

# Ridgway

2020-2023 Strategic Plan

SCHOOL



<b>Core Values</b> (Timeless)	Manawaroa   Resilient Kakama   Resourceful Manaaki   Respectful Takohanga   Responsible
<b>Purpose</b> (100 years)	<h1>Ki te hoe!</h1> <h2>Ready for the journey</h2> <p><i>Our learners are ready for their journey, whether their next step is at Ridgway or to move beyond.</i></p>
<b>Mission</b>	Our children and staff achieve success, live happy healthy lives, experience belonging and have strong connections to our community and environment



## MANAAKI RESPECTFUL

We honour te Tiriti O Waitangi and diversity.  
We work together to achieve our goals.



Sustainability and restorative practices are important to us. We are proud to be both an Enviroschool and a Positive Behaviour for Learning (PB4L) school.

Ridgway School offers Wellington's students a unique opportunity to learn the New Zealand curriculum in French in our French-English bilingual classes.

## MANAWAROA RESILIENT

We are persistent.  
We maintain enthusiasm and humour in all circumstances.



## KAKAMA RESOURCEFUL

We are creative and adaptable.  
We think critically to solve problems.



We are rebuilding our school and by 2022 all children will enjoy learning in our purpose built & custom designed classrooms.

## TAKOHANGA RESPONSIBLE

We are motivated to learn.  
We take care of our environment, ourselves and others.



We love the arts! Singing, dancing and putting on shows.

Outdoor adventures are part of our everyday; on the bank, in the sandpit, on the field and along the bike track.

We welcome diverse cultures and aspire to be a culturally inclusive and aware community. We promote language learning including te reo, French, German and Mandarin.

All children participate in kapa haka, learn te reo Māori and act in accordance with tikanga. Te reo lessons are part of staff personal development. We organise and celebrate cultural events and noho marae.

**Ki te Hoe! - Ready for the Journey!**

## Background

- Ridgway School **learners achieve** highly.
  - In recent years over 80% of learners have **achieved curriculum expectations** in core learning areas.
  - **wellbeing is an important focus** for us as we work alongside our learners so they can realise their potential and meet challenges
  - Our Ridgway **curriculum is future focused** and enables children to develop the skills and dispositions to live our school values.
- The school recognises that genuine **partnerships with whānau** are essential for maintaining the emotional and social wellbeing of learners as well as for their academic achievement of learners.

In 2019 the school carried out **wide reaching\* consultation** with the community to ensure that the voices of all are heard and acknowledged.

*\*Over 75% of families contributed*

- the school is now working to establish how to meet the needs identified from this consultation
- Our staff are committed to the teaching profession and seek to be the best that they can be in order to meet the needs of every learner.
- The school is committed to the **Tiriti O Waitangi** and actively seeks to reflect the bicultural heritage of Aotearoa through culturally responsive pedagogy, strong partnerships and continually developing expertise.
  - The school seeks to provide all learners with a **safe environment** where **cultural identities are able to flourish** and all learners can achieve success.
  - Instruction in **tikanga and te reo Māori** is provided to all ākonga.
- The school has been working towards **major property development** since 2012. In 2017 the MoE decided that it was necessary to completely rebuild the school and design work started in 2019. Building work has started and should be finished early in 2022.
- Having worked towards developing various **systems and ways of working** over recent years, the school has identified that these now need to be collated together and organised to make our processes more visible to our community.

# Strategic Goals & Areas of Focus

The board has set **4 strategic Goals** and identified 4 areas in which to focus our efforts to achieve these goals.

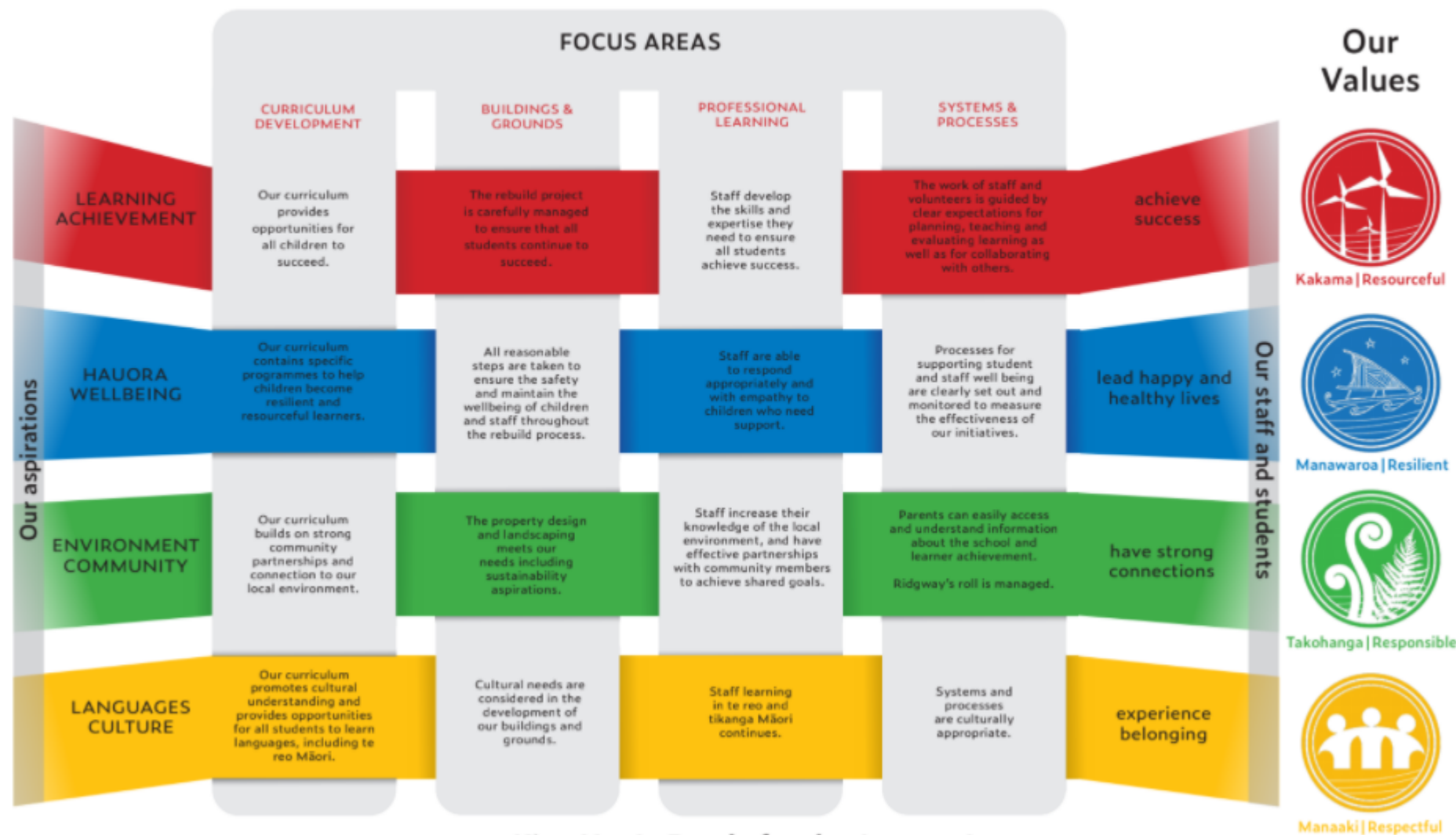
AKO		Hauora	
1	<b>our children and staff achieve success</b> <ol style="list-style-type: none"> <li><b>Curriculum Development</b> Our curriculum provides opportunities for all children to succeed</li> <li><b>Buildings and Grounds</b> The rebuild project is carefully managed to ensure that all students continue to succeed</li> <li><b>Professional Learning</b> Staff develop the skills and expertise they need to ensure all students achieve success</li> <li><b>Systems &amp; Processes</b> The work of staff and volunteers is guided by clear expectations for planning, teaching and evaluating learning, as well as for collaborating with others</li> </ol>	<b>...live happy and healthy lives</b> <ol style="list-style-type: none"> <li><b>Curriculum Development</b> Our curriculum contains specific programmes to help children become resilient and resourceful learners.</li> <li><b>Buildings and Grounds</b> All reasonable steps are taken to ensure the safety and maintain the wellbeing of children and staff throughout the rebuild process</li> <li><b>Professional Learning</b> Staff are able to respond appropriately and with empathy to children who need support</li> <li><b>Systems &amp; Processes</b> Processes for supporting student and staff well-being are clearly set out and monitored to measure the effectiveness of our initiatives.</li> </ol>	2
3	<b>...experience belonging</b> <ol style="list-style-type: none"> <li><b>Curriculum Development</b> Our curriculum promotes cultural understanding and provides opportunities for all students to learn languages, including te reo Māori</li> <li><b>Buildings and Grounds</b> Cultural needs are considered in the development of our buildings and grounds</li> <li><b>Professional Learning</b> Staff learning in te reo and tikanga Māori continues</li> <li><b>Systems &amp; Processes</b> Systems and processes are culturally appropriate</li> </ol>	<b>...have strong connections to our community and environment</b> <ol style="list-style-type: none"> <li><b>Curriculum Development</b> Our curriculum builds on strong community partnerships and connection to our local environment</li> <li><b>Buildings and Grounds</b> The property design and landscaping meet our needs including sustainability aspirations</li> <li><b>Professional Learning</b> Staff increase their knowledge of the local environment, and have effective partnerships with community members to achieve shared goals</li> <li><b>Systems &amp; Processes</b> Parents can easily access and understand information about the school and learner achievement. Ridgway's roll is managed.</li> </ol>	4
Ahurea		Tūhohonga	



## Strategic Plan 2020 - 2023



Ridgway School provides a rich and broad education for children in Years 1 to 8 and is well supported by a welcoming and involved community.



**Ki te Hoe! - Ready for the Journey!**



## 2022 Annual Plan



## Priorities for 2022

1	<b>Ako</b> Make learning visible with increasing opportunities for agency
2	<b>Hauora</b> Increase our shared understandings and approaches for supporting belonging and wellbeing.
3	<b>Ahurea</b> Build genuine partnerships with Māori whānau.
4	<b>Tūhononga</b> Communicate relevant information to teachers, children and whānau in a timely manner. Create classroom and playground environments that inspire learning and play.



## Priority 1: AKO

### Make learning visible with increasing opportunities for agency

<p>S U C C E S S</p> <p>looks like this</p>	<p><b>Kaiako</b></p> <ol style="list-style-type: none"> <li>1. Effectively use Learning Pathways in Spotlight to monitor learning progress. <i>AKO 1, 2, 8</i></li> <li>2. Use our shared language around learning (pathways and skills). <i>AKO 6</i></li> <li>3. Plan for agentic learning across the curriculum. <i>AKO 5 &amp; 6</i></li> </ol> <p><b>Ākonga</b></p> <ol style="list-style-type: none"> <li>4. Make choices in their learning <i>AKO 6</i></li> <li>5. Explain their choices, what they've learnt and next steps. <i>AKO 1 &amp; 2</i></li> <li>6. Year 5 - 8 ākonga know how to post to spotlight. <i>AKO 2 &amp; 6</i></li> </ol> <p><b>Mātua</b></p> <ol style="list-style-type: none"> <li>7. Receive real time information about what their tamaiti have learnt and understand where they are at on our learning pathways. <i>Tūhononga 1</i></li> <li>8. Have confidence that their child's learning needs are well catered for and that they are making appropriate progress. <i>Tūhononga 1 Trello Card AHUREA 2</i></li> <li>9. Know what additional support their children are receiving if needed. <i>AHUREA 2 AKO 2</i></li> <li>10. Confidently use the @school app to view information about ākonga learning and events <i>AKO 2 Tūhononga 1</i></li> </ol>	<p><b>Strategic Links</b></p> <ol style="list-style-type: none"> <li>1. <b>achieve success:</b> <i>Professional Learning</i> Staff develop the skills and expertise they need to ensure all students achieve success <i>Systems &amp; Processes</i> The work of staff and volunteers is guided by clear expectations for planning, teaching and evaluating learning, as well as for collaborating with others</li> <li>2. <b>live happy &amp; healthy lives:</b> <i>Curriculum Development</i> Our curriculum contains specific programmes to help children become resilient and resourceful learners</li> <li>3. <b>experience belonging:</b> <i>Systems &amp; Processes</i> are culturally appropriate</li> <li>4. <b>strong connections:</b> <i>Systems &amp; Processes</i> Parents can easily access and understand information about the school and learner achievement.</li> </ol>
<p>building on...</p>	<p>Digital portfolio have been used over last 4 years &amp; Spotlight was introduced in 2021. Teachers have built their knowledge of how to assign learning goals and post evidence.</p>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>1. Set aside time each week to focus on             <ol style="list-style-type: none"> <li>a. Monitoring learning</li> <li>b. Communicating about learning</li> </ol> </li> <li>2. Use coaching strategies to support all staff to achieve professional goals and develop expertise</li> <li>3. Ako TAI             <ol style="list-style-type: none"> <li>a. TAI focus is aligned to Annual Plan &amp; Kahui Ako challenges</li> <li>b. DP to lead TAI meetings and guide team. Provide regular feedback to principal</li> <li>c. Work with Kahui Ako Across School Lead</li> </ol> </li> <li>4. Engage eTAP trainers to work with key staff to increase expertise</li> </ol>
<p>C H A L L E N G E S</p>	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>- This reporting platform requires us to think differently about how we report on learning</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>- Mātua may need time to understand the benefits of this style of reporting and some will need support to access</li> </ul>	

## Priority 2: Hauora

## Increase our shared understandings and approaches to supporting belonging and wellbeing

<p>S U C C E S S</p> <p>looks like this</p>	<p>Kaiako</p> <ol style="list-style-type: none"> <li>Continue to develop and embed teaching for hauora in our local curriculum. <i>Hauora 1, 2 &amp; 6; Tūhononga 1</i></li> <li>Effective use of Hauora Plans in partnership with whānau <i>Hauora 2 &amp; 6; AHUREA 2</i></li> <li>WSL roll out of drama for wellbeing across the school. <i>Hauora 6</i></li> </ol> <p>Ākonga</p> <ol style="list-style-type: none"> <li>Recognise their choices in various situations and reflect on making good choices <i>Hauora 6</i></li> <li>Engage in conflict resolution in structured lessons as well as in real life situations <i>Hauora 1, 2 &amp; 6</i></li> <li>Contribute their ideas to our shared understandings around belonging <i>Hauora 6; AHUREA 2</i></li> </ol> <p>Mātua</p> <ol style="list-style-type: none"> <li>work in partnership with teachers to support children to be successful at school <i>Hauora 6; AHUREA 2; Tūhononga 1</i></li> <li>Māori whānau feel valued and heard as they make contributions to Rongohia te Hau conversations <i>Hauora 6; AHUREA 2; Tūhononga 1</i></li> </ol>	<p><b>Strategic Links</b></p> <ol style="list-style-type: none"> <li><b>achieve success:</b> Curriculum Development Our curriculum provides opportunities for all children to succeed Professional Learning Staff develop the skills and expertise they need to ensure all students achieve success Systems &amp; Processes The work of staff and volunteers is guided by clear expectations for planning, teaching and evaluating learning, as well as for collaborating with others</li> <li><b>live happy &amp; healthy lives:</b> Curriculum Development Our curriculum contains specific programmes to help children become resilient and resourceful learners Professional Learning Staff are able to respond appropriately and with empathy to children who need support Systems &amp; Processes Processes for supporting student and staff well-being are clearly set out and monitored to measure the effectiveness of our initiatives.</li> <li><b>experience belonging:</b> Systems &amp; Processes Systems and processes are culturally appropriate</li> <li><b>strong connections:</b> Systems &amp; Processes Parents can easily access and understand information about the school and learner achievement.</li> </ol>
<p>building on...</p>	<p>Hauora Plans have been developed over several years and some teachers have used with considerable success. TAI group in 2021 researched classroom resources appropriate. Within School Lead teacher has developed a Forum Theatre model for supporting children to self regulate their behaviour.</p>	
<p>C H A L L E N G E S</p>	<p>Internal</p> <p>Individual Hauora Plans can be time consuming to maintain Kaiako need guidance to identify appropriate actions where behaviour or learning needs are extreme or unique.</p> <p>External</p> <p>Mātua may not be able to collaborate with staff. Increased anxiety from Covid related stresses has in the past 2 years had a noticeable impact on wellbeing for some children</p>	<p><b>Tactics:</b></p> <ol style="list-style-type: none"> <li>Hauora TAI group             <ol style="list-style-type: none"> <li>DP to lead TAI meetings and guide team. Provide regular feedback to principal</li> <li>PB4L maintaining level 1 systems (minors, majors,</li> <li>Supporting kaiako develop and review Hauora Plans</li> <li>End of year - review use of recommended resources for Hauora</li> </ol> </li> <li>WSL - run programme across school working along side teachers</li> <li>SLT regularly present in Team Admin Hui to support kaiako to recognise needs, implement our quality practices and apply guidance for creating and monitoring plans.</li> </ol>

## Priority 3: Ahurea

## Build genuine partnerships with Māori whānau

<p>S U C C E S S</p> <p>looks like this</p>	<p><b>Kaiako</b></p> <ol style="list-style-type: none"> <li>1. Recognise ways to enhance their practice and take action <i>AHUREA 2; Tūhononga 1</i></li> <li>2. Confidently teach Kura Ahurea (<i>Te Atiawa stories, tikanga and dialect</i>) programme and increase use of te reo Māori <i>AHUREA 3, 4 &amp; 6</i></li> <li>3. Engage with Māori whānau multiple times during the year <i>Tūhononga 1</i></li> </ol> <p><b>Ākonga</b></p> <ol style="list-style-type: none"> <li>4. Increase personal vocabulary and use te reo Māori naturally in unprompted everyday talk <i>AHUREA 4 &amp; 6</i></li> <li>5. Demonstrate success with classroom learning intentions and a greater proportion achieve Stage 2 and Stage 3 on PAT TRM <i>AHUREA 4 &amp; 6</i></li> </ol> <p><b>Mātua</b></p> <ol style="list-style-type: none"> <li>6. Notice increased use of te reo Māori and knowledge of local history by their tamariki <i>AHUREA 2, 4, 6; Tūhononga 1</i></li> <li>7. Are involved in planning and taking action resulting from Rongohia te Hau and feel valued for their contribution.</li> </ol>	<p><b>Strategic Links</b></p> <ol style="list-style-type: none"> <li>1. <b>achieve success:</b> Curriculum Development Our curriculum provides opportunities for all children to succeed Professional Learning Staff develop the skills and expertise they need to ensure all students achieve success Systems &amp; Processes The work of staff and volunteers is guided by clear expectations for planning, teaching and evaluating learning, as well as for collaborating with others</li> <li>2. <b>live happy &amp; healthy lives:</b></li> <li>3. <b>experience belonging:</b> Curriculum Development Our curriculum promotes cultural understanding and provides opportunities for all students to learn languages, including te reo Māori Professional Learning Staff learning in te reo and tikanga Māori continues Systems &amp; Processes Systems and processes are culturally appropriate</li> <li>4. <b>strong connections:</b> Curriculum Development Our curriculum builds on strong community partnerships and connection to our local environment Professional Learning Staff increase their knowledge of the local environment, and have effective partnerships with community members to achieve shared goals</li> </ol>
<p>building on...</p>	<ul style="list-style-type: none"> <li>- Previous PLD - 3 years in Te Reo Māori</li> <li>- Previous experience - 1 year into the Kura Ahurea programme.</li> <li>- TAI group 2021 provision of resources and programme outlines</li> </ul>	
<p>C H A L L E N G E S</p>	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>- Limited resources available for Kura Ahurea programme.</li> <li>- Growing ability and confidence to speak Te Reo Māori and learn about te ao Māori requires a personal commitment.</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>- Reluctance to take a risk with school and get involved; we may not hear all voices.</li> <li>- Differing views on what to prioritise and how goals can be achieved.</li> <li>- Sometimes unrealistic expectations for what can be achieved.</li> </ul>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>8. Work closely with Poutama Pounamu       <ol style="list-style-type: none"> <li>a. to do Rongohia te Hau survey and analysis (<i>Term 1</i>)</li> <li>b. classroom walkthroughs (ongoing)</li> </ol> </li> <li>9. Work with Māori whānau and Whānau Hui Group to identify (<i>Term 2 &amp; ongoing</i>)       <ol style="list-style-type: none"> <li>i. Aspirations and priorities for the future</li> <li>ii. aspects of current school practice that need to be changed and what to replace these with</li> <li>iii. Develop action plans following survey for further development of culturally responsive pedagogy up later in the year</li> </ol> </li> <li>10. 20 hours of staff PLD in learning te reo Māori across the year</li> <li>11. TAI group       <ol style="list-style-type: none"> <li>a. DP to lead TAI meetings and guide team. Provide regular feedback to principal</li> <li>b. supporting staff to plan, teach, locate and share resources</li> </ol> </li> </ol>

## Priority 4: Tūhononga

*(a) Communicate relevant information to teachers, children and whānau in a timely manner*

*(b) Create classroom and playground environments that inspire learning and play*

<p>S U C C E S S</p> <p>looks like this</p>	<p>Kaiako</p> <ol style="list-style-type: none"> <li>1. Meet kura expectations for communicating with whānau; Spotlight reporting, blog posts, teacher messages, emails, certificates, newsletters, information slides/posters/evenings; <i>AHUREA 2; Tūhononga 1</i></li> <li>2. Plan for learning to take place outside <i>Hauora 4; Tūhononga 1</i></li> </ol> <p>Ākonga</p> <ol style="list-style-type: none"> <li>3. Have a safe and inviting learning environment <i>Tūhononga 2</i></li> <li>4. Enjoy appropriate play spaces that allow for challenge and imagination <i>Tūhononga 1</i></li> </ol> <p>Mātua</p> <ol style="list-style-type: none"> <li>5. Are well informed and understand kura procedures <i>Tūhononga 1; Hauora 2</i></li> <li>6. Keep up to date with kura events and tamaiti learning <i>Tūhononga 1; AHUREA 2;</i></li> </ol>	<p><b>Strategic Links</b></p> <ol style="list-style-type: none"> <li>1. <b>achieve success:</b> <i>Professional Learning</i> Staff develop the skills and expertise they need to ensure all students achieve success <i>Systems &amp; Processes</i> The work of staff and volunteers is guided by clear expectations for planning, teaching and evaluating learning, as well as for collaborating with others</li> <li>2. <b>live happy &amp; healthy lives:</b> <i>Buildings and Grounds</i> All reasonable steps are taken to ensure the safety and maintain the wellbeing of children and staff throughout the rebuild process</li> <li>3. <b>experience belonging:</b> <i>Curriculum Development</i> Our curriculum promotes cultural understanding and provides opportunities for all students to learn languages, including te reo Māori <i>Professional Learning</i> Staff learning in te reo and tikanga Māori continues <i>Systems &amp; Processes</i> Systems and processes are culturally appropriate</li> <li>4. <b>strong connections:</b> <i>Systems &amp; Processes</i> Parents can easily access and understand information about the school and learner achievement.</li> </ol>
<p>building on...</p>	<ul style="list-style-type: none"> <li>- Contribution of individual Board member expertise in project management</li> <li>- Increasing staff expertise in use of various eTAP functions for communication</li> <li>- Increasing use of @school app by Mātua; Korero with Kathryn, Cafe Catch Ups</li> </ul>	<p><b>Tactics</b></p> <ol style="list-style-type: none"> <li>12. Set aside time each week to focus on work related to             <ol style="list-style-type: none"> <li>a. building projects</li> <li>b. Communication</li> </ol> </li> <li>13. Schedule regular meetings with key people (designer, project manager, delegated Board member) to ensure key tasks are completed in a timely manner</li> </ol>
<p>C H A L L E N G E S</p>	<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>- New priorities (blogs, messages) demand a shift in focus from teachers</li> <li>- Current building layout does not support effective collaboration.</li> <li>- Costs and building challenges threaten the attainment of our aspirations</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>- Media horror stories related to Flexible Learning Environments and ill informed discourse increase fears/anxiety among whānau</li> <li>- Expectations and anxiety related to Covid</li> </ul>	



## Annual Achievement Targets 2022





## Background information for Wellbeing

Hauora Teaching as Inquiry rōpū have worked collaboratively over the last 2 years to review existing practice and trial new approaches that can be implemented across the school to support the wellbeing of our tamariki. This rōpū have developed a [Hauora Plan](#) to focus attention on 'strengthening the whare' of the child and a bank of [emotional and social wellbeing resources](#) for teachers to use. Teaching conflict resolution skills and reintroducing Peer Mediation were also part of their work. In 2022 this team have identified that 'rigorous attention' to minor behaviours is a key to noticing ākonga wellbeing needs so that these needs can then be met through teaching appropriate social and emotional skills.

At the start of 2022 we gave our community the Rongohia te Hau survey.

- [Initial noticing](#) have highlighted that some children don't feel they belong at school and/or that they don't get to do the things that they want to do. Some children (predominantly Māori) have expressed that teachers don't let them help each other. This has led us to prioritise the building of partnerships with our Māori whānau.

We have used the Wellbeing@school Survey since 2015

- We have seen patterns in the responses that despite the efforts of teachers, still remain. These patterns are similarly reflected by Kahui Ako wide data.
  - 27% feel they can't ask a teacher for help with social or emotional problems and 38% report not being able to "say how I'm feeling when I need to" (Kāhui Ako = 40%).
  - 30% don't have another student that they can ask for help (KA+31%) and 34% say that students don't "stand up for other children if someone is being mean" (Kāhui Ako = 41%)
  - 19% of our ākonga report, "I don't have a say at school" (Kāhui Ako = 35%).

The school will be supported by Poutama Poumau in 2022 to develop genuine partnerships with our community, and in particular with our Māori whānau. We believe that this work will help us to collaboratively develop the school practices that will build belonging and enhance both learning and wellbeing for all of our tamariki. Teachers will also be using selected resources to teach the social and emotional skills tamariki need to navigate the relationship issues they are faced with at school.

We want to know that our teaching is having impact and supporting the hauora of our ākonga. We plan to gather a small set of questions based on selected aspects of the Wellbeing@school and Rongohia te Hau Surveys that we will use with ākonga at multiple points during the year. This will help us to notice changes in perceptions around wellbeing indicators specific to belonging and helping. In particular we will track the responses of a smaller group of priority learners

## Targets 2022

1. Increased sense of belonging and hauora among our priority group as evidenced by 100% movement towards more positive responses on our school belonging and wellbeing survey.

2. Reduction to zero in minor behaviours of individual children.

## Background information for Literacy

2021 **READING** Achievement Analysis - **90%** achieved or exceeded, end of year expectations - *based on teachers end of year OTJs.*

2021 **WRITING** Achievement Analysis - **83%** achieved or exceeded, end of year expectations - *based on teachers end of year OTJs.*

Many ākonga not yet achieving curriculum expectations in writing also do not in reading.

These results are similar to previous years, despite the disruption to learning caused by COVID-19, however teachers are certain that disruption has disadvantaged some tamariki and prevented them from achieving to the level they are capable of. We notice that there are a large group of Year 1 & 2 children who have not yet met expectations for reading.

		2022 achievement Targets
Year 2	18	<p><i>At the start of 2022 teachers have identified 18 ākonga in Year 2 that will need support to meet end of year expectations in Reading and 23 ākonga in Year 3 &amp; 4 that will need support to meet end of the year expectations in Writing.</i></p> <p>Target:</p> <ol style="list-style-type: none"> <li><b>90% of Year 2</b> ākonga who are not yet meeting curriculum expectations will <b>achieve the appropriate reading level for time at school</b> by the end of the year</li> <li><b>17 Year 3 and 6 Year 4</b> ākonga who are not yet meeting curriculum expectations will <b>make more than a year's worth of progress</b> by the end of the year, moving <b>4 or more sub-levels on our Writer's Pathway.</b></li> </ol>
Year 3	17	
Year 4	6	
Year 5	10	<p><i>At the start of 2022 teachers in Years 5-8 have identified 25 priority learners who will need extra support during the year in order to meet curriculum expectations in Writing, and a further 4 who will be supported to meet their individual education plan goals.</i></p> <p>Target :</p> <ol style="list-style-type: none"> <li><b>18</b> priority learners will make <b>more than 1 years progress to achieve curriculum expectations</b> by the end of the year</li> <li><b>7</b> priority learners will make <b>more than 1 years progress towards achieving curriculum expectations</b> by the end of Year 8 Zayvion, Rabie, Tom, Romy, Cael, Ayob, Mileena</li> <li><b>4</b> priority learners will meet their individual goals Maddison, Alessio, Liam, Haarun,</li> </ol>
Year 6	17	
Year 7&8	2	

## Background information for Maths

**2021 Mathematics** Achievement Analysis - **86%** achieved or exceeded, end of year expectations - *based on teachers end of year OTJs.*

Except for tamariki who have Individual Education Plans, all ākonga in the Maths Watch Group were in the “nearly” achieving group. This means that these children should be able to make above average progress by engaging in quality maths programmes in class to achieve end of year expectations.

While we have not identified the teaching of maths as being a ‘problem’, we know that new teachers initially find the Numeracy Framework complex and navigating the various tools and resources available for planning to be time consuming. During 2021 three teachers trialled the Prime Maths programme and in 2022 all teachers have agreed to adopt this, although it is planned to supplement this programme with “rich maths tasks” across the school. We believe that this programme will provide teachers with more clarity about what to teach and take some planning and preparation load from them.

We are also aware of recent debates over maths achievement as well as imminent changes to the NZ maths curriculum as part of the ongoing curriculum refresh, which is likely to bring change to this curriculum area. The Prime Maths programme seems like a good way to support teachers in this curriculum area, with minimal need for PLD. We will re-evaluate our use of Prime Maths when the new maths curriculum is introduced. We will make some changes to our assessment schedule as the Prime maths programme has its own evaluation methods, but will retain the use of selected tools in order to make comparative judgements.

		2022 Maths Achievement Targets
Year 2:		Teachers plan and deliver quality learning experiences using a combination of Prime Maths and rich maths tasks to engage tamariki in mathematical learning so that all ākonga make at least 1 year’s worth of progress.  <b>Target</b> <ol style="list-style-type: none"> <li>23 ākonga (<i>identified as nearly achieving end of year expectations in 2021</i>) will make above average progress (<i>more than 3 sub-levels</i>) during the year</li> <li>4 ākonga will make progress towards their individual learning goals.</li> </ol>
Year 3:	3	
Year 4:	6	
Year 5:	10	
Year 6:	3	
Year 7&8:	4	

