



# Banks Avenue Charter

2022

## Living and Learning with HEART

With community support, Banks Avenue School endeavours to provide a happy, secure working environment. Every attempt is made to provide balanced programmes, accept children as individuals and, as far as possible, cater for their needs. We aim to develop healthy attitudes and work habits while giving our pupils a sense of pride and success.

The needs of the children and their learning shall sit at the HEART of this Charter

By following the guiding principles of the Charter, the Board of Trustees will ensure that learners are given an education which enhances their learning, caters for their needs, respects their dignity and cares for their well-being. This education shall challenge them to achieve personal standards of excellence and to reach their full potential.

### Values – H.E.A.R.T

Hauora: *Be well to do well*

Excellence: *Better than before*

Aroha: *Kind words, thoughts and actions*

Respect: *Give respect to get respect*

Togetherness: *Together is better*

## National Priorities

Banks Avenue School will determine its priorities and goals by focusing on the New Zealand National Education Priorities.

National priorities are currently determined to be:

### Learners at the centre

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

### Barrier free access

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

### Quality teaching and leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

### Future of learning and work

- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

### World class public inclusive education

Link to [Full copy of the NELP \[PDF\]](#).

Local priorities will be identified through:

- The school's programme of self-review.
- Analysis of the school's assessment data.
- The Kahui Ako - identifying needs across our cluster schools.
- In meeting the national and local priorities the school undertakes to work within the National Administration Guidelines framework.

## Recognising New Zealand's Cultural Diversity

Banks Avenue School develops procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.

We will acknowledge New Zealand's cultural diversity and the unique place of Māori Culture by:

- Consulting with our Māori community.
- Consulting with local iwi when necessary.
- Including Cultural Responsiveness as a strategic goal
- Reporting regularly to the Board of Trustees on Māori achievement.
- Implementing programmes and providing resources for tikanga and Te reo Māori.
- Providing an ESOL programme under the guidance of the LST.
- Acknowledging our diverse cultures with displays around the school.
- Celebrating with such activities as cultural days and shared lunches.

In recognizing the unique position of the Māori culture, Banks Avenue School will take all reasonable steps to provide instruction in tikanga (Māori culture) and Te Reo Māori (Māori language) for all students. This will be appropriate to our community.

At Banks Avenue School we currently have:

- Kapa haka available for the whole school
- Pasifika available for whole school

- School expectations in relations to:
  - The use of Te reo and tikanga in classes
  - Teaching the Treaty of Waitangi
  - Class routines, e.g., starting the day with a waiata and whakatauki
  - A te reo acquisition plan
- Māori perspectives integrated through planning.
- A Māori at BAS website  
<http://maoribanksave.weebly.com/> password *Aroha*
- A Pasifika at BAS website  
<https://www.banksave.school.nz/pasifika-learning.html> password *talofa*
- A focus school wide and across the *Otakaro Kahui Ako* on *cultural responsiveness*. In 2022 we have a strategic team leader who will meet with the Kahui Ako across schools Cultural Responsiveness leader to implement improvements and next steps at BAS.
- A mihi whakatau at the beginning of each year. [Mihi Whakatau Reflection](#)
- A developing relationship with Ngai Tuahuriri . They gifted a school name, Pareawa and we have prioritised staff and Board members attending marae workshops for 2022.
- A number of staff who are attending or who have attended Te Ahu o te Reo Māori
- Annual consultation with our Maori families through a Whanau Hui and with our Pacifica families through a Fono.

## Māori Responsiveness Plan

If whānau requests a higher level of tikanga and/or Te Reo than is at present evident in our school's Māori programme staff and family will discuss and explore the following options:

- Further explain the existing programmes.
- Further extend the existing programmes as appropriate.
- Combine with a neighbouring school for parts of the day/programme.
- Provide in school support and resources to further enhance inclusion of Te Reo & tikanga within the child's classroom.

## Whakatauki

*Ma te korero, ka mohio. Ma te mohio, ka atua. Ma te matou, ka marama.*

Through discussion comes knowledge. Through knowledge comes learning. Through learning comes understanding.

## Our School Community

Banks Avenue School was established in 1956. We are a large Decile 4 urban school situated in the Dallington/Shirley area. As a contributing school we cater for Year 1 – 6 students. The earthquake of September 2010, and the subsequent earthquakes during 2011, significantly affected Banks Avenue School in many ways. Many of the homes of our school community are in the red zone and most of the houses were damaged in some way by the shaking and/or liquefaction. In July 2011 the Ministry of Education predicted that the school roll would drop by some 200 children – which it has. We begin 2020 with 355 children and expect to be up to 415 by the end of the year. This has been a steady roll pattern since 2016.

The announcements of the Educational Renewal Programme for Christchurch saw the decision for Banks Avenue School to continue; however, because of the cost to stabilise the ground our school is currently built on, we will be rebuilt on the old Shirley Boys' site in North Avon Parade. Shirley Boys' relocated to QEII in 2019: the old SBHS school will be demolished in March 2020 and our new school will be built in 2021 / 2022. We anticipate moving into our new school mid 2022.

The new school will have a master plan catering for 500 pupils, however, the first stage of the build will only cater for 375 children. Since 2018 we have had a strict enrolment zone and are currently taking no out of zone students.

Having our school rebuilt is a very exciting prospect and opportunity which we are already planning and preparing for. We know we will be built as an innovative learning environment so therefore we are using the time before we relocate to grow and refine our collaborative teaching practices. Many of our existing classrooms have been modified allowing teachers to work collaboratively: all teachers at Banks Avenue are currently teaching collaboratively in teams of two.

We have a variety of ethnicities at Banks Avenue which we value highly. We have children from a range of Pacific nations, Somalia, Afghanistan, India, South Africa, Philippines and other Asian countries as well as children whose families have moved to New Zealand from Europe. We provide a structured ESOL programme to help children learn English in their first months in New Zealand. About 20% of our students are Māori.

Our school has a warm, welcoming atmosphere. Our staff is approachable and friendly, and we have been very active in promoting a partnership with the community; we have a student group designing a playground in the red zone and a number of classes visit a local retirement home. Communication with home is regular and detailed, and there is parental support and involvement in all aspects of school life. The resilience of our school community, the children, the staff and our parents and whānau, has been demonstrated over the last ten years.

Our school is staffed by a very professional group of teachers with positive caring attitudes. They have high expectations of themselves and the children they teach. We have a great balance of teaching experience and subject area strengths in our staff. Our strategic focus for the next four years are:

Connecting HEART of the community

Learners at the HEART

Living HEART

This year we will :

- Continue to consolidate:
  - PB4L- tier 1 and tier 2
  - DMIC maths (year 5), ensuring new teachers are supported.
  - Dyslexia training that we undertook in 2021.
  - Storytelling which we began in 2020.
- Continue with kahui ako focuses on Hauora (well being) and Cultural Responsiveness.
  - in 2022 our focus will be trauma based learning
- Continue to work on the development of our local curriculum
  - Inquiry teaching across the school, following the Kath Murdoch model
  - Review and revise The Histories curriculum and The Digital technologies curriculum.
  - We also will build on our literacy practices by:
    - Integrating coaching with the accelerated literacy training that we completed last year.
    - Undergoing professional development on *Pause, Breathe Smile*.

As well as embedding and developing the above areas we also want to prepare for the shift to the new school in mid 2022; therefore we will:

- Complete a whole school art project in term 1 and 2. This artwork will be able to move to the new school with us.
- Review the use of space in the new buildings and look at the furniture we will need to enhance learning in these spaces.
- Plan for a seamless transition between the two venues:
  - Farewelling this site
  - Planning for an opening ceremony on the new site
  - Sifting, sorting and disposing of resources before we move
  - Identifying and pre teaching protocols and expectations for using the new spaces

Here is a link to our [strategic overview](#).

# Banks Avenue School

Four Year Overview 2021-2025

Strategic  
Pillars  
Treaty  
Principles

Annual  
Goals

NELP  
Learning  
Priorities

Strategic  
Teams

Living and Learning with HEART  
Hauora Excellence Aroha Respect Togetherness

Active Learners at  
the HEART  
Participation

Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kahui Ako directions and societal needs.

- Curriculum to:
  - Be broad and strengths based
  - Be personalised for individuals and groups
  - Provide authentic learning opportunities
  - Be integrated embedding inquiry and critical thinking skills
  - Teach essential knowledge, and build skills and attitudes for life
  - Include global perspectives
  - Promote elearning skills as a tool
  - Provide a pathway for learning
  - Professional development to focus on literacy and numeracy

Priority learners are identified and programmes are in place to support their needs. This includes gifted and talented learners.

Leadership Development : Assessment literacy is developed with leaders and staff. Coaching is used to improve teaching and lift achievement. Supporting leaders to carry out Appraisals

Processes are in place to allow for the review and evaluation of programmes, teaching, learning and governance so there can be a cycle continuous improvement.

Participation in the Otakaro Kahui Ako with the focus on lifting achievement of students through focusing on hauora, culturally responsive practices and literacy

Pareawa  
Banks Ave

Curriculum

Well being  
action plan

Connecting HEART of  
the Community  
Partnership

By the end of 2025:

- Parents and whanau will work in partnership with the child sitting at the centre of decisions and actions.
- Transitions to BAS and from BAS will be strengthened.
- BAS will continue be an active participant in the Otakaro Kahui Ako.
- BAS will have moved and been renamed Pareawa. Opportunities for turning Pareawa into a community hub will be sought and actioned.

BAS will nurture and provide a safe and caring environment for students, staff and whanau. School values (PB4L) will remain embedded across the school.

Initiatives are in place to care for and monitor the wellbeing of staff, students and the environment.

Staff and students will be given opportunities to:

- Manage their own wellbeing
- Maintain positive relationships
- Grow character strengths

Staff and students will have a stronger awareness and appreciation of the bicultural and multicultural heritage of Aotearoa New Zealand

Living  
HEART  
Protection

2022

Kahui Ako  
kahui ako

Cultural Responsiveness

Leadership  
Development

BAS has an after school OSCAR programme which is located in the OSCAR building adjacent to our Bramwell Street entrance. We also have access to two other after school programmes which take the overflow of students who need after school care. Children are picked up from school by van and taken off site for these programmes. We are currently looking at options for an OSCAR on our new site.

Banks Avenue School is a popular school, and enjoys a reputation for achieving high standards in the delivery of programmes which cater for literacy, numeracy, communication skills, (social or life skills), cultural, artistic and sporting activities.

At BAS the basic curriculum is well covered and many extra-curricular activities are offered including choir, Kapa haka, coding club, basketball, guitar club, chess club, art club, Environmental Warriors and digi -kids .

Outside support services are available to the school to assist children with specific learning difficulties, health and social problems. We have Mana ake support through our kahui ako and we have a Learning Support Coordinator. Through church funding we have also been able to employ play therapists for two days a week.

There is a strong commitment to community interaction. The school recognises the importance of parents taking an active part in their children's education. Parent involvement throughout the school is strong with assistance being given in classroom programmes, library, sports activities, transport, curriculum development groups and school consultation processes. A number of parents offer their time once a week to provide

mentoring for individual students with needs. There is also a very active P.T.A. whose ongoing support to the school is very strong.

A close liaison is maintained with Canterbury University College of Education with a number of our teachers acting as associate teachers.

The school has a good relationship with the other education institutions in the area. We belong to the *Otakaro Kahui Ako* which provides support for local principals and teachers; in 2022 the Kahui Ako has five teachers working across school positions to support literacy, hauora and cultural responsiveness.

The majority of our pupils continue on to Shirley or Chisnallwood Intermediates. We have close liaison with Avonside Girls' and Shirley Boys' High Schools. Tutors from the Shirley District Music Scheme are involved with a number of our students. Regular visits are made to our school by a range of local kindergartens.

## Staff

Our staff component is made up of:

Principal: Toni Burnside		1	Chairperson	Mr Kirk McKay
Deputy Principals – non teaching:		2	Treasurer	Mr Paul O Donovan
Jan Thompson and Tricia Carroll				
Distributed leadership Team		9	Trustees	
Learning Support Coordinator-				Mr Phil Black
David Erece		1		
Full Time Teachers		15		Mr Mike Stewart
Part-time teachers		4		Mr Glenn Bongartz Ms Noella Gould
Property Staff: Mike Bennett		1	Secretary	Mrs Jenny MacDonald

## Board of Trustees

Our BOT are skilled and motivated; wanting to make a difference to student progress and achievement. ERO commented on the strength of the BOT in their December 2019 report.

### 2019 ERO Report

*For sustained improvement and future learner success, the school can draw on existing strengths in: • a strongly shared commitment to the equitable learning and wellbeing of students • effective leadership that ensures a sense of purpose, clarity of expectations and processes, and builds leadership capacity across the school • a rich and responsive curriculum providing authentic contexts and centred on the school values and vision.*

*Effective school leadership provides an unrelenting focus on improving outcomes for children. A respectful, productive relationship is evident between the board, principal and senior leaders.*

*Students are engaged, confident and comfortable in their learning environment.*

<h3>Annual Goals</h3> <p>Throughout 2022 we will be working toward achieving each annual goal.</p>	<h3>Key Actions</h3> <p>In an attempt to achieve our annual goals the following actions will be carried out during 2022.</p> <p>Strategic teams have been established to oversee each strategic goal.</p> <p>Annual goals will be reviewed and reflected on twice a year.</p> <p><i>The Treaty of Waitangi principle mandates schools to understand and honour Treaty principles in all actions and decision making. It is about making our country's bicultural foundations evident in school policies, organisation, physical spaces, whānau and community engagement, and classroom planning and assessment.</i></p>
<h3>Active Learners at the HEART</h3>	<h3>Treaty: Participation</h3> <p><i>The Treaty ensures Māori students enjoy and achieve education success as Māori.</i></p> <p><i>The Treaty of Waitangi puts students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.</i></p>
<p><u>NAG 1 Student Achievement:</u></p> <p>Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kahui Ako directions and societal needs</p> <p>Inquiry learning embedded across the school</p> <p>Literacy and numeracy practices will be developed through school and Kahui Ako initiatives.</p> <p>ELearning is used in classes to support, promote and engage learning.</p> <p>Our ICT infrastructure will</p>	<p><u><a href="#">Curriculum action plan 2022</a></u> Includes elearning, maths, literacy, curriculum development</p> <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• Create a Long Term Plan for the next four years of curriculum development</li> <li>• Rhonda and Helen will become familiar with the new New Zealand Histories Curriculum and attend any associated professional development <ul style="list-style-type: none"> <li>◦ Design and implement staff professional development around the NZ Histories Curriculum</li> </ul> </li> <li>• Ensure documentation of our curriculum reviews <ul style="list-style-type: none"> <li>◦ Report findings to BOT three times a year</li> <li>◦ Ensure teams complete audit of curriculum information</li> <li>◦ Update curriculum website in accordance with audit information</li> </ul> </li> <li>• Familiarise ourselves with the Pareawa Banks Avenue Curriculum Website</li> </ul> <p><u>Inquiry</u></p> <ul style="list-style-type: none"> <li>• Identify <u>Inquiry Markers</u> across the school to develop</li> <li>• Develop a visual for Inquiry</li> <li>• Look at how we assess in inquiry</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• By the end of term two 2022 we will have completed the maths page on the Pareawa Banks Avenue Curriculum website</li> <li>• Complete <u>Expectations for the Teaching Mathematics at Banks Avenue School</u> document and put this into the <u>Maths Masters for BAS Teachers</u> in the Staff Drive.</li> <li>• Incorporate all the information that has been developed around the Mathematics Pedagogy and put this information into the Banks Avenue School curriculum weebly.</li> <li>• Tidy up and dispose of the outdated mathematics work that is the old Staff Maths Drive.</li> <li>• <u>Lesson study</u> - ensure that this form of self and collaborative appraisal is being incorporated into our practice.</li> <li>• <u>Assessment Trackers</u> - ensure all staff are aware of these trackers and are using them as they are teaching. Also alert staff to the DMIC assessment activities that are available in the Staff Drive.</li> <li>• Be aware of the sustainability of our DMIC practises - making sure these are embedded into our practice across the school.</li> <li>◦ <u>DMIC Wellbeing Survey</u> - have a look at the survey results from March and November 2021 and see any trends or issues that require addressing.</li> </ul> <p><u>Dynamic Reporting- Spotlight</u></p> <ul style="list-style-type: none"> <li>• Update <u>implementation plan</u> across the school with a clear vision of what we want to achieve <ul style="list-style-type: none"> <li>◦ Work to include junior school with clear next steps</li> </ul> </li> <li>• Oversee and lead implementation plan</li> <li>• Identify key curriculum areas we will report on, through spotlight, for 2022.</li> </ul>

support needs.

**Leadership Development:**  
**Coaching** is introduced to improve teaching and lift achievement. We support leaders to carry out Appraisals

**Priority learners** are identified and programmes are in place to support their needs. This includes gifted and

### ERO Goals

- Ensuring that the sufficiency of progress for all students is monitored, analysed and reported.
  - continue with tracking at class level for teacher (teacher ownership of progress)
  - Target reports to also report on the overall progress of others.
- Continuing to develop and embed te ao Māori in planning and practice and give prominence to bicultural practices
  - two more teachers to attend ta ahu Māori PD

### Elearning

- Continue on our school eLearning journey - integrating the Digital Technologies curriculum within all other curriculum areas.
- Use Parson's Digital Technologies in the NZ Curriculum Top 10 Tips learning as a guide - so we don't sweat the small stuff
- Introduce some new hardware to our Digital Technologies programme if budgets allow which can help cover the Computational Thinking strand - e.g., Makeymakey, micro:bits, OSMO.
- Upskill new staff and existing staff during Term 1 on Seesaw and staff training to use eTAP Spotlight
- Develop a hybrid learning plan to activate while we sit at RED level. This is a combination of at home and at school learning.
- Seek ELearning PD for 2023

### Leadership Development- Coaching

- Implement a coaching model through the lens of ALL PD. Tricia to lead this
- Support leaders with the appraisal process - Toni to lead this

### Appraisal and TRIP Focus

- High Impact Teaching Strategies

### Priority learners

Identify priority learners and provide interventions and programmes to support their needs.

- SENCOs to meet with *leaders of learning* to discuss the needs of students and the possible strategies or interventions that need to be put into place.
- Data from end of last year and beginning of year used to identify target children, target groups and curriculum needs – based on curriculum level data
- Each team will have their own targets. Each team will monitor and report on progress.
- Identify cohorts who are underachieving, e.g. pacifica or male writers- consider what else?
- SENCOs and LSC to oversee interventions to support needs.
- Ongoing monitoring, analysing, and adaptation of programmes to meet needs.
- Reports to BoT twice a year to show progress toward targets.
- ESOL programme to continue with Chantal.
- Gifted and Talented students identified at team level
  - At the team level discuss how to offer extension to students who have been identified.
  - Work with families to support strengths
  - Children's University offered
- Build in enough time to moderate in reading, writing and maths at team level as well as whole school level.
- BOT to fund two additional Learning Assistants to help meet needs

### Self Review

Each year we carry out a number of planned reviews as well as a number of emerging reviews based on needs. These are used to review performance and identify next steps.

#### *ERO Goal:*

Strengthening evaluative practice to better understand the impact of innovation and initiatives on outcomes for students and staff through self review:

#### Achievement Reviews

- Target students

talented learners.

- School wide data
- Curriculum Review ( Science, The Arts, Social Science)
- Analysis of individual tests, eg., PAT, asttle
- Class tracking of achievement and progress

#### School wide Reviews

- Learning Support Review
- Policy review
- Emerging Reviews
- Key indicators identified to track progress toward strategic goals

#### Student Reviews

- Wellbeing - Kahui survey students
- Year 6 leavers and parents exit survey

#### Staff Reviews

- Wellbeing- term reflections
- Exit surveys

#### Parent Review

- Pacifica hui
- Whānau hui

#### **Kahui Ako 2022**

#### Ōtākaro Kāhui Ako Achievement Challenges

#### Strategic Plan 2022-23

#### **Hauora**

##### **Attendance-targets**

Aim to increase attendance by 2% for 2020, 2% for 2021, 2% for 2022

Currently BAS has 89% average students, 88% Māori and 85% Pasifika.

- \$2000 from Kahui ako to implement an attendance initiative in 2022 ( check amount)

#### **Culturally Responsive Practice**

#### Kahui Ako Culturally responsive folder

- Developing individual school strategies in this area - continuing the mahi from meetings that occurred in 2021
- Supporting goals across the Hauora and Literacy achievement challenges - working to achieve equitable outcomes for Māori and Pasifika, as well as other ethnic groups.
- To embed our language acquisition plan. Measure with Mātauraka Mahaanui Indicators of Success
- Continue to offer staff the Te Ahu o Te Reo Māori course in 2022.
- Ensure all our teachers and BoT members have attended a 'Getting to Know Us workshop at Tuahiwi Marae to learn about the Ngāi Tahu migration, mihihi, tikanga and kawa and the pōwhiri process. Identify teachers and BoT members who have not attended this workshop and see how many we can get through the programme in 2022.

#### Students

- Learn about NZ History to help understand others' cultures and points of view, Waitangi Day, Parihaka etc. Note this is an adaptation of the NZ Curriculum thus a mandate.
  - Update curriculum document to include history component.

#### School / community

- Albany Peseta from the Tama Mai Sautē Dance Academy has agreed to once again be our Pasifika tutor for 2022..
- Maaka Kahukuranui will be our Kapa haka tutor once again this year.
- Purchase / make a set of lava lava that will be part of our new school uniform and include our new school logo/name.
- Introduce our new kapa haka uniform that reflects our new school uniform colours and include our new school logo/name.
- To have another hangi day once we move to our new site
- Build on the fun and hui whānau successes we had in 2020 ( none in 2021)

#### Kahui Ako Professional Development

- Trauma based learning the focus for 2022

#### NAG 2 Self-review

Processes are in place to allow for the **review and evaluation** of programmes, teaching, learning and governance so there can be a cycle of continuous improvement.

Participation in the **Otakaro Kahui Ako** with the focus on lifting achievement of students through focusing on hauora, culturally responsive practices and literacy

<h2>Living HEART</h2>	<p><b>Treaty : Protection</b></p> <p>The principle of protection is about actively protecting Māori knowledge, interests, values, and other taonga. ... Consequently, all students need opportunities to learn te reo Māori and gain knowledge and experience of important Māori concepts and customs, considering them in relation to those of other cultures.</p>
<p>NAG 3 <u>Personnel</u> NAG 5 <u>Health and safety</u></p> <p>BAS nurtures and provides a safe and caring environment for students, staff and whanau. <b>School values (PB4L)</b> are embedded across the school.</p> <p>Initiatives are in place to care for and monitor the <b>wellbeing</b> of staff, students and the environment</p>	<p><b>2022 WellBeing Action Plan</b> Includes PB4L</p> <p>Review lessons to cater to a need and context. In this way, they provide visual references that everyone would see to remind everyone of the HEART values.</p> <ul style="list-style-type: none"> <li>Creating logistics for Term 1 and Term 2 Action Plan Goals. A note in daily panui about showing heart around Valentine's day.</li> <li>Taking photos (Visual by HEART children leaders) for context i.e. HEART values. Tricia and Belinda to meet to start taking photos.</li> <li>Create upstander/bystander visual. Leaders of HEART: video, and explanation for daily notices and newsletter. Link this in with PALS and peer mediators. Weeks 4/5</li> <li>Leaders of HEART: video, and explanation for daily notices and newsletter. Link this in with PALS and peer mediators. Weeks 4/5</li> <li>Share the information about the Banks Ave fair play code.</li> </ul> <p>Provide necessary materials and preparations for moving to the new site.</p> <ul style="list-style-type: none"> <li>Update photos and badges</li> </ul> <p>Track and monitor data and results in relations to strategies and interventions</p> <ul style="list-style-type: none"> <li>Look and review at the statement for the next step in the meeting at March</li> <li>Staff meeting- Response types; pre-correct; lessons</li> <li>Data- Crisis Interactive Model</li> <li>Tier 2- CPT meeting; isolated children</li> <li>Tricia and David look at the Etap</li> <li>Reviewing the Behaviour Matrix (biannual)</li> <li>Playground audit (new school)</li> <li>Taking part in the Hub (new initiative with other agencies- LSC initiated)</li> </ul> <p>KiwiCan where mentoring will be the focus</p> <ul style="list-style-type: none"> <li>Follow up with Pahake children who will participate</li> </ul> <p>. Focus on Trauma for PLD (KA wide)</p> <ul style="list-style-type: none"> <li>Zoom meeting workshop with Sue Bagnall on 22 Mar @ Skyroom</li> </ul> <p>Business as usual</p> <ul style="list-style-type: none"> <li>Induction of new staff and parents to HEART values</li> <li>Team and whole school celebrations</li> <li>Well being monitoring and surveys ( staff / student)</li> </ul>
<h2>Connecting HEART of the Community</h2>	<p><b>Treaty : Partnership</b></p> <p>The Treaty principle of partnership benefits all learners. It harnesses the knowledge and expertise of the diverse people who can contribute to students' learning, including families, whānau, iwi, and other community members.</p>
<p><u>Treaty of Waitangi</u>  By the end of 2020 Banks Avenue</p>	<p><b>Cultural Responsiveness Action Plan 2022</b></p> <p><u>Staff - Pareawa school</u></p> <ul style="list-style-type: none"> <li>All staff and BOT members to have attended the Tuahiwi workshops by the end of 2022 and to have a greater knowledge of the cultural narrative of Pareawa. <u>Tuahiwi Workshops School list</u></li> <li>For the Board of Trustees to have Māori or Pasifika board members either voted on or co-opted at the next election in 2022</li> </ul>

<p>School staff and students will have a stronger awareness and appreciation of the <b>bicultural and multicultural heritage</b> of Aotearoa New Zealand.</p> <p>BAS belongs to the <b>Otakaro Kahui Ako</b>. Culturally responsive initiatives are developed and put into place within our school and across our community of learning.</p> <p>BAS staff, tamariki and whanau are involved in the process of designing and preparing to move to a <b>Pareawa Banks Avenue School</b></p>	<ul style="list-style-type: none"> <li>Launch the 'Te Reo Māori at Pareawa' Language Acquisition Plan to be shared with staff at the TOD 2022 that will support teachers to use and improve their own te reo Māori and to have clear guidelines about what to teach in the classroom.</li> <li>Create assessment criteria to align with the Te Reo Māori curriculum document</li> <li>Launch our updated whakatauki posters to staff.</li> <li>Encourage the use of the Kupu website and daily email greetings and sign offs.</li> <li>Develop and support initiatives and PLD around Matauranga Māori and New Zealand Histories/ Curriculum changes and look at how to integrate this into classrooms</li> <li>Implement strategies that support and deliver the Action Plan for Pacific Education, 2020-2030.</li> <li>Focus on integrating the Pacific Education Plan - <i>1st focus enables every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners.</i></li> </ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>To take part in some fundraising to purchase new poi for the kapa haka - to liaise with Student Council</li> <li>To be actively involved in our kapa haka and Pasifika groups and to grow culturally through leadership opportunities.</li> <li>To help with the preparation of the hangi to celebrate the move to our new school</li> <li>To take ownership of our new kapa haka uniforms.</li> <li>To learn more about Pasifika cultures through Pasifika language weeks.</li> <li>To take part in Māori Language week activities</li> <li>To take part in the Pasifika SAU-IA Fest on Saturday the 9th July - venue TBC</li> <li>To have some cultural diversity in our School Council and HEART Leaders for 2022.</li> </ul> <p><b><u>School / community</u></b></p> <ul style="list-style-type: none"> <li>Connect and maintain relationships through Whānau Hui</li> <li>Organise a hangi as a celebration for the move to our new school.</li> <li>Connect and maintain relationships through Pasifika Fono</li> <li>Work through the goals in the Action Plan for Pasifika Education 202-2030 - liaise with Enoka and Sia MOE</li> <li>Work reciprocally with our Pacific community to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic" - Develop a Pasifika and Māori Covid response plan across the school as required..</li> <li>Continue to update Māori at Banks Ave and Pasifika at Banks websites.</li> <li>Begin the year with a Mihi Whakatau and a Pōwhiri for our new school opening.</li> <li>Partner with Pasifika families to design education opportunities together with teachers, leaders and educational professionals so that aspirations for learning and employment can be met."</li> </ul> <p><b><u>Pareawa Action Plan 2022</u></b></p> <p><b>Bike Team</b></p> <p>To design a multi-use track in our new school and select a location for the track. Seek funding for this.</p> <p><b><u>Resources</u></b></p> <p>To have reduced the amount of resources in our school and for the teachers to have had at least two culls of their personal resources.</p> <p>To be sustainable in our practice when we cull the resources.</p> <p><b><u>Pareawa</u></b></p> <p>In order to move we need to complete a number of things. This list will be added to as we move forward.</p> <ul style="list-style-type: none"> <li>Begin wish list for FFE <ul style="list-style-type: none"> <li>Library furniture- liaise with Tricia- what goes , what stays , what may we need to purchase</li> <li>Source and price paper storage racks - one per pod</li> <li>Teacher units for pods</li> </ul> </li> <li>Staffroom concept and development - Abby P ( marcel's mum) happy to work on this!</li> </ul>
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- What do we want?
  - Visit Prebbleton with Toni
  - What will we take with us
  - How much to recover chairs compared to buying new ones
- Furniture refurbishment, e.g. chairs reupholstered
  - Upholstery LAb Paul 021 116 3980
- Classroom furniture
  - Teachers to have scale drawing and to design their spaces , putting in furniture they will take from here ( TOD activity)
- Shade sails - over eating area
  - Quote
  - Size
  - Jan says rotary will fund
- Time capsule
  - Organise for each class to contribute
- Signage e.g. tahi / rua toru / wha
- HEART Branding ( with Belinda) for new rooms
- Farewelling this site - what needs to happen ( Rhonda leading this)
- Markings for games etc - liaise with Scott and Abby
  - Prices etc
- Opening ceremony
  - who/ what/ when
- Work with PTA / Mike to develop a disposal list and timeline. Money raised from this will be able to go back into school projects.
- 

Creatives in schools - Belinda and Stephanie

To create a school wide piece of art that will come to the new school with us.

## 2021 Student Achievement Data

Below we have analysed across school, end of year, curriculum level data.

Reading 2021	Well-below		Below		At		Above		Total Number
	No	%	No	%	No	%	No	%	
Male	6`	3%	26	14%	113	62%	37	20%	182
Female	2	1%	19	11%	101	57%	54	31%	176
Total	8	2%	45	13%	214	60%	91	25%	358
Maori	4	5%	12	15%	47	59%	17	21%	80
Pasifika	1	4%	4	17%	15	63%	4	17%	24
Year 1					68	92%	6	8%	74
Year 2			5	10%	23	48%	20	42%	48
Year 3	3	6%	11	22%	36	72%	-	-	50
Year 4	1	2%	7	13%	32	58%	15	27%	55

<b>Year 5</b>	1	2%	13	22%	23	40%	21	36%	58
<b>Year 6</b>	3	5%	9	14%	22	35%	29	46%	63

## Reading Commentary

In 2021 we have 85% of our students at or above their level for reading - this is an increase from 2020 where we had 78% at or above their curriculum level in reading.

Girls are performing slightly better than boys with 88% at or above their expected level; boys have 82% at or above their expected level. In 2020 we had 76% of boys at or above their curriculum level and 81% of girls at or above their curriculum level.

Our Maori students are slightly under performing compared to the cohort as a whole: 80% are at or above their curriculum level compared to the whole cohort where 85% are at or above their curriculum level. Maori girls are better than our Maori boys; 89 % of our Maori girls are at or above their level compared to 73% of Maori boys being at or above their expected level in reading. Note this is an improvement for both Maori boys and girls.

We have twenty-four Pasifika children; 79% of these children are at or above their curriculum level compared to last year where 68% were at or above their level.

## Data by Cohort

- In 2021 fifty - three of students are below or well below their curriculum level in reading - this is 15% of the school
  - In 2020 22% of students were below or well below their curriculum level in reading .
  - In 2019 there were 17% below their expected level
  - In 2018 we had 11% below their expected level.
- In 2021 60%, are at their curriculum level for reading
  - In 2020 255 children, 63%, were at their curriculum level for reading
  - In 2019 267 children, 68%, were at their curriculum level for reading
- In 2021 25% are above their curriculum level for reading
  - In 2020 62 students, 15%, were above their curriculum level for reading
  - In 2019 15 % were above their level in reading
  - In 2018 we had 21% above their expected level.
- In 2021 we have % at or above their level for reading
  - In 2020 we had 78% at or above their level for reading
  - In 2019 we had 82% of our students at or above their curriculum level for reading
  - In 2018 , 88% were at or above their level
- In year 1: In 2021 we have identified zero students as below their curriculum level in reading.
  - In 2020 we identified six students as below their curriculum level in reading.
- In year 2: In 2021 10% are below their curriculum level – 90% are at or above their curriculum level;
  - In 2020 22 % were below their curriculum level – 78% were at or above their curriculum level;
  - In 2019 6% were below their curriculum level – 94 % were at or above their curriculum level.
- In Year 3: In 2021 28 % are below or well below their curriculum level- 72% are at or above their curriculum level.
  - In 2020 30 % were below or well below their curriculum level- 70% were at or above their curriculum level.
  - In 2019 27 % were below or well below their curriculum level- 73% were at or above their curriculum level.
- In year 4: In 2021 15% are below or well below their curriculum level – 85 % are at or above their curriculum level;this is an improvement on last year's year 4 data.
  - In 2020 22% were below or well below their curriculum level – 78 % were at or above their

- curriculum level
- o In 2019 15% were below or well below their curriculum level – 85 % were at or above their curriculum level
- o In 2018 20% were below their expected level
- In year 5: In 2021 24% are below or well below their curriculum level– 76 % are at or above their curriculum level; this is a slight improvement on last year.
  - o In 2020 27% were below or well below their curriculum level– 73 % were at or above their curriculum level.
  - o In 2019 30% were below or well below their curriculum level– 70 % were at or above their curriculum level;
  - o In 2018 23% were below their curriculum level
- In year 6: In 2021 19% are below or well below their curriculum level – 81% are at or above their curriculum level. This is a significant improvement on last year and does not have the ‘negative tail’ we have seen in the last three years. We have almost half of our year 6 students above their curriculum level for reading.
  - o In 2020 33% were below or well below their curriculum level – 67% were at or above their curriculum level. Interestingly in this group 39% are above their curriculum level. There has been a trend for the last four years; we have a large tail of underachievers at year 6 as well as a significant number of students who are performing very well.
  - o In 2019 30% were below or well below their curriculum level – 70% were at or above their curriculum level.
  - o In 2018 we had over half above their curriculum level.

Reading			
2018	2019	2020	2021
89% at or above	83% at or above	78% at or above	85% at or above

Across all cohorts we can see an improvement in reading, compared to 2020

Maths 2021	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	4	2%	26	14%	118	66%	32	18%	180
Female	3	2%	32	19%	122	71%	16	9%	173
Total	7	2%	58	16%	240	68%	48	14%	353
Maori	1	1%	18	24%	50	65%	8	10%	77
Pasifika			8	35%	13	56%	2	9%	23
Year 1					69	100%			69
Year 2			1	2%	36	75%	11	23%	48

<b>Year 3</b>	1	25	22	44%	27	54%	-	-	50
<b>Year 4</b>	1	2%	6	11%	38	69%	10	18%	55
<b>Year 5</b>	0	0	17	29%	31	53%	10	17%	58
<b>Year 6</b>	5	8%	12	19%	31	41%	15	24%	63

### Maths Commentary

In 2021 we have 82% of students at or above their expected level for maths. There has been a slight improvement since last year.

In 2020 we had 79% of students at or above their expected level for maths. This had dropped since the previous year.

In 2019 we had 87% at or above their curriculum level for math.

In 2018 we had 85% at or above their level.

Year 3 students are the worst performing group with 46% below or well below the expected level.

In our 2021 data we see little difference in our maths gender data; 83% of boys are at or above compared to 80% of girls.

Our Maori students are performing slightly less than the cohort as a whole: In 2021 75% of our Maori students are at or above their curriculum level compared to the whole cohort where 82 % are at or above their curriculum level.

In 2020 75% of our Maori students were at or above their curriculum level compared to the whole cohort where 79% were at or above their curriculum level.

In 2019 86% of our Maori students were at or above their curriculum level.

In 2018 we had 88% of our Maori students at or above their curriculum level for maths.

We have twenty -three Pasifika children; In 2021 65% of these students are at or above their expected level.

In 2020 60% of these students were at or above their expected level.

In 2019 70% of these children were at or above their curriculum level.

In 2018 we had 52% at or above their level so there had been an improvement.

### Data by Cohort

- In 2021 18% of students are below or well below their curriculum level in maths In
  - In 2020 21% of students were below or well below their curriculum level in maths
  - In 2019 13% of students were below or well below their curriculum level in maths
  - In 2018 when we had 15% below or well below their curriculum level.
- In 2021 we have 68% at their curriculum level for math.and 14 % are above their expected level.
  - In 2020 we have 65% at their curriculum level for math.and 14 % are above their expected level.
  - In 2019 we had 77% at their curriculum level for math.and 10 % were above their expected level.
- In year 1: In 2021 no students were below their curriculum level and 100 % were at or above their curriculum level.
  - In 2020 2% of the students were below their curriculum level and 98 % were at or above their curriculum level.
  - In 2019 3% of the students were below their curriculum level and 97 % were at or above their curriculum level.
- In year 2: In 2021 2% are below or well below their curriculum level– 98% are at or above their expected level
  - In 2020 2% were below or well below their curriculum level– 98% were at or above their expected level

- In 2019 3% were below or well below their curriculum level – 97% were at or above their expected level
  - In 2018 we had 95 % at or above their curriculum level.
- In Year 3: In 2021 46% were below or well below their curriculum level- 54% were at or above their curriculum level
  - In 2020 41% were below or well below their curriculum level- 59% were at or above their curriculum level
  - In 2019 16% were below or well below their curriculum level- 84% were at or above their curriculum level
  - In 2018 this was similar to 2019 data
- In year 4: In 2021 13% are below or well below their curriculum level – 87% were at or above their curriculum level for math. This is a huge improvement on last year's year 4 data.
  - In 2020 25% were below or well below their curriculum level – 75% were at or above their curriculum level for math
  - In 2019 13% were below or well below their curriculum level – 87% were at or above their curriculum level for math
  - In 2018 81% were at or above their curriculum level for math.
- In year 5: In 2021 29 % are below or well below their curriculum level – 71% are at or above their curriculum level.
  - In 2020 37 % were below or well below their curriculum level – 63% were at or above their curriculum level
  - In 2019 24 % were below or well below their curriculum level – 76% were at or above their curriculum level
  - In 2018 we had 65% at or above their curriculum level.
- In year 6: In 2021 27 % are below or well below their curriculum level – 73% are at or above their level.
  - In 2020 31% were below or well below their curriculum level – 69% were at or above their level
  - In 2019 31% are below or well below their curriculum level – 69% are at or above their level
  - In 2019 30% were below or well below their curriculum level – 70% were at or above their level

Maths				
2018	2019	2020	2021	
85 % at or above	87 % at or above	79% at or above	82% at or above	

It is pleasing to see that maths is beginning to improve across cohorts of children. Our year three cohort is a concern.

Writing 2021	Well-below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	
Male	8	4%	50	28%	111	61%	13	7%	182
Female	2	1%	34	19%	129	74%	10	6%	175
Total	10	3%	84	24%	240	67%	23	6%	357
<b> </b>									
Maori	3	4%	24	30%	50	63%	2	3%	79
Pasifika	1	4%	6	25%	17	71%	-	-	24

<b>Year 1</b>					73	100%			73
<b>Year 2</b>			4	8%	41	85%	3	6%	48
<b>Year 3</b>	2	4%	27	54%	21	42%	-	-	50
<b>Year 4</b>	1	2%	13	24%	38	69%	3	5%	55
<b>Year 5</b>	1	2%	28	48%	23	40%	6	10%	58
<b>Year 6</b>	6	10%	12	19%	37	59%	8	13%	63

## Writing Commentary

Writing has been the curriculum area where we have had the most need within the school.

In 2021 we have 73% of our students achieving at or above their expected level for writing.

In 2020 we had 67 % of our students achieving at or above their expected level for writing.

In 2019 we had 78% of our students achieving at or above their expected level for writing.

In 2018 we had 85% at or above their expected level.

In 2021 our worst performing cohort were the year three students with 58% below their level.

In 2021 we have a significant difference with gender; our male students are performing much worse than our female students 68% of male students are at or above compared to 79% of females who are at or above the writing expectation.

- In 2020 we also had a significant difference with gender; our male students were performing much worse than our female students: 61% of male students were at or above compared to 74% of females who were at or above the writing expectation.
- In 2019 71% of male students were at or above the expected level compared to 86% of females who were at or above the writing expectation.
- In 2018 we had 81% of our male students at or above their curriculum level for writing; girls were slightly better with 88% at or above their curriculum level.

In 2021 Maori students are performing slightly worse than the cohort as a whole; in 2021

66 % of Maori students are at or above the standard compared to the cohort average of 73%. Maori girls are doing better than Maori boys with 80% of them at or above their curriculum level; only 56 % of Maori males are at or above their level.

- In 2020 Maori students were performing slightly worse than the cohort as a whole; in 2020 58 % of Maori students were at or above the standard compared to the cohort average of 67%. Maori girls are doing better than Maori boys with 76 % of them at or above their curriculum level; only 42% of Maori males are at or above their level.
- In 2019 72% of Maori students were at or above the standard compared to the cohort average of 78%. Maori girls in particular were doing well; 81 % of them were at or above their curriculum level. Only 64% of Maori males were at or above their level.

In 2021 we have twenty-four Pasifika students; 71 % are at or above their expected level.

- In 2020 we had twenty-five Pasifika students; 60 % were at or above their expected level.
- In 2019 65% were at or above their expected level.
- In 2018 57% were at or above their curriculum level.

## Data by Cohort

- In 2021 27% of students are below or well below their curriculum level in writing
  - In 2020 31 % of students were below or well below their curriculum level in writing
  - In 2019 22% of students were below or well below their curriculum level in writing
  - In 2018 we had 15% below their curriculum level.

- In 2021 67% are at their expected level for writing.
  - In 2020 62% are at their expected level for writing.
  - In 2019 71% were at their curriculum level for writing,
  - In 2018 74% were at their level
- In 2021 6% are above their expected level
  - In 2020 5% were above their expected level
  - In 2019 7% were above their curriculum level for writing
  - In 2018 11% were above
- In year 1: In 2021 100% are at or above their expected level
  - In 2020 79% were at or above their expected level for writing.
  - In 2019 97% of students were at or above their curriculum level.
- In year 2: In 2021 91 % are at or above their expected level
  - In 2020 17% were below or well below their curriculum level – 95% were at or above their curriculum level.
  - In 2019 5% were below or well below their curriculum level – 95% were at or above their curriculum level.
- In Year 3: In 2021 58% of year 3 students were below or well below their expected level.
  - In 2020 76% of year 3 students were below or well below their expected level; over 2 / 3 of the cohort.
  - In 2019 44% of year 3 students were below or well below their expected level; almost half the cohort.
  - In 2018 we had 16% below or well below their curriculum level- 84% were at or above their curriculum level.
- In year 4: In 2021 26% are below or well below their expected level.
  - In 2020 35% were below or well below their expected level.
  - In 2019 15% were below or well below their expected level.
  - In 2018 we had 21%,below or well below their curriculum level – 78 % were at or above their curriculum level.
- In year 5: In 2021 we have 50% below or well below their expected level in writing.
  - In 2020 we had 38% are below or well below their expected level in writing.
  - In 2019 we had 44% below or well below their expected level in writing.
  - In 2018 we had 35 % , 1 /3, below or well below their curriculum level – 65% were at or above their curriculum level.
- In year 6: In 2021 29% of our year 6's are below their expected level; almost one third of the group
  - In 2020 34% of our year 6's were below their expected level; more than one third of the group.
  - In 2019 36% of our year 6's were below their expected level; more than one third of the group.
  - In 2018 we had 28% below or well below their curriculum level– 72% were at or above their curriculum level.

2018	2019	2020	2021
85% at or above	78% at or above	67 % at or above	73% at or above

### Comparative Data Over time

Highlighted green shows an improvement of 5% or more from the year before. Highlighted red shows a drop of 5% or more from the year before.

	2016	2017 (338)	2018 (382)	2019 (396)	2020	2021
<b>Reading</b>						
All	82%	82%	89%	83%	78%	85%
Māori	79%	80%	86%	78%	69%	80
Pacific	50%	50%	73%	70%	68%	79
NZ Eur	-	-	91%		82%	87%
Boys	78%	76%	89.1%	79%	76%	82%
Girls	86%	89%	87.7%	87%	81%	88%
<b>Writing</b>						
All	71%	73%	86%	78%	67%	73%
Māori	67%	69%	89%	72%	58%	66%
Pacific	45%	39%	67%	65%	60%	71%
NZ Eur	-	-	85%		71%	76%
Boys	61%	65%	83%	70%	61%	68%
Girls	80%	82%	87%	86%	74%	79%
<b>Mathematics</b>						
All	80%	79%	86%	87%	79%	82%
Māori	80%	82%	91%	86%	75%	75%
Pacific	50%	33%	52%	70%	60%	65%
NZ Eur	-	-	86%		80%	84%
Boys	80%	78%	85%	86%	80%	83%
Girls	79%	80%	88%	87%	77%	80%

In 2021 our student achievement has improved across all curriculum areas. In reading and writing gains of 5% or more have been made ( compared to 2020 data)

Why? The following are hunches to be unpacked at leadership level. In reality it is not likely to be any one action/ reason but rather a combination of a number of factors.

- In 2020 covid had a negative impact on teaching and learning; in 2021 maybe we were better prepared and the impact of lockdown was not so significant.
- The focus on 'storytelling" has had a positive impact on both reading and writing.
- Additional support from teacher aides focusing on learning , not behaviour. Note in 2021 the BOT funded one extra teacher aide as well as us paying for four TA from our SEG grant.
- Although we are still teaching DMIC we have also given ourselves permission to focus on knowledge and strategies, not just problem solving.
- Move to the HITs , High Impact Teaching Strategies, as a pedagogical framework.
- Accelerated literacy PD. This will continue in 2022 through a coaching model.
- Work Chantal does with Pasifika children is positive.
- Less behaviours impacting on teaching and learning.
- More responsive to neuro diverse students.
- Girls tend to outperform boys in literacy whereas in maths the boys are slightly better.
- Our Maori students slightly under perform as a group compared to the cohort as a whole across reading, writing and maths.

- Our Pasifika students have made more than 5% gain across reading, writing and maths.
- Our 2018 data stands out compared to the other three years we have data for. Why is this?
  - A shift from national standards to curriculum levels?
  - Teachers erring with OTJ's?

## What will we do now?

### Leadership Level

2022 data is promising across all key curriculum areas.

What will we do?

- Storytelling continues as a tool to help writers, especially in junior school.
- In 2022 accelerated literacy practices will continue through the lens of coaching.
- The HITs will be a focus of teacher inquiry in 2022 to help embed this pedagogy.
- In 2022 we will have two additional teacher aides funded by the BOT. Ideally their focus will be supporting learning (not behaviour).

### Teacher Level

- The classroom teacher is the first wave of intervention; their day to day practices and programmes must meet the learning needs of all students. Interventions teachers can implement:
  - Double dipping – children being in two reading, writing or math groups (depending on needs) so they get more exposure to a subject of need.
  - New resources in class being purchased and tried.
  - Technology is being used to engage students.
  - Clear learning pathways being created with students so they are aware of their needs and can see what needs to happen to improve.
  - Phonics sessions
  - Each class focuses on building 'growth mindsets' with children. A change in attitude and expectations about the child's role as a learner is expected to impact across all curriculum areas.
  - Putting acceleration techniques into place within the class, eg. pre teaching vocab and concepts.
- As teams look at student engagement - what can be done to make learning more engaging? Story telling has improved engagement and will continue into 2022.
- Using tools like the writing / reading trackers to monitor progress.

### Specific Interventions

Each team will select target children / groups to focus on for the year. SMART goals will be created for this group and regular reflection at team level will occur.

In 2022 we will expand our accelerated literacy practices through coaching.

## Targets 2021- Analysis of Variance

### What is a Student Achievement Target?

A student achievement target is a goal set for a particular group of children, in each year. It could be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at least one student achievement target to them by the 1st March each year.

### Overview Of Our Process for Student Achievement Targets

- 2020 end of year school-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
- Leaders of Learning, along with their teams, look closely at their team's achievement data and select 1-2 targets for 2021. Target groups can be for remedial (students who are working below the expected level) or for extension.

- Teams led by their Leaders of Learning plan interventions to assist students in reaching the set target by the end of the year.
- Interim Reports take place mid-year. During the term Leaders of Learning meet with their teachers and reflect on how their target students are going. What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
- At the end of the year assessment data for each target group is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What's made a difference? Where to next? Analysis of Variance is completed for all targets by the Leaders of Learning with support from Senior Management.
- 2021 end of year school-wide student achievement data is analysed and target groups selected for 2022.

## Team Totara (Y0-2)

### S.M.A.R.T Goals - Reading and Writing

#### Target Group 1

By the end of November 2021, our learners (29 children) will be able to read all 32 basic sight words and use and record these in their writing.

#### Target Group 2 (Same children as in Target Group 1)

By the end of November 2021 this target group will also know all the letter names, sounds and name one object that starts with this letter and achieve a score of 75+ on the Yolanda Sorrell phonic assessment.

### How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Target Group 1	29	3	23	3
Target Group 2	29	3	23	3
<b>TOTAL</b>	<b>58 targets (29 students)</b>	<b>6 targets (3 students)</b>	<b>46 (23 students who met both targets)</b>	<b>6 (3 students who did not meet both targets)</b>

For both Target 1 and 2 groups, 23 students met the targets and 3 students did not. The 3 students who did not meet the target in both groups are the same students. Two of these students have been flagged as having learning needs and are both on IEPs. The third student, English, is a second language.

### Interventions that made a difference

- Regular monitoring of high frequency words. We try to do this weekly to support the learning.
- Learning Conversations - with our parent community at the end of term 2
- IEP for some students.
- Regular assessments completed to record and practise high frequency words during a term.
- Positive feedback and working with our HEART value, '*better than before*'
- Trialling the better start books into our weekly phonics lessons - specific teaching.
- Tracking phonetic progress - letters names and sounds.
- LA time to support our learners with varying programmes - PPP, Record of Oral language, PMP, sight words

### Things that hindered progress

- Lack of specific acts of teaching in previous years - this affected CAP results.

- Covid - 19 lockdown.
- Children coming into our learning space are very low and have poor letter/sound knowledge.
- Lack of being read to and limited language. Many have speech issues and do not speak or pronounce sound words correctly.
- High needs coming into school at 5 years of age.
- Lack of basic skills when starting school, e.g., language, toileting, behaviour, knowing how to hold a book, which way is up, the front.
- Manipulation skills are lacking, e.g., cutting, motor both fine and gross.

### Next steps for 2022

- Continual monitoring and support for the three students who did not meet the target.
- Work around language is a must - storytelling is our avenue for this.
- Work around concepts of print is a must in daily newsboard and guided reading lessons.
- Extending vocab is important and encouraging children to talk correctly and reinforce their efforts to pronounce sound/words correctly.
- Adapting programmes to accommodate our needs and adjusting the 'starting posts' with children coming in with differing knowledge each year.
- LA - fine motor and doing a record of oral language assessment in term 1 to identify those with high needs and needing an intervention.
- Consolidate our phonics programme across the team - many hits and what is covered and how
- Tracking and learning high frequency words. We may look at sending home sight words to practice for some in order to involve home to help support the learning.

### Team Kahikatea (Years 2-4)

#### S.M.A.R.T Goal (Target) - Writing

27 Year 3 students who are achieving at 1W for writing will make accelerated progress and be achieving at level 2B by the end of 2021

#### How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Writing Target	27	2	14	11
<b>TOTAL</b>	<b>27</b>	<b>2</b>	<b>14</b>	<b>11</b>

From a total of 27 students in this target group, 14 students met the target, 11 did not and 2 students left the school. Deeper analysis of the data shows that 1 student exceeded the target and moved 3 sub-levels. Of the 11 students who did not meet the target, 9 of them progressed one sub-level.

2 students have made no progress and are of concern.

#### Interventions that made a difference

- The ALL professional development for teachers made a huge difference by having small groups to try things out with and work closely with. This helped to build a deeper understanding and a more positive relationship with students as writers.
- Storytelling ensures students listen to great stories and from there learn to tell them. These stories contain a treasury of words and ideas. With these words and ideas our students can become fluent, articulate communicators.

#### Things that hindered progress

- The impact of COVID 19. Writing was the least preferred activity for children to do on-line. If we move into another Lockdown situation we will need to look at how we can engage more children in the writing process on-line.
- Some of the target students have had many absences.
- Class size has a huge impact on a teacher's ability to spend one on one time helping each child with their writing

## Next Steps for 2022

- To support and monitor the progress of the 2 children of concern.
- To continue with Storytelling, use writing trackers and individual goals, ensure 'no excuse' words are spelt correctly, explore writing times that best suit our students, form strong relationships with whānau and keep in regular contact and provide lots of opportunities for children to write and write and write.
- To investigate how to engage children better when learning online.

## Team Miro (Years 4-6) - MoE Targets

### Reading S.M.A.R.T Goal 2021

46 students (18 Year 4, 12 Year 5 and 16 Year 6 students) who were achieving *below or well below* the expected curriculum level for reading at the end of 2020 will have progressed two sub-levels (*accelerated progress - more than a year*) by the end of November of 2021.

### Writing S.M.A.R.T Goal 2021

87 students (44 Year 4, 19 Year 5 and 24 Year 6 students) who were achieving *below or well below* the expected curriculum level for writing at the end of 2020 will have progressed two sub-levels (*accelerated progress - more than a year*) by the end of November of 2021.

### Maths S.M.A.R.T Goal 2021

61 students (24 Year 4, 14 Year 5 and 23 Year 6 students) who were achieving *below or well below* the expected curriculum level for maths at the end of 2020 will have progressed two sub-levels (*accelerated progress - more than a year*) by the end of November of 2021.

## How did they go?

Target	No. of Chn	Left	Target Met	Did not meet target
Reading Target Group	46	4	26	16
Of the 46 students in this target group, 26 made accelerated progress and met the target, 16 students did not and 4 students have left the school. Of the 16 students who did not achieve the target, 12 of these students moved one sub-level and 4 did not progress a level in 2021. These 16 students (unless year 6s) will become targets again in 2022 with the same goal of accelerating progress by moving 2 sub-levels.				
Writing Target Group	87	8	46	33
Of the 87 students in this target group, 46 made accelerated progress and met the target, 33 students did not and 8 students left the school. Of the 33 students who did not achieve the target, 8 students moved one sub-level and 8 students did not progress a level in 2021. These 33 students (unless year 6s) will become targets again in 2022 with the same goal of accelerating progress by moving 2 sub-levels.				
Maths Target Group	61	6	38	17
Of the 61 students in this target group, 38 made accelerated progress and met the target, 17 students did not and 6 students left the school. Of the 17 students who did not achieve the target, 12 students moved one sub-level and 5 students did not progress a level in 2021. These 17 students (unless year 6s) will become targets again in 2022 with the same goal of accelerating progress by moving 2 sub-levels.				
TOTAL	194	18 (9%)	110 (57%)	66 (34%)

## Interventions that made a difference

### All

- Having extra Learning Assistant hours increased 1:1 and small group support for Target learners.
- Advising parents and students of Target Student status at our BOY Learning Conversations was beneficial. Wraparound approach gave transparency to whānau and the child from day one.

- Parents of some Target students have supported SLD assessments on teacher advice and have followed through to get a diagnosis. This has helped to inform the teaching and learning for these children.
- Some parents have also taken on board the need for supplementary tutoring and have organised this for their child.
- Four Target learners were reclassified in year level and this has helped set these children up for success through supporting them to be in an age/stage appropriate cohort.
- Specific, individualised home learning and personalised learning plans and I.E.P.s targeted to the learning needs of the child.
- STEPS Literacy group benefited from taking part in daily high quality extra support.
- Learning Assets PD: helped some students gain clarity with the role of goal setting and reflection within the learning cycle.
- We began 2021 with a 'Learning To Learn' inquiry looking at how we learn. This increased children's awareness of their learning style and reassured them that being in the learning pit is a normal part of the challenge of learning. It is also reinforced the importance of having a growth mindset.
- Formalising the 'Reader/Writer' assistance for children during standardised testing.
- Use of Kāhui Ako funding (URF) to follow up with whanau where children have an attendance issue through the lens of how we can help.

#### **Reading**

- The 'Core and More' teaching approach enabled the children to have more exposure to different texts across the day.
- Storytelling with Liz Swanson helped to build our children's vocabulary and is a motivator.
- LEARNZ field trips helped increase vocabulary and students asking questions in the Zoom with professionals helped to deepen their understanding on the topic as they were using academic vocabulary in a real time context with immediate feedback.
- RT Lit Marie Hunter: working with some Teachers and Learning Assistants to lift achievement.
- Kāhui Ako Teacher Only Day: some Teachers participated in workshops specifically targeting reading achievement.
- Tuakana reading has helped the mindset of Target learners as they are giving back as role models.

#### **Writing**

- Jenny Tebbutt PD was a 10/10 as it increases our capacity to dive deeper and analyse our children's achievement and learning challenges.
- Whole team doing monthly writing samples - regular sampling and moderating against examples/worked examples for our students so next steps are clear.
- The ALL programme introduced us to the High Impact Teaching Strategies and these are being implemented and embedded in all classes in writing, as well as all of the other curriculum areas. One teacher worked with a small group of focussed writers daily which was successful in terms of keeping these children accountable and motivated.
- BYOD devices allow 'Talk to Text' to support our Target writers in ensuring they get enough writing drafted. This helps with developing their recrafting skills as they have a greater volume of text to work with and confidence lifts.

#### **Maths**

- Utilising the Numicon resource helped with the visual learners that still relied on materials, showing them another way to view the mathematical problems and approaches.
- Banqer and ASB Getwise programmes were engaging and showed Maths in a different context. This opens children's eyes to see the Maths in the world around them.
- Competition based Maths like Sumdog was effective to build basic facts knowledge and support maths mileage.

#### **Things that hindered progress**

##### **All**

- Attendance for some learners.
- Home circumstances affect the learner while at school.
- Undiagnosed learning differences: we know who these children are and plan to have these children assessed either at school or by an expert.
- Changes and interruptions that interfere with the regular classroom programme and impact explicit teaching time.
- Covid is a mental distraction and is distracting and unsettling for children. It interrupted their learning momentum.
- Ensuring children have a growth mindset in areas where they may have been traditionally challenged over a number of years.
- The technical and academic vocabulary of many of our Targets is limited and our children can be passive in sharing that 'they have lost understanding'.
- Systems referral was cut short as it wasn't benefitting our Target students or Teachers.
- Constructive independence of our learners has dropped and our learners as a cohort are more teacher dependent in terms of maintaining momentum.

#### **Reading**

- It isn't a given that children read in every home on a daily basis and for many of our Targets this is true. Encouraging consistent reading so these children achieve enough reading mileage is critical.
- Encouraging children to read a balance of fiction and non-fiction and to challenge themselves as readers.

## Writing

- Children who don't have the same social experiences as their peers find it difficult to create storylines due to their limited life experience. This also impacts their vocabulary.
- Ensuring children understand exactly what it is that they are trying to achieve off their writing tracker.
- Effectively integrating instructional writing across the curriculum for writing mileage so our learners still see cross curricular writing as 'writing'.

## Maths

- Ability of our children to record their maths worked examples in a manner which is systematic and logical.
- Getting enough independent maths work completed through lifting expectations of self and embracing 'challenge'.

## Next Steps for 2022

- Increase the student agency of our children so they are more active in the learning process rather than passive recipients.
- Embed the Jenny Tebbutt tools across the team and make effective use of them in addressing the learning needs of our children.
- Metacognition - effectively use the trackers within Spotlight to assist our children in identifying where they are at, what it is that is stopping them, and what their next step is. We want our children to korero on and articulate 'the learning' not just 'the task'.
- Researching how to engage our lower achievers, specifically, boys, Māori and Pasifika students - What can we do differently to accelerate these learners? What role could student voice and the element of competition play to engage our students? Taking part in Pause, Breathe, Smile PD.
- Structured literacy: reflecting and deepening our understanding of what this looks like in practice.
- Take part in e-asTTle writing sampling with our writers to get clarity across the team with a standardised tool as to exactly where each child is with each 'element'.
- Gain momentum with Spotlight and Dynamic Reporting.

## Summary of Overall Data for 2021

In total we have **279** targets involving 249 children (*Team Totara has two targets for each child*).

End of year results show that from a total of **279** targets set, **170 (61%)** targets were met, **83 (30%)** were not and **26 (9%)** targets were not completed as the children involved in these groups left the school.

## Targets Over Time

In 2017 we started looking at how the target children were progressing over time. For example, if a student met the target in 2017 did that student sustain this progress over the following years.

## Reading Target Students of 2017

	2017	2018	2019	2020	2021
Student 1	<b>Target student</b> At expected curriculum level (Achieved target)	<b>Results</b> Above expected curriculum level	<b>Results</b> At expected curriculum level	<b>Results</b> Above expected curriculum level	<b>Results</b> Well above expected curriculum level
Student 2	<b>Target student</b> At expected curriculum level (Achieved target)	<b>Results</b> At expected curriculum level	<b>Results</b> At expected curriculum level	<b>Results</b> Above expected curriculum level	<b>Results</b> Above expected curriculum level
Student 3	<b>Target student</b> At expected curriculum level (Achieved target)	<b>Results</b> Above expected curriculum level	<b>Results</b> At expected curriculum level	<b>Results</b> Above expected curriculum level	<b>Results</b> Well above expected curriculum level
Student 4	<b>Target student</b> At expected curriculum level (Achieved target)	<b>Results</b> At expected curriculum level	<b>Results</b> At expected curriculum level	<b>Results</b> At expected curriculum level	<b>Results</b> At expected curriculum level

Student 5	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results At expected curriculum level	Results At expected curriculum level	Results At expected curriculum level
Student 6	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results At expected curriculum level	Results At expected curriculum level	Results At expected curriculum level
Student 7	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results Below expected curriculum level	Results Below expected curriculum level	Results At expected curriculum level
Student 8	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results Below expected curriculum level	Results Below expected curriculum level	Target student Below expected curriculum level (Achieved target of accelerating 2 sub-levels)

There are 8 students left at Banks Ave who were targets in 2018 and at the time all of them achieved the target set. Looking across the years, students 4, 5, 6 and 7 have maintained that progress. Students 1,2 and 3 have exceeded expectation by achieving *above* the expected curriculum level for reading, with two of these students (1 and 3) achieving *well above* the expected level, i.e., 2 years or more. Student 8 has been a target twice (*see highlighted boxes*) and is achieving *below* the expected level, however this student made accelerated progress in 2021 by moving 2 sub-levels.

## Writing Target Students of 2018

For writing, there are no target students left at Banks Ave who were targets in 2017. Below you will see the progress the target students of 2018 have made over the years.

	2018	2019	2020	2021
Student 1	Target student At expected curriculum level (Achieved target)	Results Below expected curriculum level	Results Below expected curriculum level	Target student Below expected curriculum level Did not achieve target
Student 2	Target student Below expected curriculum level (Did not achieve target)	Target student Below expected curriculum level (Did not achieve target)	Results Below expected curriculum level	Target student Below expected curriculum level Did not achieve target
Student 3	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results Below expected curriculum level	Target student Below expected curriculum level Did not achieve target
Student 4	Target student At expected curriculum level (Achieved target)	Results At expected curriculum level	Results Below expected curriculum level	Target student Below expected curriculum level (Achieved target)
Student 5	Target student At expected curriculum level (Achieved target)	Results Above expected curriculum level	Results At expected curriculum level	Results At expected curriculum level
Student 6	Target student At expected curriculum level (but did not achieve target set)	Results Below expected curriculum level	Results Below expected curriculum level	Target student Below expected curriculum level Did not achieve target

Of the 6 students left at Banks Ave, who were targets in 2018, five of these students (1, 3, 4, 5) have been targets again, with student number 2 being a target three times (*highlighted boxes*). Even with the targeted support 5 students are still achieving *below* the expected curriculum level. One child has maintained progress and has been achieving *at or above* the expected level in writing since 2018.

## Maths Target Students of 2019

For maths, there are no students left at Banks Ave who were targets in 2017.

In 2018, all math target students were Year 6 students, therefore have left the school. Below you will see how the target students of 2019, have been progressing across the years.

	2019	2020	2021
Student 1	<b>Target student</b> <i>At expected curriculum level (but did not achieve target set of <i>at-to above</i>)</i>	<b>Results</b> <i>At expected curriculum level</i>	<b>Results</b> <i>At expected curriculum level</i>
Student 2	<b>Target student</b> <i>At expected curriculum level (but did not achieve target set of <i>at-to above</i>)</i>	<b>Target student</b> <i>At expected curriculum level</i>	<b>Results</b> <i>Above expected curriculum level</i>
Student 3	<b>Target student</b> <i>At expected curriculum level (but did not achieve target set of <i>at-to above</i>)</i>	<b>Results</b> <i>Above expected curriculum level</i>	<b>Results</b> <i>Above expected curriculum level</i>
Student 4	<b>Target student</b> <i>At expected curriculum level (but did not achieve target set of <i>at-to above</i>)</i>	<b>Results</b> <i>At expected curriculum level</i>	<b>Results</b> <i>Above expected curriculum level</i>
Student 5	<b>Target student</b> <i>Below expected curriculum level Did not achieve target</i>	<b>Results</b> <i>Below expected curriculum level</i>	<b>Results</b> <i>At expected curriculum level</i>
Student 6	<b>Target student</b> <i>Below expected curriculum level Did not achieve target</i>	<b>Results</b> <i>Below expected curriculum level</i>	<b>Target student</b> <i>Below expected curriculum level</i>

Of the 6 students left at Banks Ave, who were targets in 2019, 4 of these students did not achieve the target of progressing from *at to above* the expected curriculum level in maths in 2019, however, three of these students (*students 2,3 4*) moved on to achieve this by 2021. Student number 1 has maintained progress achieving *at* the expected level over the three years. Student 5 who did not achieve the target of progressing from *below* to *at* in 2019 for maths, is now achieving *at* the expected level. Student number 6, has been a target twice and although progressing one sub-level each year, is still below the expected level.

## 2022 Targets

### Junior School - Muringa

	2022 Target Group 1	Muringa	Curriculum Area: Reading
<b>Focus Area:</b>	Reading		
<b>Strategic Aim</b>	<b>Active Learners At the Heart</b> Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kāhui Ako directions and societal needs.		
<b>Annual Aim 2022</b>	Our curriculum will be broad, strengths based and personalised to individuals and groups. Priority learners are identified and programmes are in place to support their needs. Assessment literacy is developed with leaders and staff. Coaching is used to improve teaching and lift achievement. Processes are in place to allow for the review and evaluation of programmes, teaching and learning. Parents and whānau will work in partnership with the child sitting at the centre of any decisions and actions taken.		
<b>Baseline Data (2021)</b>	At the end of 2021, 10 x Year 1 students (a subgroup from the Year 1 students who were <i>at</i> ) were achieving <i>within</i> the expected curriculum level 1 for reading, however achieving less than the expected progress in one year. Our aim is to have our Target students progress one colour level each term to be at Level 15-17 by the end of November 2022, i.e., <i>at</i> the expected level going forward into Year 3 in 2023.		
<b>Muringa Reading Target for 2022</b>	By the end of November 10 x Year 2 students who were reading <i>at</i> the yellow - dark blue colour wheel levels (just within curriculum level 1) at the end of 2021 will progress one colour level per term, in order to be reading at the Orange - Turquoise levels, i.e., <i>at</i> their expected curriculum level going forward into Year 3 in 2023.  There are a total of 10 students in our reading target group. 1 of these students identifies as NZ Māori and 1 as Pasifika. 4 are boys and 6 are girls.		

## Senior School - Paringa

	2022 Target Group 1	Pāhake Module	Curriculum Area: Reading
<b>Focus Area:</b>	Reading		
<b>Strategic Aim</b>	<b>Active Learners At the Heart</b> Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kāhui Ako directions and societal needs.		
<b>Annual Aim 2022</b>	Our curriculum will be broad, strengths based and personalised to individuals and groups. Priority learners are identified and programmes are in place to support their needs. Assessment literacy is developed with leaders and staff. Coaching is used to improve teaching and lift achievement. Processes are in place to allow for the review and evaluation of programmes, teaching and learning. Parents and whānau will work in partnership with the child sitting at the centre of any decisions and actions taken.		
<b>Baseline Data (2021)</b>	At the end of 2021, 13 x Year 3 students, 7 x Year 4 students and 13 x Year 5 students were achieving <i>below or well below</i> the expected curriculum level for reading. A total of 33 students (21.29%). We want to make every one of these students a target for the 2022 year and achieve accelerated progress ( <i>more than a year</i> ) by moving each child 2 sub-levels in reading. If successful, for some this will mean they will be achieving <i>at</i> the expected curriculum level and for some they will still be below. However, we plan for these children (if year 4 and 5 students) to be a target again in 2023 with the same goal of progressing two sub-levels.		
<b>Pāhake Targets for 2022</b>	33 students (13 x Year 4, 7 x Year 5 and 13 x Year 6 students) who were achieving <i>below or well below</i> the expected curriculum level for reading at the end of 2021 will have progressed two sub-levels ( <i>accelerated progress - more than a year</i> ) by the end of November of 2022.  There are a total of 33 students in our reading target group. 13 of these students identify as NZ Māori and 3 Pasifika. 19 are boys and 14 are girls.		



	2022 Target Group 2	Pāhake Module	Curriculum Area: Writing
<b>Focus Area:</b>	Writing		
<b>Strategic Aim</b>	<b>Active Learners At the Heart</b> Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kāhui Ako directions and societal needs.		
<b>Annual Aim 2022</b>	Our curriculum will be broad, strengths based and personalised to individuals and groups. Priority learners are identified and programmes are in place to support their needs. Assessment literacy is developed with leaders and staff. Coaching is used to improve teaching and lift achievement. Processes are in place to allow for the review and evaluation of programmes, teaching and learning. Parents and whānau will work in partnership with the child sitting at the centre of any decisions and actions taken.		
<b>Baseline Data (2021)</b>	At the end of 2021, 28 x Year 3 students, 11 x Year 4 students and 27 x Year 5 students were achieving <i>below or well below</i> the expected curriculum level for writing. A total of 66 students (42.58%). We want to make every one of these students a target for the 2022 year and achieve accelerated progress ( <i>more than a year</i> ) by moving each child 2 sub-levels in writing. If successful, for some this will mean they will be achieving <i>at</i> the expected curriculum level by the end of the year and for others they will still be below. However, we plan for these children (if year 4 and 5 students) to be a target again in 2023 with the same goal of progressing two sub-levels.		
<b>Pāhake Targets for 2022</b>	66 students (28 x Year 4, 11 x Year 5 and 27 x Year 6 students) who were achieving <i>below or well below</i> the expected curriculum level for writing at the end of 2021 will have progressed two sub-levels ( <i>accelerated progress - more than a year</i> ) by the end of November of 2022.  There are a total of 66 students in our writing target group. 21 of these students identify as NZ Māori and 5 as Pasifika. 42 are boys and 24 are girls.		

	2022 Target Group 3	Pāhake Module	Curriculum Area: Maths
Focus Area:	Maths		
Strategic Aim	<b>Active Learners At the Heart</b> Our curriculum will continue to be reviewed, refined and developed. It will be responsive to student needs, professional development opportunities, Kāhui Ako directions and societal needs.		
Annual Aim 2022	Our curriculum will be broad, strengths based and personalised to individuals and groups. Priority learners are identified and programmes are in place to support their needs. Professional Development in Mathematics will continue throughout 2021. Authentic learning opportunities will be provided. Coaching is used to improve teaching and lift achievement. Processes are in place to allow for the review and evaluation of programmes, teaching and learning. Parents and whānau will work in partnership with the child sitting at the centre of any decisions and actions taken.		
Baseline Data (2021)	At the end of 2021, 21 x Year 3 students, 6 x Year 4 students and 16 x Year 5 students were achieving <i>below or well below</i> the expected curriculum level for maths. A total of 43 students (27.74%). We want to make every one of these students a target for the 2022 year and achieve accelerated progress ( <i>more than a year</i> ) by moving each child 2 sub-levels in maths. If successful, for some this will mean they will be achieving <i>at the expected</i> curriculum level by the end of the year and for others they will still be below. However, we plan for these children (if year 4 and 5 students) to be a target again in 2023 with the same goal of progressing two sub-levels.		
Pāhake Targets for 2022	<b>43</b> students (21 x Year 4, 6 x Year 5 and 16 x Year 6 students) who were achieving <i>below or well below</i> the expected curriculum level for maths at the end of 2021 will have progressed two sub-levels ( <i>accelerated progress - more than a year</i> ) by the end of November of 2022.  There are a total of <b>43</b> students in our writing target group. <b>16</b> of these students identify as NZ Māori and <b>5</b> as Pasifika. <b>20</b> are boys and <b>23</b> are girls.		

## Ōtākaro Strategic Plan: 2020- 2023

### Goals

#### Hauora

- Attendance-targets  
Aim to increase attendance by 2% for 2020, 2% for 2021, 2% for 2022  
Baseline data to be gathered by the end of February by Hauora ASTs. Separated into Māori Pasifika.  
BAS Average 2019 89%, Māori 88% and Pasifika 85%

#### Culturally Responsive practice

- Developing individual school strategies in this area - work beginning with a discussion at Kahui ako stewardship meeting on February 11 with Jo Houston (Strategic Advisor Māori - MOE).
- Supporting goals across the Hauora and Literacy achievement challenges - working to achieve equitable outcomes for Māori and Pasifika, as well as other ethnic groups.
- Building on work achieved in 2018-2019 in individual schools around critical success factors
- Building staff capability and implementation of necessary curriculum improvements

## BOT Overview 2022

### Banks Avenue School Board of Trustees Overview 2022

	24 Feb	24 March	14 April	26 May	23 June	28 July	25 August	22 Sept	27 Oct	24 Nov	15 Dec
<b>Finance</b>			Draft annual acc/		Auditors recommendations					Present draft budget	Final Budget
<b>Finance meetings WED</b>	16 Feb	16 March		18 May	15 June	None	17 Aug	14 Sept	None	16 Nov	
<b>Health and safety Thurs</b>	17 Feb	17 March		19 May	16 June		18 Aug	15 Sept		17 Nov	

<b>Policy Actions</b>	<b>Review</b>	<b>Assurance</b>		<b>Consult</b>		<b>Update</b>		<b>Attest</b>			
	Review the key policy / procedure and advertise it to relevant stakeholders so they can also provide their feedback	Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date		Consult with the school community and adopt a statement about the consultation process/result		Update the charter & forward to Ministry Prepare annual report for auditor		Return relevant International Student attestation form(s) to NZQA NA			
<b>Assurance Check in place Policy Audits</b>	EEO policy Vetting teachers	Risk management Medicines school year	Evac proc. Digital Tech.	SUE reports Abuse reporting Attendance	Risk management RAMs Surrender and retention Mike check with toni	Safety man. Physical restraint Int. students	Principal appraisal Risk man.	Reading Recovery PCT's Teacher certification	Appointment Attestation Appraisal	Risk Man. school year SUE Evac proc	
<b>Who will audit</b>	Paul check with Adam EEO Jen Tchr Vetting	Noella with Jan and Jen	Mike Jen / Jan?	Kirk with Jen Jan- Attendance	Phil with DP's Tricia or Tracey		Paul check D and OM	Noella	Glenn with Tricia and DP	Phil with Toni and DP	Glenn with OM and Mike B.
<b>Update and submit</b>	March 1 return Charter		Annual report for auditor		July 1 return						
<b>Personnel</b>	Election of BOT chair, deputy chair Support staff job descriptions completed	Job descriptions teachers and leaders Appraisal meetings	Principal appraisal Meeting with TBC goals set		Class observations	360's on leaders	staff appraisal meetings 2022 appointments	Support staff and principal appraisal			

<b>Board Meetings</b>	<b>24 Feb</b>	<b>24 March</b>	<b>14 April</b>	<b>26 May</b>	<b>23 June</b>	<b>28 July</b>	<b>25 August</b>	<b>22 Sept</b>	<b>27 Oct</b>	<b>24 Nov</b>	<b>15 Dec</b>
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<b>MOE Curriculum Targets</b>	See above										
<b>Reporting to parents</b>	Learning conversations					Learning conversations					End of year reports
<b>Assessment schedule</b>		Asttle writing	Asttle reading	Enter mid year curriculum data					End of year assessments	Moderation	enter eoy levels
<b>Assessment reporting to BOT</b>	Review 2021 achievement data and 2021 targets 2021 SENCO report	Share 2022 targets Charter / goals				Achievement reports e.g. PAT, asttle, star			PAT maths Easstle reading STAR	RR report	
<b>Curriculum/ EOTC review Report to BOT</b>						Mid year data					EOY EOTC Review
<b>Strategic goal</b>				Staff wellbeing Survey Mid year		Mid year strategic goal review			End of year strategic goal review	Staff wellbeing Survey EOY	
<b>Consultation</b>	learning conversation		BOT self review		Parents General survey-looking ahead	Preschool community	Hui-Maori consultation Fono	BOT self-review	Consult year 6 pupils and parents		
<b>PTA Roster</b>	Toni	March Noella	April Kirk	May Paul	June Glenn	July Toni	August Noella	Sept Kirk	Oct Paul	Nov Glenn	Dec Toni
<b>Leader Roster</b>	Jen	Karen	Emma	Helen Helen	Rhonda Scott	None	Abby	Belinda	None	Tricia	

## Policy Reviews 2022

<b>Term 1</b>	<b>Health and Safety Management</b>	<b>Term 3</b>	<b>Student Wellbeing and Safety</b>
	Safety Management System		Child Protection
	Risk Management		Abuse Recognition and Reporting
	Health and Safety Induction		Care and Management of Students
	Visitors		Supporting Student Wellbeing
	<b>Emergency, Disaster, and Crisis Management</b>		Food and Nutrition
	Emergency Planning and Preparation		Sun Protection
	School Closure		Separated Parents, Day-to-Day Care, and Guardianship
	Emergency Management		<b>Staff Wellbeing and Safety</b>
	Disaster Management		Staff Wellbeing
<b>Term 2</b>	<b>Crisis Management</b>	<b>Term 4</b>	Harassment
	COVID-19 Information		<b>Safety On and Off School Grounds</b>
	<b>Healthcare</b>		Alcohol/Drugs and Other Harmful Substances
	First Aid		Dogs topics (optional)
	Medicines		Digital Technology and Cybersafety
	Accidents and Injuries		Getting to School Safely
	Health Conditions and Illness		School Bus Transport (optional)
	Infectious Diseases		School Swimming Pool (optional) / Swimming Off Site (optional)
	<b>Behaviour Management</b>		Storage and Use of Hazardous Substances
	Bullying and Online Bullying		
	Surrender and Retention of Property and Searches		
	Physical Restraint		
	Stand-down, Suspension, and Exclusion Procedures		

## Curriculum Reviews

Reading, writing and math reviews are completed through assessment such as e-asTTLe or PATs as well as our student achievement targets.

For the other curriculum areas we review three areas per year. Below is an overview of which curriculum areas we have reflected upon and reviewed to date.

2022	2022 SOCIAL SCIENCES Identity, Culture and Organisation	2022 SCIENCE Environment and Sustainability
2021 HEALTH & PE <a href="#">Relationships with Other People</a>	2021 SCIENCE <a href="#">Nature of Science</a>	2021 TECHNOLOGY Nature of Technology <i>no review completed - COVID</i>
2020 - Term 1	2020 - Term 2	2020 - Term 3

SOCIAL SCIENCES Identity, Culture and Organisation  <i>(no review completed - COVID)</i>	SCIENCE Living World <a href="#"><u>Science: Living World</u></a>	THE ARTS Drama & Music  <i>(no review completed - COVID)</i>
2019 - Term 2 SCIENCE <a href="#"><u>Planet Earth and Beyond</u></a>	2019 - Term 3 THE ARTS <a href="#"><u>Visual Art</u></a>	2019 - Term 4 TECHNOLOGY <a href="#"><u>Nature of Technology + Developing Digital Outcomes</u></a>
2018 - Term 1 THE ARTS <a href="#"><u>Dance</u></a>	2018 - Term 2 <a href="#"><u>Technology</u></a>	2018 - Term 3 HEALTH & PHYSICAL EDUCATION <a href="#"><u>Skipping/Play</u></a>
2017- Term 1 SOCIAL SCIENCES <a href="#"><u>Learning to Learn</u></a>	2017 - Term 2 SCIENCE <a href="#"><u>Physical World</u></a>	2017- Term 3 HEALTH & PHYSICAL EDUCATION <a href="#"><u>Keeping Ourselves Safe</u></a>
2016 - Term 1 SOCIAL SCIENCES <a href="#"><u>Continuity and Change Who Are We?</u></a>		2016 -Term 3 SCIENCE <a href="#"><u>Material World</u></a>

## Strategic Overview 2021-2025

### Business as Usual

#### Legislation

- Continue to review planning, assessing, and evaluation procedures
- Implement all required legislation
- Keep the BoT informed of any changes to legislation
- Continue to develop and review reporting procedures to ensure they accurately report on student progress and achievement and provide quality information for parents.

#### Property and Finance

- Address all building related health and safety issues and carry out regular health and safety checks.
- Allocate funds to reflect and support the schools annual and strategic plans
- Annual audit
- Continue to lease teacher laptops.
- Maintain a balance between an attractive learning environment and the temporary nature of our school site.

#### Strategic Planning and Review

- Continue to review planning, evaluation and reporting procedures
- Regularly consult with parents of Māori students
- Promote the profile of our school within the school and wider community
- Maximise opportunities from the Ōtākaro Kahui Ako
- Work with the senior leadership team and BoT to refine and implement the self review process

#### Curriculum

- Implement learning programmes that have an emphasis on student wellbeing and resilience while still ensuring that the meeting of literacy and numeracy targets are a priority.
- Implement learning programmes to ensure the holistic development of learners including all areas of the NZ curriculum.
- Continue to refine and embed school assessment practises

- Support teachers in building their understanding and implementation of collaborative teaching and future focused teaching
- Use the school inquiry plan and implement school wide integrated learning programmes that are relevant to the needs and interests of the tamariki; ultimately leading to passion based learning.
- Offer programmes and school events to heighten children's cultural awareness e.g., kapa haka
- Provide quality professional development focussed on building skills and understanding.
- Continue to regularly monitor target students
- Develop learning support programmes that support the teaching and learning of students achieving below their level.
- Provide quality teaching and learning programmes for our gifted and talented students
- Provide induction for new staff

#### Health and Safety

- Implement wellbeing tracking and initiatives for pupils and staff
- Ensure grounds and buildings are safe and all building works carried out are done safely.
- Have regular fire, earthquake and lockdown drills
- Ensure systems for contacting families and staff are reviewed and all staff are aware of the procedure.
- EOTC RAMs procedures completed for outings and processes monitored and reviewed.

#### Supporting Documentation for Business As Usual

The following documentation and resources continues to support us in improving student achievement and teacher/school programmes:

- Charter – Strategic Plan and Annual Overview
- School Policies – School Docs
- Banks Avenue Curriculum
  - [\*Teaching at Banks Avenue School\*](#) website (staff only) - password togetherisbetter
    - *Māori At Banks Avenue School* website
    - *Pasifika At Banks Avenue School* website
    - PB4L
    - E learning
- Assessment Overviews
- Reporting Expectations (for parents, BoT and community)
- Professional development recorded on *Teaching at BAS* website.
- Appraisal documentation
- Individual Education Plans
- Action Plans aligned to Strategic Goals
- School Achievement Targets and Action Plans
- Monthly reports to BoT

The following documentation supports us in developing good management practices and effective school systems:

- School Policies and Procedures
- School Performance Management / Appraisal Guidelines
- Board Overview and Self Review Plan
- Annual Budget
- Annual Report
- Ten Year maintenance Plan – on hold
- Board of Trustees Governance Manual
- Charter

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Chairperson

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Principal

Affix Common Seal Here