



## Targets for Achievement

### Mathematics

**Strategic aim:** *The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.*

**Annual objective:** *That all children achieving below the national standard in reading, writing and mathematics, show accelerated progress, reflected in overall teacher judgements.*

**Baseline data:**

Our baseline data (end of year Overall Teacher Judgments) identified:

<b>Below</b>				<b>Well Below</b>			
Boys below	14	Māori	0	Boys well below	4	Māori	0
Girls below	8	Other	22** 5.3% of total school	Girls well below	6	Other	10** 2.4% of total school

The numbers of students achieving below or well below are higher in the Y4, 6, 7 and 8 areas of the school. These levels also have more students who achieve above the standard.

\*Pasfika students have not been specifically identified due low roll numbers (8/417) as that may lead to identifying individuals. Where they are below or well below their individual learning needs will be assessed and addressed.

\*\* These numbers contain 1 Year 8 student from 2015

**Boys**

More boys than girls are below	64% of below are boys
More girls than boys are well below (but total is very small)	60% of well below are girls
The % above are similar	

This indicates there is little gender difference except for those boys below the standard.

**TARGETS FOR 2016**

*By the end of 2016, the students identified as below the standard in Mathematics will be accelerated to at achieve within “at the standard” and all students identified as well below the standard in Mathematics will accelerate to achieve below the standard.*

**ACTIONS 2016**

<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of progress</b>
Week 1-4, Term 1	Review assessment data with staff and determine target students.	Principal.	Review statement completed and provide to Board.
Week 4	School appraisal goal to assist teachers to reflect on and improve practice.  Inquiry goal for target students. Staff undertake Gap Analysis on 5 students they select from the target student list.	Senior management team.  Teachers	Reflective practices are seen as the norm within the school.
Week 7, Term 1	Enter data and information on each student’s particular learning needs.	Teachers	Staff fill in first monitoring milestone in assessment site
Term 1.	Teachers enter data and information into monitoring site and reflect on and plan revised programme where indicated	Principal and senior management team.	Revised programme is documented.
Terms 1 and 3.	Work with parents, families and whānau around ways to support students’ learning,	Principal and Numeracy team	Student voice is evident in teaching programme
Term 2-3	PACT tool for Mathematics will be used to promote curriculum knowledge and school-wide consistency.	Staff	Teachers can use PACT confidently to identify student needs and revise programmes in class  OTJs are consistently applied across the school.
Ongoing throughout the year.	ALiM programme Year 1 - Lead teacher to work with small groups Y5-8	ALiM Lead teacher	The concept of accelerated progress in Maths is understood
	Fortnightly monitoring meetings to discuss progress of target students.	Syndicate leaders	Meetings are ongoing with appropriate gains in achievement level.
	Promote student agency through enabling assessment capability of students	All staff	Students can talk about their leaning and next steps

	School-wide professional development for teachers on culturally responsive teaching practice.	Principal and Curriculum team	Improved teacher practice is having a positive impact on student outcomes.
	Curriculum team to present staff meetings during the year and lead review of maths in terms of <ul style="list-style-type: none"> <li>• Instruction time</li> <li>• Numeracy practice</li> <li>• Rich tasks and problem solving</li> <li>• Moving from Stage to stage using resources from NZ maths website</li> </ul>		
End of year	Analyse year-end data to inform progress and planning for the following year.	Principal and senior management team.	End of year results used to inform next steps
<b>Monitoring:</b> Reporting against each of the actions is completed for the Board as per reporting schedule. Review Maths PLD in terms of where to next			

## Reading

**Strategic aim:** *The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.*

**Annual objective:** *That all children achieving below the national standard in reading, writing and mathematics, show accelerated progress, reflected in overall teacher judgements.*

### Baseline data:

Our baseline data (end of year Overall Teacher Judgments) identified:

#### Below

Boys below	13	Māori	0
Girls below	3	Other	16** 3.8% of total school

#### Well Below

Boys well below	11	Māori	0
Girls well below	8	Other	19 ** 4.6% of total school

\*Pasfika students have not been specifically identified due low roll numbers (8/417) as that may lead to identifying individuals. Where they are below or well below their individual learning needs will be assessed and addressed.

**\*\* One student in these figures was Y8 and left at the end of 2015**

### Boys

More boys than girls are below or well below	81% of below are boys	58% of well below are boys
Fewer boys are above	40% are boys	

This indicates not only are boys doing less well overall in Reading compared to girls and most are assessed as “at” the standard.

### TARGETS FOR 2016

***By the end of 2016, all students identified as below in Reading, will be accelerated to achieve within the standard and all students identified as well below the standard in Reading will accelerate to below the standard.***

***By the end of 2016, the 20 % of boys achieving above the standard in Reading will increase so it is similar to the achievement of girls at this level, 31%.***

### ACTIONS 2016

When	What	Who	Indicators of progress
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Week 1-4, Term 1	Review assessment data with staff and determine target students.	Principal.	Review statement completed and provide to Board.
Community of learners	Appoint in school staff to inquire and develop on effective practice for transitions and student agency	Bard, AP/ DP/ Principal	Staff appointed and involved in inquiry programmes
Week 4	School appraisal goal to assist teachers to reflect on and improve practice.  Staff undertake Gap Analysis on 5 students they select from the target student list.	Senior management team.  Teachers	Reflective practices are seen as the norm within the school.
Week 7, Term 1	Enter data and information on each student's particular learning needs.	Teachers	Staff fill in first monitoring milestone in assessment site
Term 1.	Teachers enter data and information into monitoring site and reflect on and plan revised programme where indicated	Principal and senior management team.	Revised programme is documented.
Terms 1 and 3.	Work with parents, families and whānau around ways to support students' learning, particularly to inform choice of reading topics and materials.	Principal and Literacy team	Student voice is evident in teaching programme
Initiated by end of Term 1.	Buddy class programme in operation	Junior and senior syndicate leaders.	Senior students positively support younger peers
Term 2	PACT tool for Reading will be introduced to promote curriculum knowledge and school-wide consistency.	CPL Staff	Teachers can use PACT confidently to identify student needs and revise programmes in class
Ongoing throughout the year.	PLD Literacy contract for writing focusing on will draw references to the "mirror" process of Reading where relevant  <ul style="list-style-type: none"> <li>• Data Literacy</li> <li>• Effective practice</li> <li>• Boys</li> </ul>	CPL Literacy leaders	Staff will link Literacy areas and identify good practice
	Extra programmes to support students <ul style="list-style-type: none"> <li>• ESOL</li> <li>• Reading Recovery</li> <li>• Rainbow reading</li> <li>• Talk to Learn</li> </ul>	Principal Staff	Programmes will continue to provide supplementary support

	Fortnightly monitoring meetings to discuss progress of target students.	Syndicate leaders	Meetings are ongoing with appropriate gains in achievement level.
	Data reviewed each term. Encourage use of ELLPs and LLPs for staff to identify next steps for students	Deputy principal.	OTJs are consistently applied across the school.
	Promote student agency through enabling assessment capability of students	Staff	Students can talk about their learning and next steps
	Promote Daily 5 and other effective reading practice throughout the school	Staff Literacy leaders	Effective, reflective practice is evident throughout the school
	Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary.	Reading Recovery teacher and assistant principal.	Tracking of discontinued students is recorded.
	School-wide professional development for teachers on culturally responsive teaching practice.	Principal and Curriculum team	Improved teacher practice is having a positive impact on student outcomes.
	Student voice considered in reading topics and materials.	Syndicate leaders.	Student voice is strongly represented in teaching and learning.
End of year	Analyse year-end data to inform progress and planning for the following year.	Principal and senior management team.	End of year results used to inform next steps
<b>Monitoring:</b> Reporting against each of the actions is completed for the Board as per reporting schedule. Review Reading enjoyment			

## Writing

**Strategic aim:** *The school will deliver a curriculum giving full effect to the intent of the New Zealand Curriculum through the vision, values, key competencies and learning areas, in a supportive and inclusive environment. We will aspire to high levels of achievement for all students through provision of a rich and future-focused curriculum.*

**Annual objective:** *That all children achieving below the national standard in reading, writing and mathematics, show accelerated progress, reflected in overall teacher judgements.*

### Baseline data:

Our baseline data (end of year Overall Teacher Judgments) identified:

#### Below

Boys below	19	Māori	0
Girls below	8	Other	27
Year levels	27 6.5% of total school	**27	Y3-8

#### Well Below

Boys well below	20	Māori	0
Girls well below	8	Other	28
Year Levels	28 6.7% of total school	**28	Y3-8

\*Pasfika students have not been specifically identified due low roll numbers (8/417) as that may lead to identifying individuals. Where they are below or well below their individual learning needs will be assessed and addressed.

**\*\* One student in these figures was Y8 and left at the end of 2015**

#### Boys

More boys than girls are below or well below	70% of below are boys	71% of well below are boys
Fewer boys are above	22% are boys	

This indicates boys doing less well overall in Writing compared to girls. There are also possible discrepancies in OTJs between syndicates as the % of students in each category varies across year levels.

### TARGETS FOR 2016

***By the end of 2016, all students identified as below in Writing, the majority of whom are boys, will be accelerated to achieve within the standard and all students identified as well below the standard in Writing will accelerate to below the standard.***

***By the end of 2016, the % of boys achieving above the standard in Writing will increase so it is similar to the achievement of girls at this level.***

<b>ACTIONS 2016</b>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of progress</b>
Week 1-4, Term 1	Review assessment data with staff and determine target students.	Principal.	Review statement completed and provide to Board.
Community of learners	Appoint in school staff to inquire and develop on effective practice for transitions and student agency	Bard, AP/ DP/ Principal	Staff appointed and involved in inquiry programmes
Week 4	School appraisal goal to assist teachers to reflect on and improve practice.  Inquiry goal for target students. Staff undertake Gap Analysis on 5 students they select from the target student list.	Senior management team.  Teachers	Reflective practices are seen as the norm within the school.
Week 7, Term 1	Enter data and information on each student's particular learning needs.	Teachers	Staff fill in first monitoring milestone in assessment site
Term 1.	Teachers enter data and information into monitoring site and reflect on and plan revised programme where indicated	Principal and senior management team.	Revised programme is documented.
Terms 1 and 3.	Work with parents, families and whānau around ways to support students' learning,	Principal and Literacy team	Student voice is evident in teaching programme
Initiated by end of Term 1.	Buddy class programme in operation	Junior and senior syndicate leaders.	Senior students positively support younger peers
Term 2	PACT tool for Writing will be used to promote curriculum knowledge and school-wide consistency.	CPL and staff	Teachers can use PACT confidently to identify student needs and revise programmes in class
Ongoing throughout the year.	PLD Literacy contract for writing focusing on <ul style="list-style-type: none"> <li>• Data Literacy</li> <li>• Effective practice</li> <li>• Boys writing</li> <li>• ESOL learners</li> </ul>	CPL and staff	An effective Literacy agreement  Staff knowledge of different assessment tools increased so they are using all formatively.  Staff enthusiastically using and sharing effective strategies
	ALLs programme Year 2 - expand teacher involvement and continue focus on target students		All Lead teacher



	Fortnightly monitoring meetings to discuss progress of target students.	Syndicate leaders	Meetings are ongoing with appropriate gains in achievement level.
	Data reviewed each term. Encourage use of ELLPs and LLPs for staff to identify next steps for students	Deputy principal.	OTJs are consistently applied across the school.
	Promote student agency through enabling assessment capability of students	All staff	Students can talk about their learning and next steps
	School-wide professional development for teachers on culturally responsive teaching practice.	Principal and Curriculum team	Improved teacher practice is having a positive impact on student outcomes.
	Student voice considered in writing topics and materials.	Syndicate leaders.	Student voice is strongly represented in teaching and learning.
End of year	Analyse year-end data to inform progress and planning for the following year.	Principal and senior management team.	End of year results used to inform next steps
<b>Monitoring:</b> Reporting against each of the actions is completed for the Board as per reporting schedule. Review Writing PLD in terms of where to next			