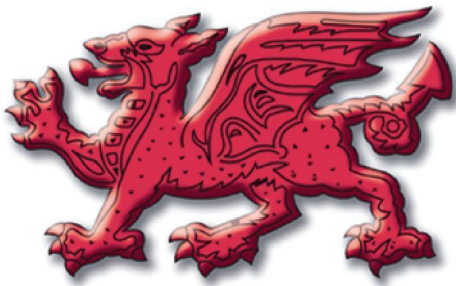


Glamorgan School

Celebrating Learning and Achieving Together

Charter 2023



Glamorgan School Charter 2023

ID Number : 1283

Mission: Celebrating learning and achieving together.

Vision

Glamorgan School is a learning community that is committed to providing relevant, meaningful and challenging learning opportunities, whilst celebrating diversity, individuality and citizenship.

Values

Glamorgan School has built its values (The Glamorgan School Steps to Success) through a programme that reflects the needs and aspirations of its children, teachers and local community. These values are further expanded in the classroom and reflect the Key Competencies of the New Zealand Curriculum. Our vision and values are part and parcel of the teaching and learning programmes we deliver at our school. They are planned for and carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our school community.

All will thrive in a learning environment that develops, promotes and celebrates:

- Thinking
- Relating to others
- Managing Ourselves
- Communicating Effectively
- Participating and Contributing

Glamorgan School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.

Strategic Goals:

We will develop a learning community that raises student achievement and allows all learners to be successful through:

Curriculum

Curriculum Design to improve student achievement.

Reduce barriers to learning for all learners.

Have high expectations for all learners.

Cultural Awareness

Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools.

Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.

Design and deliver programmes that support and sustain student's identities, languages and cultures.

Relationships

Build effective learning relationships between students, teachers, parents and the wider community.

Partner with whanau and communities to deliver education that responds to their needs.

The Learning Environment

Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.

Glamorgan School is situated in the East Coast Bays on Auckland's North Shore. We cater for primary school children from Year 1 to Year 6 and enjoy a diversity of nationalities from within our community. Glamorgan School provides a broad education through a balanced curriculum and is inclusive of all abilities. We identify students and groups of students who are not achieving, are at risk of not achieving or have special needs including Gifted and Talented students. Support is given through a variety of personnel and resources and both Deputy Principals are also assigned the role of Special Education Needs Coordinators. All students have opportunities to experience and celebrate their success and a variety of teaching approaches and strategies are used to meet individual learner's needs across the curriculum.

Cultural Diversity

43.1% of our students are classified as New Zealand (NZ) Europeans, 6.5% NZ Maori, 0.2% Cook Island Maori, 1.8% Pasifika, 27.9% Asian (18.4% of whom are Chinese), 14.3% MELAA (Middle Eastern, Latin American, African). The remaining 6.2% of other nationalities include British/Irish, Australian, Polish, Italian, Dutch and Other European. The school also enrolls Foreign Fee Paying students.

Glamorgan School embraces New Zealand's cultural diversity. All cultures will be acknowledged, valued and accepted in all aspects of school life and children will be treated with respect and dignity and valued for the cultural knowledge they can share with others. This requires all personnel to be accepting of other cultures and differences and value each other's heritage, culture and people.

The unique position of the Māori culture

We will recognise and value the unique position of Māori culture in New Zealand by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and the Treaty of Waitangi.

The school integrates Tikanga Māori (Māori culture and protocol) across the curriculum by making use of local people and involving them in school activities, incorporating basic Te Reo into all learning programmes where appropriate, and providing funding and support for Māori programmes. We encourage the correct pronunciation of Māori place names and personal names. Opportunities are provided for students to join the Kapa Haka Group with students having opportunities to perform at a variety of events such as special assemblies and celebrations.

The school consults with its Māori community bi-annually. Achievement data is analysed throughout the year and any children who require support are identified and appropriate programmes provided. Reporting to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going.

What will we do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

Requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the requisite skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school. Parents/caregivers will also be notified of the nearest school with a bi-lingual unit.

Numeracy, Literacy and Assessment

Glamorgan School places a major emphasis on Numeracy and Literacy. These areas form the basis of assessment and student achievement data collected. Our teachers strive to improve student achievement where identifying and teaching to student's individual needs remains paramount.

The school uses formative as well as summative assessments to further children's learning. Formative assessment is an integral part of the teaching and learning process at our school with students increasing their capability to set learning goals and targets along with their teacher and take an active part in the learning and assessment of their own progress.

Teachers gather evidence of children's progress in Mathematics, Reading and Writing using a variety of assessment tools and this overall picture of the child is used to make assessments in Reading, Writing and Mathematics and to give some data with which to set the achievement targets. The outcome of these targets is included in the Analysis of Variance.

The school has strong Mathematics and Literacy curriculum teams which come from all teaching levels of the school and who provide further professional development for teaching staff covering both assessment and practical application for numeracy and literacy programmes.

With further professional support and guidance for teachers, plus effective systems for identifying children requiring extra assistance and extension, we aim to provide targeted instruction that will further improve outcomes for all students.

Reporting

Our school reporting and assessment timeline is reviewed annually and we have an informative and thorough reporting process that gives parents information about their children's achievement in relation to the New Zealand Curriculum.

Our school will report to students and their parents through Meet the Teacher evenings at the beginning of Term 1, individual parent/teacher/child discussions at the end of term 1 and the end of term 2, Sharing the Learning afternoon/evening in term 3 and two written reports mid and end of year and to the Board and school's community through written reports on the achievement of students as a whole, and of identified groups including the achievement of Māori and Pasifika students.

Through teachers using assessment for learning practices, students are now becoming more involved in setting their own learning goals with the teacher and they are encouraged to talk about their learning and achievement. There is value placed on students sharing their learning and active involvement by parents to support their children. Students are invited to the parent/teacher discussions which are timetabled on an individual basis so they become part of the discussion about their learning and future development. This creates a collective team of child, teacher and family/whanau working together to get the best possible outcomes for the child.

Sharing the Learning open afternoons/evenings now give all students the opportunity to share their learning, progress and achievement with family and whanau in a more informal setting. These evenings are highly valued by the students and their families.

Review and Consultation

The school carries out a thorough consultation process through a community survey once every three years on the appointment of a new Board, with Māori families and whanau biannually and reviews the charter as a Board annually. It will continue to also implement a cycle of self-review in relation to policies, programmes, teacher performance appraisal and attestation and evaluation of information on student achievement.

Health including physical activity

Classroom and school-wide programmes will promote healthy food and nutrition for all students. The school also provides programmes that promote regular quality physical activity and offers extra-curricular sports activities and teams that students can join. Swimming takes place in term 1 and term 4 in the school pool.

Oneroa Kāhui Ako/Community of Learning

Glamorgan School is a member of the Oneroa Kāhui Ako/Community of Learning along with Long Bay, Sherwood, Torbay and Oteha Valley Primary Schools, Northcross Intermediate School and Long Bay College.

Glamorgan School Strategic Plan 2022 - 2024

“Celebrating learning and achieving together.”

Vision

Glamorgan School is a learning community that is committed to providing relevant, meaningful and challenging learning opportunities, whilst celebrating diversity, individuality and citizenship.

Values - Glamorgan School Steps to Success

All will thrive in a learning environment that develops, promotes and celebrates: Thinking, Relating to others, Managing Ourselves, Communicating Effectively and Participating and Contributing.

Strategic Goal	2022	2023	2024
<p>1. Curriculum and Learning <i>Curriculum Design to improve student achievement.</i></p> <p><i>Reduce barriers to learning for all learners.</i></p> <p><i>Have high expectations for all learners.</i></p>	<p>1.1. The Digital Technology curriculum is now integrated into planning and classrooms.</p> <p>1.2 Continue PD on UDL and evaluate progress so far. PD to be completed July 2022.</p> <p>1.3 Continue work to implement the new Aotearoa New Zealand’s Histories Curriculum.</p>	<p>1.1 A self-review will be undertaken on the digital technology curriculum.</p> <p>1.2 Teachers continue to use UDL in planning and practice within classrooms.</p> <p>1.3 Implement the History curriculum in classrooms.</p> <p>1.4 Provide PLD for staff in Years 1,2,3 in Structured Literacy.</p> <p>1.5 Curriculum plans are reviewed to reflect a localised curriculum (part 1).</p>	<p>1.1 Implement any further changes needed within the Technology Curriculum</p> <p>1.2 Develop a shared resource bank for teachers across the Kāhui Ako to support learning for children with complex needs that includes UDL as a resource.</p> <p>1.3 Teaching programmes evaluated and updated.</p> <p>1.4 Teachers will provide akonga with a literacy programme based on a Structured Literacy approach.</p> <p>1.5 Curriculum plans are reviewed to reflect a localised curriculum (part 2).</p>
<p>2. Cultural Awareness <i>Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued across all our schools.</i></p> <p><i>Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.</i></p> <p><i>Design and deliver programmes that support and sustain student’s identities, languages and cultures.</i></p>	<p>2.1 Consult with the school’s Māori and Pasifika community regarding achievement of and aspirations for Māori and Pasifika students.</p> <p>2.2 Build a database of parents and whanau who can help the school.</p> <p>2.3 PD to give staff knowledge of other cultures.</p> <p>2.4 Improve connections with families who have English as a second language.</p>	<p>2.1 Continue to promote cultural connections for families and whanau and opportunities to work together in the school.</p> <p>2.2 Help from whanau with language, culture and local history to inform learning programmes in the school.</p> <p>2.3 Professional Learning for teaching staff on culturally responsive pedagogy and practice</p> <p>2.4 Develop communication plans for families with English as a second language.</p>	<p>2.1 Consult with the school’s Māori and Pasifika community regarding achievement of and aspirations for Māori and Pasifika students.</p> <p>2.2 Hui are established and whanau attend feeling welcome and comfortable to share their ideas for children’s learning.</p> <p>2.3 Implement ongoing PD for staff on culturally responsive pedagogy and practice.</p> <p>2.4 Improve parents’ understanding about NZC and how our schools ‘operate’.</p>

<p>3. Relationships <i>Build effective learning relationships between students, teachers, parents and the wider community.</i></p> <p><i>Partner with whanau and communities to deliver education that responds to their needs.</i></p>	<p>3.1 Review resources for parents to support their child's learning at home. 3.2 Participate actively in the Kāhui Ako as schools. 3.3 Review and revise our transitions between schools.</p>	<p>3.1 Establish open days/evenings for parents to see learning in action. 3.2 Organise events across the school that encourage families, friends and whanau back into school after Covid lockdowns. 3.3 Prepare a plan to improve these transitions including with other schools in our Kāhui Ako.</p>	<p>3.1 Organise events for the wider community to attend e.g., information evenings, gala, sports days. 3.2 Encourage parents and whanau to attend events across the whole community. 3.3 Implement changes across the Kāhui Ako to ease anxiety in children who transition between our schools including from Early Childhood Settings.</p>
<p>4. The Learning Environment <i>Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.</i></p>	<p>Emotional Environment 4a.1 Collect data on student/staff wellbeing. 4a.2 Implement Pause, Breathe, Smile programme with staff and ākonga. 4a.3 Hold events when children can come together across the school and build relationships.</p> <p>Physical Environment 4b.1 Maintain grounds and buildings to a high standard. 4b.2 Pool – replace broken pumps, pool cover, shade sails and support structure. 4b.3 Complete drainage behind rooms 12-14. 4b.4 Remove shade structure in the top playground. 4b.5 Relay matting under the playground by the pool.</p>	<p>Emotional Environment 4a.1 Collect data on student/staff wellbeing 4a.2 Review Pause, Breath, Smile programme. 4a.3 Collect student feedback on events and plan for the future.</p> <p>Physical Environment 4b.1 Maintain grounds and buildings to a high standard. 4b.2 Replace community room windows and room 4 rotten windows. 4b.3 Replace broken and leaky guttering. 4b.4 Replace the hall toilets and windows. 4b.5 Replace the playground by the field.</p>	<p>Emotional Environment 4a.1 identify areas of action from the data in order to implement programmes/ideas. 4a.2 Implement any further programmes or PLD.</p> <p>Physical Environment 4b.1 Maintain grounds and buildings to a high standard. 4b.2 Upgrade courtyard 1 by rooms 1-7.</p> <p>To carry forward - from 2025 onwards upgrading of the playground area by room 16 (or new areas as determined by the Board at that time).</p>



Glamorgan School

Key:

Completed ■ In progress ■ Not done ■

Annual Plan 2023

	Action	Who	By when	Any costs?
1.1 Self review of the Digital Technology Curriculum	Gather information on: <ul style="list-style-type: none"> teacher confidence with the DT Curriculum and implementing it in classroom programmes any further professional development needed what is currently being planned and delivered in class programmes 	<ul style="list-style-type: none"> Martin (DP) and E Learning team, teachers, Team Leaders, DPs and Principal 	<ul style="list-style-type: none"> end of term 3 	
1.2 Reduce barriers to learning for all learners	<ul style="list-style-type: none"> Continue with Universal Design for Learning in planning and classroom practice. PLD for teachers in years 1,2,3 in Structured Literacy Children at risk of not achieving are identified and recorded on the learning and Support register. Programmes are adapted and/or extra assistance given through Learning Assistants, DPs or support agencies 	<ul style="list-style-type: none"> Within School Lead teacher with help from DPs/SENCOs and Kāhui Ako ASLs and WSLs Principal/DP with help from Facilitator Teachers, DPs, Principal 	<ul style="list-style-type: none"> All Term 1 onwards 	<ul style="list-style-type: none"> None – completed as a part of Kāhui Ako work. Centrally funded PLD application accepted by Ministry of Education so facilitator paid for but any release for teachers met by PLD budget.
1.3 Implement the new Aotearoa New Zealand's Histories Curriculum	<ul style="list-style-type: none"> Teachers will plan and deliver the ANZ Histories Curriculum starting with the school's and local area's history. Initially akonga will experience ANZ Histories at the entry level they are currently at and progress through the curriculum levels as ready. 	<ul style="list-style-type: none"> Within School Lead teacher, Principal, DPs, teachers 	<ul style="list-style-type: none"> Term 1 onwards 	<ul style="list-style-type: none"> None
	Action	Who	By when	Any costs?
2.1/2.2 Develop culturally aware and responsive staff so that all parents and students feel welcomed and valued in our school. Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday practice.	<ul style="list-style-type: none"> Promote connections with whanau through the Kapa Haka group and E Tū Tamariki programme Te reo incorporated into daily teaching and learning programmes Weekly phrases to build te reo in everyday situations Subscribe to online sites such as The Maori Classroom and Waiako Engage whanau to help with the language, culture and local history. 	<ul style="list-style-type: none"> Within School Lead Teacher and Maori team 	<ul style="list-style-type: none"> Termly Kahui Ako Hui Ongoing all year 	Within set budget: <ul style="list-style-type: none"> Food for whanau hui \$300 Release WSL and one other teacher to attend Kahui Ako hui Bus costs for Kapa Haka group to attend Kahui Ako Matariki Festival

2.3 Professional Learning for teaching staff on culturally responsive pedagogy and practice	<ul style="list-style-type: none"> Apply for Ministry funded Professional Learning and Development Staff meetings, Teacher Only Days with the facilitator Readings Workshops in teams of teachers Reflect on current practices and identify future actions 	<ul style="list-style-type: none"> Facilitator through MoE funded PLD, Principal, DPs and all teaching staff 	<ul style="list-style-type: none"> Start term 1 and then ongoing 	<ul style="list-style-type: none"> Costs of facilitator met by Ministry but school to fund Any release for teachers to attend PLD sessions (PLD budget)
2.4 Improve connections with families who have English as a second language	<ul style="list-style-type: none"> Collect, summarise and analyse data on our percentages of students and families who have English as a second language Identify main ethnic groups in our community Identify people in our schools and communities who can support us and explore ways they can support us Invite different cultural groups to connect with each other through an afternoon tea Establish a process to get feedback from our main cultural groups Cup of tea with the DP morning as a part of the transition process for new entrants 	<ul style="list-style-type: none"> Within School Lead Teacher, Principal and Kāhui Ako ASLs, WSLs, ESOL teacher 	<ul style="list-style-type: none"> Across the year 	None
	Action	Who	By when	Any costs?
3.1 Provide resources for parents to support their child's learning at home.	<ul style="list-style-type: none"> Continue to review the school website resources and provide parents with ideas to support their child's learning Establish open days/evenings for parents to see learning in action Use Mathletics and Reading Eggs with students Use SeeSaw/Google classroom to connect with parents and children 	<ul style="list-style-type: none"> Home/School Partnership team Teachers, DPs, Principal Teachers, parents and students 	<ul style="list-style-type: none"> Term 1 Term 2&3 Ongoing all year 	<ul style="list-style-type: none"> \$500 for information evenings if not using staff Parents pay for reading Eggs and Mathletics SeeSaw and Google classroom/Hapara platform in budget
3.2 Participate actively in the Kāhui Ako as a school.	<ul style="list-style-type: none"> Ensure the school is represented at meetings Actively recruit staff for positions available within the Kāhui Ako Attend workshop sessions Connect with other teachers Share ideas and resources for the benefit of all 	<ul style="list-style-type: none"> Principal, Board of Trustees, DPs, WSLs All teachers and Senior Leadership team 	<ul style="list-style-type: none"> Ongoing throughout the year Terms 1,2 and 3 At workshop sessions and meetings 	None

3.3 Review and revise our transitions between schools.	<ul style="list-style-type: none"> Review existing transition processes and procedures from ECE- Primary- Intermediate- Secondary Year 1 Team Leader visits local Early Childhood Centres ECE group now affiliated to the Kahui Ako - Year 1 teachers attend hui Akonga attend Northcross Intermediate information day Northcross students in years 7&8 visit our Year 6 akonga in term 4 for question and answer session about intermediate school Extra visits planned for transitions as and when necessary Booklet and presentation on the school website for those new to Glamorgan School Investigate cohort entry for year 0 College students hold athletics meet for primary students 	<ul style="list-style-type: none"> Within School lead teachers, Across School Lead teachers, DPs, Year 1 team leader and teachers 	<ul style="list-style-type: none"> Term 1 and 2 Ongoing Visit Northcross in August Northcross students visit year 6 classes Term 4 Extra visits for some akonga arranged term 4 Term 1 Term 2 Term 4 	None
Emotional Environment	Action	Who	By when	Any costs?
<p>4a.1 Collect data on staff and student wellbeing identify areas for action.</p> <p><i>and</i></p> <p>4a.2 Implement PD/programmes with staff and students</p>	<ul style="list-style-type: none"> Survey students about their wellbeing Identify some key areas of wellbeing we can influence Develop an action plan for students Establish review timeframe and process for students Review staff wellbeing Pause, Breathe, Smile programme PD for new teachers and; Implement the Pause, Breathe, Smile programme with children in classrooms 	<ul style="list-style-type: none"> DPs, Principal, Within School Lead Teacher, All teachers 	<ul style="list-style-type: none"> Survey term 2 Develop plan over term 2 Review staff wellbeing term 2 PLD workshops for new staff Term 1 Term 1 onwards 	
4a.3 Hold events when children can come together across the school and build relationships.	<ul style="list-style-type: none"> Organise The Big Day In (T1) Provide extra activities at lunch times (T2/3) Provide a Chill Out Zone (T2&3) Variety Show (T3) Support charities through Autism Awareness, Pink Shirt Day, Daffodil Day (T1-4) Community Picnic (T1) Gather student feedback on events (ongoing) 	<ul style="list-style-type: none"> Principal, DPs and staff 	<ul style="list-style-type: none"> Term 1 Term 2/3 Term 2/3 Term 3 Across the year Term 1 ongoing 	\$500 as a part of CWSN budget

Physical Environment	Action	Who	By when	Any costs?
4b.1 Maintain grounds and buildings to a high standard.	<ul style="list-style-type: none"> • Termly health and safety walk around with property manager. • Any items that need attention to be listed and actioned. • Any necessary equipment kept in good working order or replaced. 	<ul style="list-style-type: none"> • Property Manager and member of SMT • Office staff and Property Manager • Property manager 	<ul style="list-style-type: none"> • Every term • Every term • As necessary 	<ul style="list-style-type: none"> • Usually within budgets set. Any urgent items over \$2500 to be ratified by the Board first unless an urgent health and safety risk.
4b.2 Community room + room 4 windows	<ul style="list-style-type: none"> • New windows installed in the community room and two in room 4 	<ul style="list-style-type: none"> • Contractor 	<ul style="list-style-type: none"> • End of Term 3 	<ul style="list-style-type: none"> • To be a special project using accumulated funds
4b.3 Guttering	<ul style="list-style-type: none"> • Replace broken and leaky guttering. 	<ul style="list-style-type: none"> • Caretaker, contractor 	<ul style="list-style-type: none"> • End of term 2 	<ul style="list-style-type: none"> • To be a special project using accumulated funds
4b.4	<ul style="list-style-type: none"> • Replace the hall toilets and windows. 	<ul style="list-style-type: none"> • Contractor 	<ul style="list-style-type: none"> • End of term 2 	<ul style="list-style-type: none"> • To be a special project using accumulated funds
4b.5 Playgrounds	<ul style="list-style-type: none"> • Replace the playground by the field. 	<ul style="list-style-type: none"> • Professional playground company or contractors 	<ul style="list-style-type: none"> • End of 2023 	<ul style="list-style-type: none"> • To be a special project using accumulated funds

ACHIEVEMENT TARGET Writing 2023

Strategic Aim: Develop a learning community that raises student achievement and allows all learners to be successful.

<p>Annual aim: Curriculum Design a curriculum to improve student achievement. Reduce barriers to learning for all learners. Have high expectations for all learners.</p>	<p>Relationships Build effective learning relationships between students, teachers, parents and the wider community. Partner with whanau and communities to deliver education that responds to their needs.</p>	<p>Environment Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.</p>
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<p style="text-align: center;">Annual Objective</p> <p>A group of 79 students will be achieving at the expected curriculum level for their cohort by the end of 2023.</p>	<p>Target: By the end of 2023: The group of 1 Year 2 student will be achieving at the end of curriculum level 1. The group of 18 Year 3 students will be achieving at early to mid-curriculum level 2. The group of 27 Year 4 students will be achieving at the end of curriculum level 2. The group of 11 Year 5 students will be achieving at early to mid-curriculum level 3. The group of 22 Year 6 students will be achieving at the end of curriculum level 3.</p>
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Baseline Data:
Judgments in 2022 were made using evidence from a range of assessment tools both formative and summative such as ongoing observations of children’s writing across the curriculum areas, 6 Year Observation Survey, BURT/Schonell spelling and reading, e-asTTle writing samples, The Literacy Learning Progressions, conferencing notes taken whilst talking to children and peer and self-assessments from students against personal goals and success criteria set together with the teacher.

At the end of 2022, the data showed that 28% (161/568) of students were below expectation with 22% (125 students) below and 6% (36 students) well below. Of the 28% (161 students) below 19% (107) of the students were boys and 9% (54) were girls. Despite this disparity our target group will still include both girls and boys who do not have an Individual Education Programme and are not receiving instruction for English as a second language.

When	What	Who	Indicators of progress
Term 1	1. Allow for student voice through learning conversations to establish what engages the students and what they know about their learning. Students’ views are recorded and aide teacher’s planning.	Class teachers and target children	Student engagement is higher. Student’s views are evident in teacher’s planning. Students can articulate what their goals are and what helps them learn.
From Term 1 and ongoing	2. Make the progression of knowledge and skills needed in order to reach the end goal clear for students so they can also measure their progress.	Class teachers of target students.	Students know what their goal is and what the progression looks like in order for them to meet the target.
	3. Professional development for teachers on Structured Literacy in years 2 and 3 and continuation of the structured literacy programme in year 1. Use the iDEAL platform. School successfully applied for PLD contract through MoE.	Teachers in Years 1,2,3.	Resources used, PLD programme developed and implemented and a structured literacy programme put in place across the junior school.

	4. Use hands on experiences, pictures and models to promote discussion and motivation. This includes both in and outside of the classroom experiences.	Class teachers	Students are more motivated to write and write across the curriculum.
	5. Use digital technologies and online programmes to engage students such as iPads, tablets, photos and online computer programmes such as SeeSaw.	Class teachers with support from the e-learning team where necessary.	Use of digital technology is evident in classrooms.
Terms 2 and 3	6. Teachers implement ALL intervention in their classes for selected groups of students.	All classroom teachers except beginning teachers in their first year of teaching.	Targeted support is identified and provided. Teachers refine their teaching practice of ALL by: <ul style="list-style-type: none"> • Front loading • Clarifying the context of lessons • Teaching to the expected level • Using technologies to engage parents and students • Making connections with the families and whanau of the ALL students
Term 1 and then ongoing	7. Whanau engagement <ul style="list-style-type: none"> • Teachers, parents and students meet together to discuss the planned intervention. • Work with parents, families and whanau on ways to support their child's learning at home • Regular contact is maintained with families • Celebration at the end of the intervention 	Teachers Parents Whānau Students	Parents, families and whanau are more confident to support student learning at home. Parents receive regular formal and informal contact about their child's progress and can add their ideas and suggestions to next steps.
Term 2 onwards	8. Teachers are part of professional learning groups to collaborate and support each other. Time for PLGs is planned for in staff meetings.	Literacy Leader, Team leaders and teachers	Teachers are discussing progress, reflecting on their teaching practice and making adjustments accordingly. Inquiries show evidence of the teacher's learning and students' progress.
Ongoing	9. Monitor individual student progress and adjust planning.	Teachers, team leaders, Principal	
Term 4	10. Analyse end data to inform future progress and planning.	Leadership Team, Literacy leaders	End of year results are used to inform next steps.
Monitoring	Target children's progress tracked throughout the year. Reports to the Board throughout the year on achievement data through assessments -e-asttle writing/targets/Maori and Pasifika students and end of year data		
Resourcing	A budget for Literacy has been set by the Board- details in the annual budget. Teachers are released for PLD and to complete assessments.		

ACHIEVEMENT TARGET Mathematics 2023

Strategic Aim: Develop a learning community that raises student achievement and allows all learners to be successful.

Annual aim:

Curriculum

Design a curriculum to improve student achievement.
Reduce barriers to learning for all learners.
Have high expectations for all learners.

Relationships

Build effective learning relationships between students, teachers, parents and the wider community.
Partner with whanau and communities to deliver education that responds to their needs.

Environment

Develop and maintain a healthy, stimulating and enriching learning environment that is safe, inclusive and free from racism, discrimination and bullying.

Annual Objective:

A group of 69 students will make accelerated progress to meet expectation against the New Zealand Curriculum by the end of 2023.

Target:

By the end of 2023:

The group of 12 Year 2 students will be achieving at the end of curriculum level 1 in Mathematics.
The group of 12 Year 3 students will be achieving at early to mid-curriculum level 2 in Mathematics.
The group of 25 Year 4 students will be achieving at the end of curriculum level 2 in Mathematics.
The group of 6 Year 5 students will be achieving at early to mid-curriculum level 3 in Mathematics.
The group of 14 Year 6 students will be achieving at the end of curriculum level 3 in Mathematics.

Baseline Data:

Judgments in 2022 were made using evidence from a range of assessment tools both formative and summative such as GLoSS (individual mathematics assessments – Strategy stage), IKAN (individual mathematics assessments – knowledge stage), JAM (Junior Assessment in Mathematics), ongoing observations of children’s mathematics across the curriculum areas, Progress and Achievement Test results, early entry testing assessments and peer and self-assessments from students against personal goals and success criteria set together with the teacher.

The data showed 25% (141/568) of students are below expectation with 20% (112 students) below and 5% (29 students) well below. There was no great gender difference within this group of students as 11% (63/568) were male and 14% (78/568) female. The number of students achieving at or above expectation in Maths rose from 66% at the end of 2021 to 75% at the end of 2022. This also means the number of children achieving below or well below expectation fell from 34% to 25%. At the end of 2021 the number of children well below had increased by 9 and the number of children below had increased significantly on 2020 figures from 101 to 156. It is pleasing to see the reduction in these figures at the end of 2022. The current achievement levels are an improvement on 2021 but we still need to monitor and support the children further after the disruption of the pandemic and subsequent lockdowns. Mathematics still remains a focus for the school and 69 returning students will form the target group for 2023.

When	What	Who	Indicators of progress
Term 1	1. Allow for student voice through learning conversations to establish what engages the students and what they know about their learning. Students’ views are recorded and aide teacher’s planning.	Class teachers and target children	Student engagement is higher. Student’s views are evident in teacher’s planning. Students can articulate what their goals are and what helps them learn.
Ongoing	2. Make the progression of knowledge and skills needed in order to reach the end goal clear for students so they can also measure their progress.	Class teachers of target students.	Students know what their goal is and what the progression looks like in order for them to meet the target.

Ongoing	3. Team leaders are to provide support for staff through team meetings and/or in class observations and modelling of good teaching practice in Mathematics.	Team leaders, class teachers	Team meetings held and observations completed, all classes have a minimum of 50 minutes' maths teaching per day.
Terms 1,2,3	4. PLD will be provided for maths team members. PLD will be shared with staff through staff meetings or workshops.	Maths team members.	Staff are using the strategies and knowledge from the PLD in their programmes.
Ongoing	5. Maths team members support teachers in team meetings where targets are regularly reviewed.	Maths team members.	Minutes of team meetings will show a focus on target students and their progress achievement data
Ongoing	6. Use digital technologies and online programmes to engage students such as iPads, tablets, photos and online computer programmes e.g., Mathletics.	Class teachers with support from the e-learning team where necessary.	Use of digital technology is evident in classrooms.
Terms 2, 3	7. All teachers provide Accelerated Learning in Mathematics (ALiM) groups with the aim of embedding acceleration (versus remediation) teaching strategies into their classes.	Class teachers	Targeted support is identified and provided.
Term 3	8. Teachers, parents and students meet together to discuss the planned intervention. Work with parents, families and whanau on ways to support their child's learning at home.	Teachers Parents Whānau Students	Parents, families and whanau are more confident to support student learning at home. Parents receive regular formal and informal contact about their child's progress and can add their ideas and suggestions to next steps.
Term 2,3	9. Teachers are part of professional learning groups to collaborate and support each other. Time for PLGs is planned for in staff meetings.	DPs, Team leaders and teachers	Teachers are discussing progress, reflecting on their teaching practice and making adjustments accordingly. Target children are tracked through team meetings and data collated termly by the principal.
Each term	10. Monitor individual student progress and adjust planning	Teachers, team leaders, Principal	
Term 4	11. Analyse end data to inform future progress and planning.	Principal, DPs and leadership team	End of year results are used to inform next steps.
Monitoring	Meetings are minuted and progress tracked throughout the year. Reports to the Board throughout the year on achievement data through assessments -targets/Maori and Pasifika students.		
Resourcing	A budget for Mathematics has been set by the Board- details in the annual budget. Also release time for Maths team members to attend relevant PLD.		