



Normanby School Titiro Ki Runga

Charter and Analysis of Variance 2021



Our Charter

Education Guidelines

The Normanby School Board of Trustees recognises the National Education Goals (NEGS), and the National Administration Guidelines (NAGS) and will meet all statutory obligations.

<p>Personnel, Finance and Property Normanby School Board of Trustees will:</p> <ul style="list-style-type: none"> ★ Act as a good employer to teaching and non- teaching staff; ★ Prepare a budget to monitor and control school expenditure; ★ Allocate funds to meet the school’s priorities so that student’s achievement is enhanced; ★ Implement the 5 year/10-year property plans to ensure the school’s facilities provide a safe, healthy learning environment. <p>e.g. purchase classroom furniture, carpet, and painting.</p>	<p>Consultation In developing our Charter/ Annual plan the Board has consulted with the school community (bi-annually) by:</p> <ul style="list-style-type: none"> ★ Holding a community chat evening; The Board and staff collaborating to develop new goals based on community input. ★ Providing documentation on the new goals for community feedback. ★ Ensuring it is a component of the Board’s self-review cycle and charter development.
<p>The New Zealand Curriculum At Normanby School we will:</p> <ul style="list-style-type: none"> ★ Follow the NZ Curriculum as a guiding document ★ Promote the teaching of values that allow children to become respected and respectful contributing members of their community. ★ Support children to develop the necessary Key Competencies to become confident, connected, actively involved, lifelong learners. ★ Provide a holistic education, enabling our children to develop skills and knowledge to empower them to be drivers of their own future. 	<p>Response to Request for instruction in Te Reo The Board will respond to any request for instruction in Te Reo Maori by:</p> <ul style="list-style-type: none"> ★ Advising parents of the current level of Te Reo and Tikanga Maori available at Normanby School. ★ Offering to explore possibilities for extending the current provision including: <ul style="list-style-type: none"> ★ Dual enrolment at Correspondence School ★ Consulting with Resource Teacher: Maori ★ Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori. <p>Advise parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.</p>

Our Mission

Provide an inclusive environment
where positive relationships
support lifelong learners



Education and Learning Objectives

The Education and Training Act 2020

The educational and learning objectives for early childhood education, primary education, and secondary education are:

- (a) to help each child and young person attain their educational potential; and**
- (b) to promote the development, in each child and young person, of the following abilities and attributes:**
 - (i) resilience, determination, confidence, creative and critical thinking;
 - (ii) good social skills and the ability to form good relationships;
 - (iii) participation in community life and fulfilment of civic and social responsibilities;
 - (iv) preparedness for work; and
- (c) to install in each child and young persons, an appreciation of the importance of**
 - (i) the inclusion of different groups and persons with different personal characteristics
 - (ii) diversity, cultural knowledge, identity and the different official languages;
 - (iii) Te Tiriti o Waitangi and te reo Maori.

Strategic Goals

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership

Our Vision

To be Normanby S.T.A.Rs

At our school we encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on our values which bring our vision to life:



Our Values

S

SELF MANAGERS

means I ...
Make good choices and know when
and how to act, independently.

T

TEAM

means I...
Belong and include others

A

ACHIEVE

means I...
Always strive to succeed

R

RESPECT

means I...
Respect myself, others and the
environment by what I do,
what I say and how I think

SELF MANAGE

means I...

S

make good choices
and know when
and how to act,
independently.

- Have a positive mind-set
- Persevere
- Set goals
- Have high standards
- Be resilient
- Solve problems and ask for help when I need to
- Be ready for learning
- Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs



T

TEAM means I... belong and include others

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others



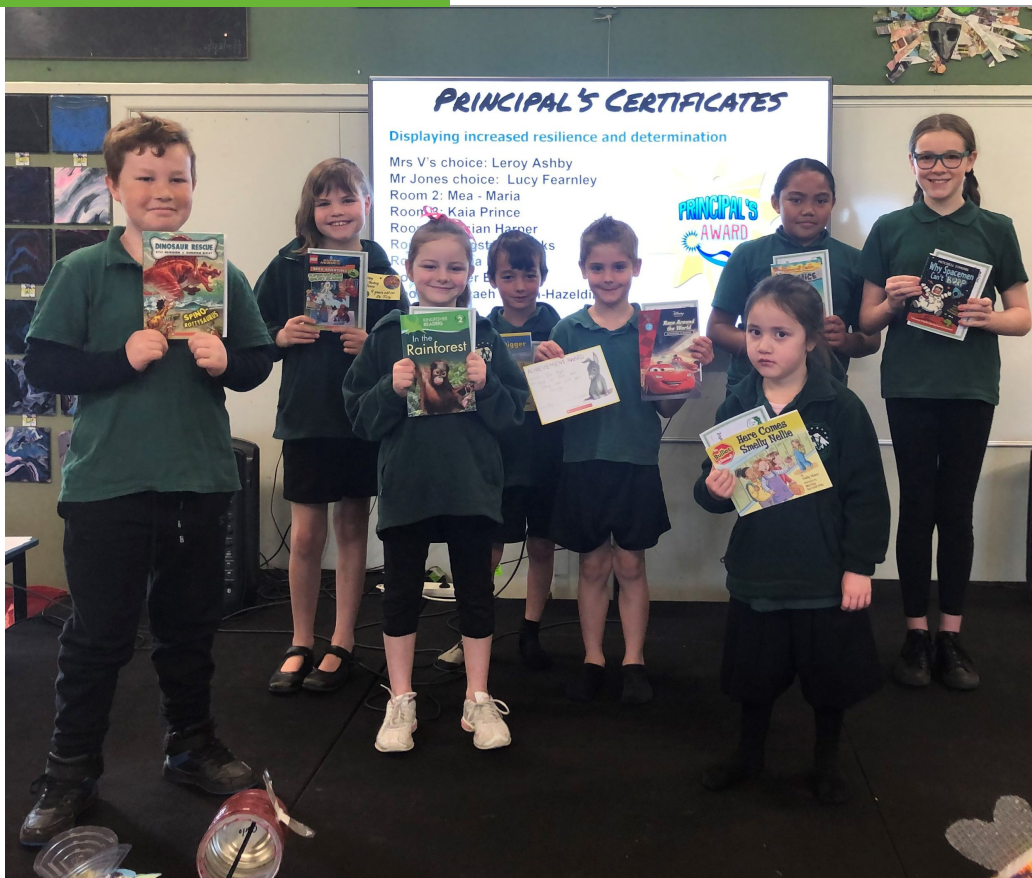
A

Achieve

means I...

Always strive to
succeed

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges





RESPECT

means I...

R

respect myself,
others and the
environment by
what I do, what I
say and how I
think

Respect for self

- Have self-belief/giving all things a go (Growth Mind-set)
- Care for my body through healthy food, exercise & hygiene
- Keeping myself safe

Respect for others

- Be polite & respectful when speaking to others
- To not be a bystander during social issues
- Ask to borrow or use other people's things
- Respect other people's thoughts, opinions & differences
- Reacting positively to others in social situations
- Communicating: When I do not understand something and when I need things explained
- Keeping others safe

Respect for the Environment

- Always have a tidy work area (desks, art area, etc.)
- Pick rubbish up and use the bins
- Manage belongings and resources
- Look after school equipment and property

Our Graduate Profile



Our students will demonstrate our vision and values by:

<p>Being CURIOS <i>Wairua auaha, wairua uiui</i> ★ Explore, learn, create</p>	<p>CONTRIBUTING <i>Porihanga</i> ★ Be confident to participate, ask questions, reflect, think</p>
<p>Being COLLABORATIVE <i>mahi ngatahi</i> ★ Communicate and connect to learn, share ideas and make change</p>	<p>Striving for and achieving COMPETENCY <i>Tohungatanga</i> ★ Have the courage to take risks and commit to persevere when faced with a challenge ★ Reaching for their own Personal Best (PB)</p>
<p>CARING ★ For each other <i>Manaakitanga</i> ★ And the environment and resources <i>Kaitiakitanga</i> ★ For our own and others' wellbeing</p>	<p>COMMUNICATING effectively <i>Whakawhitiwhiti korero</i> ★ Written ★ Orally ★ ICT ★ Visually</p>
<p>Being CHALLENGED and empowered to learn <i>Whakatara</i> ★ Achieve to the best of their ability in their pursuit of personal excellence. ★ Articulate their learning journey. Student voice /agency is an integral part of this process.</p>	<p>Being CONFIDENT <i>Whakamanawa</i> ★ Passionate life-long learners</p>

Guiding Principles

These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin the decisions we make as a school. At Normanby School the Board of Trustees along with the Principal and staff are committed to...

- ★ **High Expectations**- We empower all students to achieve personal excellence.
- ★ **Treaty of Waitangi** – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage. We also embrace the diverse cultures and histories of Aotearoa.
- ★ **Inclusion** – We provide a welcoming, caring and inclusive environment that is emotionally, socially and physically safe for all learners and their families. We foster an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated.
- ★ **Future Focus** – learning experiences are future focussed and therefore are relevant to the changing world in which we live. We foster students' appreciation of the resources in our local environment and problem-solve ways for protecting them for future generations.
- ★ **Learning to Learn** – We are creating an environment where all learners are empowered to participate in all activities and achieve within the key competencies and learning areas of the New Zealand Curriculum. We encourage our students to reflect on their own learning processes and learn how to learn, empowering them to be lifelong learners. We are committed to delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools
- ★ **Community Engagement** – We develop a community of learners where teachers, students and families work in partnership.

Maori Dimensions and Cultural Diversity

Normanby School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:

- ★ Consultation with our Maori community on Charter development;
- ★ Reflecting the unique place of Maori within our policy documentation and curriculum statements;
- ★ The continuing development of policies and practices that reflect New Zealand's cultural diversity;
- ★ Provide all students with experiences and understandings in cultural traditions, language and local history;
- ★ Staff using commands and language in the classroom and when appropriate;
- ★ Including a Maori dimension in curriculum planning documentation;
- ★ Recognise the importance of Maori culture by allocating a management unit to this area of responsibility;
- ★ Ensure that our kapa haka group has opportunity to develop and perform.
- ★ Whole school visit to local Marae on a minimum triennial basis.

WHAT IS NORMANBY SCHOOL DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND?

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society.

WE RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI CULTURE IN NEW ZEALAND by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

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

Te Reo will be integrated across the curriculum. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join the Kapa Haka Group with students having opportunities to perform both in the school and for the wider community.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI WE NEED TO IDENTIFY LEARNERS WHO ARE at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING to the Board of Trustees on the achievement of Māori learners will be on-going ensuring targets are set and resourcing put in place.

TO DISCOVER THE VIEWS AND CONCERNS OF THE MĀORI COMMUNITY, CONSULTATIONS WILL TAKE PLACE WITH the school's community to develop and make known policies, plans and targets for improving the achievements of Māori students.



Reporting and Communication

Communication with the community is an essential and highly successful component of life at Normanby School. Efficient communication and reporting procedures (formal and informal) are achieved through:

- ★ Informative newsletters
- ★ Real time reporting through our new Student Management System to be introduced in 2020 (Hero Linc-ED)
- ★ Hero Linc ED used school wide for regular informal communication and reporting on-line in all learning areas, including a strong focus on the gathering and sharing of learning through student voice,
- ★ Three-way conferencing with teacher, student and whanau – (Term One and Term Three)
- ★ Ongoing celebration of learning
- ★ Normanby School Facebook (up to date messages, alerts and newsletters)
- ★ Normanby Skool Loop (up to date messages, alerts and newsletters) This will be phased out as we transition into using Hero Linc-ED throughout 2020.
- ★ Normanby School Website www.normanby.school.nz
- ★ PTA meetings (monthly February to December)
- ★ BOT meetings (monthly February to December)
- ★ Whanau Hui (annually)
- ★ Community consultation through specific forum topics
- ★ Open Door Policy.
- ★ Frequent invitations to ALL school events including swimming sports, cross country, athletics, Kapa Haka / Cultural events, End of year concert, Assemblies and Prize Giving
- ★ Family Fun Day incorporating Grandparents Day and Art Exhibition
- ★ School Charter including Annual Plans, Strategic Plans and key BOT policies requiring periodic consultation.
- ★ All school policies available online through School Docs website.
- ★ Efficient email / cell phone / land line / FB messenger / in person access to Principal within school working hours.
- ★ Efficient email / land line and in person access to teaching and administrative staff within school working hours.
- ★ Principal's presence in and around the school and community.
- ★ Strong community liaison with other local schools through our Kahui Ako, the South Taranaki Principals Association, and the New Plymouth Principals Association.

Leadership and House Competitions

Leadership Opportunities

Extensive opportunities exist within our school environment for our students to become leaders and to serve others within this school community and ultimately society.

Our student leaders, including our staff, actively role model our school values in all areas of school-life.

The school leadership is based on a collaborative and distributive leadership model.

Student councillors (leaders) will be chosen in Term 4 of each year and announced at the End of Year prizegiving. This group of students will work closely with the School Management Team to grow them in their leadership capability.

These students will attend the annual GRIP Leadership coaching day in Palmerston North.

House Spirit and Competitions

The House Competition in a wide variety of sports, cultural and other activities within our school, forms an integral component of the development of school culture through the promotion of the following:

- ★ Sportsmanship and fair play
- ★ Leadership
- ★ A competitive spirit
- ★ The pursuit of excellence (citizenship and academic)
- ★ School pride and sense of belonging
- ★ Health and well-being through an active lifestyle
- ★ Resilience and perseverance
- ★ Team work



Annual Plan 2021

Key Objectives:

- **Relationships-based Learning (RbL)**
to strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.
- **Writing -**
To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.
- **Positive Behaviour For Learning (PB4L)**
To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.
- **Te Ao**
To promote a school culture that values Maori students' identity, language and culture.
- **Local Curriculum**
To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.
- **Property/Environment**
To provide a safe and effective learning environment using a variety of appropriate resources.

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Why do we need to take on the RbL Challenge?</p> <ul style="list-style-type: none"> To accelerate student achievement and improve educational outcomes To maximise progress and achievement particularly for indigenous and marginalised students 	<p>RbL is a methodological approach used to collect, collate and analyse student, family / community and school staff narratives, or voices. It is aligned with Professor Russell Bishop's method where interviews and conversations are had with student's about personal classroom experiences, the meaning they make of these experiences, and what may be considered to improve students' classroom experiences. Voice collection is used to inform teaching and learning and to maximise learner progress and achievement.</p>	<p><u>Mid Year Review</u> All teachers have completed their first round of RbL observations as well as their first 'snapshot' follow-up observations. Coaching conversations and co-construction meetings have supported teachers to set themselves goals around becoming effective North-East teachers and reflecting on the impact their actions are having on student progress and achievement. This is an ongoing cycle throughout the year and forms the foundation of individual teacher's Professional Growth Cycles.</p>
<p>All staff to attend the RBL conference and Staff Only Day.</p>	<p>Friday 4 February - this is workshop based PLD provided by Cognition and AST's.</p>	<p><u>Mid Year Review</u> We had a great start to the year with the Kahui Ako's first ever Teacher Only Day. It was a momentous occasion having so many South Taranaki educators in one place for a day of professional growth and development. Hearing Russell Bishop speak about his <i>why</i>, the research, and the evolution of Relationships Based Learning was a real treat. The networking was rich, and we came away inspired and with a greater understanding of Relationships Based</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Teachers monitor their own actions as learners and understand the impact of the processes of learning on students' learning by identifying how well they are able to use the GPILSEO Model</p>	<p style="text-align: center;">↓</p> <p>Using the GPILSEO Model as a way to evaluate the impact - creating extended family like context for learning in their classrooms and their students discursive interactions within this context. Teachers modify practices in response to the evidence gathered.</p> <ul style="list-style-type: none"> • Assessing how well learners are able to set goals for their own learning • Articulating how they prefer to learn • Explaining how they prefer learning settings to be organised • Participating and leading learning of themselves and others • Including others in their learning. 	<p style="text-align: center;">↓</p> <p>Mid Year Review Decision at this stage not to use GPILSEO Model but use existing systems and processes e.g co-construction meetings. Within our Kahui Ako there is a shift towards embedding North East Monitoring Meetings (NEMM) or Co-construction Meetings as they are otherwise referred to. We hosted several of our local schools who all shared their journeys with institutionalizing their NEMM and Teacher Inquiries/Personal Growth Cycles. There were many similarities with what schools were doing which shows the spread of the RbL pedagogy across the Kāhui Ako. I shared our Normanby journey so far with the group.</p>
<p>Each staff member to think about where they are at currently in terms of their RbL journey - knowledge and practice</p>	<p>All teaching staff to go through the process of the observation and impact coaching. Use the data and evidence to make a goal for improvements in teaching practice. This is part of the professional growth cycle and appraisal process. The ongoing impact coaching and co-construction meetings will support teachers to make decisions about small step actions along the way.</p>	<p>Mid Year Review Tracking of RbL PD, impact coaching, snapshot observations and co-construction meetings</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Time One

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To become familiar with the Relationship-Based Learning profile and practise using the five dimensions that will lead to the creation of a family-like context in the classrooms:</p> <ol style="list-style-type: none"> 1. rejecting deficit thinking, 2. caring and nurturing, 3. high expectations for learning and behaviour, 4. effective management of the people, resources and setting, 5. having the necessary pedagogical knowledge 	<p>All staff. Every staff member to read "Teaching to the North East" by Russell Bishop. Every staff member to participate in co-construction meetings to unpack the five dimensions. Once there is a deeper understanding, then staff will need to embed the five dimensions that lead to creating and maintaining a family-like context in their classroom.</p> <p>Do all staff understand the research that underpins the work and RbL profile as a Pedagogical Framework?</p> <p>Can each staff member :</p> <p>Describe what underpins Teaching to the North-East?</p> <p>Understand the implications for minoritised / marginalised students?</p> <p>Learn new vocabulary?</p>	<p><u>Mid Year Review</u></p> <p>We had a great start to the year with the Kahui Ako's first ever Teacher Only Day. It was a momentous occasion having so many South Taranaki educators in one place for a day of professional growth and development. Hearing Russell Bishop speak about his <i>why</i>, the research, and the evolution of Relationships Based Learning was a real treat. The networking was rich, and we came away inspired and with a greater understanding of Relationships Based Learning, its benefits, and how to become North East Teachers and North East schools.</p> <p>All staff to complete reflection in their professional growth cycle document.</p>
<p>Each teacher to consider how to deliberately plan for RbL interactions with students when teaching across the curriculum. These may include:</p> <ul style="list-style-type: none"> • Drawing on student's prior learning • Giving feedback and 	<p>North East Teaching Practices reflect:</p> <ul style="list-style-type: none"> • Increasing culturally responsive practice to fully promote Maori success as Maori • Shift in Impact Coaching Data. The average of the teacher / school in each of the teaching strategies and dimensions of the RbL Profile would 	<p><u>Mid Year Review</u></p> <p>This process and reflections are documented in teachers' professional growth cycle folders. Coaching conversations and co-construction meetings</p>

RbL (Relationship Based Learning)

Objective: *To strengthen teachers' capability for effective and sustainable practice, and to build positive relationships with all stakeholders to support learning.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Establish a key leadership group ie. Guiding Coalition to act as stewards of RbL Schoolwide. This will be an integral aspect to the implementation and sustainability of the systems and processes that promote optimal conditions for improved student outcomes for minoritized students. Members of this group ensure all functionalities maintain and adhere to the integrity and fidelity of the RbL programme.</p>	<p>Collect A.R.E.A data</p> <ul style="list-style-type: none"> Standardise the AREA data ie. what is going to be collected by who, using what and when. Developing a positive shift in the AREA Data through analysis of: <ul style="list-style-type: none"> Achievement - SMS System (HERO), OTJs and learning Pathways Retention - ENROL - stand down and suspension rates Engagement - well being survey, Internal student survey of the 3 reflective questions (what are you learning today> How do you know how well you are learning / successful? What do you think are your next steps? Attendance - SMS System, Every Day Counts / Attendance Matters. 	<p><u>Mid Year Review</u> Our Leadership team is our Guiding Coalition (Janelle, Jude, Tina).</p>
<p>Gather RbL Voice Collection Aggregated voices collection analysis of discourse at school</p>	<p>Will this reflect the research ie, that it's the student's relationship with their teacher that has the greatest impact upon their learning? Will student voices confirm that they experience a family like context in their classrooms / school ie. the comparative discussion in the Analysis of Voices.</p>	<p><u>Mid Year Review</u> Term 2 saw many teachers and Support Staff across the Kahui Ako being trained as Voice Collectors and going into schools to collect voice from Students, Teachers, Parents/Whanau, and Support Staff. Adrienne Cooper is our only trained voice collector at this stage. Jude Sklenars and Amy Boyd will be attending training sessions later this year.</p>

Writing

Objective: *To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Cath Runga (Professional Leader) has helped to identify the area of feedback / feedforward as a key interaction for all teaching staff to develop during writing lessons.</p>	<p style="text-align: center;">↓</p> <p>To be linked to individual goals in the professional growth cycle for every staff member.</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> Jude delivered mini-workshops across several weeks which focused on the identified area for development, Feedback/Feed-Forward. This aspect of formative assessment was a focus of discussion in co-construction meetings in Term 1 and 2, 2021.</p>
<p>To use the RbL observation tool to provide teachers with evidence of effective teaching practice in Writing.</p>	<p>Impact Coaches will complete a full observation of all staff in Term 1 and code the evidence from the three parts of the RbL profile. This will allow teachers to set next learning steps and goals in relation to RbL discourses and interactions in the teaching of Writing.</p>	<p><u>Mid Year Review</u> This process and reflections are documented in teachers' professional growth cycle folders. All teachers have completed their first round of RbL observations as well as their first 'snapshot' follow-up observations. Coaching conversations and co-construction meetings have supported teachers to set themselves goals around becoming effective North-East teachers and reflecting on the impact their actions are having on student progress and achievement. This is an ongoing cycle throughout the year and forms the foundation of individual teacher's Professional Growth Cycles.</p>

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Objective: *To improve the teaching and achievement of writing so that 70% of all students (Maori and non- Maori) achieve the benchmark for their age.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>'Inbetweener' snapshot observations will be completed regularly throughout the year to collaboratively examine and monitor the progress of teachers in achieving their next steps, and to set new goals.</p>	<p style="text-align: center;">↓</p> <p>Teachers are encouraged to track and monitor the impact of their goal actions in an ongoing way. Impact Coaches will support teachers to dig into evidence and data to identify their actions that are making the biggest positive difference for learners.</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> This process is documented in teachers' professional growth cycle folders.</p>
<p>Scheduling of regular co-construction meetings (in teams). The purpose of which is to build teacher knowledge and understanding around being an effective 'North-East' teacher, and to engage in deliberate, systematic processes and reasoning, leading to improved outcomes for all learners.</p>	<p>Team leaders/Impact Coaches facilitate co-construction meetings, following the established guidelines and protocols. The Principal has responsibility for scheduling and releasing teachers.</p>	<p><u>Mid Year Review</u> Teachers reflections are documented and linked in Professional Growth Cycle folders.</p>

PB4L (Positive Behaviour for Learning)

Objective: *To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To ensure the long-term success of PB4L School-Wide, our school will need to:</p> <ul style="list-style-type: none"> • have improvement of student behaviour and well-being documented as one of our school's top three priorities • commit to at least 3-5 years' development • plan to fully implement systems and practices using data to meet all students' needs. 		<p><u>Mid Year Review</u> Reflection on classroom practice and teaching strategies are discussed at weekly PB4L Staff Meetings. Circle Times in classrooms take place daily across the school with explicit teaching of our STAR Values. Lesson plans designed by staff are used along with other supporting resources to ensure our expected behaviours are taught in specific settings across the school.</p>
<p>To implement and monitor school wide practices and systems for all staff across all settings.</p>	<p>Weekly PB4L meetings with all staff to monitor progress, evaluate systems and decision making - PB4L team. Teachers monitor acknowledgements in class and contribute to the school wide celebration wall to show success.</p>	<p><u>Mid Year Review</u> Teachers to use own class reward systems which align with school wide behaviour expectations.</p>
<p>To reflect on classroom practice and embed our STAR values in our teaching practice both in and out of the classroom.</p>	<p>Acknowledgements of positive behaviour. STAR Cards to be issued in all settings across the school - All staff. All staff to use consistent language of School Values, teach and acknowledge expected behaviours.</p>	

PB4L (Positive Behaviour for Learning)

Objective: *To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To monitor and reflect on data. Behavioural incidents are tracked, collected, analysed and regularly shared with staff and used to make decisions.</p>	<p>Behaviour incidents to be recorded on Hero. PB4L Team to meet to analyse data and meet twice a year and share with staff.</p>	<p><u>Mid Year Review</u> Data is discussed with staff and reviewed by the PB4L Team, along with the management team, to make informed decisions about school wide behaviour expectations and ensure consistency.</p>

Te Ao

Objective: *To promote a school culture that values Maori students' identity, language and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>↓</p> <p>Identify what we already know about NZ histories and who our expert are.</p>	<p>↓</p>	<p>↓</p> <p><u>Mid Year Review</u> Developing Local Curriculum and integrating Te Ao (Reo and Tikanga in all that we do across the curriculum)</p>
<p>Improve our knowledge of te reo and Mātauranga Māori</p>	<p>Staff invited to participate in He Papa Tikanga course through TWOA during term 1. This Capacity and knowledge can then be shared across all staff. All staff to participate in writing their own pepeha and understanding the purpose lead by Te Ao leads using pepeha.co.nz</p>	<p><u>Mid Year Review</u> Several staff are involved in He Papa Tikanga course which begins on 1 September.</p>
<p>Whole school to learn waiata.</p>	<p>Te Ao leads to make kapa haka actions and words available to all staff for use at assemblies, hub hui, school singing and school events.</p>	<p><u>Mid Year Review</u> All Hub Hui's and school assemblies as well as during our meet and greet in the morning, we use appropriate karakia and waiata.</p>
<p>Connect with community networks to help us explore the historical significance of local places and people. Know and connect with local whānau, hapū, and iwi. Grow productive and reciprocal partnerships for learning between our school and whānau, hapū, and iwi.</p>	<p>Te Ao team alongside Local Curriculum Leads to connect with local iwi representatives during term 2. The team to inquire and investigate ways to involve students in gaining knowledge through local people about local places.</p>	

Te Ao

Objective: *To promote a school culture that values Maori students' identity, language and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>Teach Critical New Zealand Histories continuing with the resource and professional learning from 2020</p>	<p style="text-align: center;">↓</p> <p>Class teachers read 1 book per term and then collaboratively plan a school wide inquiry. Term 1- Treaty of Waitangi (book 4) Term 2- Pākehā responses Term 3- Māori responses Te Ao leads to create an overview with Local Curriculum team leads to include school wide coverage over 3 years to insure wide coverage by the end of the year to begin 2022.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review All staff involved in planning and teaching lessons relating to NZ Critical Histories</p> <p>All staff to be introduced to the Maturanga website and the multi media resources that can be used to teach NZ history. https://maatauranga.co.nz/index00.html This is planned for Term 3 PLD. This resource will also be used as part of our Local Curriculum. These stories also fit seamlessly into the proposed curriculum for Aotearoa New Zealand's histories, and the first 'big idea' of migration and mobility. Sharing the story of perhaps the greatest migration in human history will help our tamariki on the path to critical citizenship, as understanding the past makes sense of the present and informs future decisions and actions.</p>
<p>Kapa Haka Principal to identify and employ Kapa Haka tutor</p>		<p>Mid Year Review Unfortunately the tutor we employed last year has been unable to continue this year. Tina and Tash have done their best to keep kapa Haka going for the whole school - they know they are not experts but are doing their best. Until we have someone in our community who is willing to work with our children then we will continue with the resources we have.</p>

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Use the resources we have available - people, cultural, heritage organisations, and local places.</p>		<p><u>Mid Year Review</u> Kapa haka How we teach critical histories</p>
<p>Reflect on our programme regularly and collaboratively to ensure it continues to meet the needs and priorities of our community.</p>		<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • Whanau voice collection • End of 2020 survey
<p>Teach te reo in classrooms in order to fulfill our role of protection within the treaty of waitangi</p>	<p>Leaders of Te Ao to model teaching through second language acquisition and provide planning with resources each term. All planning will be available on the Te Ao long term plan.</p>	<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • IRDPX system used school-wide to teach a vocabulary based programme
<p>Make teaching te reo visible inside and outside the classroom</p>	<p>Staff teach pepeha and insure students use pepeha when presenting in assemblies.</p> <p>All planning each term to end with an outcome to be shared on hero by classroom teachers.</p> <p>Te Ao team to provide bilingual signage for classrooms.</p>	<p><u>Mid Year Review</u></p> <ul style="list-style-type: none"> • Pepeha/Mihi completed and presented school-wide, shared with whanau as celebration post on Hero • Staff to decide in junior/senior teams what this 'outcome' will look like each term depending on the vocab focus. This is to be shared on Hero as a celebration post. • Some signage in place around the school.

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>To work through the Local Curriculum PD checklist/flowchart to identify next steps in our action plan.</p>	<p style="text-align: center;">↓</p> <p>Leaders of Local Curriculum with the support of Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Prior to June 11th.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review Developing a Local Curriculum document: https://docs.google.com/document/d/1YlaPLbgGD03GEeuPTScQhrRQd_x5GWeNwGbmt6ql86g/edit</p>
<p>Continue to develop our Graduate Profile</p>	<p>Leaders of Local Curriculum, Principal and consultation with whole staff. Prior to June 11th.</p>	<p>Mid Year Review Completed as a whole staff - very much aligned to our STAR Values</p>
<p>Consult with local iwi and community to investigate the history of our place and our people (Cultural Mapping)</p>	<p>Leaders of Local Curriculum. Prior to June 11th.</p>	<p>Mid Year Review</p> <ul style="list-style-type: none"> • Whanau voice collection • End of 2020 survey
<p>Survey staff around curriculum coverage, interests and strengths.</p>	<p>Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator) to devise and distribute survey</p>	<p>Mid Year Review Not completed</p>
<p>Develop a model of Inquiry and possible themes for Inquiry. E.g. Wai, Maunga - What is the Science, Technology, Health and PE, Social Science, Cultural learning within these themes...</p>	<p>Leaders of Local Curriculum supported by Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Next PD day June 11th (Term 2).</p>	<p>Mid Year Review Inquiry process/model agreed upon and added to Local Curriculum document for staff. Scope and sequence yet to be decided on.</p>

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>As a staff, discuss what we know about our students' strengths, interests and aspirations in order to make curriculum design decisions</p>	<p style="text-align: center;">↓</p> <p>TOD June 8th (TBC Principal) - All staff</p>	<p style="text-align: center;">↓</p> <p><u>Mid Year Review</u> This session was spent aligning our Graduate Profile to our STAR Values.</p>
<p>Examine how we are providing rich learning opportunities for our students and use a systematic inquiry approach to find out what works – when, for whom, and in what context.</p>	<p>TOD June 8th (TBC Principal) - All staff</p>	<p><u>Mid Year Review</u> Inquiry process/model agreed upon and added to Local Curriculum document for staff.</p>
<p>Develop an integrated planning model for use by all staff.</p>	<p>Leaders of Local Curriculum supported by Melissa McEwen-Shephard (Sharp-Kinane Ltd, facilitator). Next PD day June 11th (Term 2).</p>	<p><u>Mid Year Review</u> Completed and added to Local Curriculum document for staff.</p>

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p style="text-align: center;">↓</p> <p>We have been allocated \$157 990 for the 2021-2026 period. This money is available from July this year.</p>	<p style="text-align: center;">↓</p> <p>We are also allocated another \$157 990 from the Accelerated Modernisation Scheme (AMS). We will also receive \$4 213 in July for furniture.</p>	<p style="text-align: center;">↓</p> <p>Mid Year Review Louise from WSP is working with us to ensure we follow the MOE guidelines for accessing our 10YPP funding.</p>
<p>In January we had reports furnished on our drainage, roofing, electrical and plumbing. This work is carried out for the MOE to verify what work needs to be completed to comply with their standards. Approximately \$54K (\$41K roofing, \$15K storm water) of the allocated property money will need to go into the required upgrading or work to be done to the school. This leaves us with approximately \$262K. Anything under \$5K has to be paid by the BOT ie. upgrading lighting.</p>	<p>The money is to be used for the following: Priority 2 - Infrastructure Priority 3 - Modernised Refurbishment.</p>	<p>Mid Year Review Louise from WSP is working with us to ensure we follow the MOE guidelines, Roofing contractors are currently sending quotes to WSP with the hope that roofing faults will be fixed in october school holidays</p>
<p>Join Room 1 & 2 with a hole in the wall and sliding doors (as we have done with Room 5 & 6).</p>		

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Refurbish all classrooms to the standard of Room 5 & 6 (refurbished in 2019).		
Room 7 & 8 deck area to be utilised for a learning and cloakbay space.	This area will be screened off on the field side. Cubby holes (also to be utilised as seats) and hooks for bags will be installed.	
Complete the Room 5 & 6 doors opening out onto the deck (we did not have enough money to complete this project)		
Room 8 - remove inside cloakbay area and make this area a breakout space (similar to Room 6)		
Consult our community with the BOT decision about the school pool.		Mid Year Review We are awaiting MOE letter of confirmation that the pool, land and surrounding buildings are actually crown (MOE) owned.
Upgrade classroom furniture as required		Mid Year Review Two teacher workstations were purchased in Term 2 (Room 2 & Room 8). The caretaker repurposed another one for Room 6.

Property

Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.*

Goals	Action Plan Who, What, How?	Evaluation and Reflection
Install heat Pump / Air conditioners in all rooms as funding comes available		
Build a storage shed for Play Based Learning equipment and PE gear at the end of Room 8 (3 x 4m) with SIP money.		Mid Year Review This has been completed by Arthur Brown Construction using the SIP Funding. The caretaker is currently painting the inside, shelving has been ordered (this was cheaper than building shelves). We hope to have this up and running by the end of September.
Outdoor learning space for Room 5, 6, 7 & 8 - decks all joined and same height.		
New carpet hallway, Room 7, Room 1, Room 2.		
Complete the modernisation of the autex walls in all classrooms		
Fully refurbish Room 7		
Purchase two new school vans to replace our current vehicles.		Mid Year Review Currently working though the application for grants (Tania Elkerton is assisting the Board)
Complete installation of shade structures and any landscaping required from these new structures.	Use SIP funding	Mid Year Review Three new structured installed in term One - one over Puanga Hub Eating area, another over the Matariki sandpit and the other over the staffroom deck area.

End of Year Data Analysis of Variance

END-YEAR DATA ANALYSIS - DECEMBER, 2021

I am pleased to share that we have seen some good progress this year. We have not yet reached our target of 70% of our students meeting at or above the curriculum level for their year group, **BUT**, we are pleased with the value added to their learning, as well as the accelerated learning for many of our students who are at risk. We also need to take into account the very large number of students who are on our special needs register who require substantial intervention support.

This year all of our staff have worked incredibly hard to improve their own pedagogical and content knowledge along with developing effective teaching strategies to improve outcomes for our students. Obviously COVID and attendance at school has interrupted some of this progress, however, in these times we have felt that we made a positive impact on the overall wellbeing of our community.

Further in my report you will see detailed analysis of the Reading, Writing and Maths data for 2021 as well as comparisons and a narrative about what the data tells us along with next steps for 2022. Please see a summary of the data set out below:

Number of students Achieving AT or ABOVE expected Curriculum level			
	Reading	Writing	Maths
2020 End of Year	52%	40%	48%
2021 End of Year	61%	61%	67%

Number of students Achieving WORKING TOWARDS expected Curriculum level			
	Reading	Writing	Maths
2020 End of Year	48%	60%	52%
2021 End of Year	39%	39%	33%

End of Year Data Analysis of Variance

1. END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2021

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Goal Two: Our Staff

To develop professional capability, always aiming for effectiveness and excellence.

Year 2-6 Literacy Assessment Data

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In literacy these include:

Writing:

- e-asTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals
- progress on spelling/structured literacy programmes

Reading:

- Regular 'Running Records' up to Level 20 (an assessment of fluency, decoding skills and strategies that a child can use independently)
- Assessment Resource Bank (ARBs) from Level 21 onwards (an assessment of comprehension skills and strategies that a child can use independently)
- conferencing and learning conversations
- observation of skills and strategies during guided/instructional reading sessions
- tracking of reading learning goals
- progress with sight word and phonics knowledge

AOV continued Writing

END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2021 CONTINUED

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points (mid-year 1st July, and end of year 1st December) where the system will generate a 'best fit' curriculum level for each student. Throughout the year teachers engage in a series of co-construction meetings as a means to track and monitor achievement data of students. A final moderation meeting was held in Week 6 of Term 4 where **all** student data was looked at critically and teachers were able to discuss and confirm that best-fit levels generated by Hero match with their own 'Overall Teacher Judgement' or OTJ of each student's current level of achievement in reading, writing and maths.

Year 2-6 Analysis Group

- There are 169 students currently enrolled at Normanby School.
- 47 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- This leaves a remaining 122 students in Years 2-6, spread across six classrooms.
- 6 further students are excluded from this data analysis as they are recent arrivals and were not included in mid-year data for comparison.
- This gives us a total of 116 students in the Year 2-6 analysis group.
- **76 of the 116 Year 2-6 students (66%) are currently on the Learning Support register and are receiving, or have recently received, additional learning support***

Year 2-6 Writing Analysis

<u>Students AT or ABOVE expected achievement level in WRITING</u>						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	50/126 40%	20/70 29%	30/55 55%	0/1 0%	15/59 25%	35/67 52%
End Year 2021 Year 2-6 116 students	71/116 61%	33/61 54%	34/50 68%	4/5 80%	31/54 57%	40/62 65%

AOV continued Writing

Year 2-6 Writing Analysis continued

- In total 71/116 students, **61%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **writing**.
- **After ending the 2020 year with a total of 40% of Year 2-6 students achieving AT or ABOVE the expected levels in writing, this 61% is very pleasing to see and shows that students are maintaining the progress made in the first half of the 2021 year, despite another lockdown interruption. This is evidence that our teaching and learning programmes in writing are engaging, relevant and meaningful and that teacher practice is responsive to the learning needs of students.**
- Once again we see that our Maori students are achieving below our NZE students with just 54% of all Maori students AT or ABOVE compared with 68% for the NZE cohort .
- Girls (65%) are out-performing boys (57%) in this Year 2-6 group of students.

Students WORKING TOWARDS expected achievement level in WRITING

Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	76/126 60%	50/70 71%	25/55 45%	1/1 100%	44/59 75%	32/67 48%
End Year 2021 Year 2-6 116 students	45/116 39%	28/61 46%	16/50 32%	1/5 20%	23/54 43%	22/62 35%

- In total, 45/116 students, 39%, in Year 2-6 are working towards the expected New Zealand Curriculum achievement levels in **writing**. **This is a marked improvement on the end of last year which saw 60% of students in this category.**
- Maori students and boys feature more heavily in this data.

AOV continued Writing

Year 2-6 Writing Analysis continued

Year 2-6 Writing - Ongoing Monitoring

<u>Comparison data for achievement levels in WRITING by Year Level</u>						
	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	Observation Survey Data	Observation Survey Data				
Year 2 2021	24/27 = 89%	10/13 77%	13/13 100%	1/1 100%	9/11 82%	15/16 94%
Year 2 2020	19/23 = 70%	5/9 56%	11/13 86%	1/1 100%	4/8 50%	15/15 100%
Year 3 2021	14/26 = 54%	4/11 36%	10/14 71%	1/1 100%	4/10 40%	10/16 63%
Year 3 2020	3/19 = 16%	2/9 22%	1/8 13%	0/2 0%	2/11 18%	1/8 13%
Year 4 2021	13/22 = 59%	7/11 64%	5/9 56%	1/2 50%	10/13 77%	3/9 33%
Year 4 2020	1/16 = 6%	0/9 0%	1/7 14%	Nil	0/7 0%	1/9 11%
Year 5 2021	4/16 = 25%	3/9 33%	1/7 14%	Nil	0/7 0%	4/9 44%
Year 5 2020	9/24 = 38%	5/17 29%	4/7 57%	Nil	4/13 31%	5/11 45%
Year 6 2021	16/25 = 64%	9/17 53%	6/7 86%	1/1 100%	8/13 62%	8/12 67%

AOV continued Reading

Year 2-6 Writing Analysis continued

Year 2-6 Writing - Ongoing Monitoring

- This year's Year 6 cohort have made significant progress, up to 64% from just 38% of students at or above expectations at the end of last year. The same upwards trend applies to our current Year 4 and 5 cohorts, however the overall achievement levels, especially of the Year 5's is still very much of concern.
- Out of the 16 children currently in Year 5, only 4 are achieving at the expected standard in writing. None of these are boys. Year 4 boys, on the other hand, are performing very well with 77% at or above. Maori students in this year group are also making good progress towards the school-wide target (70%).
- We will need to carefully track and monitor the Year 3 group going into Year 4 next year as they are down to 54% from 70% at the end of last year. The same applies to the Year 5 group.

Year 2-6 Reading Analysis

Students AT or ABOVE expected achievement level						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	65/126 52%	34/70 49%	31/55 56%	0/1 0%	29/59 49%	36/67 54%
End Year 2021 Year 2-6 116 students	71/116 61%	35/61 57%	32/50 64%	4/5 80%	34/54 63%	37/62 60%

- In total, 71/116 students, **61%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **reading**.
- **This is a 9% improvement on the end of 2020 achievement levels and we can see that there has been improvement in reading achievement levels across all ethnicities and gender groups.**

AOV continued Reading

Year 2-6 Reading Analysis continued

Year 2-6 Reading - Ongoing Monitoring

Comparison data for achievement levels in READING by Year Level

	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	Observation Survey Data	Observation Survey Data				
Year 2 2021	13/27 = 48%	6/13 46%	6/13 46%	1/1 100%	6/11 55%	7/16 44%
Year 2 2020	8/27 = 30%	2/11 18%	6/16 38%	Nil	3/9 33%	5/18 28%
Year 3 2021	17/26 = 65%	6/11 55%	10/14 71%	1/1 100%	5/10 50%	12/16 75%
Year 3 2020	8/24 = 33%	4/14 29%	4/9 44%	0/1 0%	6/16 38%	2/8 25%
Year 4 2021	16/22 = 73%	8/11 73%	7/9 78%	1/2 50%	12/13 92%	4/9 44%
Year 4 2020	8/16 = 50%	4/9 44%	4/7 57%	Nil	3/7 43%	5/9 56%
Year 5 2021	7/17 = 41%	3/9 33%	1/7 14%	Nil	2/8 25%	5/9 56%
Year 5 2020	18/29 = 62%	11/21 52%	7/8 89%	Nil	9/15 60%	9/14 64%
Year 6 2021	18/24 = 75%	11/16 69%	6/7 86%	1/1 100%	9/12 75%	9/12 75%

- The Year 3, Year 4 and Year 6 cohorts have all made significant progress in comparison to the end of the previous year's data. The Year 4 and Year 6 cohorts are now meeting or exceeding the school-wide target of 70% At or Above.
- Overall, the Year 6 and Year 4 cohorts are performing very well in reading and across almost all sub-groups in this cohort, we see the school target of 70% being reached or exceeded, most notable is the achievement of the Year 4 boys, Year 3 girls, the Year 6 girls, Year 4 Maori students and NZE students in both cohorts.
- The Year 2 and Year 5 cohorts are once again of particular concern with over half of all students in these year groups not yet achieving at the expected curriculum level. Year 5 boys feature particularly heavily in this data set.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

This data set illustrates improvement in achievement **in writing** with a 21% increase in the number of students meeting or exceeding the expectations. The work done by both teachers and students to raise this achievement is certainly something to celebrate.

The upward trend that we see with the Year 4, Year 5 and Year 6 cohorts in writing is very pleasing, even though none of these groups have managed to attain the 70% target. The Year 6 group are close with 64% in the At or Above category.

While we are pleased with the continuing success of writing programmes, we are aware that there are still just over a third of students not achieving at the expected NZC level for their age and stage.

Teachers will continue to use assessment data to target students who are currently considered to be 'at risk' of falling into the WORKING TOWARDS category and those who are very close to being in the AT zone. These are the students who we monitor closely during co-construction monitoring meetings. Teachers design learning for students to maintain the expected progress and not fall into the underachieving category.

In reading our Year 4 and Year 6 groups have met the school-wide target of 70% or more of students in the At or Above category and this is an excellent result. However, our Year 2 and Year 5 cohorts are of real concern as we have large numbers of students in these groups who are currently underachieving.

Once again, it is very important to keep in mind the high number of students on the learning support register. Two thirds (76/116) of the Year 2-6 student population have recently received or are currently receiving additional learning support in literacy.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

We recognise that in comparison to NZE students, our Maori students are not as successful with just 54% (writing) and 57% (reading) achieving At or Above in both reading and writing as opposed to the NZE students with 64% (reading) and 68% (writing) achievement levels. We continue to strive to create family-like contexts in our classrooms where our Maori students feel better supported to succeed. Classrooms which foster student agency, are caring and nurturing of students, their language and culture, are well-managed, and where teachers have high expectations, excellent curriculum and pedagogical knowledge and interact with students and whanau in ways that we know promotes learning. Teacher professional development and professional growth cycles focus heavily on our teachers becoming 'North-East' teachers. In 2022 teachers will continue to participate in observation and coaching processes to set goals within the Relationship-based Learning profile and it is through this cycle of inquiry that we can continue to make positive change for our Maori students.

Comments and Recommendations

To maintain close monitoring of student achievement in literacy, teams will continue to reflect on student learning and progress as part of their regular team meetings and co-construction meetings in 2022. Our actions going forward have been identified as our next steps in continuing to deliver quality learning programmes in reading and writing:

- Embedding our revised Normanby School Curriculum to give teachers more guidance and direction around designing rich and meaningful learning contexts. The purposes for reading and writing need to be authentic and relevant to students and our whanau in order to increase motivation and engagement. Literacy programmes will include a range of approaches and will see students reading and writing *across the curriculum*.
- Gather and analyse student voice regularly as part of the observation and coaching growth cycle process. Teachers empower students to talk about their own learning. This is a crucial aspect of the RbL profile which enables teachers to monitor students' progress and the impact of the processes of learning. These practices can then be modified accordingly to meet the needs of students.
- Strengthening our moderation processes to ensure overall teacher judgements and Hero generated 'Best-Fit' achievement levels align and are an accurate reflection of student achievement.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

- Regularly monitor and track the achievement of learning goals, knowing that students need to be able to demonstrate literacy skills and strategies independently and consistently, across a range of text types, before it is considered to be secure and marked as achieved.
- Teachers are to know the learning progressions in reading and writing and work collaboratively to ensure learning goals are included appropriately. Next year this will require the Hero team to review the learning goals in reading as teacher feedback and experience indicates that these need to be reworked to ensure they serve both teachers and students well.
- Continue to set high expectations of our teachers and students in the teaching and learning in reading and writing.
- Continue to allow time for students to practise and use taught literacy skills with increasing independence.
- Maintain Relationship-Based Learning practices
- In 2022, our two new-entrant teachers, Sam Dalley and Shelley Whyte, will be supported by Tina Johnson (BSLA Facilitator, RTLit) and myself as they begin their 'Best Start Literacy Approach' (BSLA) training and programme implementation in our two Ngahere classrooms, Room 5 and 6. This literacy initiative is supported with funding from the M.O.E and is offered by the University of Canterbury. The programme is a 'new' approach to the teaching of literacy which focuses on building a foundation of strong phonological knowledge. A student's success in literacy relies heavily on their ability to 'crack the code' of the alphabet both in reading and writing so that they can become life-long learners who read to make meaning and who write to create meaning. All other classes will include a 'Structured Approach' to the teaching of phonics and decoding/encoding (how we break words into parts so we can read and write them easily). The Ministry of Education and school resourcing has provided us with a large number of resources to get this approach to teaching literacy underway and embedded.

AOV continued Literacy

Year 2-6 Literacy Analysis continued

Comments and Recommendations

Our Learning Assistants continue to provide 1:1, small group and roaming support of independent learners in all classes as well as delivering learning support programmes to students who struggle to reach expected levels of achievement on a daily basis (HPP, Language Learning Intervention programme, Early Words, sight words, 5+, 7+, Quick 60, Talk to Learn). The data paints a very clear picture of the absolute necessity for LAs to be in all our classrooms. The number of students requiring additional learning support is so great that the effectiveness of a single classroom teacher to improve learning outcomes for **all** learners would be like climbing Everest. The teachers of students on these programmes continue to notice a positive impact on participants' confidence, fluency and progress.

We thank our hard-working staff for their ongoing commitment to improving learning outcomes for our students, we thank Janelle for her leadership and commitment to supporting teachers, and for advocating for the needs of our students, and we thank the Board for your ongoing support of how we endeavour to achieve our strategic goals.

Jude Sklenars

7/12/21

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLb), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, *FivePlus*, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past), and students who have Individual Education Plans in place (I.E.Ps)

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Goal One: Our Students

To provide our students with a range of learning opportunities to be life-long learners.

Goal Two: Our Staff

To develop professional capability, always aiming for effectiveness and excellence.

Year 2-6 Mathematics Assessment Data

Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In mathematics these include:

- JAM (Junior assessment in mathematics) and GLoSS (Global strategy stage). These two assessments are one to one, interview style tests that determine the strategies students are comfortably using.
- IKAN - this assesses the students' mathematical knowledge. IKAN is a 5 minute timed test for years 4-6, this is carried out termly.
- PAT Mathematics, Years 4-6, once per year
- observation of skills and strategies
- tracking of mathematics learning goals

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points (mid-year 1st July, and end of year 1st December) where the system will generate a 'best fit' curriculum level for each student. Throughout the year teachers engage in a series of co-construction meetings as a means to track and monitor achievement data of students. A final moderation meeting was held in Week 6 of Term 4 where **all** student data was looked at critically and teachers were able to discuss and confirm that best-fit levels generated by Hero match with their own 'Overall Teacher Judgement' or OTJ of each student's current level of achievement in reading, writing and maths.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 Analysis Group

- There are 169 students currently enrolled at Normanby School.
- 47 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- This leaves a remaining 122 students in Years 2-6, spread across six classrooms.
- 6 further students are excluded from this data analysis as they are recent arrivals and were not included in mid-year data for comparison.
- This gives us a total of 116 students in the Year 2-6 analysis group.
- **76 of the 116 Year 2-6 students (66%) are currently on the Learning Support register and are receiving, or have recently received, additional learning support***

Year 2-6 Maths Analysis

Students AT or ABOVE expected achievement level in MATHS						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	61/126 48%	30/70 43%	31/55 56%	0/1 0%	31/59 53%	29/67 43%
End Year 2021 Year 2-6 116 students	78/116 67%	35/61 57%	39/50 78%	4/5 80%	44/54 81%	34/62 55%

- In total 71/116 students, **67%**, in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **maths**.
- **At the end of 2020 the percentage of students achieving at or above the expected level was 48% so this is a significant improvement towards achieving our strategic goal. This provides evidence that our teaching and learning programmes in maths are enabling more students to be successful in maths. However, there is still a group of students for whom maths learning is proving to be challenging and that we need to further consider how we can lift their achievement.**
- Once again we see that our Maori students are achieving below our NZE students with just 57% of all Maori students AT or ABOVE compared with 78% for the NZE cohort .
- We also see that there is a significant difference between the achievement of boys (81% at or above) and girls (55% at or above).

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Students WORKING TOWARDS expected achievement level in MATHS						
Year Group	116 All Students	61 Maori Students	50 NZE Students	5 Other Ethnicity	54 Boys	62 Girls
End Year 2020 Year 2-6 126 students	65/126 52%	40/70 57%	24/55 44%	1/1 100%	28/59 47%	38/67 57%
End Year 2021 Year 2-6 116 students	38/116 33%	26/61 43%	11/50 22%	1/5 20%	10/54 19%	28/62 45%

- In total, 38/116 students, 33%, in Year 2-6 are working towards the expected New Zealand Curriculum achievement levels in **maths**. **This is a marked improvement on the end of last year which saw 65 students (52%) in this category.**
- Maori students and girls feature more heavily in this data, although there is still improvement from last year's data for these groups.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

<u>Comparison data for achievement levels in MATHS by Year Level</u>						
	Overall	Maori	NZE	Other Ethnicity	Boys	Girls
Year 1 2020	NOT INCLUDED IN DATA SET	NOT INCLUDED IN DATA SET				
Year 2 2021	18/27 = 66%	7/13 54%	10/13 77%	1/1 100%	9/11 82%	11/16 69%
Year 2 2020	14/27 = 52%	5/11 45%	11/16 69%	0/1 0	6/9 67%	10/18 56%
Year 3 2021	18/26 = 70%	6/11 55%	11/14 79%	1/1 100%	7/10 70%	11/16 69%
Year 3 2020	8/24 = 33%	3/13 23%	5/10 50%	0/1 0%	6/16 38%	2/8 25%
Year 4 2021	15/22 = 68%	6/11 55%	8/9 89%	1/2 50%	13/13 100%	2/9 22%
Year 4 2020	5/16 = 31%	3/9 33%	2/7 29%	Nil	2/7 29%	3/9 33%
Year 5 2021	6/16 = 38%	3/9 33%	3/7 43%	Nil	3/7 43%	3/9 33%
Year 5 2020	13/29=45%	5/18 28%	8/12 67%	Nil	9/15 60%	4/14 29%
Year 6 2021	19/25 = 76%	13/17 76%	5/7 71%	1/1 100%	12/13 92%	7/12 58%

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

- This year's year 3 cohort is up from 52% to 70%, meeting our strategic goal. We see that boys and girls are achieving equally in this cohort. The NZE students in this cohort are exceeding our 70% goal (79%), (55%) of Maori students are achieving their expected level.
- The number of year 4's achieving their expected level has almost doubled from the previous year. They are very close to the strategic goal with (68%). Year 4 boys have done very well, with 13 (100%) of them meeting the expectation. Only 2 (22%) of the 9 year 4 girls are at or above.
- Year 5 cohort continues to be of concern. Although some progress has been made, only one extra student has moved into achieving at the expected level from the previous year.
- This year's Year 6 cohort have made significant progress, up to 76% from just 45% of students at or above expectations at the end of last year. Our NZE and Maori students are achieving quite similarly in this cohort, but again we see a significant disparity between boys and girls.

Comments and recommendations:

The overall progress in Maths this year is pleasing to see. We are very close to the overall strategic goal.

Intervention and enrichment programmes within our senior school have had a positive impact on our students who needed a little extra support to make it to their milestones. We also have a group of students who were fortunate to have enrichment opportunities with Mrs Jones.

20 students from rooms 1 and 2 were involved in Accelerating learning in Mathematics programmes. Of these 20, 15 are now achieving the expectation and 1 student is exceeding it.

We have noticed a carry over from literacy interventions as well. Students who have become more confident in reading and writing have also become more confident problem solvers and a higher general confidence in being learners.

We have appreciated having LA support in classrooms, this is an essential part of ensuring students can continue to work on their maths skills and strategies while the teacher is providing small group teaching.

AOV continued Mathematics

END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2021

Year 2-6 MATHS - Ongoing Monitoring

The disparity that has developed between girls and boys is a concern. As part of our 2022 Maths PD we will need to track and monitor our girls and investigate what works better for them in order to lift their achievement.

We will also need to carefully consider girls when setting our target students, and monitoring those students who are at risk of falling into the “toward” category or who are in the “toward” category already but can be accelerated in a short period of time.

Our commitment to creating a family like context and teaching in ways that we know help our Maori students feel safe, connected and supported to succeed will also continue to underpin our practices. While a shift toward our local curriculum will ensure students are experiencing maths that is relevant and purposeful to them and their worlds

Beginning the journey of updating our mathematical curriculum and upskilling all staff to be able to deliver an effective and comprehensive learning programme is exciting. We look forward to seeing the increased confidence in our staff, so that our students can be confident learners also.

Thank you to Janelle and to the BoT for providing our LA support. Thank you Janelle for the actions you have taken so far around increasing maths achievement for Normanby School students, and thank you teachers for your continued commitment to enabling our children to learn.

Tash Campbell
8/12/2021

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLB), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Quick 60, *FivePlus*, MST (Maths), ALiM (Maths), Talk to Learn, Early Words, Reading Recovery (this is no longer offered at Normanby School but we have identified students who have been on this programme in the past), and students who have Individual Education Plans in place (I.E.Ps)

AOV continued Intervention Programmes

INTERVENTION PROGRAMMES

Overall, 39 students have accessed literacy intervention programmes this year. All students considered for programmes have been identified as needing extra support with the aim of reaching expected achievement levels.

Our LA's work very hard to provide engaging programmes where students are encouraged to work with urgency and focus. This approach does not suit all children so the selection and retention process is carefully monitored.

At the end of the year we now have 14 of the 31 (45%) students achieving AT expected curriculum level.

All students have made progress of varying levels but most pleasing are the 12 students (39%) who made accelerated progress on these programmes.

We potentially could have had even greater impact but one group of 7+ students were only able to receive half of the programme lessons as we approached the end of the year and likewise for our Term 4 Quick 60 group who would normally get 60 lessons but were only able to complete 25. These students may be considered for rejoining one of these programmes in 2022.

Program me	Number of children in 2021	Number of children who made progress through the intervention	Number of children who made expected progress (of 1 sub-level)	Number of children who made accelerated progress (of 2 or more sub-levels)	Current Achievement Level in Reading
Quick 60	9	8/9	5 = 56%	3 = 33%	2 x At 22% 7 x Towards 78%
7+	21	20/21	14 = 67%	6 = 29%	9 x At 43% 12 x Towards 57%
5+	9	6/9	3 = 33%	3 = 33%	3 x At 33% 6 x Towards 66%

While making progress within their current level, one student in the Quick 60 group did not shift in sub-levels. Likewise for one student in the 7+ group. In the 5+ cohort this occurred for 3 of the students. These are students teachers will continue to target in 2022 and who may be referred for external literacy support.

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Relationship-based Learning remains the focus of teachers' professional growth cycles.

Teacher agency is enabled through a growth-focused coaching approach:

- We are professionals sharing and understanding insights
- Leaders and coaches focus on supporting growth and improving practice
- A growth cycle leads to improved teaching and student learning
- Collaborating as colleagues, co-constructing meaning and the way forward
- Using evidence to evaluate impact and improve teaching and learning
- Coachee and coach are seeking a range of perspectives in order to evaluate
- Evaluations are led and driven by the coachee

Our coaching approach is one guided by clear principles and simple processes as outlined in Russel Bishop's 'Teaching to the North-East':

- The coaching process is agreed to and driven by the coachee (teacher)
- The criteria for desired performance are clearly outlined in the RBL Profile's Observation Tool and are discussed with teachers before the observation and impact coaching process starts. The tool breaks the observation evidence into three parts:

Part 1 - Creating an extended family-like context for learning by:

1. *Rejecting deficit explanations for learners' learning*
2. *Caring for and nurturing the learner, their language and culture*
3. *Voicing and demonstrating high expectations*
4. *Ensuring that all learners can learn in a well-managed environment so as to promote learning*
5. *Knowing what learners need to learn*

Part 2 - Interacting within this family-like context in ways we know promotes learning by:

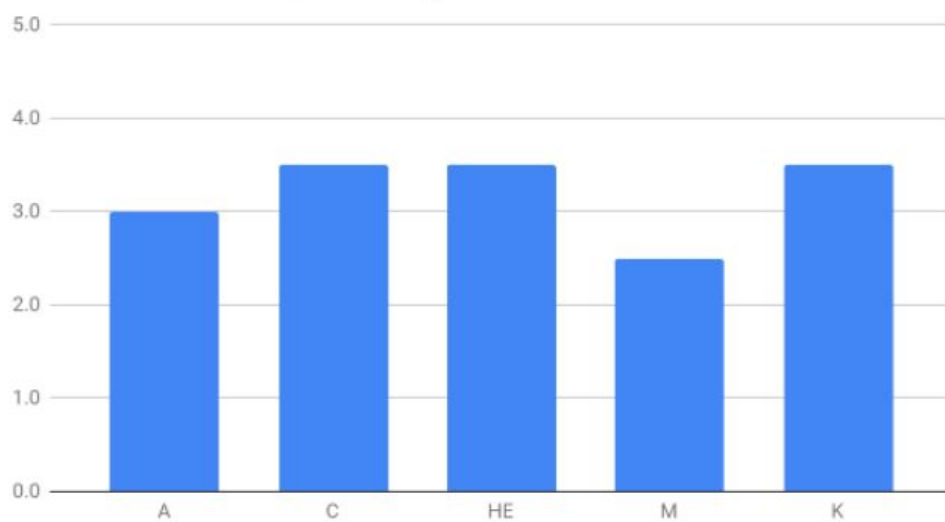
- *Drawing on learners' prior knowledge*
- *Using formative assessment: feedback*
- *Using formative assessment: feed-forward*
- *Using co-construction processes*
- *Using power-sharing strategies*

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Part 1 - Relationships - Family Like Context



Key:

A = Agency How frequently and effectively teachers are rejecting deficit explanations for learners' learning.

C = Caring How frequently and effectively teachers are demonstrating caring and nurturing of the learner, their language and culture.

HE = High Expectations How frequently and effectively teachers are voicing and demonstrating high expectations.

M = Managing How frequently and effectively teachers are ensuring that all learners can learn in a well-managed environment so as to promote learning.

K = Knowing How frequently and effectively teachers demonstrate that they know what learners need to learn.

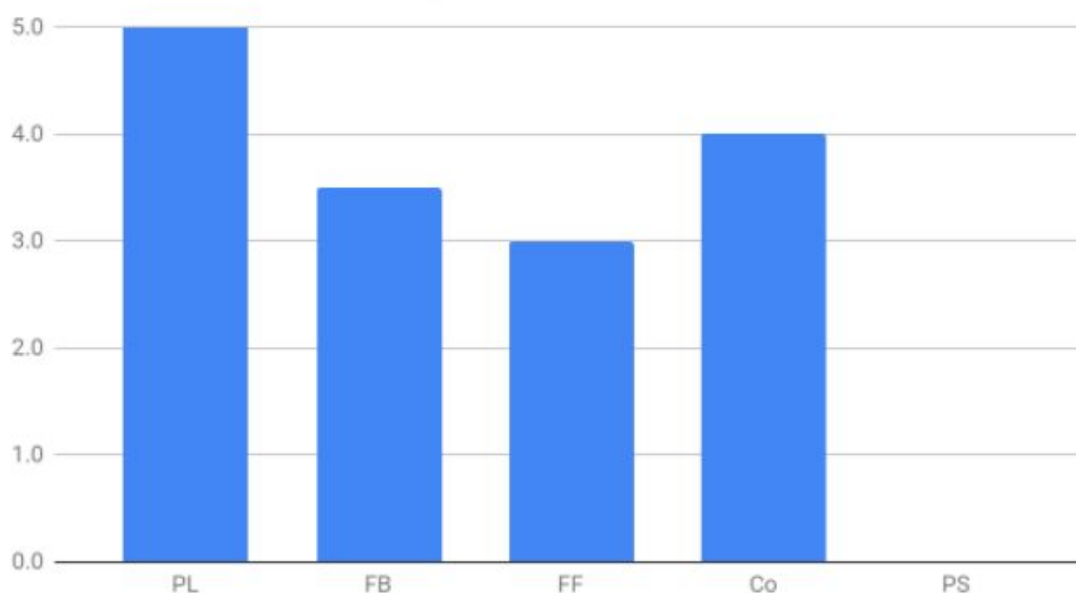
Observation transcripts are analyzed and teachers allocate a rating to their own performance depending on the weight and quality of the evidence, from 1 (little evidence) to 5 (a great deal of evidence).

AOV continued

Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Part 2 - Discursive Strategies



Key:

PL = Prior Learning How frequently and effectively teachers are drawing on learners' prior knowledge.

FB = Feedback How frequently and effectively teachers are using formative assessment to give specific and relevant feedback to learners.

FF = Feed-Forward How frequently and effectively teachers are using formative assessment to give specific and relevant feed-forward to students, leading them to next steps in learning..

Co = Co-construction How frequently and effectively teachers are using co-construction processes with learners.

PS = Power-sharing How frequently and effectively teachers are using power-sharing strategies to promote learning.

AOV continued

Relationship Based Learning

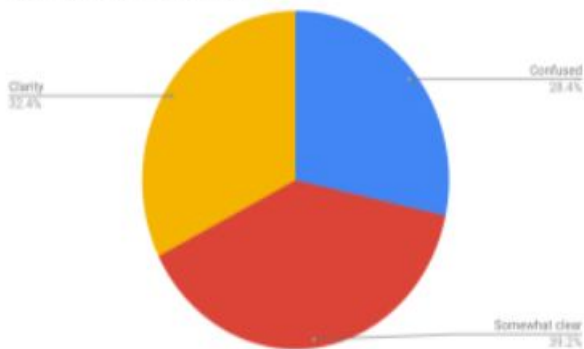
RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

Observation transcripts are analyzed, coded and moderated by impact coaches prior to coaching conversations with teachers. The results show an average of frequency scores.

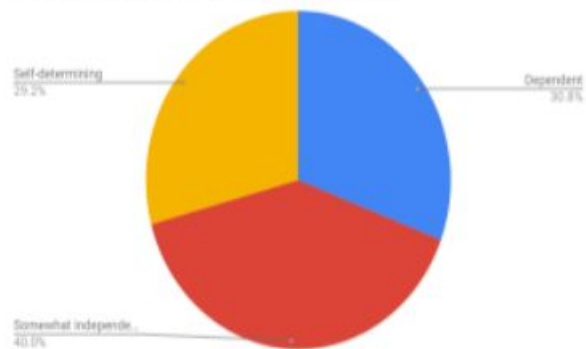
Power-sharing is an interaction strategy that teachers at Normanby School are unfamiliar with and are therefore not utilizing as an effective teaching strategy with learners. In response to this I ran a *Power-Sharing* workshop in Week 9 of Term 3 with all teaching staff to create a shared knowledge and understanding of what power-sharing is, how it can be effectively used in classrooms and what the research tells us is the impact of power-sharing as a teaching strategy.

Part 3 - Student Voice

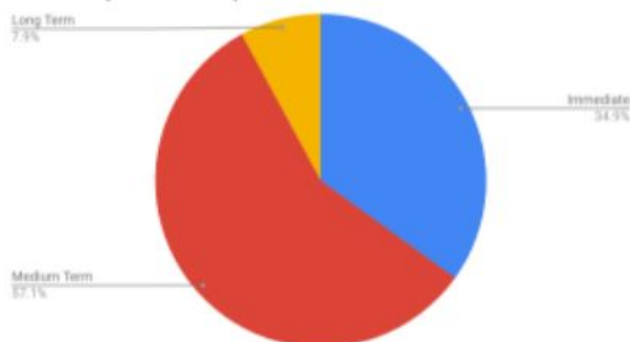
What are you learning today?



How do you know how well you are doing?



What are your next steps?



AOV continued Relationship Based Learning

RELATIONSHIP-BASED LEARNING REPORT DECEMBER, 2021

After every observation students are interviewed and this data is used by teachers to monitor progress. Self-regulating/self-determining learners taking ownership of their own learning is the goal for all the activities learners are engaged in.

Self-regulating/self-determining learners are those who are able to articulate what they are learning and why they are learning it, how they know if they are being successful in their learning, and what their next learning steps will be.

Voice Collection

A summary of our voice collection this year has now been shared with the community.

[Voice Collection Community Feedback](#)

Jude Sklenars

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

The SENCO (Special Needs Coordinator)

The SENCO's role is pivotal for ensuring that students with additional needs have the learning programmes and support they need to achieve at school. The SENCO also works with other staff to ensure that professional development is in place and that effective teaching strategies are applied in classrooms.

- *Create a current learning support register*
- *Liaise with specialist service*
- *Complete referrals as requested by leadership and team leaders after discussion with class teachers*
- *Organize and facilitate IEP meetings*

Learning Support Register

The Learning Support Register holds information for students that have any additional learning or behaviour requirements and/or interventions. The Learning support register on HERO is populating a group based on information added by the classroom teacher, leadership and/or the SENCO. By automatically populating, students are consistently tracked in one place, information is easily accessible to all staff, documents relating to learning support are all kept in one place and readily available. When an entry is made on a student's learning support page a heart appears on the students page for the following 18 months to indicate that there has been a learning support need. Over the next 18 months the heart slowly fades giving everyone a very quick view of when the last entry, update, intervention occurred. When a new update is made it returns to its full depth of colour and the time frame returns to 18 months from that entry.

Current SENCO Register:

These students have been identified through classroom teacher observations and data analysis. They require monitoring and/or additional support. Teachers have allocated in class support from Teaching assistants. These have been allocated with guidance from Principal/Deputy Principal/Team Leader/SENCO for these students. When additional support is required referrals are then made to specialists for support.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Total Students	Male	Female
Year 0	3 18%	3 33%	
Year 1	18 60%	9 64%	9 56%
Year 2	19 70%	8 72%	11 69%
Year 3	17 65%	8 80%	9 56%
Year 4	21 84%	13 81%	8 88%
Year 5	16 84%	9 100%	7 70%
Year 6	7 28%	4 33%	3 23%
Total Students	101	54	47
		Maori	Other
Total Number of Students		62 65%	39 53%

Based on our current roll of 169 students, we currently have 60% of our students on the learning support register for learning and or behaviour.

- 69% of the 101 children on the register are Maori students
- 31% of the 101 children on the register are non Maori students.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

In-School Support

These are specific programmes that have been put in place to support students identified as requiring additional assistance. These are often delivered by our Learning Assistants, when they are not allocated to a class or when the teacher requests they use their class time slot to implement the programmes.

Programme	Delivered by:	Year to Date
HPP	Learning Assistant	1
Talk to learn	Learning Assistant	3
5 +	Learning Assistant	10
7+	Learning Assistant	21
Quick 60	Learning Assistant	9
Early Words	Learning Assistant	13
The Code	Learning Assistant	19
Total		76

76/169 (45%) have been provided with the above in school support through intervention programmes run by our Learning Assistants outside of in-class learning assistant allocations, so far this year.

End of year testing for intervention programmes is currently underway and being completed by Jude Sklenars.

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Current	Pending	Maori	Male	Female	Notes
	Number of Students Represented					Notes
Learning Support Coordinator (LSC 1)						Currently our LSC is supporting small groups of children across most classrooms. Our LSC is also supporting all IEP wherever possible.
(LSC 2)	1		1		1	
Resource Teacher of	7	4	8	8	3	There is also 1 current whole class that has been accepted as a group referral.

JR

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

	Current	Pending	Maori	Male	Female	Notes
	Number of Students Represented					
Learning and Behaviour (RTLB)						
RTlit						RTlit is currently supporting BSLA and no referrals are being accepted
Speech Therapist	4		3	2	2	
Language Learning Intervention	2		1	2		
Public Health Nurse						
Ongoing Resourcing Support	1		1		1	1 application has also been made this term
STAND	1	1	2	2		
ICS In Class Support Funding	1		1	1		3 students have been approved for funding 2022
ACC	1		1	1		
Well Stop						1 application currently to be completed
Big Brother, Big Sister						2 applications are currently in the process
High Health Needs Funding		1	1	1		This application has just been submitted
Ministry of Education Special Education	3		3	3		These cases are very complex. These cases are also highly sensitive and confidential. Refer to the Principal for any further information.
Total	21	6	22	20	7	

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

We have 21 representations of students receiving specialized support from outside agencies, a further 6 representations are currently pending specialized support. Note, that in some instances more than one representation is made for the same student due to complex needs and more than one agency being involved.

Individual Education Plans (IEP)

Individual Education Plans are for all students whose learning requires additional support or for whom the curriculum requires continued adaptation.

The Ministry of Education explains “IEP stands for “individual education plan”. The “IEP process” is the ongoing collaborative process by which IEPs are developed, implemented, and reviewed.

The special education needs of many students can be met by class- and school-wide strategies. Only some students with special education needs require an IEP, and may need one that captures every aspect of their learning.

Use IEPs to identify any specific learning need that requires specific achievable goals to enable the child to make progress or to access the curriculum. This may also include goals around social and emotional behaviours. These are in addition to your normal classroom program.

IEPs are necessary only when:

- *accurate and up-to-date assessment (see Assessment - what, who, and how) indicates that optimal teaching and learning require differentiations within the New Zealand Curriculum or Te Marautanga o Aotearoa*
- *barriers to learning have been identified, requiring adaptations to regular teaching strategies or to the school or classroom environment (see Adaptations and differentiations...)*
- *times of transition require extra attention to planning, teaching, and learning”*
(<https://seonline.tki.org.nz/IEP/IEP-guidelines/What-is-an-IEP-and-who-needs-an-IEP>)

Year Group	Number of Students	Male	Female
Year 0	1	1	
Year 1	1		1
Year 2	4	1	3
Year 3	4	3	1
Year 4	2	1	1
Year 5	4	3	1
Year 6	2	2	0
Total	18	11	7

	Maori	Non-Maori
Total Number of Students	15	3

AOV continued Special Needs

NORMANBY SCHOOL LEARNING SUPPORT REPORT DECEMBER 2021

- 18/169 (11%) of Normanby School children require IEP's currently.
- Of these 18 students, 15 (83%) are Maori and 3 (17%) are non-Maori

SENCO Next Steps:

- Intervention programme testing is currently being completed by Jude Sklenars
- Upskilling staff in using HERO to maintain a consistent and up to date register
- Create the IEP schedule for 2022
- Ensure the 2022 Learning Support register roll over on HERO occurs accurately
- Identify students for 2022 referrals in Term 1

Amy Boyd
SENCO (Special Education Needs Coordinator)

AOV continued

PB4L

Positive Behaviour for Learning (PB4L), Term 4, 20

Normanby **STAR'S** can **Self Manage**, work as a **Team**, work hard to **Achieve**, and show **Respect** for others both in and out of the classroom. These are the behaviour expectations that we continue to promote through PB4L schoolwide.

These **STAR** Values are now embedded in our school, and we continue to create a safe and supportive environment within our school community, to build positive and respectful relationships, that improve academic achievement and encourage independent, lifelong learners.

Star Cards continue to be issued for demonstrating the expected behaviours, and staff verbalize this appropriately when giving these as a reward. Students have achieved milestones of 20, 50, 70 and 100 Star Cards and their photo is displayed on the PB4L Star Wall accordingly. Prizes and certificates are issued for their achievements.

Lesson Plans have now been developed by staff for all settings across the school. Behaviour expectations in these areas such as the playground, field, library and toilets are taught in all classrooms each day for ten minutes in a PB4L Circle Time.

Students are encouraged to **say** how we show respect on the playground, **show** what this looks like, **practice** this through role play, and receive feedback.

As a staff we are continuously reflecting on and reviewing incident data. Incidents, and behaviours that do not show our STAR values are recorded on Hero by all staff. Information about the incident, date, time, location, staff involved, possible motivation and the follow through action, are all recorded and tracked. Using this data, sets the stage for continuous improvement.

Staff continue to meet once a week to share ideas and to reflect on personal practice. This has proven to be most valuable and we are constantly building on ideas and ensuring that decisions made, are in the best interest of our tamariki and community.

At our last staff PB4L meeting, we discussed the further development of our House system for 2022, which is an integral part of Positive Behaviour for Learning. We looked at the possibility of moving from 'House' groups to 'Whanau' groups, and naming them after the Matariki Stars. This will provide a more meaningful connection to our community and local history, along with the students striving to be Normanby STAR's. ie. Tupu-ā-nuku, Tupu-ā-rangi, Waipuna Rangi, Waiti and Waitā, and Ururangi.

We will continue to teach the expected behaviours in all settings across the school, reward and acknowledge these in special ways, and encourage our students to be Normanby STAR's.

Tina Ryan

PB4L Leader

AOV continued

PB4L

SELF MANAGE

S

means I...
make good choices
and know when
and how to act,
independently.

- Have a positive mind-set
- Persevere
- Set goals
- Have high standards
- Be resilient
- Solve problems and ask for help when I need to
- Be ready for learning
- Be prepared and organised by having home learning, stationery and correct gear e.g. swimming togs



TEAM

T

means I...
belong and
include others

- Be a positive team member by encouraging, including and supporting others
- Show empathy and good sportsmanship
- Co-operate and work as a team
- Negotiate and compromise
- Communicate respectfully
- Consider others and accept diversity and difference
- Participate and contribute
- Relate well to others



Achieve

A

means I...
Always strive to
succeed

- work hard to achieve goals
- do the best we can
- take responsibility for ourselves
- challenge ourselves - set goals, make plans, reflect, evaluate and apply my skills and knowledge
- talk about my learning with others
- have a positive attitude
- keep trying to overcome challenges



RESPECT

R

means I...
respect myself,
others and the
environment by
what I do, what I
say and how I
think

Respect for self

- Have self-belief/giving all things a go (Growth Mind-set)
- Care for my body through healthy food, exercise & hygiene
- Keeping myself safe

Respect for others

- Be polite & respectful when speaking to others
- To not be a bystander during social issues
- Ask to borrow or use other people's things
- Respect other people's thoughts, opinions & differences
- Reacting positively to others in social situations
- Communicating: When I do not understand something and when I need things explained
- Keeping others safe

Respect for the Environment

- Always have a tidy work area (desks, art area, etc.)
- Pick rubbish up and use the bins
- Manage belongings and resources
- Look after school equipment and property