

# Analysis of Variance Reporting



<b>School Name:</b>	Marotiri 1.3.2021	<b>School Number:</b>	1808
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<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>• To provide quality teaching and learning programmes with particular emphasis on literacy, mathematics and Physical Education, develop the Local Curriculum and embed the DTHM and STEAM curriculum.</li> <li>• Strengthen achievement and wellbeing of students who need extra support to access the curriculum.</li> <li>• Embed culturally responsive &amp; relational pedagogy across school; recognises student identity, language, culture.</li> <li>• Continue to build teacher capability. An effective system for staff appraisal will strengthen staff skill &amp; knowledge.</li> <li>• Foster a positive and collaborative team culture.</li> <li>• Focus on ensuring equity and excellence in student outcomes</li> <li>• Learning programmes will reflect learner agency.</li> <li>• Enhance senior leadership programme – implementation of a strongly effective Tech Arts Programme</li> </ul>
<b>Annual Aim:</b>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Grow a love and excitement for writing while developing skills to help children enhance their ideas.</li> <li>• Work on a common language with students and their families when discussing writing progress.</li> <li>• Include a range of genre components including dialogue and poetry.</li> <li>• Mastery of the sentence to be seen as critical to writing fluency and coherence with WTE &amp; RTLit support</li> <li>• Further develop staff capability in the use of WTE</li> <li>• Deliberate acts of teaching to support target aims and strengthen Learner Agency</li> <li>• Implement Better Start Literacy Approach BSLA - an integrated literacy programme for Yr 0-1 classes developing vocabulary, oral, listening, spelling, writing and reading skills</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Daily and comprehensive instructional reading.</li> <li>• Time investment in letter blends and phonics work – implement Heggerty programme for phonemic awareness</li> <li>• Frequent collaborative between the SENCO, LSC and class teacher as to how best to accelerate the progress of Target learners &amp; liaison with parents.</li> <li>• Ensure close monitoring, variety, and innovation in reading tuition.</li> <li>• Teacher Aides in classroom four days per week to support literacy programmes.</li> <li>• Some of the target students may access additional Reading Recovery teacher support</li> <li>• Present certificates of celebration of reading progress at interaction.</li> </ul>

	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• The school has organisational structures, processes and practices that enable and sustain collaborative learning</li> <li>• Decision-making designed to continue to improve students' achievement in Mathematics.</li> <li>• Strengthen and grow student recall of prior knowledge and academic vocabulary.</li> <li>• Implement responsive short and long-term initiatives, as the result of Teacher Mathematics Inquiry – Maths PLD</li> <li>• High level of integration of maths across learning areas to maximise learning time, depth &amp; transfer of learning.</li> <li>• ALIM support for Year 5-8 students – implemented by ALIM Lead &amp; support teachers.</li> <li>• Col Within School Lead works in-class to model effective practice, support teachers and work with Target</li> </ul>
<p><b>2020 Targets</b> Based on 144 students at February 2020:</p>	<p><b>Reading:</b> 82.5 (123 of 144) Total students will be Reading At or Above expectation by end of 2020</p> <p><i>Target students refer to students who are in Year 3, 7 &amp; 8 in 2020</i></p> <ul style="list-style-type: none"> <li>• 85.5% (123 of 144) Total students will be reading At or Above NZC expectations</li> <li>• 91 % (10 of 11) Year 8 students will be reading At or Above NZC expectations</li> <li>• 90 % (9 of 10) Year 7 students will be reading At or Above NZC expectations</li> <li>• 82.5 % (19 of 23) Year 3 students will be reading At or Above NZC expectations</li> <li>• 83 % (25 of 30) Māori students will be reading At or Above expected NZC level</li> </ul> <p><b>Writing:</b> 80% (115 of 144) of Total Students will be Writing At or Above expectation by end of 2020</p> <p><i>Writing Targets refer to students who are Years 3-5 and 7-8 in 2020</i></p> <ul style="list-style-type: none"> <li>• 73 % (8 of 11) Year 8 students will be writing At or Above NZC expectations</li> <li>• 70 % (7 of 10) Year 7 students will be writing At or Above NZC expectations</li> <li>• 89 % (25 of 28) Year 5 students will be writing At or Above NZC expectations</li> <li>• 89 % (16 of 18) Year 4 students will be writing At or Above NZC expectations</li> <li>• 91 % (21 of 23) Year 3 students will writing at or Above NZC expectations</li> <li>• 70 % (51 of 73) Boys will be writing At or Above NZC expectations</li> </ul> <p><b>Mathematics:</b> 80% (115 of 144) Total students will be At or Above expectation in Mathematics by end of 2020</p> <p><i>Targets refer to students who are Year 3-4 and Year 7-8 in 2020</i></p> <ul style="list-style-type: none"> <li>• 82 % (9 of 11) Year 8 will be At or Above NZC expectation for end of Year</li> <li>• 80 % (8 of 10) Year 7 students will be working at NZC expectation for end of Year</li> <li>• 83 % (15 of 18) Year 4 students will be working At or Above NZC expectation</li> <li>• 78% (18 of 23) Year 3 students will achieve At or Above NZC Maths levels</li> </ul>

## Baseline Data:

### Baseline data - Whole School (167 students) as at December 2019:

- 64 % (107 of 167) total students were working At or Above NZC expectations in Writing
- 78 % (130 of 167) Total students were Reading At or Above the NZC expectations
- 72 % (121 of 167) Total students were working At or Above NZC expectation in Maths

### 2020 Reading Target groups (74 students)

62.5% (90 of 144) Total student were Reading At or Above & 23% (33 of 144) within 6mth of NZC expectation.

- 73% (8 of 11) Year 8 students were reading At or Above NZC expectations for end Year 7
- 70% (7 of 10) Year 7 students were reading At or Above NZC expectations for end Year 6
- 57% (13 of 23) Year 3 students were reading At or Above NZC expectations for end Year 2
- 77% (23 of 30) Māori students were reading At or Above expectation. 2 % (7 of 22) were below

### 2020 Writing Target groups (120 students)

- 54.5 % (6 of 11) Year 8 students were writing at NZC expectations for end of Year 7
- 40 % (4 of 10) Year 7 students were writing At or Above NZC expectations for end of year 6
- 71 % (20 of 28) Year 5 students were writing At NZC expectations for end of Year 4
- 67 % (12 of 18) Year 4 students were writing At or Above NZC expectations for end of Year 3
- 61 % (14 of 23) Year 3 students were writing At or Above NZC expectations for end of Year 2
- 63 % (19 of 30) Māori students were working At or Above NZC expectations for end of year

### 2020 Maths Target groups (53 Year 3-4 and Year 7-8 Students and 22 Māori Students)

- 45.5% (5 of 11) Year 8 students were working At or Above NZC expectation for the end of Year 7
- 70 % (7 of 10) Year 7 are working At or Above NZC expectation for end of Year 6. 10% (1 of 10) within 6m
- 67 % (12 of 18) Year 4 students were working At or Above NZC expectations in Maths for end of Year 3
- 57 % (13 of 23) Year 3 students were working At or Above NZC expectation in Maths for end of Year 2
- 55 % (11 of 22) Māori students were working At or Above expected NZC expectation in Maths

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• 2019 Target students who had not achieved expected outcomes remained priority students in 2020.</li> <li>• School wide focus on raising achievement in writing</li> <li>• Accelerated writing programmes in Year 3-5 and 7-8 with additional teacher or T. Aide in classes at writing times.</li> <li>• Staff zoom PLD with WTE coach Jane Eadington during Lock Down - Write That Essay on-line tool</li> <li>• Deliberate efforts to create learning environments likely to engage boys to write.</li> <li>• Sharing of ideas for writing prompts in staff meetings</li> <li>• Principal attended COL PLD on Structured Literacy: Phonemic</li> </ul> <p>Staff attended WTE COL workshops in Taupo</p> <p>A cohort of Year 3 &amp; 6-8 identified with additional learning needs were referred for comprehensive Cognitive assessment for dyslexia or dysgraphia (RTLIT funded some</p>	<p><b>Writing</b></p> <p>80% (121 of 151) Total students are At or Above; 14% (21 of 151) within 12mths and 6% (9 of 151) are Well Below NZC expectation.</p> <p>Target for total student achievement was met. Year 3 &amp; 4 both exceeded expectation by 4%; Year 5 met target; Year 7 &amp; 8 maintained levels of achievement in relation to NZC expectation but as a cohort did not accelerate.</p> <p>By the end of 2020 the target cohort comprised of 13 Year 8; 10 Year 7; 26 Year 5; 13 Year 4; 23 Year 3 and 79 Boys.</p> <p>54% (7 of 13) Year 8 students are writing At or Above; 31% (4 of 13) within 12mth and 15% (2 of 13) are well below NZC expectation.</p> <p>40% (4 of 10) Year 7 students are writing At or Above; 20% (2 of 10) Within 6mth and 40% (4 of 19) Well Below NZC expectation.</p> <p>89% (23 of 26) Year 5 students are writing At or Above; 8% (2 of 26) within 12mth and 4% Well Below NZC expectation.</p>	<p>Target for total student achievement in Writing was achieved despite some change in school roll during the year. A number of students left 1 June at Dairy change over. A number of students relocated to Marotiri following lock-down; several with low levels of literacy &amp; some degree of anxiety in moving. Priority student progress has been monitored through termly milestone reports.</p> <p>In order for the Yr 7 &amp; 8 target to be achieved, accelerated progress was required. However, students' rate of progress was maintained, with a number being assessed and diagnosed with specific learning needs (Dyslexia). Individualised learning programme &amp; support allowed them to maintain their progress. Yr 7-8 cohort changed during the year with a number entering with low levels of literacy.</p> <p>50 Year 5-6 students taught in 2 multilevel classes plus 23 Year 7-8 had a consistent Writing programme (WTE) expectations. WTE PLD during Lock down strengthened teacher practice and student achievement. However, on-line access during Lockdown</p>	<ul style="list-style-type: none"> <li>• 2021 FTE Staffing reduced from 7 to 6 teachers following MoE implementation of Enrolment Zone March 2020. Resulting in change to composition of classes 2021: Year 7-8; Year 6; Year 4-5; Year 3-4; Year 1-2; Year 0-1.</li> <li>• A consistent teaching staff of experienced teachers, incl experience in supporting students with Special Needs</li> <li>• Students allocated to classes which best suit learning needs. Flexible placement</li> <li>• Class teachers continue to monitor &amp; track progress of target group with T.A support.</li> <li>• Two SENCO (Jnr &amp; Snr) Termly liaison meetings with Learning support team. MOE Principal, SENCOs; LSC;</li> <li>• Across school WTE teachers to support writing programme. Focus on engaging &amp; motivating reluctant writers.</li> <li>• R.T.Lit engaged to provide intensive literacy programme Term 3-4 - cohort of Year 4-8.</li> </ul>

<p>assessments and remainder 50/50 funded by REAP &amp; parents) Detailed profiles were shared with school and information used to create individualised or group learning programmes.</p> <p>Additional support through T.Aides, LSC; RTLIT, RTLB. MOE ICS, S&amp;L. Specific needs analysed &amp; individual or group learning programmes designed.</p> <p>Year 2 and 7 identified as a cohort where there were a number achieving below NZC expectation.</p> <p>Use of speak to text aide for students with dyslexia</p> <p>Staff and Parent info Workshops on Dyslexia (Joce Moyle - REAP)</p> <p>2 SENCO appointed – Jnr and Snr who work with teachers. Liaison meetings – SENCO, Principal, RTLB, LSC &amp; MOE support.</p> <p>COL Learning Support Coordinator 1 day per week for assessing students and supporting teachers develop support programmes for priority students.</p>	<p>93% (12 of 13) Year 4 students are writing At or Above and 7% (1 of 13) Within 12mth of NZC.</p> <p>95% (22 of 23) Year 3 students are writing At or Above NZC</p> <p>66% (52 of 79) Boys are At or Above; 26% (21 of 79) Below and 8% (6 of 79) Well Below NZC</p> <p>83.5 % (36 of 43) Māori are writing At or Above; 11.5% (5 of 43) Below &amp; 5% (2 of 43) Well Below</p>	<p>excluded some students from daily access &amp; practice over 6weeks.</p> <p>STEPS web programme was utilised for Year 4-8 target students and Reading Eggs for targeted Yr 1-3 students. Daily Yolanda Sorryl Phonics programme for Yr 0-3 (TA support)</p> <p>A number of Year 3 &amp; 4 students who had began school with low levels of oral language &amp; literacy made accelerated progress this year with targeted writing programmes.</p> <p>Accelerated writing programmes in place for Year 2 &amp; 3 supported by Reading Recovery and TAides.</p> <p>Group and individual RTLit intervention in Year 5-8 increased student achievement in Tm 1 &amp; 2.</p> <p>Covid reduced planned WTE and Oral Language PLD as facilitators were based in Auckland.</p> <p>WTE PLD via Zoom &amp; COL worked with individual staff to develop effective writing programmes &amp; increase consistency of writing programme. 1 Day Oral Lang PLD – Jane Vander Zeyden &amp; Andy Bulter raised profile of Oral Language across School.</p>	<ul style="list-style-type: none"> <li>• WTE on-line writing programme Year 5-8. WTE writing tools implemented across school</li> <li>• Engage COL Across school literacy Lead teachers to support writing programmes</li> <li>• Feb TOD workshops on Better Literacy – Heggerty programme. Intro to MOE funded ‘Structured Literacy’ programme to be facilitated by LSC. Yr 0-2 focus with supply of decodable texts.</li> <li>• Develop a school wide Heggerty programme in phonics &amp; letter blends: co-teaching &amp; peer support</li> <li>• Daily Yolanda Sorryl Phonics programme Year 0-2 with T.Aide support.</li> <li>• Feb TOD: STEAM &amp; DTHM – A.Fergusson &amp; S.Ross.</li> <li>• MoE funded Oral Language PLD – Jane Van Der Zeyden &amp; Andy Butler focus - Yr 0-3.</li> <li>• Lead teachers will model effective use of Shared books; Concepts about print &amp; oral language development</li> <li>• Reading Eggs programme Year 0-3</li> </ul>
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<p><b>Reading:</b> Daily instructional reading.</p> <p>Time allocated for daily reading builds reading mileage.</p> <p>SENCO and class teacher collaborated on how to accelerate progress of students.</p> <p>Parents informed of support offered to students.</p> <p>Certificates for reading progress at interaction.</p> <p>Renewed stocks of readers &amp; games to engage Juniors.</p> <p>Reading book fair: library books</p> <p>School Wise STEPS web and Reading Eggs programme.</p> <p>Reading Recovery for 6 year old target students and follow up of 7 year olds who have been discontinued.</p> <p>Online Reading Recovery lessons provided during Covid Lock Down.</p> <p>MOE funded In-class support for 2 students. Reduced class sizes in Year 4 allowed targeted teaching through flexible learning programmes.</p>	<p><b>Reading:</b> 86% (129 of 151) Total students are reading At or Above and 9% (13 of 151) within 6mth of NZC. 39% (58 of 151) are Above &amp; 47% (71 of 151) At NZC expectation</p> <p>By the end of 2020 the Reading target cohort comprised of 144 total students; 13 Year 8; 10 Year 7; 23 Year 3 and 43 Māori.</p> <p>69% (9 of 13) Year 8 students are reading At and 23% (3 of 13) Year within 12mth of NZC expectation This cohort includes 3 students who have entered school during the year with low levels of literacy and a student who is working on an individualised programme.</p> <p>30% (3 of 10) Year 7 students are reading At or Above; 40% (4 of 10) within 6mth and 30% (3 of 10) are Below NZC expectation Several students within this cohort diagnosed with Dyslexia and are working in supported programme. Although progressing to within 6mth, have not achieved expectation. 2 additional students entered mid-year with low literacy.</p> <p>92% (21 of 23) Year 3 students are reading At or Above the NZC</p> <p>88% (38 of 43) Māori students are reading At or Above; 5% (2 of 43) Below, 7% (3 of 44) Well Below.</p>	<p><b>Reading:</b> All cohorts increased achievement in 2020 including that for a number of students enrolling with low levels of literacy and some with additional learning needs.</p> <p>Reading Recovery programme for 6 year olds who have not made expected progress in class programmes. Most, but not all made accelerated progress and will need ongoing monitoring - limited access to on-line RR during Covid for some students.</p> <p>Consistency of home support limited in some instances esp during Lock Down.</p> <p>Yolanda Soryl Oral language PLD: Yr 1-3 students consolidated letter &amp; blends knowledge through daily Phonics (T.Aide &amp; 2 teacher grps).</p> <p>Targeted focus to meet student needs resulted in some student progress being at an accelerated rate.</p> <p>Daily T.Aide support in Reading.</p> <p>Jnr teachers supported by Reading Recovery teacher.</p> <p>RTLit funded STEPS programme for some targeted students.</p> <p>Collaborative teaching consolidated student concepts of print, fluency and comprehension</p>	<ul style="list-style-type: none"> <li>• TOD Term 1: Teaching as Inquiry. 60<sup>th</sup> Jubilee – Focus on Local curriculum.</li> <li>• Co-teaching and modelling to grow teacher capability.</li> <li>• Utilise Reading Eggs; Steps, Quick 60 &amp; Multi Lit programmes if applicable.</li> <li>• Students of concern referred to REAP for Cognitive and Dyslexia Assessment</li> <li>• COL staff expo PLD TBC – postponed 2020 – Covid.</li> <li>• Application for 110 hrs MOE Local curriculum/STEAM (incorporate DTHM &amp; Maths).</li> <li>• Facilitator will observe &amp; support teaching practice.</li> <li>• Strengthen staff knowledge of PaCT – utilise COL support</li> <li>• Use PAT Data to set Maths goals.</li> <li>• MOE funded ALiM PfS - target students achieving just below NZC expectation.</li> <li>• ALIM trained teachers to work with colleagues to set ALIM groups in each class.</li> </ul>
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**Mathematics:**

Prioritised Maths as a learning area to improve st achievement.

- MOE Maths PLD facilitated by Amanda Fergusson & Stephen Ross – STEAM. Modelling & co-teaching  
Teachers explore effective Maths programmes & examine individual teaching practice – focus on how to incorporate DTHM in Maths programmes. Effectiveness of PLD was impacted by Covid Lock Down

- Built staff understanding of strategies/learning conditions to support acceleration.

Develop student discourse & learner agency.

- ALIM Pfs in Year 5-6 & 7-8 interrupted by Lock Down and COVID constraints on PLD.

- New staff supported by COL in-school teacher to develop effective maths programmes.  
In school COL teacher supported target chn – Covid Levels 2-4 reduced opportunity for release time & targeted group teaching.

- Re-visited assessment capabilities - consistency & validity: GLoSS; JAM, PaCT  
Staff PLD: Data Consistency

**Mathematics:**

89% (134 of 151) Total Students are At or Above; 7% (10 of 151) within 12mths and 5% (7 of 151) Well Below NZC expectation.

Significant progress was made in relation to total students, moving from base line data of 72% (121 of 167) working At or Above NZC expectation at the end of 2019 to 89% (134 of 151) being At or Above by the end of 2020.

By the end of 2020 the Maths target cohort comprised of 144 total students; 13 Year 8; 10 Year 7; 13 Year 4; 23 Year 3; 3 Māori.

77% (10 of 13) Year 8 students At; 15% (2 of 10) Year 8 within 6mth; and 8% (1 of 10) Well Below NZC expectation for the end of the Year

80% (8 of 10) Year 7 students are At NZC; 10% (1 of 10) within 6mth and 10% (1 of 10) Well Below NZC expectation for the end of the year.

85% (12 of 14) Year 4 students are working At; 14% (2 of 14) are within 12mth of NZC expectation for the end of the year.

96% (22 of 23) Year 3 are At or Above and 4% Well Below NZC expectation for the end of the year.

**Mathematics:**

Assessment data (Nov 2019) was used initially to group these students then reassessed in March, July and November. JAM was used for Years 1-3 and GLOSS was used for Year 4-8.

MOE PLD supported teachers in developing effective Mathematics programmes.

Staff collaboration increased quality of curriculum delivery & assessment.

COL in-school teacher worked with teachers to model effective maths practice & improve teacher knowledge and pedagogy.

Focus was on Māori and groups who were underachieving in Yr 3-4 and 7-8

Peer moderation of student data helped develop consistency and accuracy in reporting.

Several of the Yr 7-8 cohort were involved in ALIM. However the programme was significantly impacted by COVID. Some students made significant progress

Many of the children's level of mathematical thinking had improved since initial testing in March 2020. By November many of the cohort were able to attempt

- COL within school Maths teacher to work 0.1 weekly to support teachers strengthen practice & support Target students in Maths.
- Develop culturally responsive and relatable pedagogy in all teaching.
- Build teacher capacity to integrate their knowledge of student identity, language and culture into teaching practice and programmes of learning – Manaakitanga.
- Review and implement updated School 'Rock Solid Virtues' to reflect 2021 Marotiri School as a result of 2020 School Community survey – Board, parents, students and staff.

<p>Organisational processes &amp; practices to enable &amp; sustain collaborative learning.</p> <ul style="list-style-type: none"> <li>•Focus on improving student prior knowledge &amp; use of academic vocabulary.</li> <li>•Integration of mathematics across learning areas incorporating DTHM to maximise learning time &amp; transfer of knowledge.</li> <li>•Class teachers monitor &amp; track progress of target groups via milestone reports.</li> <li>•T.Aide support in classes.</li> </ul>	<p>This cohort includes 3 students who have entered school during the year with low levels of literacy and Numeracy and a student who is working on an individualised programme.</p>	<p>to solve the problems and offer possible solutions although they did not get the final answer correct.</p> <p>The year's programme was disrupted by limitations placed on learning programmes by Lock Down limitations, however students continued to make steady progress with some making accelerated progress.</p> <p>Of note was Māori student achievement in particular Māori Boys with 92% (21 of 23) At or Above NZC expectation. This may reflect school-wide focus on strengthening Cultural pedagogy.</p>	
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### Planning for next year:

All staff will be encouraged to deliver a culturally relatable and responsive curriculum which meets the needs of all students, Targets for 2021 student achievement in Reading, Writing and Maths have been based on 120 students as at February 2021:

**Writing:** 84% (101 of 120) total students will be writing At or Above NZC *Targets refer to Boys, Māori, and students who are Year 3 and Year 8 in 2021*

- 86% (54 of 63) Boys will be writing At or Above NZC expectations
  - 95% (36 of 38) Maori Students will be writing At or Above NZC expectations
  - 95% (18 of 19) Māori Boys will be At or Above NZC expectation & 5% (1 of 18) within 6mth
  - 53% (8 of 15) Year 3 students will writing At NZC expectations and 33% (5 of 15) within 6mth
  - 57% (4 of 7) Year 8 students will be At or Above and 29% (2 of 7) will be Within 6mth of NZC
- The 2020 target group will be monitored closely in 2021 to ensure they continue to make progress towards NZC expectation.
  - This cohort will form part of a priority group who were identified in 2020 as either below NZC expectations or able to be accelerated.
  - It is anticipated that a group of Yr 5-8 students will be supported by a RTLit support teacher in intensive literacy focus groups in Term 3-4. in addition to class literacy programmes.



- COL WTE and Oral Language workshops will be used to facilitate opportunity for co-teaching, peer coaching and reflection amongst teaching staff to consolidate and develop literacy pedagogical understanding and teaching practice and Increase student engagement and interaction with curriculum through student agency and teacher efficacy.
- School-wide support offered through Taupo COL Across-school teachers is available to support Write That Essay programme within the school.
- The use of WTE vocabulary and sentence starters, WTE score-card and writing groups will be consistent across the school.
- Year 6-8 students each have an on-line WTE writing licence.
- A focus on deliberate teaching of language features will be an expectation as part of each class's daily writing programme.
- Across-team peer-coaching will consolidate teacher knowledge and capability in teaching phonics and grammar.
- School-wide collaborative writing moderation will ensure consistency in analysis of assessment data.
- Data from writing assessment will be carefully analysed to ensure teaching practice is meeting individual student need.
- COL MOE funded Oral Language PLD will support the development of oral language in Yr 1-3.
- Teacher Aides will support accelerated writing programmes in Year 3-8 classes on a daily basis.
- A group of writers in Year 2/3 who have not achieving NZC expectation, will be supported with Reading Recovery where possible.

**Reading:** *Target students refer to students who are Boys, Māori, or in Yr 6, Yr 7 or Yr 8 in 2021.*

- 87% (106 of 120) Total students will be reading At or Above NZC expectations
  - 88% (56 of 64) Boys will be reading At or Above NZC expectations for the end of the year
  - 95% (18 of 19) Māori Boys will be reading At or Above expected NZC expectation for the end of the year.
  - 67% (6 of 9) Year 7 students will be reading At or Above NZC expectations
  - 86% (6 of 7) Year 8 students will be reading At or Within 6 months of NZC expectations
- Target groups progress will be monitored within each class & through Milestone Reports to ensure teaching is meeting individual student needs
  - Data gathered through running records, PROBE and PAT, will be carefully analysed to inform teaching practice.
  - Teacher Aides will support priority students with additional programmes – Quick 60; Multi Lit, Reading Eggs and STEPS where applicable.
  - Heggerty Phonics programme daily within classes.
  - Experienced teachers will model effective teaching practice in use of Shared Books and teaching of phonics.
  - Co-teaching and peer observations will help develop effective teacher practice.
  - Junior teachers (Yr 0-3) will participate in COL & in-school Oral Language PLD supported by Jane Van der Zeyden
  - Staff will unpack Effective Literacy Teaching Resource as a staff.
  - 6 Year olds who are at risk of not achieving will be nominated for reading recovery programmes.
  - Encourage school-whānau partnership to support home reading programmes.

**Mathematics:** *Targets refer to students who are Year 3, 4 and Year 6 in 2021*

- 86% (103 of 120) Total students will be At or Above NZC expectations in Mathematics
  - 73% (11 of 15) Year 3 students will be At or Above NZC & 27% (4 of 15) within 6mth
  - 95% (19 of 20) Year 4 students will continue to achieve At or Above NZC expectation
  - 93% (22 of 24) Year 6 students will be At or Above NZC expectation for end of Year
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- Focus on strategic Mathematics planning and teaching, utilising planning tools.
  - Continue 2020 School-wide inquiry into teacher practice to consolidate effective Mathematics teaching programmes.
  - Application for 2021 Local Curriculum – STEAM /Mathematics/DTHM. Facilitator, Amanda Fergusson to model lessons, co-teach and facilitate individualised professional conversations to develop teacher capability and strengthen the effectiveness of teaching practice.
  - Inclusion of rich tasks and problem solving will be used to strengthen student discourse, learner agency and use of 5 Maths Talk Moves.
  - Staff and learning programmes, will be supported by in-school COL funded teacher – modelling, coaching, co-teaching in-class and withdrawing target students for individualised teaching programmes.
  - Focus on Learner Agency to develop student ability to reflect on choice of most effective strategies & promote effective student discourse.
  - Develop Mathematics vocabulary walls to strengthen use of Mathematical terminology.
  - Staff PLD in implementing Maths PaCT tool & Maths PAT scores to support student assessment and analysing student achievement.
  - ALiM Programme for students will focus on accelerating student achievement extensively across the school rather than just in the one class – ALiM trained teachers will work with teaching ‘buddy’ to set up and support ALiM target groups in each class.
  - Some of the 2020 target group continue to be target students in 2021 and their progress and learning needs to be monitored closely.

*Other strategies to be used by teachers:*

- Effective use of resources to support students e.g. variety of Maths equipment, Maths games, Maths Buddy, ipad APPS – integration of DTHM.
- Explicit teaching and use of mathematical language to support the students to verbalise their learning
- Effective questioning by teachers to prompt students to articulate their learning. Use of talk moves.
- Teacher talk & instructions limited to allow students to lead the learning and allow time for teachers to observe misconceptions or difficulties.
- Use of learning buddies allow students to share ideas and encourage discourse.
- Use of modelling books to record student thinking for future reference.
- Find opportunities to teach number within the strands.
- Explore new and creative ideas in maths to further engage and motivate students.
- Provide hands on, authentic experiences involving maths.
- Effectively use the maths progressions and coverage sheets provided by our PLD facilitator.
- Gather student voice to see what students enjoy, find challenging and want to do more of i.e. develop learner agency.