBS learners mathematics capabilities/attributes’ * Continue to build teacher role in the classroom, using talk moves, 5 Practices, Launching Tasks and rich tasks * Develop framework to support teachers in providing a balanced mathematics programme * Design a school-wide assessment schedule that fits the intended outcomes for LBS learner agency * Review assessment tasks so that specific skills, knowledge and attitudes is captured of our learners through formative assessment * Moderate mathematical assessments school-wide to ensure that curriculum level expectations are the same throughout the school * 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 * 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 – Maori/European male, Yr 2 – Pasifika, Yr 3 – Maori male, Yr 4 – females, Yr 5 – Pasifika females)   **Māori students**:   * Revisit Tātaiako principles at whole staff and syndicate meetings   <https://educationcouncil.org.nz/content/t%C4%81taiako-cultural-competencies-teachers-m%C4%81ori-learnerspdf-0>   * Syndicate Inquiry Action plans –identify specific Māori learners * Read and implement aspects of Te Kotahitanga <http://tekotahitanga.tki.org.nz/> * Select rich tasks that are culturally responsive and authentic for learners * Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being * Partnerships in learning – whanau – goal setting interviews * Promote gathering ‘perspectives’ – Māoridom views in discussions   **Pasifika students**:   * Practice cultural competencies outlined in Tapasā - introduce at Team level <http://pasifika.tki.org.nz/Tapasa> * Select rich tasks that are culturally responsive and authentic for learners * Syndicate Inquiry Action plans –identify specific Pasifika students * 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 * Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement   **Asian students**:   * Syndicate Inquiry Action plans –identify specific Asian students * Plan for and teach academic vocabulary to allow students to access word problems * Select rich tasks that are culturally responsive and authentic for learners * Effective practice for explicit teaching and learning * Build partnerships with whanau – goal setting interviews | |
| **Junior Syndicate Action Plan 2020** | | | **Middle Syndicate Action Plan 2020** | | | **Senior Syndicate Action Plan 2020** |
| Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Ongoing Target Learner conversations  Use PD to improve teacher practice  Data analysis meetings to identify adaptions in practice  Collaborative teaching and learning  Culturally responsive teaching  Moderation of assessment | | | Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Ongoing Target Learner conversations  Use PD to improve teacher practice  Data analysis meetings to identify adaptions in practice  Culturally responsive teaching  Collaborative teaching and learning  Moderation of assessment | | | Review target student data to ensure needs are being met  Monitor target students at syndicate meetings  Use target learner release to analyse data and set up programmes  Ongoing Target Learner conversations  Use PD to improve teacher practice  Data analysis meetings to identify adaptions in practice  Culturally responsive teaching  Collaborative teaching and learning  Moderation of assessment |
| **Mid Year Curriculum Level OTJ 2020 (Number and Algebra)** | | | | | | |
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| **End of Year Curriculum Level OTJ 2020 (Number and Algebra)** | | | | | | |
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| **Key Outcomes** | | | | | **2021 Implications:** | |
| 77% ‘WW’ and ‘WB’. This is higher that 2019 where we had 69% WW and WB  The 2020 Yr 6 cohort has been a concern since 2017, with the lower numbers achieving at the expected curriculum level than the rest of the cohorts. There is progress being made with these Ākonga and the introduction of collaborative maths teaching and learning is having some effect with many of this cohort. 75% are now WW or WB, slightly higher than 2019 where it was 72%. This result puts them in alignment with other cohorts (Yr 5 – 71%, Yr - 76%, Yr 3 – 77%, Yr 2 – 66%, Yr 1-1 82%)  Five Target learners have made accelerated progress (more than one years progress in a year) and 91 who have made progress in 2020  Yr 3 - 1  Yr 4 - 1  Yr 5 - 2  Yr 6 - 1    There is still a need to focus on specific groups/cohorts requiring school-wide strategic planning to address ‘underachievement’ as outlined in Implications. | | | | | Early targeting and monitoring is required to ensure closing of gaps early – investigation of students needs, and abilities required  **Implications to maths teaching practice**  identify effective pedagogy in maths supporting building practice  Teachers share adaptive practice that has had impact.  Early targeting and monitoring is required to ensure closing of gaps early – investigation of student’s needs, and abilities required  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**   * Identify three target learners for each classroom so that accelerated learning is targeted and specific * Continue utilising the support of external advisors to further develop teacher knowledge (pedagogy and content knowledge) * Continue developing collaborative practices across classrooms, syndicates and school * 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 * 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   **Māori students**:   * Syndicate Inquiry Action plans –identify specific Māori learners * Select rich tasks that are culturally responsive and authentic for learners * Know the learner - Create learner profiles – goals, aspirations, strengths, challenges, supports, interests, passions, well being * Partnerships in learning – whānau – goal setting interviews   **Pasifika students**:   * Select rich tasks that are culturally responsive and authentic for learners * Syndicate Inquiry Action plans –identify specific Pasifika students * 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 * Promoting high expectations for Pasifika achievement as lowest % in mathematics achievement   **Asian students**:   * Syndicate Inquiry Action plans –identify specific Asian students * Plan for and teach academic vocabulary to allow students to access word problems * Select rich tasks that are culturally responsive and authentic for learners * Effective practice for explicit teaching and learning * Build partnerships with whanau – goal setting interviews | |
| **Gender**:  84% Males ‘WW’ and ‘WB’ again slightly higher than 2019 which was 79%  68% Females WW’ and ‘WB’ these results are similar to 2019 (68.9%)    Half the % of females ‘WB’ than males    The gap between male and female from 2017 to 2019 had closed considerably but has increased again this year.  % of SWT is similar for males and females. All SWT are involved in special programmes for ELL or ongoing needs. | **Māori:** **(84)**  77% of Māori Ākonga ‘WW’ and ‘WB’, achievement tracking same as whole school. This is higher than 2019 (71%).    Of those ‘SWT’ 66% are SWANs and 33% are on specialised programmes,    More males SWT and WT than females.  In comparison with NZ Euro who are WB and WW (83%), Māori are tracking below by 6%. | **Pasifika**: **(34)**  59% of Pasifika Ākonga ‘WW’ ‘WB’, this is higher than 2019 (44%). Tracking below whole school achievement by 18%    No SWT as there was mid year.    More females WT than males. Cohort of Yr 4 females and Yr 2 females that are a concern. These females will be part of a targeted intervention.  In comparison with NZ Euro who are WB and WW (83%), Pasifika are tracking lower by 24%. | | **Asian: (73**)  79% of Asian Ākonga ‘WW’ and ‘WB,’ tracking slightly higher than whole school achievement by 2%, 2019 Asian maths achievement was at 74%    Higher % represented ‘WB’ than all other ethnicities. (Asian 31%, Māori 20%, Pasifika 6%, NZ Eur 23%, Whole school 27%)    ‘SWT’ are all on specialised programmes for individual needs.    In comparison with NZ Euro who are WB and WW (83%), Asian are tracking below by 4%. |

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| **Domain 5:   Professional capability and collective capacity** | |
| **2021 Charter Goals** | **Planned actions - 2020** |
| **Inspiring Leaders:**  Grow Individual Leader Capability – build capacity for ongoing improvement and innovation  Strengthen Understanding of Leadership – build capacity for ongoing improvement and innovation  Increase Team Trust and Cohesiveness – sustain collaborative learning and decision making  **Empowering Teachers’**:  Draw on teachers’ collective strengths – build professional capability and collective capacity  Grow student interests and aspiration – learning opportunities align with school vision, values, goals and targets | Within School Leads as leaders of learning  Identify those with strength in coaching to further develop model for LBS  Develop Leadership Qualities framework  Open conversations to set priorities  Take part in Disc profiling – or similar  All leaders to attend leadership course with Brendan Spillane  Share and evaluate current practice  Arrange visits to other schools to integrate theory and practice  Set protocols for collaborative planning and teaching |
| **Key Outcomes** | **2021 Planned actions:** |
| All teachers use Teaching as Inquiry to improve outcomes for students  Collaborative planning and teaching developing in hubs across the school  Leaders took part in workshops with Brendan Spillane and SpringBoard Trust. Leaders had individual coaching through SpringBoard Trust.  Performance management system lends itself to teachers’ identifying learning goals, sources of feedback on effectiveness from outside PD provider, team leader, DP, principal, buddy teachers, colleagues from other schools  Professional learning opportunities aligned with school goals | Within School Leads as leaders of learning  Review and respond to coaching framework  Open conversations to set priorities  Professional Development offered to staff according to their Inquiry and school direction  Share and evaluate current practice  Arrange visits to other schools to integrate theory and practice  Set protocols and vision for collaborative planning and teaching |
| **Domain 6:   Evaluation, inquiry and knowledge building for improvement and innovation** | |
| **2020 Charter Goals** | **Planned actions - 2020** |
| **Empowering Teachers’:**  Draw on teachers’ collective strengths – collective capacity to do and use evaluation, inquiry and knowledge building | Evaluation, inquiry and knowledge building capability facilitates engagement with external evaluation and the wider education community  As part of Kāhui Ako leaders and teachers participate in, contribute to and lead purposeful evaluation, inquiry and knowledge building in professional learning communities that include a range of educators from other school/contexts |
| **Key Outcomes** | **2021 Planned actions:** |
| WSLs focussed with school across the Kāhui Ako  Team of three focussed with school on te reo and tikanga across Wellington. | Relevant internal (Within School Leads, DP’s, principal) and external expertise is used to build capacity in evaluation of programmes, inquiry in focus area.  Use data, sound evidence (internal: diverse learners database), posing focused questions, coaching to inquire into student achievement and wellbeing  All teachers take part in Teaching as Inquiry using coaching to build knowledge, improvement and innovation |

**ANNUAL STUDENT ACHIEVEMENT TARGETS**

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| **STUDENT ACHIEVEMENT TARGET 1: Action Plan** (also see Building Best Learners Plan) | | | | | | |
| **ANNUAL AIM 1:** All students are able to access The New Zealand Curriculum | | | | **TARGET AREA:** Reading | | |
| WWB – Working Well Beyond, WB – Working Beyond, WW - Working within, WT – Working Toward, SWT – Sub Working Toward | | | | | | |
| **BASELINE DATA:** (from 2020 data)  80% of students WW and WB across the school  20% of all students SWT and WT  23% Māori students SWT and WT – 4% of whole school  20% Pasifika students SWT and WT – 1.7% of whole school  19% Asian students SWT and WT - 3.5% of whole school  11% Males SWT and WT  19.7% Females SWT and WT | | | | | | |
| *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in Year 1 and 2.  Year 1 – 15% of yr 1  Year 2 – 37% of yr 2 | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners year 3 and 4  Yr 3 – 19% of yr 3  Yr 4 – 3% of yr 4 | | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 5 and 6  Yr 5 – 19% of yr 5  Yr 6 – 9% of yr 6 | |
| ANNUAL TARGET: All students to make progress, with target learners making accelerated progress toward the appropriate curriculum level in Reading. | | | | | | |
| ACTION PLAN: | | | | | | |
| What will the school do to meet the target? | **When will it be done by?** | | **Who is involved/responsible?** | | | **What resources will be allocated to meet target?** |
| Target Action Sheet – drafted and presented to teams. Identifying ALL target learners, to establish a shared understanding of adaptive practice. | Ongoing | | Kaiako, leaders | | | Leadership release |
| Work with parents, families and whānau around ways to support student’s learning. Goal setting sessions with tamariki, whānau and kaiako | Ongoing | | Kaiako, whānau, tamariki | | |  |
| Review assessment data with syndicate and determine the particular learning needs | Termly | | Kaiako, leaders | | |  |
| Development of Learner Profiles – ongoing to track and monitor student progress and achievement | Ongoing | | Kaiako, leaders | | |  |
| Moderation of running records to ensure consistency across the school. | Ongoing | | Kaiako, leaders | | |  |
| Data analysis meeting to determine impact of adaptive practices for target students | After release | | Kaiako, leaders | | |  |
| Regular reporting against syndicate action plan | Ongoing | | Kaiako, leaders | | |  |
| Data analysed to inform progress and planning for following year | Term 4 | | Leadership team | | |  |
| Student voice considered in choice Reading Materials to encourage engagement | Ongoing | | Kaiako | | |  |
| WSL Cultural Responsiveness Cultural Sustainability to build teacher knowledge and understanding | Ongoing | | Kaiako | | |  |
| School-wide professional development for teachers on culturally responsive teaching practice. Ties in with Tataiako professional development. | As required | | Kaiako | | |  |
| Tuakana/teina programme | Ongoing | | Kaiako | | |  |
| **Final Data:** *End of Term 4* | | | | | | |
| **Analysis:** | | | | | | |

**ANNUAL STUDENT ACHIEVEMENT TARGETS**

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| **STUDENT ACHIEVEMENT TARGET 1: Action Plan** | | | | | | |
| **ANNUAL AIM 1:** All students are able to access The New Zealand Curriculum | | | | **TARGET AREA:** Writing (also see Building Best Learners Plan) | | |
| **BASELINE DATA:**  80% of students WW and WB across the school  20% students SWT and WT across the school  20% Māori students SWT and WT – 4% of whole school  20% Pasifika students SWT and WT – 1.7% of whole school  23% Asian students SWT and WT – 4.3% of whole school  22% Males SWT and WT  17% Females SWT and WT | | | | | | |
| *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 1 and 2 .  Year 1 – 18% of yr 1  Year 2 – 37% or yr 2 | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 3 and 4 Cohorts.  Yr 3 – 33% of yr 3  Yr 4 – 23% of yr 4 | | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 5 and 6 Cohorts.  Yr 5 – 24% of yr 5  Yr 6 – 25% of yr 6 | |
| ANNUAL TARGETS: All students to make progress, with target learners making accelerated progress toward the appropriate curriculum level in Writing. | | | | | | |
| ACTION PLAN: | | | | | | |
| What will the school do to meet the target? | **When will it be done by?** | | **Who is involved/responsible?** | | | **What resources will be allocated to meet target?** |
| Target Action Sheet – drafted and presented to teams. Identifying ALL target learners, to establish a shared understanding of adaptive practice. | Ongoing | | Kaiako, leaders | | | Leadership release |
| Moderating of writing samples | Wk 3 terms 1 and 3 | | Kaiako | | |  |
| Data entered onto HERO/easTTle. Analysis | Wk 5 terms 1 and 3 | | Kaiako and leaders | | |  |
| Establish relationships between school and home. Welcome adults in to support writing programme. | Ongoing | | Kaiako, whānau | | |  |
| Goal setting with the children | Ongoing | | Kaiako, tamariki | | |  |
| Goal setting conferences with families | Terms 1 and 3 | | Kaiako, whānau | | |  |
| Review use of Tataiako and embedding practice. | Ongoing | | Kaiako, leaders | | |  |
| WSL Cultural Responsiveness Cultural Sustainability to build teacher knowledge and understanding | Ongoing | | Kaiako | | |  |
| LLP used to inform planning and teaching programmes. | Ongoing | | Kaiako | | |  |
| Student voice collected throughout the year to inform writing topics, focus with males | Ongoing | | Kaiako, leaders | | |  |
| School-wide professional development for teachers on culturally responsive teaching practice. Ties in with Tataiako professional development. | As required | | Kaiako | | |  |
| ELL support for learners – withdraw and in-class programmes across school. | Ongoing | | Kaiako, ELL Kaiako | | | DP release |
| Clicker 7 used to support some learners. | Ongoing | | Kaiako, SENCO | | | DP release |
| **Final Data:** *End of Term 4* | | | | | | |
| **Analysis:** | | | | | | |

**ANNUAL STUDENT ACHIEVEMENT TARGETS**

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| **STUDENT ACHIEVEMENT TARGET 1: Action Plan** | | | | | | |
| **ANNUAL AIM 1:** All students are able to access The New Zealand Curriculum | | | | **TARGET AREA:** Maths (also see Building Best Learners Plan) | | |
| **BASELINE DATA:**  77% of students WW, WB and WWB across the school  23% students SWT and WT across the school  21% Māori students SWT and WT – 5.3% of whole school  41% Pasifika students SWT and WT – 3.5% of whole school  20% Asian students SWT and WT – 3.8% of whole school  15.6% Males SWT and WT  31% Females SWT and WT | | | | | | |
| *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 1 and 2.  Year 1 – 13% of yr 1  Year 2 – 27% of yr 2 | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 3 and4 Cohorts.  Yr 3 – 20% of yr 3  Yr 4 – 5% of yr 4 | | | *Cohort data:*  Our baseline data (end of year Overall Teacher Judgements) identified target learners in year 5 and 6 Cohorts.  Yr 5 – 24% of yr 5  Yr 6 – 20% of Yr 5 | |
| ANNUAL TARGETS: All students to make progress, with target learners making accelerated progress toward the appropriate curriculum level in Maths. | | | | | | |
| ACTION PLAN: | | | | | | |
| What will the school do to meet the target? | **When will it be done by?** | | **Who is involved/responsible?** | | | **What resources will be allocated to meet target?** |
| Target Action Sheet – drafted and presented to teams. Identifying ALL target learners, to establish a shared understanding of adaptive practice. | Ongoing | | Kaiako, leaders | | | Leadership release |
| Team Meeting – Professional Learning Conversations to establish implementation of next steps and sharing of practice | Ongoing | | Kaiako, leaders | | | Leadership release |
| Goal Setting Conferences | Terms 1 and 3 | | Kaiako | | |  |
| Moderation meetings – to ensure that there is consistency throughout the school for JAM and GLoSS, and OTJ. | Ongoing | | Maths leads, Kaikao | | |  |
| Observations – focus on teaching and learning | Ongoing | | leaders | | | Leadership release |
| School-wide professional development for teachers on culturally responsive teaching practice. Ties in with Tataiako professional development. | As required | | Kaiako | | | Monies budgeted in PD for external support |
| Maths to be integrated and explored through a wide range of rich tasks. | Ongoing | | Kaiako, leaders | | |  |
| Tuakana/Teina programme. When working with buddy classes opportunities will be created for mathematical activities. | Ongoing | | Kaiako | | |  |
| **Final Data:** *End of Term 4* | | | | | | |
| **Analysis:** | | | | | | |