



Poipoia te kākano kia puāwai – *Nurture the seed and it will thrive*

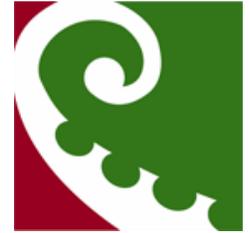
# CHARTER

# 2021–2023



## Koraunui School

Koraunui School was established in 2005 after the merger of Kamahi and Stokes Valley Schools and resides on the original Stokes Valley School site. We are a state, co-educational contributing primary school have classes for students in Years 0 to 6 who are aged between 5 and 11 years. We offer both Auraki (mainstream) and Bi-lingual (Maori Medium moving from Level 3 to Level 2) classes for our students. We have a maximum roll of 340 students, most of who reside within Stokes Valley.



Our students reflect the culturally and socio-economically diverse society in which we live. 46% identify Māori as their first ethnicity, 25% identify as Pākehā/New Zealand European, 19% identify as Pasifika and 10% identify as other ethnic groups including African, Indian, Sri Lankan, Chinese, Asian, Filipino, and Dutch. We aim to build on New Zealand's bicultural heritage and the cultural strengths of our local community.

## Our Vision

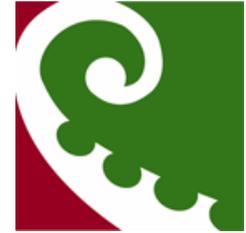
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We aim to help every child to achieve personal success in their learning, competencies and skills they will need for life, working towards being the best version of themselves they can be. We accept that every person is a unique individual who brings their own history, knowledge, experiences and skills with them that they can apply to their learning and our school. Through our school KORAU values, CHOICE Theory practices, key competencies, high expectations and strong relationships, we will help build up tamariki, so they are prepared for challenges now and in the future.



## Our KORAU Values

Koraunui School values, **Kind, Own, Respect, Aspire** and **Unite** underpin all we do at Koraunui School and lead us towards living our school vision. They are evident in our relationships, the way we all work with and relate to others, especially how the children learn to manage themselves and get along with others. The KORAU values were identified through consultation with our learning community and represent the collective beliefs of how we expect all people to act and manage themselves at Koraunui School.



### **Kind/Manaakitanga**

We show Kindness to people and the environment.

### **Own/Rangatiratanga**

We Own our own behaviour.

### **Respect/Whakaute**

We Respect the rules, people, and the school.

### **Aspire/Wawata**

We do quality work and strive for excellence.

### **Unite/Whanaungatanga**

We work as a team / whanau. We are inclusive.

**KORAU**

**I W E S N**

**N N S P I**

**D P I T**

**I E R E**

**T C E**

**T**

## Te Tiriti o Waitangi

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Te Tiriti o Waitangi (the Treaty of Waitangi) is one of eight principles in The New Zealand Curriculum that provide a foundation for a school's decision making.

"The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga." The New Zealand Curriculum, p 9.

The Education and Training Act 2020 sets giving effect to te Tiriti o Waitangi as a primary objective for the board of trustees, including by:

- ensuring plans, policies, and local curriculum include local tikanga Māori, mātauranga Māori, and te ao Māori
- taking reasonable steps to offer or make available instruction in tikanga Māori and te reo Māori
- having equitable outcomes for Māori students.

See [Māori Educational Success](#) .

Koraunui School's commitment to the principles of te Tiriti o Waitangi is reflected through the following:

### Partnership and consultation

We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We access cultural advice as appropriate and consult with our Māori community in creating and maintaining our school charter/strategic plan so that it reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

### Protection and self-determination

We respect each person's [cultural diversity](#) and their right to follow their cultural direction. We take all reasonable steps to offer teaching in te reo Māori and tikanga Māori as part of the government's [Maihi Karauna](#) strategy to revitalise Māori language.

### Participation

We promote equitable Māori achievement and equal opportunities for all members of the school community, including our staff and our students who need extra support at school.

## PRINCIPLES: Foundations of curriculum decision making (NZC)

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand’s unique identity. Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored. All curriculum should be consistent with these eight statements:



**High expectations:** The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

While understanding that the journey may be longer and harder, Koraunui staff will never use home circumstances as an excuse to lower the learning expectation of any child. The ‘learning journey’, shared with the child and whanau, is the guide by which curriculum decisions are made.

**Treaty of Waitangi:** The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Both te reo Maori/English and English medium streams are open to all children at Koraunui School and is parental choice. Te reo Maori is accorded its rightful place in all classes, being incorporated into daily teaching practice. Staff are actively encouraged to increase personal proficiency with te reo Maori and English.

**Cultural diversity:** The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.

Staff will explore the cultural/spiritual norms of all ethnicities represented in the school, and give due consideration to these when making contextual decisions; with curriculum delivery and the day to day functioning of the school.

**Inclusion** The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

The school willingly accepts all children, irrespective of learning needs, family background and ethnicity. New families will receive a warm, positive welcome and will know that the school staff have the best interests of the child as a priority. Koraunui School staff appreciate the need to actively assure parents of children with special needs that they are valued in the school setting.

**Learning to Learn:** The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. This will be achieved through clear and concise learning intentions and success criteria, co-constructed by teachers and pupils.

**Community engagement:** The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities. Teachers will actively draw on and expand the richness of knowledge all children have within their personal experiences, particularly those who come from a cultural background different to themselves - the teacher becoming the learner in these circumstances.

**Coherence:** The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Learning contexts will be developed that build on from prior knowledge, initially relate to the children's known environment and be expanded by provision of real experiences beyond the school gate and exploration through technologies available at Koraunui School.

**Future focus:** The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalization.

Programmes and practices that model and encourage children to pick up these challenges.



## Key Competencies: Capabilities for living and lifelong learning (NZC)

Key competencies are the capabilities people have, and need to develop, to live and learn today and in the future.

The New Zealand Curriculum identifies five key competencies:

thinking

using language, symbols, and texts

managing self

relating to others

participating and contributing



**Thinking** is about using creative, critical, and meta-cognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

**For a child to display intellectual curiosity we must ensure the school environment (in every sense) encourages this. There are four key areas that must be considered to ensure our children can become competent thinkers.**

1. **That a desire to know 'stuff' is within a child's 'Quality World'**; something they value. For this to develop, a child's basic needs – survival, fun, freedom, power, love & belonging – need to be met.
2. **Children need to be able to take learning risks safely**; secure in the knowledge they will not be ridiculed by staff or other children.
3. **Learning contexts must be stimulating** and build on prior knowledge.
4. **Thinking 'tools'** need to be actively taught.

**Using language, symbols, and texts** is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological. Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.

Many children entering Koraunui School arrive with minimal preparatory skills. Significant development in oracy is a necessity to prepare them for successful growth in literacy and numeracy. Some children arrive to school with preparatory skills well established and their needs are equally important and should not be held back. NZ research through the best evidence synthesis informs that the first year of learning is vital in ensuring success in later years. Our challenge is to accelerate the acquisition of skills in this first year, to ensure children can access the curriculum in later years. Transition to school and Year One programme developments are a core focus at Koraunui School. There is increasing participation from ECE centres in school programmes; for example the PMP programme, As children progress through the school, learning intentions and success criteria become increasingly co-constructed and children take on ownership of the learning process. It is also important to consider parental educational needs and staff encourage active participation by whanau in the learning programmes at school.

**Managing self** is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.

A school utilising choice theory principles resists punishing and encourages personal responsibility. When self-management is an issue, the same principles apply to this area as in any other learning area. For example, if a child is unreliable, they are taught the skills inherent in being reliable and encouraged to practice them, receiving meaningful feedback along the way. Opportunities to develop strong self-management and self-reliance skills are proactively introduced. For example, Year 6 children are expected to earn their way to the school camp through Work Club and 50c stall fundraising.

**Relating to others** is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas. Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.

This competency is directly taught through Choice Theory and is key to successful learning in all other areas. Damaging behaviours, such as bullying, are addressed by teaching children a more effective way of relating to others. Natural consequences, known prior to a choice being made, replace punishment. Opportunities for co-operative work are provided, taking leadership roles nurtured. For example, the tuakana/teina approach inherent in whanau classes and the buddies programme. Research tells us that a child requires a positive and supportive relationship with the teacher to progress well. Organisational structures are developed, where possible, to minimise disruption to learning, by keeping children with the same teacher if the relationship is positive and evidenced by learning progress.

**Participating and contributing** is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to

make connections with others, and to create opportunities for others in the group. Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

**Sporting and cultural activities strongly support the development of these competencies within the school. Examples of the many activities Koraunui School offers are Kapahaka (performance and participation groups), Pasifika, Polyfest, regional Artsplash events in choir, dance and drama, school productions involving every child, a myriad of sporting opportunities: basketball, netball, cricket, swimming, touch. The school also engages in community events, helping children to understand their place in the Stokes Valley community. For example: Marae open days, village fairs, singing at the shopping centre.**



# Vision & Our Strategic Aims

## CONFIDENCE

*to nurture and build children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development*

## INCLUSION

*to create an inclusive, happy and safe learning environment, where the student voice is appreciated, and the diversity of the school community is reflected*



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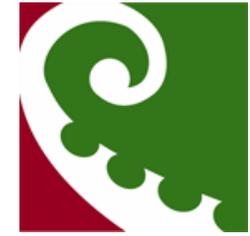
## INNOVATION

*to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.*

## ACHIEVEMENT

*for each child to strive to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.*

# Strategic Goals



Making connections to NELP	Objective 4 Barrier Free Access	Objective 1 Learners at the Centre	Objective 3 Quality Teaching and Leadership	Objective 2 Future of learning and work
<b>Our Goals</b>	<b>CONFIDENCE</b> <i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i>	<b>INCLUSION</b> <i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated, and the diversity of the school community is reflected.</i>	<b>INNOVATION</b> <i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i>	<b>ACHIEVEMENT</b> <i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i>
	<b>Aim</b>	<ul style="list-style-type: none"> <li>• Children are comfortable and confident to express themselves in their preferred language and format.</li> <li>• Children are able to express and promote themselves in a responsible way through effective communication skills.</li> <li>• Children have the confidence to positively self-manage and show self-regulating behaviour in a safe and supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The school honours and values the Treaty of Waitangi with increasing use of Tikanga and Te reo throughout the Kura.</li> <li>• The school provides support for our Pasifika students in their learning environment.</li> <li>• The school has a multi-cultural curriculum that celebrates diversity.</li> <li>• The school recognises and values different needs, abilities and background of students.</li> <li>• The school environment is positive and supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will be engaged in learning embedded in real world contexts.</li> <li>• Children will display curiosity and risk-taking in learning.</li> <li>• Children have opportunities both within and outside of the school to be part of innovative and future focused learning.</li> </ul>

# Actions

## Building on our strengths to:

- Connect with the wider community, particularly those who can offer tuakana/teina to our children, and those for whom our children can do the same, being role models themselves.
- Extend the class treaty to identify and encourage child input.
- Class sociograms used proactively and positively to enable children to see how their actions impact on others.
- Pride in being an EnviroSchool and its positive impact on our future communities.
- Being culturally responsive & valuing our beliefs e.g. through our whanau and Pasifika learning models.

- Establish a schoolwide NOHO to share the school kaupapa, to genuinely engage with our school families/ whanau
- Increased integration of bi-lingual Maori-English/English-Maori classes through joint project time across cohorts
- Establishing connections and relationships with our local community
- Celebrate culturally significant events through the year that are relevant to our school, students and community
- Establish a virtual welcome mat for all coming into our school through creation of a welcoming atmosphere, K.O.R.A.U,
- Carry through learnings from the MoE Inclusive Practices Development Programme

- On-going use of Choice Theory to develop self –awareness and self-responsibility
- Support children to understand boundaries and where flexibility should be encouraged. This will reflect in their increased confidence to try new things and accept risk.
- Identify STEM opportunities and prepare to implement where children have greater input into their classroom environment and activities.
- Provide ‘joyful’ learning opportunities throughout the school.
- Encourage curiosity and risk-taking through learning opportunities.
- Engage with the EnviroSchools network and embark on a deliberate and continuous pathway to become a gold EnviroSchool
- Development of technology as an integral part of all future learning in our and future schooling
- “Hub for science and technology”

- Deepen students’ knowledge and application within the curriculum and recognise the importance of all curriculum areas.
- Invest in the up-skilling of all staff, to ensure they are equipped to support learners’ academic and emotional needs
- Utilise data: attendance, punctuality and family engagement against achievement data to identify any correlation to performance.
- Identify learning groups requiring additional support, to link with appropriate resources
- Involve the community - curriculum to reflect the diversity of cultures within the community. Opportunity for whanau and aiga to lead/participate in topics to celebrate and engage all learners.
- Invest in reading material that will appeal in particular to boys.
- Bring the nature of science to the fore in curriculum planning, as a context for learning

## Measure

- Using a variety of measures to reflect confidence in our children:
  - Reflective statements
  - Student voice
  - Engagement
- Willingness to make mistakes, step up, step out

- Observation and record of Te Reo to measure increased usage.
  - Community engagement with the school. Measure the volume of contact across families, cultures and the community with the school, with the aim to see increased positive engagement.
  - Carry through the records of inclusive practice improvements, as detailed in the MoE development programme.
- Feedback on Pasifika class achievement

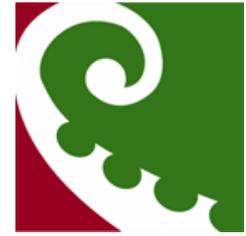
- Success with children's learning curiosity with risk propensity will be demonstrated by the innovative ideas the school trials that are driven from the student body voice. The school will record the number of ideas born from students and the rationale utilised to determine which initiatives to trial.
- Learner, staff and community surveys will also act as 360-degree review to identify any improvement felt and observed.
- Achieve Enviroschool bronze status in 2015, silver in 2016 and gold in 2017.
- Tamariki are empowered and passionate about/ have an awareness of, and can model awareness of the environment

- Baseline data to be collected prior to each targeted intervention, with milestone assessments completed to identify progress.
- Consistent collection of evidence can include: learner surveys, OTJ assessments and observation.
- Curriculum leaders to be provided defined times to ensure collection of evidence occurs.
- Provide mechanisms for staff to verify and validate their work eg peer evaluation
- Gauge staff capability in teaching the nature of science through involvement in professional development.
- Use of appropriate assessments through the year.

## KEY REFLECTIONS

- We will be **deliberate** with our **investment** in our **relationships**.
- Take time to **make time** and ensure that **planning** and the collection of **evidence** occurs.
- Complete **regular reviews** to identify how we are **progressing** and whether we are making an **impact**.
- We will be **agile** and **respond** to learners needs whilst incorporating **input** from the **community**.

# Annual Plan 2021



<b>Our Goals</b>	<b>Property</b>	<b>Governance</b>	<b>Finance</b>
	<ul style="list-style-type: none"><li>• Work with the Ministry of Education and our Project Manager to complete 5YA and additional property funding (SIP) projects.</li><li>• Develop plans for a new playground and begin construction.</li><li>• Work with property consultation to develop our school 10-year property plan.</li><li>• Ensure significant hazards and health and safety issues are identified, recorded, and dealt with in a timely way.</li></ul>	<ul style="list-style-type: none"><li>• Implement school vision, making this central to all the work we do.</li><li>• Carry out consultation with Maori and Pasifika communities through termly meetings.</li><li>• Reporting student achievement for our Maori and Pasifika students will take place during the year.</li><li>• Health curriculum consultation with the school community.</li></ul>	<ul style="list-style-type: none"><li>• Prepare and follow an approved annual budget.</li><li>• Ensure financial expenditure reflects our current goals and sufficient planning is in place for sustainability in the future.</li><li>• Monitor expenditure throughout the year to ensure expenditure reflects our annual budget. Specific focus will be placed on the impact of staffing costs.</li></ul>

National Education Learning Priorities	Linked to NELP Objective 4 Future of Learning & Work	Linked to NELP Objective 1 Learners at the Centre	Linked to NELP Objective 3 Barrier Free Access	Linked to NELP Objective 2 Quality Teaching & Learning
<b>Our Goals</b>	<b>CONFIDENCE</b>	<b>INCLUSION</b>	<b>INNOVATION</b>	<b>ACHIEVEMENT</b>
	<i>to nurture children's confidence and grow orators who are encouraged to voice their quality world and feel engaged in their development</i>	<i>to create an inclusive, happy and safe learning environment, where the student voice is appreciated, and the diversity of the school community is reflected.</i>	<i>to foster children's curiosity whilst celebrating innovation and encouraging appropriate risk.</i>	<i>for each child to achieve their optimum academic performance, through offering a broadened curriculum and investing in those who need greater support.</i>
	<ul style="list-style-type: none"> <li>• Work collaboratively within our school and between Kahui Ako schools on our identified projects, strengthening relationships and networks to improve educational opportunities for students and our Kahui ako community.</li> <li>• Staff to work collaboratively to promote school-wide expectations for staff and students based on PB4L practices. Clear systems will be embedded across the school.</li> <li>• Focus on the well-being of children and making school a place where all children feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement school vision, making this central to all the work we do and linking to KORAU values/CT and cultural make up of our school and community.</li> <li>• Work to improve attendance of identified at risk students.</li> <li>• Work with Learning Support Coordinators to develop and implement school-wide and specific interventions to support identified learning and behaviour as well as Kahui ako identified goals.</li> <li>• Actively build a stronger connection with Koraunui Marae.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in whole school DMIC (Developing Mathematical Inquiry Communities) professional development. This is a 3-year development process. Develop curriculum and assessment overview.</li> <li>• Focus on lifting spoken Te reo and begin literacy development for Level 2 – MMI working with the facilitator to plan the process for this, so changes implemented are sustained over time. The focus for this year will be on oral language and literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in Literacy professional development based on Liz Kane and Sheena Cameron's approach to teaching reading and writing.</li> <li>• Review assessment, monitoring and reporting practices to ensure these reflect the teaching approaches being used and that they provide relevant and meaningful information for teachers and families. Investigate the PACT tool to for suitability for assessment.</li> <li>• Annual Student Achievement Targets set for literacy and maths.</li> <li>• Building staff capability and teaching practice through aligning identified needs and long-term planning of the school as a part of the Professional Growth Cycle.</li> </ul>

### Target for Raising Student Achievement in Reading 2021

<b>Focus Area</b>	<p><b>To ensure student achievement in literacy</b></p> <ul style="list-style-type: none"> <li>• Children who achieve to nationally recognised levels of expectation.</li> <li>• Children who are future focused and as such are more environmentally aware and ethical in practices.</li> <li>• Children who are risk takers in their learning</li> </ul>
<b>Baseline Data</b>	<p>2020 Year 2 End of Year Data: <u>Reading</u></p> <p><u>All Students</u></p> <ul style="list-style-type: none"> <li>• 7/41 (17%) of all students in Year 2 at the end of 2020 were <b>working at or above</b> the expected reading curriculum level.</li> </ul> <p><u>Gender</u></p> <ul style="list-style-type: none"> <li>• 1/4 (25%) of the students <b>working above</b> the expected curriculum level in reading were male and 3/4 (75%) were female.</li> <li>• 2/3 (66%) of the students <b>working at</b> the expected curriculum level in reading were male and 1/3 (33%) were female.</li> <li>• 7/15 (47%) of the students <b>working below</b> the expected curriculum level in reading were male and 8/15 (53%) were female.</li> <li>• 9/19 (47%) of the students <b>working well below</b> the expected curriculum level in reading was male and 10/19 (53%) were female.</li> </ul> <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> <li>• 0/20 (0%) of students identifying as Maori were <b>working above</b> the expected curriculum level.</li> <li>• 1/20 (5%) of students identifying as Maori were <b>working at</b> the expected curriculum level.</li> <li>• 5/20 (25%) of students identifying as Maori were <b>working below</b> the expected curriculum level.</li> <li>• 14/20 (70%) were working <b>well below</b> the expected curriculum level.</li> </ul> <ul style="list-style-type: none"> <li>• 0/10 (0%) of students identifying as Pasifika were <b>working above</b> the expected curriculum level.</li> <li>• 2/10 (20%) of students identifying as Pasifika were <b>working at</b> the expected curriculum level.</li> <li>• 5/10 (50%) of students identifying as Pasifika were <b>working below</b> the expected curriculum level.</li> <li>• 3/10 (30%) were working <b>well below</b> the expected curriculum level.</li> </ul>
<b>Target</b> ( <i>Where do we want to be by the end of 2021?</i> )	<p>Identified students working <u>less</u> than a year below the Year 2 End of Year Curriculum Level at the end of 2020 will be working at the expected Curriculum Level by the end of Year 3.</p> <ul style="list-style-type: none"> <li>• <b>Group 1</b> (for those working at <b>Level 16/17</b>, the goal is for them to be working at <b>Level 21/22 - Gold</b>)</li> </ul> <p>Identified students working <u>more</u> than a year below the Year 2 End of Year Curriculum Level at the end of 2020 will make at least 1 year's progress by the end of Year 3.</p> <ul style="list-style-type: none"> <li>• <b>Group 2</b> (for those working at <b>Level 12-14 - Green</b>, the goal is for them to be working at least at <b>Level 18/19 - Turquoise</b>).</li> <li>• <b>Group 3</b> (for those working <b>below Level 9</b> and below, the goal is for them to be working at least at <b>Level 12-14- Green</b> by the end of the year. The identified students working more than a year below the expectation will be the focus of our structured literacy approach in 2021).</li> </ul>

Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify reading levels and learning needs using a variety of assessments and the previous years progress and achievement information in Term 1.</p> <p>Specifically identify the students who make up the target groups and set up intervention sheets for each one of them. These students are working below the expected curriculum level.</p> <p>Introduce a structured literacy approach to our literacy programme. Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Review our Literacy Implementation Folder. This will include a review of how we assess literacy across the school. We will explore if the PACT tool could be useful for us to use as a part of our assessment processes for literacy.</p> <p>Students next learning steps identified and planned for.</p> <p>Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Encouraging parents to be actively involved with literacy at home, being specific about what their children's needs/gaps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach and support based on need.</p> <p>Monitor progress at the end of each term using intervention sheets and data gathering processes.</p> <p>Share information at monitoring syndicate and staff meetings throughout the year.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do.</p> <p>Annual target students are included in teacher planning and monitoring documents.</p> <p>Structured Literacy will be introduced in our junior classes. This will become the focus for group 2 &amp; 3 students.</p> <p>We will evaluate the impact Structured Literacy is having on learners throughout the year.</p> <p>Our Literacy Implementation Folder will reflect our approach to teaching literacy.</p> <p>Active support structures are built between home and school for identified students. Parents are able to support learning at home.</p> <p>Student's work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness.</p> <p>Formative assessments will inform next steps and focus areas.</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

### Target for Raising Student Achievement in Mathematics 2021

<b>Focus Area</b>	<p><b>To ensure student achievement in mathematics</b></p> <ul style="list-style-type: none"> <li>• Children who achieve to nationally recognised levels of expectation.</li> <li>• Children who are future focused and as such are more environmentally aware and ethical in practices.</li> <li>• Children who are risk takers in their learning</li> </ul>
<b>Baseline Data</b>	<p>2020 Year 5 End of Year Data: <u>Mathematics</u> <u>All Students</u></p> <ul style="list-style-type: none"> <li>• 13/37 (35%) of all students in Year 5 at the end of 2020 were <b>working at or above</b> the expected mathematics curriculum level.</li> </ul> <p><u>Gender</u></p> <ul style="list-style-type: none"> <li>• 3/4 (75%) of the students <b>working above</b> the expected curriculum level in mathematics were male and 1/4 (25%) were female.</li> <li>• 5/9 (56%) of the students <b>working at</b> the expected curriculum level in mathematics were male and 4/9 (44%) were female.</li> <li>• 7/18 (39%) of the students <b>working below</b> the expected curriculum level in mathematics were male and 11/18 (61%) were female.</li> <li>• 2/6 (33%) of the students <b>working well below</b> the expected curriculum level in mathematics was male and 4/6 (67%) were female.</li> </ul> <p><u>Ethnicity</u></p> <ul style="list-style-type: none"> <li>• 1/12 (8%) of students identifying as Maori were <b>working above</b> the expected mathematics curriculum level.</li> <li>• 2/12 (17%) of students identifying as Maori were <b>working at</b> the expected mathematics curriculum level.</li> <li>• 6/12 (50%) of students identifying as Maori were <b>working below</b> the expected mathematics curriculum level.</li> <li>• 3/12 (25%) were working <b>well below</b> the expected mathematics curriculum level.</li>   <li>• 1/10 (10%) of students identifying as Pasifika were <b>working above</b> the expected mathematics curriculum level.</li> <li>• 2/10 (20%) of students identifying as Pasifika were <b>working at</b> the expected mathematics curriculum level.</li> <li>• 6/10 (60%) of students identifying as Pasifika were <b>working below</b> the expected mathematics curriculum level.</li> <li>• 1/10 (10%) were working <b>well below</b> the expected mathematics curriculum level.</li> </ul>
<b>Target</b> ( <i>Where do we want to be by the end of 2021?</i> )	<p><b><u>2021 Mathematics Target – Year 6 Students</u></b></p> <p>Identified students working <u>less</u> than a year below the Year 5 End of Year Curriculum Level at the end of 2020 will be working at the expected Curriculum Level by the end of Year 6.</p> <ul style="list-style-type: none"> <li>• <b><u>Group 1</u></b> (for those working at <b>Level 2a</b>, the goal is for them to be working at <b>Level 3p</b>)</li> </ul> <p>Identified students working <u>more</u> than a year below the Year 5 End of Year Curriculum Level at the end of 2020 will make at least 1 year’s progress by the end of Year 6.</p> <ul style="list-style-type: none"> <li>• <b><u>Group 2</u></b> (for those working at <b>Level 2p</b>, the goal is for them to be working at least at <b>Level 2a-3b</b>).</li> <li>• <b><u>Group 3</u></b> (for those working <b>below Level 2b</b> and below, the goal is for them to be working at least at <b>Level 2p-2a</b> by the end of the year)</li> </ul>

Specific Actions to be completed	Timeframe	Responsibility	Indicators of Progress	Analysis of Variance / Future Action
<p>Identify mathematics levels and learning needs using a variety of assessments and the previous year's progress and achievement information in Term 1.</p> <p>Continue with the DMIC approach this year building on the knowledge and experiences from last year. . Provide support and resources to teachers as they use this approach in their classrooms and with withdrawal groups.</p> <p>Continue to monitor and track the progress of Maori and Pasifika students not making the expected progress within a year or from year to year.</p> <p>Specifically identify the students who make up the target group and set up intervention sheets for each one of them. These students are working just below or just at the expected curriculum level.</p> <p>Students next learning steps identified and planned for. Targeted support in the areas that we have identified as areas for development for these students and discussing next steps with them so they are aware of what they can do and what their next steps are.</p> <p>Planned interventions area implemented using appropriate strategy or approach (i.e. number hotspot, Numicon, oral language, ESOL, in-class interventions with teacher aide support)</p> <p>Encouraging parents to be actively involved at home, being specific about what their children's needs/gaps are Monitor progress at the end of each term.</p> <p>Share information at monitoring syndicate meetings throughout the year.</p> <p>Staff development to include moderation as we work to review our processes and accurately identify levels of progress and achievement across the school.</p>	<p>Term 1 – on-going throughout the year</p> <p>On-going</p> 	<p>Leadership Team, syndicates and teaching teams</p> 	<p>Target groups identified and recorded. These are shared with teachers so they are clear about who their target children are.</p> <p>On-going monitoring of identified students and progress through the work they do. This is done through book work, interventions and on eTap.</p> <p>Annual targets are included in teacher planning and monitoring documents.</p> <p>We will continue to use DMIC strategies to build on the work that was done last year. This will include focussing our planning and assessment processes, so we are able to better monitor progress and achievement as well as target identified needs.</p> <p>Review our Mathematics Implementation Folder and our assessment processes to better align them with the DMIC approach.</p> <p>Evaluate our teaching practices to ensure we are meeting the needs of the children across the school.</p> <p>Students work is moderated, and next steps are evident to the teachers and students. Interventions are evaluated to gauge their effectiveness</p> <p>eTap data entry points are clearly established and processes developed for when data is entered and how this is used.</p> <p>The Leadership Team and teachers will work together to develop and implement a programme of support for students who require it.</p>	<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>