



School Name:	Waimārama School	School Number:	2718
Strategic Aim:	<p>AKORANGA Our Learning We will step up and unleash our learning potential</p>		
Annual Aim:	<p>Reading, Writing, Maths</p> <p>80% Students will achieve at or above in all core curriculum areas. Move the students well below and below the expected level of reading to the expected level of reading, writing and maths.</p>		
Target:	<p>READING: Move the 2 Year 4 boys and 2 Year 6 boys from well below to within the expected level. Move 1 year 2 boy, 1 year 3 boy and 1 year 6 girl from below to the expected level.</p> <p>WRITING: Move the 2 Year 4 boys and 2 year 6 boys from well below to the expected level. Move 1 year 5 girl, 1 year 5 boy, 2 year 6 girls, 2 year 6 boys from below to the expected level.</p> <p>MATHS: Move one year 3 boy, 1 year 4 girl, 1 year 4 boy, 1 year 5 boy from below to the expected level. 1 year 4 Boy, 1 year 5 girl, and 4 year 6 boys and 2 year 6 girls students from well below in mathematics to the expected level.</p>		
Baseline Data:	<p>Reading: 2 Year 4 boys well below, 2 year 6 boys well below. 1 year 2 boy, 1 year 3 boy and 1 year 6 girl are below.</p> <p>Writing: 2 Year 4 boys and 2 year 6 boys are well below. 1 year 5 girl, 1 year 5 boy, 2 year 6 girls, 2 year 6 boys are below.</p> <p>Maths: One year 3 boy, 1 year 4 girl, 1 year 4 boy, 1 year 5 boy are below. 1 year 4 Boy, 1 year 5 girl, and 4 year 6 boys and 2 year 6 girls students are well below in mathematics 1 year 6 boy is at. 2 New Entrants are at.</p>		

EOY Data:

- **Reading - At the end of Term 4:**
- 21% achieving above the expected level. (4 out of 19 students)
- 58% students achieving at the expected level. (11 out of 19 students)
- 5% students achieving below the expected level. (1 out of 19 students)
- 16% well below the expected level (3 boys out of 19 students)
- **Writing - At the end of Term 4:**
- 5% achieving above the expected level (1 out of 19 students)
- 63% achieving at the expected level (12 out of 19 students)
- 5% below (1 out of 19 students)
- 26% achieving well below the expected level. (5 out of 19 students)
- **Maths - At the end of Term 4:**
- 16% students achieving above the expected level (3 out of 19 students)
- 26% students are achieving the expected level for maths. (5 out of 19 students)
- 32% are achieving below the expected level. (6 out of 19 students)
- 26% are well below the expected level of achievement. (5 out of 19 students)

Actions <i>What did we do?</i>	Outcomes <i>What happened? (TARGET MET)</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>READING: Guided reading planning was done with sparkle box sheets with explicit learning intentions in kid speak increasing student motivation to achieve reading goals..</p> <p>Buddy reading system embedded and sustained with a tuakana/teina model.</p> <p>Guided reading was taught with quality text (PM and Ready to Read) that aligned with sight word targets for juniors and inquiry themes for seniors (relevant text).</p> <p>Reading for research and cross referencing became the focus for senior students for varied purposes across the curriculum.</p> <p>Into the book (an online reading comprehension programme) remained part of the reading programme..</p> <p>Duffy reading programme continues to be run well in the school.</p>	<p>Schoolwide outcome target nearly met. Reading: 79% at or above. (15/19)</p> <p>Target Students: The 3 students who were well below remain well below the achievement expectation but made 5 levels of reading progress. 2 out of the 3 who were below are achieving at the expected level. One of the three is now achieving well below and has only made 5 levels of reading over the course of the year with 75% attendance.</p>	<p>Why did it or why didn't it?</p> <p>Target students did not make the expected level of progress for the following reasons: One student has 75% attendance. Another student lacks support for his adhd medication and it is given sporadically to him during the term.</p> <p>Guided reading programme not followed by release teachers/instability of staffing. One left.</p> <p>Overall progress in reading can be attributed to: Consistent systems, i.e. buddy reading, (mileage) quality apps, relevant text, high interest text, story based delivery of social studies, science, mana enhancement. Student engagement is high in this area.</p>	<p>Sustain established Letter Land programme.</p> <p>Maintain use of quality use of online reading programmes.</p> <p>Buddy reading, tuakana/teina relationship through sharing books will be continued and refined with 100 book target/incentive that links into owl/ruru kaitiaki for our area.</p> <p>Promote student pride in reading capabilities in the home by increasing access to reading material that is not being used for the guided in class programme.</p> <p>Continue to collect dependable data with quality assessment tools, appropriate seen text on juniors and pm and probes on seniors, working towards Probe style tests on relevant school journal texts.</p> <p>Keep reading programme text aligned with assessment tools.</p> <p>Introduce talk to learn for junior students.</p>



<p>WRITING: Writing was practiced daily. Weekly programme followed consistent BIG writing routine.</p> <p>Student publishing being introduced to school publications, fortnightly newsletter and twice a term in community newsletter.</p> <p>Purposeful writing being used to motivate students through class inquiry/projects.</p> <p>Daily handwriting programme sustained throughout the year based on quality phonics programme Letter Land and Casey Caterpillar.</p> <p>Pobble introduced as rich visual language motivator.</p>	<p>WRITING: School wide target of 80% students achieving at or above was not met. 68% are at or above which is a 15% improvement on last years EOY data.</p> <p>Target Students: Of the ten students that were below and well below the expected level at the beginning of the year, 4 have left. 2 made significant progress and are achieving at the expected level. 2 of the year 6 boys made two stages of writing progress based on the asstle matrix. (1A to 2P and 2P to 3B) One year 4 boy and one year 6 boy made one writing stage of progress.</p> <p>Disposition for writing is beginning to improve with authentic contexts</p>	<p>WRITING: Increased exposure to a range of writing genre with a focus on appealing to individual students' interests. Purposeful writing was built into the long term plans.</p> <p>RTlit introduced focus on planning for the writing process.</p> <p>School communication with parents has been improved to include quality and explicit suggestions of how parents can support their child's writing development.</p> <p>Handwriting programme is Casey Caterpillar, which is based on successful outcomes for indigenous students. Combined with Letter Land that also uses song, actions, strong visuals and stories to help children learn.</p>	<p>Introduce avail for senior reading.</p> <p>Assist parents in reading at home with support material in book bags</p> <p>.</p> <p>WRITING: Maintain BIG writing programme and established student ownership of writing goals, placement of writing level and student knowledge of how to progress in writing.</p> <p>Continuing with weekly writing samples taken at BIG writing time provided a more authentic picture of where our students are at and started developing a culture of self-assessment and student led discussion about writing features.</p> <p>Continue making writing relevant through inquiry.</p> <p>Ensure allocated time for deliberate acts of teaching in vocabulary, openers, connectors and punctuation is prioritised.</p>
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Tātaritanga raraunga

<p>School engaged with two RTIits. One focus was on alphabet writing development for juniors. The other focussed on story planning for seniors.</p> <p>Daily spelling tasks built into daily literacy task board.</p> <p>More varied exposure to writing genre.</p> <p>MATHS: Use of digital learning tools was greatly improved by deliberate lessons on how to use mathletics for self-assessment.</p> <p>Explicit knowledge data tracked for all students against NumpA.</p> <p>Introduced the PACT tool and began using it.</p>	<p>and high interest genre (rap lyrics, camp diary)</p> <p>MATHS: The school wide goal of 80% students achieving at or above was not met. 42% of students are at or above. (8 out of 19 students)</p> <p>Of the 4 students who were below, the year 4 girl and the year 5 boy left, the year 3 boy and year 4 boy made sporadic progress. (Medication and attendance issues)</p>	<p>No structured spelling programme in place. No deliberate acts of teaching for language features.</p> <p>Sparkle Box tool used for daily spelling integration, aligned with budget (free).</p> <p>Transience due to rent availability.</p> <p>MATHS: The challenge faced by classroom teachers to get students with special needs and high learning needs to engage with formalised instruction was the main barrier to learning. It was so difficult to get some of our students that have behavioural challenges to be ready to engage in any kind of quality interactions with other students or adults in the class.</p> <p>School had great difficulty sourcing an invested teacher that was committed to the position of</p>	<p>Invest in a quality spelling programme (Smart words) that improves student ownership of spelling progress and vocabulary development.</p> <p>New release teacher is familiar and confident with BIG writing programme from her overseas experience and has capabilities to run programme correctly through out the week.</p> <p>TA time being used for targeted 1-1 learning support rather than in-class support.</p> <p>MATHS: Maths will continue to be our main area of professional development for staff. We will continue to engage with the same ministry facilitator to uphold consistency and continuity of support.</p> <p>Maths language and strand development...</p>
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Tātaritanga raraunga

<p>Relevant and meaningful problem-solving tasks introduced at group level. Two group systems worked simultaneously in the classroom with the task board, i.e. teacher groups had similar strategy abilities but gaming groups had similar knowledge gaps.</p> <p>Talk moves continued to be used during problem solving group sessions.</p> <p>Continued to use counting collections with junior students.</p> <p>New equipment introduced and distributed to reflect current strand focus.</p> <p>Time slot for maths was repositioned immediately after play and no longer allowed to be compromised by any staff or visitors to the school.</p>	<p>Of the year 6 group, 1 boy left. 1 boy made one stage of progress. 2 boys stayed at the same strategy stage but made huge gains in number knowledge, i.e. basic facts and place value. 2 girls made similar progress in number knowledge and progressed to strategy stage 5 advanced.</p> <p>Other areas that were improved despite number stages staying low were student ability to solve story problems, maths talk moves being used voluntarily by students in group settings, basic fact knowledge and urgency improved, place value knowledge improved, strand maths knowledge capabilities raised in geometry, algebra and statistics.</p> <p>Majority of student engagement in meaningful mathematics improved.</p>	<p>leading learning effectively during their time in the classroom. Two terms of principal release were filled with general day-to-day relievers.</p> <p>During periods of maths developmental time, the TA was trained by the principal and the maths consultant in the curriculum achievement expectations for junior students and support material to improve the maths focus of classroom interactions.</p> <p>When worksheets and games were accessed they were pitched at an appropriate level so that students were enabled to engage independently in successful maths practice.</p> <p>Introducing an equipment based, inquiry based and problem-solving based maths programme has started changing those negative dispositions for maths.</p> <p>Buddying up leaders with younger maths groups helped change</p>	<p>Maintain emphasis on basic facts knowledge, place value and use of materials across the stages. Maintain emphasis on the use of concrete materials.</p> <p>The principal is leading training in talk moves and cross ability problem solving as well as quality practice for the TA involving language that is explicit to the focus strand and relevant contexts for students to practice maths.</p> <p>Recruit a quality teacher for principal release and aspire to enhance that teacher's capabilities in numeracy development.</p> <p>Introduce provocations and invest in equipment for developmental time that lends itself to maths thinking and language.</p> <p>Engage with community for maths buddies willing to come in and play math rich games with 1 - 2 children at a time in order to raise</p>
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Tātaritanga raraunga

Engaged with Maths consultant through Ministry of Ed PLD application.

Introduced natural materials for problem solving with juniors.

Cross curricular emphasis on maths through visual art.

students' perceptions of their own abilities.

student capabilities for playing math rich games independently.

Align mathematics with strand focus and number needs of students. Utilise hard copy book work available in mathematics.

Provide more authentic/relevant context for problem solving for two senior students.

Maths scheduled tagged for first thing in the morning after Tikanga practice to maximise on best learning time and ring fence this learning area.

TA time being used for specific and targeted 1-1 support as opposed to in-class support.

Planning for next year:

Note: Some of the targeted actions that improved outcomes for students, had a positive impact on students who were not included in the previous years data or featured in the 2018 charter targets.

In 2020 the Board will monitor the principal's actions towards accelerated achievement in mathematics and writing. The budget will reflect spending in the necessary curriculum areas to enable improved learning experiences. Robust staff appraisal system will target planning and relationships with students. The board will continue to view and discuss close tracking of students through explicit data and termly updates.

Staff professional development will be focussed on quality teaching and assessment of mathematics. Teacher planning will be more robust and reflect the needs of target students identified in annual targets of charter. Principal and principal release teacher will collaborate on teacher inquiry of raising achievement and accelerated achievement in mathematics.

Development of localised curriculum will increase student engagement in curriculum rich maths inquiries and outdoor maths.

BIG writing will continue and be embedded as expected practice at Waimārama School. Teacher planning will reflect progressive learning in reading and writing. TA will be trained in running Smart Words spelling and vocab programme.

Letter Land and Casey Caterpillar handwriting will continue to be embedded in weekly lessons. Home learning will better reflect programmes in the classroom empowering students to respond confidently in the home about learning that takes place at school. Reading Eggs and Mathletics memberships will continue to be used. Quality ICT resources used to support classroom programmes. Smart words spelling programme being implemented.

Mana enhancement will continue to be embedded in our school as an approach that empowers student agency across all three curriculum areas.

Engage RTLB support for continuation of Mana Enhancement. Provide staff training/PD opportunities in this.

Whanau hui being aimed at how you can help at home with literacy and numeracy development.

School connection with contributing pre-schoolers and their whanau strengthened to enrich learning experiences and transition to school.

All staff continue to access training in being culturally responsive and becoming a trauma informed staff through Ministry learning support, RTLB service, public health nurse.

Some BoT members to attend NZSTA conference to improve and strengthen understanding of how to support student achievement through governance.

BoT continues to use resourcing for .1 component of principal release teacher position that improves staffing allocation providing consistency for students and improves schools chances of recruiting a quality teacher.

PACT will be used across reading, writing and maths.

Engage and work closely with Kahui Ako, Teacher across schools special needs co-ordinator and Ministry Learning support to address vast array of high learning/social development needs of our students.