

## 2020 Annual Plan Review

STRATEGIC GOALS	TO GROW	TO RESPOND			TO LEAD
Key Initiative	Principle	People	Timing	Metric	2020 Review
Building our Identity Knowledge & Culture	Vision & Value development understood across the wider learning community	Responsibility - CORE Accountable - Tim Support - SLT Consult - All stakeholders Inform - Board	T1  T1-4  T3	<ul style="list-style-type: none"> <li>Vision principles evident in team charters and programme delivery</li> <li>Shared understanding of CORE value language and response</li> <li>Provide opportunities for community consultation &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>Community Information Evening held in Term 3</li> <li>School website actively updated with information, references, videos</li> <li>Connection meetings held with every family in March and again mid year</li> <li>Team Ahi (junior) team transition meetings with parents as a group being run each term (like they used to!)</li> </ul>
Enabling the strengths of our people	Sustainable Leadership	Responsibility - SLT Accountable - Board Support - Leadership Consult - Staff Inform - Board	T1-4  T4 T1-4	<ul style="list-style-type: none"> <li>Team Leader connection and support clearly evident</li> <li>Deliberate structure of teaching teams</li> <li>Development of Linked Teacher curriculum teams</li> </ul>	<ul style="list-style-type: none"> <li>Leadership meetings alternated between whole team and Leadership connect</li> <li>Link Teams incorporated into planned staff workshops. Link Teams to continue into 2021 to maintain momentum and shared leadership in Enviro, Maths and CORE.</li> </ul>
Develop sustained, engaged teaching and learning	Knowing and Responding to Staff Need	Responsibility - Wider leadership Accountable - SLT Support - Staff Consult - Inform - Board	T1-4  T1-4 T1-4	<ul style="list-style-type: none"> <li>Differentiated Teachers Goals are evidenced through Appraisal process and Interlead reflections</li> <li>Reflective practice impacts on students outcomes</li> <li>Improved Moderation practice exemplified through more reliable data</li> </ul>	<ul style="list-style-type: none"> <li>Teachers actively engaged in interlead tool</li> <li>PD growing self awareness, facilitated by Tony Burkin</li> <li>Goal setting with tools combined from PERMAH, HBDI and deliberate professional conversations.</li> <li>Moderation targeted specifically with writing to align with Col progressions. Supported by across school leaders (Mandy, Amy, Nicola)</li> <li>Maths moderation supported with key progressions, clarified with coaching from Bruce Moody. Area to continue to develop in 2021 with strand maths in focus.</li> </ul>
Creating a Culture of Learning & Reflection	Developing Pedagogy	Responsibility - SLT Accountable - Board Support - Staff Consult - Staff Inform - Board	T1-4  T1-4 T1-4	<ul style="list-style-type: none"> <li>Unit holder action plans developed, updated and reported on</li> <li>Classroom practice reflects key elements from focussed PLD</li> <li>Improved practice impacts on students outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Unit holder action plan development has been more anecdotal and informal this year due to the complications of COVID. 2021 drafts to be written and confirmed in 2021.</li> <li>Key development links evident in teaching and learning programmes from both digital fluency PLD and Maths PLD.</li> <li>Both PLD programmes reflect improved engagement</li> <li>Maths PLD has significantly improved consistent understanding of key mathematical progressions for specific and consistent progress and achievement across the school.</li> </ul>

<b>Team Name:</b>	<b>Ahi 1 (Y1-2; 13, 15, 19, 20)</b>
<b>2020 Student Achievement Targets and Analysis</b>	
<b>Strategic Aim 1 Teaching &amp; Learning</b>	<i>To develop collaborative and professional teaching practices across the school that provide a foundation for the delivery of an enriching, connected and blended curriculum</i>
<b>Annual Aim</b>	Develop student achievement targets at the team level for key learning needs as identified through 2019 data analysis.
<b>Target/Goal</b>	<i>To help our 'below' writers in year 2 to develop independence and writing competency to be achieving at Level 1E by the end of the year.</i>
<b>Baseline Data</b>	<p>The group of year two students who, at the end of their first year at school, in 2019, are currently achieving below the expected level in writing, consists of 22 students</p> <p>Of these 10 are boys and 12 are girls.</p> <p><u>Boys (10 total - 3 Maori)</u>  1 ESOL, with limited English  2 home challenges  3 behaviour  1 globally low  1 attendance  2 Not ready to learn</p> <p><u>Girls (14 total - 5 Maori)</u>  2 ESOL, with limited English  1 globally low  2 attendance  2 Not ready to learn</p>

<b>Goals/Actions</b> <i>What do we plan to do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation - Planning for next year - Where to next?</b>
<p>Phonics lessons every day for every child</p> <p>Add in daily independent writing/journal writing to increase writing speed and mileage.</p> <p>DAT's during writing programme</p> <p>Send home spelling lists/sight word cards/wink words</p> <p>Wink words identified in writing books</p> <p>Online writing experiences - book creator, to increase engagement</p> <p>Observations of Esther - writing</p> <p>Class spelling programme to reinforce learning of sight words</p> <p>Learning experiences weekly</p> <p>Use of phonics apps and online readers to maintain motivation of readers</p>	<p>After the first term, 6 of the children in this group were assessed as no longer requiring TA support (maturity, things 'clicking'), letter sound awareness had improved</p> <p>The remaining 15 children received daily or 3-4x week TA support in the form of small group or 1-1 work support.</p> <p>The 2 ESOL children worked with Peggy twice a week-improving their vocabulary.</p> <p>None of the children reached our intended (aspirational) target of writing at the end of level 1. However, 18 children are now working in the middle level 1 of the curriculum and continue to consolidate this learning. This does put them at the expected level. Some of the children are expected to reach the end of level 1 in the early weeks of term 1 next year.</p> <p>Only 3 children in this group remain below in writing. One boy shows many autistic tendencies, is globally low, and</p>	<p>Due to several weeks not at school due to Covid, children missed the direct teacher input in writing. Many of these children also found online learning difficult. Parents that engaged with their child often prioritised handwriting as opposed to letter sound connection and sentence structure.</p> <p>Daily phonics in target groups has provided a more focussed opportunity for these children to achieve and build skills at their level.</p> <p>Teaching children not only the letter sounds, but the discrete teaching of 'how' to break words apart has enabled children to make better use of their letter sound knowledge.</p> <p>Magenta and Red sight words included across our programme to support children learning these and using them to support their writing.</p> <p>Changed writing system to an inbox and outbox to be responsive to individual needs during writing.</p>	<p><u>Going forward</u></p> <ul style="list-style-type: none"> <li>● Regular daily phonics - adding in information from PD - eg using a combination of Yolander Soryl, SPELD Emma Nahna, Haggerty</li> <li>● Writing workshop with write that essay (PD and in class models)</li> <li>● Regular writing (4 days a week)</li> </ul>

<p>Utilising teaching team to give variety in lesson delivery</p> <p>Careful, regular data collection for these children, to see if teaching methods are being successful - find out where our teaching gaps Are.</p> <p>Write that essay teacher PD, to refresh types of sentences and ways to improve writing</p>	<p>has ADHD. He struggles in small groups and requires 1-1 attention One girl is ESOL and globally low One boy is yet to have a formal diagnosis of any type, but displays many similar traits of processing challenged children and dyslexia.</p>	<p>Prioritising the timetabling of writing during a day to four times a week, and earlier in the day, has captured the 'fresh brains' of these children, in an area many of them found challenging.</p> <p>Clearly displayed (books and wall) goals around learning letter sounds and writing independently kept writing focused for children and teachers</p> <p>Lots of oral language and modelling when teaching sentence types, stretching out words, and using resources.</p> <p>Specific targeted teaching using Write that essay approach meant level of writing was raised, by increasing knowledge of what makes a sentence and sentence types.</p>	
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<b>Team Name:</b>	<b>Ahi 2 (Y1-2; R16,17,18)</b>
<b>2020 Student Achievement Targets and Analysis</b>	
Strategic Goal 2	<i>To Respond with Purpose - We all learn at a different pace and in different ways. We adjust the learning design to meet the uniqueness of individuals, as learning for everyone must always have a purpose. Challenge and struggle is part of the process.</i>
Strategic Initiative	Develop sustained, engaged teaching and learning
Target/Goal	<i>Year 1's - Bruce Moody Standards as indicated for Year 1 (Matrix) Year 2's - Bruce Moody Standards as indicated for Year 2 to be obtained for the cohort.</i>
Baseline Data	<i>Bruce Moody Diagnostic Tool:</i> Following school wide PD using the Bruce Moody Diagnostic Tool we realised that 11 of the 21 Year 2's who we believed (based upon the use of GLOSS and Jam data) were 'at', were in fact below where they needed to be.

<b>Goals/Actions</b> <i>What do we plan to do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation - Planning for next year - Where to next?</b>
<p>Maths Focus in relation to Bruce Moody PD</p> <p>We want children to 'get' their maths learning - having those 'aha' moments</p> <p>Focussing on efficiency, being logical and effective ( as teachers and learners)</p> <p><b>Efficient</b> - focus on what you want to focus on - use materials but keep the maths learning at the forefront.</p>	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <p>As indicated above our goal this year has been to respond with purpose. As such we have looked closely at the data provided us by the Bruce Moody diagnostic tool (mid year) and of the Year 2 cohort we noted 11 children in Ahi 2 who sat below the expected curriculum level.</p>	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?</i></p> <p>Our end of year 2020 OTJ data shows that of the cohort of 11 year 2's, 8 have moved to be 'at' the expected curriculum level. Of the remaining 3 that are still below, significant gains working within the matrix have been made.</p>	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p>Continue to have tightly targeted groups with termly data points.</p> <p>Keep the maths fun and context based.</p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p>Greater understanding of ALL students learning due to regularly</p>

<b>Team Name:</b>	<b>Wai 1 (Y3-4; R10, 11, 12)</b>
<b>2020 Student Achievement Targets and Analysis</b>	
Strategic Goal 2	<i>To Respond with Purpose - We all learn at a different pace and in different ways. We adjust the learning design to meet the uniqueness of individuals, as learning for everyone must always have a purpose. Challenge and struggle is part of the process.</i>
Strategic Initiative	Develop sustained, engaged teaching and learning
Target/Goal	To move 10 out of 14 year 4 learners, from stages 2-4 to stage 5 (level 1 to Level 2 Beginning)
Baseline Data	14x year 4 students achieving at stages 2-3 on GLOSS diagnostic

<b>Goals/Actions</b> <i>What do we plan to do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation - Planning for next year - Where to next?</b>
<ul style="list-style-type: none"> <li>● Basic Facts recall group daily 10 minute focus with Georgie.</li> <li>● Bruce Moody Professional Development</li> <li>● Investment in SEED digital platform</li> <li>● Cross curriculum where possible</li> <li>● Whanau and Learning Goals</li> <li>● 15 minute a day practice for target group</li> </ul>	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <ul style="list-style-type: none"> <li>● 4 out of the 10 learners have achieved the target of moving from Level 1 to Level 2.</li> <li>● All other learners have made steady progress in their recall of basic facts.</li> <li>● One student has been identified as having severe learning needs and referred for pediatric assessment.</li> </ul>	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <ul style="list-style-type: none"> <li>● Covid has meant a lot of time away from small targeted teaching groups over the year.</li> <li>● A strong desire to 'count on' has meant trying to unlearn and reteach bad habits.</li> </ul> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target?</i></p> <ul style="list-style-type: none"> <li>● Small targeted teaching daily with children. Short sharp interactions with follow up games or practice.</li> </ul>	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <ul style="list-style-type: none"> <li>● Carry on with small daily focus groups, identifying needs quickly and responding appropriately.</li> </ul> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <ul style="list-style-type: none"> <li>● Professional development of teachers - upskilling by viewing SEED videos.</li> </ul> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <ul style="list-style-type: none"> <li>● Continue to build</li> </ul>

	<p><i>Were there changes in attitude, motivation or engagement?</i></p> <ul style="list-style-type: none"><li>• Children have a greater love and understanding of Mathematical concepts.</li></ul>	<p><i>Why do you think this was the case?</i></p> <ul style="list-style-type: none"><li>• A lot of gaps have been filled through the professional development with Bruce Moody.</li></ul>	<p>pedagogical knowledge of teachers. Students need to continue to build on automaticity of recalling number pairs and a strong foundation in place value - moving away from counting on.</p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <ul style="list-style-type: none"><li>• Support of Teacher Aides in reinforcing taught strategies. Continuation of professional development for teachers.</li></ul>
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<b>Team Name:</b>	<b>Wai 2 (Y3-4; R7,8,9)</b>	
<b>2020 Student Achievement Targets and Analysis</b>		
Strategic Goal 2	<i>To Respond with Purpose - We all learn at a different pace and in different ways. We adjust the learning design to meet the uniqueness of individuals, as learning for everyone must always have a purpose. Challenge and struggle is part of the process.</i>	
Strategic Initiative	Develop sustained, engaged teaching and learning	
Target/Goal	<i>To move 15 Year 4 children from Stage 2-3 (2 children) or Stage 4 (13 chn) to Stage 5 - Gloss, by the end of the year. Move them to mid level 2 - Bruce Moody, by the end of the year.</i>	
Baseline Data	Stage 2-3 children - 2 Stage 4 children -13	Basic Facts - both Stage 4 Basic Facts - 9 Stage 4, 4 Stage 5

<b>Goals/Actions</b> <i>What do we plan to do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation - Planning for next year - Where to next?</b>
<ul style="list-style-type: none"> <li>● Change to Bruce Moody teaching and assessing</li> <li>● Consolidate knowledge, particularly around bonds to 10</li> <li>● Plugging basic facts gaps</li> <li>● Basic facts practise as part of weekly programme</li> <li>● Flexible learning groups</li> <li>● Teacher aide support</li> </ul>	<p><i>Record details of the outcomes achieved in relation to the target set as you go.</i></p> <p><i>Provide numbers and percentages where appropriate.</i></p> <p><i>Were there changes in attitude, motivation or engagement?</i></p> <ul style="list-style-type: none"> <li>● Children are much more engaged, finding lessons shorter, to the point, relevant and fun.</li> <li>● Noticeably using new learning cross curriculum</li> <li>● Of the two children at Stage 2-3 (1m) one moved to 2b,</li> </ul>	<p><i>Why did you get (or not get) the outcomes you thought you would?</i></p> <p><i>Which strategies worked well and had a significant impact on your progress in achieving your target?</i></p> <p><i>Why do you think this was the case?</i></p> <p>What worked well:</p> <ul style="list-style-type: none"> <li>● Curiosity sparks, daily independent practise</li> <li>● Basic facts push</li> <li>● Teaching the same thing</li> </ul>	<p><i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i></p> <p><i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i></p> <p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p>



	<p>one to 1e.</p> <ul style="list-style-type: none"> <li>● Of the 13 children at Stage 4 (1e) 11 remained at 1e, two moved to 2b.</li> </ul> <p><b>Basic Facts Stage Nov:</b></p> <ul style="list-style-type: none"> <li>● Stage 2-3 children: One at end of Stage 4, one at Stage 5.</li> <li>● Stage 4 children: Four Stage 4, Six Stage 5</li> <li>● All showed improvement in basic facts knowledge</li> </ul>	<p>with as many different materials as possible</p> <ul style="list-style-type: none"> <li>● Starting each lesson with basic facts practise, particularly bonds to 10</li> <li>● Growth in teacher capability through PD</li> </ul> <p>What did not work well:</p> <ul style="list-style-type: none"> <li>● Covid 19. <i>If we had not lost a term due to COVID</i> , these children were highly likely to have met target</li> <li>● Several of these children have had a DST this year, and show slow processing speed, or poor working memory. One child has wrap around service, and one has ASD tendencies.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue Bruce Moody PD</li> <li>● Continuing use of SEED videos for individual PD</li> <li>● Keep up regular basic facts practise</li> </ul>
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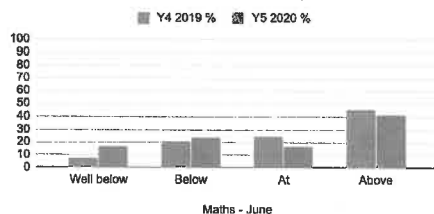
<ul style="list-style-type: none"> <li>● Interventions run by TA's</li> <li>● Collaborative teaching</li> <li>● Moderation and PD around use of Bruce Moody assessment and tools</li> <li>● Observing each other practice</li> <li>● Sharing resources and ideas at team level</li> </ul> <p>Use engaging tools for independent learning:</p> <ul style="list-style-type: none"> <li>● Prodigy</li> <li>● Maths games</li> <li>● Authentic maths challenges</li> <li>● Invitations to play with maths elements</li> </ul>	<p><i>Maths:</i></p> <p><i>Yr 5 - The 3 well below students from mid year, two have progressed to below, the third student who is ESOL is now at. 6 out of 8 below students have progressed to at. One of the students who has remained at below is going to have ministry funding in class support.</i></p> <p><i>Yr 6 - One student who was well below, remains and is receiving ministry funded in class support for learning difficulties. One student remains below because of high absentee rate and mental health concerns. Two students have moved from at to below as they are still consolidating multiplicative thinking before they can progress further.</i></p>	<ul style="list-style-type: none"> <li>● Bruce Moody training</li> <li>● Targeted workshops without distractions</li> <li>● Motivation increased</li> <li>● Fun, relevant follow up activities</li> <li>● Ability groups based on mult/div knowledge.</li> <li>● Online tools - instant recall practice.</li> </ul>	<p><i>Have you identified any ongoing teacher or student needs?</i></p> <p><i>What funding/resourcing may be needed to support identified action and needs?</i></p> <ul style="list-style-type: none"> <li>● Continue with PD with Bruce Moody</li> <li>● Change over from Gloss to Bruce Moody diagnostic testing</li> <li>● Continue with ability groups</li> </ul>
<p>In conclusion</p> <p>While maths remains a focus and we will be working through Bruce Moody Diagnostic tools, Literacy - writing in particular would be a focus for a target group. Target group will consist of; Alastar, Camren, Dilwyn, River, Harlem, Kaiawa, Hendrix, Deacon and Cooper.</p>			

<b>Team Name:</b>	<b>Whenua 2 (Y5-6; R4, R5, R6)</b>																																																																		
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<b>Target/Goal</b>	<i>Increase achievement in maths. Target group will be the <u>18 students</u> who are below and well below.</i>																																																																		
<b>Baseline Data</b>	<table border="1"> <thead> <tr> <th>OTJ</th> <th>Mid Year 1</th> <th>End of Year 1</th> <th>End of Year 2</th> <th>End of Year 3</th> <th>End of Year 4</th> <th>End of Year 5</th> <th>End of Year 6</th> <th>End of Year 7</th> <th>End of Year 8</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Above</td> <td></td> <td></td> <td></td> <td></td> <td>9 (30.00%)</td> <td>18 (42.86%)</td> <td></td> <td></td> <td></td> <td>27</td> </tr> <tr> <td>At</td> <td></td> <td></td> <td></td> <td></td> <td>9 (30.00%)</td> <td>18 (42.86%)</td> <td></td> <td></td> <td></td> <td>27</td> </tr> <tr> <td>Below</td> <td></td> <td></td> <td></td> <td></td> <td>3 (10.00%)</td> <td>5 (11.90%)</td> <td></td> <td></td> <td></td> <td>8</td> </tr> <tr> <td>Well Below</td> <td></td> <td></td> <td></td> <td></td> <td>9 (30.00%)</td> <td>1 (2.38%)</td> <td></td> <td></td> <td></td> <td>10</td> </tr> <tr> <td><b>Totals</b></td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>30</td> <td>42</td> <td>0</td> <td>0</td> <td>0</td> <td>72</td> </tr> </tbody> </table>	OTJ	Mid Year 1	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	End of Year 7	End of Year 8	Totals	Above					9 (30.00%)	18 (42.86%)				27	At					9 (30.00%)	18 (42.86%)				27	Below					3 (10.00%)	5 (11.90%)				8	Well Below					9 (30.00%)	1 (2.38%)				10	<b>Totals</b>	0	0	0	0	30	42	0	0	0	72
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Engage in and continue to develop these practices: <ul style="list-style-type: none"> <li>● Targeted teaching</li> <li>● Ongoing PD with Bruce Moody</li> <li>● SOLO</li> <li>● Authentic learning contexts</li> <li>● Learning buddies</li> </ul>	<i>Record details of the outcomes achieved in relation to the target set as you go.</i> <i>Provide numbers and percentages where appropriate.</i> <i>Were there changes in attitude, motivation or engagement?</i>	<i>Why did you get (or not get) the outcomes you thought you would?</i>  <i>Which strategies worked well and had a significant impact on your progress in achieving your target?</i> <i>Why do you think this was the case?</i>	<i>Based on the outcomes and the reasons for these, what will you do the same/differently next year?</i>  <i>What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?</i>

- Goal Setting
- Interventions run by TA's
- Collaborative teaching
- Moderation and PD around use of Bruce Moody assessment and tools
- Observing each other practice
- Sharing resources and ideas at team level

Whenua 2 - Maths Progress & Achievement  
2019 Y4 - 2020 Y5



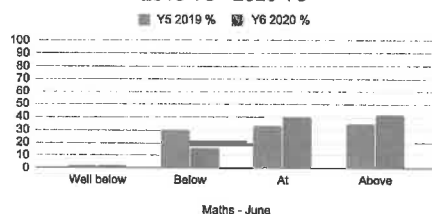
Use engaging tools for independent learning:

- Prodigy
- Maths games
- Authentic maths challenges
- Invitations to play with maths elements

*Significant difference between our success with year sixes, compared to year fives. Since this data however, engagement is up, and progress is evident.*

The data shows four students who have not made enough progress to retain their at or above status. Three are girls and one is a boy, one identifies as Maori. Since this data was entered we have completed more assessments, all five of these students have shown excellent progress and are expected to move back by the end of this year. Two students have not made enough progress and have moved to well below. Both are boys, one Maori, one is receiving In Class Support funding, and the other is supported by our teacher aid. In recent testing both have made excellent progress.

Whenua 2 - Maths Progress & Achievement  
2019 Y5 - 2020 Y6



The data shows a pleasing 13 students who have made exceptional progress, nine are girls and four are boys. Seven identify as Maori. All are continuing to make excellent progress, many are very engaged with the Prodigy maths

*Prodigy has been incredibly engaging and was used a lot during lockdown, particularly with the year six students.*

*Effective goal setting from assessments has really increased the student agency. Particularly by making the goals very visible and being strategically repetitive when referring to them.*

*GLTs(guided learning with a teacher) this term have been working well with smaller groups. Retention of knowledge is better with quick, sharp workshops.*

*Team development alongside Bruce Moody. Understanding the progressions better. Group learning is more targeted. De-cluttered the maths curriculum. Tweaked tracking methods to easily monitor next steps.*

*Have you identified any ongoing teacher or student needs?*

*What funding/resourcing may be needed to support identified action and needs?*

*Continue to unpack the Bruce Moody progressions in order to use them more effectively. Work alongside Whenua 1 who are already using these well.*

*Attempt to increase year 5 engagement with Prodigy.*

*Assess below students more regularly to identify trends early.*

	<p>app. Of those who remain below or well below, all are receiving extra support.</p> <p>12 of the target students have progressed up levels, as diagnosed via progressions diagnostics, (and GLOSS as a sample for some). Confidence and belief in self has also significantly grown.</p> <p>6 have remained the same and are consolidating. Of the 6</p> <ul style="list-style-type: none"><li>• 1 is ORS funded</li><li>• 1 ICS,</li><li>• 1 had 58 days absent from school</li><li>• 1 has had significant trauma</li></ul>		
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