



Puni School 1455 Summary of Annual Goals 2022 (May Update 2022)

Overview

As part of our work with ERO and as a staff we have been working on a way in which our annual goals, targeted students, data, actions and reflections can all be in one place. All these were in place, but spread across a number of documents and in turn meant referring to a range of information, rather than something that is used to support planning and student achievement.

This document has been formed working alongside our staff and syndicates and as a result has had the students' names removed. They have been replaced by numbers of students. This information I am sharing is the overall goals, actions and in turn updates for the 2022 year. It also has a summary of the data.

Strategic Plan

The annual plan is drawn from the overarching goals and strategic initiatives

[☰ Puni School Strategic Plan: 2021-2023 \(2022 update\)](#)

ERO

Working alongside our Evaluation Partner the following plan has been developed over 2020-2022 and works alongside any annual planning [W Puni School 1455 Evaluation Plan Dec 2021 modification.docx](#)

Summary of 2022 data

The link below compares the current students against where they should be by the end of the year curriculum expectations, so initial data will vary, from end of year 2022 achievements. The purpose is to show growth and progress over the year within the different cohorts meaning a more accurate picture for the current needs of the students. This will be updated three times during the year. The impact of collecting accurate OTJ's was impacted by the Covid outbreak, so this would normally have been completed earlier in term 1.

[☰ 2022 Curriculum Levels - Tracking over the year BOT reporting](#)

Goals for each syndicate 2022

Te Awa Reading (Years 0-2)

The data tells us: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*
Reading Mileage and access to leveled readers is important for this cohort. Set and maintain the routines for reading mileage to continue at home.
13/30 are ok and on track to meet milestones without extra interventions
50% of Well Below students had a late start to school in 2021 and/or have attendance concerns.
7 out of 8 students who are At or Above started school at Year 0
4 out of 22 students who are Well Below or Below had a term or more of year zero

Our hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

- *Literacy support plan referral for small group intervention- mileage is the concern with COVID- during the long lockdown in 2021 the children did not have access to instructional level texts to be able to maintain their reading levels, Term three is a VERY important term for progress and achievement.
- *We have focussed on What to do if there is a lockdown, however now we need to move into the next phase encouraging the children to understand what to do in a ‘normal’ situation, this includes offering Reading Together for those whanau who have missed out in the past.
- *Yellow reading is an essential level that cannot be missed or overlooked in order to have really good reading behaviours/ habits and skills, children were ‘due’ to hit yellow during term 3 or 4 have now ‘fallen behind’ this is over 25% of the cohort
- *Now that we have reports in term 1 we are interested to see the comparison of term 2 and 3 being such good ‘learning’ terms without the addition of assessment requirements.

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

- To tie in our literacy programme to encourage a close relationship between reading and writing to ensure that the tamariki have a ‘double-hit’ of literacy daily

Deliberate interventions (teaching, planning)	Tamariki/ Kaiako	Focus strategies for next steps for learning	Timeline/ Reflection	Extension strategies
<i>Reference to an IEP or Behaviour Plan is often included</i>				<i>Can include references to GATE assessment; peer tutoring; ‘extras for experts’; challenges listed in planning etc.</i> <i>Choice, Creativity and Challenge – REACH</i>
*Reading Recovery Support- Siobhan McKenna	2 students plus Siobhan McKenna and classroom Teachers	Reading Recovery Student Progress Puni 2022		

*ELS	4 students	ELS co-planner	10 week- term by term check in	
*LLI intervention	1 student	Sam Action Plan		
*Early Literacy Support- Siobhan McKenna	Target Year One Learners from term 2 onwards		10 week check in- teacher reflection- Lesley Moloney	
*Reading Together programme set up for Term Two 2022	Unable to do this for the past 2 years due to COVID lockdowns		Reading Together- Lesley and Michelle term two	
*Better Start Literacy- Phonics based programme	Lesley completing Micro-credential in Term 1 and 2	Better Start Literacy	10 week check in- teacher reflection- Lesley Moloney	
Reflections: <i>Reflections on the goal, progress, or any 'downward' shifts</i>				

Te Awa Reading (Years 0-2)

The data tells me: Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)

- 43% are AT however we really need to look at ensuring they are entering the Middle Syndicate at 1A.
- Again mileage is a concern, children need to be involved in meaningful writing tasks on a daily basis with lots of engagement

Our hunch is that: Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested

- “Double-hit” of literacy is important
- Use of technology to support/ engage early writers?
- During the lockdowns parents were not confident encouraging students to write independently and seem to think that writing is simply handwriting or copying.

Goal/s: For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

- To tie in our literacy programme to encourage a close relationship between reading and writing to ensure that the tamariki have a ‘double-hit’ of literacy daily

Deliberate interventions (teaching, planning)	Focus strategies for next steps for learning	Focus strategies for next steps for learning	Focus strategies for next steps for learning	Extension strategies
<i>Reference to an IEP or Behaviour Plan is often included</i>				<i>Can include references to GATE assessment; peer tutoring; ‘extras for experts’; challenges listed in planning etc. Choice, Creativity and Challenge - REACH</i>
*Reading Recovery Support-Siobhan McKenna	2 students	Reading Recovery Student Progress Puni 2022		
*ELS	3 students	ELS co-planner		
*LLI intervention	1 student	Sam Action Plan		
*Better Start Literacy-Phonics based programme	Lesley completing Micro-credential in Term 1 and 2	Better Start Literacy		

<p>In TERM 2 we are focusing on experience based writing due to the current topic.</p>				
<p>*LSF intervention</p>	<p>Yellow and red readers in Waikato</p>	<p>Diligent hardworking children. Kathryn Sears RTLB to model and introduce Barbara Brann Spelling Blocks to support</p>	<p>10 week check in- teacher reflection- Lesley Moloney Lesley to model to other classes- especially Waimana</p>	
<p>Reflections: <i>Reflections on the goal, progress, or any 'downward' shifts</i></p>				

Te Awa Maths (Years 0-2)

The data tells me: Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)

- 50% of the tamariki are BELOW, including all 5 Maori students.

Our hunch is that: Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested

*Our whole school PACT focus and team approach ensures that there is a support network throughout the school. Everyone is working, planning and teaching with a similar focus. This will ensure consistency across Team Te Awa.

*Professional development allows us as a staff to unpack each maths stage and the requirements in more detail.

Goal/s: For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

- To ensure there is adequate exposure to all aspects of maths and the whole team overview is covered throughout the year.
- Groups are fluid and teaching is based on the mathematics assessments tasks document we have followed and completed.

Deliberate interventions (teaching, planning)	Focus strategies for next steps for learning	Focus strategies for next steps for learning	Focus strategies for next steps for learning	Extension strategies
Reference to an IEP or Behaviour Plan is often included				Can include references to GATE assessment; peer tutoring; ‘extras for experts’; challenges listed in planning etc. Choice, Creativity and Challenge – REACH
*School-wide maths focus	Maths 2022 Schoolwide	Unpacking the PACT Learning Progressions Kahui-Ako PRT specific maths focus.	On-going school wide maths focus with Kahui-Ako team.	
*Curriculum Overview	2022 Mathematics Overview Te Awa			
*Assessment PACT tasks term one	PACT Schoolwide spreadsheet			

Reflections: Reflections on the goal, progress, or any ‘downward’ shifts

Reading Maunga (Years 3-4)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

Year 3 - A huge amount of children sitting on the cusp of moving to the next section.

Year 3 - Over half of the children in this cohort are sitting at below and well below.

Year 4 - a huge group of children sitting at level 22 - hopefully with solid teaching these children will move to the below section by end of year

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these 'gut feelings' of teachers usually have a lot of foundation to them, but need to be tested*

*Parents through lockdown had favoured reading but results have not reflected this.

*Reading may need a comprehension/Maybe have skill but can not comprehend.

*Children are probably achieving where they should be as a reflection from time at school (teacher to student relationships)

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

75% of Year 3 and Year 4 will be at or above by the end of 2022 (Year 3 - 39/52) (Year 4 - 26/34)

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>*Comprehension teaching. Sheena Cameron - Reading Strategies re-look to support.</p> <p>*Syndicate PLD around the comprehension strategies during syndicate meeting.</p>	<p>Integrated into classroom practice. Assess twice a term with Running Record. See how they are progressing against their tracking sheet. If they are not tracking, discuss further interventions at team meetings and begin implementation. Notify parents students have been identified as a target group to move to standard</p>	<p><u>All Teachers in Maunga</u></p> <p><u>Year 3 (20 Children)</u> Ara Tiatia (9 Children) Wairere (7 Children) Ara Matua (2 Children) Te Puaha (2 Children)</p> <p><u>Year 4 (17 Children)</u> Te Puaha (8 Children) Ara Tiatia (4 Children) Wairere (5 Children)</p>	<p>During reading sessions in the classroom.</p> <p>Testing- Week 5 & 10 (Check in)</p> <p>Weeks 5 and 10</p>

*Extra tracking and assessment of target students.

and they will also be updated on the 5 weekly improvements.

Reflections: *Reflections on the goal, progress, or any 'downward' shifts*

Maunga Writing (Years 3-4)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

There is a huge group of children sitting at below in writing in year 3.
Almost half of Year 4s are also sitting at below. In both groups Boys are the majority of the group.
Writing is higher as a whole however the same children are sitting in well below for reading.

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

Year 3 - due to lockdown children have been written for (parents helping at home) Need to get these children into good habits and change their minds around writing. Also having time to put into quality teaching of the aspects of writing will hopefully see these levels improve.

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

75% of Year 3 and 4 children will be writing at or above by the end of 2022

Year 3 - 39/52

Year 4 - 25/34

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>Confirm writing data so we can use this data?</p> <p>*Structured lessons based on stories. Covers structure, language features etc</p>	<p>Lock in data in Pact, to use the reports to see deeper/surface for teaching.</p>	<p><u>All Teacher’s in Maunga</u></p> <p><u>Year 3 (16 Children)</u> Ara Matua (2 Children) Ara Tiatia (12 Children) Wairere (2 Children)</p> <p><u>Year 4 (15 Children)</u> Ara Matua (3 Children) Te Puaha (7 Children) Wairere (5 Children) All teachers, target students</p> <p>All teachers, all students</p>	<p>Term 2</p>

Reflections: *Reflections on the goal, progress, or any ‘downward’ shifts*

Maths Maunga (Years 3–4)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

Year 4 - 11 boys are sitting in the below section

New assessment data - as we are not putting such a big emphasis on number it is reflective of all areas of maths.

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

*Are Timetables low in the Year 4 group - look at number club to boost these?

*We can not drill down in the data because the PACT is not confirmed yet.

*We will see lots of progress - it is a time of shift.

*PAT vs PACT - How do they go together? What can we get from each of these?

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

76% of Year 4 children will be at or above (26/34)

80% of Year 3 children will be at or above (42/52)

Deliberate interventions (teaching, planning)	How?	Who?	When?
<p><i>Reference to an IEP or Behaviour Plan is often included</i></p> <p>Using Maths homework books to support learning taken place in the classroom</p> <p>*Pact, looking at data. What children need to move? Where do they need to move to for particular sets?</p> <p>*Using the new maths overviews to follow curriculum coverage.</p>	<p>Weekly homework to support</p>	<p>All Teachers/Classrooms</p> <p>Year 3 (4 Children)</p> <p>Year 4 (2 Children)</p>	<p>Weekly</p> <p>Week 10 check in against the PACT sets taught that term.</p>

Reflections: *Reflections on the goal, progress, or any ‘downward’ shifts*

Rangi Reading (Years 5–6)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

*There are 16 Year 5 below students. 11 of these are Year 5 boys.

*There are 8 Year 6 students who are well below. 3 of these are Māori students.

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

*Collect more data that is not online assessments.

*5 children may not be as engaged in chapter book reading.

*Some children are reading for pleasure but not meaning focused.

*Some had difficulty engaging in learning over the covid lockdowns. Possibility that these children were not so computer literate and therefore unable to access some reading programmes to support learning e.g. EPIC

Goal/s: For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift

*To increase the reading and comprehension understanding for our Year 5 just below students to move these children up to the expected curriculum level. 69% by the end of the year.

Overall Year 5 will be at 78 %

*To increase the reading and comprehension understanding for our Year 6 well below students to accelerate their knowledge.

Children to move 1 level by the end of the year; 5 students also targeted 63%

Children to move 2 levels by the end of the year 2 students in this target group 25%

Overall year 6 will be at 81%

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps)
<p>*Additional comprehension activities with in class small group support as well as a focus on fluency and increasing vocabulary.</p> <p>*Specific focus on the Reading strategies of Making connections, predicting and repredicting, questioning and clarifying , inference, summarising</p>	<p>*Children will have a specific comprehension/questions focused sheet a week/daily as additional homework or in class work.</p> <p>* Peer support during lessons</p> <p>* Small group lessons</p>	<p>Te Ao Marama: 1 group a day will have an extra timeslot with the teacher.</p> <p>Te Ao Rangi: Extra session per week with well below group</p> <p>Te Tihi: 10 minutes daily</p> <p>*targeted students partnered with support students with teacher direction</p>	

and visualising. Various specific resources will be used to support this.			
Extension and enhancement opportunities for Rangi Syndicate children	How	Who Tamariki/ Kaiako	Check in/further steps
*Book comparisons (year 6-7 transition unit)e.g. The Suitcase kid & Kensuke's Kingdom (Year 6-7 transition)- *Year 7 Reading comprehension activities	*As part of the reading programme term 1 *within group work	*Te Ao Marama Term 1 3 students from other classes Term 2 /3 *All classes with children working at Level 4	
Reflections: <i>Reflections on the goal, progress, or any 'downward' shifts</i>			

Rangi Writing (Years 5-6)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

*There are 17 Year 5 children who are presenting below their expected level

*There are 8 Year 6 well below students

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

*The Year 6 children have needed support in the past and found it difficult to engage in writing during lockdown.

*There has been a high absence from 5 out of the 8 students ranging from 60-80% attendance over time at school. One is SLS funded.

*These children missed the constant checking needed to support their writing during the lockdowns.

*All children have been at a disadvantage with missing the Writing opportunities during lockdown. As children need this Teacher input the lockdowns / distance learning have caused problems for our children

*Spelling knowledge is bringing our students’ writing levels down and holding our students back

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

*To raise the achievement of our Year 5 children who are working below and move to their expected level of the curriculum to 82% by the end of the year.

Result in 75% of year 5 at or above by the end of the year.

*To raise the achievement of our Year 6 children who are working well below: 7 by 1 level 88%

Result in 74 % at or above by the end of the year.

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps
<p>*Increased 1/1 sessions with children working well below and below with a focus on sentence structure and basic punctuation.</p> <p>*Real situations for writing to inspire and motivate e.g. Warriors writing, scientific experiments</p> <p>*Confidence to use online spelling tools including getting enough letters in the right order and choosing the correct word.</p>	<p>Recorded 1/1 session roster to maximise time given using the children’s individual goal cards as a focus.</p> <p>Introduce the topic with motivational content to engage all students and give them a purpose for writing</p> <p>Dictionary/online spelling activities to increase success.</p> <p>Spelling/vocabulary focus daily to</p>	<p>Teacher/child</p> <p>Teachers organise programs for all students/peer support</p> <p>All students.</p>	<p>Check in after each writing topic and find new and exciting motivational ideas. Ask students what they want to explore and write about.</p>

<p>*STEPS support material to be used specifically with target children.</p> <p>*Vivid vocabulary: To include vocabulary focused tasks e.g. vivid vocabulary (choose a word of the day e.g. lethargic. Put the word on board and in groups they need to define it e.g. noun, verb, and put it in a sentence</p> <p>*Focus on basic sentence structure - simple, compound and complex sentences</p>	<p>increase letter sounds and combinations knowledge</p> <p>Daily sessions. Target children with printed support books.</p> <p>Children work in pairs/3 to find synonyms of a word and order these from lower level to higher level. These are on display or put together for regular support during writing.</p>	<p>Target children.</p> <p>All students support peer groups.</p> <p>Specific targeted sessions on sentence structure with all children working well below in Year 5 & 6.</p>	
<p>Extension and enhancement opportunities for Rangi Syndicate children</p>	<p>How</p>	<p>Who Tamariki/ Kaiako</p>	<p>Check in/further steps</p>
<p>*Specific Writing tasks</p> <p>*Target the higher language features to extend our students working above or well above</p> <p>*Target accuracy and specific extended punctuation to support the purpose of writing and audience.</p>	<p>Example: Wrote to the PTA to request money for a new play area and money for books. This included researching specific information to persuade the PTA to agree.</p> <p>Workshop sessions in small groups.</p> <p>1/1 editing sessions</p>	<p>Level 4 writers</p> <p>Level 4 writers</p> <p>Level 4 writers</p>	
<p>Reflections: <i>Reflections on the goal, progress, or any 'downward' shifts</i></p>			

Rangi Maths (Years 5–6)

The data tells me: *Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)*

*There are 18 Year 5 students, with particular focus on the Year 5 boys, who are working below their expected level

*There are 10 Year 6 students, with particular focus on the Year 6 girls, who are working below their expected level

My hunch is that: *Hunches are encouraged – we understand that they may not always be correct/accurate, but these ‘gut feelings’ of teachers usually have a lot of foundation to them, but need to be tested*

*The children need to strengthen their basic fact knowledge

*The children are having difficulty unpacking problems and choosing efficient strategies to solve these

*Children need confidence to record how they have worked a problem out

*Children need to see the ‘real’ maths to help understand the concepts and use materials to support their understanding of concepts

Goal/s: *For specific groups identified; could include an overall class goal if appropriate; could use %ages (aligning with data analysis above) or numbers of students to raise/shift*

*To increase the understanding of Mathematical concepts for Year 5 children who are working below their expected level and move towards achieving the curriculum level (67 %)

*Year 5 students will be at or above by the end of the year (81%)

*To increase the understanding of Mathematical concepts for Year 6 who are working below their expected level and move towards achieving the curriculum level (40%)

*Year 6 students will be at or above by the end of the year (68%)

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps
<p>* Introducing Dragon Maths homework as maintenance and strengthening of previously taught concepts.</p> <p>*PaCT Maths specific assessment tasks to gain a better understanding of each child's knowledge across the curriculum and in all areas</p>	<p>Leveled Dragon Maths homework books. Two pages per week.</p> <p>Term 1 all children to be assessed in every aspect of PaCT Maths. Levels/Sets to be determined and used to</p>	<p>All children but in particular Year 5 children and Year 6 girls.</p> <p>Teachers assessing all children following the</p>	<p>Marked every week with groups, with follow up reinforcement around needs.</p> <p>Teacher OTJ around shifts in attitudes towards Maths.</p> <p>Check overall progress via set assessments such as basic facts.</p>

<p>*Unpacking PaCT aspects with the children</p>	<p>identify the understanding of all students. Following the Assessment guidelines, assess all students at the time required Support students to understand the various aspects and sets within the Learning Progression Framework for Maths (PaCT)</p>	<p>overview guidelines and assessment schedule Teachers</p>	
<p>Extension and enhancement opportunities for Rangī Syndicate children</p>	<p>How</p>	<p>Who Tamariki/ Kaiako</p>	<p>Check in/further steps</p>
<p>*Otago Maths</p> <p>*Mathex</p> <p>*Consistently working at higher level and increasing that higher level vocabulary</p>	<p>Group identified by Teachers. Maths tasks include word problems and higher thinking in Mathematics</p> <p>Students from Otago Maths group to be targeted for Mathex</p> <p>Use Assessment data to identify level of understanding for all children, follow the Puni School Maths overview and identify the learning intentions/vocabulary appropriate to students working at the higher levels</p>	<p>Haydon working with 13 students Mathex Group to be trained by Haydon in preparation for the Franklin Mathex Competition</p> <p>All Teachers</p>	
<p>Reflections: <i>Reflections on the goal, progress, or any 'downward' shifts</i></p>			