



# PUNI SCHOOL

Effort Brings Reward

## Summary of Annual Plan and 2023 Goals (As listed per syndicate)

This document is a summary of the planning documents that each of our three learning communities have. It is regularly updated during syndicate meetings and throughout the year and will be updated for the BOT at key data collection point times of Start of term 2, Mid term 3 and end of term 4. The final update becomes the Statement of Variance for the year.

This document does not include names, but does share key actions, time lines and data that supports the focus for the syndicate and relevant target groups and or cohorts.

We aim for this to be a reflective document that supports the current and future years which is why we use the key headings of start, stop, continue and extension strategies. Specific teaching strategies are outlined and as well as data to act as a starting point we encourage your staff to focus on hunches to support the enquiry process.

As mentioned, the data is updated at key points under the key headings of Well Below, Below, Meeting and Above to show progress over the year. It is also listed by the following cohorts of Maori, Pasifika, NZE, Male and female. This is for the three key areas of Reading, Writing and maths. The data in this document measures the students against the end of year expectations, so the data can show progress over the year. Refer to the summary of the 2002 goals for the end of 2022 OTJ [Summary of Annual Goals](#) for 2022

As this is an annual plan additional strategic goals are also added, with key syndicate goals highlighted with a **Red background**

This is to be shared to the BOT in March and submitted to the MOE after this meeting.

It will be updated and shared with the BOT after reporting to whanau early term 2 and end of term 4 with an update in term 3.

STRATEGIC GOALS 2023

	TE AWA	MAUNGA	RANGI
READING	<ul style="list-style-type: none"> <li>• MID YEAR- 56% of our Year 2 students will be at or above by mid year</li> <li>• 85% of Year 2 students will be at or above by the end of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• 69% of Year 3 at or above before the end of the year</li> <li>• 70% of Year 4 will be at or above before the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate learning by two levels unless children have an acknowledged learning difficulty.</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>• To develop and follow an overview for writing with specific goals based on PACT expectations- PROFESSIONAL GOAL</li> <li>• To delve deeper into the nitty gritty of level 1 to scaffold our learners within Level One and to consolidate these early levels</li> </ul>	<ul style="list-style-type: none"> <li>• 29/35 Year 3 at or above in writing 83%</li> <li>• 29/47 Year 4 at or above 62%</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate learning by two levels unless children have an acknowledged learning difficulty.</li> <li>• To provide relevant opportunities for the children to write about.</li> <li>• To workshop groups of children with a similar need or 1/1 with every child over the week on their individual targets.</li> <li>• To use student exemplars on regular occasions to demonstrate good practice.</li> </ul>
MATHEMATICS	<ul style="list-style-type: none"> <li>• Investigate and incorporate the use of Numicon to lift the achievement of our second language and Maori students (10/34 Students)</li> <li>• 80% of the Year 2 students will be working in Level One for Mathematics by the end of Year 2</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 30/35 at or above in maths Year 3 86%</li> <li>• 34/47 72% of Year 4 at or above</li> </ul>	<ul style="list-style-type: none"> <li>• To accelerate learning by two levels unless children have an acknowledged learning difficulty.</li> <li>• All students can confidently identify concepts and operations needed to solve problems and use the most efficient and known strategy.</li> <li>• Students to record their thinking in a neat and logical manner</li> </ul>

# Te Awa Goals 2023 Summary

## Reading

- MID YEAR- 56% of our Year 2 students will be at or above by mid year
- 85% of Year 2 students will be at or above by the end of the year.

## Writing

- To develop and follow an overview for writing with specific goals based on PACT expectations- PROFESSIONAL GOAL
- To delve deeper into the nitty gritty of level 1 to scaffold our learners within Level One and to consolidate these early levels

## Maths

- Investigate and incorporate the use of Numicon to lift the achievement of our second language and Maori students (10/34 Students)
- 80% of the Year 2 students will be working in Level One for Mathematics by the end of Year 2

## Te Awa Syndicate Reading 2023 Year 2 target group

Deliberate interventions (teaching, planning) Forward thinking 2023				
	START	STOP	CONTINUE	EXTENSION STRATEGIES
	BSLA- Intro from both year 2 classes. Small group work with Lesley, approach other syndicates to offer support for our struggling readers.	Nightly readers- eg. send 2 books home per week (opportunity for more 'in-depth' teaching per reader).	Ability based Reading groups Reading Together Lesley to promote this at our Powhiri and then subsequent messages to new families- offer a day session too	<i>Tuakana Teina within the classes, as the range is broad</i> <i>Look into what is on offer locally for Gifted and Talented tamariki</i> <i>Local experts</i> <i>Extension Groups in the afternoon- follow the passion of our staff</i> <i>Develop leadership within our syndicate</i>

### Reading Initial

Year 2: 34 children				
Initial	Well Below (2 years below) Less than 9	Below 9-14	At 15-18	Above
		Maori: 5 Pasifika: 4 NZ European: 4 Boys: 8 Girls: 7 Total: 15	Maori: 1 Pasifika: NZ European: 10 Boys: 5 Girls: 6 Total: 11	Maori: Pasifika: NZ European: 7 Boys: 2 Girls: 4 Total: 6

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

- 76% of tamariki are at below where they need to be at the end of the year
- 24% of tamariki are only need to move 10-3 levels to be at, at the end of the year
- 24% of the tamariki are already working at or above

**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*

We feel that most children are capable of making it to level 9 or 10 by the middle of the year.

We would like to track the levels moved by each child at mid and end of year. For example Child A moved from 7-10 at mid-year, and 10-14 until the end of the year.

Strong base of literacy across the Te Awa syndicate, ensuring that literacy is covered daily and promoted by the team

**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*

- MID YEAR- 56% of our Year 2 students will be at or above by mid year
- 85% of Year 2 students will be at or above by the end of the year.

<b>Deliberate interventions (teaching, planning)</b>	<b>Tamariki/ Kaiako</b>	<b>Focus strategies for next steps for learning</b>	<b>Timeline/ Reflection</b>	<b>Reflection/ Where to from here?</b>
<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>
Literacy Intervention Group- Blue/ Yellow Group	4 students-	Reading Group with Lesley Phonics approach	Term One Tuesday, Wednesday, Thursday when possible! 1.00 pm starting Wednesday	
Literacy Intervention Group Yellow	4 students	One on One reading, Easily distracted	1.20 pm Starting Wednesday	
ESOL funding is being used	5 students	Topic-based language and	Working with Michelle Swain	

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

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**Te Awa Syndicate Writing 2023  
Year 2 target group**

	Start	Stop	Continue	Extension strategies
Deliberate interventions (teaching, planning) Forward thinking 2023	<p>Lesley to communicate with the middle syndicate about writing &amp; writing expectations. 'What do they need?'</p> <p>Look at collaborative planning for writing in both year 1-2 classes</p> <p>More Seesaw incorporation.</p>		<p>Oral language experiences (extremely valuable for progress). Incorporate HPE</p> <p>Weekly dictation session.</p>	<p><i>Tuakana Teina within the classes, as the range is broad</i></p> <p><i>Look into what is on offer locally for Gifted and Talented tamariki</i></p> <p><i>Local experts</i></p> <p><i>Extension Groups in the afternoon - follow the passion of our staff</i></p> <p><i>Develop leadership within our syndicate</i></p>

**Writing Initial**

Initial	Year 2			
	Well Below (2 years below) pre	Below Early Level One	At Level One	Above
	<p><i>Maori:</i></p> <p><i>Pasifika:</i></p> <p><i>NZ European:</i></p> <p><i>Boys:</i></p> <p><i>Girls:</i></p> <p><i>Total:</i></p>	<p><i>Maori: 5</i></p> <p><i>Pasifika: 3</i></p> <p><i>NZ European: 15</i></p> <p><i>Boys: 11</i></p> <p><i>Girls: 15</i></p> <p><i>Total: 26</i></p>	<p><i>Maori: 1</i></p> <p><i>Pasifika:</i></p> <p><i>NZ European: 7</i></p> <p><i>Boys: 4</i></p> <p><i>Girls: 4</i></p> <p><i>Total: 8</i></p>	<p><i>Maori:</i></p> <p><i>Pasifika:</i></p> <p><i>NZ European:</i></p> <p><i>Boys:</i></p> <p><i>Girls:</i></p> <p><i>Total:</i></p>

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

- The spread is not massive and as a team we would like to drill down the data even further with our 'belows'. ie are there even more specific areas we need to focus on, such as spelling, punctuation

**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*

- *Look at the 1P and 1A writing expectations and PACT to get the specifics of how to ensure that our writers are leaving the syndicate with a strong base of writing and so that they are set up for success*

**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 develop and follow an overview for writing with specific goals based on PACT expectations- PROFESSIONAL GOAL
- To delve deeper into the nitty gritty of level 1 to scaffold our learners within Level One and to consolidate these early levels

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. Choice, Creativity and Challenge - REACH</i>
Team-wide moderation of Writing Books- Year 2 only	Year 2	Drill down what is needed/ where our gaps are and how we can move tamariki through the levels with depth and understanding	End of Term one/ start of term two	
Using 'The Code' to support phonics and spelling	Te Awa syndicate and the whole school eventually	Assessments completed	Term One	
Investigate the overview and relate it back to PACT to ensure coverage is adequate	Te Awa syndicate		Alisha Crawford to come to a team meeting to help us create an overview	<a href="#">WRITTEN LANGUAGE OVERVIEW- TE AWA- ODD YEAR</a>
ESOL funding is being used	5 students	Topic-based language and	Working with Michelle Swain	

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

**Te Awa Syndicate Maths 2023  
Year 2 target group**

	Start	Stop	Continue	Extension strategies
Deliberate interventions (teaching, planning) Forward thinking 2023	Collaborative Masters folder for ARBS, planning, resources etc for the syndicate.		Incorporate HPE  Follow-up whether the overview is remaining the same. If so, continue to teach from that.  Fluid grouping depending on pre-assessment/ observations	<i>Tuakana Teina within the classes, as the range is broad</i> <i>Look into what is on offer locally for Gifted and Talented tamariki</i> <i>Local experts- Maths groups with Haydon?</i> <i>Extension Groups in the afternoon- follow the passion of our staff</i> <i>Develop leadership within our syndicate</i>

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

**Maths Initial**

Initial	Year 2			
	Well Below (2 years below) Pre	Below- Early Level One	At- At Level One	Above
	<i>Maori:</i> <i>Pasifika:</i> <i>NZ European:</i> <i>Boys:</i> <i>Girls:</i> <i>Total:</i>	<i>Maori: 3</i> <i>Pasifika:3</i> <i>NZ European: 3</i> <i>Boys: 9</i> <i>Girls: 4</i> <i>Total: 13</i>	<i>Maori: 3</i> <i>Pasifika:</i> <i>NZ European: 17</i> <i>Boys: 8</i> <i>Girls: 15</i> <i>Total: 23</i>	<i>Maori:</i> <i>Pasifika:</i> <i>NZ European:</i> <i>Boys:</i> <i>Girls:</i> <i>Total:</i>

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

- 36% of Year 2 students are working below (for the end of the year) This includes 100% of our Pasifika children and 50% of our Maori children
- 64% of the children are at for Mathematics, this includes 50% of our Maori tamariki
- 33% of children below are girls, 66% are boys
- 65% of children who are at are girls, 35% are boys
- **We have used PACT for our data, which is possibly flattering because there is no pre-level one data**



**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*  
**\*We have used PACT for our data, which is possibly flattering because there is no pre-level one data**  
**\*There is not depth at level one and we do feel that we need to focus on ALL students in mathematics to avoid sending children through to the next syndicate under-prepared**  
**\*Seek support for second language learners**

**Goals:** *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*

- Investigate and incorporate the use of Numicon to lift the achievement of our second language and Maori students (10/34 Students)
- 80% of the Year 2 students will be working in Level One for Mathematics by the end of Year 2

Deliberate interventions (teaching, planning)	Tamariki/ Kaiako	Focus strategies for next steps for learning	Timeline/ Reflection	Reflection/ Where to from here?
<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>
*School-wide maths focus	<a href="#">Maths 2022 Schoolwide</a>	Unpacking the PACT Learning Progressions Kahui-Ako PRT specific maths focus.	On-going school wide maths focus with Kahui-Ako team.	
*Curriculum Overview	<a href="#">2022 Mathematics Overview Te Awa</a>			At least twice a term and at Time 1, 2 and 3 data check points
*Assessment PACT tasks term one	<a href="#">PACT Schoolwide spreadsheet</a>			At least twice a term and at Time 1, 2 and 3 data check points
DMIC maths	Focus for our Pasifika children	Resources, names, contexts to suit our	Lesley to find the little blue books	

<p>Numicon</p>		<p><b>Make Maths Obvious with your Year 2's – A 3 Part Online Course for Teachers and TA's</b></p> <p>Numicon 1 is the Numicon Teaching Handbook supporting your teaching practice. Numicon is a structured maths approach that fulfils the new Maths curriculum refresh. Join Margi in the online course to learn about what Numicon is, the research and evidence, how to use the Teaching Handbooks, Numicon Online and the hands-on resources. It is expected that you will have access to these during the sessions. 3 x 1 hour sessions on the 20th, 21st and 22nd of March after school. These sessions may not be recorded. Your team can share the one booking with a maximum of 5 people. Handouts will be emailed to you</p> <p>20, 21 22 March</p>	<p><a href="https://www.edushop.nz/page/163970">https://www.edushop.nz/page/163970</a></p>	<p><i>Look into Numicon to support second language learners and to break down barriers about number representation</i></p>
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**Reflections:** *Reflections on the goal, progress, or any 'downward' shifts*

## Maunga Goals 2023 Summary

### Reading

*69% of Year 3 at or above before the end of the year*  
*70% of Year 4 will be at or above before the end of the year*

### Writing

29/35 Year 3 at or above in writing 83%  
29/47 Year 4 at or above 62%

### Maths

30/35 at or above in maths Year 3 86%  
34/47 72% of Year 4 at or above

## Maunga Syndicate Reading 2023 Year 3-4

Deliberate interventions (teaching, planning) <i>Forward Planning for 2023</i>	Start	Stop	Continue	Extension
	*Planning ways we can give the 17 children currently below and well below in year 3 (2023 year 4) *BSLA/Structured Literacy support (look at using Kate on SENCO release) *Liz Kane course booked at Paerata on Jan 23 as PLD for staff (How can we use parts of this in the classroom?)		*Straight year 3 class to have readers over 2 nights. *Start with 5 days of guided reading in Year 3 class to give them a boost. *Look at booster groups again - Use syndicate tracking sheet to keep a check on these children. *Putting children in groups slightly higher than they are reading to *Use sight word bingo daily for a couple of weeks to boost struggling readers into a new level eg blue, green, orange level readers.	*Make use of the Nitty Gritty series to support learners

Reading Initial								
Initial	Year 3				Year 4			
	Well Below (2 years below) Early 1 or Pre <16	Below At Curr 1 17-20	At Early Curr 2 21-22	Above At Curr 2 + 23+	Well Below (2 years) At Curr 1 or below <22	Below Early Curr 2 23-24	At At Curr 2 25/26	Above Early Curr 3 + 27+
	Maori: 3 Pasifika: 1 NZE: 7 Boys: 5 Female: 8 Total 13/35	Maori: 2 Pasifika: 0 NZE: 11 Boys: 6 Female: 10 Total 16/35	Maori: 0 Pasifika: 1 NZE: 4 Boys: 2 Female: 4 Total 6/35	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/35	Maori: 4 Pasifika: 2 NZE: 16 Boys: 16 Female: 12 Total 28/47	Maori: 3 Pasifika: 0 NZE: 11 Boys: 6 Female: 8 Total 14/47	Maori: 0 Pasifika: 0 NZE: 3 Boys: 0 Female: 4 Total 4/47	Maori: 0 Pasifika: 0 NZE: 0 Boys: 1 Female: 0 Total 1/47

### Reading

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

6 of the 16 Year 3 children at below are sitting just in that box

29 (83%) of the 35 Year 3 children and 42 (89%) of the 47 Year 4 children are working below or well below their expected curriculum level in Reading. Of the 89% of Year 4 children, 60% of them are reading well below their expected curriculum level.

That data shows that there is a significant amount of children needing a boost with Reading.

**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*

A possible reason for such a high percentage of below or well below children is due to a disruption in learning over the past few years and not having as much reading mileage at home. How can we increase this reading mileage if it is a factor?

That data shows that there is a significant amount of children needing a boost with Reading. Is this because they are still ‘learning to read’ and reading words in isolation and need to see the contextual aspect of Reading when they ‘read to learn’ and comprehend what they have read.

We realise that the current year 3s who are sitting between level 8-12 may not make it to being at by the end of 1 year however they are likely to make it to at after 2 years (3 years progress in 2 years)

**Goals:** *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*

**69% of Year 3 at or above before the end of the year**  
**70% of Year 4 will be at or above before the end of the year**

Deliberate interventions (teaching, planning)	How?	Who?	When?
ESOL Funding Support	Topic Based Language to support Literacy	5 Students across the syndicate	Once a week for a 1 hour session (Based on funding)
BSLA Training	Kate and Sam doing training through Canterbury University	5x students from Ara Tiatia 6x students from Wairere	Daily sessions
Small focus reading group	Withdrawn from classroom - booster sessions	3 students from across the syndicate	up to 3x a week
Listening Comprehension Group	Withdrawn from classroom DP working with these children	2 students from syndicate	2x a week for 15 minute sessions
Sending home 2 guided books a week - more time to teach the story (Ara TiaTia)	2 days working on a book that is at their	Ara Tiatia (Whole class)	2 guided books a week

	guided level to really unpack the learning		2 books that are just under their reading level
Daily 5 program initially used then changed to a specific tumble as students struggled and were unfocused too often. (Te Puaha)	Focusing on buddy reading their group books before Teacher sessions. Activities used to support reading comprehension and increase reading mileage. Activities that are motivating and encourage a good standard of mahi. More opportunities to read on their own and increase this independence.	Te Puaha	4 sessions per week for Reading tumble 5 sessions per week for Reading to Self
<b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i>			

## Maunga Syndicate Writing 2023 Year 3-4

Deliberate interventions (teaching, planning) <i>Forward Planning for 2023</i>	Start	Stop	Continue	Extension
	<ul style="list-style-type: none"> <li>*Letting students create their own stories - follow the process from planning, draft, 2nd draft, publish.</li> <li>*look at ways to show students the next steps in their writing - goals linked to PACT</li> <li>*Looking at Oral Language sessions to support language in some of the writing.</li> <li>*Creating more opportunities for students to share their writing to more audiences</li> <li>*Look at how structured literacy can support writing</li> <li>*Engaging and accelerating achievement for boys writing.</li> </ul>		<ul style="list-style-type: none"> <li>*To use story books to guide writing.</li> <li>*Writing at least 4 days a week.</li> <li>*Teaching the different skills in writing in stand alone lessons to support bigger units of work.</li> </ul>	<ul style="list-style-type: none"> <li>*Give students the opportunity to share/support each other during lessons.</li> </ul>

Writing Initial								
Initial	Year 3				Year 4			
	Well Below (2 years below) Early 1 or Pre	Below At Curr 1	At Early Curr 2	Above At Curr 2 +	Well Below (2 years below) At Curr 1 or below	Below Early Curr 2	At At Curr 2	Above Early Curr 3 +
	Maori: 1 Pasifika: 0 NZE: 3 Boys: 2 Female: 3 Total 5/35	Maori: 4 Pasifika: 2 NZE: 19 Boys: 11 Female: 14/19 Total 30/35	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/35	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/35	Maori: 4 Pasifika: 2 NZE: 7 Boys: 12 Female: 6 Total 18/47	Maori: 2 Pasifika: 0 NZE: 17 Boys: 10 Female: 12 Total 22/47	Maori: 1 Pasifika: 0 NZE: 6 Boys: 1 Female: 6 Total 7/47	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/47

### Maunga Writing

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

35 (100%) of the 35 Year 3 children and 40 (85%) of the 47 Year 4 children are working below or well below their expected curriculum level in writing.

**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. Of the 35 Year 3 children, 30 of them are working below and should be expected to move into curriculum level 2 by the end of the year. Is motivation for writing lacking for our children? How do we increase this motivation to increase the output and level of writing that we are getting?

**Goals:** 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

29/35 Year 3 at or above in writing 83%

29/47 Year 4 at or above 62%

Deliberate interventions (teaching, planning)	How?	Who?	When?
Using "The Code" to support spelling	Structured lessons following a scope and sequence related to the needs of the class	Whole Syndicate	Assessment due end of term 1 then lessons taking place from Term 2.
Using PACT support writing (possibly look into an overview of skills that need to be covered)	Twice a year locking data into PACT	Whole syndicate Alisha through her role in Kahui Ako	Assessment locked in twice a year Overview created over the year.
Story books to support writing lessons - Structured writing	2x story books a term to support writing	Whole Syndicate	Twice a term
Videos used to motivate learners on a topic. In depth planning as a class to support the development of a story	whole class brainstorm which is then written into books before writing on their own	Te Puaha	As often as possible. Motivation once a week unless the writing task was not completed in the week prior.

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



## Maunga Syndicate Maths 2023 Year 3-4

Deliberate interventions (teaching, planning)	Start	Stop	Continue	Extension
<i>Forward Planning for 2023</i>	<ul style="list-style-type: none"> <li>*Look at different activities that can be extended and changed for different levels within the classroom.</li> <li>*Looking at how basic facts fits into the programme</li> <li>*A folder/Drive folder of good assessment ARB type questions that can give teachers a good sense of where children are up to.</li> <li>*Moderation across syndicate to keep judgements consistent across the team and be proof of a judgement being made across a range of student's work.</li> </ul>	<ul style="list-style-type: none"> <li>*One off assessments (ARBS being used as the one and all instead of looking through at work in books)</li> </ul>	<ul style="list-style-type: none"> <li>*Follow the maths overview that has been put together.</li> <li>*Continue to develop depth with the learning progressions.</li> <li>*Teach whole class maths where possible to maximise exposure to expected achievement levels</li> <li>*Flexible groupings reflecting formative assessment observations in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>*Look at possible resources to support</li> </ul>

Maths Initial								
Initial	Year 3				Year 4			
	Well Below (2 years below) Early 1 or Pre	Below At Curr 1	At Early Curr 2	Above At Curr 2 +	Well Below (2 years below) At Curr 1 or below	Below Early Curr 2	At At Curr 2	Above Early Curr 3 +
	Maori: 1 Pasifika: 0 NZE: 3 Boys: 2 Female: 3 Total 5/35	Maori: 4 Pasifika: 2 NZE: 19 Boys: 11 Female: 19 Total 30/35	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/35	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/35	Maori: 4 Pasifika: 2 NZE: 5 Boys: 8 Female: 5 Total 13/47	Maori: 3 Pasifika: 0 NZE: 23 Boys: 14 Female: 17 Total 31/47	Maori: 0 Pasifika: 0 NZE: 2 Boys: 1 Female: 2 Total 3/47	Maori: 0 Pasifika: 0 NZE: 0 Boys: 0 Female: 0 Total 0/47

### Maths Maunga

The data tells me: Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)  
35 (100%) of the Year 3 children and 44 (94%) of the Year 4 children are working below or well below their expected level in mathematics.

**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*

Of the 35 Year 3 children, 30 of them are working below and should be expected to move into curriculum level 2 by the end of the year.

Of the 44 Year 4 children, 31 of them are working below and should be expected to achieve curriculum level 2 by the end of the year.

Has the new way of assessing our students caused the large amount of our children working below or well below their expected curriculum level? Will this even out as we learn and use PaCT consistently and will moderation within our syndicate support this?

Do we need to ensure we have contextual problems for mathematics to help our children understand the concepts and use them across different aspects within mathematics?

**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*

**30/35 at or above in maths Year 3 86%**

**34/47 72% of Year 4 at or above**

Deliberate interventions (teaching, planning)	How?	Who?	When?
PACT to use as assessment (first full year of following on from data entered last year) Maths Assessment Tasks - levelled for needs of tamariki	Following the maths overview to assess and enter data at the correct points <a href="#">Assessment Tasks</a>	Whole syndicate- teachers to choose an assessment task	As indicated on the maths overview
Maths Overview Aspect breakdown sheets used	<a href="#">Overview 2023</a> Linked to overview	Teachers	Used to support deliberate teaching foci and checkin ARB tasks are used to support the assessment process when the aspect is required to be assessed.
Maths Homework books to support classroom work	Weekly/Fortnightly homework pages set	Whole Syndicate	Weekly/Fortnightly homework pages set
Deliberate use of word problems to ensure tamariki understand the mathematics they are using when solving the problems	All tasks are introduced in words then numbers added. Discuss the context initially and what type of mathematics tamariki will be doing. Using the same context for multiple equations so that the cognitive load isn't large and tamariki don't need to learn more about another context.	Te Puaha	Daily

Use of Number Talks to encourage oral discussion around Mathematics	Slides used to quickly show a pattern/number or anything Maths related. Tamariki think of their answer and what they know about it, and then how they found that answer. Sharing is done orally and discussed using positional language and any mathematical language that is appropriate. Sometimes the equations or information is recorded on the board to support the written explanation in maths.	Te Puaha	Daily
Use of XtraMath and e-Ako Maths	Every day before maths is started, tamariki go on XtraMath and practice their known facts. This is easy to use and supports the instant recall of facts, working from addition to subtraction, then multiplication, and lastly division. E-Ako Maths used to support the teaching and learning of the different aspects in maths. Easy tutorials are included to support the knowledge and understanding before students do the activities.	Te Puaha	Daily/Weekly
<b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i>			

## Rangi Goals 2023 Summary

## Reading

- to accelerate learning by two levels unless children have an acknowledged learning difficulty.

## Writing

- to accelerate learning by two levels unless children have an acknowledged learning difficulty.
- *To provide relevant opportunities for the children to write about.*
- *To workshop groups of children with a similar need or 1/1 with every child over the week on their individual targets.*
- *To use student exemplars on regular occasions to demonstrate good practice.*

## Maths

- to accelerate learning by two levels unless children have an acknowledged learning difficulty.
- All students can confidently identify concepts and operations needed to solve problems and use the most efficient and known strategy.
- Students to record their thinking in a neat and logical manner
-

## Rangi Syndicate Year 5-6 Reading 2023

<b>Deliberate interventions (teaching, planning) Forward thinking 2023</b>	START	STOP	CONTINUE	<i>EXTENSION STRATEGIES</i>
	Targeted comprehension tasks for some children in below and those in well below  Peer reading for targeted children		A mixture of ability based Reading groups/Cross grouping for Reading/independent research  Number of pages incentive: Mileage through encouraging chapter book reading as homework	<i>Tuakana Teina within the classes, as the range is broad</i>  <i>Look into what is on offer locally for Gifted and Talented tamariki</i>  <i>Extension work based on Year 7 work e.g. comparing The suitcase kid and Michael Morpurgoes Kensuku Kingdom</i>

### Reading Initial

Initial	Year 5 36 students				Year 6 35 students			
	Well Below Early level 2 or below	Below Level 2	At Early Level 3	Above Level 3+	Well Below Level 2 or below	Below Early Level 3	At Level 3	Above Early level 4+
	Maori: 3 Pasifika: 1 NZ European: 4 Other: 1 Boys: 3 Girls: 6 Total: 9 + 1 x ORRs	Maori: 5 Pasifika: 2 NZ European: 11 Other: 1 Boys: 10 Girls: 9 Total: 19	Maori: 0 Pasifika: 0 NZ European: 5 Other: 2 Boys: 1 Girls: 6 Total: 7	Maori: 0 Pasifika: 0 NZ European: 0 Boys: 0 Girls: 0 Total: 0	Maori: 2 Pasifika: 1 NZ European: 1 Other: 1 Boys: 4 Girls: 1 Total: 5	Maori: 2 Pasifika: 1 NZ European: 11 Other: 4 Boys: 13 Girls: 5 Total: 18	Maori: 1 Pasifika: 0 NZ European: 7 Other: 4 Boys: 3 Girls: 9 Total: 12	Maori: 0 Pasifika: 0 NZ European: 0 Boys: 0 Girls: 0 Total: 0

#### Rangi Reading

The data tells me: \*We have students in the well below who are struggling with decoding and comprehension.

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*

*\*They have had disruptive school for the past 4 years and need support with both comprehension and decoding/spelling patterns.*

**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 accelerate learning by two levels unless children have an acknowledged learning difficulty.

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>*Term 1 Aaron has a teachers aid 1/1 support once a week.</p> <p>* Term 1: Extra 3 sessions a week</p> <p>*Specific focus on the Reading strategies of Making connections, predicting and repredicting, questioning and clarifying , inference, summarising and visualising. Various specific resources will be used to support this.</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>TA Vicki with the following children:</p> <p>* Term 1: Extra 3 sessions a week</p> <p>TA: Brenda 1x a week with 1 student</p>	<p>Termly and revise the timetable</p>
<p><b>Extension and enhancement opportunities for Rangi Syndicate children</b></p>	<p><b>How</b></p>	<p><b>Who</b> Tamariki/ Kaiako</p>	<p><b>Check in/further steps</b></p>
<p>Reading longer chapter books</p>			

**Reflections:** *Reflections on the goal, progress, or any 'downward' shifts. (Updated at key data collection points and as required)*

## Rangi Syndicate Year 5-6 Writing 2023

### Deliberate interventions (teaching, planning) Forward thinking 2023

	START	STOP	CONTINUE	<i>EXTENSION STRATEGIES</i>
	<p>*more targeted spelling programme using Switched on Spelling/Spelling Under Scrutiny</p> <p>*Term focuses for grammar e.g. Term 1 - editing / ! ? sentence structure</p>		<p>*using relevant motivation and real experiences for writing</p> <p>*Inclusive of a variety of genre within writing including the language features e.g. persuasive, reports , explanations, *vivid vocab</p>	<p><i>Quarry writing competition or look out for other competitions e.g. Barfoot and Thompson</i></p> <p><a href="#"><u>Writing competitions nz</u></a></p>

### Writing Initial

Initial	Year 5 36 total				Year 6 35 total			
	Well Below Early level 2 or below	Below At Level 2	At Early Level 3	Above Level 3+	Well Below Level 2 or below	Below Early Level 3	At Level 3	Above Early level 4+
	<p>Maori: 2 Pasifika:1 NZ European: 7 Boys: 6 Girls: 4 Total: 10 +1 x ORRS</p>	<p>Maori: 5 Pasifika: 3 NZ European: 12 Other: 3 Boys:8 Girls: 15 Total: 23</p>	<p>Maori: 0 Pasifika:0 NZ European: 2 Boys: 0 Girls:2 Total: 2</p>	<p>Maori: Pasifika: NZ European: Boys: Girls: Total: 0</p>	<p>Maori: 3 Pasifika: 1 NZ European: 4 Boys:7 Girls: 1 Total: 8</p>	<p>Maori: 2 Pasifika: 1 NZ European: 12 Other: 6 Boys: 12 Girls: 9 Total: 21</p>	<p>Maori: 0 Pasifika: 0 NZ European: 4 Other: 2 Boys: 1 Girls: 5 Total: 6</p>	<p>Maori: 0 Pasifika: 0 NZ European: Boys: 0 Girls: Total:</p>

#### Rangi Writing

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

\*Boys in year 5 & 6 are needing extra support with writing

**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*

\*Spelling knowledge is holding back the recording of ideas.

\*Barriers include difficulties with handwriting legibility and speed. Also motivation and confidence around developing ideas.

**Goals:** *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 accelerate learning by 2 levels for children without diagnosed high learning needs.

<b>Deliberate interventions (teaching, planning)</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
<p>*Deliberate actions around unpacking text features and building up knowledge of sections/modelling. Linking Reading and Writing.</p> <p>*Increased 1/1 sessions with children working well below and below</p> <p>*Increase specific lessons around editing for punctuation and grammar. 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>*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>Offer workshops on needs for writing.</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>Talk to text and dictation opportunities to build confidence and a chance to see their own ideas in print.</p> <p>Spelling/vocabulary focus daily to increase letter sounds and combinations knowledge</p> <p>Regular feedback/feedforward.</p>	<p>Teacher</p> <p>Peer support/feedback</p> <p>Teacher Aid support (1 student)</p>	<p>Review after PacT assessments (early Term 2)</p>
<p><b>Extension and enhancement opportunities for Rangī Syndicate children</b></p>	<p><b>How</b></p>	<p><b>Who Tamariki/ Kaiako</b></p>	<p><b>Check in/further steps</b></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>At least twice a term and at Time 1, 2 and 3 data check points</p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts (Updated at key data collection points and as required)</i></p>			

<p><b>The data tells me:</b> <i>Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)</i></p>
<p><b>Our hunch is that:</b> <i>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</i></p>

- \*Children need more chances to write, especially when they are motivated with a topic
- \*Continuing to strengthen and extend children’s surface features has increased their pride for what they can achieve.

**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 provide relevant opportunities for the children to write about.*  
*\*To workshop groups of children with a similar need or 1/1 with every child over the week on their individual targets.*  
*\*To use student exemplars on regular occasions to demonstrate good practice.*

Deliberate interventions (teaching, planning)	How	Who Tamariki/ Kaiako	Check in/further steps
Continue with above interventions  Start the term with highlighting all punctuation used and see what needs to be added or changed – focus on this for the first few weeks.  Continue to find relevant and motivating ideas for writing.	In class support	Rangi staff	At least twice a term and at Time 1, 2 and 3 data check points
<b>Extension and enhancement opportunities for Rangi Syndicate children</b>	How	Who Tamariki/ Kaiako	Check in/further steps
1/1 targets focus e.g. extension of punctuation and use of language features	In class support	Rangi staff	Team planning meetings

**Reflections:** *Reflections on the goal, progress, or any ‘downward’ shifts*  
 \*Working on longer pieces of writing and allowing students to write for longer periods of time, has really supported their language development  
 \*Specific tasks related to relevant events, such as The Whale Rider, singers/artists, fairytale retell, playscripts etc..., have engaged students and allowed some to develop a stronger piece of writing. They have also developed more confidence while engaging in the relevant tasks.  
 \*Vivid Vocab has increased the types of language students are using on a daily basis. It has also supported their thinking and discussion around the different levels of language and more students are able to choose higher level words rather than simple language they may use daily.

## Rangi Syndicate Year 5-6

# Maths 2023

<b>Deliberate interventions (teaching, planning) Forward thinking 2023</b>	START	STOP	CONTINUE	<i>EXTENSION STRATEGIES</i>
	*Moderating of arbs at syndicate meetings after each unit. *Discuss which arbs we will use as a syndicate		*Number club *Ability groups/whole class/Independent Research *PAT testing (March)	<i>(Teacher Aid) working with higher ability students for and extension work. Otago Maths Mathex</i>

<b>Maths Initial</b>								
Initial	Year 5 36 students				Year 6 35 students			
	Maori: 4 Pasifika: 1 NZ European: 7 Other: 1 Boys: 4 Girls: 9 Total: 13 1 x ORRS	Maori: 4 Pasifika: 2 NZ European: 12 Other: 2 Boys: 10 Girls: 10 Total: 20	Maori: 0 Pasifika: 0 NZ European: 1 Other: 1 Boys: 0 Girls: 2 Total: 2	Maori: 0 Pasifika: 0 NZ European: 0 Boys: 0 Girls: 0 Total: 0	Maori: 1 Pasifika: 1 NZ European: 2 Other: 1 Boys: 3 Girls: 2 Total: 5	Maori: 3 Pasifika: 0 NZ European: 13 other: 5 Boys: 11 Girls: 10 Total: 21	Maori: 1 Pasifika: 1 NZ European: 5 Boys: 6 Girls: 3 Total: 9	Maori: 0 Pasifika: 0 NZ European: 0 Boys: 0 Girls: 0 Total: 0

<p><b>Rangi Maths</b>  <b>The data tells me:</b> <i>Analysis of the data, including relevant %ages, trends and relevant identification of groups of students (by gender, culture, numbers)</i>  <i>*Year 5 girls need extra support</i></p>
<p><b>Our hunch is that:</b> <i>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</i>  <i>*The children need to strengthen their basic fact knowledge</i>  <i>*The children are having difficulty unpacking problems and choosing efficient strategies to solve these</i>  <i>*Children need confidence to record how they have worked a problem out</i>  <i>*Children need to see the ‘real’ maths to help understand the concepts and use materials to support their understanding of concepts</i></p>
<p><b>Goal/s:</b> <i>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</i>  <i>To accelerate learning by 2 levels for children without diagnosed high learning needs.</i></p>

<b>Deliberate interventions (teaching, planning)</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
<p>*Continuing Dragon Maths homework as maintenance and strengthening of previously taught concepts.</p> <p>*Using timestable.co.nz to support mileage for gaining tools for problem solving.</p> <p>*Strengthen place value knowledge.</p> <p>*Rich problem solving activities.</p>	<p>Levelled Dragon Maths homework books. Two pages per week.</p> <p>TA: Maths support groups for extension and understanding( high and low)</p>	<p>Teacher Aid: Maths Extension - Mathex training 3 x a week (Level 3 Year 6) 8 students</p> <p>Level 2- 5 students</p> <p>Level 2 -4 students</p> <p>Level 1/1 TA- 1 student</p> <p>Level 1 TA x 4-2 students</p>	<p>Review after Term 1/2 reports</p>
<b>Extension and enhancement opportunities for Rangī Syndicate children</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
<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>TA- see group above</p> <p>All Teachers</p>	<p><i>Check in at initial reports</i></p>
<p><b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i></p>			

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

**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*

\*Confidence is a key contributor to successful Mathematical understanding. A positive mindset allows students to draw on understanding they actually have and be able to apply this to problems.

\*Now that we are focusing on Curriculum Levels and using PaCT some students may have less movement due to Curriculum Levels and some Sets taking two years to progress through.

\*Our assessment data is more up to date with assessing multiple times throughout the year.

**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*

\*All students can confidently identify concepts and operations needed to solve problems and use the most efficient and known strategy.

\*Students to record their thinking in a neat and logical manner

<b>Deliberate interventions (teaching, planning)</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
Look at individual needs for students to ensure they are prepared for their next learning journey within Mathematics	team meetings and planning	Rangi staff	At least twice a term and at Time 1, 2 and 3 data check points
<b>Extension and enhancement opportunities for Rangi Syndicate children</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
To provide opportunities to cover more complex problems and provide the necessary support to gain knowledge of operations at this level.	Class and extension groups	TA and Rangi staff	<i>Team meetings and planning catch up with TA</i>

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

\*Students are more confident when recording their strategies

\*Students are being motivated with multiple assessments as they can see their results change over time, and build confidence around an area of Mathematics. They are also more aware of their strengths and weaknesses within Mathematics and are able to change their mindset around being ‘not good at Math’ to needing more support for one or two areas of Math.

\*Increased problem solving has helped students to break down problems and find the relevant information to help solve problems.

Other key focus areas for 2023

## Curriculum refresh focus areas

**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  
 \* That the school has integrated the school wide document for Aotearoa New Zealand Histories.  
 \*That the school has started the review of the Literacy and numeracy documents as per the relevant curriculum reviews.

*Both these goals align with the workstreams of the Kahui Ako (although the key focus is with the ANZ Histories and Literacy)*

<b>Deliberate interventions (teaching, planning) for ANZ Histories</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
With the support of the Kahui Ako Across School and In School staff the staff are supported to integrate the intended outcomes of the new document. Especially within the Know, How, Do.	Through 10 hui supported by the Acros School staff of the Kahui Ako and the PLD providers.	KA staff PLD providers In School staff	Feedback to the BOT in term 4 2023  Staff meetings (at least 2 per term)
Ensure that Manawhenua engagement and relationships are in place to ensure the histories align with the school wide document	Through Mana whenua support via Ngati Tamaoho  Jan PLD (TOD) TOD day 24 April and one to be added  Remaining staff to attend Rangiriri PD day (Week 10 term 1)	Ngati Tamaoho and PLD staff aligned with the kaupapa	In School staff to ensure that our documents and plans align with Manawhenua.
<b>Deliberate interventions (teaching, planning) for the Literacy Curriculum review. Maths has been the major focus for the previous few years, but we will align our current documents with the current draft.</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
With the support of the Kahui Ako Across School and In School staff the staff are supported to integrate the intended outcomes of the new document	Through 8 hui supported by the Acros School staff of the	KA staff In School staff (Renee Onehi)	Feedback to the BOT in term 4 2023

	Kahui Ako and the PLD providers.		Staff meetings (at least 2 per term)
Ensure that our documents, planning, initiatives and PD align with the key aspect of the revised curriculum. Especially within the Know, How, Do.	Through 8 hui supported by the Acros School staff of the Kahui Ako and the PLD providers.	Curriculum review team	In School staff to ensure that our documents and plans align with Manawhenua. In particular the Curriculum Review team made up of SMT, Alisha Crawford (AST) Olivia Tweedie and Renee Onehi
Unpacking and exploring the Structured Literacy Approach to support our existing systems	In School PD KA hui Observing staff in other schools LIZ Kane PD over term 1 TOD day 24th April with an additional day to add.	Curriculum review team	Curriculum Review team made up of SMT, Alisha Crawford (AST) Olivia Tweedie and Renee Onehi to ensure we are reading to align in readiness for 2024.  Update the BOT in term 3 or 4 2023
<b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i>			

Curriculum integration of Healthy Active Learning initiatives with the support of CLM to support the Health & Physical Education (HPE) and Hauora Curriculum

## The the Memorandum of Agree is below

### HAL MoA Puni School

<b>Goal/s:</b> <i>*That the school create an environment that supports and promotes quality play, sport and physical activity</i> <i>*That the school understand and recognise the value of the HPE and Hauora Curriculum</i> <i>*Teachers are confident and capable in their delivery of the HPE and Hauora Curriculum</i> <i>*The School create a Healthy food and drink environment</i>			
<b>Deliberate interventions (teaching, planning)</b>	<b>How</b>	<b>Who Tamariki/ Kaiako</b>	<b>Check in/further steps</b>
Initial survey of teachers baseline skills and needs	Survey	CLM	Check in with the staff term 1 2023
Two full staff meeting with the facilitator to support the key foundations of the contract and planning possible support and engagement to meet the needs of the staff, school, community and students	Staff meetings in term 1	CLM	Follow up with syndicate based meetings to address needs of each cohort. Also check in on progress in term 4
Each syndicate to have a meeting with the CLM contractor in term 1 2023	Over term 1	CLM and relevant staff	Check in on progress in term 4
From term 2-4 staff will engage in PD / modelling around quality lessons that will support personal, syndicate and school wide goals	Terms 2-4	CLM staff and staff	Follow up after each session and review at the end of the year. A follow up survey will be undertaken to establish progress against baseline data
Engage with opportunities, PD and workshops provided externally to ensure staff, students and community have access across a wide range of opportunities	Year long	CLM Activator staff 9 Separate from our contracted facilitator)	Support initiatives are attended by staff and students and share with the community and or targeted groups
Follow up survey at the key check points	End of year and into 2024	CLM	Key focus is to see the staff and schools progress against the



			agreed goals and key aspect of the MOA/ contract
<b>Reflections:</b> <i>Reflections on the goal, progress, or any 'downward' shifts</i>			

### Business as usual goals that need to be completed in 2023

#### Property related goals

-Completion of the 5 and 10 year property plan. This will be in consultation with the MOE and the approved provider as appointed by the Ministry.

Milestone	Description	Target date
Desktop Condition Assessment	APF to facilitate a desktop meeting to gather existing data and knowledge about the condition of the School	October / November 2022
Physical Condition Assessment	APF to commission 5 high level specialist reports (electrical, heating, plumbing, drainage, roofing) and complete a detailed assessment of the site	December 2022 / January 2023
10YPP Planning Meeting	APF to facilitate a planning meeting with the School and your property advisor to discuss the priorities for the plan	February / March 2023

<b>10YPP Submission for Approval</b>	<b>APF to submit the 10YPP to the School for their agreement. Once agreed, APF will submit the final 10YPP to the MoE for final review and approval</b>	<b>April / May 2023</b>
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### **Strategic planning**

- Ensure that the new strategic planning is in place for 2024.**
- Ensure that the following are in place (Through the Principal with the support of the BOT) Relevant consultation will be in place as we progress over the year**
- Annual Goals document (Submit to MOE before the end of term 1 2023)**
- Statement of Variance (Submit to MOE by May 2023)**