# Normanby School
## Titiro Ki Runga

# Charter and Analysis of Variance 2022

# Our Charter

## Personnel, Finance and Property

Normanby School Board of Trustees will:

★ 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.

e.g. purchase classroom furniture, carpet, and painting.

## Consultation

In developing our Charter/ Annual plan the Board has consulted with the school community (bi-annually) by:

★ 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.

## The New Zealand Curriculum

At Normanby School we will:

★ 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 he 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.

## Response to Request for instruction in Te Reo

The Board will respond to any request for instruction in Te Reo Maori by:

★ 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:

   ★ 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.

Advise parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.

# 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:



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

TEAM means... I belong and include others

ACHIEVE means... I always strive to succeed

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

STAR

# 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

# Our Graduate Profile

## S

## SELF MANAGE

**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

# 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
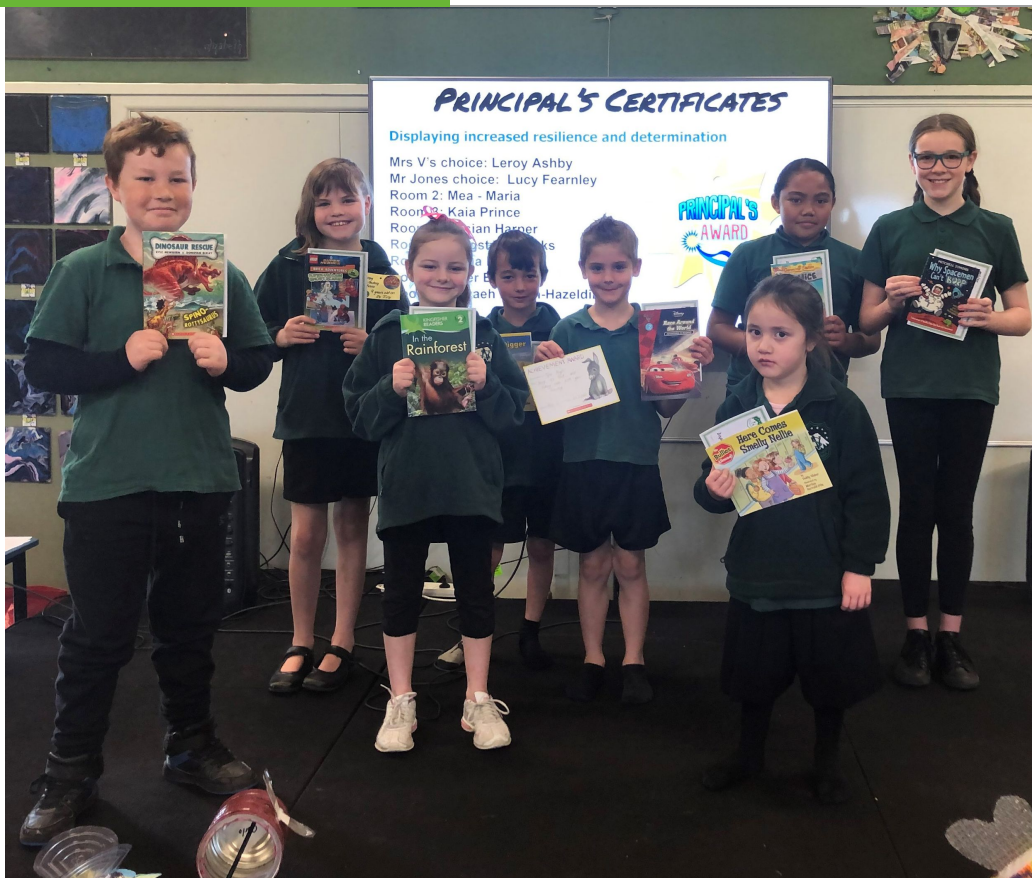- Relate well to others

# 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...**

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

**R**

**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

# 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 Student Management System (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)

★  Hero Linc-ED used for communication with parents and whanau  (up to date messages, alerts and newsletters)

★  Normanby School Website www.normanby.school.nz

★  PTA meetings (monthly February to December)

★  Board 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 Board 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 Whanau House Spirit

## 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.

## Whanau House Spirit and Competitions

The Whanau 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 2022

## 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.*

- **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.*

- **Maths**
  *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 75% achieving the benchmark for their age in Mathematics.*

- **Well Being**
  *Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors.*

- **Local Curriculum**
  *To provide a balanced curriculum that makes effective use of our local resources to enable our akonga to connect with and value their environment, heritage, language, identity and culture.*

- **Property/Environment**
  *To provide a safe and effective learning environment using a variety of appropriate resources.*

# RbL - Relationships-based Learning

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

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation and Reflection<br>How will we measure success? |
|---|---|---|
| To accelerate student achievement and improve educational outcomes<br><br>To maximise progress and achievement particularly for indigenous and marginalised students | Use the RbL observation tool and follow-up coaching conversations to collect, collate and analyse data relating to:<br>- the development of extended<br>- family-like contexts for learning<br>- effective teacher interactions<br>- student engagement in learning<br><br>An assigned Impact Coach will support teachers to look closely and critically at the evidence collected and use it to inform next steps in teaching and learning and to maximise learner progress and achievement.<br><br>All staff will receive a full RbL observation **once** per year and provisionally registered teachers will receive **two** full observations per year.<br><br>All staff will receive snapshot observations regularly throughout the year (at least once per term) so goals and impact can be reviewed and next steps can be activated. | Mid-year Literacy data<br><br>Mid-year Maths data<br><br>PGC Impact Coaching<br><br>Co-construction/North-East monitoring meetings<br><br>RbL and Maths No Problem - Staff PD |
| To prioritise regular collection of student voice to inform our decisions about future focus areas from the RbL profile.<br><br>To activate the 'voice' collected in 2021 | There will be 8 collections of student voice and up to 2 collections of relationships (Part 1) and interactions (Part 2) data each year:<br>**Term 1: Full observation, Snapshot observation**<br>**Term 2: Two Snapshot observations**<br>**Term 3: Two Snapshot observations**<br>**Term 4: PCTs - Full observation, Snapshot**<br>**FRTs - Two Snapshot observations**<br><br>Voice Collection - Community Feedback | |

# RbL - Relationships-based Learning

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

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation and Reflection<br>How will we measure success? |
|---|---|---|
| For all **new staff** 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;<br>1. rejecting deficit thinking,<br>2. caring and nurturing,<br>3. high expectations for learning and behaviour,<br>4. effective management of the people, resources and setting,<br>5. having the necessary pedagogical knowledge<br><br>For all **new staff** to deliberately plan for RbL interactions with students when teaching across the curriculum. These include:<br>● Drawing on student's **prior learning**<br>● Giving **feedback** and **feed-forward**<br>● Using **power-sharing** and **co-construction** strategies | All staff to read "Teaching to the North East" by Russell Bishop. Staff need to have a degree of understanding about the research that underpins the RbL profile as a Pedagogical Framework. be able to describe what underpins Teaching to the North-East and understand<br><br>Teachers need to develop key understandings about effective North-East teaching over time, including;<br>● Its part in increasing culturally responsive practice to fully promote Maori success as Maori<br>● The implications for minoritised/marginalised students<br>● Noticing any shift in Impact Coaching Data (presented as spider graphs/longitudinal graphs)<br>● The availability and access to WST and AST to provide Professional Learning internally - reflecting gaps identified in the RbL profile through impact coaching<br>● How colleagues and impact coaches can support teacher capability to effectively inquire into their practice. | |
| To build positive relationships with family and whanau to support learning | All staff are expected to make an effort to engage with whanau by:<br>- Making phone calls as needed<br>- Face-to-face check-ins when possible ie. before and after school<br>- Attending extra-curricula school events such as Family Picnic, Meet the Teacher evening, Parent Information Evenings, Touch Rugby, | |

# RbL - Relationships-based Learning

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| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation and Reflection<br>How will we measure success? |
|---|---|---|
| Teachers monitor their own actions as learners and understand the impact of the processes of learning on students | All staff actively participate in and follow the established protocols of Co-construction Meetings (or North-East Monitoring Meetings) as a way to evaluate the impact of their teaching on student outcomes<br><br>In Co-construction Meetings teachers question their own and each others' RbL practice (the impact of the extended family like context for learning in their classrooms and the discursive interactions within this context). Teachers modify practices in response to the evidence gathered.<br><br>Co-construction meetings support teachers to review and set goals for their own learning<br><br>Co-construction meetings allow teachers to participate and lead learning of themselves and others. | |
| Classroom teachers are to be reflective about their RbL knowledge and practice and will carefully consider where they are at in terms of their RbL journey in an ongoing and cyclical way | Staff will maintain documentation as part of their professional growth cycle and appraisal process. This documentation will include a record of all observations and coaching conversations and links to Co-construction meetings | |

# 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 |
|---|---|---|
| To continue to provide a positive school climate and create a supportive environment for personal, social and academic growth for staff and students. | Continue to implement school wide systems that support consistency of Positive Behaviour for Learning across the school. | |
| To use the Teaching for Positive Behaviour resource booklet to support engagement, participation and learning of PB4L across the school and to reflect on current classroom practice.<br><br>To reflect on PB4L best practice in our school, both in and out of the classroom and teach our STAR Values in the different settings. | Weekly Staff PB4L Morning Tea Meetings with professional learning and development. The focus being the four main pedagogical approaches from the NZC.<br>* Creating a supportive learning environment<br>* Encouraging Reflective thought and action<br>* Facilitating shared learning<br>* Providing sufficient opportunities to learn<br><br>Reflect on teaching programmes, provide support and new learning and and facilitate shared learning and successes.<br>Set new individual goals for aspects of teaching PB4L in our school. | |

# PB4L - Positive Behaviour for Learning

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*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 |
|---|---|---|
| Embed our STAR values in our teaching practice both in and out of the classroom. | Acknowledgements of positive behaviour. STAR Cards to be issued in all settings across the school. All staff to use consistent language of School Values, teach and acknowledge expected behaviours. Celebrations and recognition of students milestones reaching 40, 50, 100 Star Cards. STAR Wall to be updated with photos to share success.<br><br>Reference to the Lesson plans for PB4L in all settings to assist with teaching our Star Values in the settings around the school.<br><br>Embed our STAR Values of Self Manage, Team, Achieve and Respect in all aspects of school life. We will continue to recognise positive behaviours by issuing Star Cards to students to acknowledge their efforts through our reward system and STAR wall. Total number of Star Cards are collated each week and added together with Whanau House Points for celebration at Assembly. | Integration of PB4L and STAR Values across the school in Circle Times, morning whakatauki messages, assembly and classroom practice.<br><br>Students reach milestones of 20, 50 and 100 Star Cards and are acknowledged with their photo on the Star Wall.<br><br>Classes share PB4L messages in assembly. Students are able to show' the expected behaviours and Star Values throughout the school in all settings. |

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| Goals | Action Plan Who, What, How? | Evaluation and Reflection |
|---|---|---|
| To monitor and reflect on data. | Behavioural incidents are tracked, collected, analysed and regularly shared with staff and used to make decisions. Behaviour incidents to be recorded on Hero. PB4L Team to meet to analyse data and meet twice a year and share with staff. | |
| To have a fortnightly STAR value focus schoolwide. E.g Self Manage - 2 weeks, Team - 2 weeks. Lesson plans to be used to teach expected behaviours in all settings across the school. | All teachers teach PB4L STAR Values and expected behaviours daily, through Circle Times each morning. Resources include the PB4L Lesson plans for all settings, and Circle Time/teaching points developed in 2021. | |
| To celebrate the success of our Whanau Houses and Star Cards each week at Assembly. House Points shared for the number of Star Cards given for the week. To have a special celebration for each House when they reach the goal of 10,000 Star Cards. | Student Leaders deliver a message in our daily morning Whakatauki time, and also at Assembly based on the current STAR Value. Star Value messages in our Daily notices that are shared every morning by class teaches. This leads into discussion and circle times about our Star Value of the week. Plan a special day to celebrate the milestone of 10,000 Star Cards either individually for each house or as a combined event. | Messages are delivered by Student Leaders with confidence. Whanau Houses reach their 10,000 target goal and a celebration event takes place. |

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# Mathematics

**Objective:** *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 75% achieving the benchmark for their age in Mathematics.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| To use the RbL observation tool and impact coaching to provide teachers with evidence of effective teaching practice in Mathematics | Impact Coaches will complete a full observation of all staff in Terms 1 and 3 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 mathematics. Teachers can request observations and coaching at any stage. | Coaching conversations between teacher and impact coach to determine an achievable goal. Student voice collection, data collection through impact coaching and observations. Co-construction meetings to develop next steps for target students and to share effective maths pedagogy within the Maths no problem programme. |
| Students to be able to articulate and explain their learning and thinking in maths | Students to be working collaboratively with a buddy in all maths lessons. Explicit teaching and modelling of how to explain and articulate thinking and problem solve together. Further sharing and explaining opportunities to be provided in all lessons (ie to class or small group). Journaling to be explicitly taught and incorporated into lessons at least twice per week. | Student voice collection, observations, reflections, review part of daily lessons. Journaling. |
| To develop students self-efficacy and a growth mindset in mathematics | Give opportunities and a clear message to students that they are mathematicians and that maths is all around us. Noticing and celebrating students achievements, teaching the students about how to develop a growth mindset, positive acknowledgements of students thinking and actions as they succeed in maths learning, encouraging students to take risks with their learning | Student voice collection, observations, Hero goals and progression through these |

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| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| For students to become mathematical problem-solvers | All lessons to incorporate ten minutes or "explore" where students are given the tools to actively engage with a mathematical problem. Explicit teaching of vocabulary and 'making sense of the question' | They will be able to solve problems successfully and accurately |
| For students to build their capability to work together and learn cooperatively | Give opportunities for, and explicitly teach the skills of cooperation and collaboration. Collaboration is the 'way of doing' in maths and is provided for in every lesson. Teachers develop their own knowledge of what makes a good working/learning group, develop anchor charts about how we do this successfully. | Observation, noticing improved practice of cooperative and collaborative learning, students can articulate their thinking confidently and respectfully to each other. Students understand the value of working collaboratively and can appreciate the thinking of others. |
| Deliver an engaging and exciting mathematics curriculum | Work together as a whole staff to develop our capabilities, support colleagues, share resources, target time to discuss Maths - No Problem and achievement in co-construction meetings. Teachers to know the lesson well prior to teaching so they can foresee any difficulties or challenges that may crop up, find out student interests, relevant, authentic | They will be excited and looking forward to doing maths, listen to the students (student voice) |

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| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Teachers to have excellent pedagogical content knowledge i.e understanding mathematical learning progressions, know what effective teaching looks like and sounds like, be effective question askers for facilitating mathematical discussions.  i.e RbL, strategies | Knowing the curriculum well, knowing the learning progressions, staff PD (Maths - No Problem), Hero goals. All staff invested in professional development and giving our students the best opportunities to achieve. Develop consistency across all teachers and classes.  Teachers regularly access the MNP hub for clear understanding of the learning and to develop differentiation strategies that work within the MNP programme for learners who need extra support or enrichment. | Staff PD (Maths - No Problem), achievement data, RbL documents |
| For students to access learning at the level of their current year group | Students will attend a specified maths classroom where the teacher is responsible for delivering the Maths - no problem programme, with students off all abilities within their year group level. The teacher will be required to provide support for struggling students and enrichment for more capable learners within each lesson. Timetabled daily lessons at the same time across the school. LA support provided in classes with larger numbers. Teachers will be familiar with the lesson, and the opportunities to scaffold or enrich learning prior to teaching. | Achievement levels of students. Co-construction meetings, student and whanau voice |
| For whanau to have clear reporting about where their child is working in maths and how the Maths - No problem is working within our school | To continue to communicate with our school community about Maths - No Problem! Celebratory posts that show children engaging with materials to be shared once per term. Same post used for all children across the school. The teacher of the MATHS class the student is in will be responsible for the students maths goals and posts. | Our whanau will know who teaches maths to their chid/ren. They will be familiar with how maths is structured in our school. Head start Huis, comments within Hero and at meetings the school holds for our community. |

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

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Use relevant readily available resources - people, cultural, heritage organisations, and local places. | Leaders of Te Ao to liaise with classroom teachers, Resource Teacher of Maori and other key people to ensure cultural appropriateness of teaching and learning decisions.<br><br>Community Survey | Ngaraina (RTMaori) support with Marae visit |
| Reflect on our programme regularly and collaboratively to ensure it continues to meet the needs and priorities of our community. We aim to be responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their families. | Collect voice from students and whanau (conferences, surveys, Voice Collection (bi-annually)<br><br>Have a clear focus on RbL strategies and practices that support the progress of all learners<br><br>Help students understand Te Tiriti o Waitangi - its past, present, and future<br><br>Help students engage with local knowledge, school values, and key competencies, so they can go on to be confident and connected lifelong learners | PLM - Local Curriculum updates presented to staff and discussion and feedback shared. |
| Decide on the concepts and contexts for learning (rich, rigorous and challenging learning opportunities that increase the breadth, depth, and complexity of learning experiences as students progress along their learning pathway using a systematic inquiry approach. | Teams plan collaboratively<br><br>Team meetings are held fortnightly to reflect and discuss provision and delivery of rich inquiry learning.<br><br>Evidence of learning (goals) and key competency development is shared in real-time on Hero. | Jude and Janelle attended professional development in Auckland - launching the new histories curriculum.<br><br>Jude attended online ANZ Histories PD throughout the year - Understand, Know, Do framework, planning, matauranga maori. |
| Develop an integrated planning model for use by all staff. | Our Local Curriculum Slides 27- 31 | Updated in Term 4 and presented to staff. New ANZ Histories resources shared with all classroom teachers. |

# Property

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

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| We have been allocated $157 990 for the 2021-2026 period. This money is available from July this year. | We are also allocated another $157 990 from the Accelerated Modernisation Scheme (AMS). We will also receive $4 213 in July for furniture. | |
| 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. | The money is to be used for the following:<br>Priority 2 - Infrastructure<br>Priority 3 - Modernised Refurbishment.<br><br>Stormwater issues completed in 2022<br><br>Roofing issues completed in 2022. | |
| Join Room 1 & 2 with a hole in the wall and sliding doors (as we have done with Room 5 & 6). | This has been advertised on GETS for tenders. Tenders close Mid November 2022. Work not expected to start until 2023. | |
| Upgrade classroom furniture as required | | |
| Room 8 - remove inside cloakbay area and make this area a breakout space (similar to Room 6) | To use money from the sale of school flats to complete. | |

# Property

| Objective: *To provide a safe and effective learning environment using a variety of appropriate resources.* | | |
|---|---|---|
| **Goals**<br>**What do we want to achieve?** | **Action Plan**<br>**How will we do it?** | **Evaluation**<br>**How will we measure success?** |
| Refurbish all classrooms to the standard of Room 5 & 6 (refurbished in 2019). | Rooms 3 & 4 - new autex walls completed October 2022 | |
| 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.<br>To be completed in 2023 | |
| Complete the Room 5 & 6 doors opening out onto the deck (we did not have enough money to complete this project) | Money received from School Flats to be used | |
| Purchase two new school vans to replace our current vehicles. | | |
| Fully refurbish Room 7 | Room 7 fully refurbished October 2022 | |
| Complete the modernisation of the autex walls in all classrooms | Rooms 3, 4 & 7  new autex walls completed October 2022 | |
| Complete carpets, lino  and autex walls in all other areas of the school that has not been upgraded and covered by 5YA. Eg staffroom, office, principal office, staff toilets | Money received from School Flats to be used | |
| New carpet hallway, Room 7, Room 1, Room 2. | New carpet in Hallway.and Room 7 completed October 2022 | |

# Property

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

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Outdoor learning space for Room 5, 6, 7 & 8 - decks all joined and same height. | Money received from School Flats to be used | |
| Install heat Pump / Air conditioners in all rooms as funding comes available | Money received from School Flats to be used | |
| New autex wall linings in Hallway | To be completed in December 2022 | |
| New bark on Playground | To put in 2023 Budget and seek contribution from STDC | |
| Playground to be up graded - checked for safety and fixed | To put in 2023 Budget and seek contribution from STDC | |
| Dispose of Dental Clinic | MOE notified in 2021 - waiting for disposal | |
| Dispose of swimming pool and associate buildings | MOE notified in 2022 - waiting for disposal.<br><br>Once disposed, paint fences and complete any necessary fences to keep secure. Make this area a school garden /orchard.<br>Build a purpose built garden shed (similar to our PE shed) - use money from the sale of the school flats. | |
| Staff Car Park Built on West side of School Hall. | Money received from School Flats to be used | |

# Health, PE & Sport

**Objective:** *To strengthen teachers' capability for effective pedagogical and content knowledge of the PE, Sport and Health curriculum to improve achievement and engagement. This will result in greater enjoyment and participation levels.*

| Goals
What do we want to achieve? | Action Plan
How will we do it? | Evaluation
How will we measure success? |
|---|---|---|
| A holistic approach to teaching PE that is inclusive | Two lead teachers taking part in PD - 'Healthy Active Learning'. Leads will share that learning with whole staff. Include a regular slot at PLMs to discuss and reflect on how our Healthy Active Learning is going. Planning and timetabling are very explicit. | All students will be actively participating with enthusiasm. Teachers will develop their own skills and confidence. Celebration posts on Hero will indicate participation and engagement in inclusive activities |
| To build teacher capability to teach PE and Sport (skills and knowledge) | PLD and workshops with our team leads | Through observations and reflections of students and staff, leads will model and support other teachers to deliver programmes |
| Design a long term plan that becomes part of our Local Curriculum document | Team to work alongside PLD provider and liaising with staff | A working, living document will be included in our Local Curriculum document |
| Health - to have a clear long term framework about content and concept coverage (Keeping Ourselves Safe, Fire Safety, Life Education, etc) | Consult with our community regarding the Health curriculum | Feedback from our community - Google forms, surveys, etc |

# Health, PE & Sport

**Objective:** *To strengthen teachers' capability for effective pedagogical and content knowledge of the PE, Sport and Health curriculum to improve achievement and engagement. This will result in greater enjoyment and participation levels.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Strengthen our Whanau House competition | By providing opportunities for multi-level, tuakana-teina events and activities to build whanau House spirit. | Will be observable around the school, students feel they can all participate, students are given opportunities to lead |
| To provide opportunities for our high ability children to excel and represent Normanby School in competitions | Sign up to as many events as possible and create opportunities in playtimes and afterschool for practices.<br>Promote events and encourage students to give things a go. Make practices fun and celebrate every success. | More students will be enthusiastic to compete. Our successes will have a flow on effect to the rest of the school inspiring them to want to succeed also. |

# SMS - HERO

| Objective: *To embed and use Hero as an effective SMS/Reporting tool (Real-Time)* | | |
|---|---|---|
| **Goals**<br>**What do we want to achieve?** | **Action Plan**<br>**How will we do it?** | **Evaluation**<br>**How will we measure success?** |
| Clear and consistent data management | Ensure goals are accurate and relevant, Ensure all staff have access to guidelines, and familiarise new staff, around reporting and data collection protocols, to continue with moderation meetings.All staff responsible for maintaining data through goals. Movement of sliders to show current achievement to be carried out within moderation meetings or through moderation with subject leads. | Regular Hero team review meetings, Minutes from moderation meetings, regular discussions in team meetings led by Hero team members, signposts in assessment overview document |
| All staff to be proficient in using the tool | To participate in PLD through webinars, use existing knowledge and expert partners on staff | Review meetings, check-ins at team meetings with Hero team support, teacher voice |
| To engage all parents to access and use Hero | To communicate and connect effectively to ensure we are supporting parents to engage with Hero, including a general comment and reflect on STARs and PLPs. School communications will mostly be done through Hero (wean parents off Facebook), random spot prizes, challenges e.g find the hidden word, etc (see Tips and Tricks) | Using the Insight function, |
| To integrate IEPs, PB4L and BSLA | IEPs, PB4L, BSLA and personal learning goal pages have been added. All staff to continue to utilise these | Evidence will be visible for IEPs, BSLA and PB4L |
| To continue to monitor MNP goals to ensure accuracy and curriculum coverage | Tash and Hero team to check that year 6 content and journal C of Foundations content has been covered.<br>Whole staff meeting to check in that the goal set added in 2022 is | We will see that we have full curriculum coverage and that data is accurate and relevant to the levels. |

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# SMS - HERO

**Objective:** *To embed and use Hero as an effective SMS/Reporting tool (Real-Time)*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| To explore the use of the student pages and how our students can access the tool | Workshops with team, webinar viewing, visiting with other users e.g Tawhiti | Make a decision around student use and make an action plan if applicable |
| Make more effective use of the tool for planning purposes - groups, target students, etc | PLD workshops with staff | Will be evidenced in teacher planning eg groupings, next steps. We should hear it in our professional conversations and eventually conversations with students and whanau |
| Staff pages to sit within Hero (PCT mentor documents, PLD register, Teaching standards). These can be embedded from Google Drive | Revisit at the beginning of 2023 to ensure staff understand the process and what to include. | We will have all professional documentation in one place. It will be accessible to the staff member and senior lead team only. |
|  |  |  |

# Pasifika Group

| Objective: *To participate and appreciate the Pasifika Culture through dance, language and music.* | | |
|---|---|---|
| **Goals**<br>**What do we want to achieve?** | **Action Plan**<br>**How will we do it?** | **Evaluation**<br>**How will we measure success?** |
| For students to have an appreciation of different cultures represented in our school and community, and participate in a form of Pasifika culture through dance, language and music. | Continue to incorporate the Pasifika welcome led by senior students into formal gatherings e.g Assembly, Prizegiving.<br><br>Some students to be taught a Samoan Sasa to perform at a School event.<br>The sasa can be performed by both males and females in a seated position or standing. Hand movements are used to depict activities taken from everyday life and this will be unique to Normanby School. | The Pasifika welcome is integrated into all weekly Assemblies as part of our formal welcome.<br><br>The Sasa promotes engagement and achievement through participating, learning and belonging. |

# Digital Technology

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Unpack the digital technologies document and understand what it will look like in practice and how we can integrate it in planning and add to our local curriculum document. Upskill our staff so they feel confident to plan/teach | Team meetings<br>Workshops<br>Planning template (exemplars)<br>Find some good examples of what other schools are doing<br>Show clear progressions from Y0-Y6 | We will see children using digital technology as a tool to engage and enhance their learning<br><br>We will see staff who are confident to deliver to integrate and deliver a digital technologies programs<br>We will know what the DT progressions are across all levels of the school |
| Integrate the digital technologies curriculum into other learning areas. | Write as part of our local curriculum a delivery statement of how we are going to teach this | |
| To help our students build their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies. | Opportunities will be provided for students to develop Technological Knowledge particular to technological enterprises and environments and in relation to how and why things work. Teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas.<br>Students are given opportunities to develop the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. This will also provide opportunities to further develop their key competencies. | |

# Digital Technology

**Objective:** *To ensure that all learners have the opportunity to become digitally capable individuals.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| To apply for capital funding ($30K) from the Toi Foundation to purchase new iPADS | Apply for funding for new iPADS as the ones we have in Matariki Hub are about 10 years old and no longer update to the latest Apps. This will allow teachers to be able to integrate digital technology into all subject areas across the curriculum. | If we are successful in gaining the funding then we will be able to purchase 50 new iPADS and cases. These will be distributed accordingly across the school. |
| To use iPads and chromebooks to facilitate learning in a host of different ways courtesy of **interactive apps that allow instant input and feedback**. This enables educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education. | Teachers will blend traditional teaching practices with digital technologies to meet the needs of their students.<br><br>These devices will cater for a variety of learning styles and create interactive classrooms:<br><br>● provide an engaging learning environment that can hook in reluctant learners<br>● are portable so students can move around the classroom and find a work setting that is suitable for them<br>● feature large multi-touch screens that let students use their fingertips. This is particularly beneficial for younger children. | Students will be confident |

# Digital Technology

**Objective:** *To ensure that all learners have the opportunity to become digitally capable individuals.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Students to use maths applications to consolidate their knowledge base. These can be adjusted depending on their ability.<br><br>Math apps often were part of a maths rotation but now we have 'Maths no problem' apps will potentially only be for extension or fast finishers | Favourite maths apps might include:<br><br>● Math Bingo<br>● Math magic<br>● Mathmateer<br>● Prodigy<br>● Sumdog | |
| Students to use iPads during reading time to work on focus areas such as reading fluency, comprehension, handwriting letter formation, and grammar. | Teachers could provide a task board outlining the apps they needed to work on. This will promote self-management and allow the teacher to fully focus on her guided reading group.<br><br>Students could use the inbuilt camera to record themselves reading out loud and watching it back. They can then self-assess their reading to identify future goals. This activity can lead to increased fluency and expression.<br><br>Favourite reading apps might include:<br><br>● A camera (to record fluency)<br>● Bluster<br>● Epic<br>● Dreamscape | |
| iPads to be used to publish work in a fun and visually appealing way. | iPads can be used to publish the children's own work. For example they could use the app, Puppet pals – Director's Pass .<br><br>● Toontastic<br><br>Handwriting apps on the iPads can help students to practise the correct formation of | |

# Digital Technology

**Objective:** *To ensure that all learners have the opportunity to become digitally capable individuals.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| For all students at Normanby School to be Digital Citizens | Educate our students on digital citizenship by teaching through role play, giving scenarios on situations they might come across.<br>Have high expectations of our students and their device usage.<br>Unpack our digital device agreement - put this into student language across the whole school. | Students will demonstrate effective use of school devices. Students will understand what is safe online and they will be quick to tell an adult if they feel unsafe or see something wrong. |
| Integrate the new digital technologies curriculum across our school<br><br>1. Computational thinking<br>2. Design and develop digital outcomes | 1. Computational thinking<br><br>Developing confidence in coding - understanding digital algorithms and decode by problem solving<br><br>Explore as a staff what we would like this to look like in our school.<br>Provide PD to staff around the basics of coding<br>Install age appropriate apps<br>Lead teacher could spend time in all classes developing a plan with the teacher that suits each classroom environment.<br><br>2. Design and develop digital outcomes<br><br>Design on what digital outcomes we would like to see in our school.<br>Students can make presentations on slides, videos etc.<br>Collaborative creations and challenges on Minecraft Education Edition.<br>Integrate other curriculum areas into our outcomes | Students will be confident doing basic digital algorithms and decoding.<br><br>Students will be able to understand basic digital terminology<br><br>Students will be able to explain and justify the choices they make in coding.<br><br>Student will have a 'toolbox' full of ideas on how to create digital outcomes |

# Wellbeing

## Objective:

*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Wellbeing is important to learners, and for learning. We know that tamariki are best able to learn at school if they are feeling safe and secure and their basic needs such as food, warmth, and nurturing relationships are met.<br><br>We know that a change journey takes time, persistence, and support. A holistic view of wellbeing and core values drive school actions. Our actions need to be underpinned by core values and beliefs about learning. A holistic view of learner and whānau wellbeing and learning will help to drive our strategic goals. We know that, if the student and their whānau were well, then the student would be able to turn their attention to learning. We also know that if a student's health and wellbeing needs are not being met—for example, if a child came to school having had a hard start to the day—then these needs have to be attended to before the child could be expected to engage in classroom learning.<br><br>Staff also know that if a child does not feel they belong at school and their identity is not valued they would be less likely to learn. As a result of these beliefs, we are on a journey that is leading us to review and improve or develop approaches that aim to continue to foster students' wellbeing, belonging, and sense of identity. | *Use the Te Whare Tapa Wha Model as our school basis when considering overall wellbeing: physical (taha tinana), mental and emotional (taha hinengaro), social (taha whānau), and spiritual (taha wairua)* | |

# Wellbeing

## Objective:
*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| We already have a range of actions at a schoolwide level that support wellbeing. Some of our current key messages will continue to be developed in 2022:<br><br>• Whanaungatanga (good relationships) provides a foundation for many other school actions that foster wellbeing. Students, whānau, and teachers view themselves as belonging to a large whānau.<br><br>• Shared school values that relate to wellbeing (e.g., caring, inclusion, diversity, identity) show students, whānau, and staff that their wellbeing is important.<br><br>• The celebration of diversity and making culture visible and important will foster identity and wellbeing for all students. Māori students' identity is affirmed when our school values te reo Māori and tikanga, and we put kapa haka in a central place in the curriculum.<br><br>• Manaakitanga within the classroom is supported through employing staff who are skilled at building relationships with students and whānau. A tau or calm environment helps communication.<br><br>• We take time to know who our students are, we find ways to foster their passions and leadership capabilities, and have high expectations for all students and staff. | | |

# Wellbeing

**Objective:**
*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| As a school we are wanting to reflect on the processes we already have in place to help us hear from our tamariki about:<br><br>● the things that impact on their wellbeing.<br>● ways wellbeing challenges could be addressed.<br>● new ways of supporting their wellbeing.<br>● different ways our school gets to know students' identities and interests.<br>● how our students' cultural identities are valued and sustained at school.<br><br>We are all on a journey to deepen our understanding of Te Tiriti and our obligations as good Treaty partners. This journey is raising our critical consciousness about the existence of institutional and structural racism and the need for schools to be active, anti-racist champions of diversity. We are deeply committed to acting on our obligations to Te Tiriti and making conscious decisions to make language, culture, identity, and place a visible and important part of school life. We are prioritising whanaungatanga and values that emphasise wellbeing as a necessary precursor to learning. We are aiming to increase our understanding that the purpose of education is not to assimilate Māori to a Western idea of achievement but to support learning in a holistic sense, and in a way that affirms and supports culture, language, and identity for **ALL**. | All teachers to complete a wellbeing at school teacher survey. Unpack what the data tells us and set goals to improve overall wellbeing. To carry out in term 3 2021 and use the data to set goals for 2022.<br><br>***Highlighted in the data:***<br>● We need to have effective systems in place for students to provide social support to their support (eg tuakana/ teina, buddies, peer mediation)<br>● We need a school wide approach that involves students dealing with conflict and deciding solutions.<br>● We need to provide specific PLD that helps staff to to recognise the four different types of bullying behaviours, and the difference between violence and bullying. | |

# Wellbeing

## Objective:
*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| ***Highlighted in the data:***<br>● To support our students to develop pro-social culture and strategies such as including others who are being left out, standing up for others and for themselves, ignore and walk away from people who are hassling them.<br>● We need to run sessions for parents and whanau about ways they can support students to relate well to others eg. conflict resolutions, restorative conversations.<br>● To seek and encourage active whanau voice about learning  - eg to support curriculum and local curriculum ie. What skills or knowledge can you contribute to student learning.<br>● Explore ways to reflect our student cultures in school life eg. powhiri to welcome new students, practice local tikanga | ● *Creating an environment that is safe, inclusive and provides a sense of belonging and wellbeing*<br><br>● *Identifying and responding to issues of vulnerability,celebrating diversity and differences.*<br><br>● *Emphasising the importance of kindness and resilience and demonstrating healthy relationships with others*<br><br>● *Taking an inclusive approach to working with all children, staff and whānau.* |  |

# Wellbeing

## Objective:
*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| Our akonga will continue to develop the skills and key competencies so as to:<br>● Demonstrate initiative<br>● Be adaptable and resilient<br>● Aspire to be the best they can<br>● Have an emphasis on creativity and innovation<br>● Be self-managers and self-regulators<br>● Articulate, share, and discuss their learning journey with others<br>● Affect positive change<br>● Be risk takers<br>● Celebrate and support the learning of others<br>● Focus on solutions and the process needed to reach them<br>● Be proud of their achievements: It is okay to shione<br>● Be humanitarians by being motivated to solve social problems. | | |

# Wellbeing

**Objective:**
*To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.*

| Goals<br>What do we want to achieve? | Action Plan<br>How will we do it? | Evaluation<br>How will we measure success? |
|---|---|---|
| All students in Puanga Hub to complete a wellbeing at school student survey. Unpack what the date tells us and set goals to improve overall wellbeing. | Units of work - learning about what is wellbeing?<br>Help to develop strong sense of identity. Who are we are Normanby?<br>● Link with local curriculum<br>● Community partnership<br>● Attendance rates<br>● Access community members / businesses | |
| **Active Healthy Learning** - a more inclusive version of sport and PE in our School. We want all of our tamariki to feel included and inspire them to take risks and step up to challenges offered to them. We want our tamariki to feel proud of their effort and strive to succeed in sport and PE. | Encourage all students to participate in school sports. Teach games and skills that everyone can feel success at.<br>Create opportunities for tamariki to try new physical activities (eg Kayaking at camp).<br>The water festival and tabloid sports are two ways we make physical activities inclusive.<br>Adding obstacles into our school cross country adds another interesting aspect for those who don't enjoy running. | Students will feel motivated to participate and try their hardest in school events and less students will be 'sick' on event days. Students will be more likely to be active in their play time and outside of school if we can teach them games and skills that they enjoy.<br>Students will want to invite their whanau to events. |
| **Pivot Tool** - Create a strong sense of wellbeing with our students. Target areas will be identified and then taught in our school | Students in Puanga are to complete a check-in survey each week to give feedback on their wellbeing - we are working alongside the Kahui Ako to learn how to unpack the data we generate from this and how we can use it to have a more positive impact on student wellbeing in our school. In 2023 moving forward we will only have the year 5 and 6 students participating in this as we found the year 3 and 4 students had limited understanding around some of | When we unpack and use the data gained from this we can link in areas that need working on into our PB4L and RBL practices. It will also be important to explore and share the successes we have from the data. |

# End of Year Data Analysis of Variance

## END-YEAR DATA ANALYSIS - DECEMBER, 2022

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.

### 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% |
| 2022 End of Year | 67% | 61% | 71% |

### Number of Students WORKING TOWARDS expected Curriculum level

|  | Reading | Writing | Maths |
|---|---|---|---|
| 2020 End of year | 48% | 60% | 52% |
| 2021 End of Year | 39% | 39% | 33% |
| 2022 End of Year | 33% | 39% | 29% |

### 2023 Targets
### Number of Students Achieving AT or ABOVE expected Curriculum level

|  | Reading | Writing | Maths |
|---|---|---|---|
| 2023 End of Year | 75% | 75% | 80% |

# End of Year Data Analysis of Variance

## 1. **END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2022**

### 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 0-6 Literacy Assessment Data

Our achievement target in Literacy (Reading and Writing) is for 70% of all students to be AT or ABOVE the expected curriculum level. 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 writing these include:

- 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 on Hero
- progress on spelling/structured literacy programmes

In reading these include:

- Regular 'Running Records' up to Level 20 (an assessment of fluency and decoding skills and strategies that a child can use independently)
- e-asTTle Reading test (two per year)
- 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 knowledge/structured literacy

# End of Year Data Analysis of Variance

## 1. END-YEAR LITERACY DATA ANALYSIS - DECEMBER, 2022

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). Teachers engage in regular moderation meetings where we collaboratively examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement levels and manually input this into the system.

The end of year achievement levels are presented in this report.

Our Year 0-1 cohort data is excluded from this data set. In Year 0-1 100% of students are either AT or ABOVE expected achievement levels in literacy (early Level 1- at Level 1).

### Year 2-6 Analysis Group (as at 1/12/22)

- There are 157 students currently enrolled at Normanby School.
- 40 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- 5 students are also excluded from this data analysis as they have joined our school during term 4 and teachers need time to ascertain and confirm the levels these children are achieving.
- 1 other student is excluded from this data analysis as her learning goals sit outside the NZ Curriculum (this child is non-verbal and is on the ASD spectrum).
- 2 children are excluded from data as they are transitioning to a new school and have not attended during term 4.
- This gives us a total of 109 students in the Year 2-6 analysis group.
- 57 of the 109 Year 2-6 students (52%) are currently on the Learning Support register or are receiving, or have recently received, additional learning support.* 15 students in this group have Individual Education Plans in place and are supported in other ways by classroom teachers, support staff and outside agencies.

# AOV Reading

## Year 2-6 Reading Analysis

|  | All 109 students | Year 2 25 students | Year 3 23 students | Year 4 24 students | Year 5 23 students | Year 6 14 students | Male 52 students | Female 57 students | Maori 56 students | NZE 48 students | Other 5 students |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Above | 29 (27%) | 11 (44%) | 11 (48%) | 4 (17%) | 3 (13%) |  | 12 (23%) | 17 (30%) | 9 (16%) | 17 (35%) | 3 (60%) |
| At | 44 (40%) | 9 (36%) | 6 (26%) | 14 (58%) | 9 (39%) | 6 (43%) | 21 (40%) | 23 (40%) | 27 (48%) | 17 (35%) |  |
| Towards | 36 (33%) | 5 (20%) | 6 (26%) | 6 (25%) | 11 (48%) | 8 (57%) | 19 (37%) | 17 (30) | 20 (36%) | 14 (30%) | 2 (40%) |

Year 2-6 Reading



Legend: ● At/Above  ● Towards
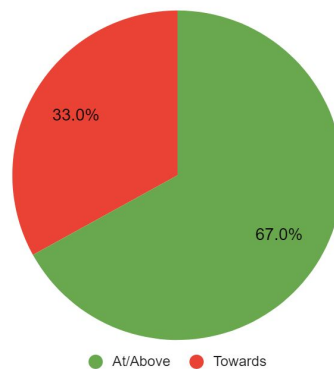
In total:

- **73 students (67%) in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Reading, leaving 36 students (33%) currently working towards expected levels.**
- 33 of our male students (63% of all males) and 40 of our female students (70% of all females) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Reading.** For our girls this is up from just 55% mid-year and it now means that this particular group of students have reached our achievement target of 70% or more in Reading.

# AOV Reading

## Year 2-6 Reading Analysis

- 36 of our 56 Maori students (64% of all Maori students) and 37 of our NZE/Other students (70% of all NZE/Other students) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Reading** and have now met our achievement target of 70%
- Of the students who are achieving AT or ABOVE, 36 of the 73 (49%) identify as Maori. This illustrates that our Maori students are progressing and achieving at a rate that matches our non-Maori students which is not typical of other schools in our cluster. This has been discussed and recognised by the Kahui Ako data analysis group (across 10 schools).
- Of the students who are achieving AT or ABOVE, 37 of the 73 (51%) are NZE/Other.
- Of the 36 Maori students who are achieving AT or ABOVE, 16 are male and 20 are female.
- Of the 37 NZE/Other students who are achieving AT or ABOVE, 17 are male and 20 are female.
- Of all the students who are achieving AT or ABOVE, 33 of the 73 (45%) are male and 40 of the 73 (55%) are female. This shows that our girls are performing slightly better than boys in Reading.
- Of the 36 students who are currently working towards expected levels, 22 have been involved in individual or small group intervention programmes this year. 13 students in this group have Individual Education Plans in place and are supported in other ways by classroom teachers, support staff and outside agencies.

*When digging deeper into this data set we can say:*

- Our **Year 2's** have made some wonderful progress in this second half of the year and we now have 80% (20/25) achieving AT or ABOVE the expected curriculum level. **Our target has been met**. 16 students in this group were targeted for intervention support and, alongside a quality classroom reading programme, this has had a huge impact on their progress and achievement.  5 students in this cohort are still working towards the expectation and all have been involved in intervention programmes and will continue to be targeted for additional learning support or differentiation in 2023.

# AOV Reading

## Year 2-6 Reading Analysis

| Mid-Year Result | End-Year Result |
|---|---|
| Year 2 Reading Achievement | Year 2 Reading |
| At/Above ■ Towards | 20.0% / 80.0% — At/Above ● Towards |
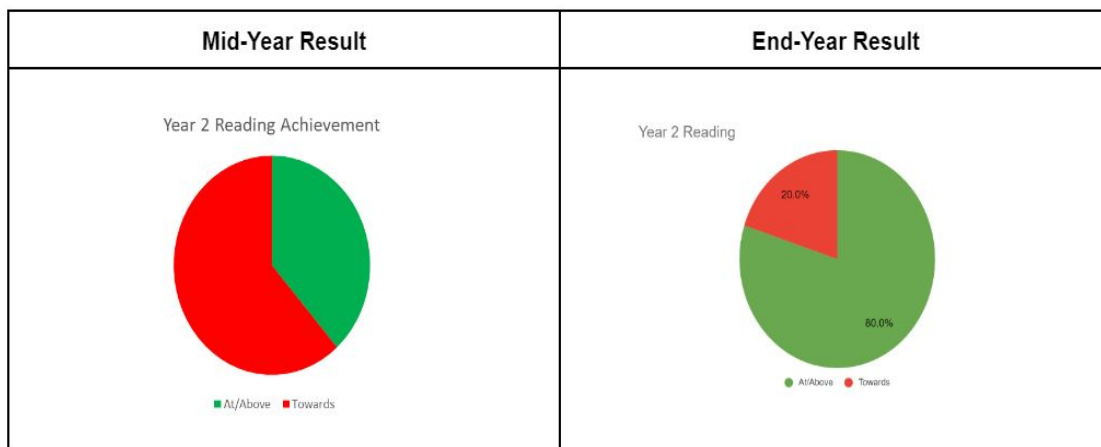
- The **Year 3** cohort have also made impressive progress resulting in 74% achieving AT or ABOVE the expected curriculum level. Again, **our target has been met.** 4 of the 6 students not meeting the expectation have had intervention support this year. The other 2 students have an Individual Education Plan in place.
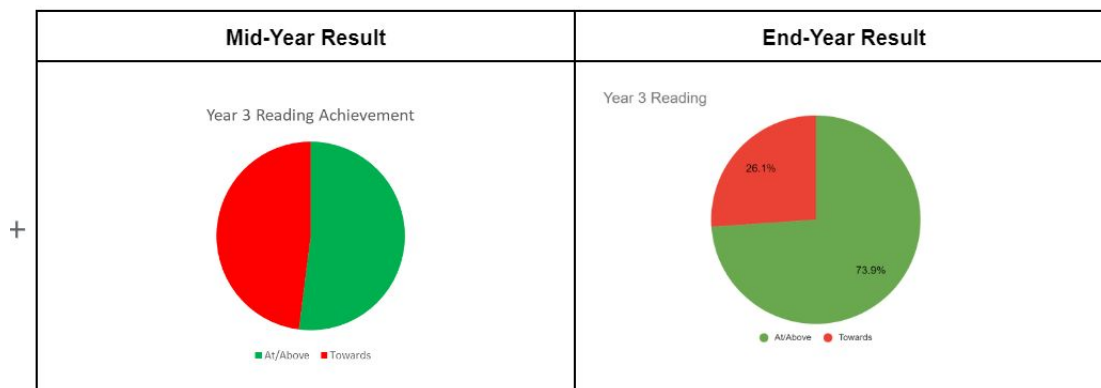
| Mid-Year Result | End-Year Result |
|---|---|
| Year 3 Reading Achievement | Year 3 Reading |
| At/Above ■ Towards | 26.1% / 73.9% — At/Above ● Towards |

# AOV Reading

## Year 2-6 Reading Analysis

- The **Year 4** cohort continue to perform well with 75% (18/24) achieving AT or ABOVE expected levels, leaving just 6 students in this group still working towards. **Our target has been met.** All 6 have been targeted for additional learning support. 5 of these students have an Individual Education Plan in place.

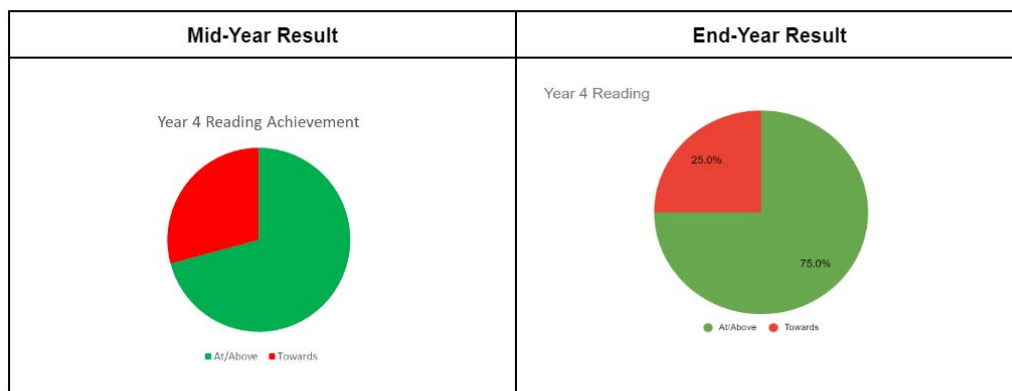| Mid-Year Result | End-Year Result |
| --- | --- |
| Year 4 Reading Achievement | Year 4 Reading |
| At/Above ■ Towards | 25.0% 75.0% At/Above ● Towards |

- 12 of our 23 (52%) **Year 5's** are achieving AT or ABOVE in reading and of the 11 who are working towards, 2 have been targeted for intervention support and 3 have an Individual Education Plan in place. For the remaining 6 students who are under-achieving, teachers will continue to differentiate within classroom programmes to meet their specific needs and find additional resources and teaching approaches to promote accelerated progress.

| Mid-Year Result | End-Year Result |
| --- | --- |
| Year 5 Reading Achievement | Year 5 Reading |
| At/Above ■ Towards | 47.8% 52.2% At/Above ● Towards |

# AOV Reading

## Year 2-6 Reading Analysis

- 6 of our 14(**43%**) of **Year 6's** are achieving AT or ABOVE in reading. 57% (8/14) of our **Year 6** cohort are under-achieving. 6 of these students have been involved in intervention programmes already this year and teachers will continue to target and differentiate for these students in their classroom programmes. 6 Students in this cohort have an Individual Education Plan (IEP) in place.
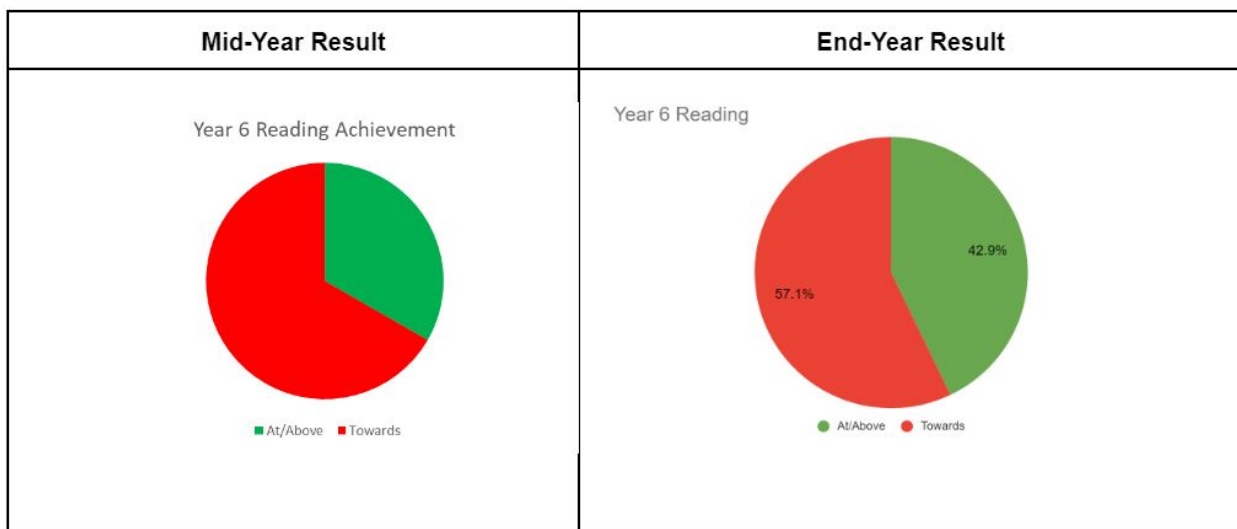
| Mid-Year Result | End-Year Result |
|---|---|
| Year 6 Reading Achievement | Year 6 Reading |

# AOV Reading

## Year 2-6 Reading Analysis

| | Overall | Current Y2 cohort | Current Y3 cohort | Current Y4 cohort | Current Y5 cohort | Current Y6 cohort | Past Students |
|---|---|---|---|---|---|---|---|
| 2020 mid-year | At/Above 40% Towards 60% | | Yr 1 | Yr 2 At/Above 100% Towards 0% | Yr 3 At/Above 38% Towards 62% | Yr 4 At/Above 47% Towards 53% | Yr 5 At/Above 61% Towards 39% |
| 2020 end-year | At/Above 61% Towards 39% | | Yr 1 | Yr 2 At/Above 74% Towards 26% | Yr 3 At/Above 33% Towards 67% | Yr 4 At/Above 50% Towards 50% | Yr 5 At/Above 62% Towards 38% |
| 2021 mid-year | At/Above 53% Towards 47% | Yr 1 | Yr 2 At/Above 33% Towards 67% | Yr 3 At/Above 54% Towards 46% | Yr 4 At/Above 58% Towards 42% | Yr 5 At/Above 44% Towards 56% | Yr 6 At/Above 73% Towards 27% |
| 2021 end-year | At/Above 61% Towards 39% | Yr 1 | Yr 2 At/Above 48% Towards 52% | Yr 3 At/Above 65% Towards 35% | Yr 4 At/Above 73% Towards 27% | Yr 5 At/Above 41% Towards 59% | Yr 6 At/Above 75% Towards 25% |
| 2022 mid-year | At/Above 53% Towards 47% | Yr 2 At/Above 38% Towards 62% | Yr 3 At/Above 52% Towards 48% | Yr 4 At/Above 71% Towards 29% | Yr 5 At/Above 67% Towards 33% | Yr 6 At/Above 34% Towards 66% | Yr 7 |
| 2022 end-year | At/Above 67% Towards 33% | Yr 2 At/Above 80% Towards 20% | Yr 3 At/Above 74% Towards 26% | Yr 4 At/Above 75% Towards 25% | Yr 5 At/Above 52% Towards 48% | Yr 6 At/Above 43% Towards 57% | |

# AOV Writing

## Year 2-6 Writing Analysis

|  | All 109 students | Year 2 25 students | Year 3 23 students | Year 4 24 students | Year 5 23 students | Year 6 14 students | Male 52 students | Female 57 students | Maori 56 students | NZE 48 students | Other 5 students |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Above | 8 (7%) | 5 (20%) | 1 (4%) | 13 (54%) | 1 (4%) | 1 (7%) | 3 (6%) | 5 (9%) | 3 (5%) | 4 (8%) | 1 (20%) |
| At | 58 (54%) | 20 (80%) | 13 (57%) | 8 (33%) | 7 (31%) | 5 (36%) | 24 (46%) | 34 (60%) | 32 (57%) | 24 (50%) | 2 (40%) |
| Towards | 43 (39%) |  | 9 (39%) | 3 (13%) | 15 (65%) | 8 (57%) | 25 (48% | 18 (12%) | 21 (38%) | 20 (42%) | 2 (40%) |

Year 2-6 Writing
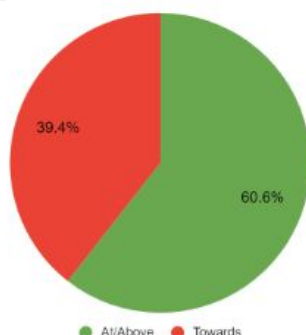


At/Above ● Towards

In total:

- **66 students (61%) in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Writing, leaving 43 students (39%) currently working towards expected levels. This is a slight improvement on mid-year results but still some way off reaching our target of 70% At/Above.**
- 27 of our male students (52% of all males) and 39 of our female students (69% of all females) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Writing.** We can see that our males are still sitting slightly behind our females in writing achievement.
- 35 of our Maori students (62% of all Maori students) and 28 of our NZE/Other students (58% of all NZE/Other students) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Writing.** Again, we are 'bucking the trend' in terms of our Maori student achievement - we have more Maori students achieving AT or ABOVE in Writing than non-Maori.
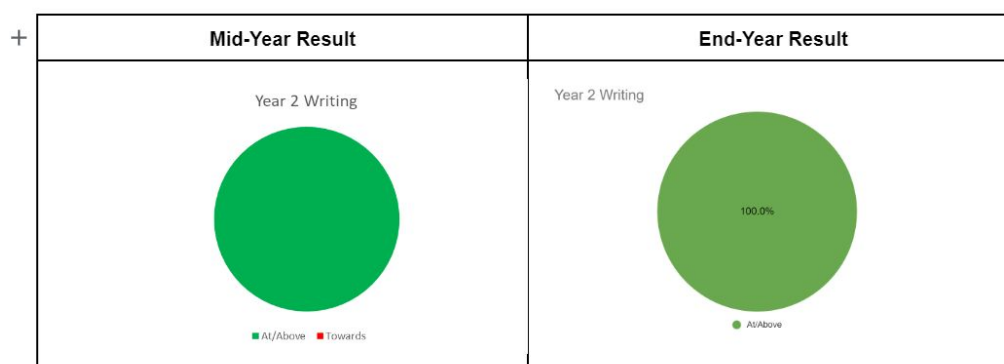
# AOV Writing

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## Year 2-6 Writing Analysis

- Of the 66 students who are achieving AT or ABOVE, 35 (53%) identify as Maori and 31 (47%) are NZE/Other. Again, this illustrates that our Maori students are progressing and achieving at a rate that matches our non-Maori students which is not typical of other schools in our cluster. This has been discussed and recognised by the Kahui Ako data analysis group (across 10 schools).
- Of the 35 Maori students who are achieving AT or ABOVE, 14 are male and 21 are female.
- Of the 28 NZE/Other students who are achieving AT or ABOVE, 13 are male and 18 are female.
- Of all the 66 students who are achieving AT or ABOVE, 27 (41%) are male and 39 (59%) are female.This data illustrates that our female students are achieving slightly better than male students in Writing.
- Of the 43 students who are currently working towards expected levels, 22 have been involved in individual or small group intervention programmes this year. 13 students in this group have Individual Education Plans in place and are supported in other ways by classroom teachers, support staff and outside agencies.

**When digging deeper into this data set we can say:**

- Our Year 2's are achieving well in writing (100% AT or ABOVE expected levels) and have met our target. We are hopeful that this will continue into Year 3. As always, teachers will need to be mindful of the jump in expectations and will target those students in their classes who will require extra support to continue to develop the writing skills and knowledge necessary to shift them all into the end of Level 1 and into early Level 2.



| Mid-Year Result | End-Year Result |
|---|---|
| Year 2 Writing | Year 2 Writing |
| At/Above ■ Towards ■ | 100.0% At/Above ● |

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# AOV Writing

## Year 2-6 Writing Analysis

- The Year 3 cohort sees 61% meeting expectations. 6 of the 9 students not meeting the expectation have had intervention support this year. 2 students have a current Individual Education Plan.
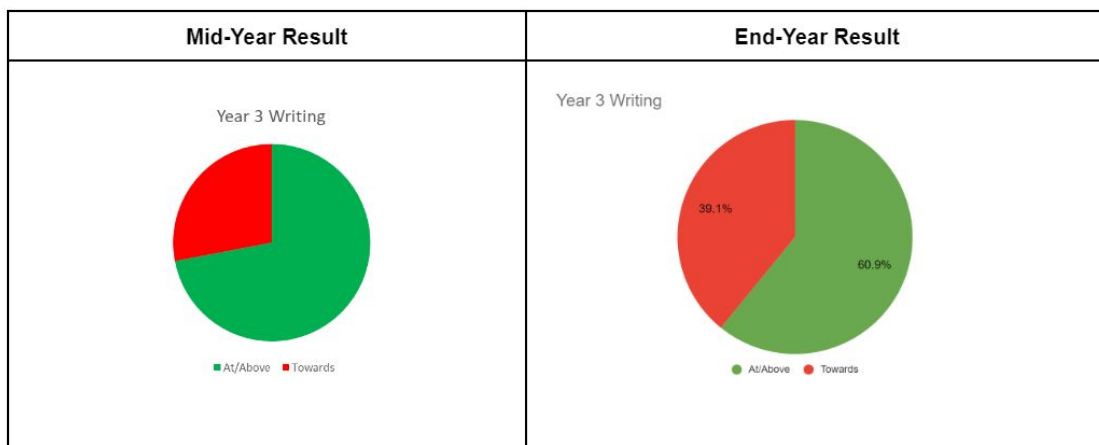


- The Year 4 cohort have **met our school target** with 88% achieving the expectation. All 3 students not meeting the expectation have Individual Education Plans in place.
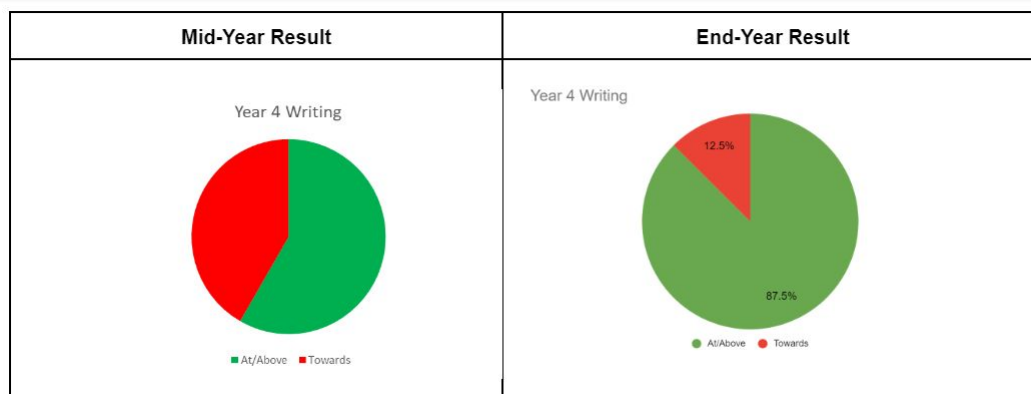
# AOV Writing

## Year 2-6 Writing Analysis

- The majority of our Year 5's (15/23) and Year 6's (8/14) are under-achieving in writing although we do see a slight improvement in the number of students who are reaching the expectation. 7 students in these two year groups have an Individual Education Plan in place.

| Mid-Year Result | End-Year Result |
| --- | --- |
|  |  |

Year 5 Writing — Mid-Year: At/Above, Towards

Year 5 Writing — End-Year: 34.8% At/Above, 65.2% Towards

| Mid-Year Result | End-Year Result |
| --- | --- |
|  |  |

Year 6 Writing — Mid-Year: At/Above, Towards

Year 6 Writing — End-Year: 42.9% At/Above, 57.1% Towards
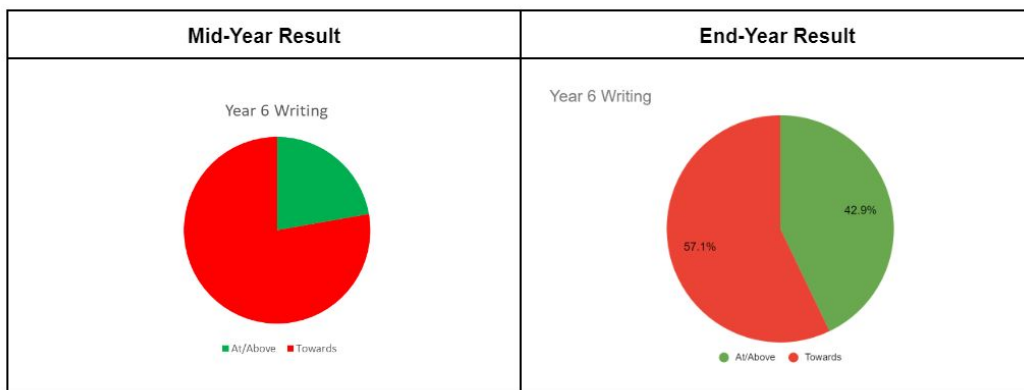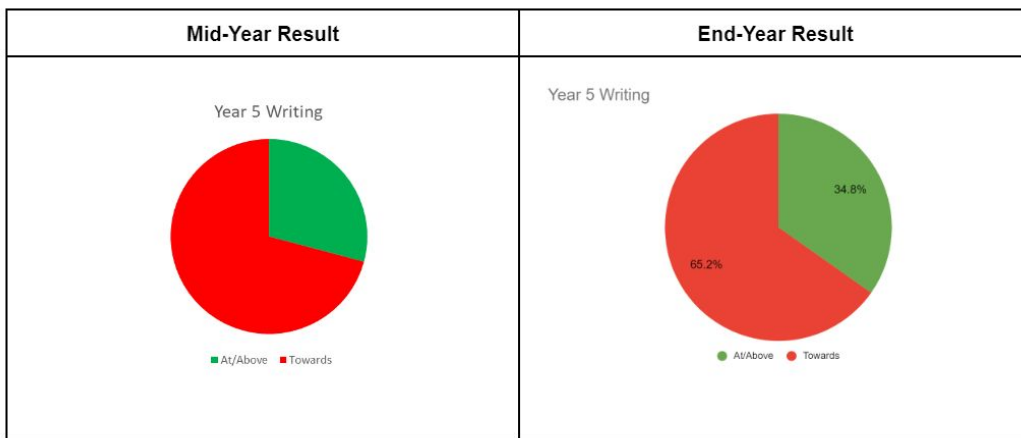
# AOV Writing

## Year 2-6 Writing Analysis

**Year 2-6 Writing - Ongoing Monitoring**

|  | Overall | Current Y2 cohort | Current Y3 cohort | Current Y4 cohort | Current Y5 cohort | Current Y6 cohort | Past Students |
|---|---|---|---|---|---|---|---|
| 2020 mid-year | At/Above 49% Towards 51% |  | Yr 1 | Yr 2 At/Above 100% Towards 0% | Yr 3 At/Above 39% Towards 61% | Yr 4 At/Above 6% Towards 94% | Yr 5 At/Above 32% Towards 68% |
| 2020 end-year | At/Above 40% Towards 60% |  | Yr 1 | Yr 2 At/Above 70% Towards 30% | Yr 3 At/Above 13% Towards 87% | Yr 4 At/Above 6% Towards 94% | Yr 5 At/Above 38% Towards 62% |
| 2021 mid-year | At/Above 61% Towards 39% | Yr 1 | Yr 2 At/Above 100% Towards 0% | Yr 3 At/Above 69% Towards 31% | Yr 4 At/Above 37% Towards 63% | Yr 5 At/Above 13% Towards 88% | Yr 6 At/Above 62% Towards 38% |
| 2021 end-year | At/Above 61% Towards 39% | Yr 1 | Yr 2 At/Above 89% Towards 11% | Yr 3 At/Above 54% Towards 46% | Yr 4 At/Above 59% Towards 41% | Yr 5 At/Above 25% Towards 75% | Yr 6 At/Above 64% Towards 36% |
| 2022 mid-year | At/Above 59% Towards 41% | Yr 2 At/Above 100% Towards 0% | Yr 3 At/Above 72% Towards 28% | Yr 4 At/Above 58% Towards 42% | Yr 5 At/Above 29% Towards 71% | Yr 6 At/Above 23% Towards 77% | Yr 7 |
| 2022 end-year | At/Above 61% Towards 39% | Yr 2 At/Above 100% Towards 0% | Yr 3 At/Above 61% Towards 39% | Yr 4 At/Above 88% Towards 12% | Yr 5 At/Above 35% Towards 65% | Yr 6 At/Above 43% Towards 57% |  |

# AOV Writing

## Year 2-6 Writing Analysis

### Comments

In general this year we have seen an upward trend in our literacy achievement data. Reading in particular has seen some significant shifts, particularly within our Year 2 and 3 cohorts. In Writing our Year 4 and Year 6 cohorts have made pleasing gains. However, we are very aware that we still have approximately a third of students not achieving at the expected NZC level for their age and stage in Reading and Writing.

To maintain close monitoring of student achievement in literacy, teachers will continue to use assessment data to evaluate student progress across Reading and Writing and target those students who are currently *working towards* as well as those who are considered to be 'at risk' of falling into the *working towards* category. These are the students who we monitor closely during team and co-construction monitoring meetings. Planning will cater for the needs of all students by differentiating learning tasks and utilising LA support effectively.

In 2023 we will continue to strive to deliver quality learning programmes in Reading and Writing and further improve achievement outcomes for our learners. We will do this by:

- Clearly articulating for students the purpose for their reading and writing - it needs to be authentic and relevant to them and their 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 impact coaching cycle. Teachers empower students to talk about their own learning. This is a crucial aspect of the RbL profile which enables teachers and students themselves to monitor progress and the impact of the processes of learning. These practices can then be modified accordingly to meet the needs of students.
- 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.
- Continue to set high expectations of our teachers and students in the teaching and learning of reading and writing.

# AOV Writing

## Year 2-6 Writing Analysis

### Comments

- Continue to allow time for students to practice and use taught literacy skills with increasing independence.
- Maintain Relationship-Based Learning practices
- In 2023 Olivia Williamson (Year 1-2) will be supported by Tina Johnson (BSLA Facilitator, RTLit) as she begins her training in the 'Better Start Literacy Approach' (BSLA) and programme implementation in Room 7. Shelley Whyte will continue to use BSLA as her main approach to the teaching of literacy in the new entrant classroom.
- Classes will continue to use 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).
- Teachers who have had professional development in the 'Teaching for Writing Success' with Dr. Helen Walls from Massey University will implement techniques and strategies that support a structured approach to teaching children how to write successfully. Her approach focuses heavily of self-regulation, requiring students to be conscious of their purpose for writing, the strategies they need, and being able to continually re-read and revise the developing text in line with that purpose. A scope and sequence of compositional goals is provided, from simply saying a sentence before attempting to record it at 'Stage 1', to learning how to write a complex sentence to describe a cause and effect relationship at 'Stage 4'. Writing is a very complex process and there are many sub-skills to be learnt along the way!

As always, we need to recognise the large number of students needing additional learning support in our school - these numbers have a huge impact on our overall achievement data. 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, sight/heart words, 5+, 7+, Quick 60). The data paints a very clear picture of the absolute necessity for LAs to be in 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 a mammoth task. The teachers of students on these programmes continue to notice a positive impact on participants' confidence, fluency and progress.

# AOV Writing

## Year 2-6 Writing Analysis

## Comments

Thank you once again to all 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 students, and for advocating for their needs, and we thank the Board for your ongoing support of how we endeavour to achieve our strategic goals.

Jude Sklenars
6/12/22

*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, Five*Plus*, Talk to Learn, Early Words, and Individual Education Plans (I.E.Ps).

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**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

At the beginning of 2022 we were supported by our principal, lead team and the Normanby School Board to implement Maths - No problem! It has been a journey of learning and changing pedagogy across our entire teaching team. As part of this journey we have been able to spread our expertise across the school and, through PLD, coaching, leadership and trust, we now know that all of our teachers are effective and capable maths teachers with a high level of expertise. We are also well placed to support those teachers who are new to Normanby in 2023 to join our MNP journey.

We would like to thank Janelle, the leadership team and the Board for supporting us and trusting us as we navigated changes in goal sets and retaining historical data. I would also like to thank the whole Normanby team for being willing to trust that the right decision had been made and for the effort and commitment that has been put in by all. The impact after only one year of MNP is impressive as you will see in the following data.

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**The key goals as stated in our Strategic Plan for Maths:**

*To strengthen teachers' capability for effective pedagogical and content knowledge of the Maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 75% achieving the benchmark for their age in Mathematics.*

- To use the RbL observation tool and impact coaching to provide teachers with evidence of effective teaching practice in Mathematics
- Students to be able to articulate and explain their learning and thinking in Maths
- To develop students self-efficacy and a growth mindset in mathematics
- For students to become mathematical problem-solvers
- For students to build their capability to work together and learn cooperatively
- Deliver an engaging and exciting mathematics curriculum
- Teachers to have excellent pedagogical content knowledge i.e understanding mathematical learning progressions, know what effective teaching looks like and sounds like, be effective question askers for facilitating mathematical discussions. i.e RbL, strategies
- For students to access learning at the level of their current year group
- For whanau to have clear reporting about where their child is working in Maths and how the *'Maths - No problem'* is working within our school

This data set does not include evidence from the Year 0-1 cohort. 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 Maths these include:

- JAM (Junior Assessment in Mathematics) Years 1-2
- EasTTle - years 3-6
- PAT - years 3-6
- Chapter, mid-year and end of year review tests
- Students independent work books and journals
- Observation of skills and strategies
- Tracking of Maths learning goals
- Conferencing and discussion

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). This year we are not using the built-in 'best-fit' function of Hero and instead teachers engage in twice-termly moderation meetings where collaboratively we examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement level's and manually input this into the system.

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

### All students, Years 2-6 - End of year - as at 1st December, 2022

- There are 157 students currently enrolled at Normanby School.
- 40 students are in the Year 0-1 cohort and are excluded from the analysis narrative below.
- 5 students are also excluded from this data analysis as they have joined our school during term 4 and teachers need time to ascertain and confirm the levels these children are achieving.
- 1 other student is excluded from this data analysis as her learning goals sit outside the NZ Curriculum (this child is non-verbal and is on the ASD spectrum).
- 2 children are excluded from data as they are transitioning to a new school and have not attended during term 4.
- This gives us a total of 109 students in the Year 2-6 analysis group.
- **57 of the 109 year 2-6 students (52%) are currently on the Learning Support register or are receiving, or have recently received, additional learning support* 15 students in this group have Individual Education Plans in place and are supported in other ways by classroom teachers, support staff and outside agencies.**

### Year 2-6 Maths Analysis

|  | All 109 students | Year 2 25 students | Year 3 23 students | Year 4 24 students | Year 5 23 students | Year 6 14 students | Male 52 students | Female 57 students | Maori 56 students | NZE 48 students | Other 5 students |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Above | 6 (6%) | 2 (8%) |  | 2 (8%) | 2 (9%) |  | 4 (8%) | 2 (4%) | 2 (4%) | 4 (8%) |  |
| At | 71 (65%) | 18 (72%) | 19 (83%) | 15 (63%) | 14 (61%) | 5 (36%) | 36 (69%) | 35 (61%) | 35 (63%) | 33 (69%) | 3 (60%) |
| Towards | 32 (29%) | 5 (20%) | 4 (17%) | 7 (29%) | 7 (30%) | 9 (64%) | 12 (23%) | 20 (35%) | 19 (33%) | 11 (23%) | 2 (40%) |

# AOV continued Mathematics

**<span style="color:green">END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022</span>**

In total:

**77 students (71%) in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Maths, leaving 29% currently working towards expected levels.** (This is an increase from 66 students (56%) in our mid year data.)

| Year 2-6 all students, mid 2022 | Year 2-6 all students, end 2022 |
|---|---|
|  |  |
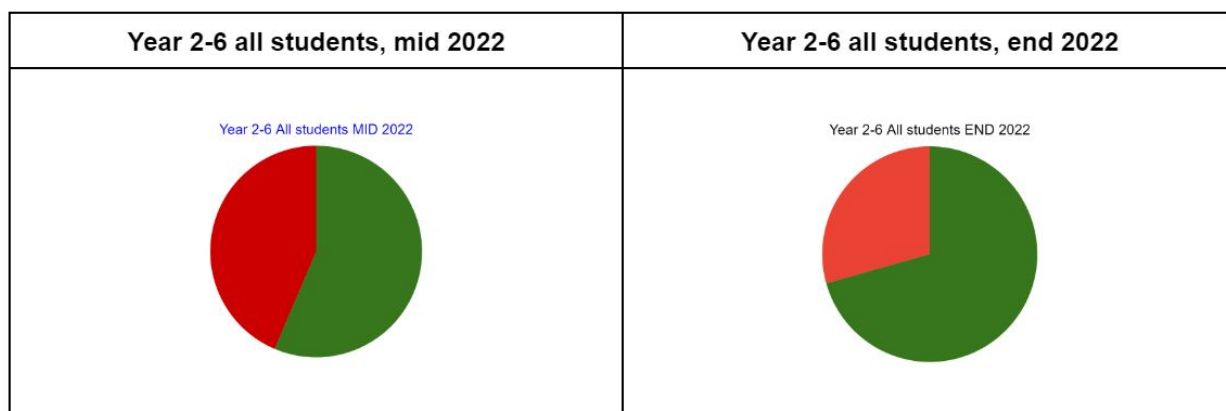
- 40 of our male students (77% of all males) and 37 of our female students (65% of all females) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Maths**.**
- 37 of our Maori students (66% of all Maori students) and 40 (75% of all NZE/Other) of our NZE/Other students are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Maths**.**
- Of the students who are achieving AT or ABOVE, 37 of the 77 (48%) identify as Maori.
- Of the students who are achieving AT or ABOVE, 40 of the 77 (52%) are NZE/Other.
- Of the 37 Maori students who are achieving AT or ABOVE, 19 are male and 18 are female.
- Of the 37 NZE / Other students who are achieving AT or ABOVE, 20 are male and 17 are female.
- Of the students who are achieving AT or ABOVE, 40 of the 77 (52%) are male.
- Of the students who are achieving AT or ABOVE, 37 of the 77 (48%) are female.
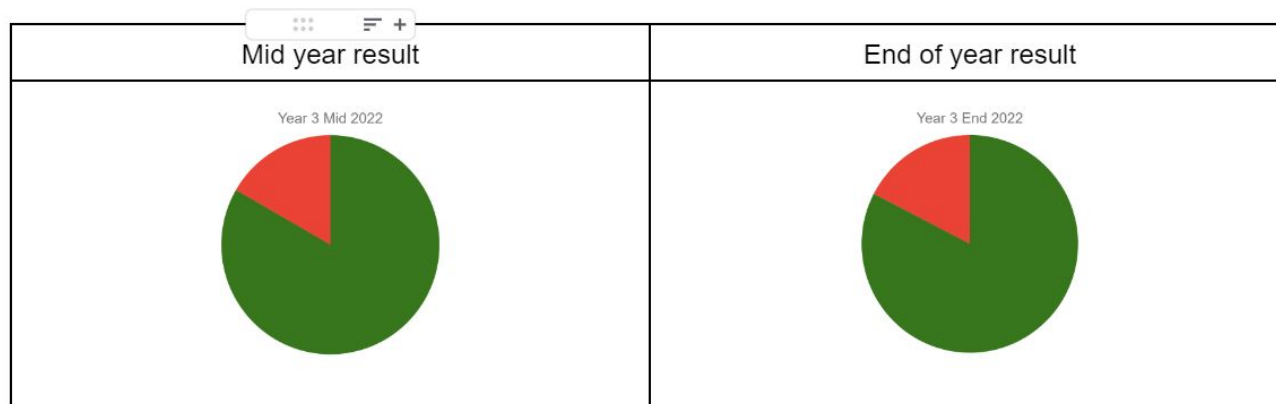
# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**When digging deeper into this data set we can say:**

Our **Year 2** group have continued to make fantastic progress and have **exceeded our strategic goal**, with 20 students (80%) achieving at or above the expected milestone. There are 5 students of concern who are working within a year of the expectation. These students will need to be supported by their teachers and classroom routines and programmes to accelerate their learning next year. These students have all been identified for learning support across the curriculum.

| Mid year result | End of year result |
|---|---|
| Year 2 Mid 2022 | Year 2 End 2022 |
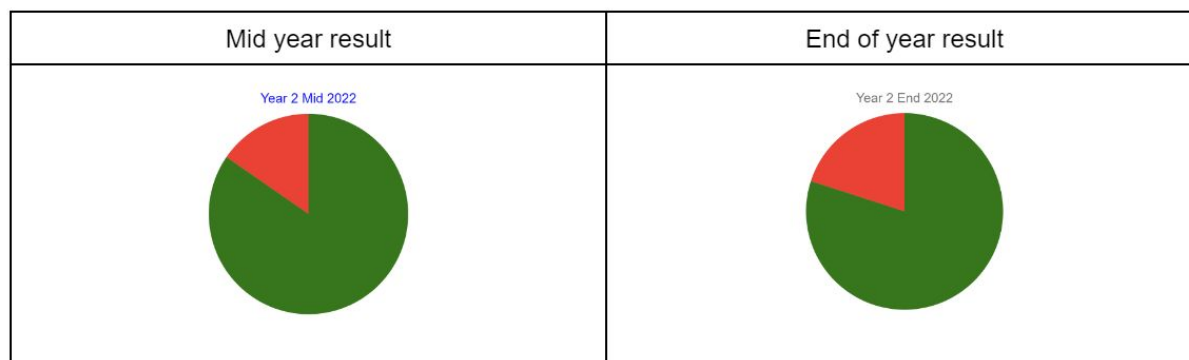
Our **Year 3** group have also made fantastic progress and have **exceeded our strategic goal**. 19 students (83%) are achieving at or above the expected milestone. There are 4 students who are not meeting the expectation. 2 of these students are working within a year of the expectation and will require targeted support and acceleration in 2023. The other 2 students have individualised learning support and differentiation to enable them to reach their full potential.

| Mid year result | End of year result |
|---|---|
| Year 3 Mid 2022 | Year 3 End 2022 |

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

Our **Year 4** cohort have also made fantastic progress. Having moved from 37% achieving the expectation mid year to 71% achieving or exceeding the expectation at the end of the year. In this group 17 students (71%) are at or above. 5 students have progressed to working within one year of the expectation through targeted support and differentiation. These students have reached their own potential for acceleration and can continue to close the gap through continued targeted support and acceleration in 2023 - 3 of these students have Individualised Education Plans. 2 further students are on Individualised Education Plans and receive additional support to access an adapted curriculum.

| Mid year result | End year result |
| --- | --- |
| Year 4 Mid 2022 | Year 4 End 2022 |
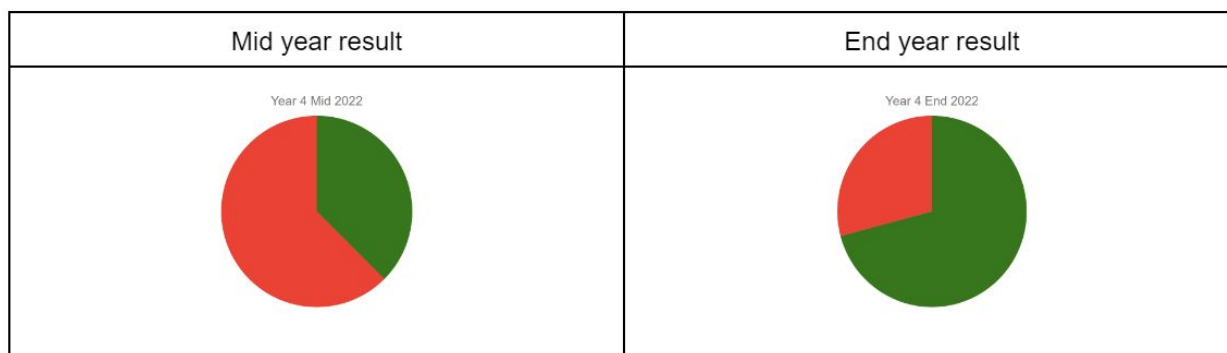
Our **Year 5** group also made great progress. In our mid year data 10 students (42%) of year 5 students were achieving the expected milestone. End of year data now has 16 year 5 students (71%) of these students achieving or exceeding the expectation.  3 of these students have Individualised Education Plans.

| Mid year result | End year result |
| --- | --- |
| Year 5 Mid 2022 | Year 5 End 2022 |
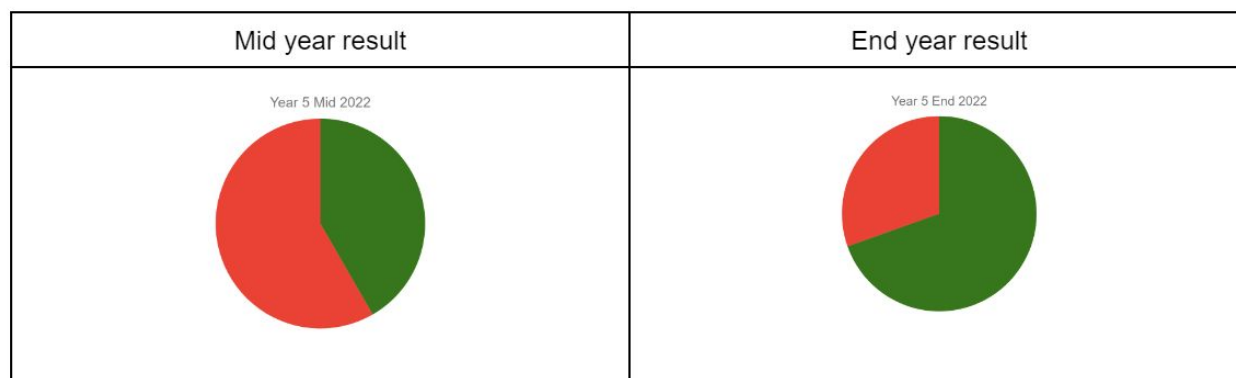
# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

Our **Year 6** group have been a cohort of concern throughout their time at our school. 5 of our 14 year 6 students (36%) are meeting the expected milestone. 6 of these students have individualised education plans. This group has made progress over the year however, the majority have not been able to close the gap enough to catch up to curriculum expectations.

| Mid year result | End year result |
|---|---|
| Year 6 Mid 2022  | Year 6 END 2022  |
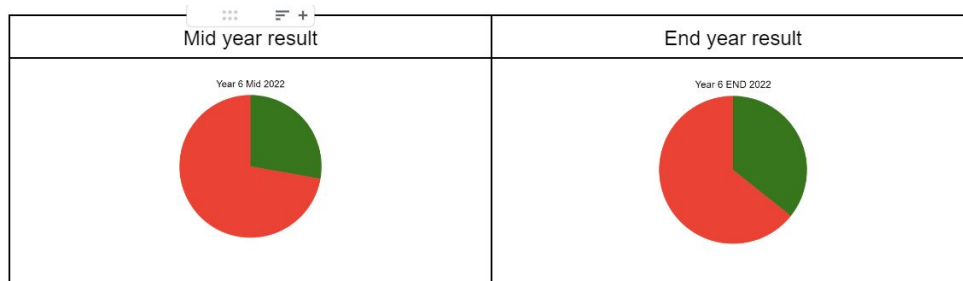
## Year 2-6 Maths - Ongoing Monitoring END 2022

|  | Overall | Current Y2 cohort | Current Y3 cohort | Current Y4 cohort | Current Y5 cohort | Current Y6 cohort | Past Students |
|---|---|---|---|---|---|---|---|
| 2020 mid-year | At/Above 46% Towards 64% |  | Yr 1 | Yr 2 At/Above 81% Towards 19% | Yr 3 At/Above 10% Towards 90% | Yr 4 At/Above 12% Towards 88% | Yr 5 At/Above 46% Towards 54% |
| 2020 end-year | At/Above 48% Towards 52% |  | Yr 1 | Yr 2 At/Above 52% Towards 48% | Yr 3 At/Above 33% Towards 67% | Yr 4 At/Above 31% Towards 69% | Yr 5 At/Above 45% Towards 55% |
| 2021 mid-year | At/Above 61% Towards 39% | Yr 1 | Yr 2 At/Above 88% Towards 12% | Yr 3 At/Above 72% Towards 28% | Yr 4 At/Above 33% Towards 67% | Yr 5 At/Above 31% Towards 69% | Yr 6 At/Above 68% Towards 32% |
| 2021 end-year | At/Above 67% Towards 33% | Yr 1 | Yr 2 At/Above 66% Towards 34% | Yr 3 At/Above 70% Towards 30% | Yr 4 At/Above 68% Towards 32% | Yr 5 At/Above 38% Towards 62% | Yr 6 At/Above 76% Towards 24% |
| 2022 mid-year | At/Above 56% Towards 44% | Yr 2 At/Above 85% Towards 15% | Yr 3 At/Above 80% Towards 20% | Yr 4 At/Above 38% Towards 62% | Yr 5 At/Above 42% Towards 57% | Yr 6 At/Above 28% Towards 66% | Yr 7 |
| 2022 End - year | At/Above 71% Towards 29% | Yr 2 At/Above 80% Towards 20% | Yr 3 At/Above 83% Towards 17% | Yr 4 At/Above 71% Towards 29% | Yr 5 At/Above 70% Towards 30% | Yr 6 At/Above 36% Towards 64% | Yr 7 |

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**Comments:**

Making the investment into Maths - no problem as a quality resource has proven to be a great decision. We are incredibly proud of the success tamariki are having with it. Again I want to acknowledge the work of the staff and leadership in making the implementation a success, as without the people the resource alone would not be enough.

It is incredibly pleasing to see how well our year 3 cohort have progressed as this tends to be a year where we see the challenge of moving into a new curriculum level having an impact.  We can also see that the year 5 cohort are well positioned to take on the challenge of a brand new year 6 programme next year.

As we move into 2023 we will have some new staff to upskill and train into the way we deliver maths at Normanby. We have enough staff who have experienced this year to keep the momentum going and to assist our new teachers. Time will be set aside for these new teachers to receive the same level of support to get started as we did this year.

Teachers will have a bigger focus on providing differentiation, including accelerating learners who need it and enriching our high achievers in 2023. Our PLD focus will be around encouraging students to dig deeper into representing their thinking and looking for patterns and trends in numbers to explain why what they are learning works.

I would like to thank Janelle and the Board for supporting us with having a learning assistant available for maths in every class. This has been a huge asset in supporting children who need a little extra time or support on a problem without halting the whole class learning. These people are so valuable in our classrooms!

Tash Campbell
TIC Maths,

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022
### PAT MATHS DATA

*The following report has been compiled for us by the Kahui Ako Maths PLD provider. It is based on testing that the students have sat at two time points (end 2021 and end 2022 for years 4-6. Term 1 and Term 4 of 2022 for year 3s.) Although this is only one piece of evidence the results and report shows similar trends to our overall teacher judgment results and supports our data.*

The following data pertains from comparison between the Term 4 PAT Maths test from 2021 and the Term 4 PAT Maths test from 2022.

The following table was used to analyse the data:

The average scores for each year level are also shown in the table.

Students' expected shift in scale scores are shown in the table. Any shift in scale scores greater than this is considered accelerated progress.

### Mathematics
#### Average Scale Score – Term 1

| Yr 3 | Yr 4 | Yr 5 | Yr 6 | Yr 7 | Yr 8 | Yr 9 | Yr 10 |
|------|------|------|------|------|------|------|-------|
| 21.4 | 30.6 | 38.9 | 45.1 | 49.6 | 55.0 | 60.6 | 65.4 |

#### Average Progress

| Yr 3-4 | Yr 4-5 | Yr 5-6 | Yr 6-7 | Yr 7-8 | Yr 8-9 | Yr 9-10 |
|--------|--------|--------|--------|--------|--------|---------|
| 9.2 | 8.3 | 6.2 | 4.5 | 5.4 | 5.6 | 4.8 |

*Scale Score (patm) from Table 6 p.30, Teacher Manual*

# AOV continued Mathematics

The following report is analysed in Year Groups - showing average score and showing average shift in scale score. The expected average scale score and the expected average scale shift score are recorded for comparison. The Year 3 students scale score shift is from Term 1 to Term 4 - which is ¾ of the expected year shift (¾ of 9.2 = 6.9).

The Effect Size indicates whether or not sufficient progress has been made across the achievement of students from the end of 2021 through to the end of 2022. Only students who tested in both Term 4 2021 and Term 4 2022 are included in this data.

***What does this mean?***

| Effect Size | Classification |
|---|---|
| 0.15-0.35 | Average |
| 0.4-0.7 | Good |
| 0.7 or higher | Fantastic |

| Year | Our Average Scale Score (All students) | | Expected Average Scale Score | Our Average Shift in Scale Score (Students with 2 data points) | | Expected Average Shift in Scale Score | Māori Students Average Scale Score | | NZE Average Scale Score | | Other Average Scale Score | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Boys | Girls | | Boys | Girls | | Boys | Girls | Boys | Girls | Boys | Girls |
| Year 3 | 32.6 | 27.4 | 21.4 | 15.4 | 10.9 | 6.9 | 30.2 | 26.8 | 32.6 | 25.3 | 37.7 | 41.7 |
| Year 4 | 37.4 | 36.1 | 30.6 | 10.0 | 12.9 | 9.2 | 37.5 | 31.2 | 40.0 | 38.8 | 29.6 | |
| Year 5 | 45.2 | 34.8 | 38.9 | 9.4 | 6.1 | 8.3 | 46.0 | 31.2 | 45.4 | 42.5 | *37.8 | *22.3 |
| Year 6 | 35.2 | 36.6 | 45.1 | 6.0 | 7.4 | 6.2 | 33.6 | 36.3 | 38.5 | 37.0 | | |

# AOV continued Mathematics

## <span style="color:green">END-YEAR MATHS  DATA ANALYSIS - DECEMBER, 2022</span>

*Analysis of Data per Year Group; Gender; Ethnicity:*

**Year 3**
- Year 3 boys are, on average, achieving a higher scale score than girls.
- Both boys and girls are above the national expected average scale score for Year 3 students.
- Both boys and girls have made an average scale score shift greater than the expected scale score shift of 6.9.  Due to standard deviations girls are classified as making expected progress and boys accelerated.
- Māori boys are on average, achieving higher than the expected national average scale score, but this is slightly lower than their NZE peers.  The average scale score shift between Term 1 and Term 4 for Māori boys is at expected progress, and the shift for Māori girls is classified as accelerated progress. Both NZE and Māori boys and girls are achieving lower than Other students.
- Māori girls are achieving lower than Māori boys, but are achieving slightly higher than their NZE peers.
- <span style="color:red">Girls are a cohort to monitor to ensure that they are achieving at a similar rate to boys.</span>

**Year 4**
- Year 4 boys and Year 4 girls are achieving at similar rates, both above the national expected average scale score for Year 4 students.
- Boys and girls have made, on average, the expected scale score shift from the end of Year 3 to the end of Year 4.
- Māori boys are achieving slightly lower than their NZE peers, but higher than the 'other' cohort.  Māori girls are achieving much lower than their NZE peers, with their average scale scores closer to the national expected average.
- Māori boys & Māori girls have made expected progress when comparing the shift in data from Term 4 2021 to Term 4 2022.  NZE girls have made accelerated progress.
- <span style="color:red">Year 4 Māori girls are a cohort for immediate support to ensure that they stay above the national expected average scale score.</span>

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**Year 5**
- Year 5 boys are achieving significantly higher than Year 5 girls. Year 5 boys are achieving above the national expected average scale score, Year 5 girls are achieving below this average expected score.
- Māori boys are achieving slightly higher than their NZE peers, but Māori girls are achieving considerably lower than their NZE peers.
- All cohorts have made expected average progress.
- Year 5 Māori girls are a cohort for immediate support.

**Year 6**
- Our Year 6 students are achieving well below the national expected average scale score.
- Girls are achieving slightly higher than boys and this is also true for our Māori girls achieving higher than our Māori boys. Māori girls are achieving on par with their NZE peers, whereas Māori boys are lower than their NZE peers.
- All cohorts have made expected average progress.

### PAT Scale Score

Legend: ■ Average Scale Score 2021  ■ Average Scale Score 2022  ■ National Expectations

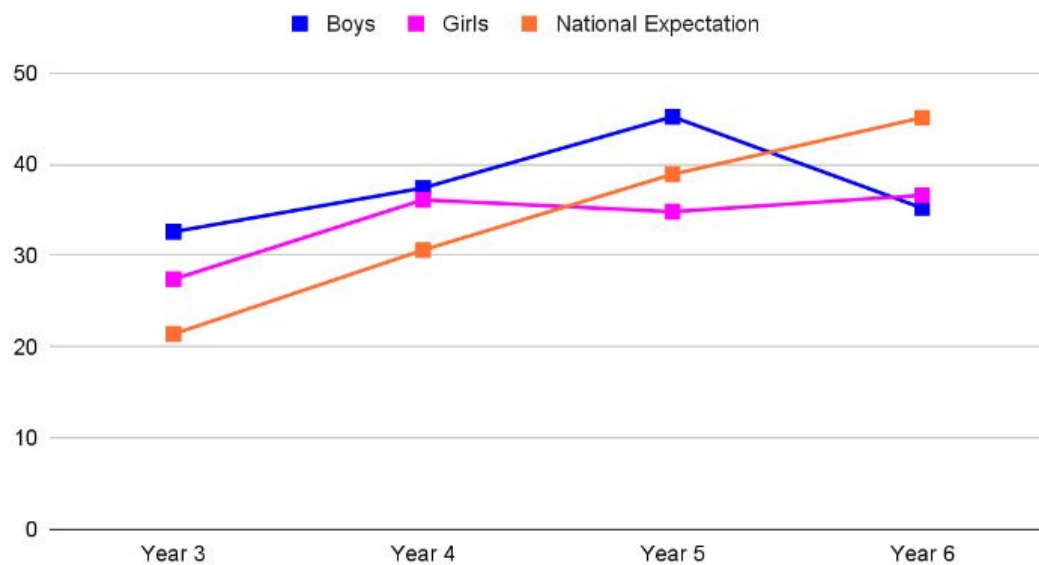X-axis (Year Groups): Year 3, Year 4, Year 5, Year 6

# AOV continued Mathematics

## END-YEAR MATHS DATA ANALYSIS - DECEMBER, 2022

**Overall findings:**
- Time 1 testing (Term 1 2022 for Year 3 students & Term 4 2021 for Years 4, 5 & 6 students) showed that all Year groups were achieving lower than the National expected average scale score.
- Time 2 testing (Term 4 2022) shows that all cohorts except for our Year 6 group are now achieving above the national expected average scale score.



PAT Average Scale Score
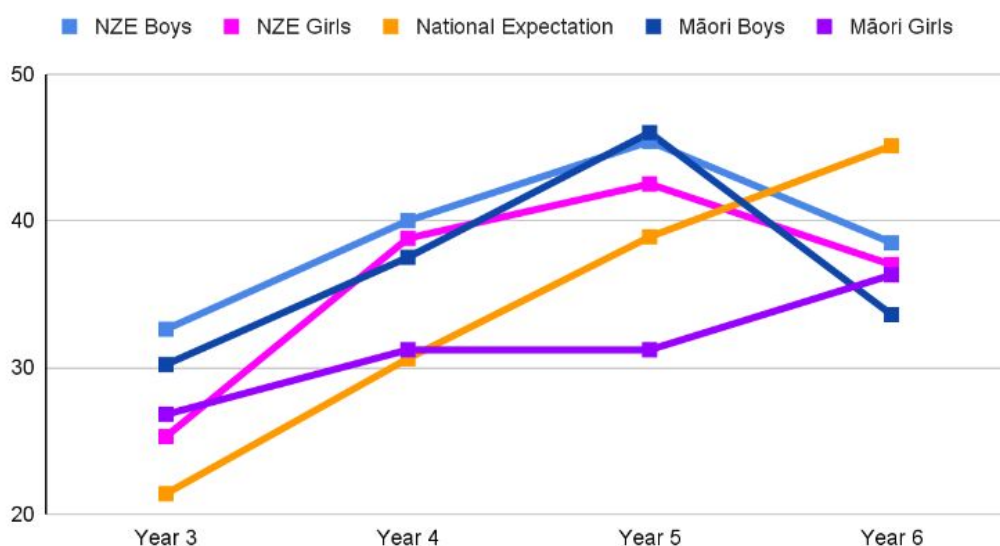
**Overall findings:**
- Boys are achieving above the National average scale score in all year groups except for Year 6.
- Girls are achieving above the national average scale score in Year 3 and Year 4 but dip below this in Year 5 and Year 6.

# AOV continued Mathematics

PAT Average Scale Score (Gender & Ethnicity)

Legend: NZE Boys, NZE Girls, National Expectation, Māori Boys, Māori Girls

**Overall Findings:**

- The above graph shows a comparison between NZE boys & girls and Māori boys and girls compared to the National average scale score.
- Māori girls are achieving above expectations in Year 3, at expectations in Year 4 and then below in Years 5 and Year 6.
- The Year 5 Māori girls are achieving on average lower than the Year 4 national expected score and Year 6 girls are achieving lower than the Year 5 national expected score.
- NZE girls achieve above the national expected score in all year groups except for Year 6 students. These girls are achieving lower than the national expected score for Year 5 students
- Māori boys are achieving above national expected scores in all year groups, except for Year 6. These year 6 boys are achieving in between Year 4 & Year 5 national expectations.
- Year 5 Māori boys are achieving higher than all other cohorts and are achieving slightly higher than the Year 6 national expectations.
- NZE boys are achieving above national expected scores in all year groups except for Year 6, where they are achieving at about a Year 5 level.
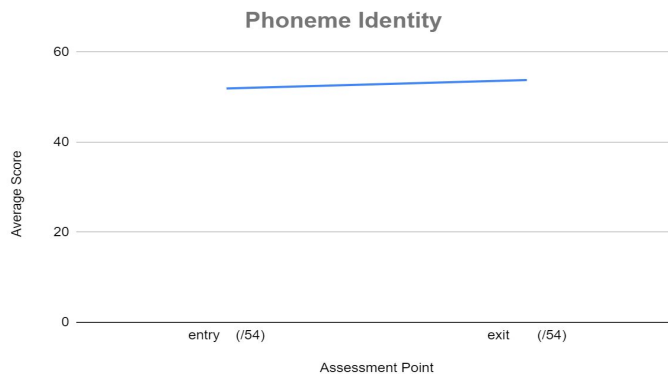
# AOV
# Intervention Programmes

## INTERVENTION PROGRAMMES

### Five*Plus*

In 2022, 15 students in total have accessed the Five*Plus* reading intervention programme, working one-on-one with a Learning Assistant to raise achievement in reading. Pre and post assessments include:

- Checking students' ability to identify letters and letter sounds (*Phoneme Identity*)
- Reading of high frequency words in isolation (*High Frequency Word Reading*)
- Instructional Reading Level

Below are the comparison graphs for entry and exit testing.

**Phoneme Identity**

*(Line graph: x-axis "Assessment Point" with points "entry (/54)" and "exit (/54)"; y-axis "Average Score" from 0 to 60. Line rises slightly from about 52 at entry to about 54 at exit.)*
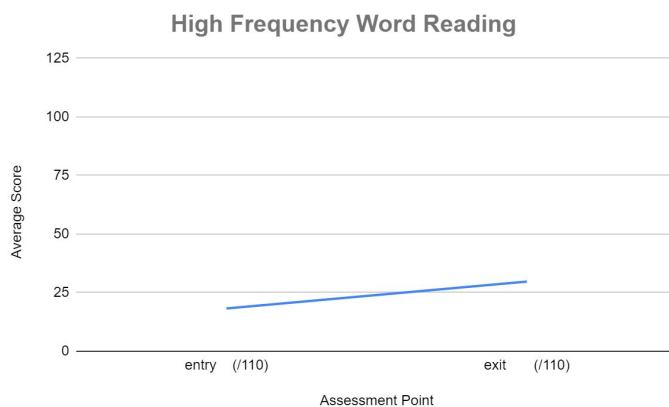
This assessment is out of a total score of 54. Letter identification was not an area of weakness to begin with for most of these students with an average pre-intervention score of 52/54 compared with 54/54 post-intervention.
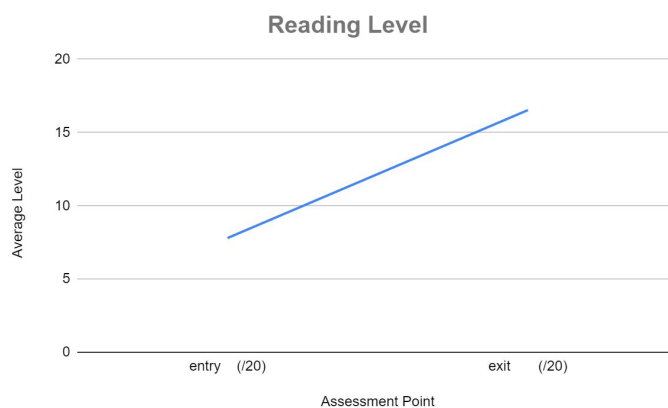
## INTERVENTION PROGRAMMES

**High Frequency Word Reading**



The Burt Reading Test is the tool we use to assess students' ability to read high frequency words in isolation. There are 110 words in the test ranging from 'to' to 'phthisis' with an associated age range from 5 years,3 months to 14 years, 3 months. Pre-intervention the average score was 18 (6 years, 1 month). Post-intervention the average score was 30 (6 years, 9 months). This is equivalent to an average of 8 months accelerated progress over 8 weeks which is a great result.

**Reading Level**



We have also seen a huge improvement in instructional reading levels with all students moving up by at least 6 reading levels. One student has jumped up 14 reading levels!

## INTERVENTION PROGRAMMES

| Instructional Reading Levels | ENTRY | EXIT | Achievement Level on completion of 5+ |
|---|---|---|---|
| Student 1 | Yellow L6 | Green L13 | At |
| Student 2 | Yellow L6 | Green L12 | At |
| Student 3 | Blue L9 | Turquoise L17 | At |
| Student 4 | Blue L9 | Purple L20 | At |
| Student 5 | Yellow L6 | Purple L20 | At |
| Student 6 | Yellow L6 | Green L13 | Towards |
| Student 7 | Yellow L6 | Turquoise L17 | At |
| Student 8 | Yellow L6 | Turquoise L17 | At |
| Student 9 | Blue L9 | Purple L20 | At |
| Student 10 | Yellow L6 | Turquoise L17 | Towards |
| Student 11 | Yellow L6 | Green L14 | Towards |
| Student 12 | Yellow L6 | Green L12 | Towards |
| Student 13 | Green L12 | Purple L19 | At |
| Student 14 | Green L12 | Turquoise L18 | Towards |
| Student 15 | Green L12 | Purple L19 | At |

At the completion of the programme, ten of the 15 students were achieving AT expected curriculum levels. One of the students who was working TOWARDS expected level is now, 5 months post intervention, achieving AT expected level. These results prove to us that Five*Plus* is an effective intervention and should continue to be implemented for any Year 2-3 students who have not made expected progress and are reading between L6 to L14, or for older students who are reading below L16.

## INTERVENTION PROGRAMMES
### Seven*Plus*

In 2022, 13 students in total have accessed the Seven*Plus* reading intervention programme, working one-on-one with a Learning Assistant to raise achievement in reading. Pre and post assessments include:

- Reading of high frequency words in isolation (*High Frequency Word Reading*)
- Instructional Reading Level

The Burt Reading Test is the tool we use to assess students' ability to read high frequency words in isolation. There are 110 words in the test ranging from 'to' to 'phthisis' with an associated age range from 5 years,3 months to 14 years, 3 months. Pre-intervention the average score was 23 (6 years, 4 month). Post-intervention the average score was 35 (7 years, 1 month). This is equivalent to an average of 9 months accelerated progress over 8 weeks which is a great result.



High Frequency Word Reading
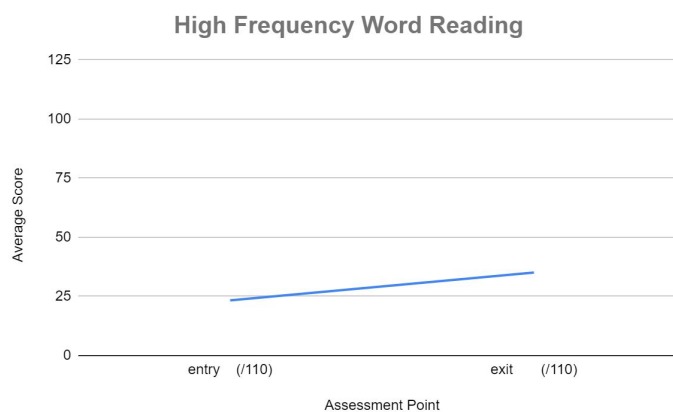
In terms of overall achievement in reading, four of the 13 are now AT expected level and the remaining seven are still working towards the expectation. Two of the original group have now left our school.

We are noticing over the time we have been using this intervention with older students that it is harder to shift them than it is the younger students. This reinforces the importance of catching them when they're young and putting the support in place nice and early, before the achievement gap gets too big. We were thrilled to see four of these children make enough progress to catch up with their peers and succeed as readers.

# AOV
## Intervention Programmes

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**INTERVENTION PROGRAMMES**

**Quick 60**

Since my last Quick 60 report in September, 3 more students have completed the Quick 60 programme. One continues to work TOWARDS the expected curriculum level but the other two are now AT expectation.

I strongly recommend that resourcing is allocated to these programmes in 2023. Combined with effective classroom teaching, they have had a huge impact on the achievement of many of our students, particularly where we are able to catch them in Year 2-3. We know that the longer we wait, the less likely they are to close the gap and catch up to their peers. We have fantastic LAs who know these programmes very well now and are such an asset to our school and our tamariki. Thank you for your ongoing support for these students with additional learning needs.

Jude Sklenars
December 2022

# AOV
## Special Needs

**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. We monitor students for a minimum of 18 months once identified which resets everytime we take an action such as an intervention or identify needs.*

We have broken this registar into three categories:

- **Tier 1:**
  Students identified as needing extra support by classroom teachers and curriculum leads. The Deputy Principal coordinates and supports intervention programmes for these students in this Tier in conjunction with classroom teachers and identifies students who may require Tier 2 support.
- **Tier 2:**
  Students have received previous in-school interventions and have been identified as requiring further intervention support from outside agencies (RTLB, Councillors or requiring an Individual Education Plan (IEP) and/ or have high health needs.The SENCO supports and/or corodrinates support alongside  our Learning Support Coordinator, Lead Team and outside agencies.
- **Tier 3:**
  Students are identified as Tier 3 when support is in place from the Ministry of Education or Ongoing Resourcing Scheme. Support systems will also include elements of Tier 2, and are supported by the Principal.

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# AOV
## Special Needs

**Current Learning Support 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.*

|  | Total Students Enrolled | Total Students Identified for LS | Male | Female |
|---|---|---|---|---|
| Year 0 | 12 | 2 | 2 | 0 |
| Year 1 | 28 | 7 | 5 | 2 |
| Year 2 | 27 | 17 | 6 | 11 |
| Year 3 | 25 | 13 | 7 | 6 |
| Year 4 | 25 | 10 | 5 | 5 |
| Year 5 | 24 | 12 | 7 | 5 |
| Year 6 | 16 | 8 | 4 | 4 |
| Total Students | 157 | 69 | 36 | 33 |

|  | Maori | Other |
|---|---|---|
| Total Number of Students | 37 54% | 32 46% |

|  | Tier 1 | Tier 2 | Tier 3 |
|---|---|---|---|
| Total Number of Students | 41 59% | 22 32% | 6 9% |

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# AOV
## Special Needs

**NORMANBY SCHOOL LEARNING SUPPORT REPORT  DECEMBER 2022**

- Based on our current roll of 157 students, we currently have 44% of our students on the learning support register for learning and or behaviour.
- Of our 157 enrolled students 24% are on our learning support register and identify as Maori
- Of our 157 enrolled students 20% are on our learning support register and identify as Non-Maori

### Tier 1

|  | Total Students | Male | Female |
|---|---|---|---|
| Year 0 | 0 | 0 | 0 |
| Year 1 | 3 | 2 | 1 |
| Year 2 | 13 | 4 | 9 |
| Year 3 | 9 | 5 | 4 |
| Year 4 | 5 | 1 | 4 |
| Year 5 | 8 | 4 | 4 |
| Year 6 | 3 | 1 | 2 |
| Total Students | 41 | 17 | 24 |

|  | Maori | Other |
|---|---|---|
| Total Number of Students | 21 51% | 20 49% |

- Based on our current roll of 157 students, we currently have 26% of our students on Tier 1 of the learning support register for learning and or behaviour.
- Of our 157 enrolled students 13% are on our Tier 1 learning support register and identify as Maori
- Of our 157 enrolled students 13% are on our Tier 1 learning support register and identify as Non-Maori

# AOV
## Special Needs

**NORMANBY SCHOOL LEARNING SUPPORT REPORT  DECEMBER 2022**

### Tier 2 and 3

|  | Total Students | Male | Female |
|---|---|---|---|
| Year 0 | 2 | 2 | |
| Year 1 | 4 | 3 | 1 |
| Year 2 | 4 | 2 | 2 |
| Year 3 | 4 | 2 | 2 |
| Year 4 | 5 | 4 | 1 |
| Year 5 | 4 | 3 | 1 |
| Year 6 | 5 | 3 | 2 |
| Total Students | 28 | 19 | 9 |

|  | Maori | Other |
|---|---|---|
| Total Number of Students | 19 68% | 9 32% |

- Based on our current roll of 157 students, we currently have 18% of our students on Tier 2/3 of the learning support register for learning and or behaviour.
- Of our 157 enrolled students 12% are on our Tier 2/3 learning support register and identify as Maori
- Of our 157 enrolled students 6% are on our Tier 2/3 learning support register and identify as Non-Maori

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# AOV
## Special Needs

**Specialist Support**

These are students on the current register who have specific additional learning and behaviour needs and have been referred for additional support from an outside agency.

*Please Note:*
*The table below represents intervention or specialist support. In some cases students will be represented more than once as their needs change and develop into the next programme or when more than one agency is involved.*

| | Current | Maori | Male | Female | Notes |
|---|---|---|---|---|---|
| | Number of Students Represented | | | | |
| RTLB Resource Teacher of Learning and Behaviour | 6 | 4 | 3 | 3 | |
| RTlit | | | | | RTlit is currently supporting BSLA and no referrals are being accepted. |
| Speech Therapist | 0 | | | | One referral in currently waiting response |
| Language Learning Intervention | 1 | | 1 | | |
| Ongoing Resourcing Support | 2 | 1 | 1 | 1 | |
| STAND | 1 | 1 | 1 | | |
| ICS In Class Support Funding for 2023 | 1 | | 1 | | This is for 2023 |
| ACC | 1 | 1 | 1 | | |
| Ministry of 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. |
| IWS | 1 | 1 | 1 | | |
| Total | 16 | 11 | 12 | 4 | |

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# AOV
## Special Needs

**NORMANBY SCHOOL LEARNING SUPPORT REPORT  DECEMBER 2022**

**Individual Education Plans (IEP) and Individual Behaviour Plans (IBP)**
*Individual Education and Behaviour Plans are for all students whose learning requires additional support or for whom the curriculum requires continued adaptation.*

| Year Group | Number of Students | Male | Female |
|---|---|---|---|
| Year 0 | 2 | 2 | |
| Year 1 | 2 | 2 | |
| Year 2 | 2 | 1 | 1 |
| Year 3 | 3 | 1 | 2 |
| Year 4 | 5 | 4 | 1 |
| Year 5 | 4 | 3 | 1 |
| Year 6 | 4 | 3 | 1 |
| Total | 22 | 16 | 6 |

| | Maori | Non-Maori |
|---|---|---|
| **Total Number of Students** | 16 | 6 |

- 22/157 (14%) of Normanby School children require IEP and/or IBP currently
- Of these 22 students, 16 (73%) are Maori and 6 (27%) are non-Maori

**SENCO Next Steps:**
Transition to new SENCO:
- All notes and information are available on our Hero database and Google Drive to ensure all details are up to date and can support a transition to a new SENCO.
- Liaising as needed has occurred with Jude Sklennars, Brenda Tosland (RTLB Liaison) and class teachers where applicable to ensure Learning Support next steps are carried out and continued through the staffing change.

Amy Boyd
SENCO (Special Education Needs Coordinator)