

OCEANVIEW HEIGHTS SCHOOL



NAVIGATING LEARNING THROUGH THE TIDES OF CHANGE

Oceanview Heights School Strategic / Annual Plan End of Year Review 2023



VISION

Oceanview Heights School strives to enable all children / tamariki to reach their full potential in order to provide Aotearoa / New Zealand with responsible contributing individuals.

Whakatauki

Navigating Learning through the Tides of Change

Values

C.A.R.E:

*Co-operation
Achievement
Respect
Encouragement*



Oceanview Heights School Strategic Goals

- All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced NZ and local Curriculum that gives priority to Literacy and Numeracy.
- All children / tamariki will be able to access the NZ and local Curriculum, as evidenced by the progress and achievement in relation to the NZ Curriculum Levels and relevant supporting assessment tools. Additional support is provided to the identified Priority Learners who are underachieving.
- Māori tamariki will be successful as Māori and all staff and tamariki will develop their knowledge and understanding of Te Ao Māori. Te reo me nga tikanga Maori is embraced as a natural and vital part of all programmes and is regularly practiced at Oceanview Heights School.
- The school / kura will recognise and celebrate the multi – cultural diversity of our community.
- Staff are valued and provided with support to ensure they have the necessary skills and resources to provide a high - quality education for our children / tamariki.
- The school / kura operates within the annual budget. We manage finances to ensure the school is well - resourced and is able to support the future direction of the school / kura.
- We will maintain the school / kura classrooms and are modernising the wider school buildings as per the 5 / 10 year Property Plans.
- We will continue to provide a safe and secure learning environment that provides for the Well-being / Hauora of everyone in our school as per our Timaru North Kahui Ako Achievement Challenge. We regularly review and minimise risks to staff and children / tamariki especially in the Covid 19 environment. We will also prioritise our focus on Priority Learners in 2023.
- All parents / caregivers, families and whanau are encouraged to take an active role in supporting their child's / tamariki's learning and development at home and at school / kura.
- The school / kura fulfills its contractual obligations to the Ministry of Education in its role as Lead School / Kura for the Aoraki / South Canterbury Cluster 37 of Resource Teachers: Learning & Behaviour.

ANNUAL GOALS AND ACTIONS FOR 2023

NELP 1 / 2 / 3

Teacher's Capability

- Staff undertake relevant Professional Development
- Lead / be involved in the Well - Being / Attendance / Engagement Pilot

NELP 1 / 2 / 3

Raising Student Achievement

- Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading and Mathematics
- Strengthen Mathematics Curriculum, as part of local Curriculum development through PD with ImpactEd and the South Canterbury Math Cluster

NELP 1 / 2 / 3

Culturally Responsive Practice

- Continue to consolidate the Te Ahu o Te Reo professional development from 2021 into classroom practice
- Implement the New Zealand Histories in all classrooms
- Celebrate and support ELL learners



NELP 1 / 2 / 3

Community

- Undertake consultation with Maori community and Pasifika community

NELP 1 / 2

Property

- Develop new Adventure Playground
- Develop new Bike track
- Develop / implement plans for RTLB / Learning Support building refurbishment
- Develop Junior learning area outside library

<p>Teacher's Capability</p> <ul style="list-style-type: none"> • Staff undertake relevant Professional Development • Lead / Be involved in Well - Being / Attendance / Engagement Pilot 	<p>Annual Goals / NELP 1 / 2 / 3:</p> <p>Teacher's Capability</p> <ul style="list-style-type: none"> • Staff will undertake PD in BSLA / HAL / Maths Cluster / Kahui Ako projects • Through the Kahui Ako Well - Being / Attendance / Engagement pilot, staff will be led by the Kahui Ako In - School Lead Teacher and Principal through this pilot 	<p>Responsibility</p> <p>Teachers Principal</p>
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<p>Specific Actions for Improved Outcomes:</p> <ul style="list-style-type: none"> • Staff will be given opportunities to develop capabilities through the development of the Professional Growth Cycle, our Local Curriculum and the Professional Development offered through the Oceanview Heights School Strategic / Annual Plan. • Teachers and Principal will engage in the Professional Growth Cycle, with direct links to improved outcomes for staff and students. • As part of the PGC Teachers and Principal will reflect, engage with others, critique and challenge their beliefs about teaching and learning in order to develop a true partnership of collaboration and innovation. • A teacher's strengths - based approach is used to meet the needs of students, so there is equity and excellence in teaching and learning. • Teachers use multi-level, flexible and fluid groupings, using evidence - based knowledge of their learners to meet their learning needs. • Learning makes stronger connections across curriculum areas, includes alignment of key competencies, school values and is future focused – BSLA / HAL / Maths Cluster / Kahui Ako projects. • Teachers will continue to be up-skilled and implement the Digital Technology and New Zealand Histories Curriculum, aligning this to the pedagogies that underpins our curriculum.

End – Year Review:

- Staff were given opportunities to develop their capabilities through the development of their Professional Growth Cycles, our Local Curriculum and the Professional Development offered through the Oceanview Heights School Strategic Plan. This included PD in: the TOD with Rob Profitt – White’s Math’s PD, BSLA Structured Literacy, HAL, Interface Expo, Kahui Ako Projects, Te Reo Maori PD with Whaea Iri, TOD Kahui Ako Days and Local Curriculum – Math’s Review.
- Teachers and Principal engaged in their Professional Growth Cycles, with direct links to improved outcomes for staff and students. As part of the PGC Teachers and Principal reflected, and engaged with others, about teaching and learning in order to develop a true partnership of collaboration and innovation through the introduction this year of regular Syndicate Meetings.
- All the teacher’s strength - based approaches were used to meet the needs of students, so there was equity and excellence in teaching and learning. This was seen in the programmes that Teachers and Teacher Aides delivered, as well the multitude of additional learning experience /opportunities that the school provided e.g. CBay swimming programme, our free hockey programme, HAL, Rob Profitt - White Maths, Digital Technology, BSLA PD for more staff to name a few.
- Teachers used multi-level, flexible and fluid groupings, using evidence - based knowledge of their learners to meet their learning needs. Each term these groupings were reviewed and adjusted to meet the children’s learning needs. We also adjusted classes, in light of the new students that enrolled at the school since the start of the year. We went to 6 teachers in 2023, due to extraordinary roll growth. Appointments were made for 1 more fixed term Teacher and two fixed term Teacher Aides for 2023 (due to a resignation) for Room 1, where we had a disproportionate number of Special Needs children.
- Learning made stronger connections across the curriculum areas, and included alignment with our key competencies, school values and was future focused – BSLA / KiwiCan / PMP / HAL / Kahui Ako TODs - Projects / Maths PD.
- Teachers were up-skilled and were implementing the digital technology curriculum, aligning this to the pedagogies that underpinned our curriculum, with the support of Vicky’s involvement in PD within the Kahui Ako Collaborative projects and the Interface Expo.

Raising Student Achievement	Annual Goals / NELP 1 / 2 / 3: Raising Student Achievement	Responsibility
<ul style="list-style-type: none"> Continued focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading and Mathematics Strengthen Mathematics Curriculum, as part of local Curriculum development, through PD with ImpactEd and the South Canterbury Maths Cluster 	<ul style="list-style-type: none"> From robust evaluation / assessments / PD, continue to decrease disparity for learners, through targeted actions (Curriculum Targets) and strengthen accelerated learning programmes for the Underachievers in Reading and Mathematics Continue to strengthen whānau learning partnerships, where teachers and parents / caregivers share the responsibility for children’s achievement With support from ImpactEd revise the Mathematics Curriculum, within the Local Curriculum development started in 2021 Undertake a new approach to Mathematics across the school, through the PD provided through the South Canterbury Math’s Cluster 	Teachers Principal

Specific Actions for Improved Outcomes:

- Assessment data will be gathered to inform programmes of learning and to track progress to ensure programmes raise underachiever’s achievement in Reading and Mathematics.
- With ImpactEd, revise and implement a Mathematics programme of learning as well as design new assessments and purchase new resources, as required.
- Use Rob Profitt - White to provide PD through the South Canterbury Math’s Cluster.
- Meaningful learning conversations with whānau to support student’s progress are undertaken.
- That children / tamariki enjoy Maths and see themselves as capable of success and progress.
- Junior Room staff will undertake PD in BSLA and implement appropriate Structured Literacy programmes for underachievers in Reading.
- Collaborative conversations will occur with staff using the Curriculum Targets to monitor learning.
- Use of technology to design and implement a variety of formative and summative assessments that accommodate learner needs, and provide timely feedback to students and inform learning programmes will be undertaken – e.g. Google classrooms / introduce See Saw in 2023 to students and families and whanau.

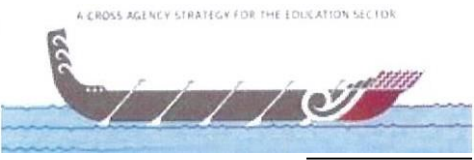
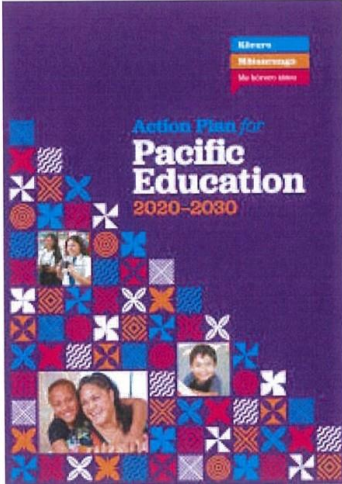
End – Year Review:

- **Assessment data was regularly gathered to inform programmes of learning and to track progress to ensure programmes raised Underachiever’s achievement, as per the End-Year Underachiever’s Report to the BoT.**
- **With ImpactEd, we revised the school’s Mathematic’s programme of learning and will continue when more information about the Learning Progressions from the Curriculum Refresh comes out from the new government (regularly changing after every rewrite of the document). We will undertake the assessment aspect of the Math’s programme in 2024. Teachers purchased some new resources, however due to staff illnesses, we haven’t been able to share the Math’s programme redevelopment with families and whanau. Teachers and children will look at using different methods of assessment best suited to their learning style, e.g., on-line or paper assessments, use of a reader/writer or more time for those requiring special conditions, in light of the Assessment for Learning PD in 2024.**
- **The PD with Rob Profitt – White has been amazing, and we have had 2 TODs and other staff attended another 2 days hui / PD, so that all staff including Teacher Aides could participate fully in this learning. Staff were engaged in the Math’s Zoom Hui, to upskill in the Math’s Teaching Strategies. It was being transferred into classroom programmes, on a daily basis and benefitting the children’s Math’s learning.**
- **We have done Term 3 Portfolios to support our Reporting to Parents and Caregiver’s programme. We decided this year to have a second set of Parent / Caregiver Interviews in Term 3, so that Teachers could discuss the progress and learning as seen in the children’s Portfolios. Teachers and the Principal also met regularly, with many other parents and caregivers, as needed and when issues arose.**
- **Children have started to see themselves as confident Math’s learners and are enjoying Maths, especially in the co- operative activities such as Discuss and Defend and Move and Prove.**
- **Junior Room staff undertook PD in BSLA and implemented appropriate Structured Literacy programmes for underachievers in Reading. We now have had 2 more Junior Staff members accepted into the programme, for the start of 2024, as well as Rose Cox being accepted as a BSLA Facilitator.**
- **Collaborative conversations regularly occurred using the Curriculum Targets to monitor learning, as per the End-Year Underachiever’s Report to the BoT.**
- **Teachers used technology to design and implement a variety of formative and summative assessments that accommodated learner needs, and they provided timely feedback to children, and this informed learning – e.g. student portfolio information.**

<p>Culturally Responsive Practice</p> <ul style="list-style-type: none"> • Continue to consolidate the Te Ahu o Te Reo professional development from 2021 into classroom practice • Continue to support Te Reo / Tikanga / Kapahaka learning with the expertise of a Te Reo Tutor in class • Celebrate and support ELL learners 	<p>Annual Goals / NELP 1 / 2 / 3:</p> <p>Culturally Responsive Practice</p> <ul style="list-style-type: none"> • Continue to strengthen our knowledge of the cultural narrative and our culturally responsive practices across the school, particularly in relation to Māori achieving success as Māori in English medium through our use of the professional development from Te Ahu o Te Reo and the support of Whaea Iri and Beth Torrie in Te Reo / Tikanga and Kapahaka • Continue to strengthen the way in which we support our ELL (English Language Learners) and their whānau • Continue to strengthen whānau learning partnerships and relationships where teachers and parents /caregivers share the responsibility for children’s learning, where parents / caregivers feel their contributions are valued and to strengthen child / teacher / parent / caregiver’s learning conversations 	<p>Responsibility</p> <p>Principal Teachers</p>
<p>Specific Actions for Improved Outcomes:</p> <ul style="list-style-type: none"> • Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings, other meetings and in classrooms. • A shared understanding of Arowhenua Tikanga is embraced by all students and staff – introduce to the 2 new staff. • Staff implement authentic activities for Matariki, Māori Language week and other important celebrations, as well as use the sunshine Readers which have Te Reo Maori language content. • Demonstrate cultural responsiveness when communicating with students, whānau and colleagues and interact with them as co-collaborators in student learning. • Continue the development of our Cultural Narrative through an integrated approach across our curriculum – also through the development of our Local Curriculum. • Engage with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum. • Engagement with ESOL and migrant whānau forms the foundation of communication protocols (translated into multiple first languages) where possible, with the support of the Multicultural Centre. • Have our Multi - Cultural Celebration at the end of the year, as well as participate in local Cultural Pasifika Celebrations. 		

End – Year Review:

- Continued inclusion of pepeha, waiata, karakia and whakatauki at staff meetings and in classrooms. Beth supported staff as part of her unit.
- A shared understanding of Arowhenua Tikanga was embraced by all students and staff.
- We had a wonderful afternoon of Matariki activities, where staff implemented an authentic Matariki programme. We had a wonderful turnout at our Shared Lunch for families and whanau. Even outside of Māori Language Week, staff were implementing a range of Te Reo Maori and Tikanga activities in their classes regularly and showcasing these at our weekly assemblies.
- We regularly demonstrated cultural responsiveness when communicating with students, whānau and colleagues and interacted with them as co-collaborators in their student learning. This was seen in our written newsletters and event advertisements on our Facebook page, as well as using Te Reo in assemblies and in classroom interactions.
- When possible, we continued the development of our Cultural Narrative through an integrated approach across our curriculum, as seen in a variety of projects undertaken in classrooms. Some classes were implementing aspect of the NZ Histories from a local perspective.
- We intended to engage with Pasifika whānau in a learning session to enhance their knowledge of the NZ Curriculum as part of the Matariki Celebration, however, I was sick and further medical reasons inhibited this from occurring later in the year. However, I ensured there was a Pasifika component to the Strategic Direction consultation with parents and caregivers.
- Engagement with ESOL and migrant whānau formed the foundation of communication protocols (translated into multiple first languages) occurred in the “Behaviour” newsletter at the end of the 1st Term, which we got translated into Tongan and tried for the Samoan language too, but the timeframe was too short.
- As Principal, I joined a New Zealand - wide Pasifika Principal’s group, which has a fono in Paihia, in February 2024. I also attended an ELLPs session at Waimataitai School – these opportunities and being part of the MoE funded TALL programme will be implemented in 2024.

Community <ul style="list-style-type: none"> Undertake consultation with Maori community and Pasifika community 	Annual Goals / NELP 1 / 2 / 3: <p>Community</p> <ul style="list-style-type: none"> The Board of Trustees, through the Principal, will undertake consultation with our Maori and Pasifika community to seek their guidance for their children’s learning 	Responsibility <p>Board of Trustees Principal</p>
<p>Specific Actions for Improved Outcomes:</p> <ul style="list-style-type: none"> The Principal will have face to face hui / fono / paper consultation / engagement with Maori and Pasifika families and whanau seeking their opinions of and input into the teaching and learning occurring at Oceanview Heights School. Engage with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum. <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="398 699 869 1002" style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Ka Hikitia</div>  </div> <div data-bbox="1348 715 1688 1200" style="text-align: center;">  </div> </div>		

End – Year Review:

- Due to the illness / medical reasons, I was unable to have face to face hui / fono engagement with Maori and Pasifika families and whanau seeking their opinions of and input into the teaching and learning occurring at Oceanview Heights School and with Pasifika whānau in learning sessions to enhance their knowledge of the NZ Curriculum. However, both Maori and Pasifika parents and caregivers were consulted fully in the Strategic Direction Consultation process.
- We also decided this year to have a second set of Parent / Caregiver Interviews in Term 3, so that Teachers could discuss the progress and learning, as seen in their children’s Portfolios. Teachers and the Principal met regularly with many other parents and caregivers, as needed.

Property	Annual Goals / NELP 1 / 2:	Responsibility
<ul style="list-style-type: none"> • Develop new Adventure Playground and new Bike track • Develop / implement plans for RTLB / Learning Support building refurbishment • Develop junior learning area outside library 	Property <ul style="list-style-type: none"> • Install a new Adventure Playground and develop a new Bike Track • Work with the MoE Property team and Logic on the re-development / refurbishment of the RTLB / Learning Support Hub • As part of 5 YA develop a Junior learning area outside the new library. 	Board of Trustees Principal

Specific Actions for Improved Outcomes:

- Use Term deposit and 5YA funding for new capital projects e.g., outdoor learning environments – Adventure Playground and surrounds, a new bike track and the Junior outdoor learning space.
- Work with MoE / Architects and Logic – Wynne Rycroft in the re-development / refurbishment of the RTLB / Learning Support Hub. Additional MoE funding will be needed to be sourced for this work.

End – Year Review:

- We have used some of the Term deposit funds for the Adventure Playground redevelopment in the 2nd Term. We are at the planning stage for the outdoor learning environment, with the architects, however the tenders came in well over the budget figure so we will need to put this project on hold, until we can find the funds for it. We have taken the PAL children to 2 schools to scope what they would like for the new bike track and we hope to engage with a company in the final design at the start of Term 1 2024 and have the bike track completed by the end of Term 2 2024.
- Working with MoE / Architects and Logic – Wynne Rycroft in the re-development / refurbishment of the RTLB / Learning Support Hub continues. Additional MoE funding will be needed to be sourced for this work and currently this work is being priced. We have committed \$100K towards this project.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT – NEW ZEALAND CURRICULUM

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN READING / PANUI		
Curriculum Area	Key Competencies	School Values
<ul style="list-style-type: none"> English – Reading / Pānui 	<ul style="list-style-type: none"> Using language symbols and texts Thinking Relating to Others 	<ul style="list-style-type: none"> Co-operation Achievement Respect Encouragement

<p>Strategic Goal: Student Learning and Engagement</p> <ul style="list-style-type: none"> All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics. 	<p>Resourcing</p> <ul style="list-style-type: none"> Annual Reading budget MoE / BOT funded additional programmes e.g. BSLA BoT funded SENCO Teacher Aides
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<p>Annual Goal / NELP 1 / 2 / 3</p> <ul style="list-style-type: none"> Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Reading.

<p>Strategic Annual Target</p> <p>Reading: To prioritise our Underachievers in Reading to ensure they make accelerated progress.</p>
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<p>Baseline Data from Underachievers Curriculum Levels Analysis Report / Analysis of Variance - (Why this Target?)</p> <p>Reading:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Above / At</td> <td style="width: 10%;">2021</td> <td style="width: 10%;">45%</td> <td style="width: 10%;">2022</td> <td style="width: 10%;">55%</td> </tr> <tr> <td>Below / Well Below</td> <td>2021</td> <td>42%</td> <td>2022</td> <td>58%</td> </tr> </table> <ul style="list-style-type: none"> 19% (7/37) of the children have improved by ½ year 14% (5/37) of the children have stayed the same Boys have stayed the same by 22% (4/18) since end - year 2021 Girls have stayed the same by 5% (1/19) since end - year 2021 	Above / At	2021	45%	2022	55%	Below / Well Below	2021	42%	2022	58%
Above / At	2021	45%	2022	55%						
Below / Well Below	2021	42%	2022	58%						

ACTIONS FOR READING/PANUI These actions take place throughout the year by all staff with specific actions being developed for our target group.	Review	Responsibility
<p>Identification and Tracking</p> <ul style="list-style-type: none"> • Children performing below their expected curriculum level for Reading will be identified and tracked by their teachers. • Children performing above their expected curriculum level for Reading will be identified and tracked by their teachers. • Identified children will receive support and be tracked through: <ul style="list-style-type: none"> ○ Targeted learning support where appropriate ○ Sharp Reading / BSLA - identified children will participate in these targeted Reading programmes, which aims to increase a child’s abilities in comprehension, fluency, vocabulary, phonics, and attitudes toward Reading. <p>Actions</p> <ul style="list-style-type: none"> • The BSLA programme will be used as a structured literacy programme in the 2 junior classrooms, with a future focus into the middle and senior rooms. • Whole school / kura meetings – sharing of best practice. Identifying strategies that are or are not working for individuals. Discuss at staff meetings and make changes/modify practice. Record information and monitor within own teacher’s planning and assessments. • Teachers will ensure these children receive Explicit Instructional Reading 4x per week in the Middle room (Sharp Reading) and Junior rooms (BSLA) and 3x per week in Senior class (Sharp Reading) (due to TTec commitments). • Focus will be on the Balanced Reader – Decoding – Encoding – Fluency – Phrasing – Comprehension -Oral Language • Teacher Aides provide support for Underachieving children. • Teachers will have specific Underachievers and plan and implement programmes to meet their needs, as evidenced in the Teacher’s and Teacher Aide’s Growth Cycle documents. • Systems in place to motivate and encourage Reading mileage including use of the school library. • Purchasing reading materials that motivate underachieving learners. • Setting clear smart goals with target children and reviewing regularly; ensuring children understand their Reading goals. • Engage with the RTLiT when required. <p>Assessment</p> <ul style="list-style-type: none"> • Ongoing monitoring of reading performance of target group: Principal and Teachers. • Redesign our Reading progressions across all levels. • BSLA assessments / PM Benchmarks / Running Records / BURT / CLOZE will be used for assessments. • Reporting will align to new progressions. • Analyse Mid - year and End - year data and report to BoT and staff. Reflect and review data to inform future teaching and learning priorities. <p>Home and School Partnership – Whānau Engagement</p> <ul style="list-style-type: none"> • Clear communication with whānau to clarify the importance of support from home. • Staff will facilitate a whānau session to strengthen home-school learning partnership in Reading. 	<p>Initial meetings</p> <p>Staff Meetings</p> <p>On-going</p> <p>During Year</p>	<p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p> <p>Principal and Teachers</p>

End – Year Review:

Underachiever's Improvement Reading End 2022 / 23:

We have a 2023 target to prioritise our underachievers in Reading to ensure they make accelerated progress:

Underachievers:

- 27% (8/30) of the children have improved by 1 year
- 20% (6/30) of the children have improved by 1 ½ years
- 3% (1/30) of the children have improved by 2 years
- 7% (2/30) of the children have improved by 2 ½ years
- 10% (3/30) of the children have improved by 3 years
- = 67% (20/30) made progress – (same as end 2022)

- Boys have improved by 60% (9/15) since end - year 2022
- Girls have improved by 73% (11/15) since end - year 2022
- Pacific children have improved by 71% (10/14) since end - year 2022
- Maori children have improved by 1 ½ years by 100% (1/1) since end - year 2022

Underachievers:

- 20% (6/30) of the children have improved by ½ year
- 10% (3/30) of the children have stayed the same
- 3% (1/30) of the children have gone back – seeking ORS identification

- Boys have stayed the same or improved ½ year or gone back by 40% (6/15) since end - year 2022
- Girls have stayed the same or improved by ½ year by 27% (4/15) since end - year 2022
- Pacific children have improved by ½ year by 29% (4/12) since end - year 2022

2022 / 2023 End-Year Results for All Years 2 – 8 children:

Above / At	2022	42%	2023	48%
Below / Well Below	2022	58%	2023	52%

See the End – year Report to the BoT for the narrative and analysis of this data.

CURRICULUM TARGETS FOR RAISING STUDENT ACHIEVEMENT IN MATHEMATICS / PANGARAU

<p>Curriculum Area:</p> <ul style="list-style-type: none"> • Mathematics / Pungarau 	<p>Key Competencies</p> <ul style="list-style-type: none"> • Using language symbols and texts • Thinking • Relating to Others 	<p>School Values</p> <ul style="list-style-type: none"> • Co-operation • Achievement • Respect • Encouragement 										
<p>Strategic Goal: Student Learning and Engagement</p> <ul style="list-style-type: none"> • All children / tamariki will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Mathematics. 	<p>Resourcing</p> <ul style="list-style-type: none"> • Annual Mathematics budget • Kahui Ako funded additional programmes – Impacted / SC Maths Cluster • BoT funded SENCO • Teacher Aides 											
<p>Annual Goal / NELP 1 / 2 / 3</p> <ul style="list-style-type: none"> • Focus on ensuring Underachievers have robust support to achieve acceleration in their learning in Mathematics 												
<p>Strategic Curriculum Target</p> <p>Mathematics: To prioritise our Underachievers in Mathematics to ensure they make accelerated progress.</p>												
<p>Baseline Data from Underachievers Curriculum Levels Analysis Report / Analysis of Variance - (Why this Target?)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Above / At</td> <td style="width: 10%; text-align: center;">2021</td> <td style="width: 10%; text-align: center;">62%</td> <td style="width: 10%; text-align: center;">2022</td> <td style="width: 10%; text-align: center;">53%</td> </tr> <tr> <td>Below / Well Below</td> <td style="text-align: center;">2021</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">2022</td> <td style="text-align: center;">47%</td> </tr> </table> <ul style="list-style-type: none"> • Boys have stayed the same by 29% (4/14) since end - year 2021 • Girls have stayed the same by 60% 9/15) since end - year 2021 • Maori children have stayed the same by 33% (1/3) since end - year 2021 • Pacific children have stayed the same by 62% (5/8) since end - year 2021 			Above / At	2021	62%	2022	53%	Below / Well Below	2021	38%	2022	47%
Above / At	2021	62%	2022	53%								
Below / Well Below	2021	38%	2022	47%								

End – Year Review:

Underachiever’s Improvement Maths End 2022 / 23:

- We have a 2023 target to prioritise our underachievers in Mathematics to ensure they make accelerated progress:
 - 33% (9/27) of the children stayed the same
 - 56% (15/27) of the children have improved by 1 year
 - 7% (2/27) of the children have improved by 2 years

It can take 2 years to get through a Numeracy Stage, when children are in the same Stage for 2 years, this is acceptable:

- Boys have improved by 64% (7/11) since end - year 2022
- Boys have stayed the same by 27% (3/11) since end - year 2022
- Girls have improved by 63% (10/16) since end - year 2022
- Girls have stayed the same by 37% (6/16) since end - year 2022
- Maori child has stayed the same by 100% (1/1) since end - year 2022
- Pacific children have improved by 58% (7/12) since end - year 2022
- Pacific children have stayed the same by 42% (5/12) since end - year 2022

Underachievers:

- 4% (1/27) of the children has gone back – seeking ORS identification
- This underachieving child and any new underachievers will continue to be our focus at Maths time in 2024

2022 / 2023 End-Year Results for All Years 2 – 8 children:

Maths All:

Above / At	2022 53%	2023 47%
Below / Well Below	2022 47%	2023 53%

See the End – year Report to the BoT for the narrative and analysis of this data.

