

[illegible]

Our Tamariki Motuhake Wall in our school's administration area

<p>ANNUAL PLAN:</p> <p>GOAL 1 Deliver equitable learning outcomes for all students at Te Kauwhata Primary School</p>	<p>NELPS included in this initiative:</p> <p>NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy</p> <p>NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning</p> <p>NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<p><i>Kaahui Ako ~ Too Taatou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta</i></p>	
<p>Curriculum and Achievement Plan Our Curriculum and Achievement Plan explains the expectations we have of students at each year level at TKP. This document is used by teachers to formulate OTJ's twice a year in reading, writing, maths and Te Reo Maaori.</p>	

Te Kauwhata Primary School ~ Curriculum Achievement Plan

	First Year at School			Second Year at School			Third Year at School		Year 4	Year 5		Year 6	Year 7		Year 8
Reading															
	After 1 month at school	After 6 months at school	After 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1			Within Level 1		At Level 1	Early Level 2	Within Level 2	At Level 2	Early Level 3	Within Level 3	At Level 3	Early Level 4	Within Level 4	At Level 4
Expectation/s against time at school	Red (Level 3)	Yellow (Level 6-8)	Blue (Level 9 - 11)	Green (Level 12-14)	Orange (Level 15-16)	Turquoise (L 17-18)	Purple (Level 19-20)	Gold (Level 21-22)	(Level 23-25)Age 8.5 - 9.5	Age 9.5-10.5 (Level 26-27)	Age 10 - 11 (Level 27 - 28)	Age 10.5-11.5 (Level 28-30)	Age 11.5-12.5	Age 11 - 12	Age 12.5 - 13.5
National Signposts	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes) 6 Year Survey - C.A.P, Word Reading, BURT	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)
TKP Signposts	5.1 Survey TKP Reading Progs (Portfolios)	Running Records 5.6 Survey TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios) 6 Year Survey- C.A.P. >18 Word Rdg: >14 BURT: >20	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios) New Reading Progressions L15- L22 - Updated T1 2020	Running Records TKP Reading Progs (Portfolios) STAR - Scale score - 53.8	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTile - 1301 - 1346 - 2P 1347 - 1372 - 2A STAR - Scale Score - 81.4	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTile 1390 - 3B	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTile - 1401 - 1416 - 3P STAR - Scale Score - 97.6	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTile - 14017- 1424- 3P 1425 - 1430 - 3A STAR - Scale Score 109.0	Running Records / Probe TKP Reading Progs (Portfolios) 1446 - 1469 - 4B	Running Records / Probe TKP Reading Progs (Portfolios) 1470 - 1501 - 4P STAR - Scale Score - 117.9	Running Records / Probe TKP Reading Progs (Portfolios) 1502 - 1555 - 4A STAR - Scale Score - 125.2

Writing

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3		At Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Beginning School	Beginning School	Within Level 1	Within Level 1	Working at Level 1	Within Level 2	Within Level 2	Working at Level 2	Within Level 3	Within Level 3	Working at Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) 6 Year Survey - Writing Vocab. >40 Dictation >33 Letter ID > 52 e-asTTile Scale Score 745 - 1202 Level 1B	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1234 - 1292 Level 1P e-asTTile Scale Score 1320 - 1346 Level 1A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1371 - 1395 - Level 2B e-asTTile Scale Score 1418 - 1440 Level 2P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1461 - 1461 Level 2P e-asTTile Scale Score 1462 - 1483 Level 2A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1502 - 1521 Level 3B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1522 - 1540 Level 3P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1541 - 1557 - Level 3P 1558 - 1576 Level 3A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1594-1612 Level 4B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1629-1647 Level 4P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTile Scale Score 1665-1682 Level 4A	
TKP Signposts	5.1 Survey TKP Writing Progs. Punctuation Ladder Word Power Yolanda Soryt: Stage 1	5.6 Survey TKP Writing Progs. Punctuation Ladder Word Power Yolanda Soryt: Stage 2/3	TKP Writing Progs. Punctuation Ladder - Step 1 Word Power Yolanda Soryt: Stage 4	TKP Writing Progs. Punctuation Ladder Word Power / Schonell Yolanda Soryt: Stage 5	TKP Writing Progs. Punctuation Ladder Step 2 Word Power / Schonell Yolanda Soryt: Stage 6	TKP Writing Progs. Punctuation Ladder Schonell Switched onto Spelling Yolanda Soryt: Stage 7	TKP Writing Progs. Punctuation Ladder - Step 3 Schonell Switched onto Spelling Yolanda Soryt: Stage 7	TKP Writing Progs. Punctuation Ladder - Step 4 Schonell Switched onto Spelling	TKP Writing Progs. Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs. Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs. Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs. Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	TKP Writing Progs. Punctuation Ladder - Step 5 Schonell Switched onto Spelling under Scrutiny	

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Pre / Early Level 1	Early Level 1	Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3	Within Level 3	At Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum Numeracy Framework Stage 0-1	NZ Curriculum Numeracy Framework Stage 1-2	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 4	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Working at Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 6	NZ Curriculum Numeracy Framework Working Within Stage 6	NZ Curriculum Numeracy Framework At Stage 6	NZ Curriculum Numeracy Framework Beg. Stage 7	NZ Curriculum Numeracy Framework At Stage 7 early Stage 8	NZ Curriculum Numeracy Framework At Stage 8

TKP Signposts	5.1 Survey Diagnostic Interview TKP Maths Progressions	5.6 Survey Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs
Diagnostic Interview Please remember to use the progressions. This is a guide only. Children MUST be working within the area to be deemed to be AT that level	Diagnostic Interview If a child is working between Question 1 and Question 8, they are working in Early Level 1		Diagnostic Interview If a child is working between Question 9 and Question 15, they are working Within Level 1		Diagnostic Interview If a child is working between Question 16 and Question 18, they are working At Level 1	Diagnostic Interview If a child is working between Question 19 and Question 26, they are Within Level 2 **Please note, there is no Early Level 2		Diagnostic Interview If a child is working between Question 27 and Question 29, they are At Level 2	Diagnostic Interview If a child is working between Question 30 and Question 37, they are Within Level 3 **Please note, there is no Early Level 3		Diagnostic Interview If a child is working between Question 38 and Question 40, they are At Level 3	Diagnostic Interview If a child is working between Question 41 and Question 56, they are Within Level 4 **Please note, there is no Early Level 4		Diagnostic Interview If a child is working between Question 57 and Question 60, they are At Level 4

Te Reo Māori														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 2	Taumata 2	Taumata 2	Taumata 3	Taumata 3	Taumata 3
TKP Signposts	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3
Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress (OTJ's - Learner Goals)													
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs (Refer to Support Matrix @TKP)													
	School wide interventions - HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka), Talk to Learn, STEPS, Targeted Literacy (one to one support from a LA or Tamariki Motuhake intervention) and Maths support (Tamariki Motuhake intervention), Early Words, Dyslexia intervention?													
Tier 3	Long Term Supplementary Learning support - Support sought by the school where a referral is written to access specialist support agencies (Refer to Support Matrix @TKP)													
	ORS (Ongoing Resource Scheme) RTLB (Resource Teacher for Learning and Behaviour), RTLI (Resource Teacher of Literacy), SLT (Speech Language Therapist), OT (Occupational Therapist), I.R.F (Interim Response Fund), RTV (Resource Teacher Visual), RTD (Resource Teachers of the Deaf), SEA (Special Education Advisor), BLENNZ (Blind and low vision education New Zealand)													

Summary of Students Learning - 2022

Student Learning	Reading				Writing				Maths				Te Reo Maaori			
<p>2020 - results based on our 'TKP Curriculum and Achievement Plan' - this is the third year of our staff using this document to create their OTJ's</p> <p>2021 - results based on our 'TKP Curriculum and Achievement Plan</p> <p><i>Note - due to COVID-19 impacting our end of year testing, the OTJs for 2021 are based on a judgement only and are not based on any end of year assessments.</i></p> <p>2022 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessments (in Reading, Writing and Maths only)</p>	At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%			
		2020	2021	2022		2020	2021	2022		2020	2021	2022		2022	2023	2024
	All	180 / 260 69%	174 / 298 58%	210 / 294 71.5%	All	161 / 271 60%	116 / 298 39%	176 / 294 59.8%	All	153 / 275 55%	146 / 298 49%	187 / 294 63.6%	All	140 / 294 47.6%	??	??
	Boys	85 / 126 67%	78 / 144 55%	94 / 143 65.8%	Boys	73 / 130 56%	50 / 144 35%	70 / 143 48.9%	Boys	84 / 132 63%	74 / 144 52%	97 / 143 67.9%	Boys	63 / 143 44%	??	??
	Girls	95 / 134 71%	96 / 154 62%	116 / 151 76.9%	Girls	88 / 141 62%	66 / 154 43%	106 / 151 70.2%	Girls	69 / 143 48%	72 / 154 47%	90 / 151 59.6%	Girls	77 / 151 51%	??	??
	NZE	114 / 152 75%	104 / 157 66%	93 / 113 82.3%	NZE	110 / 161 69%	75 / 157 48%	80 / 113 70.8%	NZE	102/163 62%	91 / 157 57%	84 / 113 73.6%	NZE	49 / 113 43.4%	??	??
	NZM	47 / 80 59%	49 / 109 45%	84 / 136 61.7%	NZM	33 / 79 42%	31 / 109 29%	71 / 136 52.2%	NZM	36/82 43%	41 / 109 37%	75 / 136 55.1%	NZM	72/136 52.9%	??	??
	Pas.	5 / 10 50%	8 / 11 73%	18 / 23 78.2%	Pas.	7/10 70%	4 / 11 36%	15/23 65.2%	Pas.	6/10 60%	5 / 11 45%	15/23 65.2%	Pas.	10/23 43.5%	??	??
													#Note: this is the first year we are formally collating			

				data for Te Reo Maaori		
Te Reo Maaori at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%						
	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	4/38 55.3%	26/48 54.2%	22/44 50%	34/52 65.4%	15/41 36.6%	14/47 29.7%
All boys	3/21 14.3%	11/21 52.4%	9/24 37.5%	15/24 62.5%	7/23 30.4%	7/19 36.8%
All girls	1/17 5.9%	15/27 55.6%	13/20 65%	19/28 67.8%	8/18 44.4%	7/28 25%
NZM boys	2/13 15.4%	5/11 45.4%	4/12 33.3%	6/12 50%	7/12 58.3%	6/10 60%
NZM girls	0 /3 0%	8/14 57.1%	8/9 88.8%	7/11 63.6%	4/6 66.7%	7/16 43.75%
NZE boys	1 /5 20%	4 / 7 57.1%	4/9 44.4%	8/11 72.7%	0/8 0%	0/6 0%
NZE girls	1/8 12.5%	6/11 54.4%	4/8 50%	7/12 58.3%	3/8 37.5%	0/9 0%
#Note - this table does not include our Year 0 students as they haven't completed one full year at school.						

Reading at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	17/38 44.7%	36/48 75%	34/44 77.2%	36/52 69.2%	29/41 70.7%	34/47 78.7%
All boys	7/21 33%	16/21 76%	17/24 70.8%	15/24 62.5%	16/23 69.5%	12/19 63.1%
All girls	10/17 58.8%	20/27 74%	17/20 85%	21/28 75%	13/18 72.2%	22/28 78.5%
NZM boys	3/13 23%	6/11 54.5%	6/12 50%	6/12 50%	7/12 58.3%	5/10 50%
NZM girls	1 /3 33%	10/14 71.5%	7/9 77.7%	8/11 72.7%	5/6 83.3%	13/16 81.2%
NZE boys	3 /5 60%	7/7 100%	8/9 88%	8/11 72.7%	7 /8 87.5%	4/6 66.7%
NZE girls	7/8 87.5%	8/11 72.7%	8/8 100%	9/12 75%	6/8 75%	7/9 77.7%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Writing at or above expectation - %age (number of students) - Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	12/38 31.5%	33/48 68.7%	27/44 61.3%	31/52 59.6%	23/41 56.1%	26/47 55.5%
All boys	4/21 19%	13/21 61.9%	12/24 50%	12/24 50%	9/23 39.1%	9/19 47.4%
All girls	8/17 47%	20/27 74%	15/20 75%	19/28 67.8%	14/18 77.7%	17/28 60.7%
NZM boys	3/13 23%	5/11 45.5%	4/12 33.3%	4/12 33%	2/12 16.7%	5/10 50%
NZM girls	0 /3 0%	10/14 71.4%	7/9 77.7%	8/11 72.7%	5/6 83.3%	11/16 68.75%
NZE boys	1 /5 20%	6 / 7 85.7%	7/9 77.7%	7/11 63.6%	6 /8 75%	2/6 33.3%
NZE girls	6/8 75%	8/11 72.7%	6/8 75%	8/12 66.7%	6/8 75%	6/9 66.7%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Maths at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	21/38 55.3%	26/48 54.2%	33/44 75%	24/52 46.2%	27/41 65.8%	32/47 68.1%
All boys	9/21 42.9%	15/21 71.4%	19/24 79.2%	12/24 50%	15/23 65.2%	16/19 84.2%
All girls	12/17 70.6%	11/27 40.7%	14/20 70%	12/28 42.8%	12/18 66.7%	16/28 57.1%
NZM boys	4/13 30.7%	6/11 54.5%	7/12 58.3%	4/12 33%	7/12 58.3%	8/10 80%
NZM girls	1 /3 33%	5/14 35.7%	7/9 77.7%	6/11 54.5%	5/6 83.3%	8/16 50%
NZE boys	4 /5 80%	6 / 7 85.7%	9/9 100%	8/11 72.7%	6 /8 75%	5/6 83.3%
NZE girls	7/8 87.5%	5/11 45.4%	6/8 75%	5/12 41.7%	6/8 75%	6/9 66.7%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results in 2022 are a great improvement on 2021 -

- 12.5% increase in children achieving at the expected curriculum level in Reading
- 20.8% increase in children achieving at the expected curriculum level in Writing
- 14.6% increase in children achieving at the expected curriculum level in Maths

While we have made some headway in delivering equitable learning outcomes for students we still have a long way to go to delivering equitable outcomes for all the different groups within our school!

From the analysis of variance we have seen that our Maaori students are continuing to underachieve against non-Maaori in Reading, Writing

and Maths. The disparity between Maaori and NZE has decreased in Reading from 21% in 2021 to 20.6% in 2022, decreased in Writing by 0.4% (19% in 2021 to 18.6% in 2022) and decreased in Maths (19% in 2021 to 18.5% in 2022). In Te Reo Maaori our Maaori students are outperforming our NZ European students by 9.5%. (52.9% to 43.4%). While we have seen a small shift in the disparity between Maaori and NZE there is a lot of work to be done. A part of this mahi will be to continue to use the Rongohia te Hau culturally responsive observational tool to observe staff in 2023 as a part of their appraisal. We will also continue with our school-wide focus on writing as this area that we have discussed with ERO as our biggest challenge in the next couple of years.

In 2022, we opened our third bilingual class to cater for our Year 1 - 2 students. By doing this we have created an environment where our Maaori tauira will have opportunities to strengthen their cultural identity and gain confidence in their own abilities. The kaiako and the children of Ngaa Maramara o Ngaa Muka are supporting our kura in developing its cultural identity which is important as we try to lift the achievement of all our learners by being a culturally responsive environment.

Also from the analysis of variance it has been identified that the disparity between boys and girls has increased by 4.1% in Reading with more girls working 'At and Above' the curriculum expectation than boys. In Writing the gender gap has increased from 8% in 2021 to 21.3% in 2022, with more girls working 'At and Above' the expected curriculum level. In Maths the boys are ahead of the girls by 8.3%, with more boys working at the expected curriculum level than girls. In Te Reo Maaori the disparity is 7% as our girls are outperforming our boys.

Next Steps:

While we have seen a positive increase in different Year groups working above the 60% threshold of students being 'At and Above' we understand that there is still a lot to be done to see all our children have accelerated progress in Reading, Writing, Maths and Te Reo Maaori. Therefore we will continue with our 'Assessment for Learning' PLD journey in 2023 that will support our teachers to develop their curriculum knowledge and pedagogical content knowledge in reading, writing and maths. As part of our ongoing journey of improvement, we are also working with ERO on an evaluation for school improvement which is focused on lifting the achievement of our students in writing. We will also implement the Better Start Literacy Programme in 2023 and also start our work with Mark Osborne as we look to develop Modern Learning Pedagogy across the school before we move to our new school site in 2025!

Kaahui Ako ~ Tō Tātou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta

2022 - Tamariki Motuhake Learning Improvement Plan

Domains	Strategic Goal	Target	Short Report			
Students' Learning - Literacy and Maths Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - Improve progress and achievement in literacy for all students in our Kaahui Ako (Year 1 - 6)	Annual Goal: Year 1 - 3 Team challenge Improve progress in writing for all Year 1 - 3 learners who are working below the expected curriculum level Continue to accelerate and raise the student achievement of at-risk learners across the Year 1 - 3 cohort in writing Key - Red - Not Achieved Blue Achieved	Aim - To accelerate the achievement of the 53 students in Years 1 - 3 who are currently below the curriculum expectation in their writing. Achieved - 30 students out of 45 have met the curriculum expectation for Year 1 - 3 students in writing (66%) Goal: To accelerate at least 50% of this group so they will achieve curriculum expectation in writing (27 students). Achieved - 30 students out of 45 have met the curriculum expectation for Year 1 - 3 students in writing (66%) Goal: To accelerate the learning of 16 boys (51%) so they will be achieving at the correct curriculum level in writing by the end of 2022. Achieved - 14 boys out of 25 have met the curriculum	Year 1 - 3 Writing Challenge			
				2021	T2 2022	EOY - 2022
			All	53 / 53 100% Below	11 / 51 22% Below 40/51 78% At and Above	15/45 33% Below 30/45 67% At and Above
			Boys	31/31 100% Below	8 / 29 28% Below 21/29 72% At and Above	11 /25 44% Below 14/25 56% At and Above
			Girls	22/ 22 100% Below	3 / 22 14% Below 19/22 86% At and Above	4 /20 girls 20% Below 16/20 80% At and Above
			NZE	36/ 36 students 100% Below	6 /35 17% Below 29/35 82% At and Above	6 / 31 19% Below 25/31 81% At and Above
			NZM	13 /13 100% Below	4 / 12 33% Below 8/12 67% At and Above	8/12 67% Below 4/16 33% At and Above
			Other	4 /4 100% Below	1 /4 students 25% Below 3/4 75% At and Above	1/ 2 50% Below 1/2 50% At and Above

		<p>expectation for Year 1 - 3 students in writing (56%)</p> <p>Goal: To accelerate the learning of 7 Maaori students (53%) so they will be achieving at the correct curriculum level in writing by the end of 2022</p> <p>Not achieved - 4 out of 12 Maaori students are now at the curriculum expectation in Writing (33%).</p>	<p>Mid-Year Progress towards Year 1 - 3 Writing challenge:</p> <ul style="list-style-type: none"> There has been a shift of 72% of children working Below the curriculum expectation to being on track to achieve the curriculum expectation for a Year 1 - 3 student in writing. <ul style="list-style-type: none"> 40 learners are on track to achieve the expected curriculum outcome <ul style="list-style-type: none"> 21 boys 19 girls 8 identify as Maaori 3 students of different ethnic backgrounds 29 identify as NZ European <p>The identified Maaori students in the target group have shown effective acceleration (66%) as well as those with different / other ethnicities (75%).</p> <p>End of Year Summary - Year 1 - 3 Writing challenge:</p> <ul style="list-style-type: none"> There has been a shift of 67% of children working Below the curriculum expectation to meeting the curriculum expectation for a Year 1 - 3 student in writing. <ul style="list-style-type: none"> 30 learners have met the expected curriculum outcome <ul style="list-style-type: none"> 14 boys 16 girls 4 identify as Maaori 1 student of different ethnic backgrounds 25 identify as NZ European 												
	<p>Annual Goal: Year 4 - 6 Team challenge</p> <p>Improve progress in writing for all Year 4 - 6 learners who are working below the expected curriculum level</p> <p>Continue to accelerate and raise the student achievement of at-risk</p>	<p>Aim - To accelerate the achievement of the 45 students in Years 4 - 6 who are currently below the curriculum expectation in their writing.</p> <p>Not achieved - 12 out of 41 students have met the curriculum expectation for a Year 4 - 6 student in Writing (29%)</p>	<p>Year 4 - 6 Writing Challenge</p> <table> <tr> <th></th><th>2021</th><th>T2 2022</th><th>EOY - 2022</th></tr> <tr> <td>All</td><td>45 / 45 100% Below</td><td>38 / 43 88% Below 4/43 12% At and Above</td><td>29 / 41 71% Below 12/41 29% At and Above</td></tr> <tr> <td>Boys</td><td>23/23</td><td>21 / 23 boys 91% Below</td><td>18 / 23 boys 78% Below</td></tr> </table>		2021	T2 2022	EOY - 2022	All	45 / 45 100% Below	38 / 43 88% Below 4/43 12% At and Above	29 / 41 71% Below 12/41 29% At and Above	Boys	23/23	21 / 23 boys 91% Below	18 / 23 boys 78% Below
	2021	T2 2022	EOY - 2022												
All	45 / 45 100% Below	38 / 43 88% Below 4/43 12% At and Above	29 / 41 71% Below 12/41 29% At and Above												
Boys	23/23	21 / 23 boys 91% Below	18 / 23 boys 78% Below												

	learners across the Year 4 - 6 cohort in writing	Goal: To accelerate at least 51% of this group so they will achieve curriculum expectation in writing (23 students).		100% Below	2/23 9% At and Above	5/23 22% At and Above
		Not achieved - 12 out of 41 students have met the curriculum expectation for a Year 4 - 6 student in Writing (29%)	Girls	22 /22 100% Below	17 / 20 girls 85% Below 3/20 15% At and Above	11/ 18 girls 61% Below 7/18 39% At and Above
			NZE	21/21 100% Below	21 / 22 students 95% Below 1/22 5% At and Above	15 / 21 students 71% Below 6/21 29% At and Above
			NZM	17 /17 100% Below	11 / 15 students 73% Below 4/15 27% At and Above	11 / 14 students 79% Below 3/14 21% At and Above
			Other	7 / 7 100% Below	6 / 6 students 100% Below	4 / 6 students 67% Below 2/6 33% At and Above
Goal: To accelerate the learning of 12 boys (52%) so they will be achieving at the correct curriculum level in writing by the end of 2022.			Mid - Year Progress towards Year 4 - 6 Writing challenge:			
	Not achieved - 5 out of 23 boys have met the expectation for a Year 4 - 6 student in Writing (23%)	Goal: To accelerate the learning of 9 Maaori students (52%) so they will be achieving at the correct curriculum level in writing by the end of 2022	<ul style="list-style-type: none">There has been a shift of 12% of children working Below the curriculum expectation to being on track to achieve the curriculum expectation for a Year 4 - 6 student in writing.<ul style="list-style-type: none">5 learners are on track to achieve the expected curriculum outcome<ul style="list-style-type: none">2 boys3 girls4 identify as Maaori0 identify as NZ European1 identify as different ethnic backgrounds			
			End of Year Summary - Year 4 - 6 Writing challenge:			
			<ul style="list-style-type: none">There has been a shift of 29% of children working Below the curriculum expectation to being on track to achieve the curriculum expectation for a Year 4 - 6 student in writing.			

			<ul style="list-style-type: none"> 12 learners have met the expected curriculum outcome <ul style="list-style-type: none"> 5 boys 7 girls 3 identify as Maaori 7 identify as NZ European 																												
	<p>Annual Goal: Ngaa Maramara o Ngaa Muka Team challenge</p> <p>Improve progress in Writing for all learners in NMoNM who are working below or well below the expected curriculum level</p> <p>Continue to accelerate and raise the student achievement of at-risk learners across the Year 2 - 6 in NMoNM in writing</p>	<p>Aim - To accelerate the achievement of the 38 students from NMoNM who are currently below the curriculum expectation in writing (58%)</p> <p><i>Achieved - 23 students out of 37 have met the curriculum expectation for Year 1 - 6 students in Writing (62%)</i></p> <p>Goal: To accelerate at least 50% of this group so they will achieve curriculum expectation in writing (19) students).</p> <p><i>Achieved - 23 students out of 37 have met the curriculum expectation for Year 1 - 6 students in Writing (62%)</i></p> <p>Goal: To accelerate the learning of 8 boys (50%) so they will be achieving at the correct curriculum level in writing by the end of 2022)</p> <p><i>Not achieved - only 7 out of 15 boys have met the curriculum expectation for a Year 1 - 6 in writing (46%)</i></p>	<p>NMoNM Writing Challenge</p> <table> <tr> <th></th><th>2021</th><th>T2 2022</th><th>EOY - 2022</th></tr> <tr> <td>All</td><td>38 students 100% Below</td><td>15/ 38 students 39.5% Below 21/38 60.5% At and Above</td><td>14 /37 students 38% Below 23/37 62% At and Above</td></tr> <tr> <td>Boys</td><td>16 boys 100% Below</td><td>8 /16 boys 50% Below 8/16 50% At and Above</td><td>8 /15 boys 54% Below 7/15 46% At and Above</td></tr> <tr> <td>Girls</td><td>22 girls 100% Below</td><td>7 /22 girls 32% Below 15/22 68% At and Above</td><td>6 / 22 girls 28% Below 16/22 72% At and Above</td></tr> <tr> <td>NZE</td><td>6 students 100% Below</td><td>0 / 6 students 0% Below 6/6 100% At and Above</td><td>2 / 6 students 33% Below 4/6 67% At and Above</td></tr> <tr> <td>NZM</td><td>26 students 100% Below</td><td>14 / 26 students 54% Below 12/26 46% At and Above</td><td>11 / 26 students 43% Below 15/26 57% At and Above</td></tr> <tr> <td>Other</td><td>6 students 100% Below</td><td>1 / 6 students 17% Below 5/6 83% At and Above</td><td>1/ 5 students 20% Below 4/5 80% At and Above</td></tr> </table>		2021	T2 2022	EOY - 2022	All	38 students 100% Below	15/ 38 students 39.5% Below 21/38 60.5% At and Above	14 /37 students 38% Below 23/37 62% At and Above	Boys	16 boys 100% Below	8 /16 boys 50% Below 8/16 50% At and Above	8 /15 boys 54% Below 7/15 46% At and Above	Girls	22 girls 100% Below	7 /22 girls 32% Below 15/22 68% At and Above	6 / 22 girls 28% Below 16/22 72% At and Above	NZE	6 students 100% Below	0 / 6 students 0% Below 6/6 100% At and Above	2 / 6 students 33% Below 4/6 67% At and Above	NZM	26 students 100% Below	14 / 26 students 54% Below 12/26 46% At and Above	11 / 26 students 43% Below 15/26 57% At and Above	Other	6 students 100% Below	1 / 6 students 17% Below 5/6 83% At and Above	1/ 5 students 20% Below 4/5 80% At and Above
	2021	T2 2022	EOY - 2022																												
All	38 students 100% Below	15/ 38 students 39.5% Below 21/38 60.5% At and Above	14 /37 students 38% Below 23/37 62% At and Above																												
Boys	16 boys 100% Below	8 /16 boys 50% Below 8/16 50% At and Above	8 /15 boys 54% Below 7/15 46% At and Above																												
Girls	22 girls 100% Below	7 /22 girls 32% Below 15/22 68% At and Above	6 / 22 girls 28% Below 16/22 72% At and Above																												
NZE	6 students 100% Below	0 / 6 students 0% Below 6/6 100% At and Above	2 / 6 students 33% Below 4/6 67% At and Above																												
NZM	26 students 100% Below	14 / 26 students 54% Below 12/26 46% At and Above	11 / 26 students 43% Below 15/26 57% At and Above																												
Other	6 students 100% Below	1 / 6 students 17% Below 5/6 83% At and Above	1/ 5 students 20% Below 4/5 80% At and Above																												

		<p>Goal: To accelerate the learning of 13 Maaori students (50%) so they will be achieving at the correct curriculum level in writing by the end of 2022.</p> <p>Achieved - 15 Maaori students out of 26 have met the curriculum expectation for Year 1 - 6 students in Writing (57%)</p>	<p><u>Mid - Year Progress towards NMoNM Writing challenge:</u></p> <ul style="list-style-type: none"> There has been a shift of 60% of children working Below the curriculum expectation to being on track to achieve the curriculum expectation for a Year 1 - 6 student in writing. <ul style="list-style-type: none"> 23 learners are on track to achieve the expected curriculum outcome <ul style="list-style-type: none"> 8 boys 15 girls 12 identify as Maaori 5 students of different ethnic backgrounds 6 identify as NZ European <p>The identified Maaori students in the target group have shown effective acceleration (46%) as well as those with different / other ethnicities (83%).</p> <p><u>End of Year Summary - NMoNM Writing challenge:</u></p> <ul style="list-style-type: none"> There has been a shift of 62% of children working Below the curriculum expectation to meeting the curriculum expectation for a Year 1 - 6 student in writing. <ul style="list-style-type: none"> 23 learners have met the expected curriculum outcome <ul style="list-style-type: none"> 7 boys 16 girls 15 identify as Maaori 4 students of different ethnic backgrounds 4 identify as NZ European <p>The identified Maaori students in the target group have shown effective acceleration (57%) as well as those with different / other ethnicities (80%).</p>
--	--	--	--

<p>ANNUAL PLAN:</p> <p>GOAL 2</p> <p>Grow engagement in the classroom, the</p>	<p>NELPS included in this initiative:</p> <p>NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their</p>
--	--

school and wider community	whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures					
	NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs					
Student Engagement <ul style="list-style-type: none">Grow engagement in the classroom, the school and wider community	<ul style="list-style-type: none">Student attendance rate will improve to 95% by 2023<ul style="list-style-type: none">Not Achieved - only 49.35% of students are attending school more than 90% of the time.The number of students arriving late to school will reduce to less than 1% by 2023<ul style="list-style-type: none">Not on track - in 2022 the lateness percentage was 5.42 (an increase of 0.66 on 2021 - 4.76)Students will be engaged with school and learning, feeling emotionally and physically safe.<ul style="list-style-type: none">Ongoing monitoring of this goal is a core part of PB4L-SWTKP will remove the financial strain on parents by being a part of the school donations scheme<ul style="list-style-type: none">Achieved in 2022URF funded truancy officer<ul style="list-style-type: none">Deputy Principal took on this role in 2022Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day.<ul style="list-style-type: none">This is an ongoing goal for us and a part of our					
			Less 70% attendance	70% and 79% attendance	80% and 89% attendance	Over 90% attendance
		All students (308)	17 / 308 5.5%	31 / 308 10.08%	108 / 308 35.07%	152 / 308 49.35%
		Maaori (139)	7 / 139 5.04%	18 / 139 12.95%	55 / 139 39.57%	59 / 139 42.44%
		Maaori Male (76)	5 / 76 6.57%	12 / 76 15.78%	27 / 76 35.54%	32 / 76 42.11%
		Maaori Female (63)	2 / 63 3.17	6 / 63 9.52%	28 / 63 44.45%	27 / 63 42.86%
		Pacific Learner	3 / 26 11.56%	8 / 26 30.76%	7 / 26 26.92%	8 / 26 30.76%
		Pacific Male	2 / 15 13.34%	3 / 15 20%	5 / 15 33.33%	5 / 15 33.33%
		Pacific Female	1 / 11 9.09%	5 / 11 45.45%	2 / 11 18.18%	3 / 11 27.28%

Key - Red - Not Achieved Blue Achieved Ongoing	strategic plan	<table><tr><td>NZE / Other</td><td>7 / 143 4.89%</td><td>5 / 143 3.49%</td><td>46 / 143 32.17%</td><td>85 / 143 59.45%</td></tr><tr><td>NZE / Other Male</td><td>5/ 70 7.14%</td><td>3 /70 4.28%</td><td>20 / 70 28.58%</td><td>42 /70 60%</td></tr><tr><td>NZE / Other Female</td><td>2 /73 2.73%</td><td>2 /73 2.73%</td><td>26 /73 35.63%</td><td>43 / 73 58.91%</td></tr></table>					NZE / Other	7 / 143 4.89%	5 / 143 3.49%	46 / 143 32.17%	85 / 143 59.45%	NZE / Other Male	5/ 70 7.14%	3 /70 4.28%	20 / 70 28.58%	42 /70 60%	NZE / Other Female	2 /73 2.73%	2 /73 2.73%	26 /73 35.63%	43 / 73 58.91%
	NZE / Other	7 / 143 4.89%	5 / 143 3.49%	46 / 143 32.17%	85 / 143 59.45%																
	NZE / Other Male	5/ 70 7.14%	3 /70 4.28%	20 / 70 28.58%	42 /70 60%																
	NZE / Other Female	2 /73 2.73%	2 /73 2.73%	26 /73 35.63%	43 / 73 58.91%																
	With the annoying impact of COVID-19, we are a long way from seeing all our students at school 95% of the time. For the next few years we will align our targets with the following MOE targets for attendance.																				
<table><tr><th colspan="4">Ministry of Education Attendance Targets</th></tr><tr><th>Measure</th><th>2022 TKP</th><th>2024 Target</th><th>2026 Target</th></tr><tr><td>Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)</td><td>49.35%</td><td>70%</td><td>75%</td></tr><tr><td>Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)</td><td>45.15%</td><td>6%</td><td>4%</td></tr></table>					Ministry of Education Attendance Targets				Measure	2022 TKP	2024 Target	2026 Target	Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49.35%	70%	75%	Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	45.15%	6%	4%	
Ministry of Education Attendance Targets																					
Measure	2022 TKP	2024 Target	2026 Target																		
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49.35%	70%	75%																		
Percentage of akōnga who are moderately absent (attending more than 70% up to 80%, missing two to three days a fortnight)	45.15%	6%	4%																		

		<table><tr><td>Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)</td><td>5.5%</td><td>5%</td><td>3%</td></tr></table>	Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5.5%	5%	3%
Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)	5.5%	5%	3%			
		<p>As you can see we have two years to increase the number of students who are regularly attending. This will need to be an increase of 20.65% over two years. In 2023 our Kaahui Ako will set a goal around attendance and employ a Kaiawhina to support our families in getting their children to school.</p> <p>As we look to 2023, we will continue to work with our families to remove the barriers for them and support them to send their children to school. With the ongoing development of an exciting localised curriculum and classroom programmes, I am hoping that we can grow the percentage of children attending school regularly. Engaged learners will also mean an engaged community!</p> <p>If we can engage our students and their families, we will be well on our way to achieving our goal of growing engagement in the classroom, in the school and in the wider community.</p>				