



## 2022 SCHOOL-WIDE TARGETS

(Ratified at BOT Mtg 1: 9.02.2022)

### **PREAMBLE - 2019/2020/2021 Leadership, BOT, MoE and ERO**

*Discussion with leadership, the BoT, MoE and ERO, looked at words to either replace numbers of students and percents or WORDS added to the target. The issue is we want something measurable i.e. numbers or percents to reach our target not just this year but longitudinally to look back at the results and see our progress. We also want to have targets which are equitable and excellent.*

- From the July 2019 ERO recommendation they felt we needed an Internal Evaluation which was more comprehensive in data analysis, tracking our priority learners, acceleration of priority learners; cohort tracking and identifying next steps.
- From the July 2019 ERO recommendation they felt we needed to increase the expectations for Māori students in our targets as these were low and not equitable compared with their counterparts. However, it was discussed that the targets are an increase from previous years but not too aspirational otherwise we won't potentially achieve them. ERO would like the majority of or all Māori to achieve, so why should their target be lower than other ethnicities. Discussion occurred around EQUITY and EXCELLENCE for all students where targets shouldn't be different for ethnicities, instead they should be consistent for all: MAJORITY
- 2021 was an embedding of the annual plan with 5 weeks of disruption to physical school with Covid-19 Alert Level 4 and 3.
- In 2021 we produced our Internal Evaluation of Mid-Year and EOY OTJ's and our 2021 Learner Profile

### **Words to use suggested by ERO:**

Most students ...

Some students ...

A large majority ...

A small majority ...

### **2019/2020/2021**

These words were also linked to percentages where ERO spoke about 'Large Majority' (85%) and 'Majority' 75%. Although the word used in our 2021 targets was MAJORITY we will report at mid-year and end-of-year OTJ using percentages (and student numbers), as well for the BOT for historical tracking of results over time for all students, cohorts and subject areas in Reading, Writing and Mathematics.

In 2022, we will increase our target to use 'Large Majority' (85%), as we have been recently attaining 'Majority' 75% with 2021 being:

[2021 Internal Evaluation Results December EOY](#)  
[2021 Internal Evaluation Results July Mid-Year](#)  
[2021 GTS Learner Profile Results School-wide](#)



## 2021 GTS Annual Student Targets: READING

### 2021 - 2023 School Charter & Annual Plan strategic focus areas

**SG1: Partnerships for Learning** – *To provide and promote educationally powerful partnerships that enhance student learning and support cultural awareness, learning and understanding.*

**SG2: Responsive Curriculum** – *To provide an innovative curriculum that is localised with a strong bi-cultural focus while being responsive and personalised to individual ākonga needs.*

**SG3: Wellbeing (Students and Staff)** – *To promote the health and wellbeing of all ākonga and kaimahi through explicit planning and systems throughout the school.*

**SG4: Stewardship** – *The board meets statutory requirements and positively represents and serves the community. The board scrutinises the work of the school in achieving the best student outcomes possible and evaluates its performance in this role. To strengthen the processes of evaluating school data and information on student wellbeing, achievement and progress.*

### 2022 READING Targets: Based on 101 roll (not including 2 ORS): LARGE MAJORITY (85%)

#### 2022 Large Majority of ALL students At or Above for reading learning year progression.

**2021 End-of-Year Actual: 80/95 (84%) achieving At or Above their reading learning progression**

2020 EOY: 73/85 (86%) achieving At or Above their reading learning progression

2019 EOY: 93/102 (91%) achieving At or Above their reading learning progression

2018 EOY: 92/108 (85%) achieving At or Above their reading learning progression

#### 2022 Large Majority of all Māori students to be At or Above their reading learning progression.

**2021 EOY: 11/11 (100%) achieving At or Above their reading learning progression**

2020 EOY: 9/10 (90%) achieving At or Above their reading learning progression

2019 EOY: 15/16 (93%) achieving At or Above their reading learning progression

2018 EOY: 10/12 (83%) achieving At or Above their reading learning progression

#### 2022 Large Majority of all Year 6 cohort students to be At or Above their reading learning progression.

**2021 EOY: 12/14 (86%) achieving At or Above their reading learning progression**

2020 EOY: 9/12 (75%) achieving At or Above their reading learning progression

2019 EOY: 21/22 (95%) achieving At or Above their reading learning progression

2018 EOY: no data



## 2022 GTS Annual Student Targets: WRITING

### 2021 - 2023 School Charter & Annual Plan strategic focus areas

**SG1: Partnerships for Learning** – *To provide and promote educationally powerful partnerships that enhance student learning and support cultural awareness, learning and understanding.*

**SG2: Responsive Curriculum** – *To provide an innovative curriculum that is localised with a strong bi-cultural focus while being responsive and personalised to individual ākonga needs.*

**SG3: Wellbeing (Students and Staff)** – *To promote the health and wellbeing of all ākonga and kaimahi through explicit planning and systems throughout the school.*

**SG4: Stewardship** – *The board meets statutory requirements and positively represents and serves the community. The board scrutinises the work of the school in achieving the best student outcomes possible and evaluates its performance in this role. To strengthen the processes of evaluating school data and information on student wellbeing, achievement and progress.*

### **2022 WRITING Targets: Based on 101 roll (not including 2 ORS): LARGE MAJORITY (85%)**

#### **2022 Large Majority of ALL students At or Above for writing year expectations.**

**2021 End-of-Year Actual: 81/95 (85%)** achieving At or Above for PaCT writing year expectations

2020 EOY: 66/85 (77%) achieving At or Above for PaCT writing year expectations

2019 EOY: 82/102 (80%) achieving At or Above for PaCT writing year expectations

2018 EOY: 88/108 (81%) achieving At or Above for PaCT writing year expectations

#### **2022 Large Majority of all Māori students At or Above for PaCT writing year expectations.**

**2021 EOY: 10/11 (91%)** achieving At or Above for PaCT writing year expectations

2020: EOY: 8/10 (80%) achieving At or Above for PaCT writing year expectations

2019 EOY: 14/16 (87%) achieving At or Above for PaCT writing year expectations

2018 EOY: 8/12 (67%) achieving At or Above for PaCT writing year expectations

#### **2022 Large Majority of all Year 6 cohort students to be At or Above for PaCT writing year expectations.**

**2021 EOY: 12/14 (86%)** achieving At or Above for PaCT writing year expectations

2020: EOY: 10/12 (83%) achieving At or Above for PaCT writing year expectations

2019 EOY: 19/22 (86%) achieving At or Above for PaCT writing year expectations

2018 EOY: No data



## 2021 GTS Annual Student Targets: MATHEMATICS

### 2021 - 2023 School Charter & Annual Plan strategic focus areas

**SG1: Partnerships for Learning** – *To provide and promote educationally powerful partnerships that enhance student learning and support cultural awareness, learning and understanding.*

**SG2: Responsive Curriculum** – *To provide an innovative curriculum that is localised with a strong bi-cultural focus while being responsive and personalised to individual ākonga needs.*

**SG3: Wellbeing (Students and Staff)** – *To promote the health and wellbeing of all ākonga and kaimahi through explicit planning and systems throughout the school.*

**SG4: Stewardship** – *The board meets statutory requirements and positively represents and serves the community. The board scrutinises the work of the school in achieving the best student outcomes possible and evaluates its performance in this role. To strengthen the processes of evaluating school data and information on student wellbeing, achievement and progress.*

### 2022 Mathematics Targets: Based on 101 roll (not including 2 ORS): LARGE MAJORITY (85%)

#### 2022 Large Majority of all students At or Above for mathematical year stage expectations.

**2021: EOY: 88/95 (92.6%)** achieving At or Above for mathematical year stage expectations

2020 EOY: 71/85 (84%) achieving At or Above for mathematical year stage expectations

2019 EOY: 94/102 (92%) achieving At or Above for mathematical year stage expectations

2018 EOY: 92/108 (85%) achieving At or Above for mathematical year stage expectations

#### 2022 Large Majority of all Māori students At or Above for mathematical year stage expectations.

**2021: End-of-Year: 11/11 (100%)** achieving At or Above for mathematical year stage expectations

2020 EOY: 8/10 (80%) achieving At or Above for mathematical year stage expectations

2019 EOY: 11/16 (69%) achieving At or Above for mathematical year stage expectations

2018 EOY: 8/12 (67%) achieving At or Above for mathematical year stage expectations

#### 2022 Large Majority of all Year 6 cohort students to be At or Above for mathematical year stage expectations.

**2021: End-of-Year: 13/14 (93%)** achieving At or Above for mathematical year stage expectations

2020 EOY: 10/12 (83%) achieving At or Above for mathematical year stage expectations

2019 EOY: 19/22 (86%) achieving At or Above for mathematical year stage expectations

2018 EOY: No data



## **2022 GTS Strategic and Implementation Measures to Raise Student Achievement**

All measures come out of the **2021-2023 School Charter**, and the formation of the **2022 Annual Plan**

- Momentum from the 2021 RAPLD writing to improve the teaching and learning of writing school-wide with 80 additional hours being funded in 2022.
- Early identification of students with learning needs and interventions for learning support by the class teacher and SENCO. Reviewed at weekly staff/PLD meetings and assigning additional support and interventions where appropriate.
- Teacher Team inquiry built into collaborative planning and appraisals, focussing on puzzles of practice and priority learners.
- Regular contact with parents, teachers and students to assist student learning (Meet the Teacher, 3 Way Conferences, emails, goal setting, parent interviews of assessment results - strengths, weaknesses and NLS).
- Student interest (soft data) and strengths and weaknesses - involvement of parents, teacher and student's to set goals and identify learning needs and how these will be met through.
- Development of teacher capability in collaborative planning and improving teacher practice - BES and video self-assessment and collaborative collegial sharing of practice.
- Greater awareness of learners - sharing a document for all staff, so that all staff know our priority learners, who is supporting them and what learning programmes the students are involved in.
- Early identification of Gifted and Talented students. Extension programmes encouraged to support and extend student learning with the continuation of: **Passion Time; Play, Make, Create; Composting; Enviroschools etc.**
- Continuous data review by school leadership, teams and monitoring intervention programmes - ESOL, Special Education, ICS, RTLB and other agency support programmes.
- Tracking and review of priority learners and general progress of students through Internal Evaluation reports and updates for all students. Linking these to school-wide vision, annual plan, goals and targets.
- Leadership team meeting with class teachers to moderate and discuss school-wide data and compare this against annual student target progress.
- Analysis of our data from school values reports and linking this to improved hauora and school-wide teaching and embedding of our values.
- Regular teacher observation by peers of teaching and learning programmes, weekly staff meetings around student progress and best practice, teachers sitting with team leaders once a term to discuss student progress and interventions.
- Better communication with all staff across the school and explicit conversations around student learning in PLD: what is working well, good practice and how to improve teaching and learning programmes
- The continued use of PaCT to enhance reading, writing and mathematics assessment.
- Increase in school budget amount in learning support (staffing, programmes, interventions) to help our struggling learners in reading, writing and mathematics (also see MOE initiative below).
- NELP (National Education Learning Priorities) strategic initiative by the MOE is meant to provide further funding for schools to support Kahui Ako collective approaches and individual schools to assist priority learners progress through additional funding and expertise.

- Tracking by the class teacher of priority learner groups in Reading, Writing and Mathematics.
- Learning Support team assigning learning support to assist student learning. Meeting regularly and discussing student progress or regression and providing additional support where appropriate.
- Increase in formative assessment approaches and accurate use and interpretation. Minimising reliance on but utilising standardised assessments (e-asTTLe writing, PAT's, GLOSS, JAM) to inform and improve teaching and learning programmes.
- Student buy-in during inquiry themes, and greater student agency through focused co-constructed goal setting.
- For our Māori tamariki and all tamariki we need to continue to enhance their learning experiences, development and cultural connectivity and competence through the Te Tiriti o Waitangi strategic measures and developing our local curriculum (Treaty principles: protection, power, participation and partnership); partnering with a Kaumatua or Rangatira; increased authentic experiences related to tikanga; further development with te reo Māori across the school; focus on Te ao Māori and working on our school kawa and from this tikanga and Taumutu Marae visits; development of the NZ Histories curriculum and iwi history and partnership in the Malvern District; introducing Matariki annual celebrations and focus; the continuation of our weekly Kapa Haka programme, and Kāhui Ako kura performances; and the development and engagement of our Māori parents/caregivers at our Hui's.
- Formulating, developing and using the Local Curriculum to drive student engagement and development by cementing new learning and community engagement.
- A robust and accurate assessment programme using student data to inform practice. Time schedule for the year of formal, informal and teacher observation, seesaw uploads of student work & conversations.
- Intervention programmes: ESOL & STEPS inclusive interventions with TA support.
- Continuation of Hui's during Terms 1 & 3 with BOT, staff and parent collaborative events. This is linked into the School Charter 2021-2024 and Annual Plan.
- Staff School-wide PLD in reading, writing and mathematics; moderation in assessments: GLOSS, JAM, PACT, Running Records, Numicon; e-Learning and Seesaw
- Moderation of OTJ's for students against progressions (curriculum levels) with team discussions and increased learner agency using the PaCT tool.