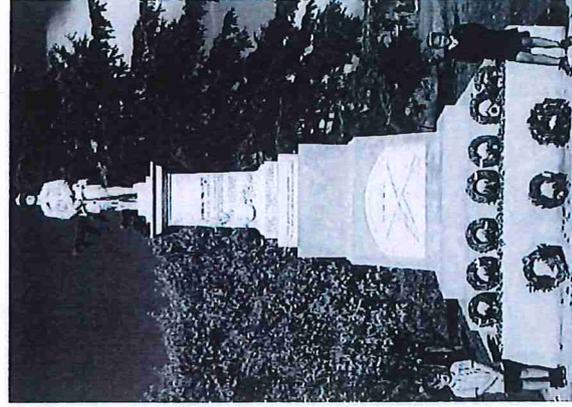


CROMWELL PRIMARY SCHOOL CHARTER

2020-2023

“Making a Difference”

“Iti kärearea kahikatea ka taea”



INTRODUCTORY SECTION

Mission Statement

Vision

Values

Cultural Diversity

Guiding Principles

At Cromwell Primary School we are committed to...

- Providing a welcoming and inclusive environment** for all learners and their families to our school community.
- Teachers who see learning through the eyes of their students**, students who see themselves as their own teachers.
- Creating an environment** where learner agency is promoted, students are empowered to lead their own learning, achieve against the KC's, all learning areas of the NZC & National Standards in Reading, Writing and Maths.
- Fostering an environment** that appreciates individuality diversity, encourages hard work and effort & celebrates success.
- Providing a safe environment** for all, emotionally, socially and physically.
- Delivering a curriculum** that enables students to become confident, connected, actively involved, innovative, creative thinkers & effective users of communication tools through digital technology.
- Developing positive partnerships** within our community of learners.
- Utilising our unique environment** in Cromwell - resources, places & people in our "World of Difference".



Charter 2020

"Making a Difference"
"Iti karearea kahikatea ka taea"

Mission Statement

At Cromwell Primary School we are making a difference as confident, connected, actively involved, lifelong learners.

We Aim To Develop

Confident learners who...
See themselves as their own teachers and know themselves as learners

Strive for excellence by being the best they can be
Are self-motivated, resourceful, happy and well-rounded
Display a growth mindset and see challenge as opportunity.

Connected learners who...
Are positive in their own identity by being themselves
Relate well to others
Are effective users of communication tools
Contribute to our school community

Are culturally aware and celebrate difference

Actively involved learners who...

Work collaboratively
Pursue leadership opportunities
Are physically active
Show respect for themselves, others and their environment
Are enterprising and entrepreneurial

Use our school values

Lifelong learners...

Love learning with a sense of awe and wonder & take risks
Persevere & problem solve
Set goals, make plans, monitor progress towards goals
Self-managing & self directed
Know learning is 24/7, anytime
Understand their part in creating a future

Cromwell Primary School School Values

Respect - whakaute

- Co-operating, following instructions and using good manners
- Sharing and including others by being friendly and caring
- Valuing everybody by accepting and appreciating differences
- Helping to solve problems



Honesty - Pononga

- Telling the truth and accepting responsibility for your actions
- Being able to be trusted
- Learning from our mistakes
- Using reflection to help us learn

School Values uara

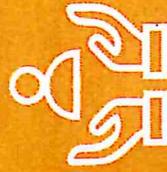


- Always trying our best
- Producing work we feel proud of
- Having a positive attitude towards everything we do
- Setting goals and striving to achieve these



Excellence - Rawe

- Being an active learner
- Showing commitment and initiative to take on roles in class, around school and in our community
- Demonstrating pride by being a positive role model
- Caring for the environment



Contribution - Hoatutanga

Cultural Diversity

NATIONAL EDUCATION GOALS

We will be guided by the following priorities:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013-2017
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori and New Zealand's role in the Pacific and as a member of the international community of nations.

WHAT CROMWELL PRIMARY SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences; cultural traditions, histories and languages of all New Zealanders is recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society. In response to other cultures we may offer optional language classes and deliver ESOL programmes for learners where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI INTO THE SCHOOL CURRICULUM

We will ensure that all learners will have the opportunity to acquire basic Te Reo and understanding of conversational language (e.g greetings, classroom instructions, local places, names). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

Te Reo will be integrated across the curriculum with our Māori Curriculum Team supporting ongoing professional learning and development for staff and on an as-needs basis for individual teachers. The National Anthem will be sung in both Māori and English with sensitivity to the role of the Māori children. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join either Beginners or Performance Kapa Haka Groups with student having opportunities to perform in the school, locally and at Regional Polyfest Events.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI.

We will identify learners who are at risk of not achieving or have special needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING TO THE BOARD OF TRUSTEES

Reporting of the achievement of Māori learners will be ongoing ensuring targets are set and resourcing is put in place.

MĀORI COMMUNITY CONSULTATION

To discover the views and concerns of the Māori Community, consultation will take place with the school's Māori community to develop and make know policies, plans and targets for improving achievements of Māori students. There will be consultation with local iwi on issues relating to protocol.

WHAT WILL THE SCHOOL DO TO PROVIDE FULL-TIME INSTRUCTION IN TE REO MĀORI FOR PARENTS WHO ASK FOR IT FOR THEIR CHILDREN?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the appropriate skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school.

CROMWELL PRIMARY SCHOOL IS COMMITTED TO IMPROVING THE LEARNING OUTCOMES FOR MĀORI STUDENTS THROUGH PROVISION OF

- The opportunity to learn Te Reo Māori during weekly sessions.
- The opportunity to learn Māori tikanga through integration of cultural dimensions across all learning.
- The opportunity to be part of Kapa Haka Groups, to learn waiata and te reo kori.
- The opportunity to experience Māori protocol and traditions through mihi whakatau (every term), hangi (biannual), cultural exchanges with local schools.
- The development of our school environment that celebrates the bicultural nature of NZ – greetings, signage, cultural protocol, native plantings, whakatauki, school haka and our school waiata (Kopuwai)
- An expectation to achieve high standards and to perform well in relation to the NZC expectations in Reading, Writing and Mathematics.
- The opportunity to perform at the Murihiku Polyfest, Year 4 annual trip to Te Rau Aroha Marae(Bluff)
- The opportunity for our Māori students to experience success as Māori.



ERO RECOMMENDATIONS

Report Dated 17 November 2015 – Next Review Term 3 2020/2021

Findings

This is a high-performing school. It has a broad, deep and innovative curriculum. Students are excited about their learning. They see themselves as both learners and teachers. Increasingly they lead their learning and confidently talk about their progress, achievement and next learning steps. Thinking skills and digital literacy are strongly emphasised. Students achieve very well against the National Standards. ERO is likely to carry out the next review in four-five years.

Learning & Curriculum

No next steps identified

How effectively does the school promote educational success for Māori as Māori?

Teachers are keen to further develop their cultural competency and language skills.

Sustainable Performance

The next step is for the school to review and simplify its strategic plan (including sections relating to Māori and Pacific). The strategic plan could better reflect the school's key priorities.

2020 Cromwell Primary School Context

Progress and Achievement of Students.

Students achieving above 80% in reading and mathematics against NZC levels. However, we have seen a drop in school wide achievement in writing. Over the period 2016-2019 there has continued to be considerable roll growth. This rapid roll growth has meant greater diversity in the school and a corresponding impact on the overall percentages of students working at the expected levels.

2019 overall student achievement was as follows:

Reading – 84% of students working at or above NZC level expectations

Writing – 67% of students working at or above NZC level expectations

Mathematics – 82% of students achieving at or above NZC level expectations

2019 Māori student overall achievement was as follows:

Reading – 89.7% of students working at or above NZC level expectations

Writing – 79.3% of students working at or above NZC level expectations

Mathematics – 86.2% of students working at or above NZC level expectations

2019 overall Pasifika student achievement was as follows:

Reading - 100% of students working at or above NZC level expectations

Writing – 60% of students working at or above NZC level expectations

Mathematics – 90% working at or above NZC level expectations

2019 annual targets data analysis from reading, writing and mathematics shows that we are sustaining high performance in reading and mathematics. There has been some progress evident in writing, but this continues to be an area of focus for the school, particularly our boys. Student achievement data also highlights positive progress for students working below NZC expectations, Māori and Pasifika students. We aim to ensure that student progress continues at greater than 0.4 effect size for the year (John Hattie's Visible Learning Research). All students working below are part of annual targets set in relation to NZC levels and for reporting to the BOT (refer to targets for raising achievement)

Student Engagement

Collecting, analysing and using student voice is an integral part of what happens at Cromwell Primary School. We will continue to seek feedback from our students and to use this to help us identify how we can further raise student achievement. All teachers gather student voice in a variety of ways and use this as part of their planning, teaching and learning programmes. To date we have gathered student voice relating to attitudes towards writing and mathematics, reporting to parents & student wellbeing. We continue to extend these practices and to look for opportunities to collect and use student voice in other areas of the school.

<p>School Organisation and Structures</p>	<p>Cromwell Primary School is organised into three teaching teams – Hārewa (NE-Y2), Kārearea (Years 3/4) & Ako (Years 5/6). All team names link to our school logo and whakatauki which connect the flight of the smallest native falcon “kārearea” (seen in our school logo) to the top of the tallest tree to our children leaving the nest, taking flight and experiencing learning in environments that promote reciprocal and tuakana/teina learning. The Leadership Team consists of the Principal & Five Team Leaders. The distributive leadership model is evident in the school where staff skills and strengths are valued and used. All staff are regarded as being leaders – of their own learning or professionally across the school. Health & Safety of staff and students is paramount at this school and all policies and procedures reflect this focus. We have appointed a designated Health & Safety Site Rep who has undertaken comprehensive training for this role. We are a fully restorative school with practices well embedded. Our “Levels of Responsibility” in every classroom places the focus on students managing themselves, as they develop personal responsibility for their behaviour and actions. The school continues to experience significant roll growth with the new senior learning hub now being fully utilised (110 students). We are hoping to deliver the multipurpose building project but are waiting on the outcome of our appeal to the MOE for a Procurement Exemption, before construction can commence (MOE contribution \$200,000 of a \$1,300,000 project). This facility will add significant value to our school property portfolio. The ILE planned for the area vacated by the Years 5/6 students is on GETS and will be completed this year. This will provide a collaborative learning space for two Years 3/4 classes. We have prepared a concept plan for the Junior Block toilets upgrade. We are also working on community funded playground development project and also the SIP Grant outdoor learning area to be developed in front of our New Entrant classrooms in the Junior Block. These projects will help us to achieve our vision of providing the best possible collaborative/digital learning and physical environments for our students.</p>
<p>Review of Charter and Consultation</p>	<p>Regular self-review is an integral part of the school operational structures. Self-review falls into three categories:</p> <ul style="list-style-type: none"> • Strategic self-review is long term an overarching form of self-review, which focuses on evaluating how well our school is achieving its mission, vision and strategic goals and can support decisions about our direction and priorities. • Regular (or planned) self-reviews are about ‘business as usual’ reviews. These are smaller, focused and ongoing (e.g bus safety, homework). This kind of self-review feeds information into our strategic self-review. • Emergent (or spontaneous) self-reviews are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with our school’s overall goals and feed into other reviews.

Strategic Plan 2020-2023

Cromwell Primary School Strategic Plan 2020 -2023

Teaching and Learning Success for All

Quality teaching & leadership that makes a difference
Equitable access to teaching, learning
and participation in school
Assessment capable learners
PLD that expands and
refines teaching practices
and strengthens teaching
and learning



Learning Partnerships

Learners at the centre
Learner agency/voice
Whānau partnerships that align
aspirations for akonga
Kāhui Ako, Iwi,
External support agencies



COMPETENCIES BASED CURRICULUM

6Cs

Communication • Character
Creativity • Collaboration
Citizenship • Critical Thinking

Practices that reflect the changing
world of today

Leveraging digital

Sustainable global citizens

Enviro-school practices
Effective and strategic governance

Responsive to the needs of a growing school
through the provision of innovative and modern
facilities and playgrounds



Future-focused practices

Good health and wellbeing
(inclusive & appreciative)

Restorative

Culturally Responsive by incorporating
Te Reo and Tikanga Maori
in our everyday school life

Visible learning - growth mindset,
learning from mistakes



Learning Environments

Cromwell Primary School Strategic Plan 2020 -2023

Teaching and Learning Success for All

Quality teaching and leadership that makes a difference

- 6Cs underpinning all learning design – collaboration, citizenship, communication, character, creativity and critical thinking
- Learning Frameworks – SOLO Taxonomy, NPDL, Visible Learning and PaCT
- Building strong foundations in Literacy and Mathematics.
- PLD relevant to school focus areas



Learning Partnerships

PLD that expands and refines teaching practices to strengthen teaching and learning

- DMIC - Developing Mathematical Inquiry Communities
- DTC - Digital Technologies Curriculum
- Literacy – writing practices and assessment through PaCT
- Localised Curriculum - Graduate Learner Profile



Future-focused practices

Equitable access to teaching and learning participation in school

- Kāhui Ako Learning Support Register
- Bilingual Support Workers in Schools
- Reducing the "digital divide"
- Blended Learning - balance of connected and unplugged learning activities
- Makerspaces – universal design for thinking



Learning Environments

Visible Learning "Assessment Capable Learners"

- Teachers see learning through the eyes of their students and students see themselves as their own teachers
- "Growth Mindset" integral part of all learning design
- Levels of Responsibility – school-wide strategy to support students to become self-managing people & learners
- Students at centre of learning design & assessment processes



Strategic Goal 1
TEACHING and LEARNING
"Success for All"

<p>Expected Outcomes 2020 -2023 Increased percentage of students meeting NZC expectations in Literacy & Maths based on annual targets set in response to data</p>	<p>Improved achievement in boys' writing based on annual targets set in response to annual data.</p>	<p>Consistency of teaching practices linked to the teaching of reading, writing and mathematics</p>	<p>PaCT (Progress and Consistency Tool) being used to determine student progress and achievement in writing across the Kāhui Ako</p>
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Cromwell Primary School Strategic Plan 2020 -2023

Teaching and Learning Success for All

Learners at the centre

- Learner agency – students knowing and themselves as learners
- Student voice informing teaching and learning and providing feedback to teachers about the impact of their learning design
- Students developing self-regulation and management skills required to lead their own learning
- Assessment capable learners who understand their assessment tools



Learning Partnerships

Whānau

- Enable relationships for learning as whānau know their children best
- Working as active partners focussed on creating plans for individual learners
- Sharing information and acknowledging success; understand and celebrate similarities and differences
- Reciprocal learning – open door policy, community engagement, parents' perspectives
- Home Learning



Strategic Goal 2 LEARNING PARTNERSHIPS

Learner agency through leadership

- Leading own learning - self
- Leading Others – School Council, House Leaders, Year 6 Leadership Strategy
- Leading in the wider community – NPDL and taking a lead with local issues
- Living our school value of contribution through service to our school and wider community – Community Crusaders, School Council Principle

Future-focused practices

Kāhui Ako, Iwi, External Agencies

- Strengthen collaborative inquiry – transitions, wellbeing, assessment of writing
- Learning Support Register – Management
- Team implementing agreed processes & protocols to ensure success for all learners
- Learning success for all by sharing best practice, responsive to PLD needs of teachers
- Provide rich learning opportunities where students are encouraged to contribute to the community enabling positive outcomes for all



Learning Environments

Expected Outcomes 2020 -2023

Information sharing that informs learning, builds partnerships. 90% parents attending Learning Partnership' Meetings.

Agreement about transition to school processes supporting more cohesive transitions to school and college

Learning Support Register Active. Consistent approach to referrals for support are responsive & timely

Whānau knowledge of NZC is strengthened supporting a more active/effective partnership especially linked to Home Learning Programmes

Cromwell Primary School Strategic Plan 2020 -2023

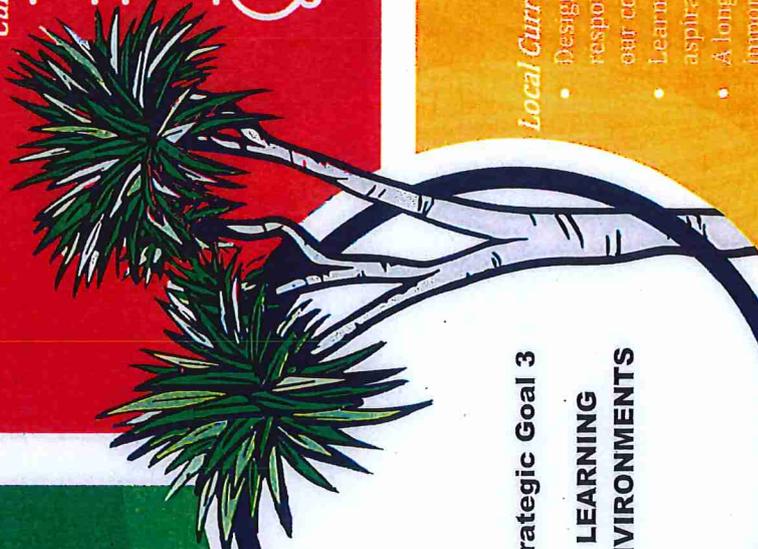
Teaching and Learning Success for All Health & Wellbeing

- Developing school culture to support wellbeing based on shared vision, values, goals & positive relationships in our school community
- Designing learning and planning specifically for a culture of wellbeing values, thinking & attitudes
- Teach restorative strategies to empower students to problem solve and resolve relationship issues
- Embed Circle Time practices to involve students in wellbeing decision making



Learning Partnerships Culturally Responsive

- Ako – two way learning and teaching processes
- Identity, language and culture counts
- Help students understand Te Tiriti o Waitangi – it's past, present and future and to live the Treaty as citizens of Aotearoa
- Build schoolwide understanding of manaakitanga, whanaumatanga, ako, mahi tahi to promote and support equitable outcomes for all learners



Strategic Goal 3 LEARNING ENVIRONMENTS

Learner agency through leadership

- Leading own learning - self
- Leading Others – School Council, House Leaders, Year 6 Leadership Strategy
- Leading in the wider community – NPDL and taking a lead with local issues
- Living our school value of contribution through service to our school and wider community – Community Crusaders, School Council Principles

Future-focused practices

Local Curriculum

- Designing our curriculum to be unique and responsive to the priorities, preferences and issues of our community and our people
- Learning is personalised, inclusive of our students' aspirations, interests, identities, language and culture
- A long view is taken – each student's success is more important than coverage of particular objectives
- Rich learning by designing rigorous and challenging opportunities that encourage students to connect with our Cromwell community for positive outcomes



Learning Environments

Expected Outcomes 2020 -2023

Leadership innovating and leading the growth of digital literacies and technology. Full implementation of DTC

Increased collaboration and digital teaching/learning evident.

Home Learning Platforms reviewed regularly and ready for use

Māori students enjoying education success as Māori. Annual targets set

Blended communication enhances active whānau engagement in learning

Cromwell Primary School Strategic Plan 2020 -2023

Teaching and Learning Success for All

Sustainable Communities & Global Citizens

- EnviroSchool Programmes integral part of our school and Kāhui Ako practices - shared focus "Lake Dunstan"
- CromWELLBEING Model used to monitor our school wellbeing environment annually
- Learning for sustainability by connecting experiences to develop holistic and ecological perspective through NPDL inquiry & deep learning
- Empower student participation in meaningful ways - Garden Club, Student Council



Learning Partnerships

Innovative and Modern Facilities and Playgrounds

- Delivering ILEs through buildings capable of evolving and adapting as educational practices evolve and change over time
- Extending playground facilities to meet the needs of our growing school
- Provision of quality learning environments where students and teachers learn collaboratively



Deliver on projects identified in our 2019-2023 FYA Property Plan

Strategic Goal 4

FUTURE FOCUSED PRACTICES

Practices that reflect the changing world of today

- United Nations 17 Sustainable Development Goals
- Service Learning – local community projects
- Project Based Learning – variety of learning methods used to remove all barriers and give all students equal opportunity to succeed.
- Global Competencies – investigate the world, recognise perspectives, communicate ideas and take action. Universal Design for Learning principles – engagement, representation, action and expression

Future-focused practices

Effective and Strategic Governance

- BoT whose primary focus is on every student achieving their educational potential
- Promote community understanding of board's governance role in support of school's vision and direction
- Ensure a sustainable and strengthened organisation for the future
- Respond to the needs of a growing school by taking an active interest in property projects - multipurpose building, playground development, learning hubs

Learning Environments



Expected Outcomes 2020 -2023

Sustainable practices evident in the school

CromWELLBEING Model guiding school practices and Kāhui Ako actions including Lake Dunstan Projects

BoT leading annual community consultation process including Maori whanau

BoT focussed on supporting student achievement and success for all through provision of high quality resources, environments

School Property provision aligned to 5YA, number of students and current pedagogy

New Pedagogies for Deep Learning

CORE
EDUCATION
Tātai Aho Rau

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP



Pedagogical Practices

Student agency

Ako

Tuakana Teina

Place-based learning

Inquiry learning

Project and problem-based learning



Learning Partnerships

Students

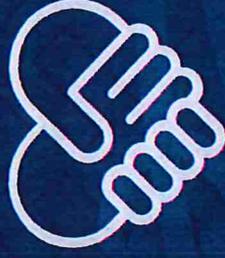
Whānau

Teachers

Experts

Community

Iwi and hapū



Ākonga Students

Personalisation

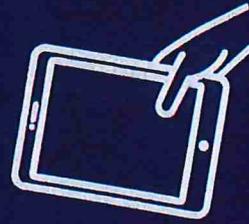
Digital creativity

Connecting

Collaborating

Real-time feedback

Learning anywhere, anytime



Collaboration | Mahi Ngātahi

Critical thinking | Kirirarautanga

Creativity | Auahatanga

Citizenship | Whanaungatanga

Communication | Whakawhitiwhiti kōrero

Character | Mana āhuetanga

Home
School
Marae
Global
Libraries
Virtual
Outdoors
Local environment



Learning Environments

Leveraging Digital

Cromwell Primary School Board of Trustees Action Plan 2020

Key Responsibility	Term One	Term Two	Term Three	Term Four
<p>Meeting Dates Monday</p>	<p>24 February 30 March</p>	<p>May (tbc) June (tbc)</p>	<p>July 20 September 14</p>	<p>October (tbc) December (tbc)</p>
<p>NAG 1 Curriculum</p>	<p>(Strategic Goal 1) Teaching and Learning Success for All</p> <ul style="list-style-type: none"> Staff PLD Schedule for 2020. Key areas of curriculum focus & development DMIC – Maths Project DTC – Digital Technologies Curriculum NPDL Writing 	<p>(Strategic Goal 2) Learning Partnerships</p> <ul style="list-style-type: none"> Literacy Report on delivery of writing programmes to support our Literacy Targets. (Presented by Team Leaders) NPDL Presentation Hārewa Team Inquiry chosen for global moderation 	<p>(Strategic Goal 3) Learning Environments</p> <ul style="list-style-type: none"> Report on Teacher Practice based on DMIC - Mathematics 	<p>(Strategic Goal 4) Future Focused Practices</p> <ul style="list-style-type: none"> Digital & Collaborative Leadership through Digital Technologies Curriculum PLD Project – Milestone 3 Curriculum review & digitalisation project Review of 2020 PLD programme Review of charter and revise 2021 as required
<p>Student Achievement Reviews Reporting on progress towards NZC Levels</p>	<p>2020 targets for raising student achievement</p> <ul style="list-style-type: none"> Writing & Maths Analysis of Variance Learning Support Report Trend data Home Based Learning 	<p>Progress report and actions for raising student achievement</p>	<p>Mid Year Progress Report in relation to student achievement & feedback from Learning Partnership Conferences</p>	<p>Report on student progress & achievement data for end of year.</p> <ul style="list-style-type: none"> MST & Quick 60 (Literacy & Maths Reports) Learning Support Rep
<p>NAG 2 Self Review</p>	<p>2020 Charter Ratified Self Review 2020 NAGs 3 & aspects of 1 NAG 6 reviewed as per established cycle. Maori Community Consultation</p>	<p>Learning Support Self Review update NAG 5 Trauma Plan NAG 1 (Mathematics) Review of BOT policies as per review cycle</p>	<p>Mid Year update of annual school goals Nag 1/3 cyclical review 2020 Review schedule to ensure on track. Community Consultation Process for Term 4</p>	<p>Annual Plan Review & goals identified for 2020</p>

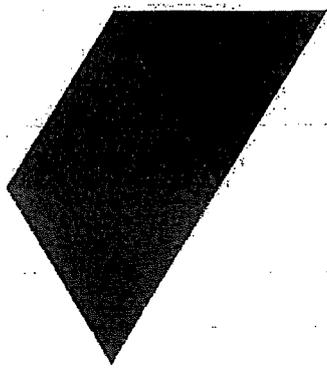
<p>NAG 3 Personnel</p>	<ul style="list-style-type: none"> Staffing set up process completed for 2020. Induction programme for new staff. Principal Appraisal 	<ul style="list-style-type: none"> Principal Appraisal Process update Teacher Appraisal process commences with Senior Leader Danella Smallridge 	<ul style="list-style-type: none"> Principal Appraisal Process update Staffing processes required for 2021 based on staffing entitlement numbers. 	<ul style="list-style-type: none"> Principal appraisal summary report to BOT Report on staff appraisal process & completion
<p>NAG 4 Finance & Property</p>	<ul style="list-style-type: none"> School Audit Process Approve Budget 2020 Novopay Reports signed off by Principal & BOT Treasurer Monthly budget reports presented Review 5YA & 10 YPP & set 2020 focus areas Progress reports on building projects underway 	<ul style="list-style-type: none"> Present monthly budget reports at each meeting Property updates at each meeting Budget review and forecasting for second half of school year Novopay Reports signed off by Principal & BOT Treasurer 	<ul style="list-style-type: none"> Present monthly budget reports at each meeting. Property updates at each meeting Novopay Reports signed off by Principal & BOT Treasurer 	<ul style="list-style-type: none"> Prepare draft budget for 2021 Present monthly budget reports at each meeting. Novopay Reports signed off by Principal & BOT Treasurer Assets Reconciliation Report (Tegan/Robyn) Summary of property projects for the year
<p>NAG 5 Health & Safety</p>	<ul style="list-style-type: none"> Review relevant H & S policies 2019 Accident Register Summary Report T1 Evacuation Drill recorded 	<ul style="list-style-type: none"> Report from Work Site H & S Rep Update accident register monthly T2 earthquake drill recorded 	<ul style="list-style-type: none"> Student & Teacher Well-Being 2020 Survey Update on accident register monthly Health & Safety - World Disaster Day & What's the Plan Stan Emergency Response Week feedback 	<ul style="list-style-type: none"> T4 Lock Down drill recorded. Confirm a completed programme of drills for 2020 Update on accident register monthly Well-being survey for 2020 report and analysis.
<p>NAG 6 Administration Legislation</p>	<ul style="list-style-type: none"> BOT Annual Reporting presented & adopted March Roll Returns 	<ul style="list-style-type: none"> July Roll Return completed 	<ul style="list-style-type: none"> Set start and end of year dates for 2021. 	<ul style="list-style-type: none"> Ensure school open for 384 half days

Self Review Schedule for the Board of Trustees 2020

Strategic Aim	Review Type	Time	BOT Review Questions
Teaching and Learning Success for All.	Strategic Annual Goals 1 & 2 Mathematics Writing Assessment New Pedagogies for Deep Learning Global Moderation Process	Terms 1-3 Mid Year Progress Report Term 4 MOE Planning & Reporting March 1 st 2020	Are our students on track? Is resourcing meeting the needs? Is the professional learning making a difference to the learning of our students? How do we know? Have we achieved our targets? What is our data telling us that we need to prioritise for in 2020? How are our priority learners doing? What progress is evident for those not yet reaching the standards? How effective are our Quick 60 (Literacy) & MST (Maths) interventions? How are the New Pedagogies for Deep Learning 6Cs being developed in classrooms? What support has been provided for teachers? What evidence do we have that our students are building assessment capability? Does our student achievement data reflect students who are developing assessment capability? What are the indicators of an assessment capable student in classrooms? What resources are available to support ongoing student development in this area? What budget/PLD will need to be considered for 2020?
Learning Partnerships	Strategic 2 Annual Goals 3 & 5 Reporting to Parents	Terms 2 & 4	What opportunities have been offered to parents to help develop their confidence and skill levels so they can better support their children at home? What evidence do we have of higher levels of parental

	Kāhui Ako	Terms 1-4	<p>engagement in the learning process as a result? Has this had any impact on student progress & achievement? How do we know? How have parents responded to the new ways of reporting student progress & achievement (real-time)?</p> <p>How do the different learning environments we provide support student progress and achievement? How have the DMIC project using culturally responsive practices supported our Maori/Pasifika students? How do you know that these are making a difference?</p>
Learning Environments	Strategic 3 Cultural Responsiveness	Terms 1-4	<p>BOT analyse Annual Financial Accounts to identify areas of over & underspending in 2019. What areas of school spending need to be increased for 2020 as a result of this analysis? What progress have our priority learners made? Check budgets for Learning Support Staff & programmes. What evidence do we have that curriculum budgets set for Literacy & Mathematics in 2019 have had a positive impact on student achievement? Which projects have not been completed in 2019, what are the reasons for this, what impact will this have on the 2019 budget? What property work is identified for 5YA/10YP in 2020?</p>
Future Focussed Practices Finance & Property Review 2019 spending, prepare and adopt 2020 budget. Review 5YA & 10YP to identify any projects/work not completed and set up programme for 2020 Implement 5YA 2019-2024	Strategic Goal 4 Annual Goals 4 & 6 Regular NAG 4	Term 1	<p>What are the areas of the well-being survey that scored the lowest? What are implications of this for 2020? What actions are staff planning to take to improve or address this area that has been identified?</p>
Health & Safety Update student health & contact details	Regular NAG 5	Term 1 Term 4	

<p>Student 2019 well-being survey basis for focus areas in 2020</p> <p>2020 Student Well-Being Survey</p> <p>Harassment & Anti-Bullying</p>		<p>Term 3</p>	<p>What questions do we need to include in 2020 to ensure we gather student voice and identify progress?</p> <p>What policies and procedures do we have in place to prevent incidents involving the misuse of the internet and bullying?</p> <p>What tracking information do we have of incidents involving bullying?</p>
<p>Self-Review</p> <p>Policies & Procedures</p>	<p>Regular</p> <p>NAG 3 & aspects of NAGs 1 & 5</p>	<p>Terms 1/2</p>	<p>What policies and procedures do we have currently?</p> <p>Are these still relevant in relation to the direction of the school and current MOE policies?</p>



Shane Livingstone and Wendy Brooks
Board Chair and Principal
Cromwell Primary School
61 Molyneux Avenue
Cromwell 9310

19 May 2020

Tēnā kōrua Shane and Wendy

Acknowledgement of Receipt of School Planning and Reporting Documents

Thank you for sending your school planning and reporting documents to the Ministry of Education. We appreciate the work involved in preparing your charter.

These documents will help inform ongoing discussions about your School and community's vision and the progress and achievement of the students at your school.

It is pleasing to note the Board's commitment to supporting students' academic progress and achievement in Mathematics and Writing. Participation in Te Kāhui Ako o Ngā Awanui bodes well for community engagement in support of students' learning.

Nāku noa, nā



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Annual Plan

2020

Annual Goals

Professional Learning & Development Plan

Annual Assessment Plan

NZC Expectations Reporting

Analysis of Variance

NAG2A (b) Commentary

Cromwell Primary School Annual Goals 2020

1. To maintain or increase our 2019 levels of achievement for all students achieving or exceeding the NZC level expectations for Writing. (Achievement & Progress Goal)
2. To maintain or increase our 2019 levels of achievement for all students achieving or exceeding the NZC level expectations for Mathematics. (Achievement & Progress Goal)
3. Assessment/Reporting – to engage and inform whānau about their child’s progress and achievement through real time reporting processes. (*Process Goal*).
4. Digital Technologies Curriculum – to show increasing integration and leverage of technology across the curriculum, especially in writing and to support students with diverse learning needs. (Process Goal)
5. Community of Learning – to implement the agreed action plan for our Across Kāhui Ako Lead Teachers and Within School Teachers linked to our endorsed achievement challenges – wellbeing, learning success for all (writing focus) & community engagement. (Process Goal).
6. Property – Continue to progress the construction and redevelopment of teaching spaces - Modern Learning Environments – Old Ako Modernisation Project, Multipurpose Building, toilets upgrade in Junior Block & playground development linked to the Future School Master Development Plan. (Process Goal).

Annual Goal 1: Achievement in relation to NZC level expectations in writing (Achievement & Progress Goal)

<p>Strategic Aim Pedagogy – learning success for all. Ako</p>	<p>Annual Goal: Literacy To maintain or increase our 2019 levels of achievement for all students achieving or exceeding NZC level expectations for Writing.</p>	<p>Writing Targets</p> <ul style="list-style-type: none"> To increase the percentage of students working at or above the expected curriculum levels from 67% % to 72%. To increase the percentage of boys achieving the expected curriculum levels for writing from 57.7% to 65%.
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Baseline Data based on National Standards Data & NZC Level Expectations 2015-2018

Cromwell Primary	2016: 82.2%	2017: 82.2%	2018: 74.8%	2019: 67%
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Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2016 identified a greater proportion of males (22.5%) below or well-below the writing standard compared to the whole school (17.1%). 29/129 males compared to 10/99 females were not achieving the expected standards. At the end of 2017 there were 22% (34/154) boys not achieving the writing standard compared to 12.1% (14/115) girls. This trend continued in 2018 with 29.9% (50/167) boys not working at expected levels in writing compared to 18.3% girls (21/115). Again in 2019 the trend down has continued with 42.3% (96/168) boys not working at the expected levels in writing compared to 26/126 girls. This longitudinal tracking has highlighted the need to not only continue our focus on this but for trying a different approach in an attempt to increase the amount of boys achieving writing expectations. Data also highlighted the growing roll.

Tracking Boys' Achievement in Writing: Percentage Below Writing Standard

2014	2015	2016	2017	2018
19.8%	17.7%	22.5%	22%	29.9%

Measure of Achievement: e-asTTle, Essential Word Lists, ARBs, STAR, PACT, Literacy Learning Progressions

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<p>Our new Strategic (2020-2023) Plan and PLD Programme states our intent to work towards innovative, quality teaching thus creating richer learning opportunities with intentional teaching of key competencies, particularly around self-management, and with significant work on leveraging digital by upskilling staff and students. Focus has been on writing as an achievement target for some time, but no significant achievement lift of our target groups as expected has occurred. Themes in our documentation are empowering learners, student agency, holistic learning, self-management & responsibility, creative, connected and collaborative problem solvers who can successfully participate and innovate in our increasingly interconnected world.</p> <ul style="list-style-type: none"> • We will continue to use the development of deep learning outcomes – leveraging digital, cross school mentoring, coaching and online resources to bring about change in the way we plan, implement and review teaching with a particular focus on improving writing achievement for targeted learners. • We will design learning around new pedagogies, leveraging digital, exploring and extending learning partnerships and environments that will take learning deeper for teachers and students. • PLD will provide external support & expertise that will help us progress to the next level of deeper learning to ensure that we are moving towards achieving our vision to "make a difference". • We will continue to build internal capacity through utilising external expertise. NPDL (New Pedagogies for Deep Learning) is designed to be internally driven and externally supported. • Review assessment data with staff, collect a range of assessment data to determine specific needs of students 	<p>Principal/BoT</p> <p>Team Leaders</p> <p>Teachers</p>	<p>Charter 2020-2023</p> <p>2020</p> <p>\$7,000</p>	<p>Student achievement improving, particularly for target learners.</p>
	<p>Principal</p> <p>Team Leaders</p> <p>Teachers</p>	<p>Dec 2019/Feb 2020</p>	<p>Data on Edge Learning Folders IEPs or Group Action Plan</p>

<p>identified and develop a targeted action plan to address these needs.</p> <ul style="list-style-type: none"> Leadership Team reflection of longitudinal data. We will continue to monitor the impact of playbased learning (Junior School) in 2020 to achieve a lift in progress/achievement in writing. Leadership Team discussions focussed on what can we do differently to ensure success for our learners? Identified that unless we make changes to the pedagogical models we are currently using, we may not have significant impact on learner outcomes, particularly for those hard to shift learners – those not achieving expectations in writing. Two pedagogical models to be used are play-based learning (Juniors), New Pedagogies for Deep Learning & SOLO, combined with leveraging digital. School Literacy Lead Teacher (with WST role also) will plan and lead a school review of Literacy programmes & practices starting with phonics and spelling across the school. Kāhui Ako – achievement challenge set around learning success for all with a focus on literacy. Across Kāhui Ako Lead Teachers combined with the appointment of Within School Teacher (Term 1) will commence a collaborative inquiry around literacy achievement by exploring what tools are being used to assess students' writing and how OTJs are being made. Moderation workshops, exploring tools being used to gain consensus about which tool the Kāhui Ako use in future. All students below expectation will have either an IEP or be included as a target learner within a Group Education Plan. Regular monitoring of progress of priority/identified students in target groups & cohort writing targets at Team Meetings 	<p>Leadership Team</p>	<p>2020</p> <p>NPDL \$1,500 (Global Hub Fee)</p> <p>CFPLD – CORE (NZ)</p> <p>1 Permanent Unit School Wide Literacy Leadership</p> <p>WST role</p>	<p>Action plan based on evidence & the need to seek different approaches.</p> <p>“If we keep doing what you have always done you will keep getting what you have always got” W.L. Bateman</p> <p>External expertise to support in-school work</p> <p>Evidence based decision making about impact of school approaches to teaching literacy e.g phonics, spelling</p> <p>Building internal leadership capability and capacity through collaborative inquiry to lift student achievement in writing</p> <p>Personalized learning to lift rate of individual progress in literacy.</p> <p>Tracking data on Edge or in student folders</p>
<p>Across Kāhui Ako Lead Teachers & Within School Teachers</p> <p>Shona Hamilton</p> <p>Olivia Buckner</p>	<p>Literacy Lead Teacher</p> <p>Olivia Buckner</p> <p>Rachel Peters (Senior Literacy)</p>	<p>Kāhui Ako Lead Teacher allowance (\$16,000pa 0.4 FTE)</p> <p>Within School Teacher (\$8,000 pa 0.08 FTE)</p>	<p>Evidence based decision making about impact of school approaches to teaching literacy e.g phonics, spelling</p>
<p>Teachers</p>	<p>Team/Literacy Leaders</p>	<p>Ongoing</p>	<p>Tracking data on Edge or in student folders</p>

<ul style="list-style-type: none"> Students encouraged to critically reflect on their own learning, to be self-directed learners by setting appropriate goals, tracking & monitoring their own progress, using evidence to show progress and achievement. Goal setting at Learning Partnership Meetings Student voice considered when purchasing reading material, establishing contexts for writing Boys' writing focus – Attitudinal survey undertaken at beginning/end of year to determine effectiveness of strategies being implemented to target boys' achievement in writing. Personalised Spelling Programme – Essential Words spelling tests each term to determine how all students are progressing and to determine words for individual learning lists. Individual word lists for target students loaded into Steps Computer Programme to further support learning in class at Years 5/6 level. All students in Years 3/4 below or well-below NZC expectations in spelling to be included in Steps Programme (target groups given priority in T2/3) Team Literacy Leaders continue to monitor teaching of writing (including spelling) & tracking of progress to ensure consistent delivery of current programme & integration of phonics programme & Joy Allcock's "Spelling Under Scrutiny" strategies. This includes introduction of Yolanda Soryl Literacy, Quick 60 Literacy Intervention Motivation & engagement of students - profiling adults who use writing in their everyday work (authors, journalists, police, teachers, builders etc). 	Students	Term 1 & 2 Y1-4 Ongoing Years 5-6	Students knowing themselves as learners Student tracking sheets/folders
<ul style="list-style-type: none"> Student voice considered when purchasing reading material, establishing contexts for writing Boys' writing focus – Attitudinal survey undertaken at beginning/end of year to determine effectiveness of strategies being implemented to target boys' achievement in writing. 	Students Literacy Leaders Team Literacy Leaders	Ongoing Terms 1 & 4	Higher student engagement in reading & writing. Comparison data analysed at end of year to determine impact on student progress & achievement data.
<ul style="list-style-type: none"> Personalised Spelling Programme – Essential Words spelling tests each term to determine how all students are progressing and to determine words for individual learning lists. Individual word lists for target students loaded into Steps Computer Programme to further support learning in class at Years 5/6 level. 	Class Teachers	Terms 1-4	Data analysis used to provide evidence of progress. Whānau awareness of progress and ways to support at home
<ul style="list-style-type: none"> All students in Years 3/4 below or well-below NZC expectations in spelling to be included in Steps Programme (target groups given priority in T2/3) 	SENCO Teacher Aides	\$400 Literacy Budget \$1000 online licence fees for Websteps etc.	Progress of target students being monitored to highlight effectiveness of intervention
<ul style="list-style-type: none"> Team Literacy Leaders continue to monitor teaching of writing (including spelling) & tracking of progress to ensure consistent delivery of current programme & integration of phonics programme & Joy Allcock's "Spelling Under Scrutiny" strategies. This includes introduction of Yolanda Soryl Literacy, Quick 60 Literacy Intervention 	Team Literacy Leaders		Teachers have the knowledge, skills & resources needed to accelerate and monitor progress.
<ul style="list-style-type: none"> Motivation & engagement of students - profiling adults who use writing in their everyday work (authors, journalists, police, teachers, builders etc). 	Teaching Team		Connecting with community, evidence of purpose for writing in everyday contexts.

<ul style="list-style-type: none"> Processes put in place for teachers to reflect on and improve practice. Applying new learning from previous PLD linked to effective teaching of writing to include integration Sheena Cameron & Allison Davies strategies for teaching writing, PACT, e-asTtle writing, moderation across schools, sharing of best practice in teaching of writing & spelling & peer observations of effective teaching practice, use of Writing Kits Use of online resources – TKI, digital collaborative writing CaAP (Curriculum & Achievement Plan) Tier 1 - Effective teaching of reading & writing – teacher & Literacy Leaders sessions Tier 2 school based interventions such as Quick Sixty (Reading Recovery), Reading Together Parent Support Programme, Websteps (Spelling) Dyslexia Specialist Teacher – future staffing allocated for roll growth may support the employment of a specialist dyslexia teacher for 5 hours per week to support our most dyslexic learners Future staffing may include appointment of an ESOL Lead Teacher to support this growing cohort in the school. Bilingual Support Workers appointed to support Afrikaans, Tagalog & Portuguese speaking students Literacy Learning for Parents – Evening workshop for parents to share ways they can help at home to support student learning, build parent confidence to help children & communicate with teachers, teachers gain a better understanding of their students and use this knowledge to establish appropriate programmes. Literacy Evening for Parents 	<p>Shona Hamilton (Kāhui Ako Lead Teacher), Louise Haig, Olivia Buckner, Danella Smallridge Literacy Leaders across the school</p>		<p>Team Meetings provide ongoing professional development forum for learning conversations around effective literacy practices</p>
	<p>Teachers Literacy Leaders Learning Support Teacher SENCO Learning Support Teacher</p>	<p>Terms 1-4</p>	<p>At risk students show progress through participation in acceleration interventions. Increased parent confidence to support literacy learning at home</p>
	<p>Jane Severensen (Davis Dyslexia Specialist)</p>	<p>0.2 FTE</p>	<p>Students with significant dyslexia supported by expert teacher to improve rate of progress in literacy.</p>
	<p>Shona Hamilton SENCO Kāhui Ako Lead Principal (BSW Project 2020)</p>		<p>ESOL learners have best possible chance of learning success in literacy.</p>
	<p>School Literacy Lead Teacher to coordinate a parent workshop evening – reading, writing, oral language</p>		<p>Term 3 Meeting to support parental input at home</p>

<p>Hārewa Team:</p> <ul style="list-style-type: none"> • Phonics check- separate, blend & discern the sounds for low or struggling learners. TA support phonics development. • Integrated approach so that handwriting, phonics are writing instead of whole class delivery programme of set things – individualised approach with those who need specific things doing it. • Increasing teachers' knowledge of what children need to be able to do before they can write. Working with pre-schools prior to coming to school on things they can do. • ECE Early Literacy Development PLD through the Kāhui Ako • Phonics, letter formation & learning words through reading programme. • More agentic approach – choice, engagement & motivation to write. • Focussed every second day and alternate day was choice – practice letters. • SOLO rubric – children need to feel on top of step one before another layer is added. These layers are visible to the students • Playbased environment where children don't have to write at the same time – allows teacher to target 1:1 students, kids motivation sustained. <p>Karearea Team:</p> <ul style="list-style-type: none"> • Feedback and feed forward to children - clear use of goals and tracking with the kids to motivate and drive progress. • Passion based writing - Response to the children's interests and experiences. Creating rich experiences to write about where needed to bridge the gap for those who have less experiences to write about. Some classes also doing diary writing in response to child based passions for this. 	<p>Team Leaders</p> <p>Teaching Teams</p> <p>Teacher Aides</p> <p>External Experts</p> <p>R T Lit</p> <p>RTL B</p> <p>SENCO</p> <p>WST Literacy</p>	<p>Learning Support</p> <p>Budget TAs \$110,000</p> <p>Learning Support Teacher Literacy (0.25)</p>	<p>Agentic approach increases student motivation for learning</p> <p>Links with ECE to streamline transitions & prevent interruption to student learning.</p> <p>Pedagogical models being used form the basis of tracking and monitoring for evidence of shift.</p> <p>Teacher strengths being utilised to match student needs.</p> <p>Digital leverage in action – Google Speak, collaborative writing through Google Docs</p>
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- Collaborative writing - Great option for boys (where achievement is lowest). This also promotes oral language as a way of engaging diverse interests and needs.
- Shared and Modelled writing - to drive understanding of how to write and the writing process, as well as seeing and reading high quality examples of what they can achieve.
- Use of technology to support diverse needs - For whole class and specific needs engagement (e.g. pick a path stories) and assistive technology for children with high needs in order to remove barriers to writing.
- Handwriting - minimum of 3 times a week across the team. More where specific need. Teachers have conducted a handwriting assessment and ordered appropriately leveled handwriting books to further the children's current needs.
- Phonics - Following Joy Allcock program, driven by initial assessments in first half of term 1.
- Use of TAs to support writing - Where the majority of Six60 children are the writing time has been timetabled to match TA timetable to ensure extra support in this key subject.
- Oral Language - Focus on rich expressive oral language across the entire curriculum but especially STEAM activities and DMIC as a way of promoting the

Well Below:

- -Quick Sixty, &TA support in class
- Specific phonics grouping
- Assistive Technology when appropriate

Ako Team:

- Target students are spread between two teachers who offer recent junior school teaching experience.
- TA target groups for phonics, handwriting, reading mileage, spelling.

- Steps to be explored for low level literacy kids with use of Websteps monitored by TA.
- Agentive approach to writing with choice, Google Voice Type, audio books to enable struggling readers to engage in the discussion of the books.
- Collaborative, integrated, kids emailed teacher about what they liked to learn, what didn't get them going – Know thy learner (Visible Learning)

Professional Learning & Development Programme 2020 - Literacy

Goals	What	Who	How	When	Cost/Budget
<p>To sustain new practices linked to the effective teaching of writing/reading across the school.</p> <p><u>ANNUAL PLAN</u></p> <p>Planned action by BOT to support teachers to lift student achievement in relation to NZC expectations in writing.</p> <p>(Annual Student Achievement Goal One)</p>	<p>Professional Development:</p> <p>Effective teaching of writing. Ensuring teachers have further opportunities to observe, discuss, give & receive feedback and reflect on the impact of improved practices on student learning and achievement (NZC P 34)</p> <p>Sheena Cameron & Louise Dempsey</p> <p>Focussed use of Literacy Leaders</p> <p>Pedagogies for Learning e.g SOLO</p> <p>Sharing best practices – cameo writing, leveraging digital</p> <p>Play based</p> <p>NPDL Framework</p>	<p>Literacy Leaders</p> <p>Danella Smallridge</p> <p>Olivia Buckner</p> <p>Louise Haig</p> <p>Rachel Peters</p> <p>Jayne Fitzgerald</p> <p>RT Lit & RTLB</p> <p>Learning Matters</p> <p>Specialist Teacher</p> <p>Davis Dyslexia Expert</p> <p>Jane Sverensen</p> <p>Principal</p> <p>Literacy Consultants- Sheena Cameron</p> <p>Louise Dempsey</p> <p>Jill Eccleton</p> <p>NPDL – Greg Carrol</p>	<p>Professional Development for Teachers-</p> <p>Professional Learning workshops & activities throughout the year:</p> <ul style="list-style-type: none"> • PLD - Staff participating in NPDL workshops (F2F & online) building capability to design learning that will deepen student learning experiences • Use of internal & external experts - PaCT workshops as requested exploring both reading & writing aspects and time to create resources, RT Lit sharing new strategies, playbased workshops, ECE/NE Oral Literacy PLD Project, story telling • Across Kāhui Ako Lead Teacher & Within School Teachers collaborative inquiry into writing. Review of school-wide literacy programmes beginning with phonics & spelling programmes • Teacher/team inquiry cycles being monitored by Team Literacy Leaders to maintain focus on effective teaching practices linked to writing/reading – sharing of strategies, resources, expectations, assessment. Teachers complete reviews, share & discuss impact cycles, evidence of progress, analyse, reflect on year end data to inform progress and planning for 2020 • New School Literacy Leader introducing Yolanda Soryl Phonics Programme with more emphasis on writing compared to current programme • Literacy Leaders– workshops on effective teaching of writing. Also modelling, observation & feedback for individual teachers of writing teaching. • Kāhui Ako moderation of writing for PLD purposes • Classroom observations linked to curriculum areas being developed and sustained – use of lead teacher's skills • Literacy Leaders to provide specific 1:1 support for teachers to help them develop programmes to support individual students. 	<p>2020</p> <p>Terms 1-4</p> <p>31/01/19</p> <p>26/02/19</p> <p>27/02/19</p>	<p>School Budget \$10,000</p> <p>\$1,500 NPDL</p> <p>3 days release to support in class observations of literacy teaching & provision of feedback.</p> <p>COPA funded</p> <p>Trust funded</p> <p>Release of Within School Teacher to undertake a review of phonics & spelling programmes or in-class support – 5 release days per term.</p>

Annual Goal 2: Achievement in relation to NZC level expectations in Mathematics (Achievement & Progress Goal)

<p>Strategic Aim</p> <p>Pedagogy - learning success for all Ako</p>	<p>Annual Goal: Mathematics.</p> <p>To maintain or increase our 2019 levels of achievement for all students achieving or exceeding the standards for Mathematics.</p>	<p>Targets</p> <ul style="list-style-type: none"> To maintain the 82% level of students working at or above the NZC level expectations in Maths, linked to our first year of involvement in the Re-Form (DMIC) Maths Project. To increase the percentage of Maori, Pasifika and other diverse learners working at or above the expected NZC levels in Maths through the use of culturally responsive pedagogies associated with the DMIC Project. Maori 75.9% to 82% Pasifika 90% to 100% To increase the percentage of females achieving at or above NZC level expectations from 77.8% to 82% 												
<p>Baseline Data</p> <p>Closer analysis of school-wide data (OTJs in relation to NZC expectations) in December 2017 identified a greater proportion of females (11.2%) below or well-below the standards compared to the whole school (7.5%). 13/116 females compared to 8/154 males are currently not achieving the expected standards. In 2018 this figure had increased to 17.4% (20/115) females not achieving NZC expectations in Maths compared to 12.6% (21/167) males. In 2019 22.2% (28/126) females were below the NZC expectations compared to 14.9% (25/168) males below expectation.</p> <p>Tracking Females' Achievement in Mathematics: Percentage Below NZC Mathematics expectations</p> <table border="1" data-bbox="1252 201 1332 2038"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td>14.3%</td> <td>11.1%</td> <td>11.2%</td> <td>17.4%</td> <td>22.2%</td> </tr> </tbody> </table> <p>Measure of Achievement: e-asTtle, GLOSS, JAM, PAT, IKAN</p>				2015	2016	2017	2018	2019		14.3%	11.1%	11.2%	17.4%	22.2%
	2015	2016	2017	2018	2019									
	14.3%	11.1%	11.2%	17.4%	22.2%									

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> Review assessment data with staff and determine particular learning needs of target groups identified. Teacher release day in T1 for diagnostic interviews, Gloss/JAM Testing as required. Develop a targeted action plan to address the needs through DMIC norms framework 	Principal Maths Support Teacher Team Leaders Teachers	Dec 2019/ Feb 2020	Data on Edge Learning Folders
<ul style="list-style-type: none"> Regular monitoring of progress of priority/identified students in target groups at Team Meetings. All students below the standards will be included in a targeted group education plan 	Team Leaders Teachers	Ongoing	Tracking data on Edge or in student folders IEPs or Group Action Plan
<ul style="list-style-type: none"> Use of MST (Maths Support Teacher) & Learning Support Teacher to provide targeted support for students below NZC expectations through daily, small group sessions designed to accelerate progress. 	MST Yrs 5/6 – Louise Haig Yrs 3/4 Julie McGregor	0.3 FTE allocated to the position	Progress of targeted students monitored throughout the year
<ul style="list-style-type: none"> Students encouraged to critically reflect on their own learning, to be self-directed learners by setting appropriate goals, tracking & monitoring their own progress, using evidence to show progress and achievement. (Visible Learners) 	Students	Term 1- 4 All year levels	Goal setting meetings Student Led Conferences Students knowing themselves as learners Student tracking sheets
<ul style="list-style-type: none"> School Self Review Maths 2019/2020 – exploring a move towards Re-Form Maths using the DMIC Model (Developing Mathematical Inquiry Communities). Kāhui Ako PLD Project with Professor Bobbie Hunter & Jodie Hunter (Massey University) to improve teachers' knowledge of how to go about introducing this new pedagogy for teaching maths. Successful application for Centrally Funded PLD to support this collaboration with Massey University. Kāhui Ako PLD day 29th January to introduce the project <p>DMIC Professional Learning Programme 2020:</p> <ul style="list-style-type: none"> Theory - three full PD days each teacher will receive one / two visits from mentor each term the mentor will be able to visit approx 4 teachers a day 	Massey University DMIC Team Bobbie & Jodie Hunter & Mentors Jayne Fitzgerald KA DMIC Project Lead Teacher Teachers	9 x teacher release days for in-class mentoring and follow-up with discussion \$3,000 teacher release	Sharing of best practice & new pedagogy of DMIC Teachers acquiring new skills, knowledge & resources needed to establish classrooms conditions of a mathematics inquiry community

<ul style="list-style-type: none"> the visits will happen over approx 2/3 days twice a term the mentor can talk at staff meetings on a needs basis the mentor can run a parent information evening 			
<ul style="list-style-type: none"> Regional Lead Teachers Programme (4 sessions) Google Doc set up to share key messages from Lead Teacher 	2 x Lead Teachers	Ongoing T1-4 Teacher Release \$2000	Teachers have skills, knowledge & resources needed to achieve shift. Shared understanding & consistency of OTJs & expectations school-wide.
<ul style="list-style-type: none"> Whānau Engagement – work with parents & families (particularly those with children in MST) around ways to support student learning so that parents are confident to help their children and communicate with teachers. 1:1 Parent Interviews set up by MST to provide direct access for parents to provide feedback, share concerns, provide & support suggestions for how to help at home. Maths Ketes & Maths Games Library to support home learning for struggling learners 	MST Learning Support Teacher Julie McGregor	0.3 FTE Staffing allocated to Maths Support Teacher \$500	Teachers gain a better understanding of students and can design learning to best meet their needs. Parents feel supported in the home/school learning partnership.
<ul style="list-style-type: none"> Student attitudinal survey – girls not working at NZC expectations administered in T1 & T4 	Team Leaders	Terms 1 & 4	Comparison data providing evidence of how effective strategies have been in 2020.
<ul style="list-style-type: none"> Assessment carried out by MST & Learning Support Teacher to identify progress made towards targets by identified groups & priority students (or new students entering the school). Testing as required (Gloss/JAM) as these tools not recommended by DMIC Project. Student progress will be in relation to progress since EoY 2019 data and DMIC norms in 2020. PAT Testing to provide summative data for reporting to BOT 	MST – specific Gloss Testing Teachers	Term 1 Terms 1-4	Teachers know their learners. Students requiring support identified for MST Progress able to be monitored by students & teacher Students know where they are at, what they need to work on, how they are going to get there and how

<ul style="list-style-type: none"> E-asTTle, IKAN & Basic Facts for student learning & for effect size analysis as appropriate Teachers review inquiry linked to using new pedagogies for learning -playbased & NPDL – focus on evidence of shift in student understanding through higher motivation & engagement. CaAP (Curriculum & Achievement Plan) Tier 1 - Effective teaching in maths Tier 2 - Maths Lead Teacher & Learning Support Teacher sessions Analyse/reflect on end of year data to inform planning for 2020 	Teachers	Terms 1-4 2019/2020	they will know they have reached their goal. Research & evidence based findings able to be shared to support others
<ul style="list-style-type: none"> Number Agents approach to learning in maths. Kids become number agents and problems come to kids via online, playbased. Collaborative not competitive, going deep and not fast, warm up agent eyes, not always one right answer or way to do things, Greater use of discourse. Students articulating how they have solved a problem. 	Teachers	Ongoing	Students receiving the best possible support & teaching according to their needs
<p>Team Approaches based around DMIC</p> <p>Hārewa Junior Team</p> <ul style="list-style-type: none"> Number Agents approach to learning in maths. Kids become number agents and problems come to kids via online, playbased. Collaborative not competitive, going deep and not fast, warm up agent eyes, not always one right answer or way to do things, Greater use of discourse. Students articulating how they have solved a problem. 	Lead Teachers Teachers		School targets developed based on analysis of student achievement data.
<p>Kārearea Middle Team</p> <ul style="list-style-type: none"> Unpacking cultural norms of DMIC classroom. Mixed Ability Groupings Stage 4-5 is where you first notice learners struggling to make the shift from counting to part-whole. This has been targeted through MST 	Lead Teachers Team Leaders MST Teaching Staff	2020 Ongoing \$5,000 Maths Curriculum Budget	Positive shift in student achievement. Evidence to support new pedagogies being used. Student surveys
		0.3 FTTE	Targeted teaching achieves lift in student achievement & confidence

<ul style="list-style-type: none"> • Ako Senior Team • Mixed ability classrooms based on Jo Boaler (Stanford University) Class Norms based around establishing a maths culture for learning and maths discourse. • Addressing time constraints, maths anxiety – building confidence, doing things differently to see what difference it can make. Conscious effort to target identified students through using real life contexts linked to students' interests. • Low floor, high ceiling tasks – problem-based approach • TA running Numicon Approach for those needing visual representation of numbers, looking at numbers in different ways that they can be built – well below & below students picked up within programme, place value boosters • Term 3 Boot Camp as boost for those students requiring this before going to college. 			

Professional Learning & Development Programme 2020 - Mathematics

Goals	What	Who	How	When	Costs/Resources
To improve & sustain practices, linked to the effective teaching of Mathematics across the school.	Professional Development Effective teaching through further developing teachers' content knowledge, teacher inquiry, use of NZ Maths resources, MST, moderation tasks	Maths Lead Teachers Louise Haig Jayne Fitzgerald Danella Smallridge Rachel Peters	Professional Learning workshops throughout the year. <ul style="list-style-type: none"> DMIC Project – 3 x ToD, in-class mentoring sessions, staff meetings, readings, online webinars One Regional Lead Teachers Maths Workshop per term. Google Doc for all key messages, resources etc Curriculum & Achievement Plan being used as framework for delivery of programme. Maths Delivery Plan currently being reviewed linked to DMIC Project Team focus on effective teaching practice linked to Mathematics – sharing of strategies, resources, expectations, assessment, Number Agent, Numicon Focus on target groups identified in annual student achievement goals – regular review of progress of these groups at Team Meetings DMIC Project Leader & Math Lead Teacher providing 1:1 support for teachers to help design specific programmes to support individual students. Attendance at any relevant seminars & PD opportunities – Numeracy Symposium (Dunedin & CO) 	2020 T2 -4 T1-4	School Budget 0.3 FTTE 8 days release time for Maths Lead Teachers \$2000 One teacher release day per teacher to undertake maths diagnostic interviews in T1 \$3500 Maths Curriculum Budget allocated for resources to support class programmes \$5000
<u>ANNUAL PLAN</u> Planned action by BOT to support teachers to lift student achievement in relation to NZC level expectations in Mathematics (Annual Student Achievement Goal Two)	School Leadership Maths Advisor Viv Thompson supporting MST & Lead Teachers Regional Lead Teachers Programme MST (Learning Support) Programme sustained by school (no MOE funding) Team Meetings & PLD focus on math teaching Re-Form Maths with move towards DMIC.	MST-Julie McGregor University of Otago Maths Advisor Viv Thompson Dr Bobbie Hunter & Jodie Hunter (Massey University) Massey Mentor Jayne Fitzgerald Leading Self Review Maths & DMIC Project		Ongoing	

Annual Goal 3: Assessment – to engage and inform whānau about their child’s progress and achievement through real time reporting processes. (Process Goal).

<p>Strategic Aim Learning Partnerships Whanaungatanga</p>	<p>Annual Goal: Assessment To engage and inform whānau about their child’s progress and achievement through real time reporting processes. (Process Goal).</p>	<p>Targets</p> <ul style="list-style-type: none"> • To develop new documents required to support real time reporting processes to parents. • Parent communication through summary report of feedback collated over 2018/2019 community consultation period including outlining the benefits of real time reporting. • Parental feedback in T4 based on the information they have received linked to their child’s progress and achievement in 2020 using new real time reporting processes. • To engage with a Kāhui Ako collaborative inquiry on effective practices linked to moderation.
<p>Baseline Data To further our Visible Learning journey (Cognition 2014/2015 Visible Learning Plus) practices such as making the learning more visible to students by using a range of tracking sheets, student tracking profiles, visible progressions, maximising the use of student assessment information for both teaching and learning purposes to help focus students on their specific learning needs and to collaboratively develop their learning plans have been embedded across the school. Team Impact Cycles have focussed on promoting greater student agency through developing skills required of a self-directed learner. Models of collaborative teaching have been explored and developed, together with an increased use of 1:1 devices. Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, higher-order collaborative learning. Student centred learning is blended, sustained and extended through an increasingly wide range of digital technologies and opportunities. Introduction through NPDL (New Pedagogies for Deep Learning) of the 6Cs to encompass learner powers and to deepen learning for students. Seesaw trial extended to whole school. Assessment Tools: Edge, SOLO Taxonomy, PaCT Tool, student voice through surveys, Learning Folders</p>		

Annual Goal 4: Digital Technologies Curriculum – to show increasing integration and leverage of technology across the curriculum, especially in writing and to support students with diverse learning needs. (Process Goal)

<p>Strategic Aim Future Focussed Practices Ako Mahitahi</p>	<p>Annual Goal: To continue our professional learning and development programme for teachers linked to their understanding, integration into teaching practice and full implementation of the Digital Technologies Curriculum in their classrooms.</p>	<p>Targets</p> <ul style="list-style-type: none"> • Teachers share evidence of their integration of DTC in classrooms by contributing at least one artefact for the new Kāhui Ako Innovations Project Google Site • Evidence of the new language of digital technologies being explored & integrated in classrooms - computational thinking and designing digital outcomes. • Students building skills to enable them to be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies.
<p>Baseline Data The MOE has introduced a new dimension to the NZ Technology Curriculum – the Digital Technologies Curriculum. This is to be fully implemented by 2020. Since 2004, the school has participated in two MOE funded ICT Contracts along with a Central Lakes Trust funded project which saw the continuation of MOE funded ICT development across the region. The school has also been strategically building up the number of devices available to students over a period of 5 years and introduced a 1:1 device programme in the senior hub (Years 5/6) in 2014. In 2018 the Cromwell Kāhui Ako was fortunate to receive a \$300,000 Innovations Project Grant that has enabled us to further advance our programmes for students.</p>		

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<p>Centrally Funded PLD Hours Application & Delivery Plan</p> <ul style="list-style-type: none"> Develop a programme of Professional Learning & Development for teachers using hours remaining from our Centrally Funded PLD. Using Technologies Better (UTB) contracted as our PLD Provider. 	<p>Principal, CoL ICT Lead Team UTB Facilitator Lara Kirk</p>	<p>T1 – T4 200 CFPLD hours 8 days per school</p>	<p>CoL PLD Programme completed for 2020 with full integration of DTC evident</p>
<p>Equipment</p> <ul style="list-style-type: none"> Purchase of equipment needed to support our particular 2020 focus on makerspace activities & relevant PLD Programme using Otago Community Trust Grant. Schools continue to purchase any further equipment required to support the implementation of the DTC 	<p>Principal, CoL ICT Lead Team UTB Facilitator Lara Kirk</p>	<p>\$36,000 PLD \$120,000 across the 3 x schools</p>	<p>School has all the equipment required to support PLD and implementation of design learning tasks in classrooms. Students using new equipment confidently & creatively</p>
<p>PLD Programme</p> <ul style="list-style-type: none"> UTB Workshop CoL ToD 28/01/2020 – digital leverage quadrant of the New Pedagogies 4 quadrants for Deep Learning – the language of DTC across all year levels GROW coaching for all teachers – goal setting sessions revisited with UTB Facilitators working in school, 1:1 to develop individual professional goals. Workshops based on identified needs of teachers ongoing Teams request for in-class support for their identified DTC focus areas (2 days per team) Google Training Days – Delivered as Boot Camps for Levels 1 & 2, special focus workshops e.g Google Write, Classroom) 	<p>Principal, CoL ICT Lead Team UTB Facilitator Lara Kirk</p>	<p>Terms 1-4 2020 28/01/2019</p>	<p>Shared understanding of the language of DTC emerging across the Kahui Ako Individual teacher evidence of their growing confidence to plan, design and deliver learning for specific DTC outcomes.</p>
<p>Sharing the learning</p> <ul style="list-style-type: none"> Unconference delivered by ICT Lead Team in Term 3, a chance to share our learning with others & trustees from Otago Community Trust. Further development of the 'Innovations Project Google Site' that showcases teachers creative use of technology in classrooms and providing a valuable resource for teachers 	<p>Principal, CoL ICT Lead Team UTB Facilitator Lara Kirk</p>	<p>Term 3 Ongoing T1-T4</p>	<p>Learning is shared with others.</p>
<p>Self Review</p> <ul style="list-style-type: none"> Reflection process in Term 4 including repeat of the teachers & leaders' surveys to identify progress made, progress towards goals and to summarise key learning, successes of this project. 	<p>Principal, CoL ICT Lead Team UTB Facilitator Lara Kirk</p>	<p>Term 4</p>	<p>Summary report highlights key learning, impact of PLD on teacher confidence & understanding and student outcomes in DTC.</p>

Annual Goal 5: Community of Learning – to implement the agreed action plan for our Across Kāhui Ako Lead Teachers and Within School Teachers linked to our endorsed achievement challenges – wellbeing, learning success for all (writing focus) & community engagement. (Process Goal).

(Process Goal)

<p>Strategic Aim Learning Partnerships Whānauगतanga Manaakitanga</p>	<p>Annual Goal: To continue to strengthen educationally powerful connections and relationships within Te Kāhui Ako o Ngā Awanui - Cromwell Community of Learning. To commence collaborative inquiry focussed on agreed achievement challenges - literacy (writing) and wellbeing. Develop a Learning Support Register for "Te Kāhui Ako o Ngā Awanui"</p>	<p>Targets Complete development of systems, structures, processes (in particular protocols around sharing of information, decision making, assessment methods & tools for reporting) to support the ongoing work of the Kāhui Ako. Appoint Within School Teachers. Bilingual Support Workers supporting ESOL students in BSW Project 2020 Learning Support Register completed for our Kāhui Ako Establish Governance/Stewardship Group & Learning Support Management Team</p>
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Baseline Data

The Cromwell Col was approved in 2016 but a leader was not appointed until the end of 2017. There was one full Kāhui Ako event held at the Cromwell Town & Country Club for the purpose of developing the vision, values etc of the Kāhui Ako. Since then there have been informal discussions with slow progress until appointments of key people. The process of appointing Lead Principal, Across Kāhui Ako Lead Teachers and MOE endorsing Achievement Challenges has resulted in significant progress being achieved in 2018/2019.

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<p>Appointments</p> <ul style="list-style-type: none"> Process developed for appointment of Within School Teachers. Bilingual Support Workers employed as part of BSW Project 2020 	<p>KA Lead Principal School Principals Across KA Leads</p>	<p>Term 1 (2020) \$25,000</p>	<p>WST appointed BSW appointed and supporting ESOL students</p>
<p>Professional Learning & Development</p> <ul style="list-style-type: none"> Leading Adult Learners –Cromwell College, Dunstan High, St Joseph's Primary, Dunstan KA Learning Support Coordinators, CPS Leadership Team Lead Principal, AKA Lead Teachers & WST – part of Southern Region CoL Leadership Group Oral Literacy in Early Years for ECE & NE teachers DTC – Digital Technologies Curriculum & Innovations Project DMIC – Developing Mathematics Inquiry Communities 	<p>Evaluation Associates Miel Stopford</p> <p>Jane Carroll (SALT) UTB Massey University</p>	<p>Terms 1 & 3 2020 \$2000 pp Terms 1-4 \$4000 T1-4 T1-4</p>	<p>Leaders have knowledge and skills to be able to bring about desired changes across the Kāhui Ako and within individual schools.</p> <p>Improved Oral Language levels of students transitioning to schools</p> <p>Culturally responsive pedagogy being used to deliver maths curriculum</p> <p>Full implementation of DTC evident</p>
<p>Systems, Structures, Protocols, Governance & Management</p> <ul style="list-style-type: none"> Annual Plan for 2020 developed by Lead Principal & Across Kāhui Ako Leads and shared with Leadership Team for feedback. Kāhui Ako protocols around information sharing and permission to use data completed & shared with Leadership Team Learning Support Register Completed 	<p>Lead Principal KA Management Team Joanna Pascoe (MOE)</p>	<p>Terms 2-4</p>	<p>Organisational structures required for the Kāhui Ako to function effectively have been set up & activated successfully.</p>

<ul style="list-style-type: none"> • Learning Register Management Team established and managing all applications for Learning Support. • Reporting of work, finances, BoT, Management Teams, MOE • Achievement Challenge Data Team established to work with data <p>Achievement Challenges</p> <ul style="list-style-type: none"> • Student achievement data, surveys & needs identified by Leadership Team etc are used to review achievement challenges. • Across Kāhui Ako Lead Teachers commence collaborative inquiry with a focus on writing (assessment & tools being used), DTC and wellbeing • PLD organised to support challenges – PaCT, moderation, literacy 	<p>Lead Principal, Across Kāhui Ako Leads, Within School Teachers KA Data Team MOE Facilitator</p>	<p>Terms 1 - 4</p>	<p>Consistency across KA with tools being used to assess and report on student achievement in writing</p> <p>Deepening understanding of effective moderation practices.</p>
<p>Community Engagement Strategies</p> <ul style="list-style-type: none"> • Term Reports from Kāhui Ako Lead Principal shared with BoT/Centre Management to update them on progress • Annual BoT/Centre Management Teams' Meeting to share progress & achievements for the year • Cromwell Whanau Group hui each term – connection plan developed • Kahui Ako Leadership Team Hui every term • Social function for all teachers annually with guest speaker- focus this year on DTC • Community action linked to Lake Dunstan linked to Enviro Kāhui Ako 	<p>Lead Principal Management Team Lead Principal</p>	<p>Terms 1-4 November Terms 1-4 Term 2</p>	<p>CoL & Wider Community developing an understanding of the purpose of the Kāhui Ako. and that by working together on agreed things we can achieve more than we can by working alone. Engaging in conversations about why schools need to do things differently to prepare the students for their world</p>

Annual Goal 6: Property – Continue to progress the construction and redevelopment of teaching spaces - Modern Learning Environments – Old Ako Modernisation Project, Multipurpose Building, toilets upgrade in Junior Block & playground development linked to the Future School Master Development Plan. (Process Goal).

<p>Strategic Aim: Future focussed practices & Learning Environments</p>
<p>Annual Goal: To commence property projects identified in our new 2019-2023 5YA, including the ILE upgrade of Ako (Rooms 1 & 2), our multipurpose project, toilets upgrade in the Junior Block, playground infrastructure improvements.</p>
<p>Background Data: Cromwell Primary School 5YA cycle 2014-2019 has been guiding capital works programmes in the school. Work that has not been completed from this previous 5YA includes the BOT funded project – a multi-purpose space and base for the after school & holiday programmes offered to all primary children in the area and also a hall space for the school. It is proposed that a new toilet block be part of this building to enable the school to improve Rooms 1, 2, 8 & 9 by removing old & substandard toilet areas and creating break out areas to be used to enhance student learning. There has been a complication with the MOE funding linked to this building (toilet construction Stage 1) which has resulted in significant delays. This is still under discussion. Work completed in our new 5YA 2019-2023 has included the installation of heat pumps across the school & a new irrigation pump. The skylights in the Junior Block corridor and the reinstatement of the old furnace room to storage is waiting for additional funding that has been applied for.</p>
<p>Targets:</p> <ul style="list-style-type: none"> • Completion of ILE of Rooms 1 & 2 to create a new collaborative Year 3/4 learning hub. • Replace skylights in Junior Block and reinstate the furnace room as a storage area for the school. • Complete multipurpose building project • Complete the Junior Block toilet upgrade • Install new playground infrastructure as part of playground improvements. • Undertake planning for the School Investment Package Grant
<p>Target Groups:</p> <ul style="list-style-type: none"> • Students, staff & wider school community

Actions to Achieve Targets	Responsibility	Budget	Timeframe
<p>Multipurpose Building</p> <ul style="list-style-type: none"> Seek confirmation from MOE about the 5YA funding allocated to toilet stage. Exemption request declined. School Support prepare documents for GETS Preferred tender confirmed Agreement signed & construction planning commences Contractor completes project 	<p>Principal BOT</p> <p>School Support Project Managers</p> <p>Building Company</p>	<p>\$200,000 5YA</p> <p>\$1.100,000 Bot & community funders</p>	<p>Terms 1-4</p>
<p>Junior Block Toilet Upgrade</p> <ul style="list-style-type: none"> School Support 5YA Property Manager complete designs for the toilets Special Education – coordinate inclusion of accessibility toilet, change equipment & shower to be included for ORS student Plans agree & project on GETS Contractor appointed Project construction underway and completed 	<p>Principal School Support Invercargill</p> <p>Building Contractor</p>	<p>\$250,000</p>	<p>Terms 3/4</p>
<p>ILE upgrade of Ako – Rooms 1 & 2</p> <ul style="list-style-type: none"> Tender documents prepared and project advertised on GETS Tender process & contractor appointed Construction Project Manager John Langeveld (School Support Invercargill), architect (Robert Birch School Support Dunedin). 	<p>Principal MOE Margaret Pollitt John Langeveld School Support</p> <p>Building Contractor</p>	<p>\$350,000 5YA</p>	<p>Terms 3/4</p>
<p>Skylights & Furnace Room Project</p> <ul style="list-style-type: none"> Project partially completed with heat & irrigation pumps installed in 2019 Plans ready to go – MOE application for additional funds required has been completed & submitted Contractor appointed to complete work 	<p>Principal MOE Margaret Pollitt John Langeveld School Support</p> <p>Building Contractor</p>	<p>\$165,000</p>	<p>Terms 3/4</p>

<ul style="list-style-type: none"> • Skylights to be replaced • Furnace Room to be earthquake strengthened and refurbished as a storage facility 			Term 2 holidays
<p>Playground Infrastructure Development Project</p> <ul style="list-style-type: none"> • Playground equipment designs explored • Application for funding from CLT completed • Documentation provided for MOE to support funding from School Investment Grant (\$25,000) • Site inspection visits arranged for two playground providers • SOKs & BOT go through tenders and award the project • Company notified and project planning commences • Company construct playground 	<p>Principal SoKs BoT Teachers Students</p>	\$125,000	
<p>School Investment Grant Project</p> <ul style="list-style-type: none"> • Consultation with BoT & staff about the project • Agree on proposal • Invite landscape designer in to help prepare plans • Plumber visit to site to check out drainage requirements • Landscape designer develops plan for outdoor classroom/playbased area including storage etc • Contract signed and project commenced 	<p>Principal MOE Margaret Pollitt BoT John Langeveld Schol Support Landscape Contractor</p>	\$200,000	Dec 2020 January 2021

Cromwell Primary Annual Assessment Overview 2020

Term 1	Term 2	Term 3	Term 4
<p>Writing Entry Sample - to develop individual writing goals (in regular workbook) (use of school developed rubrics to assess)</p> <p>Essential Words Spelling Full Lists (Y1-6) (And extension lists if students have mastered most essential lists) Administered Week 2-4 Data to develop individual spelling lists (own class tracking sheets)</p> <p>Joy Allcock Assessment (Years 1-4) Select most appropriate test to inform teaching</p> <p>Using end of previous year data and using Gloss Strategy Test (Stages 5-8 or JAM (stages 0-4/E5) for any children that teacher would like more information about. Establishing group norms. Administered Week 2/3 Data entered by Week 5 EDGE or own class tracking sheet</p> <p>IKAN Test (Stages 5 - 8) Administered by Week 5 Data entered by Week 7 EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>DMIC Norms is school-wide area of tracking and focus in 2020 (please collate evidence for Louise during the year).</p> <p>Student Goal Setting Meetings</p> <p>Six Year Nets, EDGE Probe/PM Benchmark EDGE Inquiry data - as per plan Maori data - as per plan Joy Allcock Assessment (Years 5-6) Select most appropriate test to inform teaching</p>	<p>STAR Reading Test (Y3-6) Administered Week 4 Data Entered by Week 5 EDGE</p> <p>Essential Words Spelling Snap Shot A (Years 0-4) (own class tracking sheet)</p> <p>Writing Assessment against National Standards criteria Years 0-2 & e-asTTle Years 3-6 (Sample for Profile)</p> <p>Writing Moderation process - Y1-6</p> <p>e-asTTle and/or PaCT Reading & Maths (Y5/6)</p> <p>IKAN Test (Stages 5 - 8) Administered End of Term Data entered EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>NZC Level OTJs - Reading, Writing, Mathematics EDGE</p> <p>Student Profiles (Week 8) Student Led Conferences (Week 9)</p> <p>Schonell Test - optional</p> <p>Six Year Nets - EDGE Probe/PM Benchmark - EDGE Optional - Listening Comprehension (ARBs) Years 3-6 JAM & GloSS - at teacher discretion Inquiry data - as per plan Maori data - as per plan Learning Support Entry/Exit data Joy Allcock Assessment (Years 5-6) Select most appropriate test to inform teaching</p>	<p>Maths - All strand data into EDGE by the end of the term.</p> <p>PAT Maths Year 4-6 (data into EDGE) Administered Week 8 Entered Week 10</p>	<p>Writing Assessment against National Standards criteria Years 0-2 & e-asTTle Years 3-6 (Sample for Profile)</p> <p>SSpA PAT (Y4-6) Administered Week 3 Data entered by Week 4 in EDGE</p> <p>Essential Words Spelling Snap Shot B (Years 0-4) (own class tracking sheet)</p> <p>Probe/PM Benchmark EDGE</p> <p>Writing Moderation process - Y1-6</p> <p>Gloss Strategy Test (Stages 5-8) JAM (stages 0-4/E5) Administered Week 2/3 Data entered by Week 5 EDGE or own class tracking sheet</p> <p>IKAN Test (Stages 5 - 8) Administered End of Term Data entered EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>NZC Level OTJs - Reading, Writing, Mathematics EDGE Student Profiles (Week 9)</p> <p>Six Year Nets - EDGE Inquiry data - as per plan Maori data - as per plan Student Support EOY data Reading, Writing, Mathematics Summative Learning Support Entry/Exit data Joy Allcock Assessment (Years 5-6) Select most appropriate test to inform teaching</p>
<p>Enter data into Edge (as listed above). Green highlights reporting to parents & NZ Curriculum Levels BOT Reporting - NZ Curriculum Levels (mid & end of year) & annual student achievement targets (end of Year), curriculum areas as per curriculum reporting plan</p> <p>All running records, probes, or PM Benchmarks to be entered into EDGE as these are completed</p>			

Please use this worksheet to complete your March NAG2A(c) Reporting. This template is protected. Please enter data into the unlocked cells.
Ethnic group counts should use Prioritised ethnicity

2019 National Standards Reporting

Number:	3729
Name:	Cromwell Primary School

Insert School number and name

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	7	2.4%	40	13.6	172	58.5%	75	25.5%	294
Māori	0	0.0%	3	10.3%	21	72.4%	5	17.2%	29
Pasifika	0	0.0%	0	0.0%	8	80.0%	2	20.0%	10
Asian	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4
MELAA	1	33.3%	1	33.3%	1	33.4%	0	0.0%	3
Other	0	0.0%	3	33.3%	5	55.6%	1	11.1%	9
European/Pakeha/ Other European	6	2.5%	33	13.8	134	56.1%	66	27.6%	239
Male	6	3.6	23	13.7	98	58.3%	41	24.1%	168
Female	1	0.8%	17	13.5%	74	58.8%	34	26.9%	126
Check Row - Sum of Ethnic groups equals Total									
Check Row Male+Female equals Total									

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0.0%	15	38.5%	21	53.8%	3	7.7%	39
Year 2	2	3.5%	11	19.3%	24	42.1%	20	20.0%	57

Please use this worksheet to complete your March NAG2A(c) Reporting. This template is protected. Please enter data into the unlocked cells.
Ethnic group counts should use Prioritised ethnicity

Year 3	1	1.9%	3	5.6%	36	66.7%	14	25.9%	54
Year 4	1	1.9%	5	5.6%	32	61.5%	14	26.9%	52
Year 5	3	5.8%	5	9.6%	37	71.2%	7	13.5%	52
Year 6	0	0.0%	1	2.5%	22	55.0%	17	42.5%	40
Year 7									
Year 8									
Check Row - Sum of year levels equals total									

2019 National Standards Reporting

Number:	3729
Name:	Cromwell Primary School

Writing	Well below		Below		At		Above		Total	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	Number
All students	11	3.7	86	29.3%	177	60.2%	20	6.8%	294	294
Māori	1	3.4%	9	31.0%	18	62.1%	1	3.4%	29	29
Pasifika	0	0.0%	4	40.0%	6	60.0%	0	0.0%	10	10
Asian	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	4
MELAA	0	0.0%	2	66.6%	1	33.4%	0	0.0%	3	3
Other	0	0.0%	6	66.6%	3	33.4%	0	0.0%	9	9

Please use this worksheet to complete your March NAGZA(c) Reporting. This template is protected. Please enter data into the unlocked cells.
Ethnic group counts should use Prioritised ethnicity

European/Pākehā/ Other European	10	4.2%	65	27.2%	145	60.7%	19	7.9%	239
Male	10	6.0%	61	36.3%	93	55.3%	4	2.4%	168
Female	1	0.8%	25	19.8%	84	66.7%	16	12.7%	126
Check Row - Sum of Ethnic groups equals Total									
Check Row Male+Female equals Total									

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0.0%	12	30.8%	26	66.7%	1	2.6%	39
Year 2	1	1.8%	20	35.1%	36	63.2%	0	0.0%	57
Year 3	4	7.4%	12	22.2%	32	59.3%	6	11.1%	54
Year 4	2	3.8%	19	36.5%	26	50.0%	5	9.6%	52
Year 5	3	5.8%	18	34.6%	27	51.9%	4	7.7%	52
Year 6	1	2.5%	5	12.5%	30	75.0%	4	10.0%	40
Year 7									
Year 8									
Check Row - Sum of year levels equals total									

2019 National Standards Reporting

Number:	3729
Name:	Cromwell Primary School

Please use this worksheet to complete your March NAG2A(c) Reporting. This template is protected. Please enter data into the unlocked cells.
Ethnic group counts should use Prioritised ethnicity

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	3	1.0%	50	17.0%	194	66.0%	47	16.0%	294
Māori	0	0.0%	7	24.1%	19	65.5%	3	10.4%	29
Pasifika	0	0.0%	1	10.0%	9	90.0%	0	0.0%	10
Asian	0	0.0%	0	0.0%	3	74.0%	1	25.0%	4
MELAA	0	0.0%	0	0.0%	3	100.0%	0	0.0%	3
Other	0	0.0%	2	22.2%	5	55.6%	2	22.2%	9
European/Pākehā/ Other European	3	1.3%	40	16.7%	155	64.9%	41	17.1%	239
Male	2	1.2%	23	13.7%	114	67.9%	29	17.2%	168
Female	1	0.8%	27	21.4%	80	63.5%	18	14.3%	126
Check Row - Sum of Ethnic groups equals Total									
Check Row Male+Female equals Total									

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
Year 1	0	0.0%	5	12.8%	31	79.5%	3	7.7%	39
Year 2	0	0.0%	7	12.3%	48	84.2%	2	3.5%	57
Year 3	1	1.9%	13	24.1%	31	57.4%	9	16.7%	54

Analysis of Variance Reporting



School Name:	Cromwell Primary School
School Number:	3729

Strategic Aim: All students are able to access the NZC as evidenced by achievement in relation to the NZC expectations. Maori/Pasifika students are engaged in their learning and are enjoying educational success.

Annual Aim: To maintain or increase our 2018 levels of achievement for all students achieving or exceeding NZC expectations in Mathematics with particular focus on students at risk of not achieving at the level of NZC Mathematics including girls.

- Target:**
- To increase the percentage of students achieving at or above NZC expectations from 85% to 90%.
 - To decrease the percentage of females not achieving NZC expectations from 17.4% to 10%

Baseline Data: The NZ 2016 National Standards Results average for mathematics is 75.5% achieving or exceeding the standards. The regional average for Central Otago in 2015 was 86.2% achieving or exceeding the standards. At Cromwell Primary School 92.6% of students at the end of 2016 & 92.3% in 2017 were achieving or exceeding the mathematics standards which is more than 15% above the national average and 6.4% above the regional average. Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2017 identified a greater proportion of females (11.2%) below or well-below the standards compared to the whole school (7.5%). 13/116 females compared to 8/154 males are currently not achieving the expected standards. At the end of 2018 we continued to notice that girls' achievement was lower than boys with (87.5%) boys compared to (82.6% girls) meeting NZC expectations. There were 21/167 boys compared to 20/115 girls not yet meeting NZC expectations in Maths.

Tracking Females' Achievement in Mathematics: Percentage Below Mathematics Standards

	2015	2016	2017	2018	2019
	14.3%	11.1%	11.2%	17.4%	28%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Leadership Team & Maths Lead Teachers reviewed assessment data to determine particular needs of students in target groups.</p> <p>GLOSS & JAM testing undertaken in Weeks 2 – 4 for all students with class teachers released to do this. Data used to support teacher knowledge of individual students, group placement, knowledge gaps and identification of individual learnings needs including those to be included in MST support initiative.</p> <p>GLOSS Testing carried out by MST to identify progress being made by target students & also new students entering school.</p> <p>PAT Testing to provide summative data used for reporting longitudinal achievement trends and patterns to BOT.</p> <p>Regular monitoring of progress of target students at Team Meetings.</p> <p>In-class maths learning support provided with Teacher Aide based on "Count for Success" which is similar to the Reading Recovery Model.</p>	<p>Target 1 To increase the percentage of students achieving or exceeding the NZC expectations from 85.5% to 90%</p> <p>Target not achieved: 82%</p> <p>Target 2 To decrease the percentage of females not achieving the standards from 17.4% to 10%</p> <p>Target not achieved: 22.2%</p> <p>The analysis of end of year data showed positive gains in levels of achievement although targets set were not achieved.</p> <p>29 students participated in our MST (Maths Support Teacher) programme designed to accelerate rates of progress of students identified as not yet meeting NZC expectations.</p> <p>Out of these 29 students: 14 students made accelerated progress by moving more than one stage in maths</p>	<p>Target 1 The percentage of students achieving or exceeding the NZC level expectation is 82% compared to 85.5% in 2018.</p> <p>Included in this data are 10 new students to our school this year who are all "below" expected levels in Maths. With these students removed from our data our 2019 percentage meeting or exceeding expectations would have been 91% which is higher than our 2018 percentage and also higher than the target we set of 90%.</p> <p>We aim to continue to focus on the large group of students currently working "at" expectation and in their second year of NZC Levels 2 & 3 to hopefully shift these learners from being "below" expected levels to "at" NZC expectations.</p> <p>Target 2 There are 28 female students not meeting NZC level expectations with seven of these being new to the school this year. With these seven students taken out of our</p>	<p>We have sustained the progress we have made as a school, with the percentage of our students working at or above NZC level expectations in Mathematics exceeding both regional and national percentages up until 2017 when National Standards reporting ceased. The low numbers of students not achieving NZC level expectations means that we can provide all with support through MST ensuring accelerated progress in Maths – particularly those students who are new to the school and who have come in at low levels.</p> <p>We will continue to set appropriate targets and to monitor student progress closely, particularly for those students involved in MST Groups and priority learners – Maori, Pasifika, students with special education needs and those from low socio-economic "at risk" backgrounds. We will also continue to monitor and analyse data at school level, without new students included, as we know that any students working below NZC level expectations have a significant impact on our data, due to the numbers we have in each cohort. With school-wide</p>

<p>MST Programme operating with focus on our priority students & Years 3-6.</p> <p>Maths Lead Teacher tracking strand data - each year has different focus.</p> <p>PLD – MST & Maths Lead Teachers taking workshops including moderation activities, low floor/high ceiling rich assessment tasks with discussion.</p> <p>Some teachers attended the Mathematics Symposium in Dunedin in Term 3 holidays.</p> <p>One Lead Teacher completing post graduate study in the area of Maths</p> <p>Team Leaders participated in a DMIC (Developing Mathematical Inquiry Communities) PLD with Massey University</p> <p>MST supporting teachers by working in-class giving support for specific needs, providing feedback, modelling different teaching strategies, supporting teachers with their OTJs</p> <p>Central Otago Regional Lead Teachers Programme – 1 x workshop each term. Set up Google Doc for teachers for all new material, resources etc</p>	<p>e.g Stage 3 to Early Stage 5</p> <p>15 students made expected progress by moving one numeracy stage.</p> <p>All students progressed by at least one numeracy stage.</p> <p>Years 3 & 5 showed the highest percentage of students not yet meeting the expected levels</p> <p>Year 3 – 26% (beginning Level 2 NZC)</p> <p>Year 5 – 21.2% (beginning Level 3 NZC)</p> <p>These students are one year into new NZC levels so have another year to master all the learning required.</p> <p>Boys – 14.9% not yet meeting NZC expectations</p> <p>Girls – 22.2% not yet meeting NZC expectations</p> <p>Junior School are using a Number Agents Approach to teaching Maths which fits well with their playbased learning approach.</p> <p>The Ako Senior Hub (Years 5/6) participated in a Massey Research Project undertaken by one of our Maths Lead Teachers who has been on study leave completing a Masters in Mathematics Teaching</p>	<p>data, the percentage of females below would have been 17%, which is similar to the percentage in 2018 (17.4%).</p> <p>No “well below” female students in our 2019 data. All girls were in the “below” category. Two new to the school Year 6 girls not yet meeting NZC expectations have been identified in transition notes prepared for the college to ensure they are included in their learning support initiatives in 2020.</p> <p>Our MST Intervention provides the opportunity, especially during Years 3-5 for students to accelerate their rates of progress that will set them up for their last two years in our school. Our 2019 MST Report shows that all students have made progress in this intervention with some students now achieving at the expected NZC level.</p> <p>For our female students it is important to focus on building up their Maths efficacy in order for them to believe that they can in fact succeed in Maths.</p>	<p>achievement at high levels, any new students working below have an immediate impact on our data and also affect targets we have set without these students included.</p> <p>Our data shows that our commitment to the MST Programme has had a significant positive impact on the achievement of students working below the standards in Maths. Despite the fact that it costs the school a considerable amount to keep the programme going, the outcomes make it a worthwhile investment. The BOT has again budgeted to fund 7 hours per week of MST in 2020.</p> <p>The greatest difference will be made through continued PLD and focus on effective teaching in Mathematics. MST expertise and exposure to the latest research in Mathematics is a significant part of this. In 2020 we will be working as part of a Central Otago Cluster in the Massey University DMIC Project which involves theory and in-class coaching and mentoring. Leading this project will be one of our own Lead Teachers who has completed her Masters Project in Mathematics in 2019. Bobby & Jodie Hunter Hunter (Massey) have been working with using Jo Boaler (Stanford</p>
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Implementing school CaAP (Curriculum & Achievement Plan).
 Tracking of Basic Facts with Judo Belts operating in several classes.
 Provision of basic facts practice time included in classroom timetables – has become a routine part of the school day.
 Extensive use of online resources – IXL Maths, TKI, Khan Academy, Sunshine Online, ICT Maths
 Analyse and reflect on end of year data to inform progress and planning for 2020.

based on the new DMIC (Developing Mathematical Inquiry Communities) approach to teaching maths.

University). This is part of the Reform Maths movement which looks at delivering maths quite differently. The setup of the classroom environment includes establishing class norms first. Mathematical discourse, patterns, visual representations, working collaboratively, questioning, explaining by showing, time, problem solving, mixed ability and the skills to work with anyone are all important components of this new way

Community engagement continues to be a focus area and we have trialled mid-year interviews for MST students with the MST in the past. Providing resources such as the Maths kete and the Maths Library games has also been well-received by families of our MST students. Goals in student profiles, along with ways parents can help at home, having teachers' planning available online for parents at Years 5/6 level are all offering parents all the information and support required for them to help us make a difference.

The CaAP is working well, although we need to review and redo the long term plan in light of trialling and new knowledge we have gained. This will demand

greater integration of strand in numeracy work and use of moderation tasks for strand maths.

We will continue to set new student achievement targets with a focus on those cohorts whose end of year data is not where we would like it to be.

Lead Teachers of Maths will continue to attend Regional Lead Teachers Programme.

Effective teaching is our Tier 1 support for student learning. Teachers will continue to track progress with basic facts, use teacher inquiry to meet identified needs in classes and continue to explore new ways of making maths learning and progress more visible to the students.

The new Kāhui Ako will be another way of accessing expertise and PLD across the schools involved. This will offer opportunities for moderation across the schools and also the sharing of best practice.

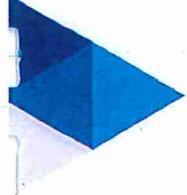
PaCT stages will be explored as a way of making key indicators evident to the students within each stage.

Planning for next year.

We will review our Long Term Delivery Plan as part of our Curriculum Review Process and analyse our 2019 student achievement data to ensure we set relevant and necessary targets for 2020 in areas we have not yet achieved our goals.

- Setting student achievement targets in Mathematics for whole school and target groups identified from 2019 end of year NZC expected levels
- Students achieving below NZC expectations will be identified for MST groups or to be part of our learning support initiatives within classrooms.
- PLD planned to support effective teaching of Mathematics. We will continue to explore the use of PaCT to inform and support OTJs in the school with the Assessment Team considering ways to better utilise PaCT.
- Parent Mathematics Evening – organised at Team Levels
- Development and use of SOLO Taxonomy and e-asTTle in Maths.
- In 2020 our Lead Teacher Maths on Study will return from leave having completed her Masters in Mathematics & working alongside Bobby Hunter (Massey) using Jo Boaler (Stanford University) research. This is part of the Reform Maths movement sweeping NZ at the moment and which looks at delivering maths quite differently. The setup of the classroom environment includes establishing class norms first. Mathematical discourse, patterns, visual representations, working collaboratively, questioning, explaining by showing, time, problem solving, mixed ability and the skills to work with anyone are all important components of this new way. This teacher will lead the beginning of this change process in our school as part of her thesis. Our application for CFPLD to cover their involvement through 1:1 coaching and mentoring has been approved for 2020 and we will be joined by other teachers from our Kāhui Ako and Hawea Flat School.
- PAT Maths will be used for longitudinal tracking of student progress and achievement over time.
- Strand maths will be done with a different focus being tracked and monitored each year. Student achievement in our strand area of focus will be reported to the BOT.
- Lead Teachers of Maths will attend regional development sessions & will follow-up with Google Docs every time and staff sessions as required
- Provision of opportunities for teachers to undertake observations both in and across schools.
- Student goal setting – focus goal for Maths for those working below the standard and attending MST
- On-going monitoring of student achievement against Maths standards including basic facts and those involved with MST previously.

Analysis of Variance Reporting



School Name:	Cromwell Primary School	School Number:	3729
Strategic Aim:	Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds national standards in literacy and mathematics. Ako		
Annual Aim:	To maintain or increase our 2018 levels of achievement for all students achieving or exceeding NZC level expectations in writing		
Target:	<p>Writing</p> <ul style="list-style-type: none"> To increase the percentage of students working at or above the expected curriculum levels from 74.6% to 80% To increase the percentage of boys achieving the expected curriculum levels for writing from 70.1% to 78%. To increase the number of Maori students exceeding curriculum level expectations from 12.5% to 18% 		
Baseline Data:	<p>At the end of 2018 74.8% (211/282) of students were at or above NZC expected levels for writing. Analysis showed that 50 (29.9%) of these students were boys compared to 18.3% girls (21/115). Cohort data showed that Years 1-4 had less students achieving at expected NZC levels: 15 students at Year 1, 13 students each at Years 2-4. Areas of need in writing for targeted students identified by teaching teams were:</p> <ul style="list-style-type: none"> Understanding of the purposes for writing and the associated structures related to these purposes Sentence structure, vocabulary and spelling pattern Understanding of the tasks associated with proof reading and revising <p>Tracking Boys' Achievement in Writing: Percentage Below Writing Standard</p>		
	2015	2016	2017
	17.7%	22.5%	29.9%
			2019
			42.3%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Teaching Teams reviewed assessment data to determine specific learning needs of target students; all teachers were provided with a data summary sheet showing target learning areas for each student including previous interventions and strategies.</p> <p>Progress of target teaching groups monitored & reviewed regularly at Team Meetings and by Leadership Team discussed student progress and interventions being used.</p> <p>A specialist learning support teacher (Reading Recovery trained) was employed providing extra support for classroom teachers. Resource Teacher of Literacy, a Davis Dyslexia Specialist and Learning Matters Consultant all worked in school providing additional literacy support for targeted students.</p> <p>Teacher Aide Time was focussed on providing literacy support for example (phonics, alphabet knowledge).</p> <p>All teachers implemented individualised spelling</p>	<p>Writing</p> <p>To increase the percentage of students working at or above the NZC expected levels from 74.6% to 80%</p> <p>Target not achieved - 67%</p> <p>To increase the percentage of boys achieving the NZC expected levels for writing from 70.1% to 78%</p> <p>Target not achieved – 57.7%</p> <p>To increase the number of Maori students exceeding curriculum level expectations for writing from 12.5% to 18%</p> <p>Target not achieved – 3.4%</p> <p>Overall summary</p> <p>There are 86 students below and 11 students well-below the NZC expected levels in writing.</p> <p>Students received support in the following ways: Learning Support Teacher provided Literacy Bridge (Reading Recovery) & in Term 4 Quick 60 a</p>	<p>Targets set were high and it is important to note that as a rapidly growing school, the diversity of students arriving and the subsequent impact on student achievement data has been noticeable.</p> <p>20 new students who started during this year are below or well-below the NZC expectations in writing. With smaller cohorts this has an immediate impact on our school-wide achievement data.</p> <p>The impact of a growing number of ESOL students is also reflected in our data – 12 students below expectations.</p> <p>Our continued school-wide focus on the teaching of writing (refer to actions section) has ensured we have maintained every effort to increase the percentage of students achieving or exceeding the writing standards. Despite the fact that we did not meet our writing targets set, progress is being made. New teaching strategies, innovations and increased use of online resources have been introduced to support our continued writing focus.</p>	<p>We will continue our focus on student achievement in writing, even though our current school percentages are in line with regional and above national percentages. Our school target of 90% working at or above the standards is an aspirational target. We will develop a new action plan for 2020 and continue to build on successes of team writing impact cycles/inquiries and high quality PLD opportunities.</p> <p>Teachers are very aware of the specific needs of target students in their classes, differentiating practices and monitoring closely. Details of specific writing needs of Year 6 students who are not yet meeting expected NZC levels have been given to their college teachers for 2020.</p> <p>Recommendations for identified “at risk” students” in Literacy have also been made during transition.</p> <p>We have been operating as a Kāhui Ako for two years with an identified challenge set around learning for success, specifically achievement in writing. This will provide another platform for focus and improvement in student writing. Two Across Kāhui Ako</p>

<p>programmes based on Essential Spelling Word Lists & Commonly Misspelt Words. Full testing was done at the beginning of the year – spelling test undertaken each term to determine how students were progressing and to determine words for individuals learning lists.</p> <p>All Years 3/4 students below or well-below the spelling expectation were included in Steps Spelling Intervention (some were registered for an online version for home as well).</p> <p>Individual lists of unknown Essential Words were loaded onto Steps Programme on class computers.</p> <p>PLD linked to effective teaching of writing included use of Sheena Cameron & Louise Dempsey resource “The Writing Book”, NPDL Year 2, PaCT Workshops and moderation sessions which have continued to build a shared understanding of writing progressions across the school</p> <p>Work with parents included sharing ways to support children at home in student profiles, information in the school</p>	<p>new literacy intervention was introduced.</p> <p>Teacher Aide Phonics</p> <p>Teacher Aide Alphabet Knowledge</p> <p>Teacher Aide – Writing Fluency</p> <p>RT LIT Specialist</p> <p>Behaviour – MOE psychologists</p> <p>Davis Dyslexia Specialist</p> <p>Learning Matters - Literacy expert</p> <p>The analysis of end of year student progress and achievement data showed positive individual gains in levels of progress but targets were not achieved.</p> <p>The Middle & Senior Teams have made more explicit links between inquiry through reading and writing to learn. Inquiry is seen as a meaningful purpose and context for writing e.g explanations, instructions, memoirs, “Last Word”, reports and letters. Teachers used contexts such as Anzac, Matariki, space, United Nations Sustainable Goals Exhibition and Kitchen Chemistry as stimuli for guided reading and writing. Any Literacy Contracts are inquiry based and offer opportunity to students to have choices in their literacy learning and to manage their own research.</p> <p>Collaborative writing is very popular with senior students</p>	<p>In 2019 there were 97 students (33%) not achieving at the NZC expectations in writing–20 of these students were new to the school this year. 12 of the below students are from overseas this year. The percentage below, without the new students included in the data, is (26%) which is similar to our 2018 percentage.</p> <p>Included in the students below NZC expectations are also 4 severe behaviour children (MOE specialists involved), a student with aspergers, 3 students whose families have been working intensively with external support agencies, 4 students with dyslexic diagnoses.</p> <p>Writing Targets Target 1 Whole School (Writing) 67% students achieving at or above NZC expectations. This was 7.8% lower than in 2018 (74.8%). Twenty students below NZC expectations were new to the school this year. If these students were not included in our overall data, the whole school % would have been 72% which is very similar to the 74.6% achieved in 2018.</p>	<p>Lead Teachers have recently been appointed with expertise in the teaching of writing considered as part of these appointments.</p> <p>We will continue to set achievement targets in writing in response to our student achievement data with specific focus on cohorts with lower numbers achieving or exceeding the standards. Boys will also continue to be a focus area.</p> <p>At the end of this year teachers will receive learning support information from previous teachers outlining interventions, specialist teacher support, notes on key areas for development and suggested strategies for each identified “at risk” student. These students will continue to be monitored and interventions problem-solved within teaching teams.</p> <p>We will continue to explore the use of PaCT writing to support teaching and learning. This is a particularly useful tool for students as self-directed learners.</p> <p>Teacher practice is a key factor in raising student achievement. We are committed to the ongoing provision of high quality PLD to ensure our students have the best</p>
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<p>newsletter, NE Parent Information Session, Student Led Conference. Teachers have used a wide range of strategies to enhance writing programmes including:</p> <ul style="list-style-type: none"> • Teaching students about "learning pit" • Writing not always done in books, letterbox, home writing book for class, free-range writing • New tracking template for students to use for supporting their knowledge of progress in writing • Use of apps – NZ Writing app • Feedback & blog • Use of online resources – Spelling City, Literacy Shed, TKI (especially for boys), iXL, Go-Pro – You be the Hero • Proof reading detectives, badges. • Writing Toolboxes • Writing workshops focussing on teaching basic structure of any type of writing. <p>All senior classes integrated literacy across the curriculum with a particular focus on Science.</p>	<p>E-tools are being used to research and plan for writing and this will continue in 2020 through our 1:1 device senior hub. Google Drive provides Years 3-6 children with the opportunity to write and share more easily with each other and their whanau. Seesaw is also being used for the sharing of work with home. Digital thesaurus is being used as part of revising and proof-reading processes and they are also supporting the building of children's vocabulary. Tools such as padlet are sometimes used for brainstorming and reflecting on learning. Some classes use blogging, emailing or using Google as a context for writing and reflecting about inquiry topics.</p>	<p>Target 2 Boys School (Writing) 57.7% boys achieving at or above NZC expectations. This is 12.4% lower than in 2018 (70.1%). Again the new students to the school have impacted our data with 20 below students being new to the school and of these new students 10/20 were male. If these boys were not included in our data the boys percentage would have been 65% boys working at or above the NZC expectations which is close to the 70.1% (2018) percentage. We are hoping that the introduction of the playbased learning environment will have a positive impact on our boys' willingness to engage with writing but it is too early to make judgements about this yet. Collaborative writing is also very popular with the older students. Tracking in classes shows that the identified students are making progress but have not yet met the expected levels. Aspects being monitored include vocabulary enrichment, spelling, grammar, punctuation. Experiences and text models through Cameo writing have been used to stimulate and support enriched quality of content. Explicit teaching of strategies has been used to support student understanding of writing forms and features.</p>	<p>possible opportunities to reach their potential. This will happen through the Kāhui Ako and across our Central Otago schools network. Pam Hook will continue to support our use of the SOLO Taxonomy specifically in writing.</p> <p>We are constantly seeking ways to engage our boys. We will continue to bring in high profile authors to work with students. Innovative practice is important and we need to continue to reach out to those students who are not making the expected progress.</p> <p>Technology will continue to play an important part in what we do. 1:1 devices, online resources, blogs, Google Learning Folders, e-asTTle & PaCT will all contribute as students build their digital fluency.</p> <p>Teaching Team Impact/Inquiry cycles will be used, as part of any targeted plan we develop to improve achievement in writing.</p> <p>Students not achieving at expectation will be identified through our learning support register and this is used to set up Teacher Aide timetables. The classes with the greatest need get the highest level of Teacher Aide support.</p>
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Senior Team continue to utilise Google apps as part of their writing programme.

Analyse and reflect on end of year data to inform progress and planning for 2020

Target 3 Māori Students (Writing)

Only 1 Māori student was exceeding NZC level expectations in 2019 (2.4%) compared to 2 (6.9%) in 2018. There are 18 Māori students working at the expected levels so we continue to set targets that we can aspire to achieve and hope that playbased learning environments, collaborative practices, authentic contexts for writing including culturally appropriate contexts will motivate our Māori students to write.

Planning for next year:

The Leadership Team and Literacy Lead Teachers will review progress over the last three years and use this to develop a further 3 year plan for raising student achievement in writing. This will include:

- Setting student achievement targets in writing for whole school and target groups identified from our end of 2019 NZC expectation data.
- Developing a specific writing strategy designed to support our boys' target group.
- PLD & use of experts to support teaching of writing – Pam Hook, Sheena Cameron & Louise Dempsey, NPDL
- Teaching Teams (3) develop their own team teacher impact cycles based around writing.
- Extending the use of e-asTTle as a tool for students to use to identify their own needs and for teachers to use as part of strengthening moderation processes.
- Cromwell Kāhui Ako needs analysis, identifying priority areas, developing plans, PLD applications & other relevant PLD,
- Leveraging digital in writing and for our diverse learners in literacy learning.
- Visiting authors included in budget costs to ensure we are able to do this annually.
- On-going monitoring of student achievement against spelling expectations as part of the NZC writing expectations
- Parent Literacy Evening.
- Student goal setting – focus goal in writing for those not yet achieving the expected standards.
- Identify and plan for ways to raise the profile of writing – interviews, newspapers, interesting speakers, jobs using writing etc.
- Use of new strategies such as collaborative writing.
- Using Science as a context for writing more frequently.
- High interest based contexts for writing “Stories” – personal, historical, local as a context for writing.
- Promoting the notion that writing is everywhere



New Zealand Curriculum Expectations Student Achievement Commentary Report 2019

Date:	20/12/2019
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School Name:	Cromwell Primary School	School Number:	3729
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Areas of Strength

Areas of Strength:

Reading:

- 84% achieving at or above NZC levels.
- 75/294 students exceeding NZC levels & 172/294 achieving at NZC levels.
- No significant gender disparity with 24.1% males and 26.9% females exceeding NZC levels.

Mathematics:

- 82% achieving at or above NZC levels
- 42/294 students achieving above NZC levels & 194/294 achieving at NZC levels.
- There is no significant gender disparity with 17.2% males and 14.3% females achieving above NZC expectations.

Maori:

- 89.6% (26/29) students achieving or exceeding NZC levels in reading with only 3 students not achieving NZC expectations.
- Maori student achievement compares well to our overall school performance: 75.9% Maori compared to 82% NZ European achieving or exceeding NZC levels in Maths; 65.5% Maori compared to 67% NZ European achieving or exceeding NZC levels in writing & 89.6% Maori compared to 84% NZ European achieving or exceeding NZC levels in Reading.

Pasifika:

- 100% (10/10) Pasifika students are working at or above NZC levels in Reading & 90% (9/10) are working at or above NZC levels in Mathematics.

Discussion:

Throughout 2019 MST has been offering intensive support to students in Years 3/4 and identified students in Year 6 participated in a 10 week Boot Camp to help prepare them for transition to college. Students included in MST have been Years 3/4 students in Terms 1, 2, 3 and 4. One group of AKO students was taken at the end of Term 3 and the beginning of Term 4. Other AKO students identified as below or well below expectations were taken by Louise Haig within the maths class sessions. Louise has been our MST trained teacher within the school. MST students have received three 30 minute sessions within small groups each week throughout the year. Some students were added to the programme following mid-year assessments. Many students who are referred to the programme have some maths anxiety, may lack confidence, and have difficulty contributing in a group situation.



Feedback from MST teacher has been that the biggest shift with females has been due to gender based grouping and a steadily developing confidence and self-efficacy of those involved. MST has provided 1:1 support for teachers, introduced "talk moves", mixed ability grouping, problem solving approach to teaching maths which have all supported achievement in Maths. Some teachers have also been exploring the DMIC (Developing Mathematical Inquiry Communities) pedagogy to teaching Maths

Female Achievement Exceeding National Standards or NZC expectations Maths

2014	2015	2016	2017	2018	2019
25.5%	14.5%	17.2%	26.7%	14.8%	14.3%
25/88	12/83	17/99	31/116	15/115	18/126

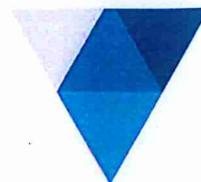
Maori student achievement has been steady over the past few years although a decrease in writing is evident in 2019

Student Achievement at or exceeding National Standards of NZC expectations

Reading	2015 76.9%	2016 84.3%	2017 100%	2018 96.9%	2019 89.6%
Writing	2015 76.9%	2016 84.2%	2017 87.6%	2018 93.8%	2019 65.5%
Maths	2015 80.8%	2016 84.2%	2017 96.9%	2018 96.9%	2019 75.9%

Literacy & Mathematics learning support programmes such as MST, Literacy Bridge/Quick 60 have supported those students at risk of not achieving the NZC expectations, our growing cultural responsiveness & competency has seen our school environment excel in this area. Examples of this include strategic appointments of Māori staff members, staff engaged with post-graduate study in Te Reo Māori, welcome powhiri every term for new families, Haka Haka Performance Group, involvement in Murihiku Polyfest annually, annual marae trip, school hangi, haka, waiata, karakia development have all combined to strengthen our whānau partnership and engagement with learning for the benefit of all Māori students.

- Use of Visible Learning Framework with high levels of student agency, students having access to all their achievement and assessment data, ongoing development of assessment capability, tracking and monitoring their own progress and directing their own learning has had a significant impact on overall achievement. New assessment tools introduced have included SOLO Taxonomy & PaCT.
- Teachers seeing learning through the eyes of the students and students seeing themselves as their own teachers has continued to support all learning
- Importance placed on student development of "growth mindset" has been crucial for students who have been encouraged to take risks in their learning. Understanding how learning happens and that feeling uncomfortable or in the "learning pit" is all part of any learning process.



NZC Expectations: Areas for Improvement

NZC area(s): Reading, Writing & Mathematics

Discussion: Writing

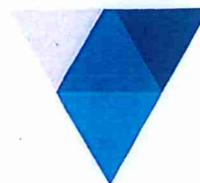
- 67% achieving at or above NZC level expectations. This is lower than in 2018 with 74.6% achieving the NZC level expectations. There are slightly more students exceeding the NZC levels 6.8% compared to 4.6% in 2018.
- Males continue to be over represented in the cohort of students not achieving NZC level expectations - 71 boys (42.3%) compared to 26 girls (20.6%) which is 10% higher for males and 2.3% higher for females than in 2018. This is despite some excellent teacher writing inquiries based around the impact of playbased learning environment in the Junior School and Cameo Writing in the Years 5/6.
- Year level tracking comparisons from same cohort over 2018-2019 show the following
Year 1 (70%) - Year 2 (63.2%)
Year 2 (76.8%) - Year 3 (70.4%)
Year 3 (72.9%) - Year 4 (59.6%)
Year 4 (72.9%) - Year 5 (59.6%)
Year 5 (74.3%) - Year 6 (85%)
Cohorts showing a decrease are all year levels except Year 6
- No Year 2 students exceeding NZC level expectations & lower numbers in Year 1 compared to other cohorts across the school.
- Years 2,4,5 have the greatest number of students below NZC level expectations.

Discussion Mathematics:

- 18% students not achieving NZC level expectations. Closer analysis of this data shows that the overall achievement of females (77.8% 98/126) is still slightly lower than the males (85.1% 143/168)
- Gender analysis shows that 22.2% females (28/126) compared to 14.9% males (25/168) not achieving NZC level expectations
- Numbers of students exceeding NZC level expectations in Years 1 (7.7% 3/39) & 2 (3.5% 2/57) is lower than other year level cohorts

Discussion Reading:

- Number of students not achieving NZC level expectations has increased from 31 (11%) in 2016 to 47 (16%) in 2019
- Year 1 had highest number of students below (15/39) and also the smallest number of students exceeding NZC level expectations (3/39).



Basis for Identifying Areas for Improvement

Discussion:

- 2019 NZC level expectations data showed more males than females are below the standards for writing – 71 (42.3%) males compared to 26 (20.6%) females
- 2019 NZC level expectations data showed more males than females exceeding the Maths standards – 29(17.2%) compared to 18(14.3%).
- 2019 NZC level expectations school-wide achievement in writing (67%) is lower than in Reading (84%) and Mathematics (82%)
- BoT, Literacy & Mathematics Lead Teachers ongoing monitoring of gender performance in Writing and Mathematics over a number of years continues to place importance on reducing the disparity between the achievement of males to females in Writing and females to males in Mathematics.
- Concern that there has been a decrease in school-wide achievement in reading from 97.9% in 2016 to 84% in 2019. This highlights the necessity to continue to place a strong focus on Literacy Programmes and to seek out new PLD opportunities in this area.
- Learning Support Report for 2019 has highlighted the impact of our increasing numbers of ESOL students and also new student enrolments who present with low literacy levels. This is placing pressure on learning support programmes and support staff available to support these learners. We have increased the number of Teacher Aides we have working in the school and also increased the hours of our Specialist Learning Support Teacher who now works 0.6 FTTE to support mathematics and literacy learning. Interventions designed to accelerate progress include Quick 60 Literacy and MST in Maths.

Planned Actions for Lifting Achievement

Annual Student Achievement Goals for 2020

To maintain or increase our 2019 levels of achievement for all students achieving or exceeding NZC level expectations for writing (Progress & Achievement Goal):

Targets

- To increase the percentage of students working at or above the NZC expected levels from 67% to 72%
- To increase the percentage of boys achieving the NZC expected levels from 57.7% to 65%.

To maintain or increase our 2019 levels of achievement for all students achieving or exceeding the NZC level expectations for Mathematics (Progress & Achievement Goal).

Targets

- To maintain the 82% level of students working at or above the NZC level expectations in Maths, linked to our first year of involvement in the Re-Form (DMIC) Maths Project.



- To increase the percentage of Maori, Pasifika and other diverse learners working at or above the expected NZC levels in Maths through the use of culturally responsive pedagogies associated with our DMIC Project.

Discussion:

- To target the achievement of students in the areas we have identified the need to determine what has worked well particularly in areas of high achievement. Successful strategies for accelerated or improved progress and achievement can be transferred into writing especially. Again this year, teachers have been monitoring the impact of playbased learning environments on improved achievement in writing, although it is too early to see any developing trends. Although we have seen a positive shift, particularly in students' attitudes towards writing, there remains the need for continued school-wide focus and acceleration initiatives designed to support those identified most at risk students to make progress towards achieving the writing standards. Boys who are not achieving the writing expectations have been identified, along with Years 3 & 5 cohorts with the lowest percentage of students achieving the standards in 2019
- Teachers of students not yet achieving the writing expectations will continue to use the Teacher Inquiry Model to explore different ways to achieve a positive impact on progress in writing.
- Professional Learning & Development – in 2020 we are planning to continue using the “New Pedagogies for Deep Learning” Planning Framework and “Play Based Learning” as ways to deepen learning and engagement and motivation for students. Digital leverage will also play a significant part linked to ICT tools we continue to explore and develop to support students in writing and also for our diverse learners. We have also contracted Massey University to deliver their DMIC (Developing Mathematics Inquiry Communities) Professional Learning Programme.
- Writing has been an area of concern identified by our Kāhui Ako. One of newly appointed Across Kāhui Ako Lead Teachers will have student progress and achievement in writing as their main area of focus.
- Visible Learning Framework (Joh Hattie) & SOLO Taxonomy will continue to provide excellent frameworks for students to be self-directing learners – know where they are at, where they need to go and how they are going to get there.
- The BoT, Leadership and Teaching Teams will continue to monitor the effectiveness of the different interventions being used to accelerate student progress. Examples of these interventions include MST (Maths) & Quick 60 (school based version of Reading Recovery). A newly appointed Team Leader also offers expertise in Literacy and we will be utilising her knowledge to support initiatives across the school. It is likely that our Within School Teacher role will target writing across the school as well.
- The BoT has committed funding in the 2020 budget to enable us to retain the MST (Maths) and Quick 60 (Literacy) positions in the school. These initiatives offer intensive support for students not achieving NZC expectations and has resulted in accelerated progress to date for many students involved. MST – students work in small groups 3 times per week, on top of their daily maths sessions. This provides the platform for acceleration progress. Ongoing monitoring of the progress of students involved with MST will continue, to ensure that gains being made by the students are being sustained. MST also enables us to provide targeted support for newly enrolled students who are working below the standards and who can impact significantly on our NZC Level data (particularly as we are a fast growing school). Tracking of students also enables us to respond to student achievement data through provision of short term interventions designed for students who have a gap in a particular area. (e.g strand maths, fractions). We have used a Maths Boot Camp which has been designed to support Year 6 students



transitioning to college by building the knowledge necessary for maths work particularly as lack of knowledge was identified as being a key factor for lack of progress for these target students.

- External expertise - We are currently exploring the option of employing a specialist teacher in the area of dyslexia for 0.1 FTTE to target those identified with severe needs in this area. A new dyslexia specialist is living in our area and we are keen to utilise her expertise if staffing allows this. We have already completed referrals to the Resource Teacher of Literacy for those students whose achievement is more than 2 years below their cohort expectations.
- Digital Leverage – STEPs (spelling initiative for students with dyslexic issues), Spelling City, Sunshine on Line, IXL Literacy & Maths. Progress of targeted students using these programmes will be monitored to ensure these are being effective in supporting student progress. A lack of progress is used as a trigger for a more in-depth inquiry into possible factors impacting on student progress and may also signal the need for a Tier 2 or 3 intervention.
- The BoT has set an aspirational goal of 90% of all students achieving or exceeding all three standards. This goal is becoming increasingly difficult to maintain or achieve with the accelerated growth of our roll and the number of diverse learners enrolling.
- The BoT and Teaching Teams will use ongoing data analysis to identify opportunities to increase numbers of students exceeding the standards.
- Ongoing monitoring of gender, priority groups' achievement percentages will continue—female achievement in Maths, male achievement in writing in particular.
- The Leadership & Assessment Teams has undertaken a full review of our processes relating to the reporting of NZC Level student progress and achievement and we have decided to continue to use the MOE National Standards Template for reporting school-wide Literacy and Mathematics Student achievement data as a way of tracking progress over time until the MOE offers a preferred alternative or we develop our own. Currently this template allows us to easily track progress and achievement and compare cohorts over time.
- The BoT is committed to the provision of a PLD budget that will ensure that high quality PLD opportunities are made available to teachers. This will ensure that they have exposure to experts using the latest research. The board regards teachers as their greatest resource in terms of raising student achievement, with research confirming that teachers' collective efficacy and high quality relationships with students has the greatest impact on student achievement outcomes.
- The ongoing development of the learning partnership between school and whānau will continue to be a focus with commitment to initiatives such as “Reading Together” piloted in 2017 and offered each year since then. Other engagement initiatives we have offered have included a junior parent workshop “So what’s reading all about” which was widely attended. Student led conferences, celebrations of learning, senior students co-constructing their reports, consultation hui and curriculum workshops for parents all contribute towards enhanced student progress and achievement.
- Due to excessive roll growth, we are disappointed that we have had to close our school library which has been home to 2 classes for the past 3 years. Concerns over book losses and damage have forced this decision, but we hope to reinstate the library once we have our adequate classroom spaces available. Classes will continue to visit the public library in the interim.
- Our school is the Lead School of “Te Kāhui Ako o Ngā Awanui (Community of Learning) which offers exciting new opportunities for raising student achievement. An example of this is the inclusion of all six local ECEs in the Kāhui Ako, there has already been discussion about the transition to school process and sharing of student information linked to this process. We are keen to use the CAOS Tool for sharing of information



across all the centres and already there has been a collaborative approach to “oral language development” with a significant programme of PLD attended by ECE and Junior School teachers in 2019. This was key area for focus identified through an inquiry led by New Entrant teachers across ECE in 2018. This key area of focus in pre-schools has also been identified as a key way to support readiness for school.

Tools & Processes use to support areas identified for improvement:

- Analysis of school-wide data and year level student achievement broken down by cohort, ethnicity and gender for NZC Student Expected Level progress and achievement in Reading, Writing and Mathematics (see reporting template). Analysis is completed by both the Leadership Team & Teaching Teams which includes consultation with Literacy & Mathematics Lead Teachers. The data is used to set annual student achievement targets, to identify students requiring learning support and extension, to check mix of students in each class, allocation of Teacher Aide classroom support hours and to help set curriculum budgets. Progress and achievement data is reported regularly to the BOT including mid-year and end of year NZC Achievement Reports and progress towards targets set.
- Analysis of data from nationalised or normed tests, as part of school-wide annual assessment plan, is used to help inform OTJs for NZC achievement – PAT, STAR, e-asTTle, PACT, GLOSS, JAM, NUPMA, IKAN, 6 Year Net, Probe/Benchmarks, Essential & Commonly Misspelt Words in Spelling & Schonell.
- Analysis of difference between targets we set for 2019 and what we actually achieved (Analysis of Variance Report).
- Priority learners – analysis of data linked to numbers of new students to the school who are below the standards and/or receiving learning support. Review and analysis of learning support programmes including student entry and exit data. This highlights which interventions have been most effective in terms of student outcomes in relation to NZC expectations. Examples of this include Literacy Bridge (Reading Recovery) & Quick 60, MST Programme results & Steps Spelling Intervention.
- PLD undertaken by teachers has included MOE moderation workshops for literacy, in-school moderation sessions for Writing and Mathematics, PaCT writing training for PaCT Senior Literacy Lead Teacher, MST teacher has worked with individual teachers moderating maths OTJs & has also been supported by an Otago University Maths Advisor. All PLD has supported teachers to make valid and reliable OTJs and once summary data was collected, analysis processes identified areas for improvement and for annual student achievement goals and specific target groups.

NZC Progress Statement

Discussion: Our student achievement data results for NZC 2020 shows there are groups within the school we must continue to focus on in reading, writing and maths. In all three areas assessed in 2019 we have identified new and/or more students in our data who are not meeting NZC expectations. The impact of ESOL students and other students enrolling with more complex learning needs is reflected in our data trends. This will be investigated as part of making plans for this particular group of students in 2020.

Writing

- Our end of year data shows that all 97 students working below the standards have made progress in writing. 86 are in the below category and with further focus on specific elements of their writing in 2020, some could be expected to reach the expected level. An example of this is where a student does not use any punctuation in writing which prevents them from being judged at the standard. There continues to be 11 students in



the well-below category, all who have significant learning difficulties and whilst they are making progress against their individual goals in writing, they are not working towards year level targets at this stage of their learning.

- We have identified 20 students new to the school this year who are below the standard in writing. An analysis of this data showed that with these children removed from our writing data shows 26% below in 2019 compared to 25% below in 2018.
- School-wide progress data over time has remained steady over time, with the greatest % decrease noted this year. Taking into account the roll growth the school is experiencing currently, the writing data has remained similar over this period when comparing percentages, with new students impacting on our longitudinal data taken out for school analysis purposes.

2014	2015	2016	2017	2018	2019
84.7%	86.6%	82.9%	82.2%	74.8%	67%

- Number of boys below the standard over time including 8 new boys in 2019

2012	2015	2016	2017	2018	2019
30	21	29	34	50	71

Maths

- Our student achievement in Maths has been steadily improving since 2011 with our involvement with ALiM & MST Projects. However, our more recent data is now showing the impact of increasing numbers of students who are struggling in maths (see above tables). We have identified 9 students new to the school this year who are below on Maths. Once again with these students removed from our data, the school percentage of students achieving at or exceeding NZC expectations is 85%. Despite good progress being made there still remains the need for a focus on the achievement of our ESOL students, females and cohorts with the greatest number of students not achieving expected levels & increasing the percentage of Years 1 & 2 students exceeding NZC expectations.
- Ongoing tracking and monitoring of MST students' progress shows that this is a high impact intervention. Our tracking data also shows that students who have been referred off MST are sustaining the gains they have made. Even though this intervention is no longer supported by MOE funding, the BOT is committed to retaining it as our main form of Maths learning support.
- Our end of 2019 data shows the 53 students working below NZC level expectations have all made progress towards achieving these and with further focus on their mathematical challenge areas, including building and consolidating mathematical knowledge, they have the ability to advance towards these appropriate levels. Learning support programmes will differentiate between those below and well-below, as it is widely recognised that many of our well-below students have complex needs and learning difficulties which impact on all their learning. These children have IEPs with appropriate goals established for them to work towards.