

*“Empowering ourselves to be successful learners”*



# ONEPOTO SCHOOL CHARTER 2020 - 2023



**OUR VISION : “Empowering ourselves to be successful learners”**

Our school empowers and encourages our students and school community to be successful lifelong learners.

To do this our core value of **Manaakitanga – Respect**, is at the heart of our teaching and learning dispositions, supporting all learners to build a positive learning attitude. Manaakitanga is woven through the goals and strategies of our strategic plan and school curriculum.

Building **Whanaungatanga** - fundamental relationships with others, and developing fundamental knowledge and skills through **Tikanga Ako**, learning to learn, students start their journey of lifelong learning.

| Goals      | Whanaungatanga – Developing Relationships   | Tikanga Ako – Learning to Learn   |   |
|------------|---|---|---|
| Strategies | <p style="text-align: center;"><b>Tangata whenua</b><br/><b>Our people</b></p> <p>Utilising our people to best effect in the best interests of our learners and the school.<br/>Knowing the Treaty of Waitangi Partnership and its relevance to our school.</p> | <p style="text-align: center;"><b>Whakamana</b><br/><b>Empowerment</b></p> <p>Best practice and explicit teaching will develop, strengthen and challenge ourselves to gain knowledge and skills for learning.</p> | <p style="text-align: center;"><b>Mana Tangata</b><br/><b>Contribution</b></p> <p>We will develop and deliver an inclusive and responsive curriculum that has meaning for all learners, connects to our wider lives and has relevance to our community.</p> |

**Our School Curriculum**

We believe in “Doing things differently and with purpose”, in the best interests of our students. Therefore, we have developed an innovative school curriculum that weaves together the New Zealand Curriculum, Te Whaariki and our Integrated Teaching and Learning model. It is an inclusive model that is highly flexible, enabling teachers to plan more explicitly and creatively for their students varying needs. Student learning is inclusive and more focused and flexible depending on their need. The new curriculum also enables us to create a reporting system that is flexible and creative, using both formal and informal methods of reporting to parents and whanau.

## WHO ARE WE?

Onepoto School is a decile 1 school providing quality education for students in Years 1 – 6. We currently have 3 classes working in an Open Plan Learning Environment in our school hall. Year 1 & Year 2 class – Waka Iti, Year 3 class – Waka Nui and our Year 4, 5 and 6 class – The Navigators. We have 51 students and 4 teachers. Each learning space has a Teacher Aide to support the teaching and learning programme. We are evolving in the learning space.

Onepoto School is in the diverse community of central Northcote. We are known to have a very positive ‘whanau feeling’ about our school that is inclusive and nurturing to all. Students come first. We value our people – *Tangata Whenua*, cultural diversity, empowerment - *Whakamana* and *Mana Tangata*, contributing our knowledge and skills to strengthen others.

Built in 1961, on land that was once swamp land, Onepoto Primary School was the main school for the area, at a time when Northcote was more rural Orchard land than what we see today. It has a rich and very diverse history of change which has continued today. The school once had 800 students catering to all students in the area, prior to Sunnybrae and Willow Park Schools being built. Onepoto has a long history of a changing environment.

### **NEW SCHOOL BUILD 2020**

We are about to embark on an exciting new school build this year. We will be building a new school here on site opening in 2021! This was announced under the Labour Government in 2018 who generously budgeted \$19 million dollars to build a brand-new school. This was also to accommodate the new housing development by the HLC group, that is currently building in our neighbourhood. It has been an honour to be part of the team to plan and design our new school.

### ***Major Community Change***

The Northcote Housing Development is well underway. Our surrounding neighbourhood has been demolished to improve housing for our families. Homes that are healthier and warmer. The new development will have a combination of State Housing, Kiwi Housing and Private homes. Several of our families have been re-housed due to this new and exciting rebuild, leaving us with a low roll at the present time, but will increase once the new homes have been built. This will happen in a series of stages. Due to these changes we have seen several of our school families relocated, which has seen a drop in our roll. This was anticipated and we will cater to our changing school roll as the development continues to fruition. We will then see an influx of families and new enrolments coming into Onepoto School.

## ***CULTURAL NARRATIVE - Connections to local Iwi – a Maori perspective***

Northcote has a rich Maori history that we are only starting to explore here at Onepoto School. There are 11 iwi who are represented on the North Shore. Maori culture has always been present at our school and has been well represented through our school Kapa Haka group at our Onepoto Cultural Festivals. Discussions with Iwi in 2018 saw a Kaumatua identified for our school, Matua Jerry Norman. Our kaumatua will support our mahi on exploring a genuine identity and historical recount of the area and Onepoto School, as well as genuine Maori participation in our new school journey now and into the future.

*Under development*

## Onepoto School Charter 2020 - 2023

**Our vision:** "Empowering ourselves to be successful learners"

|                       |  |                            |   |   |   |
|-----------------------|--|----------------------------|---|---|---|
| <b>OUR CORE VALUE</b> | <b>Manaakitanga - Respect</b><br>We respect ourselves, our people, our learning and our environment.   |                            |   |   |   |
| <b>OUR GOALS</b>      | <b>Whanaungatanga</b><br><b>Developing Relationships</b><br>*School structure and organisation   |                            | <b>Tikanga Ako</b><br><b>Learning to Learn</b><br>*Improving student learning and achievement   |   |   |
|                       | Onepoto Learners will build and develop positive and sustainable relationships strengthening relational trust. This leads to engaged learning. Every learner has the right to an education in an environment that values them and their identity, and nurtures their mana, language, culture, strengths and talents. |                            | Onepoto Learners will be encouraged and empowered to learn and use a range of strategies to develop a positive learning attitude that engages them in learning, enabling them to make links to prior knowledge, develop the skills to problem solve, challenge themselves, reflect on what they have learned and talk about their next learning steps. We will develop these skills for personal wellbeing and lifelong learning. |   |   |
| <b>OUR STRATEGY</b>   | <b>Tangata whenua</b><br><b>Our people</b><br>Utilising our people to best effect in the best interests of our learners and the school.<br>Knowing the Treaty of Waitangi Partnership and its relevance to our school.   |                            | <b>Whakamana</b><br><b>Empowerment</b><br>Best practice and explicit teaching will develop, strengthen and challenge us to gain knowledge and skills for learning.  | <b>Mana Tangata</b><br><b>Contribution</b><br>We will develop and deliver an inclusive and responsive curriculum that has meaning for all learners, connects to our wider lives and has relevance to our community. |   |
| <b>CURRICULUM</b>     | NZC<br>Te Whaariki<br>Our School Curriculum  | What research supports us? | Responsive Teaching<br>Future focused education.<br>Collaborative Teaching  | What influences our ideas and direction?  | Our students<br>Our culture & language.<br>Our new school building .<br>Finland Education – Pasi Sahlberg |

# OUR STRATEGIES FOR DEVELOPMENT

## WHANAUNGATANGA – Developing relationships

### \*School structure and Organisation

#### STRATEGY 1: TANGATA WHENUA – OUR PEOPLE

Utilising our people to best effect and working as a team.  
Knowing the Treaty of Waitangi Partnership and its relevance to our school.

| Actions  | Measurable outcomes   | Current Year   | Year 2  | Year 3  |
|--|---|--|---|---|
| <b>STRENGTHEN GOVERNANCE &amp; LEADERSHIP</b> <ul style="list-style-type: none"> <li>Build the leadership capabilities of the Board, Principal, Deputy Principal, Teachers and Support staff.</li> <li>Implementing and learning School Docs and reviewing relevant policies.</li> </ul> | <ul style="list-style-type: none"> <li>Professional Development</li> <li>Self-review</li> <li>Review our charter goals leadership, pedagogy, observations and next steps.</li> <li>School Docs accessible to all.</li> <li>BOT to develop a Board Annual Plan.</li> <li>Principal to develop an Annual Strategic Work Plan for 2020.</li> </ul>           | <p>Learn our role as Board members.</p> <p>Learn School Docs.</p> <p>Work against the annual board plan.</p> <p>Principal works against annual plan.</p> | <p>Develop committee groups.</p> <p>Review upcoming policies in school docs</p> | <p>Committee groups are established.</p> <p>Review upcoming policies in school docs</p> |
| <b>STRENGTHEN STUDENT LEADERSHIP</b> <ul style="list-style-type: none"> <li>Build and strengthen. leadership opportunities for students</li> </ul>   | <ul style="list-style-type: none"> <li>❖ House Team Leaders</li> <li>❖ School Roles &amp; Responsibilities</li> <li>❖ Road Patrol Team</li> <li>❖ Sports Team Captains</li> <li>❖ Cultural Group/ Festival Leaders</li> <li>❖ All learners can share their learning during and at the end of each term between classes and with the community.</li> </ul> | <p>Develop leadership roles.</p> <p>Look into the role of a leader.</p>  | <p>Develop a leadership programme for students.</p>                             | <p>Leadership programme in place</p>  |

|  |  |  |   |  |
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| <p><b><u>STRENGTHEN TEACHER CAPABILITY</u></b></p> <ul style="list-style-type: none"> <li>• Build and strengthen teacher capability in an open plan learning environment and collaborative teaching and learning.</li> <li>• Develop the SENCO Role</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse student data and discuss and implement <b>'best practice'</b> strategies to accelerate and improve student learning and achievement.</li> <li>• Implement e-Tap SMS system for teachers and leadership to track student achievement, collect and collate data.</li> <li>• Track and Analyse student data to inform practice and planning.</li> <li>• Review student progress against NZ Curriculum (NZC).</li> <li>• Analyse the data term by term and throughout the year as a staff.</li> <li>• Identify patterns and note student learning needs, referrals to be made and interventions.</li> </ul> | <p>Unpack the data at the start of the year.</p> <p>Monitor student achievement termly.</p> <p>PLD with Vision Ed and Carolyn Marino re: Collaborative Teaching &amp; Learning.</p> <p>RTLB support for DP re: SENCO</p> | <p>Unpack the data at the start of the year.</p> <p>Monitor student achievement termly.</p> <p>PLD on Collaborative teaching and Learning</p> <p>RTLB support for DP re:SENCO</p> | <p>Unpack the data at the start of the year.</p> <p>Monitor student achievement termly.</p> <p>PLD to support 21<sup>st</sup> Century Education</p> <p>SENCO knows their role.</p> |
| <p><b><u>PERSONNEL</u></b></p> <p>Employ, retain and develop quality personnel who are passionate, hold high expectations and model the vision and core value of our school.</p>   | <ul style="list-style-type: none"> <li>• Develop a Staff Team Philosophy</li> <li>• Develop an Onepoto Staff Code of Conduct.</li> <li>• Develop the Deputy Principal's Role.</li> <li>• Appraisal cycle</li> <li>• Teacher inquiry cycle</li> </ul>   | <p>Develop Team Philosophy &amp; Staff Code of Conduct.</p> <p>Develop Onepoto Appraisal</p>   | <p>Team Philosophy and Code of Conduct in place.</p> <p>Onepoto Appraisal implemented</p>   | <p>Team Philosophy and Code of Conduct in place. Review.</p> <p>Review Appraisal process.</p>  |

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| <p><b><u>STRENGTHEN SUPPORT STAFF CAPABILITY</u></b></p>   | <ul style="list-style-type: none"> <li>• Weekly meeting to upskill and focus on student achievement.</li> <li>• PLD support to upskill support staff for intervention programmes.</li> </ul>   | <p>PLD to start for STEPS to Literacy for 1 TA this year.</p>  | <p>PLD for STEPS to train another TA.</p>   | <p>Steps Team implemented.</p>  |
| <p><b><u>COMMUNITY DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>• Develop a strategy to involve more parent involvement in the school.</li> <li>• Hui and Fono with <b>all</b> families, Maori &amp; Pasifika about students' achievement.</li> <li>• Invite community to attend all open learning days, report evenings and BOT meetings</li> <li>• Invite volunteer support to the school</li> </ul> | <ul style="list-style-type: none"> <li>• Working with community and school leaders, parents and whanau.</li> <li>• Establishing community Hui and Fono for student achievement and re-branding project.</li> <li>• Survey/curriculum workshops with parents and whanau about the NZC, their aspirations for their children and how they can support learning.</li> <li>• Invitations to learning days, assemblies, sports, cultural and house events.</li> <li>• Encourage parent and whanau to attend BOT Meetings.</li> <li>• School leaders to participate Kahui Ako meetings.</li> <li>• Encouraging parents as volunteers and the volunteer community</li> <li>• SENCO/RTLB/MOE services</li> </ul> | <p>Start strategy to involve Parent involvement.</p> <p>Set dates for Community Hui for all Parents/ Maori Whanau hui &amp; Pasifika Fono &amp; Tongan Fono.</p> <p>Principal to start 1:1 meeting with whanau whose child is tracking WB NZC.</p> <p>Send surveys to whanau regarding rebranding project. Review did this process work. Why or why not?</p> | <p>Strategy in place regarding student learning.</p> <p>Community Hui and Fono ongoing and in place. Review.</p> <p>Principal to continue meetings with whanau about student achievement.</p> | <p>Regular meetings in place regarding student learning.</p> <p>Community Hui/Fono in place.</p> <p>SLT meetings with whanau about student achievement.</p> |

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| <p><b><u>PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)</u></b></p> <ul style="list-style-type: none"> <li>• Implement relevant PLD that will make an impact on learning.</li> <li>• This year Literacy PLD with Vision Education.</li> <li>• PLD on Collaborative Teaching and Learning.</li> </ul> | <p>PLD meet the needs of our learners; students, teachers and support staff.</p> | <p>PLD with Vision Ed in Literacy.</p> <p>PLD with Carolyn Marino for collaborative teaching and learning.</p> | <p>Strategies to improve student learning in literacy and collaborative teaching and learning,</p> | <p>Strategies to improve student learning in literacy and collaborative teaching and learning,</p> |
|---|--|--|--|--|

## TIKANGA AKO – Learning to Learn

*\*Improving student learning and achievement.*

### **STRATEGY: Mana Tangata Contribution**

Develop and deliver an inclusive and responsive curriculum that has meaning for all learners, connects to our wider lives and has relevance to our community.

| Actions  | Measurable outcomes   | Current Year  | Year 2  | Year 3  |
|--|---|---|---|---|
| <p><b><u>CURRICULUM PROGRAMMES</u></b><br/>                     Develop the Onepoto Reading, Writing and Maths Teaching and learning programmes.</p> <p>Develop and implement assessment schedule.</p> <p>Start to develop an Onepoto learner profile.</p> | <ul style="list-style-type: none"> <li>• Creating a strategic planning group of experts and teachers.</li> <li>• Discuss assessment tools and develop an assessment schedule with staff.</li> <li>• Staff and PLD discussions and planning for Onepoto Learner Profile.</li> <li>• Gather examples</li> </ul>   | <p>Start Strategic group with Literacy.</p> <p>Start developing teaching and learning programmes.</p>   | <p>Strategic group continues with Te Whaariki.</p> <p>Implement Reading, Writing and Maths bottom line.</p> | <p>Strategic group continues.</p> <p>Review Reading, Writing and Maths bottom line.</p> |
| <p>Design and Implement an Integrated school Curriculum with a focus on our local area and based on an Integrated Teaching &amp; Learning model.</p>   | <ul style="list-style-type: none"> <li>• Design and implement new school curriculum</li> <li>• Leadership Team will format the curriculum for 2020 based on student &amp; teacher ideas collated in 2019.</li> <li>• Discuss how the Curriculum was integrated?</li> <li>• Where did the learning take classes, students and teachers?</li> <li>• Students will be involved in opportunities to design and lead their own learning in class.</li> </ul> | <p>SLT gathers information from previous year.</p> <p>SLT plans and implements new curriculum and Integrated teaching and Learning model.</p> | <p>Review previous curriculum.</p> <p>Implement new learning focus for the year.</p>                        | <p>Review previous curriculum.</p> <p>Implement new learning focus for the year.</p>    |
| <p>Developing Collaborative Teaching and Learning practices for open plan learning environment.</p>  | <ul style="list-style-type: none"> <li>• TOD and staff meetings will focus on developing Collaborative teaching.</li> </ul>   | <p>Start implementing</p>   | <p>Developing our collaborative</p>   | <p>Collaborative teaching and</p>   |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <ul style="list-style-type: none"> <li>• Readings &amp; related video &amp; experts to strengthen our understanding and knowledge about Collaborative teaching and MLE.</li> <li>• Incidental teacher meetings/discussions are opportunities for teachers to meet for purpose about the new learning space.</li> <li>• Student responses about learning in the space and working in collaborative groups.</li> </ul> | <p>videos and readings about 21<sup>st</sup> Century Teaching and Learning, MLEs and Collaborative spaces.</p> | <p>teaching and learning strategies and model for Onepoto.</p> | <p>learning strategies and model for Onepoto in place.</p> |
|--|--|--|--|--|

**STRATEGY: Whakamana – Empowerment**

Best practice and explicit teaching will develop, strengthen and challenge our knowledge and skills to impact learning, at all levels of our school.

| Actions  | Measurable outcomes  | Current Year   | Year 2   | Year 3   |
|--|--|--|--|--|
| <p>Senior Leadership Team encourages high expectations for all learners and staff, consistently.</p> <p>Track Inclusive &amp; Best Practice of teachers and support staff.</p> <p>Ensure that all barriers are removed enabling all students to access the curriculum equitably.</p> | <ul style="list-style-type: none"> <li>• Urgency to accelerate student achievement will be encouraged by SLT.</li> <li>• Actions at all levels will be data driven.</li> <li>• Teachers can plan for next steps</li> <li>• Explicit teacher planning that is data driven and inclusive of all learners.</li> <li>• Monitor student achievement</li> <li>• Moderation for writing and reading.</li> <li>• Implement learning support programmes for students; ESOL, STEPS to Literacy.</li> </ul> | <p>Data driven focus that is urgent, discussed regularly.</p> <p>Moderation to start for Writing.</p> <p>Share teacher planning.</p> | <p>Data driven focus that is urgent, discussed regularly.</p> <p>Moderation to start for Writing.</p> <p>Share teacher planning.</p> | <p>Data driven focus that is urgent, discussed regularly.</p> <p>Moderation to start for Writing.</p> <p>Share teacher planning.</p> |
| <p>Target students (literacy/numeracy) to identify and track the progress of target students to accelerate their progress.</p>   | <ul style="list-style-type: none"> <li>• Identify these students.</li> <li>• Track accelerated progress each term.</li> <li>• Gather student voice.</li> </ul>   | <p>SLT identify and track and monitor progress termly.</p> <p>Implement e-tap SMS system.</p>  | <p>SLT identify and track and monitor progress termly.</p> <p>E-tap SMS system in place.</p>   | <p>SLT identify and track and monitor progress termly.</p>   |
| <p>Māori achievement - to ensure planning is inclusive and explicit for Māori students.</p>  | <ul style="list-style-type: none"> <li>• Identify students.</li> <li>• Track accelerated progress each term.</li> <li>• Discuss and unpack data that has stalled or moved slowly.</li> <li>• Review planning for students.</li> <li>• Gather student voice.</li> </ul>   | <p>SLT identify and track and monitor progress termly.</p>   | <p>SLT identify and track and monitor progress termly.</p>   | <p>SLT identify and track and monitor progress termly.</p>   |

|  |  |   |  |  |
|--|--|---|--|--|
| <p>Pasifika achievement - to ensure planning is inclusive and explicit for Pasifika students.</p>                                  | <ul style="list-style-type: none"> <li>• Identify students.</li> <li>• Track accelerated progress each term.</li> <li>• Discuss and unpack data that has stalled or moved slowly.</li> <li>• Review planning for students.</li> <li>• Gather student voice</li> </ul>  | <p>SLT identify and track and monitor progress termly.</p>  | <p>SLT identify and track and monitor progress termly.</p>   | <p>SLT identify and track and monitor progress termly.</p>   |
| <p>Diverse Learners – inclusive practice that ensures all barriers are removed enabling all students to access the curriculum.</p> | <p><u>Students with diverse needs are:</u></p> <ul style="list-style-type: none"> <li>• Identified by the SENCO</li> <li>• Referred to appropriate service providers/RTLB or LSC</li> <li>• Have an Individual Education Plan (IEP) &amp; IEP Meetings.</li> <li>• Learning within Key Competencies and Te Whaariki.</li> <li>• IEP Meetings.</li> <li>• Regular Pastoral Care Meetings</li> </ul> | <p>SLT identify and track and monitor progress termly.</p> <p>Plan how LSC will be used in our school.</p> <p>Fortnightly Pastoral Care Meetings.</p> | <p>SLT identify and track and monitor progress termly.</p> <p>Pastoral Care Meetings continue. Review.</p> | <p>SLT identify and track and monitor progress termly.</p> <p>Pastoral Care Meetings continue. Review.</p> |

## ANNUAL PLAN 2020

**SRATEGIC GOAL: Tikanga Ako – Learning to Learn**

**STRATEGY: Whakamana – Empowerment**

Best practice and explicit teaching will develop, strengthen and challenge our knowledge and skills to impact learning, at all levels of our school.

**Annual Objective:** *To increase the number of students achieving at or above expectation for Reading.*

**What the data evidence showed:**

**READING:**

- *22.95% of all students are achieving Well Below the NZC and 27.86% are achieving Below the NZC.*
- *18.96% of all students are achieving At the NZC and 8.62% are achieving Above the NZC.*

**Evaluation of evidence:**

- *Teachers and SLT will develop their capability by delivering strategies to improve reading from internal PLD with Vision Education.*
- *Teachers will **accelerate** student reading progress with explicit planning and deliberate acts of teaching in reading.*
- *The Year 1 and Year 2 cohort of students had most students achieving well below and below expectation.*

**TARGET:**

- *27.86% of all students achieving below expectation will make more than one year's progress by the end of the year.*

| IMPLEMENTATION/ACTION<br>What will we do?                         |  | EVALUATION<br>How will we know we are succeeding?  |   |           |        |
|---|--|--|---|-----------|--------|
| TERM 1  |  | TERM 2   |   | TERM 3    | TERM 4 |
| ACTIONS   | RESOURCES  | By When?<br>By Who?  | OUTCOME/S   | MONTORING |        |
| 1. Implement strategies of best practice from PLD with Vision Ed. | PLD Facilitator  | <ul style="list-style-type: none"> <li>Start of the school year</li> <li>teachers</li> </ul>   | All students achieving Below will improve reading progress.   |           |        |
| 2. Teacher Planning and deliberate acts of teaching.              | Reading plan<br>SLT, Teacher Observations and discussions.         | <ul style="list-style-type: none"> <li>Weekly plan by teachers</li> <li>Obs by SLT fortnightly and video obs by teachers once or twice a term.</li> </ul>                      | Responsive teaching habits develop.<br>Plans are working documents.<br>Teacher practice improves and becomes more explicit. |           |        |
| 3. Implement STEPS to Literacy Programme to senior class.         | Budget for STEPS Programme.<br>PLD for 1 x TA and SENCO this year. | <ul style="list-style-type: none"> <li>Principal to budget Feb</li> <li>TA and SENCO to attend PLD in Feb.</li> <li>Teacher to implement into class with TA Term 2.</li> </ul> | Student progress gains traction.<br>Student attitude to learning improves.  |           |        |

**Annual Objective:** To increase the number of students achieving at or above expectation for Writing.

**What the data evidence showed:**

**WRITING:**

- 24.59% of all students are achieving Well Below the NZC and 24.59% are achieving Below the NZC
- 18.96% of all students are achieving At the NZC and 8.62% are achieving Above the NZC.

**Evaluation of evidence:**

- Teachers and SLT will develop their capability by delivering strategies to improve reading from internal PLD with Vision Education.
- Teachers will **accelerate** student reading progress with explicit planning and deliberate acts of teaching in reading.

**TARGET:**

- 24.95% of all students achieving well below expectation will make progress within their capabilities and against their IEP.
- 24.59% of all students will make more than one year's progress by the end of the year.

| IMPLEMENTATION/ACTION<br>What will we do?  |   | EVALUATION<br>How will we know we are succeeding?  |   |            |
|--|---|--|---|------------|
| TERM 1   | TERM 2  | TERM 3   | TERM 4  |            |
| ACTIONS  | RESOURCES                                       | By When?<br>By Who?  | OUTCOME/S   | MONITORING |
| 1.Implement strategies of best practice from PLD with Vision Ed.                     | PLD Facilitator                                 | <ul style="list-style-type: none"> <li>• Start of the school year</li> </ul> teachers  | All students achieving Below will improve reading progress.   |            |
| 2.Teacher Planning is deliberate and responsive to student needs in reading.         | Reading plan<br>SLT, Teacher Observations       | Weekly plan by teachers <ul style="list-style-type: none"> <li>• Obs by SLT fortnightly and video obs by teachers once or twice a term.</li> </ul> | Responsive teaching habits develop.<br>Plans are working documents.<br>Teacher practice improves and becomes more explicit. |            |
| 3.An IEP will be put in place for those students working well below the expectation. | SENCO<br>IEP plan<br>Learning support services. | In Term 1 by SENCO/SLT<br>Reviewed in IEP meetings.  | Students will make progress within their capabilities and beyond.   |            |

**Annual Objective:** To increase the number of students achieving at or above expectation for Maths.

**What the data evidence showed:**

**MATHS:**

- 13.11% of all students are achieving Well Below the NZC and 32.78% are achieving Below the NZC
- 49.18% of all students are achieving At the NZC and 4.91% are achieving Above the NZC.

**Evaluation of evidence:**

- Teachers will improve assessment capability by implementing the Junior Assessment of Maths in Years 1 to 3 and Gloss for years 4 – 6 students.
- Teachers will plan and teach strategies to improve student progress.

**TARGET:**

- 32.78% of all students will make more than one year's progress by the end of the year.

| IMPLEMENTATION/ACTION<br>What will we do?                                   |   |                                     | EVALUATION<br>How will we know we are succeeding?   |            |
|---|---|-------------------------------------|---|------------|
| TERM 1  |   | TERM 2                              | TERM 3  | TERM 4     |
| ACTIONS   | RESOURCES                                       | By When?<br>By Who?                 | OUTCOME/S   | MONITORING |
| 1. Implement JAM for years 1 – 3 and Gloss for years 4 – 6.                 | JAM and GLOSS assessment teacher pack/box made. | Teachers in Feb to start.           | All students achieving Below expectation will improve Maths progress.   |            |
| 2. Teacher Planning is deliberate and responsive to student needs in Maths. | Maths plan                                      | Teachers in their ongoing planning. | Responsive teaching habits develop.<br>Plans are working documents.<br>Teacher practice improves and becomes more explicit. |            |

**END OF YEAR DATA 2019 – ONEPOTO SCHOOL**

| EOY 2019<br>(T4) | TOTAL | READING    |        |        |       | WRITING    |        |        |       | MATHS      |        |        |       |
|------------------|-------|------------|--------|--------|-------|------------|--------|--------|-------|------------|--------|--------|-------|
|                  |       | WELL BELOW | BELOW  | AT     | ABOVE | WELL BELOW | BELOW  | AT     | ABOVE | WELL BELOW | BELOW  | AT     | ABOVE |
| Year 1           | 11    | 4          | 5      | 1      | 1     | 2          | 6      | 3      | -     | 4          | -      | 5      | 2     |
| Year 2           | 14    | 3          | 5      | 1      | 5     | 6          | 1      | 5      | 2     | 1          | 6      | 7      | -     |
| Year 3           | 7     | 2          | 3      | 2      | -     | 3          | 1      | 2      | 1     | -          | 4      | 3      | -     |
| Year 4           | 13    | 4          | 1      | 8      | -     | 3          | 2      | 8      | -     | 1          | 6      | 6      | -     |
| Year 5           | 6     | -          | 3      | 3      | -     | -          | 4      | 2      | -     | -          | 3      | 2      | 1     |
| Year 6           | 10    | 1          | -      | 7      | 2     | 1          | 1      | 8      | -     | 2          | 1      | 7      | -     |
| TOTALS:          | 61    | 14         | 17     | 22     | 8     | 15         | 15     | 28     | 3     | 8          | 20     | 30     | 3     |
|                  | %     | 22.95%     | 27.86% | 36.06% | 13.1% | 24.59%     | 24.59% | 45.90% | 4.91% | 13.11%     | 32.78% | 49.18% | 4.91% |

|                  |   |       |  |  |  |       |  |  |  |       |  |  |  |
|------------------|---|-------|--|--|--|-------|--|--|--|-------|--|--|--|
| SWSN<br>(Year 6) | 1 | 1     |  |  |  | 1     |  |  |  | 1     |  |  |  |
|                  | % | 1.63% |  |  |  | 1.63% |  |  |  | 1.63% |  |  |  |

|      |    |     |        |        |     |        |        |        |       |        |        |     |        |
|------|----|-----|--------|--------|-----|--------|--------|--------|-------|--------|--------|-----|--------|
| BOYS | 30 | 9   | 7      | 11     | 3   | 8      | 7      | 13     | 2     | 4      | 10     | 12  | 4      |
|      | %  | 30% | 23.33% | 36.66% | 10% | 26.66% | 23.33% | 43.33% | 6.66% | 13.33% | 33.33% | 40% | 13.33% |

|       |    |        |        |        |        |        |        |        |       |        |        |        |       |
|-------|----|--------|--------|--------|--------|--------|--------|--------|-------|--------|--------|--------|-------|
| GIRLS | 31 | 5      | 9      | 11     | 6      | 4      | 12     | 13     | 2     | 5      | 9      | 16     | 1     |
|       | %  | 16.12% | 29.03% | 35.48% | 19.35% | 12.90% | 38.70% | 41.93% | 6.45% | 16.12% | 29.03% | 51.61% | 3.22% |

|       |    |        |        |        |        |        |        |        |        |        |        |        |  |
|-------|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| MAORI | 18 | 6      | 4      | 4      | 4      | 4      | 5      | 7      | 2      | 5      | 5      | 8      |  |
|       | %  | 33.33% | 22.22% | 22.22% | 22.22% | 22.22% | 27.77% | 38.88% | 11.11% | 27.77% | 27.77% | 44.44% |  |

|          |    |     |     |        |       |        |        |        |     |     |     |        |       |
|----------|----|-----|-----|--------|-------|--------|--------|--------|-----|-----|-----|--------|-------|
| PASIFIKA | 30 | 9   | 6   | 13     | 2     | 10     | 4      | 13     | 3   | 3   | 12  | 13     | 2     |
|          | %  | 30% | 20% | 43.33% | 6.66% | 33.33% | 13.33% | 43.33% | 10% | 10% | 40% | 43.33% | 6.66% |