



# **Manurewa West Primary School Charter and Strategic Goals 2021-2023 Annual Goals 2021**

Principal: Kogie Naidoo  
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1<sup>st</sup> March 2021



## **Dream Believe Fly**

## Evaluation Codes

	On Track
	Not started
	At Risk

By striving for excellence in teaching and learning, we will build a better tomorrow for our children today

## Values

### Pride Whanui

Pride in myself, my family, my culture, my achievements and my school matters to me.

### Self-Discipline Whai-whaiaro

I will make good choices in my decision making and use common sense in what I say and do.

### Respect Whakaute-a-ngiato

Respect of mine and other cultures, myself and others, for people – property – planet, will make me a better person

### Honesty Pononga

Through being honest with myself in what I say and do and how I will grow by saying and doing the right thing, will allow me to stand tall at all times

### Responsibility Takohanga

I will take responsibility for my words and my actions.

### Resilience Aumangea

I will show resilience in the way I overcome obstacles in my learning and behaviour



# DREAM, BELIEVE, FLY

## Through:

- A holistic education with strong cultural identity
- Inspiring excellence in all
- confident, independent learners
- Values that empower responsible, caring citizens in local and global communities

Achievement at MWPS is the ongoing holistic growth for every child preparing them to lead successful lives

## Key Competencies

### Managing Self

- Organised and ready to learn
- Face challenges
- Make good choices

### Relating to Others

- Listen actively
- Negotiate and share ideas
- Interact effectively

### Participating and Contributing

- Participate in groups
- Show responsibility
- Include others

### Thinking

- Seek knowledge
- Reflect
- Question
- Think critically

### Using language symbols and texts

- Interpret information
- Communicate
- Apply language symbols and texts

<b>High Expectations</b> Create an environment where all stakeholders strive for excellence	<b>Treaty of Waitangi</b> All stakeholders to uphold the Principles of the Treaty of Waitangi and Te ao Māori	<b>Future Focus</b> Ensure that innovation in education represents an imperative to ensure that we continue to provide contemporary education programmes that best prepare our students for their future
<b>Learning to Learn</b> Teachers support students to become self-regulating and self-navigators of their learning pathways	<b>MWPS</b> <b>Principles</b> <b>that guide our learning</b>	<b>Community Engagement</b> Build strong home school learning partnerships through mutual trust, respect for cultural diversity , open communication and encouraging involvement in decisions around education
<b>Coherence</b> Show alignment and congruence in all teaching and learning and systems and process that underpin student achievement and the school vision	<b>Cultural Diversity</b> Cultural diversity is a strength of the school , where bi-culturalism and multiculturalism is celebrated and respected and interwoven as the kaupapa of the school	<b>Inclusion</b> All students, staff and families/whanau have a sense of belonging, feel included and have opportunities and supports in place to be the best they can be.

Kāhui Ako Achievement Challenges: To improve Achievement by :  
AC1: developing an integrated approach to learning through the application of Steam  
AC2: through the development and sustaining of cultural identity  
AC3: increasing student and whanau engagement through effective transition across the Kāhui Ako

**Manurewa West Primary School's Charter is underpinned by the following key documents**

**CURRICULUM:**

- Charter relating to curriculum include:
- The New Zealand Curriculum
- School Local Curriculum
- MWPS Māori Achievement Plan
- Ka Hikitia - Accelerating Success
- Tātaiakio - Cultural Competencies for Teachers of Māori Learners
- Action Plan for Pasific Education 2020-2030
- MWPS Pasifika Peoples Education Plan
- Tapasa- Cultural Competencies for Teachers of Pasifika Learner
- The Convention for the Rights of the Child
- Principal's 2021 presentation on Equity and Collaborative Inquiry

**PERSONNEL:**

- Personnel and Curriculum Policies
- Students and Staff Wellbeing Policy and Procedures
- Staff Professional Development
- Job Descriptions
- Performance Agreements
- Staff professional Growth Cycle
- Accidents and Medical Register
- School Staff Administration Manual
- School Parent Administration Manual

**FINANCES:**

- Associated Policies and Procedures
- Strategic Plan
- Annual Budget
- SUE Reports
- School Accountants Reports
- Monthly financial reports
- Auditors Reports
- 10 Year Property Plan
- 5 Year Property Schedule
- Assets Register

**HEALTH & SAFETY:**

- Associated Policies
- Annual Operational Plan
- Maintenance Schedule
- Hazards Register
- Emergency Procedures
- Evacuations & Lockdown Procedures
- Student Support Programmes and Procedures

**PROPERTY:**

- Associated Polices
- 10 Year Property Plan
- 5 Year Property Schedule
- Health and Safety Procedures
- Hazards Register
- Maintenance Schedule
- Insurance Documents

**KEY IMPROVEMENT DRIVERS- 2021**

- Internal Review of school wide Literacy
- Acceleration of Literacy and maths
- Student Attendance
- High performing/quality staff
- School Playgrounds x2
- School Cyclical Maintenance
- School signage

# Manurewa West Primary School's Narrative



Once there were two Chiefs who each had a son. The sons were named Tamapahure and Tamapahore. Both Tamapahure and Tamapahore wished to build their homes near Matukutūreia. To decide who will build their home here, the sons decided to hold a competition.

The two brothers held the competition on the top of Matukuturua. Kites (Manu Aute) were used in the competition; the kite that flew the highest would win. During the competition, Tamapahore's ascended the highest so Tamapahure caused his cord to tangle that of his brothers and break it. Tamapahore's kite drifted towards Hauraki. Which is where we get the name, Te Manurewa o Tamapahore (the drifted-away kite of Tamapahore).

The birds are symbolic of kites, as well as the breeding sanctuary of the Manukau Harbour and the migration journeys many of our bird species take. The Sea represents Manurewa's closeness to the Manukau Harbour, being on the West Coast of Auckland.

The spouting water symbolises in its koru form, the connection we have with our Māori Culture, growing multi-cultures and the pride we have in our identity. The sun represents light and energy, therefore brightness and warmth. The horizon of the sea is symbolic of the future.

The priorities for Manurewa West in 2019 focused around the continued development of the school as a professional learning community in which we work together in collaborative (and planning) teams to further the achievement of all our students.

Our learning in Teaching as Inquiry and ultimately supporting the raising of Learning Achievement levels among students will continue as we develop strategies and techniques to maximise student engagement, cognition around effective teaching practice and checks for learning to home refine our teaching and make it as precise as possible for each child. We will focus on self-reflection, improvement; and change as our new developmental 'Norm'

## Māori Dimensions and Cultural Diversity

### How MWPS will reflect Māori Dimensions and Cultural Diversity?

- All staff members are expected to develop an awareness of Te ao Māori (Māori culture/ protocol) and Te Reo Māori (Māori Language). The Lead Teacher for Culture and key staff with Te Reo fluency /Tikanga will lead by example.
- Manurewa West Primary School will honour the tenants of Treaty of Waitangi and school policies.
- All classrooms will incorporate a basic programme of Te Reo as an integrated part of the teaching and learning delivery. Specialist Te Reo Teacher will support classes and Teachers 1x weekly.
- There will be a promotion of Tikanga Māori through school murals, Māori proverbs/ Māori Pataka which will be displayed prominently about the school, and through programme integration.
- Māori Cultural dimensions will be reflected in the school's local curriculum
- Cultural Identity is a key achievement challenge within the Kāhui Ako

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

- Daily programmes will have a dimension where possible; greetings; commands; language related to everyday objects, days, months, numbers and practise of the school pepeha
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students in 3 weekly cycles at staff meeting
- Each classroom environment will develop and maintain a classroom display related to Tikanga Māori dimensions and the school whakatauki
- The NZ National Anthem sung in Māori at each School Assembly.
- Development and inclusion of 3 x Bi-Cultural Teaching and Learning classes Year 2; Year 3/4 ; Year 5/6 ( Developmental Initiative aimed at targeting Māori Students to Succeed as Māori.
- Specialist Teacher to teach Te Reo Māori -30 mins. For junior classes and 45 mins. for middle and senior classes per week

- Support and develop Succession Plan for staffing to support Māori Learning Achievements.
- MWPS has developed school tikanga around the school pepeha, school whakatau, bi-cultural expectations with names/labels across the school physical spaces
- School has embraced local curriculum, incorporating local history
- What will the school do to provide instruction in Te Reo (Māori Language) for full time students whose parents ask for it?
- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
  - Personnel with the requisite skills and qualifications
  - Overall school financial position
  - Availability of accommodation within the school
  - Guidance to schools who provide full immersion Māori eg. Kura Kaupapa
  - Analytic information gained from current school-wide Parent Surveys (two yearly) taken 2019
  - Placement in either of Year 3/4; Year 5/6 Bi-Cultural Māori Learning classes



## Pacific Peoples Dimensions and Cultural Diversity

All staff members are expected to develop a deeper awareness of Pacific Peoples and culturally competent practices by honouring tenants of the Action Plan for Pacific Peoples 2020-2030

Manurewa West Primary School will provide the means of fostering competent cultural understanding consistent with a cross representation of Pacific Peoples' cultures within the school.

All classrooms will incorporate a basic programme of cross cultural integration of Pacific Peoples language, identity, culture and traditions as part of the teaching and learning delivery and class school culture.

### What reasonable steps will the school take to incorporate Pacific Peoples protocol and culture into the school's curriculum?

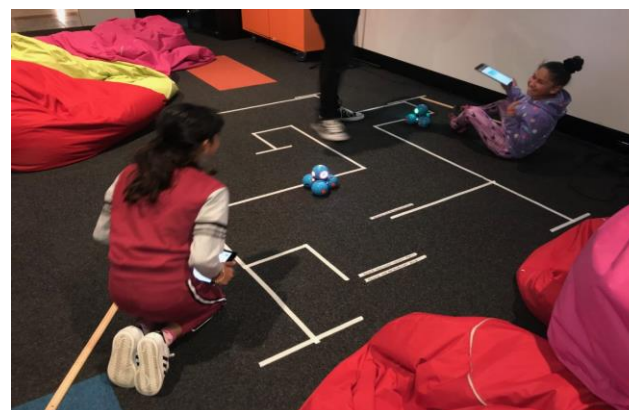
- Acknowledge, respect, and seek guidance from our school's Samoan 2<sup>nd</sup> Chief (matai / Orator (Mr Joseph Unasa).
- Daily programmes will have a dimension where possible; greetings; commands; language related to everyday objects, days, months, numbers.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students.
- Each classroom environment will develop and maintain a classroom display related to Pacific Peoples dimensions.
- Weekly school assemblies will provide Pacific Peoples components on a regular basis.
- Invite parents/family members to support school/class activities and celebrations.
- Have Pacific Peoples cultural groups, 2019- Bi-Cultural Pacific Peoples class Y5/6 students implemented
- Seek to interact with/join school cluster networks who have strong Pacific Peoples programmes in place eg. Manurewa cluster.

### What will the school do to provide instruction in identified Pacific Peoples language for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
- Personnel with the requisite skills and qualifications
- Overall school finance position
- Availability of accommodation within the school
- Guidance to schools who provide full immersion/bi-lingual immersion classes. Eg. Nearest geographical school – Finlayson Park School
- Classroom environments will develop and maintain a classroom display related to Pacific cultural dimensions representing Pacific students in that class
- Encourage parents of Pacific Peoples Students to become a Board of Trustees Member, currently inclusive of 1 x Parent Member
- Parent community consulted in various ways:
- Seek to develop/sustain a fono support group of parents.
- Identify Pacific Peoples senior students with leadership potential and promote as school leaders
- Report evenings; Newsletters; Develop a Cultural Discovery Garden in School (stage 3).
- Employment of Pacific Peoples Teachers/Teacher Aides has been undertaken.
- Parent workshops/coffee mornings/curriculum information presentations
- School events involving students; Informal engagement with families
- Maintaining open door practice encouraging families to approach the school
- Individual interviews conducted by the Principal with the caregivers of Pacific Peoples students with follow up interviews across the year: These interviews will highlight how we can improve the education of their child (including poor attendance/punctuality).
- NB. Samoan 14%; Cook Island 10%; Tongan 10% are the predominant sectors which contribute to our Pacific Peoples community.

Consolidation of Strategic Goals 2021			Maintenance Of Strategic Goals 2022	
1.To raise student achievement by developing a future focused and innovative model of teaching and learning	2. To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential	3. To raise student achievement by embracing and strengthening cultural Identity and multiculturalism	4. To raise student achievement by further developing whanau and community partnerships and engagement	5. To raise student achievement by focusing on the Well-Being of staff and Students (Hauora)
Annual Goals 2021				
Goals	Goals	Goals	Goals	Goals
<p>a)To continue to implement the new DT curriculum across the school-due to 2020 disruptions</p> <p>b)Trialling new DT curriculum across the school through cross-curricular integration and STEAM</p> <p>d) Map out the progress outcomes for each syndicate</p> <p>e) Develop a DT resource plan including PLD</p> <p>f)Monitoring teaching and learning of DT integration and STEAM to gauge effectiveness</p> <p>c) To engage students in authentic scientific inquiry to help raise levels of achievement across the school</p>	<p>a)To sustain problem solving shift in Numeracy practice for all learners across the school</p> <p>b) Undertake a school wide literacy review to lift literacy teaching and learning</p> <p>c) To monitor and track student attendance to positively impact student achievement.</p> <p>d) Continue to Accelerate Literacy and Maths to achieve parity between the ethnic and gender groups across cohort levels</p> <p>e) There is a shared understanding of effective assessment and forming reliable OTJ's</p> <p>f) Learners with additional needs and ELL's are supported to attend school, engage in all school activities (include targeted resourcing) and achieve against parameters of NZ curriculum</p> <p>g) Ensure the classrooms and learning spaces are innovative areas that empower teaching and learning through collaborative practice</p>	<p>a) Look to improve the consistency of Te Reo Māori teaching across the school, and through extra curricula activities.</p> <p>b) The school will embrace the tenants of the Maori Achievement and Pacific Peoples Education Plan as school improvement initiatives and making connections for Pacific and Māori student learners' success.</p> <p>c) Ensure the bicultural nature of NZ and the principles of the Treaty of Waitangi is embedded in our curriculum.</p> <p>d) Commitment to ensuring that students from all cultures are treated with respect and dignity, and actively working towards maximising the potential of each student irrespective of cultural background</p>	<p>a) Strengthen and continue to sustain learning partnerships with parents and whanau, by working closely together and sharing knowledge and understandings to promote successful and long-life learning for students</p> <p>b) The strong culture of sustainability is nurtured and continues to be a significant part of the schools relationship to its community</p> <p>c) Connections and relationships with groups within our community are made and maintained to the mutual benefit of all eg. Manurewa Marae/SWIS/ECE/Nestle. Seek to develop Parent Support Pods eg. Whānau/Fono/Parent Support groups</p> <p>d) Strengthen home school partnerships through effective communication.</p>	<p><b>Students:</b></p> <p>a) Ensure inclusive practice for all students, and needs are met.</p> <p>b) Provisions for Health &amp; Physical Education</p> <p>c)Provisions for Social Skills programme through Kiwi Can</p> <p>d)Access to Health and Social Services</p> <p>e)Provision for food and nutrition</p> <p>f) Development of a growth mindset</p> <p><b>Staff</b></p> <p>a)Provisions for social interaction and team building</p> <p>b)Funded provisions for health benefits eg EAP Counselling, Flu Vaccine</p> <p>c)Support workload adjustments</p> <p>d) Make provisions for personal development in growth mindset approach.</p>





<b>Annual Goal:</b> a) To continue to implement the new DT curriculum across the school-due to disruptions in 2020	<b>Annual Target</b> Aim to fully implement/integrate the Digital Technologies Curriculum across all year levels	<b>Monitoring:</b> <ul style="list-style-type: none"> <li>Evidence of student work in using the Scratch Application Y1-6</li> <li>Evidence of coding using Microbits Y5/6</li> <li>Evidence of Coding and Robotics for Year 5/6 Digital Technology Extension Group</li> <li>Implementation &amp; integration of New Digital curriculum across the school</li> <li>Evidence of Hapara use for students Year 3-6 to grow learning independence/KC's</li> <li>Evidence of Cyber Safety – in practice and theory</li> <li>STEAM/STEM Week</li> </ul>
<ul style="list-style-type: none"> <li>Extend our connectivity capability N4L upgrade of wifi access points beyond what we have currently and networking capability has been extended considerably through the applications of Google docs for all planning and sharing for staff, Harpara for students and school DT platform being fully cloud based with less reliance on the school server and new school website applications provides greater engagement and accessibility for school community.</li> <li>Upgrade Active Panels to the latest panels for efficiency of use</li> <li>Throughout the year teachers will work collaboratively, trialling and sharing devices and applications through active panel PD, ICT cluster meetings and PD through Kiwi Schools on Google Docs applications, Harpara, Robotics and Coding and Lego Writing through RTL cluster, to support understanding of teaching in the 21st century, to promote problem solving, innovation, curiosity, creativity, computational thinking and collaboration.</li> <li>To ensure our infrastructure can manage the increasing number of digital devices and upgrade to meet the demand.</li> <li>Chromebooks/Robotics/Coding/3D printers will continue to be rolled out across each year level Y3-6, tapping into Trusts such as Four Winds – Kiwi Schools Partnership and Noel Leeming, 2021 Budget for DT</li> <li>Make DT changes visible</li> <li>Continuing to get into the detail of the curriculum content and growing understanding for teachers</li> <li>Supporting ongoing professional development in STEAM supported by AC1 STEAM focus -Kāhui Ako</li> </ul>		

What	Who	How				
To continue to implement and integrate the new DT implementation plan school wide	SLT Teachers DT Learning Support	Put together a team consisting of a teacher from each syndicate, senior leadership and a KiwiSchools facilitator. Employ a DT Learning Support person to assist with implementation and integration Teachers to continue to drive the change	T1 ✓	T2 ✓	T3 ✓	T4 ✓

		DT Vision and implementation plan shared with whanau through school website, newsletters, parent-teacher discussion, learning journeys, especially with regards to DT safe practices				
Trialling new DT curriculum across the school with cross-curricular integration	SLT ,Staff, DT KiwiSchools Facilitator Students	How' of implementing our Digital Technologies Curriculum. Much of this information will have been gathered during the 'Why' session. The 'How' includes tech stack as well as Stakeholders, PLD etc.Ro botics/Microbit-Y6 Cohort; Harpara Learning Platform Y4-6; Coding –Scratch App-Y1-6; Imagination Station Makerspace Learning experiences	✓	✓	✓	✓
Map out the progress outcomes for each syndicate	SLT; Teachers ; DT Students KiwiSchools Facilitator	Each member of the Digital Team introduces these ideas and concepts to their own team. The 'How' is discussed relevant to their year levels. Teams will have the opportunity to discuss roadblocks and concerns.	✓	✓	✓	✓
Develop a technology resource plan including PLD	SLT; Teachers ; DT Learning Support KiwiSchools Facilitator BOT	Stock take of DT /makerspace /classroom devices and equipment Resourcing Budget –DT learning support, devices, connectivity, PLD Plan across all syndicates	✓	✓	✓	✓
Monitoring teaching and learning of DT integration to gauge effectiveness	All stakeholders	All teachers, with support, are effectively using elements of the Digital Curriculum in their classroom. This will not be as a subject in isolation, but integrated into their planning and many aspects of Teaching and Learning. Be able to measure outcomes		✓	✓	✓
Kaahui Ako To improve achievement by developing an integrated approach to learning through the application of STEAM	SLT WSC-Col Leaders	STEAM lead to work closely with Kaahui Ako ASL to integrate STEAM into classroom programmes STEAM lead to upskill teachers in STEAM integration pedagogy-PLD	✓	✓	✓	✓

### Strategic Goal

#### To raise student achievement by developing a future focused and innovative model of teaching and learning

##### Annual Goal:

c) For students to engage in authentic scientific inquiry to lift student achievement across the curriculum

Annual Target: Providing opportunities to think like a scientist, promoting problem solving, questioning, risk taking, critical thinking and curiosity.

##### Science

NZC Vision is for students to become: "Responsible citizens in a society in which science plays a significant role "

MWPS aim to show how to add that something extra to explicitly and deliberately support this goal by:

##### Students will:

Learn about science as a knowledge system: the features of scientific knowledge and the processes by which it is developed; and learn about the ways in which the work of scientists interacts with society.

##### Investigating in science

Carry out science investigations using a variety of approaches: classifying and identifying, pattern seeking, exploring, investigating models, fair testing, making things, or developing systems.

##### Participating and contributing

Bring a scientific perspective to decisions and actions as appropriate.

What	Who	How	When			
Continue to Develop knowledge on the Nature of Science for Years 1-6 associated with the content strands Collect Student Voice	SLT Science Lead Students	Work with NZCER Assessment and NZC document to develop this knowledge Across the school through integration of science in reading, writing and maths	T1 ✓	T2 ✓	T3 ✓	T4 ✓

Work with all students on the Nature of Science using the content strands	All staff	Science Inquiry focus minimum 1x lesson a fortnight. Continue to aim to provide students with authentic opportunities to develop skills, attitudes and values associated with the Nature of Science Collate student achievement data on KC of Participation and Contribution and report to board		✓		
Provide PLD for the whole school staff on the planning and teaching for the Nature of Science	SLT Science Lead Teacher	Built into staff meetings Term 1; Term 2- Led by Science Lead	✓	✓		
Report on achievement data Self- Review	SLT Science Lead All Teachers BOT	Overall analysis of Science achievement data report findings to staff/BOT/ Reporting to parents/whanau Use self- review process				✓

Monitoring:

- Evidence of use of science boxes to engage students in scientific inquiry
- Evidence in students literacy/maths books of scientific inquiry
- Focus on Science Week in Term 2 across the school
- Science Unit Holder and SLT observe and monitor science teaching term by term
- WSL-Kāhui Ako STEAM responsibilities within the school wrt Achievement Challenge

<b>Strategic Goal</b> <b>To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential</b>							
<b>Annual Goal</b> To continue to establish a strong foundation of Numeracy and Literacy for all learners across the school				<b>Annual Target:</b> By the end of 2020, 85% of students will be achieving at/above expectation for reading, writing and maths Incremental Targets for end of each term to increase parity by 10% for Maori students and Boys and Girls across all cohorts			
Baseline Data –EOY OTJ All Students	% Well Below	%Below	%At	%Above			
Reading	13.9%	21.5%	44.1%	20.5%			
Writing	9.4%	28.2%	46.8%	15.6%			
Maths	4.7%	15.5%	53.4%	26.4%			
What	Who	How		When			
To continue to sustain improvement in Reading, Writing and Mathematics	SLT	Analysis of Variance 2020		By end of February 2021, Target students/Groups identified			
	SLT Teachers	These students will become the target learners for acceleration in Writing Work with ALL Lead teacher to continue ALL strategies and shift in pedagogy in acceleration in Writing		T1	T2	T3	T4
	SLT Teachers Learning Assistants	There will be a consistent approach and clear expectations in teaching reading, writing and maths across the school. Induction of new teachers in the Manurewa West Way in teaching and learning in core areas of		✓	✓	✓	✓
	SLT TL Teachers	1-1Collaborative Inquiry Appraisal with teachers, identify, target, reflect and review target student progress in reading, writing and maths. Deep dive through 3 x weekly data analysis on Syndicate Data Boards, where to next for students.			✓	✓	
	SLT Literacy Lead Teachers	Internal review of school wide literacy pedagogy, programmes and assessment		✓	✓	✓	✓
	SLT; All Teachers Lit Lead/Maths Lead ALL Teacher ALIM Teacher	School Wide Acceleration of Targeted Students in Literacy and Mathematics		✓	✓	✓	✓
	SLT All Teachers Lit Lead Maths Lead	Review and report		✓	✓	✓	✓

**Strategic Goal**  
**To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential**

<b>Annual Goal:</b> To deliver effective, consistent and coherent literacy instruction within each team and across the school.	<b>Annual Target:</b> By the end of 2021, 85 % of will be achieving at/ above their expected levels in reading and writing Incremental Targets for end of each term to increase parity by 10% for Maori students and Boys and Girls across year levels in reading and writing
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Baseline Data –EOY OTJ Y3-4	%Well Below	%Below	%At	%Above
1	0	6.0	76.4	17.6
2	6.6	36.0	16.1	41.3
3	34.2	7.9	39.4	18.5
4	16.6	29.8	46.5	7.1
5	15.0	25.2	44.0	15.8
6	9.4	18.9	45.8	25.9

What	Who	How	When			
<b>Literacy</b> Undertake an internal school wide Literacy review	Literacy Lead SLT Class Teachers	Working systematically through an Inquiry Cycle: What is our review focus? What indicators will we use? Who will be involved? How long will we take? When will we start? What will we gather? What resources will we use? How will we document our review?	T1	T2	T3	T4
			✓	✓		
Focusing the Inquiry	SLT Teachers LA's	What do we know is happening for the individual/syndicate/whole school in relation to our review focus? Discussions,surveys,1-1 inquiry meetings, team inquiry meetings	✓	✓	✓	✓
Skilled readers and writers	SLT Teachers LA's	Focusing the inquiry into what changes to we need to make to our practice/pedagogy/programmes as a result?		✓	✓	✓
Increased teacher impact through strong pedagogical and content knowledge	SLT Teachers LA's PLD provider/s	Mentoring Coaching, peer -observations, feedback feedforward Co-teaching PLD-in house PLD-external Provider			✓	✓

Ensure all resources and learning tools are sourced in advance and available to support review	BOT SLT ICT Lead Literacy Lead New Era Tech	SLT to co-ordinate with BOT and staff to ensure resources are accessed in a timely manner including PLD	✓	✓	✓	✓
Confidence in literacy assessment	Literacy Lead SLT Teachers	Establish goals Collect data, diagnostic, formative, student voice Ongoing collaborative inquiry, de-privatization of classrooms for observations, videoing of lessons, coaching, mentoring Monitoring of data through analysis and review termly Reporting to BOT mid-year; end of year.	✓	✓	✓	✓
Influential literacy leadership	SLT Literacy Lead TL's Teachers	Collaborative Inquiry -2021 Literacy Theory of Action Drive the Theory of Action Distribute literacy leadership Mentoring/coaching/co-teaching Resourcing	✓	✓	✓	✓

**Monitoring:**

- Establish goals
- Collect data, diagnostic, formative, student voice
- Ongoing collaborative inquiry, de-privatization of classrooms for observations, videoing of lessons, coaching, mentoring
- Monitoring of data through analysis and review termly
- Monitoring shift in literacy pedagogy
- Reporting to BOT mid-year and end of year on student achievement data

**Strategic Goal**

**To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential**



<b>Annual Goal:</b> To sustain new Maths Curriculum and shift in maths pedagogy, in 2021		<b>Annual Target:</b> By the end of 2021 all teachers would have shifted and continue to sustain their maths pedagogy in mixed ability groupings in class and teaching maths through a problem solving approach to lift student achievement						
<b>Maths Baseline data</b>								
EOY OTJ	Well Below %	Below %	At %	Above %				
All Students	4.7%	15.5%	53.4%	26.4%				
<b>What</b>	<b>Who</b>	<b>How</b>			<b>When</b>			
To continue to shift and sustain practice in maths pedagogy across the school	SLT Maths Lead All Teachers LA's	Establishing a clear, robust and rigorous maths induction document for all new teaching staff Continue to embed and share best practice across the school in Maths growth mindset pedagogy PD undertaken in 2018/2019 Establishing maths workshops as a choice for students learning			T1 ✓	T2 ✓	T3 ✓	T4 ✓
Targeted PLD in Maths to continue to be a focus for 2021 under the stewardship of the Maths Lead	Maths Lead Teachers LA's	Targeted PLD in the Junior Syndicate in using the problem solving approach to teaching maths in mixed ability groups			✓	✓	✓	✓
		Ongoing review and reflection on shift in practice			✓	✓	✓	✓
		Targeted PLD in the Middle and Senior Syndicates in using the problem solving approach to teaching maths in mixed ability groups				✓	✓	
		Ongoing review and reflection on shift in practice				✓	✓	✓
Review, reflect and analysis of annual goals for maths PD Plan new maths curriculum and teaching and learning sequence for maths towards sustainability of practice in 2020 and beyond for the whole school	SLT Maths Lead All Teachers LA's	Track and analyse Maths data to ensure the shifts in practice have had a positive impact on student achievement Book planning sessions to design new maths curriculum into SLT meetings, Staff and Team meetings Collect student and whānau voice re changes noticed throughout 2021						✓
To continue to sustain the growth mindset PLD in Mathematics across the school	SLT Teachers Maths Lead	Maths Team leaders to monitor and observe maths planning and in class teaching , provide feedback and feedforward individually and collectively Link PGC goals to shift in maths pedagogy			✓	✓	✓	✓
	SLT	Support LA's effectiveness with PD Support			✓	✓	✓	✓

To ensure all students with additional learning needs including students who need extension in learning are supported and catered for accordingly	Teachers LA's RTL SWIS Other Agencies	Assist Teacher understanding of Special Education Needs Student achievements through OTJ applications				
		Continue to encourage consistent and pro-active parent responsibility to IEP agreements.				
		Provide related PD to SENCO for range of applications and in-school support re. Special Education Needs/hand over to newly delegated SENCO				
		Firmly engage particular support agencies in pro-active intervention and ongoing MONITORING of referred students				
To support English Language Learners' to successfully access the NZC	SLT Teachers LA's RTL	Assist teacher understanding of the English Language Progressions to assist with the planning and monitoring of ESOL programme	✓	✓	✓	✓
		Support Learning Assistant effectiveness with PD in learning interventions: Patchplay; Quick 60;Talk to Learn; Letters and Sounds; Alphabet and Word				
		Grow teacher capability in supporting ELLs through PD in learning interventions Patchplay; Quick 60;Talk to Learn; Letters and Sounds; Alphabet and Word				
		Access ESOL funding through accurate unpacking of the ELLP matrices				
		Resource strategically with Learning Assistants and learning resources				
To continue to sustain oral language development in the Junior School	SLT TL Junior School Teachers LA's	TL to oversee Building Blocks to Literacy programme Induction of new staff into Building Blocks to Literacy programme PD LA's in Casey Caterpillar Provide Resources and PD on a needs basis for sustainability	✓	✓	✓	✓

**Monitoring:**

- Maths PD throughout 2020-Growth Mindset and mixed ability groupings
- 2021 PD PACT tool, Learning Progressions
- Establish goals
- Collect data, diagnostic, formative, student voice
- Ongoing collaborative inquiry, de-privatisation of classrooms for observations, videoing of lessons, coaching, mentoring
- Monitoring of data through analysis and review termly
- Reporting to BOT mid-year and end of year student achievement data

<b>Strategic Goal</b> <b>To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential</b>							
<b>Annual Goal:</b> Ensure the classrooms and learning spaces are innovative areas that empower teaching and learning through collaborative practice		<b>Annual Target:</b> By the end of 2020, all teachers would have made shifts in their practice towards collaborative MLE pedagogy wrt flexible groups across pods to improve student agency.					
What	Who	How	When				
To strategically resource MLE classrooms	SLT All Teachers LA's BOT	Establishing a clear, robust and rigorous expectations wrt how to set up MLE spaces Work closely with pod leaders /teacher wrt furniture/fittings/technology purchases to support this goal	T1 ✓	T2 ✓	T3 ✓	T4	
To provide PLD for Wider Leadership Team to shift pedagogy towards collaborative practice	SLT External Facilitator	Within school PLD Maths to shift collaborative practice , embed firmly by end of 2020 Term 2 Collaborative Practice PLD	✓	✓	✓		
Continue to establish routines and student agency wrt to student goal setting	SLT All Teachers LA's	Weekly Goal setting in class with students Students develop self-management skills wrt learning goals Students develop capability in using goals to self-select learning options/workshops provided	✓	✓	✓		

#### Monitoring:

- Classrooms are well resourced with suitable MLE furniture, no clutter
- Spaces are student spaces first and foremost and not teacher spaces
- Students have a range of choices for learning experiences/workshops
- Goal books are an established routine in each class
- Students are able to talk about their learning goals independently with confidence



## Strategic Goal : To raise student achievement by embracing and strengthening inclusion, cultural identity and multiculturalism

### Annual Goal:

To develop and deliver a strong culturally responsive inclusive curriculum across the school

Kāhui Ako- AC: To improve Achievement through the development and sustaining of cultural identity

### Annual Targets:

-To sustain the Bi-cultural programme within the Year 2 ;Year 3-4 and Year 5/6 Māori Bi-Cultural class and Pasific Peoples Bi-Cultural Class Year 5-6 to continue to lift achievement levels of Maori and Pasific Peoples students

-To ensure that all students are included in our school and are supported to access the curriculum

EOY Baseline Data	%Well Below	%Below	%At	%Above
<b>Reading</b>				
Māori	11.0	25.5	49.0	14.5
Pasifica Peoples	15.7	20.8	40.4	23.1
Asian	10.2	19.5	35.7	34.6
<b>Writing</b>				
Māori	11.4	32.8	46.4	9.4
Pasifica Peoples	11.4	35.0	38.1	15.5
Asian	8.1	28.7	41.8	21.4
<b>Maths</b>				
Māori	6.4	17.8	57.2	18.6
Pasifica Peoples	5.1	11.5	53.3	17.7
Asian	7.1	13.4	45.7	23.4

How	Who	What	When			
To continue to establish a school culture that will reflect and respect the unique position of Māori culture	SLT BOT Lead Teacher for Culture Bi-Cultural Teachers	Continue to grow and sustain Māori Bi-Cultural practice in established Y5/6 and Y3/4 classes.	T1 ✓	T2	T3	T4
		To honour Treaty of Waitangi Principles are visible around the school- Bi-Culturalism wrt signage ; wordless; pou carving		✓	✓	✓

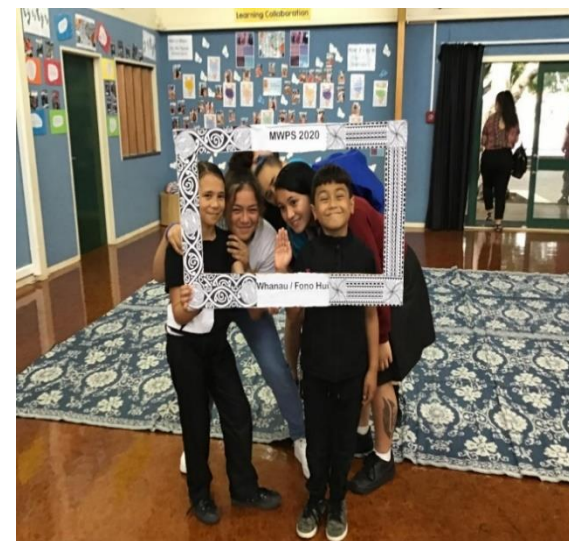
	All Staff	Job share kaiako to teach Te Reo & Tikanga Māori in all classes across the school 2x Days week 30mins in Junior classes and 45mins Y3-6 PLD for class teachers who will be present at this time	✓			
		Staff PLD in Te Reo and Tikanga Māori @ staff meetings once every 3 weeks	✓	✓	✓	
		All staff/students to be able present their Pepeha to an audience	✓	✓	✓	✓
		Marae and Whakapapa trips for all Year1-6 Marae	✓	✓		
	SLT Director for Culture Teachers	Develop Teachers understanding of Tataiako: Kahikitia and Hautu tools -Planning, classroom environment, activities promote the principles of Treaty of Waitangi	✓	✓	✓	✓
	Lead Teacher for Culture Te Reo Teacher Bi-Cultural Class Teachers	Kapa Haka Group in Tui Whānau to sustain the high level of performance and mentor and support Junior School Piwakawaka Whanau and Riroriro School Kapa Haka Continue to grow and develop our kura tikanga: whakatau, karakia	✓	✓	✓	✓
	Director for Culture Te Reo Teacher Bi-Cultural Class Teachers Staff	Celebrate key events within Māori Culture – Matariki, Māori Language Week etc. Whānau Hui 1x term	✓	✓	✓	✓
		Ensure key dimensions of MWPS Māori Achievement Plan implemented Integration of local curriculum	✓	✓		
To continue to establish a school culture that will reflect and respect multiculturalism and cultural diversity of our school	SL BOT Director for Culture Culture Bi-Cultural Teachers ALL Staff	Ensure key dimensions of MWPS Pasific Peoples' Achievement Plan are implemented and aligned with Pasific Peoples Plan 2020-2030  Sustain Pasific Peoples Bi-Cultural Class Y5/6	✓	✓	✓	✓
	SLT	PD to develop teachers understanding of Tapasa Document-transfer to planning, teaching and learning activities, engagement with families/students	✓	✓		
	SLT	PLD for all staff in teaching English Language Learners and ESOL programmes	✓	✓	✓	✓
	SLT RTLB LA's	PLD for all learning assistants in supporting ESOL programmes in class and across syndicates	✓	✓	✓	✓

	Lead Teacher for Culture Bernadette Logo Kiwi Can SWIS	Celebrate key events within Pasific Peoples Calendar Pasific Peoples Group Performances Use of school Fale area to engage with aiga Fono coffee mornings Pasific Peoples fono x1 per term	✓	✓	✓	✓
All students are included and supported to access the school curriculum	SLT SENCO All Staff	Robust processes in place for students with additional needs	✓	✓	✓	✓
	SLT,RTL,LA's	PLD for all LA's to support ESOL programmes and students with additional needs	✓	✓	✓	✓

#### Monitoring

- Evidence of Te Reo Māori/Tikanga taught to all classes by Te Reo Māori teacher
- Whānau hui's for Bi-Cultural classes 1x term
- Increasing use of Te Reo Māori in class by all staff
- Teaching practices to reflect the competencies of Tataiako and Tapasa
- High expectations for Kapa Haka and Pasifica performances at school events and in the community
- All students and staff to be able to confidently share their school pepeha, in class, at assemblies, at school events, and to their families/whānau
- Integration of te reo Māori across all aspects of the curriculum eg.DT, Health & PE, Numeracy, Literacy , Arts etc.





Strategic Goal :To raise student achievement by further developing whānau/aiga and community partnerships and engagement	
<b>Annual Goal:</b> To improve student attendance by building relationships with whānau/aiga and community partners	<b>Annual Target</b> By the end of 2021 our students will have 90% attendance at school which will positively impact student achievement

How	Who	What	When			
Ensuring exciting and robust delivery of teaching and learning programmes	SLT All Teachers	-School Curriculum incorporates local curriculum-provides relevant, challenging, engaging and authentic teaching and learning framework -Reflects students voice -Well resourced	T1 ✓	T2 ✓	T3 ✓	T4 ✓
Safe learning environments	SLT All Staff	Learning Environments are: -Inclusive, reflects cultural diversity, zero tolerance for bullying, aesthetically beautiful, well resourced, is of high quality and standards	✓	✓	✓	✓
Parents/whānau feel welcome and included and feel a sense of belonging at school	SLT All Staff SWIS/Mana Health	-Parents/whānau feel welcome and listened to at the front office-non threatening space -School physical environment is reflective of the cultural diversity of the school eg. Fale area, murals, gardens etc. -School consults with parents/whānau regularly re: students/learning	✓	✓	✓	✓
Ongoing workshops in Literacy and Numeracy to assist parents/whānau in supporting their children with learning at home	SLT Curriculum Leaders in Literacy/Maths	-Workshops in maths knowledge and strategy with take home packs -Reading together workshops- evenings and Friday mornings -Writing workshops -Learning Journeys	✓	✓	✓	✓

Provide opportunities to engage with whānau/parents in a relaxed enjoyable setting to discuss key issues	SLT & Admin Manager SWIS ALL Staff	-Whānau Hui 1x term -Pasifica Fono 1x term -Fono Group – coffee and craft mornings 1x term on a Friday - Invitation to school events: sports, athletic days, cultural performances etc.	✓	✓	✓	✓
Provide support through community networks for whānau/families who require additional support to get their child/children to school	SLT Truancy SWIS Mana Health RTLb	-Have an open door policy with SWIS and Mana Health nurse support -Families/whānau are supported through DP/SENCO to engage with outside agencies supporting students with additional needs -Liaise with Truancy services to support student attendance	✓	✓	✓	✓

#### Monitoring

- **Monitor weekly attendance report on Edge (SMS)**
- **Send letters home for students of concern**
- **Engage attendance service especially following a Covid year**
- **Refer to SWIS worker students with unexplained absences**
- **Engage with whānau through whānau hui & Fono and other school events**
- **Workshops for parents/whānau/aiga to support home-school learning**



### Strategic Goal : To raise student achievement by focusing on the Well-Being of staff and Students (Hauora)

#### Annual Goal:

To promote the health and wellbeing of all our students and staff through the introduction of systems to monitor, support and improve their hauora.

#### Annual Target

All children at MWPS feel valued ; that they experience personal development and success  
All staff at MWPS feel appreciated; they experience personal growth and development and monitor workload

What	Who	How				
<b>Students</b> <ul style="list-style-type: none"> <li>Monitor and review children with high health needs and special</li> </ul> Needs including ORS funded	SLT SESCO LSC Teachers LA's Whānau/Parents SWIS Mana Health Nurse Whānau Support Worker Kiwi Can PE Coach	By the end of each term one, SLT and teachers will review <ul style="list-style-type: none"> <li>Register of students- Additional Needs, Pastoral Care, Care and Protection</li> <li>Monitor Students who appear on minutes of staff and syndicate meetings.</li> <li>Record actions for support.</li> <li>Termly report to Board</li> </ul> Students: <ul style="list-style-type: none"> <li>Enjoy a sense of belonging, through cultural identity and inclusion</li> <li>Feel included</li> <li>Feel safe and cared for</li> <li>Establish and maintain positive relationships, respect for each others' needs and show empathy</li> <li>Are physically active and lead a healthy lifestyle</li> <li>Self manage and show efficacy</li> <li>Are resilient and adaptable in new and changing contexts</li> </ul>	T1	T2	T3	T4
<ul style="list-style-type: none"> <li>Explicit teaching of values, KC's cultural values and school expectations</li> </ul> Develop 'Well-Being Plan'			✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Discuss and share knowledge of individual students well-being on a need to know basis</li> </ul>						

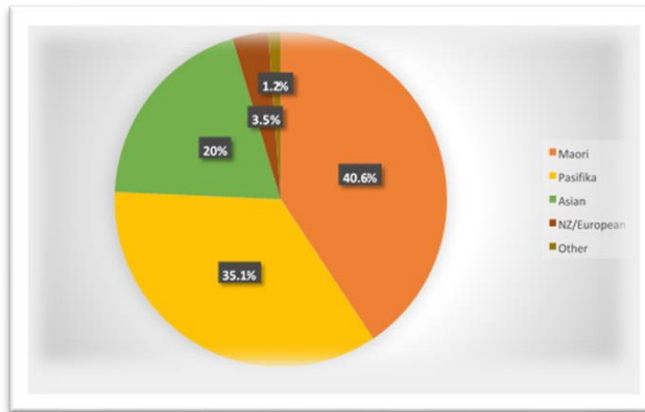
<ul style="list-style-type: none"> <li>Continue development of growth mindset philosophy Eg; class talk about thinking positively, being kind to each other, believing we are great, not listening to negativity</li> <li>Students access health interventions from the Mana Health nurse</li> <li>Physical/sport activities taught regularly by a Specialist PE coach</li> <li>Students actively participate in social skills development through Kiwi Can programme</li> <li>Listen to our students (student voice)</li> <li>Ensure attractive, safe and inspiring physical spaces within the school grounds</li> <li>Equity through breakfast club and lunch in schools programme</li> </ul>		<p>High quality property plan in place -ensure grants/funds are tapped into to build new high quality physical spaces within the school grounds -Work closely with school caretaker and groundsman around maintenance of physical spaces for safety, cleanliness and sustainability</p> <p>Resource breakfast club Robust system and processes that's sustainable</p> <p>Liaise with Lunch Provider Ensure all students are catered for Train Student Health Leaders</p>				
<p><b>Staff</b> End/mid-term staff social Scone /Cheese and crackers Mondays</p> <p>Staff workload monitored. Workload adjusted where necessary.</p> <p>April/ May Flu injection provided for all staff who wish to have it at no cost.</p> <p>EAP Access-Counselling</p> <p>Well- Being Plan</p> <p>CRT scheduled closest to birthday</p>	<p>Staff</p> <p>DP</p> <p>Teachers SLT Admin Staff</p>	<ul style="list-style-type: none"> <li>Fortnightly staff meetings</li> <li>Collaborative programme planning</li> <li>High quality resources</li> <li>Happy staff Term 1 and then termly thereafter</li> <li>High pressure points are monitored/adjusted where necessary</li> <li>Sickness and absences are monitored 2019-2020</li> <li>Access to EAP provided</li> <li>Increasing uptake of staff. Reduced sickness.</li> </ul> <p>Weekly Well-Being reminders-tips and strategies</p> <ul style="list-style-type: none"> <li>Access through DP Pastoral care</li> <li>Option of working from home</li> </ul>	✓	✓	✓	✓

Covid lockdowns	Staff	<ul style="list-style-type: none"> <li>• Rostered on duty</li> <li>• Well Being check in</li> </ul>	
Team building activities	Teachers	<ul style="list-style-type: none"> <li>• Sourced through various team building providers at start of year</li> </ul>	

Monitoring:

- Bi-annual student/staff health and well- being survey
- Analysis/synthesis of survey data
- Collecting student voice
- Parent /Whānau voice
- Monitoring of pastoral care

## Manurewa West Primary School Student Achievement Data Analysis of Variance-2020



### Data Narrative 2020

2020-An interesting time! For an unsettled year, it has been one of our most settled staffing wise. The 2020 staff has remained the same as at the end of 2019, with the exception of 1 new appointment being made in the year 3/4 syndicate at the end of term 2, as one teacher took a step back from fulltime responsibilities to spend more time with her family, and eventually moving north.

Our Te Reo teacher resigned her position due to an increase in family commitments early in the year. Our school Te Reo expert has taken over this area, regularly updating language padlets for class lessons, providing resources, PD to staff, and leading cultural celebration weeks. There are plans in 2021 to continue with a Te Reo focus that is more consistent across the school. 1 teacher in the year 5/6 cohort took personal leave at the end of Term 3, and we were lucky to have our very experienced and reliable reliever step in and take over this class for the remainder of the year.

Across the year, we had the addition of 2 new Learning Assistants employed to temporarily stand in for 2 LA's on leave (Maternity and Sick)-both of which have returned at the start of Term 4. 1 of our employed 2020 Learning Assistants will be staying on for 2021.

2021 staff remains largely unchanged, with 1 existing appointment being made in Term 4 of our acting Assistant Principal becoming permanent within this position. 2 new teachers have been employed, 1 new teacher to the year 5/6 syndicate to fill our current acting principal's teaching role to allow time for school wide literacy acceleration in 2021, and 1 teacher-(Ex Man West returning) to the year 3/4 cohort to replace 1 teacher moving into the year 5/6 cohort.

The Covid 19 virus ripping through the world hit NZ shores in late February, sending the country into a nationwide lockdown on 25 March. Around 30 students returned to school on 29 April under Alert Level 3, with the remainder not returning until the start of Level 2 on 18 May. School was replaced with Home learning during this time, with 547 Individualised home learning hard packs delivered to our student's homes by teachers, and online learning padlets set up and updated by school staff. In total, students and teachers lost 58 ½ days or 5 weeks and 4 days of face-to-face teaching time.



Learning programmes, although restricted in many ways were finally underway again when Auckland was dealt another blow of another lockdown to contain the virus on 12 August. This lasted a further 13 school days with students returning to school on Monday 31 August. During this time, teachers to students' homes delivered another 528 home learning hard packs, while teachers took turns monitoring a small group of students of essential workers at school. Senior teachers attempted to reach and teach their students through the google meet platform with much success. Parents and whānau were given direct access to their children's teachers with e-mails and phone numbers given out. The feedback from this has been outstanding where the community have commented on how supported they felt during this time and the freedom to access teachers for help was most appreciated. We have continued with these platforms being available to our community with much success, and are continuing to develop this area further for 2021 and beyond.

Through the 2020 lockdowns, we lost 84 ½ days or 8 weeks and 2 days in total of face-to-face teaching time. To say this has not had an impact on both students and staff's learning, behaviour and mental well-being would be wrong to do so, in spite of this, our school community-students/whānau and staff have shown resilience and a real sense of manākitanga.

This year has been unprecedented in every shape, way, and form and has highlighted the very real inequity within our community, and the constant struggles our families encounter on a daily basis- and the impact these have on our students. In spite of this, there are many things that as a staff, a school, and a community we should be very proud of:

- Even with the cancellation of many community events planned for this year, there has been positive gains in relationship building with whānau and staff through the personal connections made during lock down. This has been evident with parents openly asking for help or support (in all forms) across the year, in and out of lockdown.
- There was a shift with staff across the school showing a deeper understanding and appreciation for one another, and the idea of 'where all in this together' strengthened, with support for each other being shown in many ways.

- Our students could be forgiven for poor behaviour and a lack of learning after what they have been through; instead, quite the opposite has happened.

Students have returned each time happy, settled and ready to learn! Perhaps this is a result of being taught by their parents for extended periods!

Teachers have worked hard to deliver exciting and engaging programmes full of rich learning experiences with a 'real sense of urgency'!

Unfortunately due to Covid, we were unable to celebrate our 'Arts year' in traditional fashion with an amazing production, but have successfully this term delivered, class visits to the Te Tuhi Art Centre for students to work with a range of mediums in Visual Art. They completed a 10-week Footsteps Dance programme, at performed at our Ngā Toi Arts Afternoon. Our junior students created a photography exhibition and attended live theatre of Greedy Cat on stage and our year 3-6 students attended a life size, glow in the dark puppet show at the Vodafone Events Centre. Alongside this, a visit from Science in a Van to talk Science! In addition, our first year 6 graduation ball, the start of a new tradition at Man West.

2020 was our first official year as part of the Te Kāhui Ako with our in school leaders helping shape Achievement challenge 1 and 2 on STEAM and Culture. Through this, we were gifted a LSC (Learning support co-ordinator) to support our students in school. After much discussion/confusion/clarification around this role and how it will work, we have finally found a system that works for us where student achievement is at the forefront of the role, and is making a difference.

Through the CoL, two attendance officers were employed to service these schools. This system has seen improvements in student attendance and quicker reaction times to repeat offenders and students of concern. This coupled with our school's own initiatives and incentives for good attendance has seen a shift in this area. There does however, continue to be a handful of families unwilling to engage with us as a school and be part of the school community attending school regularly-these families, as always, are ongoing concerns for us. Expectedly, both lockdowns have contributed to attendance issues across terms 2/3 in particular-with students much slower to return after lockdown 2. To date: Student attendance sits at 88.3% across the year. Term 4-91.4%

Acceleration has been a key focus this year, with URF (Urgent Response Fund) application being made and accepted to fund x6 relievers each week for 8 weeks in Term 4, to allow identified teachers in each syndicate to run acceleration programmes in Literacy and Numeracy alongside ALL (Accelerated Literacy learning) to create some fantastic results for our students. Students with additional needs continue to be catered for through RTLB referrals, outside agencies, robust Learning Assistant programmes and high quality Tier 1 class teaching. Learning Assistants have had access to weekly PLD through RTLB through Term 3 and 4 to support class programmes.

BOLD MOVES was the theme for 2020. Teachers and Support staff were asked to come up with their own 'BOLD MOVE' that would have a positive impact on student achievement. Many staff members trialled new approaches and programmes-Some with much success, and will be continued in 2021.

Across syndicate, moderation has been important alongside acceleration. History tells us there is always a discrepancy at transition point data-Year 2-3 and Year 4-5. Teachers coming together to unpack student-learning samples and agree collectively on next steps fosters a collective responsibility and a more consistent system for OTJ's-This has been very successful, and will continue more regularly in 2021.

Writing-continues to be a point of focus, with teachers continuing with PACT PD. Again, due to Covid, many of these PD sessions were cancelled and/or run within limitations limiting their potential impact. 2021 has a proactive action plan in place being led by our Assistant Principal to focus in on Writing and how we can improve student achievement in this area, for all students.

Numeracy- in its third year of PD this year is now becoming 'a way of life' with all classes workshoping across syndicates and no longer 'streaming students'. Teacher's pedagogy in this area has changed as they continue to see real results from this approach to teaching and learning. The 2020 data for Numeracy is pleasing, with the focus in 2021 being on 'sustainability' within this area, while Literacy becomes the core PD focus.

The implementation of the new Digital Technology curriculum has been successful under the guidance of our DT expert employed at the start of 2020.

Students have been exposed to a range of DT skills, such as; Coding, animation, debugging-unplugged and plugged experiences, spheros, and hex bugs. Term 4 saw a photography focus with students learning about a range of functions of a camera and their impact on images. Creating a more integrated approach to Digital technology in 2021 is the next step.

Even though the year has not gone as planned with lots of starts and stops, the student data is positive. It shows a shift in teacher pedagogy that positively supports our students and what an impact good, quality teaching can have towards student achievement.

The foundation is set, for what we hope will be a very productive 2021.

## **Manurewa West Primary School: Report on End of Year Student Achievement Data Analysis 2020**

### **Strategic Goals**

<b>To raise student achievement by developing a future focused and innovative model of teaching and learning</b>	<b>To raise student achievement through an integrated and inclusive approach to teaching and learning enabling every learner to reach/ work towards their full potential</b>	<b>To raise student achievement by embracing and strengthening cultural Identity and multiculturalism</b>	<b>To raise student achievement by further developing whānau and community partnerships and engagement</b>
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**Annual Target** By the end of 2020, 60% of students will be achieving at the target for Reading, Writing, Maths and 25% of students will be achieving above expectation for Reading, Writing and Maths.

<b>Baseline Data –EOY OTJ All Students</b>	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/above</b>
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<b>Reading</b>	<b>18.5%</b>	<b>18.5%</b>	<b>42.4%</b>	<b>20.6%</b>	<b>63%</b>
<b>Writing</b>	<b>14.1%</b>	<b>23.5%</b>	<b>46.0%</b>	<b>16.4%</b>	<b>62.4%</b>
<b>Maths</b>	<b>8.6%</b>	<b>22.0%</b>	<b>49.2%</b>	<b>20.2%</b>	<b>69.4</b>

### Baseline Data: EOY 2019

### Reading:

	Reading: 2016				Reading 2017				Reading 2018				Reading 2019				Reading 2020			
Whole School Data	Well Below	Below	At	Above	Well Below	Below	At	Above	Well below	Below	At	Above	Well Below	Below	At	Above	Well below	Below	At	Above
%	15.1%	24.5%	33.2%	27.2%	11.5%	20.2%	47.8%	20.5%	8.4%	30.9%	41.3%	19.4%	18.5%	18.5%	42.4%	20.6%	13.9%	21.5%	44.1%	20.5%
N.0	66	107	145	118	51	89	212	91	42	154	206	97	96	96	219	107	69	106	219	102
Total N.0				436				443				499				518				496
At/above%				60.4%				68.3%				60.7%				63%				64.6%

EOY: 2019: Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above
1	0	15.9	65.3	18.8	84.1%
2	18.2	18.2	32.5	31.1	63.6%
3	28.7	19.5	42.7	9.1	51.8%
4	23.0	28.8	41.3	6.7	48.0%
5	17.0	14.6	46.4	22.0	68.4%
6	19.1	12.1	31.3	37.3	68.6%

EOY: 2020 Year Level	% Well Below	% Below	% At	% Above	% At/Above
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1	0	6.0	76.4	17.6	94.0%
2	6.6	36.0	16.1	41.3	57.4%
3	34.2	7.9	39.4	18.5	57.9%
4	16.6	29.8	46.5	7.1	53.6%
5	15.0	25.2	44.0	15.8	59.8%
6	9.4	18.9	45.8	25.9	71.7%

	% Well Below	% Below	% At	% Above	% At/Above
<b>Year 1</b>					
Māori	0	10.7	75.0	14.3	89.3%
Pasifika	0	4.3	78.2	17.5	95.7%
Asian	0	0	71.4	28.6	100.0%
<b>Year 2</b>					
Māori	6.9	41.4	20.7	31.0	51.7%
Pasifika	3.7	40.7	18.5	37.0	55.5%
Asian	11.7	17.6	5.8	64.9	70.7%
<b>Year 3</b>					
Māori	34.3	3.1	56.4	6.2	62.6%
Pasifika	29.6	11.1	25.9	33.4	59.3%
Asian	0	46.2	7.6	46.2	53.8%
<b>Year 4</b>					
Māori	12.1	42.4	45.5	0	45.5%
Pasifika	18.5	22.2	44.5	14.8	59.3%
Asian	26.3	15.7	47.3	10.7	58.0%
<b>Year 5</b>					
Māori	4.7	28.5	47.8	19.0	66.8%
Pasifika	24.3	21.9	41.4	12.4	53.8%
Asian	15.0	30.0	35.0	20.0	55.0%
<b>Year 6</b>					
Māori	8.3	25.0	50.0	16.7	66.7%

<b>Pasifika</b>	<b>13.9</b>	<b>20.6</b>	<b>38.0</b>	<b>27.5</b>	<b>65.5%</b>	
<b>Asian</b>	<b>0</b>	<b>6.8</b>	<b>46.6</b>	<b>46.6</b>	<b>93.2%</b>	
						<b>Variance</b>
<b>Māori School Wide:</b>	<b>11.0</b>	<b>25.5</b>	<b>49.0</b>	<b>14.5</b>	<b>63.5%</b>	<b>0%</b>
<b>Pasifika School Wide:</b>	<b>15.7</b>	<b>20.8</b>	<b>40.4</b>	<b>23.1</b>	<b>63.5%</b>	<b>6.8%</b>
<b>Asian School wide:</b>	<b>10.2</b>	<b>19.5</b>	<b>35.7</b>	<b>34.6</b>	<b>70.3%</b>	<b>6.8%</b>

<b>School wide gender</b>	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/Above</b>	<b>Variance</b>
<b>Boys</b>	<b>13.4</b>	<b>24.0</b>	<b>48.0</b>	<b>14.6</b>	<b>62.6%</b>	<b>3.2</b>
<b>Girls</b>	<b>11.8</b>	<b>22.4</b>	<b>51.9</b>	<b>13.9</b>	<b>65.8%</b>	

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>In class, reading programmes integrated across all curriculum areas-Focus on student's interests.</li> <li>Phonics and letter/sound workshops in Years 2-4.</li> <li>Home reading incentives</li> <li>Individualised reading material available to students during both lockdown-tailored to students reading levels.</li> <li>Weekly visit to school library</li> <li>Purchasing of new, high interest library books and readers for students, particular focus on boys.</li> <li>NE parent evenings with focus on literacy at home.</li> <li>Early identification and referrals/ interventions in place for struggling students.</li> <li>LSc (Learning support co-ordinator) acceleration programme for NE students.</li> </ul>	<ul style="list-style-type: none"> <li>Large shifts from our well below students into below across all syndicates and year levels.</li> <li>Year 2 cohort being tracked due to cohort make up. Shifts from Well below-Below and At-Above. Midyear Above 4.1% EOY-41.3%. Midyear Below-57.5% EOY-36.0%</li> <li>Whole school wide less percentage of students sitting at Well Below. 2019 EOY- (96) 2020 EOY (69).</li> <li>Year 4 cohort was sitting at 9.1% at/above Midyear, EOY now-53.6%.</li> <li>Year 3 cohort was 7.8% Midyear at/above now sitting at 57.9% at/above.</li> <li>No variance between Māori and Pasifika-This demonstrates equity between our two largest ethnic groups.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple interventions and acceleration programmes being run. Year 2-Lorraine Morrison intervention. Years 1-6-URF Acceleration programmes. ALL-Year 5/6. RTLB intervention programmes across all syndicates.</li> <li>Year 2 cohort has had 1-1 interventions with students sitting in well below-This has had a direct impact on achievement data.</li> <li>Quality Tier 1 teaching/literacy programmes to extend those year 2 students into 'above'.</li> <li><i>A sense of urgency</i> after returning from lockdown has resulted in more explicit classroom programmes, supporting the 'well-below' shifts across the school.</li> <li>A lack of variance between both Māori and Pasifika students</li> </ul>	<ul style="list-style-type: none"> <li>Continuing with the purchasing of high interest engaging library books and readers.</li> <li>Two new sections in the library to start- More cultural books/Myth and legends form around the world/Bi-lingual. 'Buzz reads' books for students with reading difficulty/dyslexia.</li> <li>School library to open after school again-Allow school community to access books for home easier.</li> <li>Reading incentive programme has to continue across the school/syndicate and in class. Based on buy in for home reading.</li> <li>Term reading together workshops being held.</li> <li>Duffy Books!</li> <li>Acceleration programmes to continue across all syndicates.</li> <li>ALL in 2021</li> </ul>

<ul style="list-style-type: none"> <li>Literacy acceleration programmes by expert teachers across syndicates through URF (Urgent Relief Fund).</li> <li>Literacy intervention programme in Year 1-2 by Lorraine Morrison.</li> <li>New Entrant books on school entry to promote a love of reading at home.</li> <li>Reading together workshops</li> <li>Learning Expo</li> <li>LA programmes. Introduction of Quick 60 ABC in junior school to support phonics and letters and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Slightly higher variance between Māori/Pasifika and Asian, but has decreased since 2019. EOY 2019 variance between them was 19.2. At EOY 2020-Variance is 6.8-Moving closer towards our 4% target</li> <li>Variance between Boys/Girls has evened out. Midyear variance was 17.9%, 2020 EOY is now 3.2-Well within the 4% (acceptable variance between groups).</li> <li>Asian group performing slightly better than Māori and Pasifika-Gap decreasing.</li> </ul>	<p>shows culturally responsive programmes being run with equal opportunities for all students.</p> <ul style="list-style-type: none"> <li>Variance between Māori/Pasifika and our Asian group decreasing is positive. This is largely due to the increase in achievement in both our Māori/Pasifika students. Our Asian students continue to achieve at high levels across syndicates. Whānau attending more opportunities to learn and support students at home.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy moderation across school/syndicate to continue with more robust discussions.</li> <li>Literacy to be taught through mixed ability model-not streaming. Workshopping in Literacy to begin-across syndicates.</li> <li>Community literacy workshops to be run to support whānau reading at home.</li> <li>Integration of Reading/Writing in class programmes.</li> <li>PD and upskill for teachers on a needs basis.</li> <li>Collaborative planning for literacy programmes.</li> </ul>
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## Writing:

	Writing: 2016				Writing 2017				Writing 2018				Writing 2019				Writing 2020			
Whole School Data	Well Below	Below	At	Above	Well below	Below	At	Above	Well below	Below	At	Above	Well below	Below	At	Above	Well Below	Below	At	Above
%	11.2%	31.9%	46.6%	10.3%	7.7%	17.8%	63.4%	11.1%	7.2%	30.3%	48%	14.5%	14.1%	23.5%	46.0%	16.4%	9.4%	28.2%	46.8%	15.6%
N.0	49	139	203	45	34	79	281	49	36	150	240	73	73	122	238	85	47	140	232	77
Total N.0				436				443				499				518				496
% At/Above				56.9%				74.5%				62.5%				62.4%				62.4%

EOY: 2019 Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above
1	0	23.1	50.7	26.2	76.9%
2	3.8	31.1	56.0	9.1	65.1%
3	16.1	24.1	46.1	13.7	59.8%
4	19.2	27.9	36.6	16.3	52.9%



5	14.6	22.0	53.6	9.8	63.4%
6	24.2	14.1	38.5	23.2	61.7%

EOY: 2020 Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above
1	0	5.8	75.0	19.2	94.2%
2	4.0	36.0	36.0	24.0	60.0%
3	9.2	53.9	29.0	7.9	36.9%
4	22.5	29.4	37.6	10.5	48.1%
5	8.6	40.1	41.1	10.2	51.3%
6	14.2	20.0	48.2	17.6	65.8%

	% Well Below	% Below	% At	% Above	% At/Above
<b>Year 1</b>					
Māori	0	3.5	85.7	10.8	96.5%
Pasifika	0	8.6	65.2	26.2	91.4%
Asian	0	0	92.8	7.2	100.0%
<b>Year 2</b>					
Māori	0	51.7	31.0	17.3	48.3%
Pasifika	3.8	40.7	37.0	18.5	55.5%
Asian	0	23.5	23.5	53.0	76.5%
<b>Year 3</b>					
Māori	15.6	50.0	31.2	3.2	34.4%
Pasifika	7.4	59.2	22.2	11.2	33.4%
Asian	7.6	77.2	7.6	7.6	15.2%
<b>Year 4</b>					
Māori	32.3	23.5	41.1	3.1	44.2%
Pasifika	22.2	29.6	29.6	18.6	48.2%
Asian	26.3	26.3	36.8	10.6	47.4%
<b>Year 5</b>					

<b>Māori</b>	<b>4.8</b>	<b>33.3</b>	<b>50.0</b>	<b>11.9</b>	<b>61.9%</b>	
<b>Pasifika</b>	<b>17.0</b>	<b>46.3</b>	<b>29.2</b>	<b>7.5</b>	<b>36.7%</b>	
<b>Asian</b>	<b>0</b>	<b>45.0</b>	<b>40.0</b>	<b>15.0</b>	<b>55.0%</b>	
<b>Year 6</b>						
<b>Māori</b>	<b>13.8</b>	<b>33.3</b>	<b>41.6</b>	<b>11.3</b>	<b>52.9%</b>	
<b>Pasifika</b>	<b>13.7</b>	<b>13.7</b>	<b>51.7</b>	<b>20.9</b>	<b>72.6%</b>	
<b>Asian</b>	<b>13.3</b>	<b>0</b>	<b>53.3</b>	<b>33.4</b>	<b>86.7%</b>	
						<b>Variance</b>
<b>Māori School Wide:</b>	<b>11.4</b>	<b>32.8</b>	<b>46.4</b>	<b>9.4</b>	<b>55.8%</b>	<b>2.2%</b>
<b>Pasifika School Wide:</b>	<b>11.4</b>	<b>35.0</b>	<b>38.1</b>	<b>15.5</b>	<b>53.6%</b>	<b>9.6%</b>
<b>Asian School wide:</b>	<b>8.1</b>	<b>28.7</b>	<b>41.8</b>	<b>21.4</b>	<b>63.2%</b>	<b>7.4%</b>

<b>School wide gender</b>	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/Above</b>	<b>Variance</b>
<b>Boys</b>	<b>11.5</b>	<b>39.4</b>	<b>39.8</b>	<b>9.3</b>	<b>49.1%</b>	<b>18.1</b>
<b>Girls</b>	<b>6.3</b>	<b>26.5</b>	<b>48.3</b>	<b>18.9</b>	<b>67.2%</b>	

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Early identification and referrals/ interventions in place for struggling students.</li> <li>• LSc (Learning support co-ordinator) acceleration programme for NE students.</li> <li>• Literacy acceleration programmes by expert teachers across syndicates through URF (Urgent Relief Fund).</li> <li>• Literacy intervention programme in Year 1-2 by Lorraine Morrison.</li> <li>• ALL-Accelerated learning in Literacy programme being run Year 5/6.</li> <li>• LA programmes across syndicates: Patch play/Early words/ letters and</li> </ul>	<ul style="list-style-type: none"> <li>• Large shift from Well Below to Below-across syndicates. School wide-2019-EOY was 14.1%. 2020-EOY-9.4%</li> <li>• Year 1/2 Bi-Cultural data-Year 2 shows significant shifts from Well Below-at EOY no student sitting in this group any longer. 38.5% sitting above at EOY-2020 compared with 0% at Midyear. This shows extension for those students achieving 'at' Midyear.</li> <li>• Variance between Māori and Pasifika is 2.2%-Well under the 4% target-This shows equity is learning opportunities for both Māori and Pasifika across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• LEGO programme in Years 3/4</li> <li>• Phonics workshops</li> <li>• Multiple interventions and acceleration programmes being run. Year 2-Lorraine Morrison intervention. Years 1-6-URF Acceleration programmes. ALL-Year 5/6. RTLb intervention programmes across all syndicates.</li> <li>• Year 2 cohort has had 1-1 interventions with students sitting in well below-This has had a direct impact on achievement data.</li> <li>• Culturally responsive programmes attaining to students interests-Use of local</li> </ul>	<ul style="list-style-type: none"> <li>• 2021 PLD focus is Literacy-Spotlight on Writing.</li> <li>• Development and monitoring of consistent writing programmes across the school under the guidance of the AP.</li> <li>• PACT PLD to continue across term 1, 2021.</li> <li>• Mixed Ability and Workshopping structure to be implemented across Literacy-No more 'streaming' of students.</li> <li>• Purposeful resourcing of high interest material to engage reluctant writer and boys.</li> <li>• LEGO Writing programme to continue in Years 3/4 in 2021.</li> </ul>

<p>sounds/ PWIC-BOLD MOVE by 1x LA in year 3/4 cohort</p> <ul style="list-style-type: none"> <li>Quick 60 ABC in years 1/2</li> <li>Learning through play programme in Years 1/2</li> <li>LEGO Writing programme in Years 3/4 cohort</li> <li>PACT PD-Across school-All teaching staff involved-Focus on Writing.</li> <li>Across school and syndicate moderation of Writing OTJ's.</li> <li>Mentoring and guidance of teachers across school</li> <li>Co-teaching/observation opportunities for teachers on a needs basis.</li> <li>Writing Week</li> <li>Learning Expo-Games for parents to play at home with whānau-Promote writing at home.</li> </ul>	<ul style="list-style-type: none"> <li>The variance between Māori and Pasifika and that of Asian is still high at 7.4% to Māori and 9.6% to Pasifika.</li> <li>The data shows a large discrepancy between Boys and Girls achieving in Writing-The variance being 18.1%</li> <li>There is a shift in Well Below with Boys from Midyear-28.9% to 11.5% at EOY</li> <li>Asian students are achieving significantly higher in this area.</li> <li>Year 6 cohort shift from 'Below' to 'at' or 'above'. Midyear-'Below' was 46.9% EOY-20.0%.</li> <li>Year 5 Midyear was 63.9% 'Below' to 40.1%-EOY</li> </ul>	<p>curriculum to engage and motivate students to write about areas of interest.</p> <ul style="list-style-type: none"> <li>Boys continue to be an area of focus. Not all classes providing opportunities for boys to 'free write' in different forms/genres-Focus point for 2021-Teacher PD in this area.</li> <li>School wide moderation opportunities and robust discussions around OTJ's-Instructional level VS Achieved level.</li> <li>ALL programme being run in Year 5/6 has had direct impact on senior achievement data-proves explicit teaching is vital to writing achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of phonics workshopping across Years 1-4 to set foundation.</li> <li>Moderation of Writing samples and OTJ's-Use of PACT to support this.</li> <li>Observations/ Co-Teaching/ Modelling-Support and guidance for teachers across the school in Writing.-Led by Assistant Principal</li> <li>2021 will be the start of a science-based curriculum. This is an excellent way to engage students (reluctant writers and Boys) and create exciting contexts for students to write about.</li> <li>ESOL/ELL PLD-Staff-Use of LA programmes-'Talk to learn' to support this in years 1-6</li> </ul>
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## Maths:

	Maths: 2016				Maths 2017				Maths 2018				Maths 2019				Maths 2020			
Whole School Data	Well Below	Below	At	Above	Well Below	Below	At	Above	Well below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
%	9.8%	27.3%	51.4%	11.5%	5.4%	21.3%	55.9%	17.4%	4.5%	31.1%	46%	18.4%	8.6%	22.0%	49.2%	20.2%	4.7%	15.5%	53.4%	26.4%
N.0	43	119	224	50	24	94	248	77	21	150	229	89	45	114	255	104	23	77	265	131
Total N.0				436				443				499				518				496
At/above%				63.9%				73.3%				64.4%				69.4				79.8%

EOY: 2019 Overall Year Level	% Well Below	% Below	% At	% Above	% At/Above
1	0.0	13.1	76.8	10.1	86.9%
2	1.2	25.9	53.4	19.5	72.9%
3	9.1	32.1	48.5	10.3	58.8%
4	16.3	29.8	43.4	10.5	53.9%

5	7.3	14.6	48.8	29.3	78.1%
6	14.1	18.1	28.5	39.3	67.8%

<b>EOY: 2020 Overall Year Level</b>	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/Above</b>
<b>1</b>	<b>0</b>	<b>2.9</b>	<b>79.5</b>	<b>17.6</b>	<b>97.1%</b>
<b>2</b>	<b>0</b>	<b>19.3</b>	<b>55.3</b>	<b>25.4</b>	<b>80.7%</b>
<b>3</b>	<b>6.6</b>	<b>26.3</b>	<b>40.8</b>	<b>26.3</b>	<b>67.1%</b>
<b>4</b>	<b>8.2</b>	<b>23.6</b>	<b>38.9</b>	<b>29.3</b>	<b>68.2%</b>
<b>5</b>	<b>5.6</b>	<b>15.7</b>	<b>55.3</b>	<b>23.4</b>	<b>78.7%</b>
<b>6</b>	<b>7.0</b>	<b>13.3</b>	<b>45.5</b>	<b>34.2</b>	<b>79.7%</b>

	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/Above</b>
<b>Year 1</b>					
<b>Māori</b>	<b>0</b>	<b>3.6</b>	<b>85.7</b>	<b>10.7</b>	<b>96.4%</b>
<b>Pasifika</b>	<b>0</b>	<b>4.4</b>	<b>73.9</b>	<b>21.7</b>	<b>95.6%</b>
<b>Asian</b>	<b>0</b>	<b>0</b>	<b>71.4</b>	<b>28.6</b>	<b>100.0%</b>
<b>Year 2</b>					
<b>Māori</b>	<b>0</b>	<b>34.4</b>	<b>41.3</b>	<b>24.1</b>	<b>65.4%</b>
<b>Pasifika</b>	<b>0</b>	<b>33.3</b>	<b>59.2</b>	<b>7.5</b>	<b>66.7%</b>
<b>Asian</b>	<b>0</b>	<b>11.8</b>	<b>29.4</b>	<b>58.8</b>	<b>88.2%</b>
<b>Year 3</b>					
<b>Māori</b>	<b>6.4</b>	<b>15.6</b>	<b>56.2</b>	<b>21.8</b>	<b>78.0%</b>
<b>Pasifika</b>	<b>3.8</b>	<b>25.9</b>	<b>33.3</b>	<b>37.0</b>	<b>70.3%</b>
<b>Asian</b>	<b>7.9</b>	<b>30.7</b>	<b>46.1</b>	<b>15.3</b>	<b>61.4%</b>
<b>Year 4</b>					
<b>Māori</b>	<b>6.0</b>	<b>23.5</b>	<b>50.0</b>	<b>20.5</b>	<b>70.5%</b>
<b>Pasifika</b>	<b>11.2</b>	<b>14.8</b>	<b>44.4</b>	<b>29.6</b>	<b>74.0%</b>
<b>Asian</b>	<b>10.7</b>	<b>42.6</b>	<b>25.7</b>	<b>21.0</b>	<b>46.7%</b>
<b>Year 5</b>					

<b>Māori</b>	<b>16.7</b>	<b>23.8</b>	<b>37.6</b>	<b>21.9</b>	<b>69.5%</b>	
<b>Pasifika</b>	<b>19.7</b>	<b>24.3</b>	<b>31.4</b>	<b>24.6</b>	<b>66.0%</b>	
<b>Asian</b>	<b>30.0</b>	<b>30.0</b>	<b>25.0</b>	<b>15.0</b>	<b>40.0%</b>	
<b>Year 6</b>						
<b>Māori</b>	<b>5.7</b>	<b>13.8</b>	<b>44.4</b>	<b>36.1</b>	<b>80.5%</b>	
<b>Pasifika</b>	<b>10.3</b>	<b>7.0</b>	<b>51.7</b>	<b>31.0</b>	<b>82.7%</b>	
<b>Asian</b>	<b>0</b>	<b>0</b>	<b>60.0</b>	<b>40.0</b>	<b>100.0%</b>	
						<b>Variance</b>
<b>Māori School Wide:</b>	<b>6.4</b>	<b>17.8</b>	<b>57.2</b>	<b>18.6</b>	<b>75.8%</b>	<b>3.8%</b>
<b>Pasifika School Wide:</b>	<b>5.1</b>	<b>11.5</b>	<b>53.3</b>	<b>17.7</b>	<b>71.0%</b>	<b>1.9%</b>
<b>Asian School wide:</b>	<b>7.1</b>	<b>13.4</b>	<b>45.7</b>	<b>23.4</b>	<b>69.1%</b>	<b>6.7%</b>

<b>School wide gender</b>	<b>% Well Below</b>	<b>% Below</b>	<b>% At</b>	<b>% Above</b>	<b>% At/Above</b>	<b>Variance</b>
<b>Boys</b>	<b>8.0</b>	<b>17.5</b>	<b>54.6</b>	<b>19.9</b>	<b>74.5%</b>	<b>0.7</b>
<b>Girls</b>	<b>8.8</b>	<b>16.0</b>	<b>53.0</b>	<b>22.2</b>	<b>75.2%</b>	

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Completion of 3<sup>rd</sup> year of Maths as the school wide PLD focus. Focus on implementation of pedagogy.</li> <li>Observations/ Co-teaching/ Modelling-Feedback/feedforward + support and guidance of all teachers across school to develop robust maths programmes in line with new pedagogy-Led by Deputy Principal</li> <li>Staff Meeting PLD-Run by Deputy Principal.</li> <li>Workshopping X2 days each week across all syndicates. Senior school using student agency within this.</li> <li>Mixed ability and problem solving approach embedded into Maths programmes school wide.</li> </ul>	<ul style="list-style-type: none"> <li>Only 23 students across school sitting in 'Well below'-These students can be identified-Are on learning interventions/referrals.</li> <li>79.8% achieving at or above in Mathematics!</li> <li>Annual target: 'Above'-Exceeded with 26.4% and 'Above' target short by 6.6% of reaching 60% target</li> <li>All syndicates have had shift from 'Well below' to 'Below'</li> <li>2018-1<sup>st</sup> year of pedagogy shift-These students are current year 6's leaving. At EOY-2018 (Year 4 cohort) only 39% of students were achieving at/above. EOY-2020- 77.7% achieving at/above.</li> </ul>	<ul style="list-style-type: none"> <li>Embedded pedagogy shift where students are the teachers learning from each other. Teacher takes on more of a facilitator role. Through mixed ability, students are exposed to vocabulary and thinking different to their own. A problem solving approach puts mathematics in context-Students can see the connection to math in everyday life.</li> <li>Year 5/6 extension programme has been successful-Purpose was to challenge thinking at a deeper level a component on NZC Level 4 mathematics. All 15 students in pilot group are achieving within Level 4 of the</li> </ul>	<ul style="list-style-type: none"> <li>4<sup>th</sup> year of implementation-Focus on 'Sustainability'-How do we maintain the progress made and make it a 'shared responsibility'? Formation of maths curriculum team-Identified teachers across syndicates with a passion and/strength within maths to oversee maths planning and teaching at team level.</li> <li>Maths extension programme rolled out across Years 3-6. LA's to be trained in Term 1 2021. Students sitting 'at' to be identified for programme. Tracking of this data will be monitored throughout the year.</li> <li>Acceleration programmes to continue across syndicates.</li> </ul>

<ul style="list-style-type: none"> <li>• Early identification and referrals/ interventions in place for struggling students.</li> <li>• Numeracy acceleration programmes by expert teachers across syndicates through URF (Urgent Relief Fund).</li> <li>• Collaborative Maths planning</li> <li>• School wide OTJ Moderation- Discussions around Instructional VS achieved</li> <li>• Strategic resourcing of maths equipment across each syndicate to support programmes</li> <li>• LA's piloting Deputy principals' extension Maths programme in Year 5/6</li> <li>• Maths Week</li> <li>• Learning Expo-Maths at home!</li> </ul>	<ul style="list-style-type: none"> <li>• All year levels except year 3 cohort-Variance between Maori and Pasifika is less than the 4% target-Equitable outcomes.</li> <li>• Maori students are achieving the best in Mathematics across the school.- 78.5% achieving at/above.</li> <li>• Variance between Māori and Pasifika is less than 4% (3.8%).</li> <li>• Variance between Asian students and Maori is 6.7%-Slightly higher than Midyear of 5.7%. Lower than EOY 2019-variance was 16% compared to that now of 6.7%. All Asian students in Year 6 achieving 'at'/'above' in Mathematics.</li> <li>• Variance between Boys and Girls is 0.7%-Showing programmes are inclusive and equitable for both.</li> </ul>	<p>NZC at conclusion of programme.</p> <ul style="list-style-type: none"> <li>• Intervention and acceleration programmes for identified students. In Years 1-6 through the URF funding.</li> <li>• Variance between Māori and Pasifika demonstrates that this approach to Mathematics is having a positive impact on student achievement-Students are more confident and prepared to give things a go-regardless of the risk involved! A community of learners created. Less focus on the answer-more on the process-relieves pressure.</li> <li>• Mixed ability takes away the stigma of being 'good or bad' at maths.</li> <li>• Community attending Maths workshops/asking questions/help</li> </ul>	<ul style="list-style-type: none"> <li>• ALiM</li> <li>• Re-write of diagnostic test- (GLOSS)- Include a cultural context.</li> <li>• Continuation of problem solving approach towards Mathematics and workshopping.</li> <li>• Student agency to become a focus across the school-Students to use goal books as guide for what they need to learn-choose workshops to attend to reach goals.</li> <li>• Strand to be more integrated into Number. PLD on how to do this at staff meetings-Led by Deputy Principal.</li> <li>• Moderation of OTJ's to continue across syndicates and whole school.</li> <li>• Continue to resource strategically to support Maths programmes across the school.</li> </ul>
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