



Waterview
PRIMARY SCHOOL

Charter 2021.

Mission Statement:

“To foster, to learn, to nurture, to enable full potential – Maimoatia, akonatia, raupita, kia hia aka he pitomata

Charter Undertaking: This charter was ratified by the School Board of Trustees on 1st March 2021.

Signed: Chairperson Board of Trustees

Date:

WATERVIEW PRIMARY SCHOOL VISION

<p style="text-align: center;"><u>Teachers / Support Staff</u></p> <ul style="list-style-type: none"> • Deliver the National Curriculum competently, focusing upon Literacy and Mathematics. • Are enthusiastic and foster a love for learning. • Communicate the purpose of learning. • Receive appropriate support. • Are committed to professional growth. • Have high expectations for learning. • Demonstrate caring and supportive interpersonal skills. • Provide needs-based programmes. • Work in partnership with parents. • Are positive and professional. <p style="text-align: center;"><u>Policies and Procedures</u></p> <ul style="list-style-type: none"> • Are reviewed through consultation. • Are clearly stated and understood. • Facilitate school organisation. • Are accessible to everyone. <p style="text-align: center;"><u>School Environment</u></p> <ul style="list-style-type: none"> • Is inviting and attractive. • Supports learning programmes. • Is safe and well maintained. <p style="text-align: center;"><u>MANAGEMENT TEAM</u></p> <ul style="list-style-type: none"> • Gives high quality leadership to the school. • Supports, values, and empowers others. • Maintains effective communication between home and school. • Ensures quality teaching & learning is paramount and is delivered. • Monitor progress towards meeting school goals. • Leads change and is accountable. 	<p style="text-align: center;"><u>School Vision</u></p> <ul style="list-style-type: none"> • Growing as Learners together <p style="text-align: center;"><u>School Values</u></p> <p>Together we are: Friendly:</p> <ul style="list-style-type: none"> • Smile • Have fun. • Be kind to each other. • Treat others the way you would like to be treated. <p>Respectful:</p> <ul style="list-style-type: none"> • Care for yourself, others, and the environment. • Listen • Play by the rules. • Respect everyone <p>Responsible:</p> <ul style="list-style-type: none"> • Be honest. • Put your rubbish in your bag. • Look after your belongings. • Show self-control. <p>Successful:</p> <ul style="list-style-type: none"> • Achieve goals. • Do your best. • Make your own decisions 	<p style="text-align: center;"><u>Board of Trustees</u></p> <ul style="list-style-type: none"> • Consults effectively with the community. • Meets requirements of NEGS and NAGS. • Is a good employer. • Stays well informed. • Ensures all resources are effectively managed. • Plans for future. • Provides quality leadership and governance. • Support grow & guide a foundational relationship with Te Kawerau ā Maki Iwi. <p style="text-align: center;"><u>PARENTS/WHANAU</u></p> <ul style="list-style-type: none"> • Feel welcomed and included. • Are well informed. • Encourage children in their schooling. • Respect the professional judgement of the staff and work in partnership with them. • Are supportive of the Board, staff, and school. <p style="text-align: center;"><u>Curriculum Programmes</u></p> <ul style="list-style-type: none"> • Are delivered in a balanced and interesting manner. • Emphasise Literacy and Mathematics • Meets the needs of all children. • Are regularly reviewed and updated.
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WATERVIEW PRIMARY CULTURAL DIVERSITY PLAN

		<ul style="list-style-type: none"> Fulfil National Curriculum requirements. Prepare our students for the future.
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New Zealand Cultural Diversity

The Unique Position of Maori Culture

Maori 16.45% N.Z. European 33.22 % Pasifika 26.31% Asian 5.6%% Other 17.11%

- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

- All staff members are required to have an awareness of Tikanga Maori (Maori Culture & protocol) and Te Reo Maori (Maori language) and incorporate these into classroom programmes.
- Waterview Primary will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.
- Develop strong Iwi relationships.
- Value & acknowledge the unique place of Maori & Maoritanga in Aotearoa and in the school.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori protocol and culture) into the school's curriculum?

- Employment of 2 Te Reo/Kapa Haka teacher in 2021 - .2a week to teach in all Learning Hubs.
- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, numbers.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings of principles of the Treaty of Waitangi.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
 - Personnel with the requisite skills and qualifications
 - Overall school financial position
 - Availability of accommodation within the school

What steps will be taken to discover the views and concerns of the school's Maori community?

- Encourage whanau of Maori students to stand as a Board of Trustees member
- Maori community consulted in various ways.
 - Report evenings
 - Parent workshops
 - Newsletters
 - School events involving students.
 - Maintaining open door practice encouraging families to approach the school.
- Individual interviews conducted by the Principal with the caregivers of Maori students with follow up interviews across the year: These interviews highlighting how we can improve the education of their child.
- Kapa Haka group re- established in 2013 and continuing in 2021.

Vision	Growing as learners together.
Mission Statement	“To foster, to learn, to nurture, to enable full potential – Maimoatia, akonatia, raupita, kia hia aka he pitomata
Strategic Initiative 1	Developing Culturally responsive learners who are at the centre of teaching & learning.
Strategic Initiative 2	Deliver quality teaching & learning that makes a difference for learners, their whanau & all stakeholders.
Strategic Initiative 3	Deliver Learning that is relevant to the children today & throughout their lives.
Strategic Initiative 4	Resourcing

STRATEGIC INITIATIVE 1: Developing Culturally responsive Learners who are at the centre of teaching and learning.

1A: Design a Local Curriculum, that values and sustains identity, language, and culture.

1B: Embed Tapasā “Cultural competencies framework for teachers of Pacific learners into teaching and learning.

1C: Recruit for diversity to strengthen team, leadership, and increased skill sets.

1D: Teaching & Learning programmes to include appropriate responsive tasks & resources for Maori & Pasifika students

<u>2021</u>	<u>2022</u>	<u>2023</u>
<ul style="list-style-type: none"> • Continue staff professional development on Tapasā • Increased teacher capability. • Stakeholders feel connected, informed, and valued within the Waterview School community. • Create a safe & inclusive Culture where diversity, all learners/ākonga and staff are valued. • Learning culture is embedded within all stakeholders. • Strengthen home/school Learning Partnership. • Continue designing “Local Curriculum”. • Teachers supporting social-emotional learning to develop student’s awareness & knowledge of well-being. • Staff/Kaiako continuing to build their understanding of learners (languages 	<ul style="list-style-type: none"> • Teaching staff have skills & support systems to teach with clarity. • Students are empowered and actively live & model school values. • Feedback and communication systems are effective and actioned. • Learners can connect new learning to their own prior knowledge & culture. • To improve student – student & student – teacher interaction & collaboration • Students empowered to build personal learning pathways. • Teachers supporting social-emotional learning to develop student’s awareness & knowledge of wellbeing. 	<ul style="list-style-type: none"> • Ownership of learning by students as responsibility shifts from teacher to student for their learning. • Students become independent learners committed to reviewing and make changes to their learning to meet their needs in partnership with the teacher. • Hubs are focused on learning and students can describe their contribution to the learning process. • Teachers empower students to maintain cultural integrity and identity while succeeding academically.

spoken at home, stories, cultural values) to provide culturally responsive teaching.		
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STRATEGIC INITIATIVE 2: Deliver quality teaching and learning that makes a difference for learners, their whānau, and all stakeholders.

2A: Teachers can demonstrate what students are learning – the how and why they recognise success.
 2B: Children have a clear understanding of what learning is.
 2C: Teachers apply strategies to assist students to close the gap between learning and desired learning goal.

<u>2021</u>	<u>2022</u>	<u>2023</u>
<ul style="list-style-type: none"> • Planning reflects student needs and shows learning intentions & success criteria across curriculum levels. • Students can articulate the level of support they require (reminder scaffold, example, or reinforcement) that supports current learning & next steps. • Teachers deliver inclusive and responsive teaching & learning that adapts to student needs. • Students can apply strategies they have learnt in the classroom & transfer their learning across the curriculum. • Consult & discuss with the school’s Maori community how to include tikanga into learning practices. • School/staff to value the languages spoken by Pasifika learners/ākonga and provide opportunities to use them. 	<ul style="list-style-type: none"> • Teaching & Learning activities are designed to achieve maximum benefit for student achievement. • Planning reflects student needs and show multi-level learning interactions & success criteria. • Teachers continuously evaluate their practice for effectiveness. • Student & teachers have learning conversations structured to build on current learning. • Students recognise assessment provides valuable information that should be shared with whanau 	<ul style="list-style-type: none"> • Students understand that both formal & informal assessment is central to determining their current & future learning. • Students understand their own achievement level in relation to learning progressions. • Students initiate & lead conversations about their learning with teachers & whanau. • Teachers provide multiple means of engagement – the what, the how, and the why – of learning as different students are engaged by different types of tasks & learning situations. • Quality teaching & learning is valued & recognised by all stakeholders

STRATEGIC INITIATIVE 3: Deliver learning that is relevant to the children today and throughout their lives.

3A: Children’s knowledge is developed with skills and dispositions needed through learning and play to be confident learners.

3B: Teach students to actively process new learning and integrate it with their prior knowledge.

3C: Nurturing and supporting students wellbeing to enhance their learning and progress.

<u>2021</u>	<u>2022</u>	<u>2023</u>
<ul style="list-style-type: none"> • Continue Implementation digital Technologies/Hangarau Matihiko curriculum. • All learners can connect with each other to explore, gain, and build on the competencies, skills, and knowledge they need to grow. • Provide all learners/ākonga with opportunities to develop key capabilities – communication, problem solving, critical thinking & interpersonal skills. • Relevant, meaningful teaching & learning to engage students emotionally, culturally & use prior knowledge. • Provide staff with high quality professional learning to strengthen teaching, Leadership & Learning support. • Introduce Sustainability education programme across the school. 	<ul style="list-style-type: none"> • Continue implementation Digital Technologies/Hangarau Matihiko curriculum • Sustainability education is embedded across all relevant learning areas. • Students can reflect independently of the teacher to evaluate their learning and the learning process. • Continue developing student voice so learning becomes more engaging and enjoyable. • Improve student awareness on how their actions today will impact on tomorrow and beyond. • Ensure the diversity of teachers matches the diversity of students 	<ul style="list-style-type: none"> • Provide digital learning opportunities for all learning. • Students use technology and learning programmes that can be tailored to identify, language, culture & learning needs. • Providing highly adaptable, technology-rich environments where learning happens anywhere and anytime to meet learning need. • Waterview’s local curriculum will provide the foundation for learning describing the outcomes we value for our learners.

STRATEGIC INITIATIVE 4: Resourcing

4A: Leadership team to align human, financial, and material resources to prioritise their acquirement and allocation.

4B: Staff show in depth knowledge of teaching and learning & applies this knowledge to resource needs to close gaps.

4C: Add diversity to the Waterview teaching team.

<u>2021</u>	<u>2022</u>	<u>2023</u>
<ul style="list-style-type: none"> • School staff continue establishing relationships/partnerships with family & whānau to improve all students learning. • Purchase/develop resources that support teachers to lead learning & remove challenges. • Implement new initiatives that value diversity and provide inclusion for all learners. • Engage and use stakeholders to develop Local Curriculum. • Survey staff and students to identify our current strengths & weaknesses in more depth. • Identify the “needs” from the wants to ensure all staff & learners have the resources to continuously improve their teaching & learning. 	<ul style="list-style-type: none"> • Gaps in resourcing are reducing while continuously being reviewed against goals. Review by staff/student surveys/S.W.O. T analysis. • Continue communicating with and use expertise and resources from stakeholders & community. • Collaborate/network with local schools (especially intermediates) to plan for successful transition, so students can succeed. • Develop and recruit staff to strengthen teaching/learning, leadership & diversity to meet school & student’s needs. 	<ul style="list-style-type: none"> • School actively developing relationships with other professionals & business to widen networks of expertise available. • Leadership team applies strategic alignment in resourcing human, financial and material resource procurement. • Recognise areas of need & recruit specifically for these strengths in applicants.

Waterview Primary 12 Month Action Plan 2021

Strategic Initiative 1: Developing Culturally responsive learners who are at the centre of teaching & learning.

<u>Strategic Goal</u>	<u>Budget who/when</u>	<u>Key Actions</u>	Milestone
1A: Design a local curriculum that values and sustains identity, language, and culture.	Professional development budget On-Going	<ul style="list-style-type: none"> • Working group & staff continue consulting/working with stakeholders to develop/design Waterview’s “Local Curriculum”. • Continue implementation of HERO S.M.S for curriculum reporting/tracking student goal setting/evidence collection & parent communication. • Continue staff professional development on Tapasā. 	<ul style="list-style-type: none"> • Waterview’s Local Curriculum strengthens our students and celebrates our school. • Through the Local Curriculum the community has a shared understanding about teaching & learning at school. • Embedding small changes and then building on them.

<p>1B: Embed Tapasā Cultural competencies framework for teachers of Pacific Learners into teaching & learning.</p>	<p>\$6000 Pasifika working group. On-Going</p>	<ul style="list-style-type: none"> • Organise Fono (consultation) meeting with families. Term 1/2 2021. • Continue funding Pasifika budget to purchase resources & equipment to support learning. • Using Schooling Improving funding, Waterview will build a 'Fale'. Term 1/2 2021. • Continue Implementation Pasifika performance groups. • Use Pasifika Fono voice feedback (November 2020) to improve Teaching/learning programmes. • Pasifika families actively involved in decisions about learning & receive regular meaningful communication. 	<ul style="list-style-type: none"> • Whole staff confident using Tapasā in planning and Hub teaching/learning programmes. • Teachers understand that student's identity, language & culture is important to learning. • Staff and parent/caregivers have strong learning focused relationships.
<p>1C: Recruit for diversity to strengthen team, leaderships, and increased skill sets.</p>	<p>Senior Leadership Team On-Going</p>	<ul style="list-style-type: none"> • Actively develop relationships with the community, facilitators, universities, and other schools to widen the network of strategic expertise available to the school. • S.W.O.T analysis to identify current staff strengths & weaknesses. • Staff creating a safe & inclusive learning environment where diversity, all learners/ākonga & staff are valued. 	<ul style="list-style-type: none"> • Increased capability • Diverse teaching team • Staff have ownership of on-going professional development. • Staff are active participants in creating and maintaining positive school culture.

<p>1D: Teaching and Learning programmes to include appropriate responsive tasks & resources for Maori & Pasifika learners.</p>	<p>Professional development budget</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Staff/Kaiako continuing to build their understanding of learners (languages spoken at home, cultural values, stories) to provide culturally responsive teaching/learning. • Students are active & committed participants in creating & maintaining the Hub environment that best supports their learning needs. • Learners & Hub teachers routinely reflect on what they could do to make learning more engaging & enjoyable. • Staff/Kaiako incorporate Maori identify, language and culture into teaching & learning for Maori learners. • School running whanau meeting days (Feb 2nd/3rd 2021) to build relationships/partnerships with Maori/Pasifika families. 	
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Waterview Primary 12 Monthly Action Plan 2021

Strategic Initiative 2: Deliver quality teaching and learning that makes a difference for learners, their whanau, and all stakeholders.

<u>Strategic Goal</u>	<u>Budget Who/When</u>	<u>Key Actions</u>	<u>Milestone</u>
<p>2A: Teachers can demonstrate what students are learning – the how and the why they recognise success.</p>	<p>Whole staff PD Budget On-Going</p>	<ul style="list-style-type: none"> • Teachers have enough understanding of the curriculum and its progressions of learning to work with any student & identify their next learning steps. • Teachers & students can describe what is to be learnt, how they know when it has been learnt (success, criteria examples, modelling. • Consult & discuss with the school’s Maori community and Te Kawerau ā Maki how to include tikanga into learning practices. • Teachers can deliver inclusive & responsive teaching & learning that adapts to student needs. 	<ul style="list-style-type: none"> • Teachers deliver inclusive & responsible teaching/learning that adapts to learners/akaonga needs. • Teachers have the wellbeing & cultural competence to give every learner/ākaonga their best. • Teachers have a clear understanding of effective teaching & learning regarding what is taught & what is learnt. • Teachers have enabled students to be independent learners who are committed to evaluating & adjusting their learning to meet needs in partnership with the teacher.

<p>2B: Children have a clear understanding of what learning is.</p>	<p>PD Budget Whole staff On-Going</p>	<ul style="list-style-type: none"> • Learning conversations with students provide opportunities for students to reflect with their teacher at a deep level on how learning is going. • Students can articulate the level of support they require (reminder, scaffold, example, or reinforcements) that supports current learning & next steps. • Hubs are focused on learning and students can describe their contribution to the learning process. • Students can apply strategies they have learnt in the classroom & transfer their learning across the curriculum. 	
<p>2C: Teachers apply strategies to assist students to close the gap between learning and desired learning goal.</p>	<p>Whole Staff On-Going</p>	<ul style="list-style-type: none"> • Students are empowered to lead conversations about their learning, so parents/whanau build learning focused relationships/partnerships. • Teachers value student's self & peer assessment & enables students to independently assess their own and others progress. 	<ul style="list-style-type: none"> • Students can describe the characteristics of quality work, their contribution to developing success criteria & how they use the criteria. • Students independently take time to reflect /act on feedback to improve learning.

		<ul style="list-style-type: none"> • School/staff to value the languages spoken by Pasifika learners/ākonga and provide opportunities to use them. • Teachers involve students in all forms of assessment (what, why, when & how to use the results to assist their further learning). • Teachers make time for their own professional reflections through using a variety of methods. 	<ul style="list-style-type: none"> • Teaching & Learning is reciprocal (ako) learners/akaonga, their whanau and their community are connected to education professionals & influential. • Leadership team ensures systems are in place for on-going monitoring, reporting, and improving student outcomes. • Evidence is used to plan for and evaluate the impact of professional development opportunities. • School continues to strengthen relationships with parents/caregivers/whanau that are respectful, trusting & that acknowledge & draw on their knowledge/values/commitments to enhance student learning.
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Waterview Primary 12 Monthly Action Plan 2021

Strategic Initiative 3: Deliver learning that is relevant to children today & throughout their lives.

<u>Strategic Goal</u>	Budget Who/When	<u>Key Actions</u>	<u>Milestones</u>
<p>3A: Children’s knowledge is developed with skills & dispositions needed through learning and play to be confident learners.</p> <p>3B: Teach students to actively process new learning & integrate it with their knowledge.</p>	<p>PD Budget</p> <p>Whole Staff</p> <p>On-Going</p>	<ul style="list-style-type: none"> • Continue implementing Digital Technologies/Hangarau Matihiko curriculum. • Provide all learners/ākonga with opportunities to develop key capabilities – communication, problem solving, critical thinking & interpersonal skills. • Teaching so that children feel a personal connection to learning – engage them emotionally or through the connection to prior knowledge. • Making teaching student directed, through inquiry-based teaching/learning. • Teachers & students are active & committed participants in creating & maintaining the best Hub environment to meet all learning needs. • Providing staff with high quality professional learning to strengthen teaching, leadership & learning support. 	<ul style="list-style-type: none"> • Students show higher levels, critical thinking skills problem solving with confidence. • Teaching with relevance will develop engaged, motivated & self-regulated learners who will realise how valuable & useful knowledge is. • Increased student achievement/progress. • Teachers know how to manage the motivational climate of the Hub to foster & build learning focused relationships.

<p>3C: Nurturing and supporting student's wellbeing to enhance their teaching & learning.</p>	<p>PD Budget Whole Staff On-Going</p>	<ul style="list-style-type: none"> • Provide opportunities for all learners to connect with each other to explore, gain & build on the competencies, skill & knowledge they need to grow. • Investigate/research ways in which schools & organisations measure & evaluate wellbeing. • Group create a shared understanding of wellbeing for our Waterview Community by collecting baseline data. • Introduce sustainability Education Programme across the school. • Implement initiatives that value diversity & provide inclusion for all learners. 	<ul style="list-style-type: none"> • Hub environment provides students with the maximum opportunity to build their own motivation to learn. • The teachers & students are aware of what learning should be & understand by the end of each teaching session. • Develop initiatives that target the needs of Waterview ākongā and Kaiako. • Definition of wellbeing is created for our school. • Teachers are trialling initiatives in class. • Staff PD is provided around new wellbeing initiatives (external & internal). • Student leadership group running initiatives around wellbeing (lunchtime sport/craft/activities).
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Waterview Primary 12 Monthly Action Plan 2021

Strategic Initiative 4: Resourcing

<u>Strategic Goal</u>	<u>Budget Who/When</u>	<u>Key Actions</u>	<u>Milestone</u>
<p>4A: Leadership team to align human, financial & material resources to prioritise their acquirement and allocation.</p>	<p>On Going Leadership Team</p>	<ul style="list-style-type: none"> • Through self-review & S.W.O.T analysis, Leadership team evaluate gaps in resourcing with “priority needs” identified and listed. • Staff will provide learners & whanau with the right information, at the right time through channels that enables them to have informed decisions & make key decisions. • Purchase & develop resources that support teachers to lead learning & remove challenges. 	<ul style="list-style-type: none"> • Leadership team knows the type of expertise required to achieve particular goals (staffing). • Leadership team shows and shares the importance of strategic planning/alignment, human, financial & material resources moving forward. • Leadership constantly reviewing/considering the resources available (people, time, funding) to drive the biggest impact on teaching & learning.
<p>4B: Staff shows in depth knowledge of teaching & learning.</p>	<p>PD Budget Whole staff On-Going</p>	<ul style="list-style-type: none"> • Teachers know when & how to use appropriate assessment tools and are skilled in all areas of administration marking & interpretation. 	<ul style="list-style-type: none"> • Evidence shows effective resource development for continuous teaching & learning progress.

<p>4C: Add diversity to the Waterview teaching team.</p>	<p>Senior Leadership On-Going</p>	<ul style="list-style-type: none"> • Teachers understand how aggregated data is used school-wide to monitor Hub teaching practice & learning. • Students understand teaching & learning, so they see themselves as writers, mathematicians, readers. • Establish School structure & systems for responding to learner strengths, needs & aspirations. • Establish <ul style="list-style-type: none"> • Leadership team determine the type of expertise needed to achieve goals. • Leadership team actively developing relationships with community RTLB, professional developers and other school that will widen our networks of experience available to the school. Leadership team actively developing relationships with community consultants, RTLB, professional developers and other school that will widen our networks of experience available to the school. 	<ul style="list-style-type: none"> • Teaching engagement strategies encourage equitable & purposeful student participation in all learning. • Teaching & learning programmes are based on the knowledge of students learning needs (academic, life experiences, culture & language). <ul style="list-style-type: none"> • Higher creativity as diverse staff bring different experiences & new ideas. • A teaching staff with different backgrounds & perspectives will lead to more informed & improved decision-making process & results. • Diverse teaching staff establishes & provides opportunity to create relationships with all stakeholders.
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Waterview Primary Annual Operations Plan 2021

<u>NAG 1: CURRICULUM</u>	<u>Principal Check</u>	<u>NAG 2: Review/Documentation</u>	<u>Principal Check</u>	<u>NAG 3: Personnel</u>	<u>Principal Check</u>
<p><u>Strategic Initiatives</u></p> <ol style="list-style-type: none"> 1. Developing culturally responsive learners who are at the centre of teaching & learning. 2. Deliver quality teaching & learning that makes a difference for learners, their whanau, and all stakeholders. 3. Deliver learning that is relevant to the children today and throughout their lives. 4. Resourcing. <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Continue review content student learning goals/expectations in HERO for Literacy & Maths. • Continue implementation of HERO S.M.S to reflect the curriculum, student learning, progress, accurate data for the board, 		<ul style="list-style-type: none"> • Policy review as per cycle. • ERO Board Assurance statements reviewed at regular intervals. • Review strategic Plan annually as implemented. • Report to B.O.T staff professional learning programme. • Review assessment Schedule & reporting to parents. • Continue implementation of HERO S.M.S. <ul style="list-style-type: none"> - Review learning goals/expectations for Literacy/numeracy - Review communication with school community. - Develops students self-assessments/parent access to learning progress. • Local curriculum design/review. 		<ul style="list-style-type: none"> • External consultant appraising principal. • Professional learning for staff related to strategic Initiatives & targets. • Appraise teachers in accordance with Education Council guidelines. • Employ (x2) Te Reo/kapa haka teachers teacher, additional Reading recovery teacher & E.S.O.L • Provision Registered Teacher (P.R.T's) (x3) assigned tutor teachers & enrolled in PRT courses. • Individual professional learning. • Tapasā/Pasifika Education. • Digital Technologies/Hangarau Matihiko curriculum. • Wellbeing of ākonga/Kaiako. 	

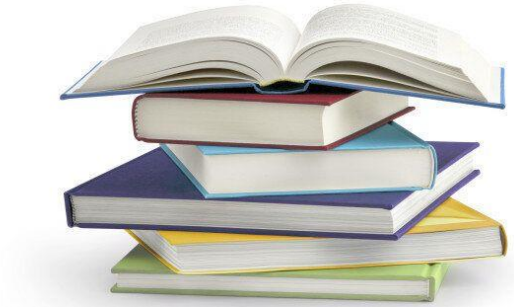
<p>communication/information on learning for parents/caregivers.</p> <ul style="list-style-type: none"> • Review assessment schedule – align with reporting to parents’ schedule. • Investigate/review teachers using data to: <ul style="list-style-type: none"> - Reflect/inform/adjust teaching practice, learning conversation with students. - Involve students in all forms of assessment (what, why, when, how to use results!) to assist further learning. • Running staff professional learning on making OTJ’s and recording them in HERO. <p><u>Literacy</u></p> <ul style="list-style-type: none"> • Continue staff professional development by the Literacy team on written language. • Board continues employment of E.S.O.L teacher (0.8) 		<ul style="list-style-type: none"> • Reports to the Board include achievement of students, cohorts, Maori & Pasifika students. • Review Appraisal systems reference new guidelines Education Council website. • Curriculum working groups operating in Literacy, Local Curriculum, Maths, PB4L & Pasifika/Maori & Appraisal. • Create/Draft CaAP (Curriculum & Action Plans) for reading and Maths. • Continue developing staff/student wellbeing programmes. • Sustainability Education. <p><u>NAG 4: Finance & Property</u></p> <p><u>Finance</u></p> <ul style="list-style-type: none"> • Prepare Annual budget to meet Charter goals. • Allocate funds to meet Charter goals. • Delegated Authority to principal to spend up to Board approved budget limits. 		<p><u>NAG 5: Health & Safety</u></p> <ul style="list-style-type: none"> • Implementation Swimming NZ “Water Skills for Life” programme. • Provide healthy food & nutrition. • Provide a safe physical & emotional environment, including anti-bullying & cyber-bullying protocols. • Health/Safety committee meet twice a term. • Update RAMS for EOTC. • Fruit in school’s programme. • KidsCan Trust School. • Social Worker in school’s programme. • Implementing Wellbeing programme. <p><u>NAG 6: Legislation</u></p> <ul style="list-style-type: none"> • Attendance initiatives. • Management of Truancy. • Charter update Annually. 	
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<ul style="list-style-type: none"> • Employment second Reading Recovery teacher (0.4). • Introduce Literacy Support teacher to work with priority learners. • Literacy working group completing observations, modelling, analysing achievement data. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Maths working group reviewing assessment schedules, overviews HERO learning expectations & resource needs. • Explicit teaching of Maths vocabulary & importance of oral language. • Continue developing culturally responsive. problems for problem solving. <p><u>Maori Achievement</u></p> <ul style="list-style-type: none"> • Continue employment Junior/Senior Te Reo/kapa haka tutors. 		<ul style="list-style-type: none"> • Regular review of financial position with Board. • Present detailed monthly financial reports to Board as prepared by Leading Edge Services. • Allocation of funding to employ x2 Te Reo/kapa haka teachers. • Allocate funds for S.I.P property projects. • Allocate funds for staff professional development. <p><u>Property</u></p> <ul style="list-style-type: none"> • Construction/opening Block 2, 4 Hubs/12 classrooms: March 2021 • Construction/opening school swimming pool: March 2021 • Ministry S.I.P (School Improvement Projects) to include <ul style="list-style-type: none"> - Playground extension. - Construction 'fale'. - Cultural signage. - Fencing. - Security systems extension. - Outdoor learning space/staging/seating. 		<ul style="list-style-type: none"> • Set 2022 school dates. • Charter: <ul style="list-style-type: none"> - Send updated Charter to MOE by 1st March. - Send Analysis of Variance for 2020 to MOE by 1st March. 	
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<ul style="list-style-type: none"> • Whanau meeting days scheduled for February 2nd/3rd 2021. • Organising/running Hui (consultation) meeting with families Term 1 2021. • 2021 Maori Achievement Plan. • Continue implementation Maori Engagement Plan. • School establishing relationship/partnership with Te Kawerau a Maki iwi. <p><u>Pasifika Achievement</u></p> <ul style="list-style-type: none"> • Continue implementation of Tapasā through professional development & support from Massey University staff member. • 2021 Pasifika Achievement Plan. • Continue implementation Pasifika Engagement Plan. • Organising/running a Pasifika Fono with families Term 1/2 2021. • Building “Fale” using Ministry S.I.P funding. <p><u>Local Curriculum</u></p> <ul style="list-style-type: none"> • Local Curriculum team working with staff & 					
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<p>community to update the school's curriculum.</p> <ul style="list-style-type: none"> • Redesign to include implementing electronic Learning File, using community expertise to support teaching/learning. <p><u>E.S.O.L</u></p> <ul style="list-style-type: none"> • E.S.O.L funded children receive additional support from E.S.O.L teacher & programmes. <p><u>Learning Support</u></p> <ul style="list-style-type: none"> • Monthly meetings attended by SENCO. ESOL teacher, Reading Recovery teacher and RTLB to monitor & adjust programmes for priority learners. 					
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Waterview Primary School



Achievements Targets

Waterview Primary 2021 – Reading Achievement Target

School Expectation: To increase the number of students achieving at or above the N.Z.C expectations for Reading.

Baseline Data: School wide data in December 2020 showed 57% of all students were achieving at or above the Waterview Learning Expectation for Reading.

Target: 75% of the whole school achieving at or above their expected level of achievement before the end of 2021.

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	TIME-FRAME
Review February/March 2021 data with teachers & determine the specific learning needs of target students.	Whole staff	PLD	On-Going
Employment – additional Reading Recovery teacher to support learning needs.	Senior Leadership Team	Additional Ministry staffing & Board staffing	February 2021 – December 2021
Ensure teaching programmes are balanced & include shared reading, guided reading, reciprocal, reading to & reading for pleasure.	Whole staff	PLD	On-Going

Continue to embed Tapasā & Ka Hikitia through use of dual language text.	Whole staff	Literacy	On-Going
Ensure explicit teaching of reading strategies across the school.	Literacy Team	PLD	On-Going
Effective assessment practices are used & analysed to inform learning & teaching programmes.	Whole staff	PLD	On-Going
Continue employment E.S.O.L teacher & introduce Literacy Support teacher.	School Board & Leadership Team	Ministry E.S.O.L funded students	February 2021 – December 2021
Continue to develop use of deliberate acts of teaching such as think aloud & teacher modelling.	Literacy Team Whole staff	PLD	On-Going
Improve reading milage for target students in Year 4-6 through the parent programme, Pause, Prompt Praise and reading at home.	Literacy Team	PLD	On-Going

Waterview Primary 2021 – Writing Achievement Target

School Expectation: To increase the number of students achieving at or above the N.Z.C expectations for writing.

Baseline Data: School wide data in December 2021 showed 70% of all students were achieving at or above the Waterview Learning Expectation for Writing.

Target: 80% of the whole school achieving at or above their expected level of achievement before the end of 2021.

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	TIME-FRAME
Review February/March 2021 data with teachers & determine the specific learning needs of target learners.	Literacy Team Whole staff	PLD	On-Going
Continue writing PLD with Learning Solutions facilitator in 2021.	Literacy Team Whole staff	PLD	On-Going
Exposing students to a wider variety of text types across the school.	Whole Staff	Literacy	On-Going

Develop Oral Language Programme through working with PLD facilitator.	Literacy Team	PLD	February 2021 – December 2021
Continue to ensure writing programmes generate thinking purpose, relevance & curiosity for students to write.	Whole Staff	PLD	On-Going
Using HERO (S.M.S) children have/can articulate their learning goals & expectations.	Whole staff HERO Team	PLD	On-Going
Staff conducting formative Assessments frequently on student progress.	Literacy Team Whole Staff	Literacy	On-Going
Literacy lessons must introduce new vocabulary & acknowledge/use students prior knowledge/vocab.	Whole staff	Literacy	On-Going
Use small group literacy writing groups to reinforce deliberate acts of teaching.	Whole staff	PLD	On-Going

Waterview Primary 2020 – Mathematics Achievement Target

School Expectation: To increase the number of students achieving at or above the N.Z.C expectations for Mathematics.

Baseline Data: School wide data in December 2020 showed 64% of all students were achieving at, or above the Waterview Learning expectations for Mathematics.

Target: 80% of all whole student’s school achieving at or above their expected level of achievement in Maths before the end of 2021.

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	TIME-FRAME
Review February/March 2021 data with teachers & determine the specific learning needs of target learners.	Maths’s curriculum Team Whole staff	Maths	On-going
Effective assessment practices are used & analysed to inform learning & teaching programmes.	Whole staff	PLD	On-going

Continue developing student's agency-choices goal setting, collaboration, flexible grouping.	Maths's curriculum Team Whole staff	PLD	On-Going
Run Maths parent education evenings to establish stronger home school learning partnership.	Maths Curriculum Team	Maths	February 2021 – October 2021
Develop the use of problem solving, ensuring students relate Maths to real-world situations.	Maths Curriculum Team	Maths	On-Going
Investigate different Maths's knowledge assessment tools.	Whole Staff	PLD	On-Going
S.W.O.T analysis/teacher survey to investigate staff beliefs around teaching/learning in Maths.	Maths Team Principal	PLD	February 2021 – April 2021

Staff to receive PLD aimed at investigating current best practice in Maths.	Maths Team	PLD	February 2021 – September 2021
Maths student's achievement data is analysed & provided to the Board aligning with the assessment schedule.	Whole School	Release Budget	February 2021 – December 2021

**Waterview
Primary School**



Pasifika Achievement Target 2021

Waterview Primary 2021 – Pasifika Achievement Target

School Expectation: To increase the number of Pasifika students achieving the Waterview Primary Learning Expectations.

Baseline Data: School wide data in December 2020 showed 33% of all Pasifika students were achieving at, or above the Waterview Learning expectations for Reading.

Target: 60% of all Pasifika students will be achieving at or above their expected level of achievement in Reading before the end of 2021.

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	TIME-FRAME
Review February/March 2021 data with teachers & determine the specific learning needs of target students.	Whole staff	PLD	On-going
Continue employment E.S.O.L teacher & introduce Literacy support teacher.	School Board Leadership Team	Ministry E.S.O.L funded students	February 2021 – December 2021

Continue to embed Tapasā through use of dual language text.	Whole staff Pasifika Team	Pasifika Literacy	On-Going
Effective assessment practices are used & analysed to inform learning & teaching programmes.	Whole staff	PLD	On-going
Group teaching sessions & learning conversations with children provide opportunities for students to reflect with their teacher at a deep level on how learning is going.	Literacy Team Whole Staff	Literacy PLD	On-Going
School/staff value the languages spoken by Pasifika Learners/ākonga & provide opportunities to use them to support vocabulary development & to share prior knowledge.	Pasifika Team Whole staff	Pasifika PLD	On-Going

Provide staff with high quality professional development to strengthen teaching & learning in Literacy.	Outside facilitator Whole staff	PLD	February 2021 – December 2021
Ensure explicit teaching of reading strategies across the school.	Literacy Team	PLD	On-going
Provide additional learning support for Pasifika students identified as priority learners.	Whole staff	Nil	On-going

Waterview Primary School



Maori Achievement Target 2021

Waterview Primary 2021 – Maori Achievement Target

School Expectation: - To increase the number of Maori students achieving at or above the Waterview Primary Learning Expectations.

Base Line Data: -School wide data in December 2020 showed 57% of all Maori students were achieving at, or above the Waterview Learning expectations for Reading.

Target: 70% of all Maori students will be achieving at or above the Waterview Learning Expectation for Reading.

ACTIONS TO ACHIEVE TARGET	LED BY	BUDGET	TIME-FRAME
Review February/March 2021 data with teachers & determine the specific learning needs of target learners.	Whole Staff	PLD	On-going
Employ additional Reading Recovery teacher & introduce Literacy support teacher.	School Board Leadership team	Ministry & Board funding	February 2021 – December 2021

Continue to embed Ka Hikitia into Hub planning & learning programmes.	Whole staff	PLD	On-going
Grouping Reading sessions & learning conversations with children provide opportunities for students to reflect with their teacher at a deep level on how learning is going.	Literacy Team Hub Teachers	Literacy PLD	On-Going
Provide additional learning support for Maori students identified as priority learners.	Leadership Team Hub teachers	PLD Literacy	On-Going
Staff/Kaiako continuing to build their understanding of learners (Language spoken, stories, cultural values, history) to provide culturally responsive teaching & learning.	Whole staff	Release Budget	On-Going
Provide staff with high quality professional development to strengthen teaching & learning in Literacy.	Outside facilitator Hub teacher	PLD	February 2021 – December 2021

Effective assessment practices are used & analysed to inform learning & teaching programmes.	Whole staff	PLD	On-Going
Continue employment of Junior & Senior Te Reo/kapa haka teachers	School Board	Staffing Budget	February 2021 – December 2021

Waterview Primary School



Variance Reports 2021

Waterview Primary School: Maths 2021 Variance Report

	<u>Strategic Goal:</u> To raise the number of students achieving at or above their expected level of achievement in Maths before the end of 2021.			
	<u>Maths Achievement target (Refer separate sheet)</u> 80% of all students achieving at or above their expected level of achievement in Maths before the end of 2021.			
	Focus Area	Year Group	Gender	Ethnicity
	Maths	Year 2-6	All	All
Outcome	<u>Analysis of Variance</u>			<u>Evaluation</u>

Waterview Primary School: Reading Pasifika 2021 Variance Report

	<u>Strategic Goal:</u> To raise the number of students achieving at or above their expected level of achievement in reading before the end of 2021.			
	<u>Writing Achievement target (Refer separate sheet)</u> 60% of all Pasifika students will be achieving at or above their expected level of achievement in Reading before the end of 2021.			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	Year 2-6	All	Pasifika
Outcome	<u>Analysis of Variance</u>			<u>Evaluation</u>

Waterview Primary School: Writing 2021 Variance Report

	<u>Strategic Goal:</u> To raise the number of students achieving at or above their expected level of achievement in writing before the end of 2021.			
	<u>Writing Achievement target (Refer separate sheet)</u> 80% of all the whole school achieving at or above their expected level of achievement before the end of 2021.			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	Year 2-6	All	All
Outcome	<u>Analysis of Variance</u>			<u>Evaluation</u>

Waterview Primary School: Reading 2021 Variance Report

	<u>Strategic Goal:</u> To raise the number of students achieving at or above their expected level of achievement in Reading before the end of 2021.			
	<u>Reading Achievement target (Refer separate sheet)</u> 75% of the whole school achieving at or above their expected level of achievement before the end of 2021.			
	Focus Area	Year Group	Gender	Ethnicity
	Reading	Year 2-6	All	All
Outcome	<u>Analysis of Variance</u>			<u>Evaluation</u>

Waterview Primary School: Maori Reading Achievement 2021 Variance Report

	<u>Strategic Goal:</u> To raise the number of students achieving at or above their expected level of achievement in Reading before the end of 2021.			
	<u>Writing Achievement target (Refer separate sheet)</u> 70% of all Maori students will be achieving at or above the Waterview Learning expectations for Reading.			
	Focus Area	Year Group	Gender	Ethnicity
	Writing	Year 2-6	All	Maori
Outcome	<u>Analysis of Variance</u>			<u>Evaluation</u>

WATERVIEW PRIMARY SCHOOL ACHIEVEMENT MATHEMATICS TARGET 2020 VARIANCE REPORT

<u>HISTORICAL POSITION</u>	<u>STRATEGIC GOAL:</u> To increase the number of students achieving at or above the NZC Expectations for MATHEMATICS.			
	<p><u>2021 Whole School Maths Achievement Target (refer separate sheet)</u> 80% of the whole school achieving at or above their expected level of achievement in Maths before the end of 2021.</p> <p><u>Maori Achievement Target:</u> 70% of Maori students achieving at or above their expected level of achievement before the end of 2021.</p> <p><u>Pasifika Achievement Target:</u> 60% of Pasifika students achieving at or above their expected level of achievement before the end of 2021.</p>			
	<u>FOCUS AREA</u>	<u>YEAR GROUPS</u>	<u>GENDER</u>	<u>ETHNICITY</u>
	Mathematics	Years 0-6	All	All

<u>POSSIBLE OUTCOMES</u>	<u>2020 ANALYSIS OF VARIANCE</u> <u>MATHS</u>	<u>EVALUATION</u>
<p>Whole School There is an increase of 16% throughout the whole school by the end of 2021.</p> <p>Maori There is an increase of 9% throughout the whole school by the end of 2021.</p> <p>Pasifika There is an increase of 15% throughout the whole school by the end of 2021.</p>	<p>Whole School: There are currently 208/327 (64%) of students achieving at or above their expected level of achievement. Maori: 31/51 (61%) Pasifika: 37/83 (45%)</p> <p>Year 0: 17/20 (85%) of Year 0 students currently achieving at or above their expected level of achievement. Maori: 3/4 (75%) Pasifika: 2/3 (69%)</p> <p>Year 1: 40/41 (98%) of Year 1 students currently achieving at or above their expected level of achievement. Maori: 6/6 (100%) Pasifika: 15/15 (100%)</p> <p>Year 2: 30/47 (64%) of Year 2 students currently achieving at or above their expected level of achievement. Maori: 4/7 (57%) Pasifika: 3/8 (38%)</p>	<p>We note that there may have been a significant impact on student outcomes due to the extended amount of time spent at home in lockdown during Covid. There is no way of assessing the impact to learning that may have occurred during this time.</p> <p>Data Analysis At the beginning of the year, we had 109/311 (35%) achieving below {1 year} and 65/311 (21%) achieving well-below {2+ years} their expected level of achievement. These were our target students of which we wanted to move at least 50% of them to at or above by the end of the year. In total we had 174/311 56% of our students achieving below or well below.</p> <p>End of year data shows us that we now only have 75/327 (23%) working below and 44/327 (13%) working well-below. This means that we now have 119/327 (36%) of our students achieving below or well below - which is an improvement of 20%.</p> <p>Maori Data: At the beginning of the year, we had 16/44 (36%) achieving at or above their expected level. End of year data shows we now have 31/51 (61%) achieving at or above. That is an improvement of 25%.</p> <p>Pasifika Data: At the beginning of the year, we had 17/79 (22%) achieving at or above their expected level. End of year data shows we now have 37/83 (45%) achieving at or above. That is an improvement of 23%.</p> <p>Teaching Strategies In 2020 a new maths lead teacher was appointed, along with a new Maths Curriculum Team. The team met regularly and reviewed the teaching of maths, overviews, assessments, learning goals - both strategy and knowledge, as well as reviving strand learning goals. These were then uploaded to Hero so that teachers could set goals for individual students and track achievement. The team:</p> <ul style="list-style-type: none"> • Came up with a school wide strand coverage plan. • Made rubrics for each strand. • Revised the number goals in the learning folders.

	<p>Year 3: 28/62 (45%) of Year 3 students currently achieving at or above their expected level of achievement. Maori: 3/8 (38%) Pasifika: 7/18 (39%)</p> <p>Year 4: 39/53 (74%) of Year 4 students currently achieving at or above their expected level of achievement. Maori: 10/13 (78%) Pasifika: 3/9 (23%)</p> <p>Year 5: 27/55 (49%) of Year 5 students currently achieving at or above their expected level of achievement. Maori: 1/6 (17%) Pasifika: 2/18 (11%)</p> <p>Year 6: 27/49 (55%) of Year 6 students currently achieving at or above their expected level of achievement. Maori: 4/7 (57%) Pasifika: 5/12 (42%)</p>	<ul style="list-style-type: none"> • Added strategy goals to the number learning folder rubrics. • Set up some lunchtime board game, lego and chess club sessions. • Promoted maths week. <p>Summative assessments (Gloss and JAM) are completed by all teachers twice per year - Terms 1 & 3. This data is used for analysis/reporting and to plan for future teaching and learning. Ongoing formative assessments are completed by all teachers throughout the year. This is done in the form of learning conversations, goal setting, modelling book anecdotal notes and informal observations of student understandings.</p> <p>Hubs have used digital technology to increase engagement and support learning of basic facts and understanding of key concepts in mathematics, e.g., studyladder. Matific was purchased (for Years 4-6) as an online learning tool to help support teaching strategies being learned in the classroom.</p> <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Evaluate staff beliefs around teaching and learning in maths. • Maths team to take part in PLD aimed at investigating current best practice eg play based maths activities, integration • Set up a weekly staff maths club to develop teacher capability. • Lunchtime maths clubs/big push on maths week- extra help, maths challenges/ problem solving to extend, fun board games, lego, etc. • Parent education/parent evenings • Extend use of learning apps across the whole school. • Investigate different maths knowledge assessment tools. • Get ideas/support on teaching target and gifted learners (Stage 8 and above as we have a group of them) • Use of workshops to cater for individual learner needs. • Develop student agency - choice, goal-sitting, flexible grouping, collaboration. • Develop teacher capability in using materials. • Develop the use of problem-solving, ensuring students relate maths to real-world situations
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WATERVIEW PRIMARY SCHOOL ACHIEVEMENT READING TARGET 2020 VARIANCE REPORT

<u>HISTORICAL POSITION</u>	<u>STRATEGIC GOAL:</u> To increase the number of students achieving at or above the NZC Expectations for READING.			
	<p><u>2021 Whole School Reading Achievement Target (refer separate sheet)</u> 75% of the whole school achieving at or above their expected level of achievement in Reading before the end of 2021.</p> <p><u>Maori Achievement Target:</u> 70% of Maori students achieving at or above their expected level of achievement before the end 2021.</p> <p><u>Pasifika Achievement Target:</u> 60% pf Pasifika students achieving at or above their expected level of achievement before the end of 2021.</p>			
	<u>FOCUS AREA</u>	<u>YEAR GROUPS</u>	<u>GENDER</u>	<u>ETHNICITY</u>
	Reading	Years 0-6	All	All

<u>POSSIBLE OUTCOMES</u>	<u>2020 ANALYSIS OF VARIANCE</u> <u>READING</u>	<u>EVALUATION</u>
<p>Whole School This is an increase of 18% throughout the whole school by the end of 2021.</p> <p>Maori There is an increase of 13% throughout the whole school by the end of 2021.</p> <p>Pasifika There is an increase of 27% throughout the whole school by the end of 2021.</p>	<p>Whole School: There are currently 187/327 (57%) of students achieving at or above their expected level of achievement. Maori: 29/51 (57%) Pasifika: 27/83 (33%)</p> <p>Year 0: 1/20 (5%) of Year 0 students currently achieving at or above their expected level of achievement. Maori: 0/4 (0%) Pasifika: 0/3 (0%)</p> <p>Year 1: 9/41 (22%) of Year 1 students currently achieving at or above their expected level of achievement. Maori: 0/6 (0%) Pasifika: 0/15 (0%)</p> <p>Year 2: 28/47 (59%) of Year 2 students currently achieving at or above their expected level of achievement. Maori: 5/7 (76%) Pasifika: 2/8 (25%)</p> <p>Year 3: 44/62 (71%) of Year 3 students currently achieving at or above their expected level of achievement.</p>	<p><i>We note that there may have been a significant impact on student outcomes due to the extended amount of time spent at home in lockdown during Covid. There is no way of assessing the impact to learning that may have occurred during this time.</i></p> <p><u>Tracking sheet for 2021 target students</u></p> <p><u>Data Analysis</u> At the beginning of the year, we had 85/311 (27%) achieving below {1 year} and 84/311 (27%) achieving well-below {2+ years} their expected level of achievement. These were our target students of which we wanted to move at least 50% of them to at or above by the end of the year. In total we had 169/311 54% of our students achieving below or well below.</p> <p>End of year data shows us that we now have 102/327 (31%) working below and 38/327 (12%) working well-below. This means that we now have 140/327 (43%) of our students achieving below or well below - which is an improvement of 11%.</p> <p>Maori Data: At the beginning of the year, we had 29/44 (66%) achieving at or above their expected level. End of year data shows we now have 29/51 (57%) achieving at or above. That is a decline of 15%.</p> <p>Pasifika Data: At the beginning of the year, we had 25/79 (32%) achieving at or above their expected level. End of year data shows we now have 27/83 (33%) achieving at or above. That is an improvement of 1%.</p> <p><u>Teaching Strategies</u> Teachers have focused on developing vocabulary at all levels, including through oral language activities. The literacy team developed a set of reading goals and have entered these on Hero to enable individual goals to be set for each</p>

	<p>Maori: 5/8 (63%) Pasifika: 11/18 (61%)</p> <p>Year 4: 45/53 (85%) of Year 4 students currently achieving at or above their expected level of achievement. Maori: 12/13 (92%) Pasifika: 5/9 (56%)</p> <p>Year 5: 38/55 (65%) of Year 5 students currently achieving at or above their expected level of achievement. Maori: 3/6 (50%) Pasifika: 9/18 (50%)</p> <p>Year 6: 24/49 (49%) of Year 6 students currently achieving at or above their expected level of achievement. Maori: 4/7 (57%) Pasifika: 0/12 (0%)</p>	<p>child. Teachers have worked hard to ensure that teaching is explicit - through use of written WALTs, written instructions and success criteria. They have also incorporated both guided and shared reading into reading programmes.</p> <p>Teachers have used digital technology to engage learners. Reading Eggs, Sunshine Classic and Sunshine Online cater for a range of abilities. The use of differentiated learning tasks helps to meet the individual needs of students. Growth mindset strategies also help to build learner resilience.</p> <p>Two Reading Recovery teachers work one on one with students in Year 2 and a teacher aide uses the Quick60 reading programme with small groups from Years 1 & 2. Some of these students also use the STEPS computer programme, designed to strengthen word knowledge and awareness of spelling rules. We also have two students working with an RTLit, focusing on reading strategies.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to develop use of deliberate acts of teaching such as think alouds and teacher modelling. • Ensure teaching programmes are balanced and include shared reading, guided reading, reciprocal reading, reading to and reading for pleasure. • Further develop growth mindset across the school • Ensure explicit teaching of reading strategies across the school. • Develop a shared bank of ideas and activities e.g., word cracker problems, conversation cards etc. • Improve reading mileage for target students in Year 4-6 through the parent programme 'Pause, Prompt, Praise' and reading at home. • Increase home school partnerships. • Continue to embed Tapasa and Ka Hikitia through use of dual language texts.
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WATERVIEW PRIMARY SCHOOL ACHIEVEMENT WRITING TARGET 2020 VARIANCE REPORT

<u>HISTORICAL POSITION</u>	<u>STRATEGIC GOAL:</u> To Increase the number of students achieving at or above the NZC Expectations for WRITING.			
	<p><u>Whole School Writing Achievement Target (refer separate sheet)</u> 80% of the whole school achieving at or above their expected level of achievement before the end of 2021.</p> <p><u>Maori Achievement Target:</u> 75% of Maori students achieving at or above their expected level of achievement before the end of 2021.</p> <p><u>Pasifika Achievement Target:</u> 80% of Pasifika students achieving at or above their expected level of achievement before the end of 2021.</p>			
	<u>FOCUS AREA</u>	<u>YEAR GROUPS</u>	<u>GENDER</u>	<u>ETHNICITY</u>
	Reading	Years 0-6	All	All

<u>POSSIBLE OUTCOMES</u>	<u>2020 ANALYSIS OF VARIANCE</u> <u>WRITING</u>	<u>EVALUATION</u>
<p>Whole School This is an increase of 10% throughout the whole school by the end of 2021.</p> <p>Maori There is an increase of 12% throughout the whole school by the end of 2021.</p> <p>Pasifika There is an increase of 13% throughout the whole school by the end of 2021.</p>	<p>Whole School: There are currently 230/327 (70%) of students achieving at or above their expected level of achievement. Maori: 32/51 (63%) Pasifika: 56/83 (67%)</p> <p>Year 0: 20/20 (100%) of Year 0 students currently achieving at or above their expected level of achievement. Maori: 4/4 (100%) Pasifika: 3/3 (100%)</p> <p>Year 1: 41/41 (100%) of Year 1 students currently achieving at or above their expected level of achievement Maori: 6/6 (100%) Pasifika: 15/15 (100%)</p> <p>Year 2: 43/47 (91%) of Year 2 students currently achieving at or above their expected level of achievement. Maori: 6/7 (86%) Pasifika: 8/8 (100%)</p> <p>Year 3: 47/62 (76%) of Year 3 students currently achieving at or</p>	<p>We note that there may have been a significant impact on student outcomes due to the extended amount of time spent at home in lockdown during Covid. There is no way of assessing the impact to learning that may have occurred during this time.</p> <p>Tracking sheet for 2021 target students. Waterview School CaAP plans (year 0-6) writing process/evaluation.</p> <p>Data Analysis At the beginning of the year, we had 122/311 (37%) achieving below {1 year} and 91/311 (29%) achieving well-below {2+ years} their expected level of achievement. These were our target students of which we wanted to move at least 50% of them to at or above by the end of the year. In total we had 213/311 68% of our students achieving below or well below.</p> <p>End of year data shows us that we now only have 69/327 (21%) working below and 24/327 (7%) working well-below. This means that we now have 93/327 (28%) of our students achieving below or well below - which is an improvement of 40%.</p> <p>Maori Data: At the beginning of the year, we had 15/44 (22%) achieving at or above their expected level. End of year data shows we now have 32/51 (63%) achieving at or above. That is an improvement of 29%.</p> <p>Pasifika Data: At the beginning of the year, we had 17/79 (32%) achieving at or above their expected level. End of year data shows we now have 56/83 (68%) achieving at or above. That is an improvement of 36%.</p> <p>Teaching Strategies: Hub teachers began teaching their own classes in writing which enabled them to ‘get to know their learners’ on a deeper level. 6 teachers have participated in school wide PLD on writing and have focused their teacher inquiry (appraisal) in this curriculum area. Knowledge and learning obtained through this PLD has been spread into wider</p>

	<p>above their expected level of achievement. Maori: 5/8 (63%) Pasifika: 14/18 (77%)</p> <p>Year 4: 36/53 (68%) of Year 4 students currently achieving at or above their expected level of achievement. Maori: 8/13 (62%) Pasifika: 6/9 (67%)</p> <p>Year 5: 21/55 (38%) of Year 5 students currently achieving at or above their expected level of achievement. Maori: 1/6 (17%) Pasifika: 4/18 (22%)</p> <p>Year 6: 22/49 (45%) of Year 6 students currently achieving at or above their expected level of achievement. Maori: 2/7 (29%) Pasifika: 6/12 (50%)</p>	<p>teams and embedded into teaching programmes. Each class had a small group of target learners which were working just below their expected level of achievement.</p> <p>A team of 8 teachers, including Brett, Andrea & Annette, took part in professional development in writing with Ruth Price, a literacy facilitator through Learning Solutions. Each hub teacher has run an accelerated writing group. This PLD will continue into 2021 with the whole school. It will have a focus on Writing and include Reading.</p> <p>Teachers have used student voice/surveys, student interest, as well as a focus on purpose and audience. Teachers have started to use concept maps to help develop student understanding of the purpose and of the class learning goals. Teachers have also improved their own understanding of the writing process.</p> <p>Teachers have used a range of effective teaching strategies such as explicit use of WALTs, teacher modelling, modelling books, exemplars, visual prompts and deliberate acts of teaching.</p> <p>Teachers have modelled making mistakes to help to develop a growth mindset in students - creating a classroom culture where it is okay to make mistakes.</p> <p><u>Next Steps</u></p> <ul style="list-style-type: none"> • Continue PLD with Ruth Prince in 2021 • Develop a consistent phonics programme in Year 0-3 • Ensure each child has regularly updated writing goals on Hero. • Expose students to a wider variety of text types, especially in the junior school. • Focus on student agency/choice so there is less focus on teaching text type structure and language features - especially in the senior school. • Develop oral language programmes through the continuing PLD with Ruth Price. Develop a shared resource of activities and resources e.g., i word walls, speaking frames etc. • Small group literacy writing groups run by an experienced teacher.
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