

Achievement Target:

Strategic Aim: All students will be able to effectively access the New Zealand curriculum as evidenced by achievement against the curriculum levels and expectations.

1) To increase the number of students achieving at or above expectation in maths

Baseline data: School wide data from the end of 2020 and beginning of 2021 showed that 38% of students are below or well below expectation in Maths.

Analysis of data (at the beginning of 2021) In our Year 6 cohort we have identified that 40% (16) of children are achieving below or well below expectation, in Year 5, 29% (13) of children are achieving below or well below and in Year 4, 50% (17) are achieving below or well below. Of those students achieving well below or below expectation, 18% identify as Māori, and 6% as Pasifika or ESOL, the remainder identify as NZ European, and 48% are boys and 52% are girls.

These achievement results have been gathered through use of the GLoSS and JAM maths tests.

Analysis of testing: OTJ Targets: By the end of 2021, we would like to have those children identified as being well below or below expectation to have made accelerated progress so that they are at expectation. In Year 6 we would like to meet or exceed the target of 75% achieving at or above expectation. In Year 5, we would like to meet or exceed the target of 85% of children achieving at or above expectation and in Year 4 we would like to meet or exceed the target of 70% achieving at or above expectation.

| Actions to achieve targets | Led by | Budget | Timeframe |
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| <p>Assessments:</p> <ul style="list-style-type: none"> Administer consistent assessment timetable – PAT, e-asttle maths, JAM, GLOSS, to be used as an indicator of the success of programmes. Team leaders to monitor and moderate assessment by teachers. Analyse results and determine next steps / strategies to be used. Data entered onto Etap at the end of each term. | All teachers | | <p>Beginning, mid, end of year</p> <p>End of T1 and T3.</p> |
| <p>Teaching:</p> <ul style="list-style-type: none"> Identify consistent progressions to use when planning the maths | | | By the end of Term 1 |

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| <p>programmes. Children are able to use these learning progressions in maths – to identify where they are and where they need to be.</p> <ul style="list-style-type: none"> • Basic fact programmes to be consistent and monitored in all senior classes. • Register some children for Maths Buddy with Teacher Aides to supervise use. • Teachers to document strategies in planning used for identified individual children • Teacher aide support for children identified as below or well below expectation. • Teacher planning to include warm up, number knowledge teaching , a problem to solve, one question, sharing learning. Team planning. • Use RTLB, LSC and other support agencies as required. | All teachers | \$500 | <p>March / July – as needed</p> <p>Decision by end of March</p> <p>All year</p> <p>All year, review at the end of each term</p> <p>Defined end of Feb, Term 1</p> <p>Checked end of-term 1All year</p> |
| <p>Leadership:</p> <ul style="list-style-type: none"> • Appraisal to include ‘Open to Learning’ conversations be used by team leaders to analyse success of teaching programmes. • Work with Maths facilitator • Review the Yearly overview to include all progressions and maths strands including financial literacy. • Monitor success of interventions – Numicon, Maths Buddy. • Teachers and teacher aides to access professional development relevant to needs of particular children –link to appraisal e.g. Numicon course, Maths workshops. Share back to staff. | <p>Selena Hinchco - PD</p> <p>Diane Ogle</p> <p>Senior management</p> <p>Debra, Bridget, Teacher aides</p> | | <p>All year – termly check-ins</p> <p>January meeting / all year.</p> <p>Establish in January and review mid-year.</p> <p>End of each term / when available</p> |
| <p>Whanau / Home:</p> <p>Information workshops for parents – how to support your child’s maths learning at home.</p> | | | <p>May / October</p> |

Achievement Target:

Strategic Aim: All students will be able to effectively access the New Zealand curriculum as evidenced by achievement against the National Standards.

1) To increase the number of students achieving at or above expectation in writing.

Baseline data: School wide data for the end of 2020 and beginning of 2021 showed that 64% Year 4,5 and 6 children were writing below expectation. This data was gathered using assessments from the end of 2020 and from initial observations and assessments – (E-asttle writing, Schonell Spelling tests) taken at the beginning of 2021.

Analysis of data In our Year 6 cohort we have identified that 35% (14) of children are achieving below or well below expectation, and in Year 5, 34% (15) of children are achieving below or well below expectation. There are therefore 35% (29) children in Year 5 and 6 who are achieving below or well below expectation. 34%(10) of these children identify as Māori, 1% (3) as Pasifika and .03% (1) as Japanese, the remainder identify as NZ European. There are 72% (21) boys and 28% (8) girls in the cohort so an over representation of boys in the group. One child is ESOL funded and one child is new to the school this year.

Targets: By the end of 2021, the 23% (19) children who are working below expectation in writing will accelerate their progress so that they are writing at their expected level. Those 13% (10) children who are writing well below their expected levels will make accelerated progress so that they are working towards their expected level.

| Actions to achieve targets | Led by | Budget | Timeframe |
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| <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> Review assessments carried out in February for specific individual needs, moderate within staff and between assessments Collect data each term, analyse and use OTJs to inform future teaching Moderate between schools – e.g One Tree Point, Ruakaka, Bream Bay College. Staff to use indicators in Literacy Learning Progressions to identify specific needs of students All staff to follow the standardised testing schedule for assessments throughout the year. All staff to identify target group of those children below or well below | <p>Julie</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> | <p>Travel costs</p> <p>Writing samples</p> | <p>March</p> <p>March / June / November</p> |

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| <p>expectation and work with them daily (Mon-Thurs) – whilst being released by a teacher aide.</p> <ul style="list-style-type: none"> • Develop our own Waipu School indicators – using e-asttle indicators as a basis, integrate Literacy Progressions. • Review what information is needed to be included in folders for next year’s teacher. | Sandra B. | E-asttle writing Schonell Spelling | All year |
| <p>TEACHING:</p> <ul style="list-style-type: none"> • Professional development for staff – facilitator support for developing the writing process - Accelerated Literacy Learning (ALL) contract • Sustained silent writing • Cross curricula writing • Incorporate strategies (outlined in ALL programme) into planning to address specific needs of students • Provide authentic audience for children’s writing • Teacher modelling – metacognition – talking about thinking • Specific clear learning intentions - each child knowing what their goal is and the next steps – knowledge of the reading and writing progressions. • Needs addressed through in class grouping and more frequent teacher time with target group of students. • Use exemplars to provide ideas / expectations for writing • Continue to use teacher aides to take ‘at risk’ writers for word work. • Between class teaching – use of workshops to address specific needs for writers across classes. • Use formative assessment practices – feedback, feed forward, learning intentions, learning goals. • Use of google classroom as a portfolio for writing – (which can be accessed at home). Children to identify what they can do and next steps in writing. | <p>Kerry Upson ALL facilitator Amy (lead teacher)</p> <p>All staff</p> <p>All staff</p> <p>Jordan</p> | <p>\$10 K for classroom release (ALL)</p> <p>Teacher aide budget</p> | <p>All year</p> <p>April – Term 1</p> <p>Revisit learning goals each term</p> |

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| <p>STUDENTS:</p> <ul style="list-style-type: none"> • Develop the use of student agency in writing, student voice to identify strengths / interests of learners, ownership of learning. • Peer support in class – teina / tuakana mentoring. | All staff | | All year |
| <p>LEADERSHIP:</p> <ul style="list-style-type: none"> • Principal to lead whole school in improving writing assessments analysis • Staff to meet twice a term in staff meeting to discuss progress – Use Spiral of Inquiry model / Practice Analysis conversations. • Identify professional development opportunities – ways in which to support boy’s writing. | <p>Julie</p> <p>Team leaders – Jordan / Glenice</p> | <p>PD budgets \$1K per teacher</p> | <p>All year</p> <p>Twice a term</p> <p>As needed</p> |