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| **STRATEGIC GOALS 2017-2019:** | | | |
| ***Strategic Goal 1***  ***Student progress and achievement*** | ***Strategic Goal 2***  ***Curriculum and Pedagogy*** | ***Strategic Goal 3***  ***Partnerships and lifelong learners*** | ***Strategic Goal 4***  ***Governance*** |
| All students are able to access The NZ Curriculum as evidenced by  achievement in relation to the National Standards in Reading, Writing, and Mathematics. | Plan and implement programmes to meet the differentiated needs of all students.  All students will receive high quality  education enabling them to achieve  against the key competencies and  learning areas of the NZ Curriculum  within a safe and respectful environment. | Students are equipped to be confident, connected, active lifelong learners. | The school is governed effectively and  strategically by a BOT who support  student achievement for all learners and provide quality resources to support student progress and achievement. |
| Annual targets will be identified, based on analysed data, to effect and sustain improvement in Reading, Writing and Mathematics | The analysis of variance, and use of  data, and monitoring reports will be used to identify learning needs for 2017. | Equitable access to reliable technologies and infrastructure that meets all needs is sustained across an online environment. | The Board will evaluate the impact and  effectiveness of their strategic leadership on effective governance,  identifying aspects for development |
| The progress of priority learners,  including Maori and Pasifika, will be tracked and regularly reviewed. | Identified students will be put on the Special Education Needs  register; progress will be tracked, and  programmes will be reviewed and adapted  as necessary to cater for their needs. | Leadership reviews and aligns digital literacy and the use of digital technologies with  curriculum needs. | The Board will regularly monitor progress towards annual targets  for Improvements in Reading, Writing and Mathematics and other areas identified through review. |
| Review the consistency of Writing and Mathematics OTJs with a plan to further develop and change them  where necessary. | Adequate resourcing will be allocated to  support teaching and learning programmes, and reviewed regularly. | Professional learning reviewed and ways explored to enhance evidence based learning. | The Board will evaluate the provision of resources and professional  development to review its effectiveness in supporting teaching and learning. |
| Teachers will participate in extended  Collaborative partnerships. | Students identified as Maori or Pasifika, and those with an ELL background will be  supported in the classroom and through  withdrawal programmes. | Learning activities integrate digital  technologies in order to develop digital literacy and support authentic, higher order,  collaborative learning. | Consultation with the school’s Māori and Pasifika communities to ensure Māori students’ success as Māori. |
| Self-motivated learners will be more evident in all classrooms. | Classroom teachers will adapt their teaching and learning programmes to meet the needs of learners with special education needs and provide challenging and differentiated programmes making  use of appropriate technologies | Communities are deliberately engaged through appropriate  digital technologies, which are reviewed to assess impact. | The Board will aim to manage on-going  building issues in a timely and effective  manner to minimise disruption to students’ learning. |
| Ongoing self-review will inform decisions around curriculum, professional learning, and  resourcing. | School values and key competencies are embedded in the curriculum and the learning experiences. | The school supports parents in ways which they can support their own child’s learning. | Through policy review and reporting, the Board will ensure compliance with the National Administration  Guidelines 1 – 8. |
| Students will be engaged in authentic Inquiry. | The OPS model and approach to Inquiry is used consistently across the school. | The Staff continue to develop a culture of collaborative practice which develops a whole community of workers. | The Board will aim to attract, recruit and retain professionals of the highest quality. |
| GATE and Remedial support programmes will provide for children with specific needs and interests. |  | Self appraisal is applied to all teaching practices. | Differentiated professional learning  and PLD programmes will continue to be developed with the support of Interlead. |
| Continually reviewed Assessment practices will improve student outcomes. |  | Continued participation in the Science Learning change network with local school. | The Board will aim to attract, recruit and retain professionals of the highest quality. |
|  |  | Starting the Green Gold review journey |  |

2017 ANNUAL PLAN STRATEGIC AIM 1

All students are able to access The NZ Curriculum as evidenced by achievement in relation to the National Standards in Reading, Writing, and Mathematics.

Annual Aim: To ensure high levels of student progress and achievement in Literacy and Mathematics across the school.

**REVIEW SCHEDULE FOR BOT – STRATEGIC AIM 1**

**TERM ONE***: Targets for 2017*

**TERM TWO:** *Assessment data from Term 1*

**TERM FOUR:** Reports on Target pupils for 2017.

ANNUAL PLAN STRATEGIC AIM 1

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| ***STRATEGIC GOALS 2017*** | ***ACTIONS TO ACHIEVE THE GOALS*** | ***RESPONSIBILITY*** | ***TIMEFRAME*** |
| To effect and sustain improvement in Reading, Writing and Mathematics | * Meetings to analyse data and set targets. | SMT | By end of February |
| To identify students with special education needs and target groups including Maori and Pasifika. | * The learning needs of Maori, Pasifika, and students who are at risk will be considered when identifying annual targets * Timetables will be established and programmes set up to cater for special needs | SMT  Principal/SENCO | By end of March |
| To improve the consistency of Writing and Mathematics OTJs | * Effectively moderated baseline data will be gathered from a range of sources and time-lines established for the review of data and programmes throughout the year. * Further moderation of assessment. Assessment will be developed further through the use of easstle, National Standards exemplars * To develop some new Owairoa writing stages * Across year levels moderation for all teams, to include the Junior school | Director of Literacy | Base line data Term 1  Re evaluation Term 4  Ongoing starting Term 1 |
| Teachers collaboratively sharing and learning, drawing on the expertise of colleagues and the wider community. | * Professional Development for writing moderation; sessions school wide, and with other schools to ensure consistency across the cluster | Director of Literacy | Ongoing 2017 |
| Teachers will continue to use Prime Maths, and extend this programme to other levels | * Resources have been purchased to extend Prime Maths to all Years 3-6 classes, and Year 2 children above Stage 3. * External PD will be provided to support staff in establishing the new programme | Director of Maths  Anna Noy | Ongoing 2017  August 2017 |
| Learners displaying an increased understanding of their own learning and their influence over it assisted by teachers giving the learners information about their achievement and progress. | * Sharing best practice in teams and PL groups * Visiting colleagues in classrooms * Buddying * Using technologies * Professional readings * Ongoing reflections in Appraisal Connector | PL Leaders/DP | Ongoing 2017 |
| On going self review to inform decisions around curriculum, professional learning and resourcing. | * Reviews at staff/ team/leadership/appraisal/ special needs meetings and changes implemented as required | DP | Ongoing 2017 |
| Phonics programme | * To introduce the Yolanda Sorrell phonics programme in Junior classes | Director of Literacy | Ongoing 2017 |

2017 ANNUAL PLAN STRATEGIC AIM 2

Plan and implement programmes to meet the differentiated needs of all students.

All students will receive high quality education enabling them to achieve against the Key Competencies and learning areas of the NZ Curriculum within a safe and respectful environment.

Annual Aim: Individual targets will be developed based on analysed data ,to effect and sustain improvement in Reading, Writing, Mathematics for students with special education needs.

Baseline data:

The analysis of the end of year data for 2016 showed that all learners with identified special educational needs made progress in relation to their individual targets. All learners achieving below expectation in 2016 were supported with a variety of programmes which were regularly reviewed and adapted as necessary throughout the year.

At the end of 2016 our reviews revealed that while successful transitions were being made to Intermediates with handover of information and meetings held as necessary to ensure the best outcomes for learners with Special Education needs, the information on students with needs transitioning from pre-schools and from other primary schools was limited and is impacting on our ability to prepare adequately for needs. Throughout 2016, transition from some pre-schools improved. School staff, support agencies and families met prior to enrolment and visits were made to pre-schools.

A range of technologies was introduced to support learners with specific learning needs and this has proved effective in supporting these learners to access the curriculum.

**REVIEW SCHEDULE FOR BOT - STRATEGIC AIM TWO**

**TERM TWO :** End of term analysis of data *Are our students on track to meet their targets? Is resourcing meeting the needs?*

**TERM THREE:** Mid-year data review *Are our students on track to meet their targets? Is the resourcing meeting the needs?*

**TERM FOUR :** End of year data review *Have we achieved our targets? What is the data telling us that we need to prioritise for 2018?*

ANNUAL PLAN STRATEGIC AIM 2

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| ***STRATEGIC GOALS 2017*** | ***ACTIONS TO ACHIEVE THE GOALS*** | ***RESPONSIBILITY*** | ***TIMEFRAME*** |
| Needs for 2017 will be identified. | * The analysis of variance and 2016 end of year data will be used to identify needs for 2017. * New students to the school will be assessed and data analysed. | Principal  SENCO | End of Week 4 Term 1 |
| Targets set to support identified students to maximise their potential | * Special Needs Register maintained. * Meetings with staff to programme extra support for identified students, develop timetables and establish goals. * IEPs and Individual support meetings with Senco | SENCO | Start of year/ ongoing |
| * Decisions made on referrals to support agencies /assessments. | SENCO | Ongoing |
| Teaching and learning programmes will be  adequately resourced to meet identified needs. | * Funding applications made – e.g. MOESES, RTLB, Reading Recovery. * Timetables set to support all identified learners. * Resources purchased to support programmes. * Teacher / Teacher Aide PD linked to needs. * BOT is providing funding for extra support hours | AP /MSLL/ SSLL  SENCO | Ongoing |
| Students with special education needs will be supported in their transitions. | * Meetings and contact made with pre-schools and previous schools to support transitions | AP  SENCO | Ongoing |
| Classroom teachers will adapt teaching and learning  programmes to meet the needs of learners with special needs and provide challenging and differentiated programmes for gifted and talented students in the classroom. | * Teacher/ Teacher Aide participation in IEPs. * Enrichment classes at each level of the school to cater for accelerate learners | SENCO  Teacher  Teacher aide  Specialist workers | Ongoing |
| * Teachers work with Teacher Aides to provide programmes to accelerate learning. | Teachers | Ongoing |
| * Data gathered, analysed and reviewed each term and decisions made on the benefit of the support being given and the next steps determined. | SENCO | Term |
| Through IEPs, regular communication with parents,  caregivers and key workers of students with special education needs and on-going review of our  documentation and procedures, educational outcomes will be optimised. | * Parents notified of the extra support being given to their child with the reasons for the support. Advice of ways to support the learning at home. * IEPs for identified students. * Review documentation and procedures. | SENCO  SENCO, Teacher, Teacher aide | Ongoing |

# 2017 ANNUAL PLAN STRATEGIC AIM 3

**Students are equipped to be confident, connected, active life-long learners.**

**ANNUAL AIM:**

To move from pockets of strength to growing a shared understanding across the staff, whānau, and community.

**BASELINE DATA:**

To cope with the ever increasing number of devices, including BYOD in Years 5 and 6, our infrastructure was upgraded to cope with the demand. A new wireless system will ensure non-interrupted use of devices and ultra-fast broadband has improved speed of access.

The school will be moving to the cloud for storage, and introducing and using google docs.

Web-based applications, allow easier access both at school and at home. In addition there is becoming increasingly less dependence on the server and networking capability is being extended.

Throughout the year teachers will work collaboratively, trialling and sharing devices and applications. Teachers will attend ICT conferences and other relevant IT PD in order to extend their understanding of teaching in the 21st century and how devices promote collaborative learning and higher order thinking. Resources will be explored and evaluated to enhance teaching and learning.

**REVIEW SCHEDULE FOR BOT- STRATEGIC AIM 3**

**TERM ONE :** *Update on ICT purchasing schedule. Is it meeting our current needs?*

**TERM THREE :** *Update on teachers’ professional development. Is the professional development ensuring growth in a shared understanding?*

**TERM FOUR :** *Has our annual aim been achieved? If not what changes need to be made for 2018?*

ANNUAL PLAN STRATEGIC AIM 3

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| ***STRATEGIC GOALS 2017*** | ***ACTIONS TO ACHIEVE THE GOALS*** | ***RESPONSIBILITY*** | ***TIMEFRAME*** |
| Equitable, well-managed technologies and infrastructure support needs across an increasingly online environment. | * New Era to maintain physical network to ensure 100% uptime of the network for teaching and learning programmes. * Create/maintain individual student logins for Year 4-6 as a start to moving towards cloud based computing. | Lead Teacher ICT | Ongoing |
| Leaders review and aligns e-learning and digital literacy initiatives with curriculum needs | * New ICT Team divides and supports staff on a needs basis * New e mentors appointed to support ongoing Staff PD needs; PD needs to be differentiated. | Lead Teacher ICT | Ongoing |
| Professional learning needs are reviewed to increasingly focus on digital literacy and using digital technologies for learning. | * Professional learning needs are reviewed. * Teachers sharing and reviewing technology practice that supports higher order learning. Use of SAMR model. * Professional reading and engagement with professional learning websites – e.g. enabling e-learning. * Developing the use of technologies that enable learners to connect and collaborate. * Move to google docs | Lead Teacher ICT | Ongoing |
| Digital technologies are reviewed to see how they meet current needs, develop digital literacy, and support higher-order, collaborative learning. | * Digital technologies are reviewed, and where possible trialled in classrooms and evaluated. * Review our core curriculum needs for 2017 * Continue to purchase new equipment for all rooms – mobile technology eg more tablets, and laptops to replace desktops; to be shared between rooms * Minecraft clubs set up * Group purchase of apps ; pushed out to all classrooms | Lead Teacher ICT  Ementor | Ongoing  Terms 2-4 |
| Community is deliberately engaged through appropriate digital technologies which are reviewed to assess impact. | * Activities are trialled and reviewed. * Online calendar set up and maintained * Online email and text notifications and alerts | Lead Teacher IT | Ongoing |
| Continued participation in the Science Learning Network | * Providing opportunities for Science for all pupils as per the Science Strategic plan * All students to have a weekly session in the Science room for hands on Science | Lead Teacher and Science Team | Ongoing |
| Joining together with a group of local schools as part of the COL | * Regular meetings to discuss planned projects to enhance the learning, sharing, and collaboration with other schools. | Principal/ SMT | Ongoing |
| Starting the Green Gold Review journey | * Through action (hands on ) inquiry students will learn about the environment through Enviroschool themes. | Lead EFS / Team  Teachers | Ongoing |

**2017 ANNUAL PLAN STRATEGIC AIM 4**

**The school is effectively governed by a Board of Trustees who support student achievement for all learners and provide quality resources to support student progress and achievement.**

**ANNUAL AIM:**

To strengthen review.

**BASELINE DATA:**

The Board’s main focus remained on the progress and achievement of students, ensuring throughout the year that progress was being made towards annual targets and resources were provided as outlined in the Strategic Plan.

Property matters, particularly the recent and on-going water tight issues, 10 year plan, roll growth provisions continue to feature significantly in Board meetings. The cycle of policy review was rigorously adhered to and ensured a safe environment for all.

Following the induction of new Board members, Trustees attended Professional Development to clarify the role of governance versus management.

**REVIEW SCHEDULE FOR BOT - STRATEGIC AIM FOUR**

**TERM ONE :** *What are the trustees professional development needs?*

**TERM TWO :** *How is the BOT progressing against the charter aims and targets?*

**TERM THREE :** *Has the BOT met its annual requirements for consultation?*

**TERM FOUR :** *Has the BOT met the strategic aims of the charter? What are the visions/aims for the school? How will we realise them?*  Setting priorities for 2018.

ANNUAL PLAN STRATEGIC AIM 4

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| ***STRATEGIC GOALS 2017*** | ***ACTIONS TO ACHIEVE THE GOALS*** | ***RESPONSIBILITY*** | ***TIMEFRAME*** |
| A revised meeting agenda to ensure that the majority of each meeting is spent on strategic discussions and these are recorded appropriately. | * Review of agenda/minute taking and alter accordingly. * Time analysis of meetings. * Information sought from other schools/outside agency as to how meetings are run as a comparison. * Minutes of the meeting available to everyone | Board Chair  Minutes Secretary  Trustees | Term 1 |
| The Board will regularly monitor progress towards annual targets in Reading, Writing and Mathematics, and other areas identified through review. | * The Board will ensure that targets for Literacy and Numeracy are set annually and will receive regular reports on achievement towards these targets. | BOT  Principal | Terms 1-4 |
| The Board will evaluate the provision of resources and professional development to review its effectiveness in supporting teaching and learning. | * From the analysis of achievement the Board approves the purchase of appropriate resources within the constraints of prudent financial margins. * The Board will consider implications of a rising roll when making budget decisions | BOT  Principal | Term 4 |
| To consult/communicate with the school community | * Through the website, newsletters, monkey surveys, blogs, twitter, Instagram, use of skoolbag app | Board Chair  Principal | Ongoing |
| To consult with the school’s Māori and Pasifika communities. | * Meetings will be held | Principal | Term 3 |
| To comply with the National Administration Guidelines 1 – 8. | * The Board will follow the schedule of review to update policies, amending to reflect current needs. | BOT | Terms 1-4 |
| On-going building issues are managed in a timely and effective manner. | * Regular communication with all parties. * Property sub-committee convened as appropriate. | BOT  Principal | Terms 1-4 |
| To attract, recruit and retain professionals of the highest quality. | * Rigorous procedures for employment of new staff are followed. | BOT  Principal | On going |
| Compliance with changes to the Health and Safety Act | * In order to comply with the new Health and Safety laws the BOT is in the process of systematically working through all new requirements * A new Board member with expertise in this area has been appointed * A school Health and Safety committee has been formed which includes onsite staff members * Staff have been informed of changes to procedures | BOT  Principal  Committee | Ongoing |

**TARGET FOR RAISING STUDENT**

**ACHIEVEMENT IN READING 2016**

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| **Strategic Aim: To ensure a high level of achievement in Reading across the school** |

TEACHING AND LEARNING- STUDENT ACHIEVEMENT: will be driven by:

* Early Identification of learners at risk
* Learners and teachers use of the ATOL process
* Maintaining a high level of achievement in Reading
* Analysis and moderation of student data to inform planning and Reading programmes
* Identifying the next steps for each learner
* Communication with parents and whanau to support learners

TEACHING AND LEARNING- STUDENT ENGAGEMENT

* Develop, implement and review educational programmes that strengthen learners achievement in Reading
* Integrate Key Competencies throughout planning, teaching and learning
* Promote use of new technologies to promote learning
* Clarify with the Ministry of Education the OTJ Reading level which is considered Below the After One Year At School National Standard

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| **Curriculum Area: Reading** | **Key Competencies:**   * **Using language, symbols and texts** * **Thinking** * **Managing self** * **Participating and contributing** |
| **2016 Annual Target:**  **“ To accelerate the Reading achievement of pupils who are at risk of not meeting the National Standard for After One Year At School . “** | |

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| **All students Data 2015:** | | | | | |
|  | **Well below** | **Below** | **At** | **Above** | **Number** |
| Reading | 13 (1 % ) | 64 ( 9.2 % ) | 370 ( 53.1 % ) | 250 ( 35.9 % ) | 697 |
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| **Planned actions for 2016:** | | | **Timing:** | **Responsibility:** | **Resourcing:** |
| Identify at risk pupils from their results on the Owairoa New Entrant Survey, Oral language School entry assessment and progress as Emergent and Early readers. | | | During the child’s first terms at school | Year 1 Class teachers |  |
| Year 1 teachers will identify these pupils in their class description. | | | Term 1 Week 8 2016 | Year 1 Class teachers |  |
| After discussion with the AP the at risk group will be selected and monitored until their A1 Anniversary. Pupils who meet the standard will be discontinued from the target. | | | 2016 | A.P. |  |
| Programmes to accelerate learning will be implemented | | | 2016 | Teachers |  |
| Advice from Reading Recovery teacher | | | 2016 | Wynn Croft |  |
| Involvement of agencies to assist parents and children | | | 2016 | SENCO |  |
| Parents supported to assist their child at home | | | 2016 | A.P.  Class teachers |  |
| Barriers to learning will be identified so they can be reduced i.e. English Language Learners, Special Needs, home circumstances, hearing and vision testing, school attendance. | | | 2016 | Class teachers  SENCO  ELL teacher |  |
| Teachers to complete Ministry of Education Target Reflections to record progress and provision of accelerated learning. | | | 2016 | Class teachers |  |
| Discussion of target pupils in Team meetings to get more ideas to accelerate learning. | | | 2016 | Team Leaders  Class teachers |  |

**Results of 2016 Target for Raising Student Achievement in Reading**

* **9 of the 18 target pupils achieved the A1 Standard in Reading**
* 7 of the 18 target pupils were Below the A1 Standard in Reading
* 2 of the 18 target pupils left Owairoa Primary School before they reached A1

The target group of 18 Year 1 pupils consisted of

* 7 boys
* 11 girls
* 6 ESOL pupils

It needs to be addressed by the Ministry that despite attempts by the Assistant Principal at Owairoa Primary School, the Ministry was unable or unwilling to state the actual reading level which is Below the A1 Standard. The Ministry states that the level needs to be significantly below or the child requires significant support. Therefore it is the interpretation of what constitutes significant for each school to make their own standard.

**Intervention for Target Pupils in 2016**

The target pupils were in 5 different Year 1 classes. Teachers were required to collect data on each pupil every term. The standardised form collected the following data:

* Pre school attended
* New Entrant Survey summary
* Oral language assessment
* ESOL class
* Running Record results each term
* Alphabet monitoring
* Word List results
* Next Learning steps
* Reflection from meetings each semester with parents/ whanau
* Discussion and communication with whanau
* Strategies to accelerate Reading progress
* 6 Year Survey results
* National Standards results

The Assistant Principal reviewed and discussed this information with teachers. Evidence based practise, learning conversations, reflection and teaching as inquiry motivated and ensured that teachers looked deeply at their teaching practice.

**2017 Provision for Pupils who did not reach the target: 7 pupils**

* Reading Recovery
* Vision testing by an optometrist will be required
* ESOL programmes
* Truancy service: one child had very poor school attendance which was the reason he did not meet the target.
* One child will have another year in Year 1

**TARGET FOR RAISING STUDENT**

**ACHIEVEMENT IN WRITING 2016**

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| **Strategic Aim:** To ensure a high level of achievement in writing across the school |

**TEACHING AND LEARNING- STUDENT ACHIEVEMENT: will be driven by:**

* Students and teachers use of the Assessment for Learning pedagogy
* Maintaining a high level of achievement in spelling and writing programmes
* Use Literacy Progressions (in Writing) to support planning
* Professional development to ensure National Standards overall teacher judgments are consistent across the school using the National Standards exemplars available from TKI
* Develop vertical moderation of writing throughout the school to ensure OTJs around writing are consistent and equal
* Analysis and moderation of student data to inform planning of programmes -classroom, remedial, extension
* Continuing Profession Learning Development (PLD) in writing to enhance teachers’ ability in planning and teaching Writing
* Continuing PLD in speaking and listening to complement and enhance writing

**TEACHING AND LEARNING- STUDENT ENGAGEMENT**

* Focus on Assessment for Learning pedagogy to deepen students’ understanding of how they learn, their individual progress and next learning steps
* Develop teachers’ understanding, knowledge and use of motivation in order to promote quality writing
* Integrate key competencies throughout planning, teaching and learning
* Plan and implement programmes to meet the differentiated needs of students, i.e. ELL programmes, in school remedial programmes, GATE, differentiated programmes in classroom serving the learner’s individual needs
* Embed a culture of learning where ICT is deliberately integrated into the teaching and learning process, (BYOD)

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| **Curriculum Area:**  Writing | **Key Competencies:**   * Thinking * Managing Self * Using language symbols and text * Participating and Contributing * Relating to others |
| **2016 Annual Target:**  **“To accelerate the achievement of the Year 4, 5, and 6 students achieving in the Below and Well Below at the After 3 years at School, the end of Year 4, 5 National Standards for Writing so that they make progress towards meeting the End of Year 4. 5 and 6 National Standard for Writing by the end of 2016”.**  *Analysis of the 2015 data for Writing indicated that there is a significant number of students who are achieving below and well below the National Standards in writing for the After 3 years at School, the end of Year 4 and Year 5. This is a group of 97 students, both male and females. These children will be identified to their classroom teachers and will targeted during 2016 in an effort to accelerate their achievement so that they will make progress towards meeting their next National Standard for Writing by the end of 2016.* | |

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| **Baseline Data:** | | | | | |
| **Year** | **Well below** | **Below** | **At** | **Above** | **Number** |
| After 3 Years | 3(2%) | 31(20.9%) | 95(64.2%) | 19(15%) | 148 |
| End of Year 4 | 2(1.7%) | 29(24.6%) | 73 (61.9%) | 14(11.9%) | 118 |
| End of Year 5 | 10(10.1%) | 22(22.2%) | 54(54.5%) | 13(13.1%) | 99 |
| Total of  - 15 students in the well below category  - 82 students in the below category  The 3 students in the well below category for the After 3 Years at School Writing standard are males, as are the 2 students from the End of Year 4 National Standard.  Nine of the 10 students, who are well below in the End of Year 5 cohort are male and 1 is a female.  Of the 31 students in the below category for After 3 Years, 22 students are male and 9 are females.  Of the 29 students in the below category at the End of Year 4, 19 are males and the balance are females.  Of the 22 students in the below category at the End of Year 5, 11 are males and 11 are females.  Of the students in the targeted groups 67 have had continuous schooling at Owairoa Primary School from the age of 5 years. | | | | | |
| **Planned actions for 2015:** | | | **Timing:** | **Responsibility:** | **Resourcing:** |
| 1. Data gathered from all students using writing samples, and OTJs in December 2015 | | | Term 4 2015 Term 1 2016 | AP, SSLL, MSLL, Teachers |  |
| 2. Data analysed to identify needs | | | Term 1 2016 | AP, SSLL, MSLL, Teachers |  |
| 3. Data to be reported to BOT | | | Term 2 2016 | Director of Literacy |  |
| 4. Students placed in classrooms where teachers suit the students | | | Term 1 2016 | AP, SSLL, MSLL |  |
| 5. Barriers to learning will be identified so they can be reduced, i.e. English Language Learners, children with special needs and language deficit students | | | Term 1 2016 | Teachers |  |
| 6. Continue to provide PLD in Writing for all staff through on-going curriculum review | | | Term 1-4 | Literacy Director & Literacy Team | First Steps/ The Writing Book/ELPs Bks 1 and 2 |
| 7. Provide PLD to all staff in moderation of writing using National Standards Writing exemplars from TKI, English On Line | | | Term 1-4 | Literacy Director, AP, SSLL, MSLL | National Standards exemplars |
| 8. Provide further PLD to deepen teacher understanding of the moderation of Writing so that OTJs become more reliable | | | Term 1-4 | AP, SSLL, MSLL, Teachers |  |
| 9. Assess at the end of 2016 using the same assessment tools and report findings | | | Term 4 | Teachers |  |
| 10. In school Literacy Groups, i.e. Ballantyne, chunking etc. | | | Term 1-4 | AP, SSLL, MSLL, | Remedial Centre |
| 11. Parents supported to assist their student at home | | | Term 1-4 | SMT/Teachers |  |
| 12. BYOD for the senior school | | | Term 1 | SSLL , BYOD Facilitator |  |
| 13. English Language Learners programmes | | | Term 1-4 | DP, specialist teacher |  |
| 14. Professional Development in speaking and listening and writing to be provided to all staff | | | Term 1-4 | Literacy Director | First Steps Speaking & Listening/ Learning Through Talk |
| 15. Full analysis of spelling skills for targeted students through Essential Word Lists tests, and phonic testing to increase the students’ accuracy in spelling. | | | Term 1 | SSLL | Essential lists, phonic tests |

**Results**

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| **Baseline Data: 2016** | | | | | |
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The target group consisted of 15 students across 3 year levels in the well below category, and 82 students across the three year levels in the below category.

34 students identified After 3 Years (3 well below males, 31 below) and were monitored throughout the year by the classroom teacher.

At the **End of Year 4** the results for those children in the targeted group were as follows:

Well below

- 1 student (33% male) went from well below A3 to below End of Year 4 National Standard

- 2 students (66% males) remained in the well below the EOY 4 NS 31 at school

Below

31 students identified as below After 3 years at School in 2015

4 children left throughout the year

-11 (8 (72%) males, 3 (28%) females) students below A3 remained below at the End of Year 4

- 9 (8 (89%) males, 1 (11%) female) students who were identified as below in 2015 went to ‘at’ in 2016 for the End of Year 4

The balance remained below the End of Year 4 National standard.

End of Year 4 2015 indicated that 31 students were identified as well below (2) and below (29) the End of Year 4 National Standard for Writing and were monitored throughout the year by the classroom teacher.

- 2 students were identified as well below in 2015

**End of Year 5 results in 2016**

Well below

- 1 student left during the year

- 1 (1 - 50% male) student remained well below

Below

29 students (19 – 65.5% males, 10 - 34.5% females were identified as below in 2015

End of Year 5 results in 2016

- 4 students left during the year leaving a cohort of 25

- 19 (59%) students (12 – 70. 5% males - 1 Maori – 6%), 5 females – 29.5% - 2 – 40% -Maori) remained below the standard at the end of Year 5

- 6 (21%) students moved from the below category to ‘at’ for the End of Year 5 National Standard

The End of Year 52015 National Standard for writing indicated that 32 students were identified as ‘well below’ (10 – 10.1%) and ‘below’ (22 - 22.2%)

At the **End of Year 6** the results for those children in the targeted group were as follows:

- 2 left during the year leaving 20 students in the below category

Well below to well below

- 1 student (10% 1 male)

Well below to below

- 8 students (80% - 6 males, 1 Pasifika; 3 females)

Below to below

- 13 students (59%) 6 (46%) males; 7 (54%) females – 1 (14%) Maori)

Below to at

- 9 students (45%) 7 males (22%) 2 females (42%)

The students in this targeted group had their writing closely analysed to identify the individual needs and next learning steps. They were closely monitored throughout the year and given the extra support and guidance from their classroom teachers, team leaders and the Literacy Leader. Meeting with parents were set up to ensure they were aware of how to support their learners at home.

**Intervention**

* Pupil attendance was monitored
* ESOL lessons twice a week for ELL children
* Essential Spelling Word List programme introduced and monitored for Year 4 students
* Team wide writing moderation to ensure all writing was being assessed equally

Each staff member who had students in this targeted group were required to complete a term reflection document that included assessment data and outlining what they were doing for the students and their progress to date. This document also included the student’s next learning steps. These documents were kept on the school’s intranet so that Team Leaders, and Senior Management could monitor and track the progress of targeted students.

Data was collected through standardised testing and other assessment tools for making OTJs for the National Standards.

The barriers to learning for each individual were identified so they could be reduced. These included:-

* students came from other schools, a significant proportion of the targeted students
* ELLs students
* students had special needs

**TARGET FOR RAISING STUDENT**

**ACHIEVEMENT IN MATHEMATICS 2016**

|  |
| --- |
| **Strategic Aim:** To ensure a high level of achievement in mathematics across the school |

**TEACHING AND LEARNING- STUDENT ACHIEVEMENT: will be driven by:**

* Students and teachers use of the AToL process
* Maintaining a high level of achievement in numeracy and other strands in the Mathematics learning area
* Use Prime Mathematics resource as the basis of planning and teaching
* Professional development to implement Prime Mathematics
* Analysis and moderation of student data to inform planning of programmes (remedial, extension)
* Continued development of a number knowledge support programme for home use

**TEACHING AND LEARNING- STUDENT ENGAGEMENT**

* Focus on AToL so that students deepen their understanding of how they learn, their individual progress and next learning steps
* Develop, implement and review educational programmes that strengthen student’s abilities in Mathematics
* Integrate key competencies throughout planning, teaching and learning
* Plan and implement programmes to meet the differentiated needs of students, i.e. in school remedial programmes, differentiated programmes in classroom serving the learner’s individual needs
* Continue to implement the National Standards including moderation around OTJs

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| **Curriculum Area:**  Mathematics | **Key Competencies:**   * Thinking * Managing Self * Using language symbols and text * Participating and Contributing |
| **2016 Annual Target:**  **“To accelerate the achievement of all Year 4 and Year 6 students achieving in the Well Below and Below National Standard so they make progress towards meeting the next National Standard for Mathematics by the end of 2016. “**  *Analysis of the 2015 data for Mathematics indicated that a significant number of Year 3 and Year 5 children were achieving below or well below the National Standard in this area. This group of students will be targeted during 2016 in an effort to accelerate their achievement so that they will make progress towards meeting the next National Standard in Mathematics.* | |

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| **Baseline Data:** | | | | | |
| **Year** | **Well below** | **Below** | **At** | **Above** | **Number** |
| **Year 3 2015** | 3 (2%) | 29 (20%) | 84 (56%) | 34 (23%) | 150 |
| **Year 5 2015** | 6 (6%) | 22 (22%) | 33 (33%) | 38 (38%) | 99 |
| There are 60 children in the identified group. 3 of these children moved to a different school at the end of the year. Of the 57 children left in the identified group, 30 are Year 4 (18 boys and 12 girls) and 27 are Year 6 (11 boys and 16 girls). | | | | | |
| **Planned actions for 2016:** | | | **Timing:** | **Responsibility:** | **Resourcing:** |
| 1. Data gathered from all students using number knowledge testing, NumPA, PAT Maths, and OTJs in November 2015 | | | Term 4 2015 Term 1 2016 | SMT, Teachers | PAT Tests  NumPa Tests |
| 2. Data analysed to identify needs | | | Term 1 2016 | SMT |  |
| 3. Data to be reported to BOT | | | Term 1 2016 | SMT |  |
| 4. Students placed in classrooms where teachers suit the students | | | Term 1 2016 | SMT |  |
| 5. Barriers to learning will be identified so they can be reduced, i.e. English Language Learners, children with special needs | | | Term 1 2016 | Teachers |  |
| 6. Continue to provide PD in Mathematics for all staff through on-going curriculum review | | | Term 1-4 2016 | Director of Mathematics /Team | Prime Maths  TKI  Basic Facts |
| 7. Provide PD to deepen the understanding of the requirements of all levels of the National Standards | | | Term 1-4 2016 | Director of Mathematics /Team |  |
| 8. Assess at the end of 2016 using the same assessment tools and report findings | | | Term 4 2016 | Teachers |  |
| 9. Classroom teachers to prepare a programme for and monitor the targeted students in their class | | | Term 1-4 2016 | Class room teachers, AP, SSLL, MSLL, |  |
| 10. Parents supported to assist their student at home | | | Term 1-4 2016 | SMT |  |
| 11. Regular monitoring of basic facts learning | | | Term 1-4 2016 | Classroom teacher, Director of Mathematics |  |
| 12. Develop IEPs where necessary | | | Terms 1-4 2016 | Class room teachers, AP, SSLL, MSLL, Specialist Agencies |  |

Results

The identified target group consisted of 60 students. Three students did not return to school in 2016 leaving a balance of 57 students. Of the 57 children left in the identified group, 32 are Year 4 (18 boys and 12 girls) and 27 are Year 6 (11 boys and 16 girls).

Year 4 Targeted Group

The Year 4 target group consisted of 30 students (18 boys and 12 girls). Of these 32 four (4, 1 male well below, 3 below, 1 male, 2 females) left the school during the year leaving a balance of 28 students. Of these 28 students 3 students (2 males, 1 female) had been identified as well below the National Standard in Maths After 3 Years at school in 2015.

At the End of Year 4, those who had been well below the previous National Standards were now:-

- 1 (33%) student (1 male) left the school during the year

- 1 (33%) student (1 male) remained well below the EOY4 Standard in Maths

- 1 (33%) student (1 female) is now below the EOY4 Standard in Maths

Those 29 students who were below the previous National Standards were now:-

- 3 (10%) students (1 male, 2 females) left during the year

- 2 (6.8%) students (2 males) went from below After 3 years to well below at the End of Year 4

- 6 (20.6%) students (4 males, 2 female – Maori) remained below the End of Year 4 National Standard in Maths

- 17 (58.6%) students (7 males, 10 females), now at the End of Year National Standard in Maths

- 1 (3.4%) student (1 male), now above the End of Year National Standard in Maths

The 2016 End of Year 4 National Standards indicate that we have a significantly smaller number of students in the well below and below levels of the National Standards.

Most of the balance of the students have made progress against the EOY4 Standard in Maths. The most significant change in the targeted students cohort was the number of students moving from below to at or above the National Standard at the End of Year 4 (19 66% of the targeted students). Close monitoring and accelerated learning in the class room are at the bottom of these figures.

Year 6 Targeted Group

At the end of 2015 analysis of the National Standards data indicated that 28 students were achieving well below or below the End of Year 5 National Standard in Mathematics. Six (6 – 6%) students (5 males and 1 female) were identified as well below and 22 (22%) students (7 males, 15 females) below.

At the End of Year 6 in 2016 the results are as follows:-

Well below at the end of 2015,

6 students identified

- 1 (16.6%) student (1 male) did not return

- 2 (33.3%) students (2 males) remained well below the End of Year 6 National Standard in Mathematics

- 3 (50%) students (2 male, Pasifika, 1 female Māori) moved to below the End of Year 6 National Standard

Below at the end of 2015

22 students identified

- 2 (9%) students (1 male, 1 female) left during the year

- 8 (36.4%) students (3 males, 5 females – 1 Māori), remained below the End of Year 6 Standard

- 12 (54.5%) students (3 males, 9 females – 1Māori) moved from below the End of Year 5 national standard to at the End of Year 6 Standard

The students in the targeted group were closely monitored by their Classroom Teachers and some of those identified in the Year 6 groups also attended extra Maths with an in school expert. The school also introduced the PRIME Maths programme. This is being received positively by the students, their caregivers and the teachers.

Intervention

* Pupil attendance was monitored
* ESOL lessons twice a week for ELL children
* Maths achievement data collected, analysed and reported regularly to the school community
* Targeted students monitored and reported on to Senior Management each term by the classroom teacher

The barriers to learning for each individual were identified so they could be reduced. These included:-

* students came from other schools, a significant proportion of the targeted students
* students were ELLs students
* students had special needs

**TARGET FOR RAISING STUDENT**

**ACHIEVEMENT IN SCIENCE 2016**

|  |
| --- |
| **Strategic Aim:**  **To engage students in authentic scientific enquiry to help raise levels of achievement across the school.** |

**TEACHING AND LEARNING- STUDENT ACHIEVEMENT: will be driven by:**

* **Setting high expectations of achievement for all students in science**
* **Increasing students’ motivation and participation in science**
* **Involving students in authentic scientific enquires**
* **Providing opportunities for science enquires that would promote critical thinking, problem solving, innovation and risk taking**
* **Developing teachers’ curriculum knowledge in the Nature of Science strand through PLD**
* **Developing teachers’ understanding of the science capabilities through PLD**
* **Working collaboratively with the Learning and Change Networks Science group to strengthen the quality of teaching and learning**
* **Planning jointly in teams or year groups to share expertise**
* **Incorporating the principles of assessment for learning into the teaching and learning cycle**
* **Using summative and formative assessments to inform planning and teaching**
* **Providing students with opportunities to share their work in science with their parents/caregivers to celebrate their achievements**
* **Using the resources and expertise available in the wider school community to support teaching and learning**

**TEACHING AND LEARNING- STUDENT ENGAGEMENT**

**Providing students with opportunities to engage with science through:**

* **asking relevant questions and using different types of scientific enquiries to answer them**
* **setting up simple practical enquiries, comparative and fair tests**
* **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment**
* **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**
* **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables**
* **reporting on findings from enquiries**
* **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions**
* **identifying scientific evidence that has been used to support or refute ideas or arguments**
* **Delivering a differentiated programme to meet the needs of individual students**
* **Integrating the key competencies throughout the planning and teaching of science**
* **Planning and teaching in a culturally responsive way, affirming students’ identities, prior experiences and learning styles**
* **Using assessment for learning to enable students to deepen their understanding of how they learn, their individual progress and next learning steps**
* **Using digital technologies to improve learning opportunities**
* **Integrating the guiding principles of education for sustainability into science planning and teaching**
* **Working collaboratively with parents and the wider school community, to support and extend learning**
* **Working collaboratively with the Learning and Change Networks Science group to develop new innovative learning opportunities**

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| **Curriculum Area:**  **Science** | **Key Competencies:**   * **Thinking** * **Managing self** * **Relating to others** * **Participating and contributing** * **Using language symbols and texts** |
| **2016 Annual Target:**  **“To raise levels of achievement of a target group of Y5/6 students, by developing an understanding of the nature of science and science capabilities, through different types of science enquires that help them to answer scientific questions about the world around them.”**  *Analysis of the 2015 data*  *In 2015, the target group consisted of 116, Y4 students. A student survey was carried out in November 2014 (end of Year3) and repeated in November 2015 (end of Year 4).*  *The survey assessed five different areas:*   * *Enjoyment* * *Frequency* * *Efficacy* * *Self-Motivation* * *Future*   *Due to the large number of students in the target group, individual student data, was not analysed, the group was tracked as a whole.*  *As the students were tracked as a whole group, it was not possible, to accurately determine from the data, how interrelated the different areas were, or what the exact movement within each area was. However, some generalised patterns were visible. The results of the survey at the end of 2015, showed a decrease in the areas of enjoyment, self-motivation and future careers in science. There was little to no change, in the areas of frequency and efficacy.*  *For 2016, the target group has be narrowed, to allow individual students to be tracked, with the aim of obtaining more accurate and detailed data.* | |

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| **Planned actions for 2016:** | **Timing:** | **Responsibility:** | **Resourcing:** |
| Complete the NZCER Student Engagement Survey with a target group. | Term 1 2016 | Science Curriculum Team Leader  Svend Hansen | New resource |
| Collect data for the key skills identified for the Nature of Science for a target group. | Term 1 2016 | Science Curriculum Team Leader  Svend Hansen |  |
| Provide PLD for the whole school staff on the planning and teaching for the Nature of Science. | 2016 | Science Team |  |
| Develop pre and post assessments for Y5/6 on the Nature of Science associated with the content strands. | Term 1  Term 3 | Science Curriculum Team Leader  Senior school Staff  Senior School Area Leader |  |
| Provide students with authentic opportunities to develop skills, attitudes and values associated with the Nature of Science. | 2016 | Science Curriculum Team Leader  Science Team | Resources related to Earth and Beyond, and Material World |
| Develop assessment tools to track student progress in the skills associated with the Nature of Science. | Term 2 2016 | Science Curriculum Team Leader  Science Team |  |
| Trial the assessment tools developed to track student progress in the skills associated with the Nature of Science. | Term 3 and 4 2016 | Science Curriculum Team Leader  Science Team |  |
| Develop the scientific language associated with the Nature of Science through teaching and learning. | Term 2 2016 | Science Curriculum Team Leader  Science Team |  |
| Attend the Sir Paul Callaghan Academy Course. | Term 3 2016 | Science Curriculum Team Leader  Kim Parker | Relievers for course related days |
| Share information from the Academy with the whole school. | Term 4 2016 | Science Curriculum Team Leader  Kim Parker |  |
| Organise a school wide event to share students’ work in science with parents. | Term 3 2016 | DP  Science Team |  |

**Target Group**

The target group consisted of 13, Y6 students. The NZCER Years 5- 10, online Science Engagement Survey was used to measure student engagement. The survey has been designed to help teachers find out how students perceive their science learning in class. 12 of the 13 students completed the survey in Term 2 (June). One of the students was on an extended holiday overseas. All 13 students completed the survey in Term 4 (December).

The students focused on the Nature of Science (NoS) through the context strands Planet Earth and beyond and the Material World. As a result of professional development through the Sir Paul Callaghan Science Academy changes to planning and teaching were made with the aim of making the teaching of the NoS more explicit.

**Survey Results for the Target Group**

The survey report provided results for the group as a whole, individual student data was not available.

**Close Observations**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Close Observations** | Jun | Dec | Jun | Dec | Jun | Dec |
| Yes | Yes | No | No | Don’t know | Don’t know |
| 1. In class we are encouraged to take time to observe something carefully. | 11 | 13 | 0 | 0 | 1 | 0 |
| 1. In class we are encouraged to use all our senses when we observe something. | 4 | 9 | 3 | 3 | 5 | 1 |
| 1. In class we are encouraged to use tools that help us to make better observations. | 9 | 13 | 1 | 0 | 2 | 0 |
| 1. In class we are encouraged to talk to others about our observations. | 10 | 12 | 0 | 0 | 2 | 1 |
| 1. In class we are encouraged to check that others can understand our description. | 7 | 4 | 1 | 4 | 4 | 5 |

Close observations formed the basis of the scientific investigations carried out by the students. Planning and teaching focused on using close observations to collect data leading to classification, prediction, hypothesis and explanations. It was crucial that students had adequate time to make good observations and to discuss their findings afterwards in their group. Presenting their explanations to other groups within the class was not a focus at this stage, it would form the next teaching and learning step. This is reflected in the survey, there was an increase in students making close observations (questions 1-4) but not in presenting their explanations to others (question 5).

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| **Interpreting and Critiquing Data** | Jun | Dec | Jun | Dec | Jun | Dec |
| Yes | Yes | No | No | Don’t know | Don’t know |
| 1. In class we are encouraged to ask questions about what we observe. | 8 | 11 | 0 | 0 | 4 | 2 |
| 1. In class we are encouraged to use what we observe to explain our ideas. | 8 | 11 | 1 | 1 | 3 | 1 |
| 1. In class we are encouraged to work with others to improve our ideas. | 8 | 10 | 3 | 2 | 1 | 1 |
| 1. In class we are encouraged to investigate our own questions. | 6 | 7 | 4 | 5 | 2 | 1 |
| 1. In class we are encouraged to try out different ways of investigating. | 8 | 10 | 0 | 2 | 4 | 1 |
| 1. In class we are encouraged to explain how the evidence we gather answers our question. | 8 | 11 | 2 | 1 | 2 | 1 |
| 1. In class we are encouraged to think about how we could improve our investigations. | 3 | 5 | 4 | 3 | 5 | 5 |
| 1. In class we are encouraged to think about how much we can believe our results. | 5 | 4 | 4 | 4 | 3 | 5 |

Students were given opportunities to find solutions to questions by designing their own investigations and by interpreting and critiquing results. This was done to ensure students were carrying out more challenging and open ended investigations rather than watching demonstrations or following a ‘recipe’ or a set of instructions. Students were encouraged to closely examine and rationalise their findings. (Questions 1,2,3,5 and 6) They were explicitly taught the importance of being systematic and repeating investigations to obtain valid data. Students did begin to repeat their investigations but often lacked enough time to do this well and have conclusive data (question 8).

Students were encouraged to ask further questions based on their findings and explanations but these did not necessarily lead to future investigations (questions 4 and 7). Next year this needs to be an area of development in planning and teaching, students need to be explicitly taught what types of questions are achievable to investigate and therefore make good questions for scientific investigations.

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| **Communicating** | Jun | Dec | Jun | Dec | Jun | Dec |
| Yes | Yes | No | No | Don’t know | Don’t know |
| 1. In class we are encouraged to think about the best way to share what we have learnt from our investigations. | 5 | 4 | 4 | 4 | 3 | 5 |

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| --- | --- | --- | --- | --- | --- | --- |
| **Contexts** | Jun | Dec | Jun | Dec | Jun | Dec |
| Yes | Yes | No | No | Don’t know | Don’t know |
| 1. In class we explore and explain our ideas using models. | 3 | 5 | 9 | 8 | n/a | n/a |
| 1. In class we show ideas and patterns by using diagrams/graphs/tables. | 6 | 4 | 6 | 9 | n/a | n/a |
| 1. In class we show our learning using photographs and observational drawings. | 9 | 8 | 3 | 5 | n/a | n/a |
| 1. In class we tell others about our learning using written explanations. | 8 | 12 | 4 | 1 | n/a | n/a |
| 1. In class we tell others about learning using multimedia tools. | 10 | 11 | 2 | 2 | n/a | n/a |

Less time was given to explicitly teaching students how to best record and communicate their results. This is reflected in the survey data and needs to be a focus in the future. Scientific explanations were integrated into the class writing program and used as motivation for writing explanations, narratives and poetry (question 8).

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| **Engaging with Science** | Jun | Dec | Jun | Dec | Jun | Dec |
| Yes | Yes | No | No | Don’t know | Don’t know |
| 1. In class I have opportunities to work on real life projects that make our school community a better place. | 5 | 6 | 6 | 2 | 1 | 5 |
| 1. In class I have opportunities to study something that really interests me. | 6 | 6 | 4 | 6 | 2 | 1 |
| 1. In class I have opportunities to learn about things that are useful in our everyday lives. | 6 | 8 | 5 | 2 | 1 | 3 |

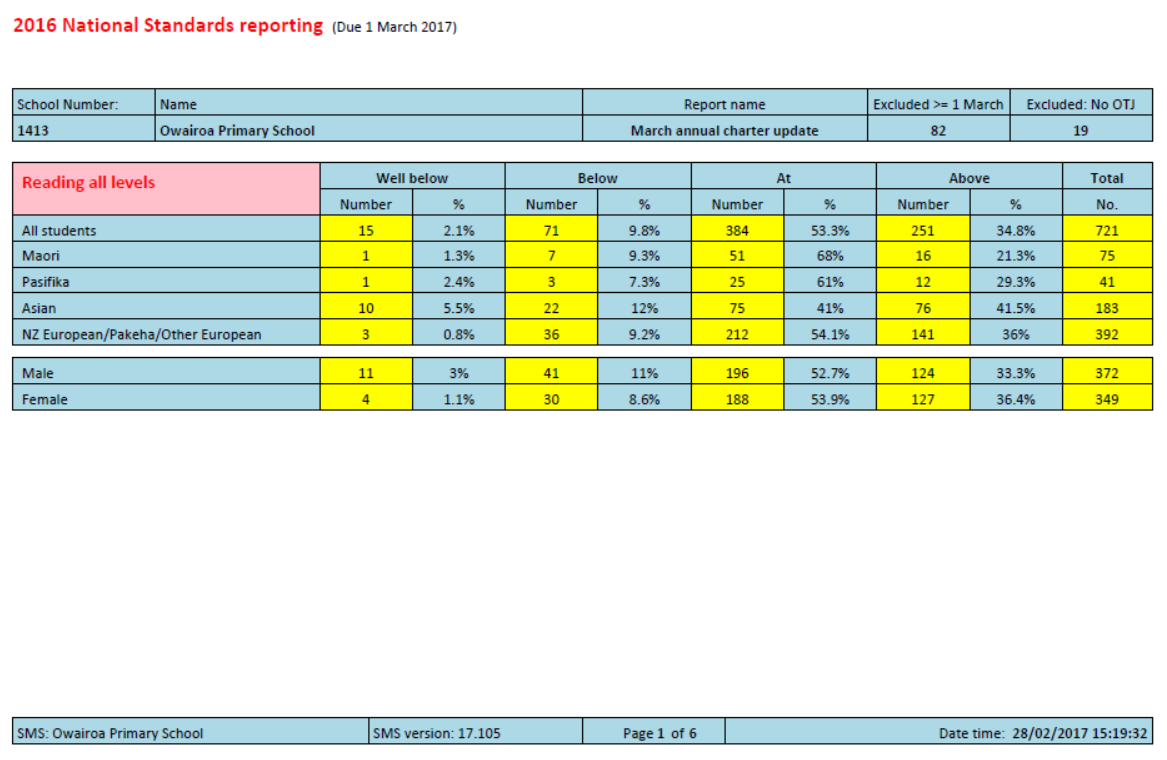
Although the relevance and links between science and other curriculum areas were made (question 3), this needs to be done so more explicitly. Students across the school have been involved in numerous ‘real life’ Education for Sustainability (EfS) projects. Teachers need to continue to work on making the science explicit in the EfS projects and encourage students to lead their own projects. In 2017 the Principal will run a new initiative, encouraging students to apply for the Principal’s Science Scholarships fund to develop their ideas that would benefit the school community.

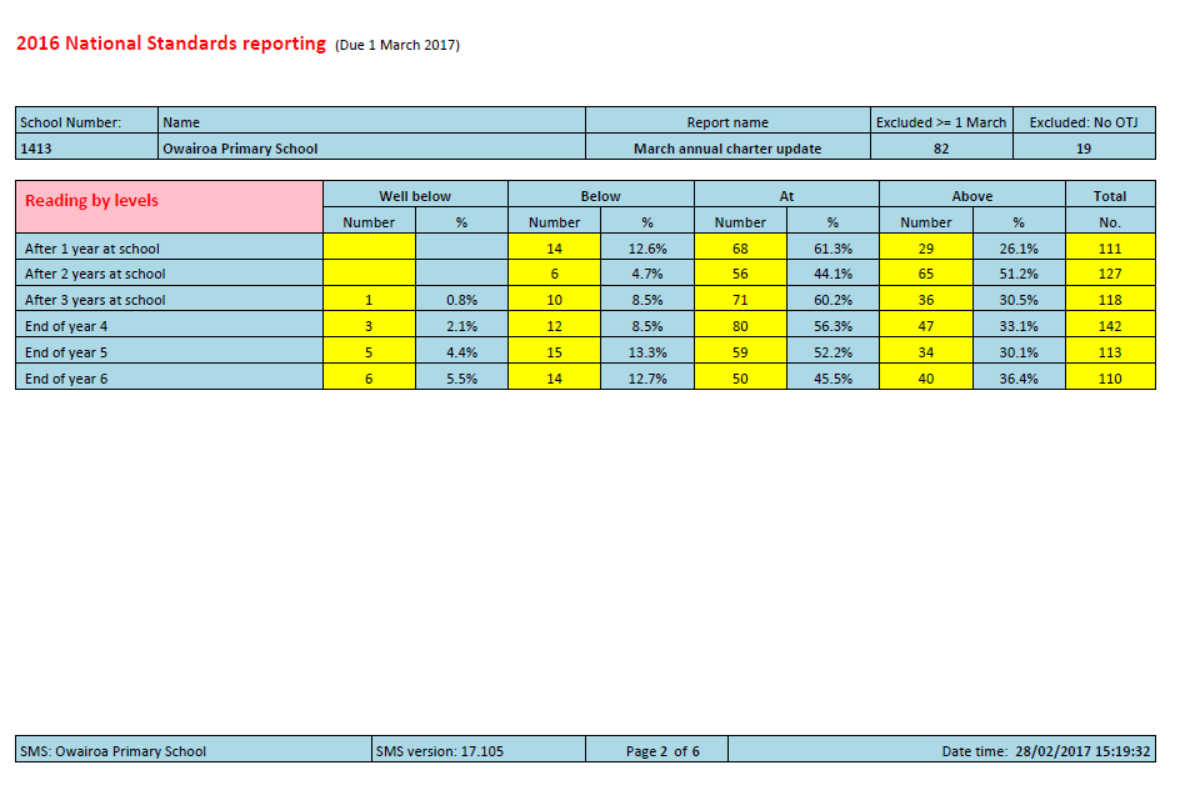
Some of the students from the target group were interviewed by Mary Wootton and Jessica Costa for the Science Learning and Change Network in October 2016.

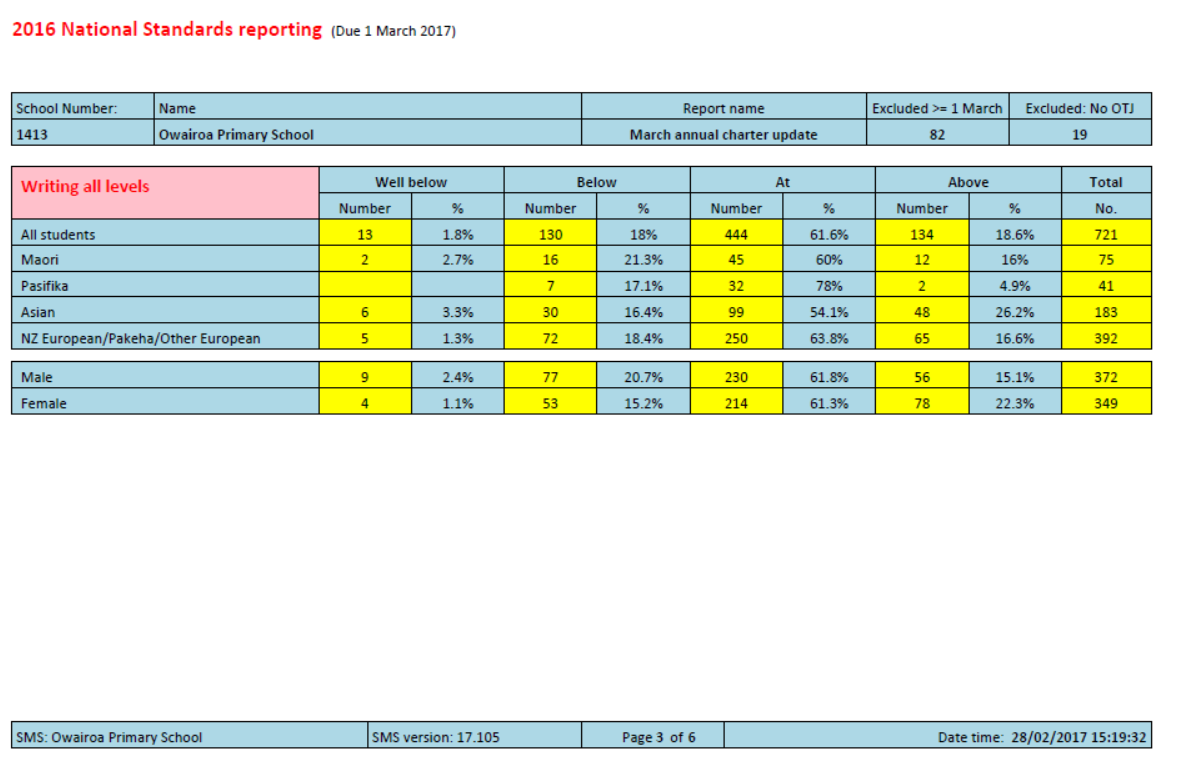
**Taken from the Student Narratives focus group’s conversations Owairoa- Year 5/6 boys and girls**

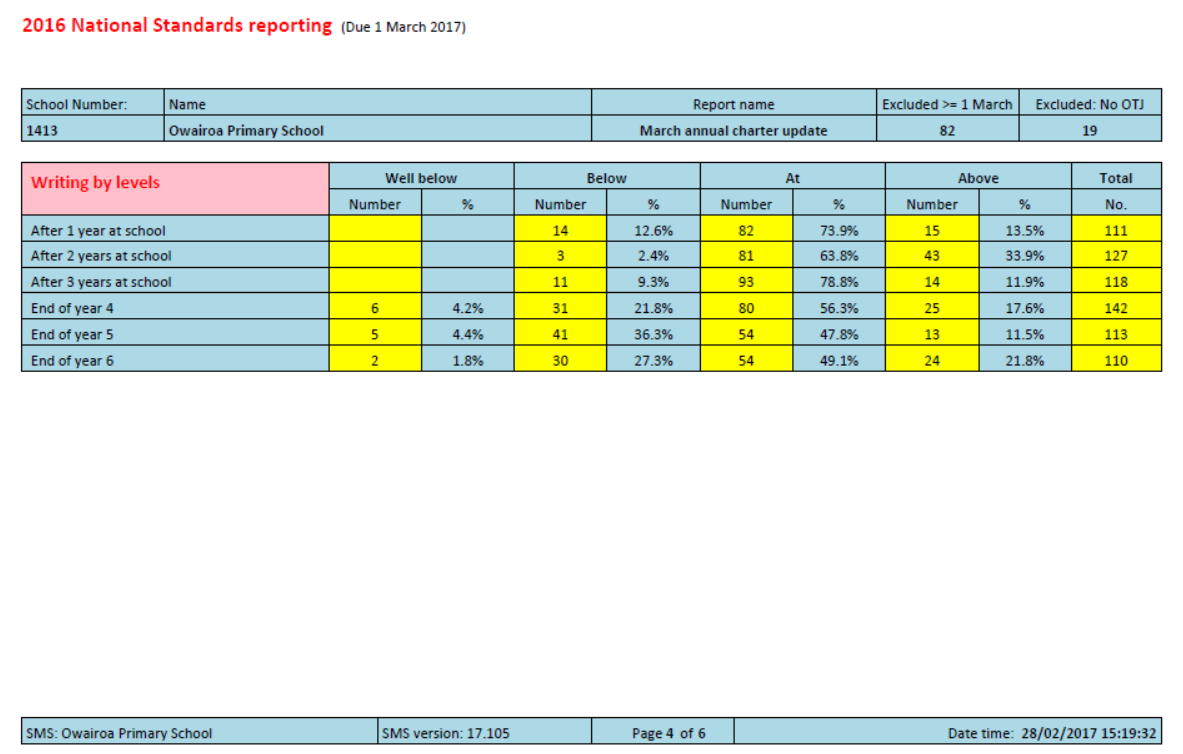
|  |  |
| --- | --- |
| What has changed about the way you learn science this year? | Science room and proper investigations, testing things, using computer, results and comparisons e.g. the sponge experiment, using more equipment. |
| How has the change helped you learn? | More equipment used and we actually see it happen. We actually do it for ourselves. We guess, make predictions and work like real scientists work- what they use, how they test, how they repeat things to check. Last year we only used equipment twice. |
| Describe something you have enjoyed about science learning this year | Drawing diagrams, investigations- dissolving, we do it not research about it. Making an hypothesis and then checking to see how close we were. Separating stuff like salt and water. Working in groups, sharing with groups, sharing science ideas, thinking- if you this…. It might work. Felt like a real scientist. |
| What else would you like to see changed about the way you learn science? | Would like to be able to choose my own science topic and work more in groups. |
| General Comment | The students were excited about science and used the language of science in their discussions |

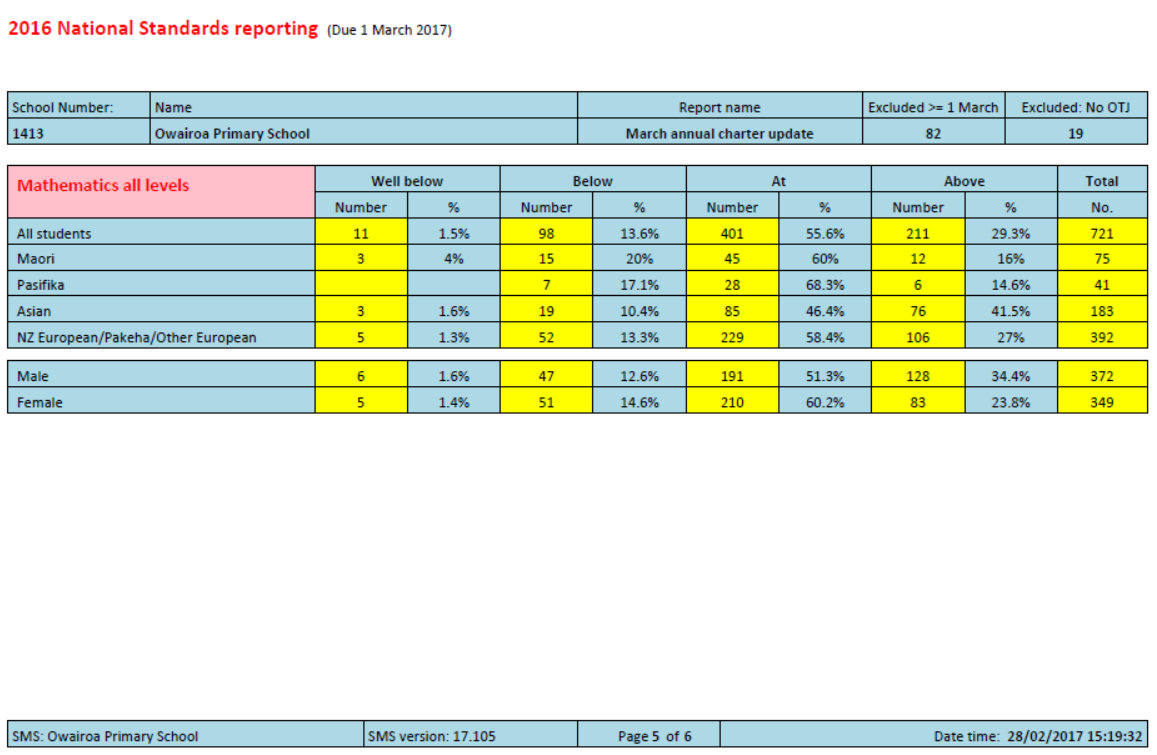
The feedback from the narratives confirmed the changes made to planning and teaching resulted in increased student engagement. The narratives also highlighted the students wanted more choice in the investigations carried out and presenting their results and analysis. This supports the survey data and will be used to inform planning and teaching in 2017.

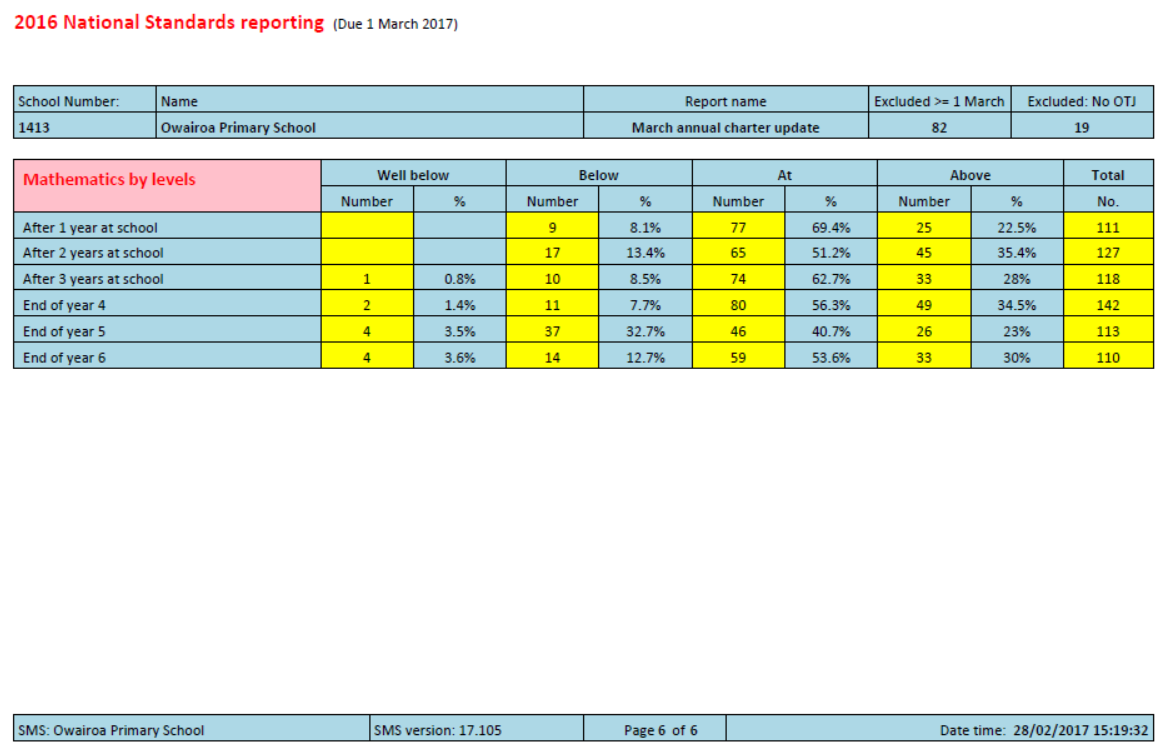












**National Standards NAG2A(b) Commentary Reporting**

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| --- | --- | --- | --- |
| **Date:** | February 2017 |  | |
| **School Name:** | Owairoa Primary School | **School Number:** | 1413 |
|  | | | |
| **NAG2A (b)(i) Areas of Strength** | | | |
| **National Standard area(s): Reading** | | | |
| **Discussion**:   * 88.1% of ***All students*** achieved ‘**at**’ or ‘**above**’ the National Standard in reading which is almost the same as it was the previous year * In 2015 11.2% of all students achieved ‘**below**’ or ‘**well below**’ the National Standard in reading. In 2016 11.9% of students achieved in this category. * There was a small increase of 0.3% more students achieving ‘**at**’ this National Standard. * 89.3% of***Maori*** students achieved ‘**at**’ or ‘**above**’ the National Standard in reading compared with 88.1% of all students. * 68% (64% for 2015) of Maori students achieved ‘**at’** the National Standard in comparison with 53.3% of all students * The percentage of Maori students achieving ‘**below’** and “**well below**’ has changed from 7.1% at the end of 2015 to 10.6% at the end of 2016 * 90.3% of ***Pasifika*** students achieved ‘**at**’ or ‘**above**’ the National Standard in reading compared with 80.2% of all students * 7.3% of Pasifika students achieved ‘**below**’ compared with 9.8% of all students * 29.3% of Pasifika students achieved ‘**above**’ the National Standards in Reading * ***Gender Balances*** show 86% of male students were ‘**at**’ and ‘**above**’ the National Standard compared with 85.2% in 2015.  Female students achieved 90.3% ‘**at**’ and ‘**above**’ compared with 91.8% in 2015. * The number of females who achieved ‘**at**’ 53.9% compared with 51.2% in 2015, up slightly from the previous year. * More males (14%) are achieving in the ‘**well below**’ and ‘**below**’ category compared with the females who are achieving at 9.7%. | | | |
| **NAG2A (b)(i) Areas for Improvement** | | | |
| **National Standard area(s): Reading** | | | |
| **Discussion**:   * ***All students***: The analysis of the 2016 data indicates that there has been a slight improvement in the percentage of students achieving ‘**at**’ the National Standard (53% in 2015, to 53.3% in 2016). * Analysis of the Maori student data indicates that there has been an improvement in the number of Maori students achieving at the National Standard (68% compared 64.3% in 2015) * There has been a slight increase in the number of students achieving ‘**below**’ the National Standard from 9.3% in 2015 to 9.8% in 2016. There is a number of special needs pupils in this cohort together with a number of children who have behavioural needs and special learning needs.  There has also been an increase in the number of ESOL students in this cohort. * ***Gender Balances:***  The  numbers achieving ‘**below**’ in 2016 show 11% of male students ‘**below**’ compared with 8.6% female students ‘**below**’. This compares with the 2015 figures where 11.7% are males, showing a slight downward trend for the males. | | | |

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| **NAG2A (b)(ii) Basis for Identifying Areas for Improvement** |
| **Discussion**:   * This is explained by the changing nature of the school population where there has been an increase in the number of ESOL and special needs students. * The variance of numbers can be directly related to the movement in and out of the school by transient pupils from lower socio economic backgrounds. This may be alleviated by the institution of a school enrolment zone. |
| **NAG2A (b)(iii) Planned Actions for Lifting Achievement** |
| **Discussion**:   * Use of AToL pedagogy across the school * Increased use of digital devices to support student learning * Remedial Reading programmes for Year 4-6 * Reading Recovery * Referrals to RTLit and RTLB for support services * Teacher aides trained to deliver phonic programmes * PLD for Y1-2 teachers to deliver phonic programmes * Parents/caregivers guided to give support at home * Recognition and value of the aspirations of Maori and Pasifika learners * Literacy teaching and PLD for all teaching staff * Boys’ support group to foster boys’ confidence * PLD for all staff to ensure OTJS are consistent across the school |
| **NAG2A (b) (iv) Progress Statement** |
| **Discussion**:   * The progress of targeted students will be assessed at the end of each term * ELL programmes will be strengthened to support an increasing number of ELL students * The established system for monitoring these students will continue and be regularly appraised by the teacher and the area supervisor, and, if necessary, adapted to ensure the accelerated improvement in achievement for these students. |

**National Standards NAG2A(b) Commentary Reporting**

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| **Date:** | February 2017 |  | |
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| **School Name:** | Owairoa Primary School | **School Number:** | 1413 |
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| **NAG2A (b)(i) Areas of Strength** | | | |
| **National Standard area(s): WRITING** | | | |
| **Discussion**:   * 80.2% of ***All students*** achieved ‘**at**’ or ‘**above**’ the National Standard in writing which was slightly down on the previous year of 80.4%. * 1.8% of all students achieve ‘**well below**’ the National Standard in Writing.  This was a decrease from this cohort achieving 2.9% ‘**well below**’ the previous year. * In 2015 32.3% of students at the end of Year 5 achieved ‘**below**’ or ‘**well below**’ the National Standard in Writing.  At the end of 2016 that cohort achieved at 30.1% and improvement of 2.2%.  This improvement can be attributed to the targeted support put in place to improve this area. * 76% of***Maori*** students achieved ‘**at**’ or ‘**above**’ the National Standard in Writing compared with 80.2% of all students. * The percentage of Maori students achieving ‘**below’** has changed from 20% at the end of 2015 to 21.3%. * In 2015 no Maori students were ‘**well below**’ however at the end of 2016 2.7% of Maori students were ‘**well below**’ the National Standard in Writing. * 21.3% of Maori students achieved ‘**below**’ compared with 18% of all students, * 16% of Maori students achieved ‘**above**’ at the end of 2016 compared with 8.6% .rom the previous year. * 82.9% of ***Pasifika*** students achieved ‘**at**’ or ‘**above**’ the National Standard in writing compared with 80.2% of all students. * 17.1% of Pasifika achieved ‘**below**’ compared with 18% of all students. * No Pasifika students achieved ‘**well below**’ in 2016. * 4.9% of Pasifika students achieved ‘**above**’ in 2016. * ***Gender Balances*** show 15.1% of male students were ’**above**’ compared with 13.9% in 2015.  Female students achieved 22.3% ‘**above**’ compared with 19.4% in 2015. * The number of males who achieved ‘**at**’ 61.8% compared with 60% in 2015, up slightly from the previous year. * The number of females who achieved ‘**at**’ 61.3% compared with 67.9% in 2015. * The number achieving ‘**below**’ in 2016 showed 20.7% were male and this compares favourably with 26% male ‘**below**’ in 2015. * 15.2% of those achieving ‘**below**’ in 2016 were females, an increase on the 12.7% in 2015. | | | |
| **NAG2A (b)(i) Areas for Improvement** | | | |
| **National Standard area(s): Writing** | | | |
| **Discussion**:   * ***All students*** 40.7% of students at the end of Year 5 achieved ‘**below**’ or ‘**well below**’ in the National Standard in Writing. The same cohort had achieved at 32.3% of all students at the end of Year 4 in 2015.  This is an increase of 8.4% achieving ‘**well below**’ and ‘**below**’ the National Standard for writing.  There is a number of special needs pupils in this cohort together with a number of children who have behavioural needs and special learning needs.  There has also been an increase in the number of ESOL students in this cohort. * ***Gender Balances:***  The numbers achieving ‘**below**’ in 2016 show 20.7% male ‘**below**’ compared with 15.2% female ‘**below**’. This compares with the 2015 figures where 26% are males, showing a downward trend for the males. | | | |

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| **NAG2A (b)(ii) Basis for Identifying Areas for Improvement** |
| **Discussion**:   * The changing nature of the cohorts in terms of ESOL students and special needs students continues to impact heavily in this area. * The need for the school to spend time upskilling teachers in the learning area of writing. * The increasing inability to express thoughts and ideas orally and the lack of personal experiences are still impacting on the students’ ability to write accurately |
| **NAG2A (b)(iii) Planned Actions for Lifting Achievement** |
| **Discussion**:   * The continuation, strengthening and expansion of our boys’ programme will help to lift engagement and interest levels. * Encourage all classroom teachers to provide experiences that will encourage interest level and engagement. * Continued analysis of spelling and vocabulary extension programmes * Assessment results will be carefully analysed and baseline data established to formulate programmes which will challenge and improve classroom programmes in writing * PLD for all staff on moderation of writing, across the school, using the National Standards Writing Exemplars will continue to ensure OTJs are consistent across the school. * PLD for staff will continue in order to enhance teacher knowledge of teaching writing, speaking and listening. * Re-writing the school class curriculum document to include the Literacy Progression Writing Criteria |
| **NAG2A (b) (iv) Progress Statement** |
| **Discussion**:   * Students ‘**below**’ and ‘**well below**’ will be identified to their classroom teacher who will closely monitor each student through an individual pathway and ensure that each student’s next learning steps are pertinent and accurate.  The caregivers of these students will also be encouraged to assist their student at home. * The established system for monitoring these students will continue and be regularly appraised by the teacher and the area supervisor, and, if necessary, adapted to ensure the accelerated improvement in achievement for these students. |

**National Standards NAG2A(b) Commentary Reporting**

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| **Date:** | February 2017 |  | |
| **School Name:** | Owairoa Primary School | **School Number:** | 1413 |
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| **NAG2A (b)(i) Areas of Strength** | | | |
| **National Standard area(s): MATHEMATICS** | | | |
| **Discussion**:   * 84.9% of ***All students*** achieved ‘**at**’ or ‘**above**’ the National Standard in Maths which was slightly up on the previous year of 83.8%. * 15.1% of all students achieved ‘**well below**’ and ‘**below’** the National Standard in Mathematics compared with 16.2%.  This is a decrease of 1.1% from this cohort compared with 2015. * 76% of***Maori*** students achieved ‘**at**’ or ‘**above**’ the National Standard in Maths compared with 84.9% of all students. * The percentage of Maori students achieving ‘**below**’ in 2016 is 20%.  In 2015 17.2% were ‘**below**’ which means more Maori students were ‘**below**’ in 2016 than 2015. * 4% of Maori students were ‘**well below**’ compared with 1.5% of All students. * 82.9% of ***Pasifika*** students achieved ‘**at**’ or ‘**above**’ the National Standard in maths compared with 84.9% of all students. * 17.1% of Pasifika achieved ‘**below**’ compared with 13.6% of all students. * No Pasifika students achieved ‘**well below**’ in 2016. * 14.6% of Pasifika students achieved ‘**above**’ in 2016 compared with 29.3% of All students. * ***Gender Balances*** show 34.4% of male students were ’**above**’ compared with 34.1% in 2015, a small improvement. * Female students achieved 23.8% ‘**above**’ compared with 22.7% in 2015, a 1.1% improvement. * The number of males who achieved ‘**at**’ 51.3% compared with 51.5% in 2015, down slightly from the previous year. * The number of females who achieved ‘**at**’ 61.3% compared with 67.9% in 2015. * The number achieving ‘**below**’ in 2016 showed 12.6% were male compared with 14.4% in 2015. * 14.6% of those achieving ‘**below**’ in 2016 were females, an increase on the 19.4% in 2015. A significant improvement in the achievement of females. | | | |
| **NAG2A (b)(i) Areas for Improvement** | | | |
| **National Standard area(s):Mathematics** | | | |
| **Discussion**:   * ***All students***  At the end of Year 6 in 2016 16.3% of all students achieved ‘**below**’ or ‘**well below**’.  In 2105 this cohort achieved 28.3% of students ‘**below**’ or ‘**well below**’.  This is an improvement of 8% with fewer children being ‘**below**’ or ‘**well below**’. * No Pasifika children achieved ‘**well below**’. * 2015 at the end of Year 5 students achieved 22.2% ‘**below**’ in the the  National Standard in Maths. 12.7% same cohort had achieved ‘**below**’ the End of Year 6 National Standard. Fewer children achieving at ‘**below**’ level. * ***Gender Balances***  The  numbers achieving ‘**below**’ in 2016 show 12.6% male ‘**below**’ compared with 14,6% female ‘**below**’. This compares with the 2015 figures; 12.2% are males, showing a slight upward trend for male achievement. * Female achievement ‘**below**’ in 2016 was a 14.6%, compared with 19.4% ‘**below**’ in 2015.  This is a significant improvement in achievement for females. * The percentage of Pasifika students achieving ‘**below**’ in 2016 was 17.1% and this has changed from 25.6% in 2015. A significant improvement in the achievement of Pasifika students. * Pasifika students achieved at 17.1% compared with 13.6% of All Students. | | | |

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| **NAG2A (b)(ii) Basis for Identifying Areas for Improvement** |
| **Discussion**:   * Year 3 data 2015 to Year 4 data 2016 * The data from the end of 2016 showed that there were 2% well below in year 3, 2015, which changed to 0.8% in 2016. * The data from the end of 2016 showed that there were 20% below in year 3, 2015, which changed to 8.5% in 2016. * Year 5 data 2015 to Year 6 data 2016 * The data from the end of 2016 showed that there were 6% well below in year 5, 2015, which changed to 3.6% in 2016. * The data from the end of 2016 showed that there were 22% below in year 5, 2015, which changed to 12.7% in 2016.   This is an encouraging trend and overall results show that students ‘**at**’ and ‘**above**’ the standard have improved with the increased focus of all teachers to accelerate the learning of mathematics for all the children in their classrooms. |
| **NAG2A (b)(iii) Planned Actions for Lifting Achievement** |
| **Discussion**:   * increasing use of Prime Maths Books within the years 2- 6 * focus on robust Basic facts programme  that promotes basic facts learning from year 2 upwards * teacher continuing with individual or small group teaching based on ability grouping * continuing differentiated learning * ongoing formative assessments using Prime Maths books, basic facts tests, formative assessment within Prime Maths books * PLD for teachers to become more focused on increasing knowledge and understanding for lower achieving learners * collecting and analysing data from formal testing to gauge learning and understanding * continued home learning aspect whereby the learners practice their maths skills at home * continued frequency of reporting to parents/caregivers |
| **NAG2A (b) (iv) Progress Statement** |
| **Discussion**:   * Students ‘**below**’ and ‘**well below**’ will continue to be identified to their classroom teacher who will closely monitor each student through an individual pathway and ensure that each student’s next learning steps are pertinent and accurate.  The caregivers of these students will also be encouraged to assist their student at home. * The established system for monitoring these students will continue and be regularly appraised by the teacher and the area supervisor, and, if necessary, adapted to ensure the accelerated improvement in achievement for these students. |