

North Street School Charter 2022



“Akongia mō āpōpō – Learn for Tomorrow.”

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About

North Street School is situated in the Manawatu, in the friendly town of Feilding. Our school enjoys the richness of a diverse and supportive community. North Street School is a decile 3 full primary school, twenty minutes from Palmerston North and has a roll of approximately 350 students. 50.8% identify as Māori, 7.4% Pasifika, 3.4% Asian, 38.2% European.

We have five teaching teams, consisting of 17 classrooms; six of these classes operate in Māori immersion education and across years 1-8. We have a Technology centre catering for Year 4-8. Classes are of a collaborative nature, which allow for flexibility and targeted group teaching to occur. We care about student well-being and aim to be a school where quality relationships underpin our open and caring approach. We are very proud of strong links with our Māori community and celebrate the opportunities we offer across the school in Te Reo Māori and links to Te Ao Māori.



NORTH STREET SCHOOL CHARTER 2022

VISION

Our "VISION" is "A North Street Student is a Positive, Connected, Engaged, Explorer of their own Learning."

MISSION STATEMENT

Akongia mō āpōpō.
'Learning for tomorrow'.

The school motto calls us to look to the future and to have learning as our focus.

NATIONAL PRIORITIES

Literacy
Pūtaiao/Science
Pāngarau/Mathematics
Māori student achievement, te reo matatini (pānui, tuhituhi, kōrero)
Special Needs Education
Digital fluency.

WE VALUE:

Empowering learners to lead their own learning to reach their full potential.
Inclusion, confidence, self-efficacy and success for all.
Community Engagement.
Key Competency Attributes.
Well-rounded and capable students, able to be positive citizens in society.
Safe and caring learning environments where students are included as part of the learning process.
Culturally responsive teaching practices.

SCHOOL VALUES




North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is also evidenced through the Key Competencies.

Respect
Excellence
Acceptance
Creativity
Honesty





NSS REACH VALUES

<p>Respect Whakaute</p>	<p><i>"I share my ideas"</i> <i>"I ask others to join in with my learning"</i> <i>"I talk about my learning"</i> <i>"I include others"</i></p>	<p>Key Competency: Participating & Contributing</p>		<p>Question To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, contemplation Seek to know more, gain knowledge</p>
<p>Excellence Hiranga Ake</p>	<p><i>"I am keen to learn"</i> <i>"I have a can-do attitude"</i> <i>"I can set my own goals"</i> <i>"I can make a plan to help with my learning"</i> <i>"I set myself high standards"</i></p>	<p>Key Competency: Managing Self</p>		<p>Reflection Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude</p>
<p>Acceptance Ngāwaritia</p>	<p><i>"I love challenges"</i> <i>"I try to lead others and show the way"</i> <i>"I search for people I can follow to be an even better learner"</i> <i>"I can learn by working hard on my own"</i></p>	<p>Key Competency: Managing Self</p>		<p>Resilience Never give up Risk takers Not being afraid to fail Bounce back</p>
<p>Creativity Hinengaro Auaha</p>	<p><i>"I think creatively"</i> <i>"I think about all the possibilities"</i> <i>"I show my thinking using language and symbols"</i> <i>"I share my thinking and learning in words and numbers"</i></p>	<p>Key Competency: Thinking</p>		<p>Curiosity <i>'I wonder?'</i> - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge</p>
<p>Honesty Whakawhirinaki</p>	<p><i>"I tell the truth"</i> <i>"I show honest endeavour"</i> <i>"I am honest to myself and my learning"</i> <i>"I am self-aware"</i> <i>"I am responsible for my own thoughts and actions"</i></p>	<p>Key Competency: Thinking</p>		<p>Mindful Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings</p>

CULTURAL DIVERSITY AND MĀORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua. We achieve this through:

- School policy and curriculum delivery
- The leadership of our Māori Curriculum Team
- Whānau Engagement
- Programmes in Tikanga, Te Reo and Kapa Haka
- Staff development through
 - Kāhui Ako
 - partnership with local iwi and,
 - Core Education
- Culturally Responsive Pedagogy

The principles of Ka Hikitia and Tātaiako are interwoven throughout teaching and learning and are implicit within the REACH Values. We respect and value the support and knowledge that our whānau bring with them as part of our school.

In 2021: 50.34% of NSS students identified as Māori.





NORTH STREET SCHOOL STRATEGIC PLAN 2022-2024

Improving Student's Learning and Achievement	Delivering a Quality Learning Environment	School Organisation and Structure
<ul style="list-style-type: none"> • All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics. Curriculum support programmes are: <ul style="list-style-type: none"> • PLD in Writing/Coaching (new teachers) C21 adviser. • Target and priority learners identified in Literacy and Numeracy. • Reading Recovery and Early Literacy support. • Provision of gifted and talented (extension) opportunities in Mathematics, Literacy, Technology, Science and Arts, Leadership. • Key competencies drive both student and teacher Inquiry. • Develop and implement the children's capacity to use their 'Backpack for Learning' key learning principles. • Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment-supported by LSC and outside agencies. • Further develop inclusive practice in school, provide PD for teachers/Aides around neuro-diverse students. • Māori Student Achievement: <ul style="list-style-type: none"> • continue implementing Tātaiako competencies across the curriculum, • provide opportunities for Māori student engagement and success as Māori through the annual review of our Māori Student Achievement Data. • Develop and implement Kauwhatatanga • Student achievement goals focused on accelerating achievement in the area of Writing and Kāhui Ako goals. 	<p><u>Learning Programmes and Teaching Delivery</u></p> <ul style="list-style-type: none"> • Whole school behaviour management and philosophy, reviewed and developed through PB4L school wide, values, KC's, mission and vision. • Continue Philosophy for Children (P4C) school wide. • Continue to develop Tier 2 PB4L interventions to support students in class and school. • Curriculum foci in Literacy, Māori, Digital Technology • Develop and implement the children's capacity to use their 'Backpack for Learning'. • Technologies are actively used and reflected upon to support learning-resources updated yearly. • Teachers will work collaboratively to share, and learn from 'best practice' done through ongoing 'Coaching' partnerships. • Continuing to develop staff, students and parents use of ICT to support teaching and learning and communication between home and school. • Strengthen and promote family and whānau partnerships with an appreciation of the cultural diversity of our school community. • Provision of enrichment opportunities in Sport, the Arts, Technology and Culture. • Development of a cultural narrative linked to the whenua and local tikanga. 	<p><u>Property</u></p> <ul style="list-style-type: none"> • Action the 10 year property plan. • Continue to develop an outdoor learning environment with the completion of a waterway. • PB4L signage with NS Explorers developed. • Develop optimal learning environments. • Implementation of cyclical maintenance – painting. • Investment in furniture for innovative learning environments. • Develop the library block into a Modern learning hub that includes STEAM activities. <p><u>Health and safety</u></p> <ul style="list-style-type: none"> • Students will experience the benefits of being healthy, connected and supported. • Provide opportunities for tamariki to live active and healthy lifestyles through partnership with Sport Manawatu, MOH and MOE. • Participation in our Feilding District's Kāhui Ako shared achievement challenges. • Provide teachers with adequate learning and admin support for systems and processes. • Performance management targeting teachers' professional needs through implementation of the professional growth cycle. <p><u>Finance</u></p> <ul style="list-style-type: none"> • Budgets cater for resources, professional development and general school running costs. • Ensured there are sustained funds to support the strategic direction of the school. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> • Maintain a focus of on-going self review. • Professional growth cycle in ways that will best meet the needs of both teachers and learners. <p><u>Community</u></p> <ul style="list-style-type: none"> • Knowledge of current educational practise is developed through regular information and whānau hui.

NORTH STREET SCHOOL ANNUAL PLAN 2022

Teaching and Learning Programme		Professional Development	
<p><u>Teaching and Learning Programmes Development</u></p> <ul style="list-style-type: none"> • Our students will develop into positive, connected and engaged explorers of their learning through programs such as P4C and PB4L. • Teacher Effectiveness in Mathematics, Literacy and Te Reo. • The continued implementation of the Learning Support Coordinator model with support from Ministry and Kāhui Ako. • Review and implement the current inquiry model and process to focus on the Key Competencies and to develop students' capacity to use their 'Backpack for Learning.' • Develop and strengthen collaborative learning models to enhance student learning. • Provision of greater outdoor education opportunities through school camps, William Pike programme and community-based learning opportunities. • The Reading Recovery Programme continued. With Early Literacy Support initiative. • Staff development groups including: Te Reo/Tikanga/Te Tiriti o Waitangi developed school wide. <ul style="list-style-type: none"> • Resource teacher of Literacy supporting class programs • Enhance engagement and student ownership of learning through the use of Digital Technologies, STEAM programme, NSS Year 7/8 Technology programme and an Inquiry approach to learning. • Continue to refine learning support programmes detail Teacher Aide duties. • Implementation of a school wide programme for G.A.T.E students – through 'MindPlus', ensuring priority students have appropriate support, extension and enrichment opportunities. • Development of student agency - continued focus on student problem solving skills in social situations. and development of leadership roles. • Provision of enrichment opportunities in Sport, the Arts, Technology and Culture. • ICT/Māori - see plans. • Continue teaching 'The Code' school wide. 		<p><u>Human resources, Staffing, Professional Development, Performance Management</u></p> <ul style="list-style-type: none"> • Continue funding to support at risk learners with Literacy and Mathematics support. • Staff development in Coaching and Writing, Māori and Digital Technology. • Writing training through the Writing Team and PLD facilitator. • Training related to effective teaching practice, shared through staff meetings, observations, feedback and inquiries. • Development of the Professional Growth Cycle. Through the unpacking of the Professional Growth Cycle - developing effective practice in relation to the Standards and the Code. • PB4L training provided to staff through staff meetings or in team meetings. Embedding of tier 2 PB4L. • P4C PLD designed to enable teachers to begin facilitating philosophical inquiry in the classroom. New teachers receive P4C training from team leader. • Development of our responsive school culture through staff professional learning with a focus on Te Tiriti, Māori History. Shared cultural experience through Noho Marae. • Support the establishment of an aspirational culture. 	
Finance	Property	Health and Safety	Review
<ul style="list-style-type: none"> • Monitor expenditure to support charter goals. • Perform July/November Budget Review. • Whānau circle funds for the school environment. • Manage budget of 5ya teaching block 	<ul style="list-style-type: none"> • Ensure a safe, welcoming, attractive and well-resourced learning environment which enhances learning opportunities. • Complete 10YPP. • Continue to develop an outdoor learning environment with the completion of the junior waterway. 	<ul style="list-style-type: none"> • Continue reviewing H & S systems (People Safe Plans), appliance checks • Life Education / Positive Puberty • Camp / EOTC programme. • Breakfast in Schools/ Eat up • Continue 'Healthy Lunches in Schools', review. 	<ul style="list-style-type: none"> • Health and safety systems. • Reporting to parents format. • School procedures and policies through 'SchoolDocs'. • Strengthening of Board governance through the implementation of Board self-review in 2022.

<p>renovations and new 10ypp.</p> <ul style="list-style-type: none"> Invest in eLearning initiatives. 	<ul style="list-style-type: none"> PB4L signage with NSS Explorers developed. Make Archie and Aroha visible. Implementation of cyclical maintenance - painting continued. Investment in furniture for innovative learning environments (new classes). Commence upgrade of Rooms 15-16 <ul style="list-style-type: none"> Installation of heat pumps where needed Rm15. Cycle fitness track. 	<ul style="list-style-type: none"> Focus on Well-being, Kids Can – food and clothing. Plant to Plate, Healthy Nutrition and Junior and Senior green teams developed. Youth line, Dragonflies Programme, Big Brother / Big Sister. Environmental Kitchener Park programme. Continue use of specialists in physical education and Elite sport groups. Appoint a Hauora leader to lead well-being of staff. Well-being focus for students alongside Kāhui Ako initiatives. 	<ul style="list-style-type: none"> Student engagement and wellbeing survey in Term1 as a follow up to the Kāhui Ako survey first initiated. Continue to strengthen the House system which is based on our Reach values. <ul style="list-style-type: none"> New leadership program with new 2022 student leaders. Review CAAP Plan.
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Partnership with the Community	Reflecting New Zealand's Cultural Diversity
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<ul style="list-style-type: none"> Communication : Regular newsletters will update parents on school information and activities on Facebook (Team FB), emails, Skool Loop, Seesaw, Class Dojo and the school website. Consultation : Parent interviews beginning of year goal setting, Student led Conferences, reports and regular whānau hui school wide, parent curriculum evenings eg Decodable text. New entrant pre-enrolment interviews/transition programme. Develop shared goals/aspirations from beginning of year. Identify barriers to learning and source support through new appointed LSC. Greater involvement of agencies in support of students including improved coordination between the school and agencies. P4C school wide supporting Team whānau hui and building whānau connections. Building relationships with Kāhui Ako including iwi, ECE and businesses through a central website. 	<ul style="list-style-type: none"> We are committed to the principles of Tātaiako and the cultural competencies; Wānanga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga and Ako Kapa Haka continued. Whole school, weekly junior and senior. Te Reo activities in classrooms, and integration into team focus. Multi-cultural component in school wide Inquiries supporting Tikanga Māori. Focus on Māori/Pasifika cohort data within year groups and priority learners tracking. Strengthening links with Māori communities through Whānau hui and celebrations. <ul style="list-style-type: none"> Introduce new Pasifika program with outside facilitator. As part of the Feilding Districts Kāhui Ako we are committed to working collaboratively with Kauwhata Iwi developing a cultural narrative linked to the whenua and local tikanga.
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More detailed plans to support our aims goals and targets are found within the ICT Plan, Māori Achievement Plan, Annual assessment and professional learning overview. Board reports & CAAP plan.

E-Learning 2022

“To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students.”

PROFESSIONAL DEVELOPMENT	COMMUNICATIONS	TEACHING AND LEARNING	
<ul style="list-style-type: none"> • There is an open, safe and collaborative culture for whole school eLearning change and development through the trial, reflecting and sharing of practices and pedagogies that are directly informed by student needs and supported by integrated online systems. • ICT leader for 2022 will remain the same. • Develop use of Google docs in all classes and begin to look at Google Classroom where it is age appropriate. • Provide support for use of devices to continue to build authentic integrated eLearning. • Training and use of eTAP ongoing to analyse data and display as graphs. • Include eLearning within curriculum planning. • Use digital technologies appropriately to support higher order, collaborative teaching and learning according to teacher capability and access of devices. • PLD opportunities available for teachers at Te Papa, Te Raranga Matihiko, ULearn to develop teacher capability and student learning. • Provision for developing teacher capability to use Hapara Teacher Dashboard, to ensure safe internet use of students. • Explore and share apps/programmes that enhance learning, with a main focus on writing. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="781 655 1422 687">STRATEGIC DIRECTION/LEADERSHIP</th> </tr> </thead> <tbody> <tr> <td data-bbox="781 687 1422 1273"> <ul style="list-style-type: none"> • Digital citizenship and cyber safety policy and practices planned and implemented. • Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo and Seesaw and Skool Loop. • Start to communicate Digital Citizenship to parents/community and develop supportive partnerships through emails, texts, surveys, Skool Loop, the school website, Facebook, Messenger. <ul style="list-style-type: none"> • With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning. • Effective use of technologies are blended into practices and processes across the school with deliberate leadership, modelling and mentoring. • Online Professional Growth Cycle and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students' learning. • Provision for PLD from outside agencies, <ul style="list-style-type: none"> - ie ULearn, Te Raranga Matihiko, and Core. <ul style="list-style-type: none"> • Use of local community digital devices and programmes available to staff. eg Local Library resources. • Investing in eLearning initiatives/licences and apps. </td> </tr> </tbody> </table>	STRATEGIC DIRECTION/LEADERSHIP	<ul style="list-style-type: none"> • Digital citizenship and cyber safety policy and practices planned and implemented. • Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo and Seesaw and Skool Loop. • Start to communicate Digital Citizenship to parents/community and develop supportive partnerships through emails, texts, surveys, Skool Loop, the school website, Facebook, Messenger. <ul style="list-style-type: none"> • With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning. • Effective use of technologies are blended into practices and processes across the school with deliberate leadership, modelling and mentoring. • Online Professional Growth Cycle and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students' learning. • Provision for PLD from outside agencies, <ul style="list-style-type: none"> - ie ULearn, Te Raranga Matihiko, and Core. <ul style="list-style-type: none"> • Use of local community digital devices and programmes available to staff. eg Local Library resources. • Investing in eLearning initiatives/licences and apps.
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 - Technologies are used appropriately to enable students to critically reflect and manage their own learning, as well as share their progress with the wider community. - Students will continue to use appropriate technologies to develop and share their learning, curate aspects of their work, and engage in self and peer based reflection. - Explore Google Classroom. - Curriculum integrates technologies responsively to support authentic, higher-order, collaborative learning and teaching practices and pedagogies. - Technologies continue to be updated to 21st Century capabilities / Infrastructure. - SMS actively used to support administrative assessment and teaching and learning needs. - Class environments combine spaces for both virtual and physical learning. - Classes to have a spread of digital devices (BYOD and school owned) to enable all teachers and students to engage in digital learning. - Continue with 1:1 drive, but will have at least a 1:2 ratio by the end of 2022 in Years 5-8. - Investing in eLearning initiatives. - Provision to build teachers capabilities will be developed in the following areas: - Computational thinking for digital technologies. - Designing and developing digital outcomes. - Designing and developing materials outcomes. - Designing and developing processed outcomes. - Design and visual communication. |

Māori Achievement Plan 2022

“Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our individual growth in Te Reo Māori opens the doors and encourages students to experience success.”

Baseline Data

Reading: 2021 88.1% Māori are At or Above, 11.9% Māori are below/well below the expected curriculum level.
Writing: 2021. 85.7% Māori are At or Above, 14.3% Māori are below/well below the expected curriculum level.
Maths: 2021 84.0% Māori are At or Above, 16.0% Māori are below/well below the expected curriculum level.
Targets 2022
Māori students below/well below school wide in all curriculum areas.

Te Tai Ao

- School wide termly Kaupapa.
- School waiata “Te Kei a te Kura” interwoven into school values in Te Reo and Tikanga.
- We are committed to the principles of Tātaiako and the cultural competencies - Wānanga, Whānaungatanga, Manaakitanga, and Tangata Whenuatanga.
- Bilingual signage.

Manaakitanga

- Aim to strengthen Kapa Haka in a culturally responsive learning environment and to provide opportunities for all akonga to engage in their language, culture and traditional practices.
- To establish a junior year 1-4 team to operate alongside our senior group. Participate at Te Pae Tamariki.
- Māori role models promoted to support and enhance Māori learners in particular Māori boys.
- Matariki and Community Engagement aim to establish strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.
- Te Wiki o te Reo Māori - Acknowledge, celebrate and build stronger connections with local iwi and hapū working with Kāhui Ako. Harness their knowledge of Māori language, culture, and identity - Kauwhatatanga.
- Implement and strengthen cultural competencies for all teachers. Promote a collaborative, inclusive and supportive learning environment through PB4L/Bilingual School Values.
- Value and develop competence in Te Reo and Tikanga Māori.
- Implement the principles of Ka Hikitia and Tātaiako.

Wānanga and Ako

- Staff to demonstrate commitment to PLD of personal, and professional practice through Te Ahu o Te Reo.
- Provision of improved opportunities to enable every student to participate in Te Reo across curriculum.
- Strengthen and actively prioritise Māori learner achievement including accelerated progress of Māori learners achieving below / well below (Targets &MSL).
- To establish and maintain effective Professional relationships focused on the learning and well-being of all akonga -Tapa whā model.
- Continue to design, plan, use and implement a relevant learning programme to develop Level 1-4 communication skills in te reo Māori and tikanga Māori.
- Scaffold Te Aho Arataki Marau curriculum guidelines and learning Te Reo Māori in an English medium school.
- Focus on Māori History (Te takanga o te wā), Tiriti o Waitangi and its impact on NZ.- PLD from external facilitators/ curriculum lead.
- PLD on, Pepeha, Karakia, Waiata, Māori history, etc.
- Tu Manawa - Time to Train programme offered, renamed to Pū Manawa Rahi.
- Localize curriculum with Kauwhata narratives.

Whānaungatanga

- ‘Me titiro whakamuri kia anga whakamua.’
‘We must look to the past to strive for the future.’*
- Actively promote a learning culture which engages diverse learners. Build a collection of staff/student known waiata.
 - Strengthen and maintain a healthy bicultural partnership, alongside local iwi, hapū and whānau-aligned with Kāhui Ako.
 - Biannual Marae visits – school wide.
 - Conceptualise, demonstrate and practice known waiata and karakia, to promote an inclusive and supportive learning environment.
 - Build cultural capacity with teachers and students around identity, awareness and connectedness.
 - Develop relationships through working with Kāhui Ako.
 - Continue with whānau group to engage parents and community into school -working with Maori Committee.
 - Nurturing a relationship with Kōhanga Reo.

Reading Achievement 2021 Analysis of Variance

Curriculum Area		Reading	
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 84.9% Māori are At or Above. 93.8% Pasifika are At or Above. Year 7 students were 63.3% At or Above (continued area of focus). Year 5 students were 78.6% At or Above. Whole School students were 84.9% At or Above. 		
Targets	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2020 Year 7 students to be a target focus group as 36.7% identified as being below/well below the expected Curriculum Level. 2020 Year 5 students to be a target focus group as 21.4% identified as being below/well below the expected Curriculum Level. 2020 Year 3 students to be a target focus group as 16.7% identified as being below/well below the expected Curriculum Level. 2020 Māori students are an area of focus as 15.1% identified as being below/well below the expected Curriculum Level. 2020 Pasifika students are an area of focus as 6.2% identified as being below/well below the expected Curriculum Level. 75% of these students/targets to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Term 1 PAT/Star data analysed and next steps formulated for planning and teaching focus areas. Reading assessment used according to child's needs, between Benchmarks and Probe. Teaching of learning qualities for improved growth mind-set. P4C weekly lessons to improve reading comprehension. Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. Apply learning around the NSS backpack learning qualities. Make links to the Teaching Standards. NSS appraisal process and Annual targets. Reading Recovery programme continued. 	<ul style="list-style-type: none"> Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Reading comprehension will improve through higher order thinking in P4C lessons. Student achievement data is analysed and action plans developed. Data is used to inform next steps, deliberate acts of 	<ul style="list-style-type: none"> Data reporting: continue system for staff to complete for Target/ Priority learners. Conferences / Reports Discussion held at team meetings. SMS updated on a regular basis. Class planning. Running Records completed, information analysed for next steps for planning. Informal observations notes. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 82.9% Positive outcome; as this is 2.9% above expectation. 2020 Year 7 students to be a target focus group as 36.7% identified as being below/well below the expected Curriculum Level. 53.7% Negative outcome; as this is a 17% decline. However, in the 2021 T1 vs T4 data, the Year 8 students went from 65.7% below/well below to 53.7% indicating an improvement of 12%.

<ul style="list-style-type: none"> • Target students present in daily planning documents (reviewed and discussed regularly). • Extra support (TA) during Literacy time. • Structured Literacy LLLL Year 1-4 • RTLit and/ or RTLB working with specific and identified groups students - and staff. • Using Decodable Texts school wide. • 6 year nets completed to inform next steps in consultation with the teacher of RR. • Reading workshops for collaboration classes, continue to build greater links between reading and writing for students to experience literacy as a connected whole. • Explicit teaching of 'The Code.' • SMART Goals used in conjunction with students. • Use of online reading resources – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app • AVAILL Reading Programme. • CSI Reading Programme. • The Writing Book, Sheena Cameron & Louise Dempsey. 	<p>teaching, improved standards.</p> <ul style="list-style-type: none"> • Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns. 	<ul style="list-style-type: none"> • Students' reflections. • On-going PLD for staff in the key learning areas, assessment, Inquiry, Growth Mindset. • Use of Decodable texts. • Across school training on Literacy with Liz Kane. • Professional readings shared with staff. • 2021, a year that was marked by disruption to learning as a result of the impact of COVID-19. 	<ul style="list-style-type: none"> • 2020 Year 5 students to be a target focus group as 21.4% identified as being below/well below the expected Curriculum Level. 7.5% Positive outcome; as this is a 13.9% improvement. • 2020 Year 3 students to be a target focus group as 16.7% identified as being below/well below the expected Curriculum Level. 17.6% Negative outcome; as this is a 0.9% decline. However, in the 2021 T1 vs T4 data, the Year 4 students went from 32.4% below/well below to 17.6% indicating an improvement of 14.8%. • 2020 Māori students are an area of focus as 15.1% identified as being below/well below the expected Curriculum Level. 11.9% Positive outcome; as this is a 3.2% improvement. • 2020 Pasifika students are an area of focus as 6.2% identified as being below/well below the expected Curriculum Level. 28.6% Negative outcome; as this is a 22.4% decline. However, in the 2021 T1 vs T4 data, the Pasifika students went from 35.7% below/well below to 28.6% indicating an improvement of 7.1%. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
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Writing Achievement 2021 Analysis of Variance

Curriculum Area		Writing	
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 70.1% Māori are At or Above. 75.1% Pasifika are At or Above. Year 7 students were 50% At or Above. Year 6 students were 65.2% At or Above. Year 5 students were 58.5% At or Above. Whole School students were 72% At or Above. 		
Targets	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2020 Year 7 students to be a target focus group as 50% identified as being below/well below the expected Curriculum Level. 2020 Year 6 students to be a target focus group as 34.8% identified as being below/well below the expected Curriculum Level. 2020 Year 5 students to be a target focus group as 41.5% identified as being below/well below the expected Curriculum Level. 2020 Māori students are an area of focus as 29.9% identified as being below/well below the expected Curriculum Level. 2020 Pasifika students are an area of focus as 24.9% identified as being below/well below the expected Curriculum Level. 75% of these students/targets to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Deliberate in planning for and collaborating to improve our students spelling, punctuation and organisation in written language. Moderation of school wide writing assessment developed so that there is improved consistency and reliability of assessment information. Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. Make links to the Teaching Standards. Target students present in daily planning documents (reviewed and discussed regularly). Apply learning around the NSS backpack learning qualities. Moderate writing samples within teams more frequently. 	<ul style="list-style-type: none"> Direct teaching with target Groups in Writing. Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Student's will be able to give effective peer feedback, evident on google docs. 	<ul style="list-style-type: none"> Purchasing reading and phonetical apps for priority learning. RTLit worked with Target students School wide moderation took place Data gathered in writing to help build a more comprehensive overall teacher judgement. Literacy leads and team meetings to look at target students and at teaching practise. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 87.5% Positive outcome; as this is 7.5% above expectation. 2020 Year 7 students to be a target focus group as 50% identified as being below/well below the expected Curriculum Level. 69.4% Negative outcome; as this is a 19.4% decline. However, in the 2021 T1 vs T4 data, the Year 8 students went from 77.8% below/well below to 69.4% indicating an improvement of 8.4%.

<ul style="list-style-type: none"> • Strong use of formative data collected to support and guide on going progress of Target Students. • Continue to use digital devices in class to motivate, support and engage students. • Explore effective apps to motivate writing. • Extra support (TA) during Literacy time. • Explore the use of google docs. • Obtain Student Voice on writing programmes. • NSS progressions reviewed against NZ Curriculum levels. • Focus on teaching students how to give effective peer feedback. • P4C weekly sessions to improve written skills. • RTLit and/ or RTLB working with specific and identified groups students - and staff. • Deliberate planning for and collaborating to improve our students spelling-using the “Code”, punctuation and organisation in written language. • Moderation of school wide writing assessment developed (in teams) so that there is improved consistency and reliability of assessment information. • TKI Writing Matrices used to assess student’s writing – reviewed against NZ Curriculum Levels. • P4C weekly sessions to improve written skills. • Explicit teaching of ‘The Code.’ • Strengthen internal evaluation through coaching so that teachers will take risks to adapt their teaching practice of writing, developing experiences and activities to engage our learner writers, selecting writing tasks that engage Māori children and in particular the boys, including developing the children's learning qualities. • PLD on developing the children's skills to reflect on their own writing, the writing process, the NSS Explorer Backpack of Learner Qualities. • PLD to develop strategies to increase student agency, engagement and participation in writing, making writing more meaningful to our Māori students. 	<ul style="list-style-type: none"> • Improved spelling programme and spelling ages. • Written feedback to teachers will inform next steps. • Improved writing skills by target students. • Improved effective teaching practises in writing programmes. Teachers upskilled. • Writing strategies used will meet identified needs. • Ongoing review and change as needed. • Ensured validity of OTJ's through moderation. • Curriculum support programmes are put in place. • Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns. • Targets are set, budgets are reviewed for future PD/ Planning. • Curriculum support programmes are in place. 	<ul style="list-style-type: none"> • P4C lessons used to develop sentence patterns. • Learning qualities and PLD on Growth Mindset and mindfulness has improved children’s dispositions towards writing. • The lockdown caused disruption to students’ learning and prevented our PLD from gaining momentum and traction. 	<ul style="list-style-type: none"> • 2020 Year 6 students to be a target focus group as 34.8% identified as being below/well below the expected Curriculum Level. 29.8% Positive outcome; as this is a 5% improvement. • 2020 Year 5 students to be a target focus group as 41.5% identified as being below/well below the expected Curriculum Level. 17.5% Positive outcome; as this is a 24% improvement. • 2020 Māori students are an area of focus 29.9% identified as being below/well below the expected Curriculum Level. 19.4% Positive outcome; as this is a 10.5% improvement. • 2020 Pasifika students are an area of focus 24.9% identified as being below/well below the expected Curriculum Level. 37.9% Negative outcome; as this is a 13% decline. However, in the 2021 T1 vs T4 data, the Pasifika students went from 58.6% below/well below to 37.9% indicating an improvement of 20.7% • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
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Mathematics Achievement 2021 Analysis of Variance

Curriculum Area		Mathematics	
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 87% Māori are At or Above. 83.3% Pasifika are At or Above. Year 8 students were 60.3% At or Above. Year 7 students were 50% At or Above. Year 6 students were 78.3% At or Above. Year 5 students were 87.8% At or Above. Whole School students were 82% At or Above. 		
Targets	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2020 Year 7 students to be a target focus group as 50% identified as being below/well below the expected Curriculum Level. 2020 Year 6 students to be a target focus group as 21.7% identified as being below/well below the expected Curriculum Level. 2020 Māori students are an area of focus as 13% identified as being below/well below the expected Curriculum Level. 2020 Pasifika students are an area of focus as 16.7% identified as being below/well below the expected Curriculum Level. 75% of these students/targets to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Target students present in daily planning documents (reviewed and discussed regularly). Create expectations for Mathematics delivery and assessment. Maths PLD Leaders carry out observations to oversee effective maths programmes. Make links to the Teaching Standards. Staff meeting focus each time on one of the 3 curriculum focus areas as PLD for whole staff. Apply learning around the NSS backpack learning qualities. P4C weekly lessons to improve thinking, problem solving. Investigate ways to make Maths more meaningful to our Māori/Pasifika students. Motivation and engagement of open ended problems. 	<ul style="list-style-type: none"> Identified action plans and strategies to improve Maths progress. PLD to all staff on school wide Maths expectations ongoing. Direct teaching with target groups throughout year in Mathematics. Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Improved conversations 	<ul style="list-style-type: none"> CAAP plan for Maths continued. Development of the teacher practice in Maths pedagogy has improved dispositions and PLD in Coaching supported change in teacher practice. Target Students were monitored eLearning opportunities included in the teaching programme. Parenting programmes did not occur. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 78.3% Negative outcome; as this is 1.7% below expectation. However, in the 2021 T1 vs T4 data, the Whole School students went from 36% below/well below to 21.7% indicating an improvement of 14.3%. 2020 Year 7 students to be a target focus group as 50% identified as being below/well below the expected Curriculum Level. 62.9% Negative outcome; as this is a 12.9% decline.

<ul style="list-style-type: none"> • Continue CAAP plan expectations for Mathematics delivery and assessment. • Teaching of learning qualities for improved growth mind-set. • Apply learning around the NSS backpack. • Expectation of weekly rich task school wide. • P4C weekly lessons to improve thinking and problem solving. • Maths workshops for collaboration classes. • SMART Goals created with students. • Use of online maths resources – e-ako/Numicon. • PAT data driving aspects of curriculum coverage analysing teacher capability and lifting teacher knowledge. • Develop positive dispositions - consistent measuring across the school. • Identify and develop digital capability. • Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. 	<p>between student and teacher.</p> <ul style="list-style-type: none"> • Improved disposition. • Maths strategies used will meet identified needs. • Upskill parents on Maths programme. • Improved results with target students. • Improved effective teaching practises each term. • Ensured validity of OTJ's through moderation. • Strategies used will meet identified needs. • Improved electronic learning across Mathematics programme. • Teachers are supported to include eLearning opportunities in their teaching programme. • Inquiry based Maths lessons. • Improved priority student results. • Review how Maths is being taught. • Setting online programmes to strengthen Maths at home, build home and school connections, especially during COVID-19 lockdowns. 	<ul style="list-style-type: none"> • Professional readings shared with staff. • 2021, a year that was marked by disruption to learning as a result of the impact of COVID-19. 	<p>However, in the 2021 T1 vs T4 data, the Year 8 students went from 77.2% below/well below to 62.9% indicating an improvement of 14.3%.</p> <ul style="list-style-type: none"> • 2020 Year 6 students to be a target focus group as 21.7% identified as being below/well below the expected Curriculum Level. 34.7% Negative outcome; as this is a 13% decline. <p>However, in the 2021 T1 vs T4 data, the Year 7 students went from 69.5% below/well below to 34.7% indicating an improvement of 34.8%.</p> <ul style="list-style-type: none"> • 2020 Māori students are an area of focus as 13% identified as being below/well below the expected Curriculum Level. 19.1% Negative outcome; as this is a 6.1% decline. <p>However, in the 2021 T1 vs T4 data, the Maori students went from 31.3% below/well below to 19.1% indicating an improvement of 12.2%.</p> <ul style="list-style-type: none"> • 2020 Pasifika students are an area of focus as 16.7% identified as being below/well below the expected Curriculum Level. 34.5% Negative outcome; as this is a 17.8% decline. <p>However, in the 2021 T1 vs T4 data, the Pasifika students went from 55.1% below/well below to 34.5% indicating an improvement of 20.6%.</p> <ul style="list-style-type: none"> • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
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