**Ebbett Park School**

**Charter and Strategic Direction**

**2022**



**Ebbett Park School Background**

Ebbett Park School was opened in 1960 and is situated on the southern boundary of Hastings.

Ebbett Park School is situated in the suburb of Raureka. It is a contributing primary school catering for children from Years 1 – 6. It currently has a roll of approximately 180 children with an ethnic mix of Maori, Pacifica and European students, all of whom contribute to the overall positive culture of the school. The school draws its pupils from a range of socio and economic groups. Many of our students come from all over Hastings.

Our core values of EXCELLENCE, PRIDE & SPIRIT are embedded in our beliefs and systems. We are proud to be a PB4L school. At Ebbett Park School you will see settled classrooms with engaged learners. We have an outstanding team of teachers who work extremely hard to provide engaging learning situations for our students.

The predominately Maori community is very supportive and is involved in many aspects of school life. The school prides itself on its ability to provide positive class pupil/teacher ratios as one strategy in enhancing learning opportunities. We have an amazing Kapa Haka ropu with a focus on performance and tikanga.

We are well known through the country as a school that provides outstanding school-wide inclusiveness. This has been best seen through Ebbett Park School becoming the pilot school for The Van Asch Deaf Education Centre in setting up NZSL communicators for students with hearing issues. We currently have three Deaf Communicators supporting our students.

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| **Ebbett Park School Mission**  Ebbett Park School will challenge students to excel and provide them with all they require to be lifelong learners. | |
| **Ebbett Park School Values** | |
| Excellence | Excellence in my attitude  Excellence in my behaviour  Excellence in my learning |
| Pride | Pride in myself  Pride in my school  Pride in my community |
| Spirit | Spirit in my individuality  Spirit in my relationships  Spirit in my team work |
| **How Ebbett Park School relate to the New Zealand Curriculum’s key Competencies** | |
| Relating to Others | Be a good listener  Manage and resolve conflict  Take on a range of roles in group including leadership  Accept people’s differences  Be open to new learning and accept that being wrong is part of the process |
| Managing Self | Set goals  Are self-motivated and have a ‘can do’ attitude  Make good choices  Listen to others  Be reflective |
| Thinking | Seek problems  Are curious  See problems as interesting  Use our imaginations/creativity/prior knowledge to come up with solutions to problems  Use thinking models to help us think  Ask questions |
| Participating and Contributing | Respond appropriately as a group member  Understands the rights and responsibilities of being a group member  Creates opportunities to include others |
| Using Language, symbols and text. | Seeks and gathers information from a variety of sources  Sorts, selects and records valid information  Presents coherent and structured information |

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| **How Ebbett Park School relates to the New Zealand Curriculum Principles** | | |
|  | Teachers | Students |
| High expectations | Model and provide examples of excellence.  Believe that all students can achieve at their best.  Give maximum effort and motivation and show positivity towards learning.  Model being a lifelong learner. | Keep up-to-date with their work.  Do their best at all times.  Model excellence to others.  Look for better ways to do something.  Feel confident that they are doing what they can to improve.  Be able to state their next steps.  Set goals. |
| Treaty of Waitangi | Include a Maori perspective in planning  Include Maori contexts in learning  Pronounce Maori vocabulary correctly  Show interest in Maori themes/contexts  Direct parental request from parents for their child to receive instruction in Te Reo Maori | Pronounce Maori vocabulary correctly  Show interest in Maori themes/contexts  Parents will be given assistance and support to access such a programme through correspondence school and/or supported to develop a relationship with Kura Kaupapa |
| Cultural Diversity | Make learning contexts relevant to all students. | Respect other cultures  Not be racist to other cultures |
| Inclusion | Ensure that all students regardless of their age, race or gender will achieve at their best and have their learning needs met. Recognise and acknowledge students talents and achievements.  Inclusion Initiatives are put in place to support students. | Include everyone in activities  Do their best in all areas.  Achieve and feel that they are being acknowledged for their achievement  Receive praise, feedback and certificates |
| Learning to Learn | Reflect on their own practice and encourage students to reflect on theirs.  Have observations completed on their teaching and next steps identified.  Assess alongside students and help them be aware of their next steps.  Encourage self and peer assessment.  Use a variety of approaches and strategies in their teaching. | Pay attention in class  Reflect on what they have done and how they can improve  Set goals and work towards achieving them  Discuss learning with others  Help others  Observe others  Use a variety of strategies and tools |
| Community Engagement | Involve the community in the students’ next learning steps.  Encourage community input into the curriculum and classroom.  Report to the community on achievement.  Reporting whole school parent/teacher meetings midyear  Clear reporting to parents twice a year. | Help involve their parents in their learning  Ask parents to provide support if it is needed  Get community input into possible learning contexts and themes. |
| Coherence | Help students to make connections between their learning, next steps and real life contexts.  Encourage inquiry and exploration. | Be encouraged and not be forced to do things  Know what they are learning and why they are learning it.  Connect between their learning, next steps and real life contexts |
| Future Focus | Let students know how the curriculum can be used in their futures. Connect what they are doing to real life contexts.  Provide financial knowledge and experiences.  Teachers connecting to latest educational ideas and practice  Teachers exploring digital technologies to support learning. | Relate learning to future careers  Focus on the future not the past  Give students the opportunity to learn about things that that interest them  Understanding how the curriculum can be used in their future  Develop financial literacy |

Diagram

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| **Goal** | **Initiatives** | **TERM 1 2022** | **TERM 2 2022** | **TERM 3 2022** | **TERM 4 2022** | **2023** | **2024** |
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| Foster a positive and inclusive school culture through collaboration | 1a. Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processes and practices. |  | | Teachers and support staff participate Te Ahu o Te Reo PD. | | Establish regular use of Māori language and tikanga across all areas of school. | |
| Establish teaching Inquiry themes across a 2 year programme that builds cultural competency across staff and learners. | |  | | Two year Inquiry Theme Programme established and formalised in EPS curriculum. | |
| 1b. Increase engagement and achievement through timely and effective learning through targeted, monitored programmes | Provide learning support and engage with whanau when attendance goes below 85%.  External programme timetable established. | | | |  | |
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| Embedding student agency (and great self-belief) through localised curriculum | 2a. Develop a curriculum that reflects the special character of our local community by 2022. | Formalised DRAFT EPS school curriculum developed and trialled | | | | EPS school curriculum confirmed | |
| Special character reflected in Curriculum: digital, sign language, tikanga | | |  | | |
| 2b. Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum. | Learners take ownership of sharing evidence against their learning goals in Seesaw  Students are able to discuss their learning goals and next steps across a wide range of subjects. | | | | Seesaw an embedded tool to assess, plan and report at EPS. | |
| 2c. Strengthen ‘Healthy Active Leaning’ outcomes through PE, Sport and Health. | Engage with SHB HAL programme to strengthen resources, planning and delivery of Health, PE and sport  Increase opportunities for learners to learn through play across all levels of the school. | | | | Formal Health, PE and sport curriculum established.  Formal ‘Learning through Play’ curriculum established | |
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| Growing Productive Community Partnerships | 3a. Our school works in close partnership with whānau on all matters that affect student wellbeing and learning. | Aim for 100% engagement on Seesaw and educate parents on effective feedback  Learners post regularly on Seesaw supported with teacher and whanau feedback | | | | Seesaw an embedded tool to assess, plan and report at EPS. | |
| 3b. Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through a localised curriculum. | Represent all cultures in the school through learning celebrations and our localised curriculum | |  | | | |
| Development of School Te Reo Maori programme run for those students not involved in Kapa Haka. | | | | Programme established | Programme Embedded |

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| Develop a culturally responsive and reflective environment | | | | |
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| Foster a positive and inclusive school culture through collaboration | Resources | Actions | | Outcomes |
| **Inputs** | **2020-2022 initiatives** | **Actions** | **2022 Outcomes** |
| **Staff Allocation**  Budget provisions  **PLD Providers**  **Timetabling – Teacher Only Days.**  Classroom Resources  **Community Engagement**  **Professional Growth Cycle** | Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processes and practices. | Teachers and support staff to be enrolled in the Te Ahu o Te Reo Professional development programme for second half of the year.  Participate in the Kahui Ako teacher only days  Explore opportunities to engage with Kahungunu and Ngahere for PD sessions for teachers and learners.  Inquiry themes developed, around Māori focus, into a two year programme with | Teaching staff are culturally aware and responsive to the individual learners, their needs and who they are.   * Te Reo and Tikanga is regularly used across the school * Physical environment encompasses our cultural diversity * Teachers respond to students as Māori learners * Culturally responsive environment |
| Increase engagement and achievement through timely and effective learning through targeted, monitored programmes | Regular review of learner attendance.  Instant and ongoing engagement with whānau of learners that attendance goes below 85%.  Access to all/any external programmes that are of benefit for student wellbeing/hauora |
| Measures to monitor progress towards outcomes | | Annual Budgets **PGC Documents** Allocation of FTTE **PLD** **Community Consultation**  External Appraisal Student Voice **Curriculum Documentation and Reporting** Staff Feedback | | |

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| Develop a localised curriculum (embed student agency and great self-belief) | | | | |
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| Embedding student agency (and great self-belief) through localised curriculum | Resources | Actions | | Outcomes |
| **Inputs** | **2020-2022 initiatives** | **Actions** | **2022 Outcomes** |
| **Staff Allocation**  **Budget provisions**  **PLD Providers**  Timetabling  Classroom Resources  **Community Engagement** | Develop a curriculum that reflects the special character of our local community by 2022. | Develop a school curriculum that has sign language, Te Reo Maori and the digital curriculum reflected throughout it  Design PD sessions around ‘Leading Localised Curriculum Guides’ (Local Curriculum Assessment for learning and ‘Information sharing and building learning Partnerships)  Explore opportunities to engage with Kahungunu | Our learners are engaged in learning and feel confident, valued and successful at school. (Students are confident to be who they are and stand for their beliefs)   * Development of school wide matrix of measure * Teacher planning to include targeted acts of engagement and targets student groups * Collaboration around student learning and learning outcomes guides teaching and learning. * Greater authentic learning. * Mid-year reporting will become obsolete |
| Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum. | Principal sabbatical with the focus on Seesaw as a tool to assess, plan and report to whānau.  Work with a set classroom to establish effective practice before sharing across the school.  Establish expected practice for Seesaw and replace mid-year report with ongoing reporting practice. |
| Strengthen ‘Healthy Active Leaning’ outcomes through PE, Sport and Health. | Engage with Sport Hawkes Bay to build capacity across our school within PE, sport and Health  Establish a two year health programme – engaging with outside agencies to support the health and PE programmes  Establish Health Active Learning Lead  Establish PE and Play PALs across the school. |
| Measures to monitor progress towards outcomes | | Annual Budgets **PGC Documents** **Allocation of FTTE** PLD Community Consultation  External Appraisal **Student Voice** **Curriculum Documentation and Reporting** Staff Feedback | | |

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| Strengthen whanau engagement and involvement | | | | |
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| Growing Productive Community Partnerships | Resources | Actions | | Outcomes |
| **Inputs** | **2020-2022 initiatives** | **Actions** | **2022 Outcomes** |
| Staff Allocation  Budget provisions  PLD Providers  Timetabling  Classroom Resources  **Community Engagement** | Our school works in close partnership with whānau on all matters that affect student wellbeing and learning. | ‘Getting Connected’ days – teachers to ensure all whānau are connected to all school apps – especially Seesaw.  Expectation established for learners to post their learning regularly on Seesaw – with connection to LI, SC, and Next steps. – Teachers expected to provide feedback and whānau encouraged  Principal to work with selected class to develop, trial and establish best practice for using Seesaw as the school assessing, planning and reporting tool. | Our community is invested in and take collective responsibility for the success of our Kura and learners.   * Parental expertise to be leveraged where possible * Increased collaboration around student learning and learning outcomes – triangulation of ownership * Whānau are regularly updated on their child’s achievements and behaviour * Mid-year reports will no longer be a one-off document but a portfolio of learning that is discussed. * Assessment, planning and reporting becomes an ongoing everyday event |
| Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through a localised curriculum. | Learning celebrations re-established throughout the year (cultural element essential)  Regular use of karakia, whakatauki during school events  Whānau support to establish cultural programme for those learners not involved in school Kapa Haka  Localised curriculum supported by community members |
| Measures to monitor progress towards outcomes | | Annual Budgets PGC Documents Allocation of FTTE PLD **Community Consultation**  External Appraisal Student Voice **Curriculum Documentation and Reporting** Staff Feedback | | |

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| Foster a positive and inclusive school culture through collaboration | | |
| 2022 Initiative | 12 Month Milestones | Key Actions Required |
| Te Ao Māori is acknowledged, celebrated, and integrated into learning programmes, school processed and practices | * School wide participation in the Kahui Ako TODs * Regular use of Te Reo Maori in and around the school – assemblies, special occasions * Development of physical school environment that embraces our cultural diversity * Parental expertise and areas of interest identified * Teacher planning includes cultural knowledge of learners * School Wide correct pronunciation of Te Reo Maori – names, classroom instructions, objects, directions, and questions * Localized and place-based curriculum TODs accessible for all staff. * All teachers and self-allocated support staff to participate in Te Ahu o Te Reo PD term 3 and 4. | * Book in the TODs into the future calendars so staff are aware of expectations **– *Kate and Kelly*** * Design and planning of the physical school environment – 10YPP – with a focus on inclusion of Te Reo Maori and Pasifika in signage, planting, and layout ***– student group, Kate, and Paul*** * Teacher engagement with parents/whanau through Getting Connected days ***– Kate*** * Registration for Te Ahu o Te Reo ***- Kate*** |
| Increased engagement and achievement through timely and effective learning through targeted, monitored programmes | * Increase in attendance rates * Connections to agencies and programmes appropriate to learners and whānau needs * Establishment of school counselling programme * Establishment of ‘extra curricula’ programme (2-year programme) | * Staff to review attendance at the end of each week and notify SMT of ALL learners under the 85% rate ***-Classroom teachers*** * Confirmed 2-year external agencies programme plan – ***Kate*** |

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| Embedding student agency (and great self-belief) through localised curriculum | | |
| 2022 Initiative | 12 Month Milestones | Key Actions Required |
| Develop a curriculum that reflects the special character of our local community by 2022 | * Completion of formal Ebbett Park School Curriculum document * Parental expertise and areas of interest identified | * Establish curriculum team to develop the EPS school curriculum ***- SMT*** * Community consultation (regular) * Teacher engagement with parents/whanau through Getting Connected days ***– Kate*** |
| Increase student agency to empower learners to take ownership of their learning using goal setting and next steps across the curriculum | * All learners are posting regularly on Seesaw – making connections to the Lis, SC, learning and next steps * Teachers are responding to all posts with feedback and next steps connecting to the curriculum and achievement * One written report per year, end of year only. Mid-year is meeting to go through learner online portfolio and seek 6-month goals. | * Principal sabbatical project T1 ***- Kate*** * One class to work with Kate to trial and error the use of Seesaw as assessment, planning and reporting tool throughout 2022. ***– Kate and TBC staff member.*** * Teach whānau the appropriate feedback to provide to learning posts ***– Kate and classroom teachers*** * Regular (and dated) student achievement checks followed by discussions (staff wide) ***– All Staff*** |
| Strengthen ‘Healthy Active Learning’ outcomes through PE, Sport and Health | * Clearly established Health, PE and sport programme that is on a two-year rotation * Healthy Active Learning Lead established * Strong connection with Sport Hawkes Bay established. * Learning through Play formalized at EPS | * Engagement of SHB PLD ***– Kate and HAL leader*** * Needs based vision around sport, health and PE – Community consultation - ***HAL leader*** * PD sessions and access to resources through SHB***- HAL leader*** |

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| Growing Productive Community Partnerships | | |
| 2022 Initiative | 12 Month Milestones | Key Actions Required |
| Our school works in close partnership with whānau on all matters that affect student wellbeing and learning | * 100% engagement on Seesaw * Parents/Whanau invited in to school to share knowledge during appropriate programmes of learning * Regular and ongoing feedback from peers, teachers and learners around student learning post * Seesaw is an embedded tool for assessment, planning and reporting at EPS | * Principal sabbatical project T1 ***- Kate*** * Long term plans integrated with whanau capabilities and expertise **– Team Leaders** * Student voice collected on the impact of whanau involvement in learning. ***– Hamish*** * One class to work with Kate to trial and error the use of Seesaw as assessment, planning and reporting tool throughout 2022. ***– Kate and TBC staff member.*** * Teacher engagement with parents/whanau through Getting Connected days ***– Kate*** * Sessions to support whānau about effective and valuable feedback - ***Kate*** |
| Increase community engagement through positive, purposeful culturally inclusive celebrations and learning beyond the classroom through a localised curriculum. | * 100% engagement on Seesaw * All learners are posting regularly on Seesaw – making connections to the Lis, SC, learning and next steps * Parental expertise and areas of interest identified and used to support learning across the school. | * Teacher engagement with parents/whanau through Getting Connected days ***– Kate*** * Sessions to support whānau about effective and valuable feedback - ***Kate*** * Regularly learning posts on Seesaw * Celebrations across the school to take place regularly throughout the year. – ***Curriculum leaders*** |

**Programme of Self Review/Development**

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|  |  | TERM ONE | TERM TWO | TERM THREE | TERM FOUR |
| 2022 | **Policies** | Health and Safety Management  Emergency, Disaster and Crisis Management | Healthcare  Behaviour Management | Student Wellbeing and Safety  Staff Wellbeing and Safety | Health Safety and Welfare Policy  Safety On and Off School Grounds |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Health & PE Education | Literacy - Reading | Gifted and Talented |
| 2023 | **Policies** | Legislation and Administration Policy | EOTC | Learning Support | Curriculum and Student Achievement Policy |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Numeracy - Mathematics | Literacy - Writing | Literacy – Visual Language |
| 2024 | **Policies** | Governance and Management  Documentation and Self-Review Policy | Employer Responsibility Policy | Concerns and Complaints  Protected Disclosure | Finance and Property Management Policy |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Inquiry – Science/Social Science | Literacy – Oral Language | Careers/languages/Technology |

**National Education Priorities**

# 1. Success for all

***All year 1 to 8 students will be given effectively taught programmes of learning in English, Mathematics, The Arts, Science, Social Studies, Health and Physical Education, technology and another language.***

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| Policies in  place at School | Procedures and programmes to support policy | Supporting documentation for policies and procedures |
| * Assessment * Curriculum Delivery * Assessing Achievement Levels of Maori Students * Reporting to Parents | * Planning from the NZ Curriculum with an emphasis on the Key Competencies. * Curriculum Resources are purchased according to the needs of students. * Special Needs Programmes where students work with a Teacher’s Aide and / or the classroom teacher. * Extension Programmes where students work with a teacher. * Variety of teaching approaches to cater for students differing learning styles and needs, specifically in a multi-level classroom. * Use of E.O.T.C. to meet the student’s needs. | * School Planning and Assessment folder. * Teachers’ Daily Planning Diary. * School Master Student Management System * School Procedure Booklet * School Website * BOT policy folder |

# 2. A safe learning environment

*Schools will provide a safe physical and emotional environment for all students.*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Health & Safety * Emergency Procedures * Sexual Harassment * Smoke Free * Stand down/exclusion * Behaviour Management * Anti-Bullying * Food and Nutrition | * Foster a culture of respect, caring, and tolerance through the family atmosphere of our school. * Administration of Medicines * Protection from Identifiable Hazards * Internet Usage * Enrolment / School Leavers. * School hats in term’s one and four * Bus behaviour contract * Healthy foods emphasis | * BOT Policy Folder * Administration Folder * Medicine and first aid booklets in sickbay * School Behaviour Booklet * Emergency procedures booklet |

# 3. Improving Literacy and Numeracy

***School will ensure that priority is given to improving student achievement in literacy and Numeracy, especially in years 1 to 4.***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Daily programmes are planned where Literacy and Numeracy is taught in the morning sessions which makes up 68% of the school day. * Integrating Literacy and Numeracy into other subject areas where possible. | * School wide data and targets * Teacher Observations * Teachers’ Daily Planning Diary. * Class formative planning and assessment |

***Special emphasis should be placed on students whose further education or training may be at risk through under achievement in Literacy and/or Numeracy.***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Professional Development of staff in Literacy and Numeracy. * Teacher’s Aides work in classrooms and/or withdraw children to boost their basic skills in literacy and numeracy. * Extension groups work with a teacher to extend their literacy and numeracy skills. * Use of the Library is encouraged and books are purchased according to needs. * Literacy is a core practice | * Cumulative Records * Student Profiles * School wide data and targets * National Exemplars, asTTle models/rubic * NUMP Advisors, Resource Teachers * School Professional Development * School writing rubric * Modelling books |

# 4. Better use of student achievement information

***Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * School wide data collection is based on asTTle, STAR and Running Records for Reading. NUMP, PAT and asTTle for maths. * Teachers will gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement. * Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * + School Planning and Assessment Books.   + Teachers’ Daily Planning Diary.   + National Exemplars   + AsTTle Reading and Maths Tests   + Advisors, Resource Teachers   + Star Reading test   + PAT Tests   + Community consultation folder   + At risk student and gifted and talented student records   + Student Profiles |

# 5. Improving Outcomes

*Drawing on dependable assessment evidence, schools will improve outcomes for all students, including those who are not achieving, or who have special learning needs*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * + Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Setting targets for the year, which are challenging but achievable. * Using tests, which have been nationally normed to assess and analyse our students. * Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * School Planning, Assessment, Evaluation Books. * Teachers’ Daily Planning Diary. * Assembly – SMS. * National Exemplars * NUMP * P.A.T.’s * e-asTTLe * Advisors, Resource Teachers * Community consultation folder |

# 6. Improving outcomes for Maori

*Schools will work with their Maori communities to plan, set targets for, and achieve better outcomes for Maori students.*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * The Maori community is consulted through the newsletter and at celebration days, as are all parents of children at school * The Maori Liaison person on the BOT is also used to consult with the Maori community. * A whanau group is operating to help encourage Maori culture, language and Maori achievement * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * School Planning, Assessment, Evaluation Books. * Teachers’ Daily Planning Diary. * Assembly Classroom Manager * Student File * National Exemplars * NUMP * P.A.T.’s * e-asTTle * Advisors, Resource Teachers |

# 7. Reporting

*Schools will report to students and their parents on the achievement of individual students and to the school’s community on the achievement of students as a whole and of groups identified in the national education priorities.*

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| Policies in  **place at Ebbett Park School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Reporting on Student Achievement * Community consultation * Privacy Act | * School reports are sent out twice a year. * Students are assessed against the national standards in reading, writing and mathematics. * Formal parent Interviews are conducted twice a year. Informal interviews are conducted when necessary. * Ebbett Park School has an open-door policy, school assemblies are a time for sharing our successes. Parents are welcome to join us for these occasions. At the end of each term the school will hold a big assembly to share what they covered over the term. The new curriculum approach has allowed us to have group celebrations. * The BOT receives a curriculum report at each meeting. A number of these reports include detailed assessment, which outlines student achievement and progress of our students. Where possible there is a comparison with the previous year/s to show how we are making a difference to our students’ education over time. These reports also help identify students who need remedial or extension help. | * Cumulative Record Cards. * Reports. * School wide assessment data * Principal Reports * Profile folders |

**Ebbett Park School Annual Plan 2022**

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| **Curriculum Focus (NAG 1)**  Annual Targets:   * Reading * Writing * Mathematics   Formative Assessment – development and understanding  Creation of EPS curriculum document  Development of TAI.  Technology – increased focus and integration of this curriculum | **Professional Development (NAG 3)**  Te Ahu o Te Reo  Planning documentation developed  Cultural Responsive Practice  First Aid Certification | **Community Partnership (NAG 2)**  Use of Seesaw as an ongoing/living assessment, planning and reporting tool/system  Ensure feedback and next learning steps are reflected in reporting system  More active use of seesaw for informing parents of students learning  Termly ‘showcase’ days where students get to inform the community about what they have been doing |
| **Finance (NAG 1)**  Prepare budget that supports development areas and targets  Budget holder’s/Curriculum holder’s responsibilities  Budget regularly reviewed (monthly) | EBBETT PARK SCHOOL  Annual Plan 2022 | **Self Review (NAG 2)**  Policy and Procedure review  Strategic review  Curriculum review  Principal school review plan  Principal Reporting and review to BOT |
| **Health and Safety (NAG 1)**  Daily/weekly/monthly safety checks according to Moe requirements  Regular fire and earthquake drills once a term  First aid supply maintained  First aid training for staff on a two yearly basis  First aid training for senior classes (if appropriate) | **Personnel (NAG 3)**  Professional Growth Cycle  Opportunities to attend appropriate PD as individuals require it  Job descriptions to be reviewed  Review of policies | **Grounds & Property (NAG 1)**  Regular check for hazards and insect nests  Ensure appropriate device to student ratio is maintained  Consideration of Enviroschools values when designing 5YPP  Maintenance of land-space  Monitor playground equipment for replacement, removal and/or repair. |

**Cultural Diversity**

We will recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into all curriculum areas. The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand. Regular Te Reo Maori and Kapa haka lessons will ensure our students are familiar with greetings, social phrases and instructions and will emphasise the bicultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instruction in Te Reo Maori in light of the school’s expertise and resourcing and with due consideration at the time the request is received.

**Providing for Inclusive Education**

We recognise student diversity at Ebbett Park School. Students with disabilities have full membership in age-appropriate classes with the appropriate support services and supplement aides. The school curriculum will encourage students to understand and respect the different abilities that make up our school. Students with a disability will unconditionally belong too and have full membership of a regular classroom in our school and its community. The school will work alongside outside agencies to enhance and support the full development of all students at Ebbett Park School.

**Community Consultation in 2021**

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| **Topic** | **Where found** |
| School Planning and Reporting | School Newsletter T1 |
| Recognising Student Achievement | School Newsletter T1 |
| Reporting to Parents on Student Progress and Achievement | School Newsletter T1 and individual survey (Principal office) |
| Appointments Procedure | School Newsletter T2 |
| Employment | School Newsletter T2 |
| Classroom Release | School Newsletter T2 |
| Performance Management | School Newsletter T2 |
| Concerns and Complaints | School Newsletter T3 |
| Protected Disclosure | School Newsletter T3 |
| Finance | School Newsletter T4 |
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**Community Consultation in 2022**

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| **Consultation to be carried out**  Consult with community about school targets  Consultation with the community about new report format  **Plans and documents that support our school charter**  5 and 10 year plan  Current year budget  School policies  School procedures  Strategic plan  Teacher and Principal Appraisal  Staff Meeting records  Community Consultation Folder  School Docs: Policies and Procedures |

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| **Topic** | **Where found** |
| Reporting whānau | Principal Sabbatical Report |
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| **Ebbett Park School Achievement Annual Target Action Plan 2021 REVIEWED** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  Target group of 15 current year 3 learners who achieve 'below' or 'well below' for their end of year 2 curriculum achievement in reading. Within this target group there are subsets who need different rates of progress. This target group has been selected because this group was the largest 'below’ group in school in 2020 end of year data. 13 of this group are male and 10 of these learners are Māori. | | **Historical Data**  Our results are not as pleasing as they have been in the past. Our year 3, 5 and 6 group students are the only cohorts to obtain 60% at or above curriculum in Reading: Y6 (65%), Y5 (67%) and Y3 (60%). The other 3 year groups performed disappointingly with Y1s only reaching 13%, Y2 29% and Y4 37%. There is a 5% difference in reading achievement between male and female with the girls achieving 5% higher than the boys at 50%. Our Asian students are the strongest achievers in Reading. They have 57% at or above. This is followed by our Māori learners at 46% closely followed by NZE at 45%. Our Pasifika students have the lowest performance at 31%. | |
| **Curriculum Area**  READING | **Year Level**  NE – Y6 | **Target Group:**  Year 3 learners as specified: 13 of this group are male and 10 of these learners are Māori. *~~(Alexis, Ben, George, Grayson, JJ, Karaitiana, Kydan, Lachlan, Mahina, Manawai, Junior, Rakena, RJ and Tangaroa)~~* | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of reading in all junior classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in specific reading programmes: TEPIL, Reading Recovery Group | | Principal/DP | T1 and ongoing |
| Design and establish a ‘Place based curriculum’ for EPS | | Literacy leader supported by Principal and DP | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with Reading focus | | Principal and outside facilitator | Second half of the year |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Removal of ‘teams’ in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.  Collaborative Planning  One teacher actively took on training and using ‘Heggerty Phonics’ programme as a learning tool. This was the development form the TEPIL training in 2020.  Reading Recovery run as a full-time programme.  Set non-negotiable reading times allocated in School wide timetable. | Target group of 13 students finalised at the beginning of the year due to a few that did not return.  Of this target group 5 out of 13 learners, 38%, made accelerated progress while 8 out of 13 learners, 62% did not shift but did make progress across the curriculum achievement.  8 of the targeted group were part of the Reading Recovery Programme. 5 of these 8 learners (63%) made accelerated progress. 2 learners followed up with further RTLB support.  Progress across the 2021 year 3 learners (total of 27 learners) 12 learners (44%) made a shift across curriculum achievement levels while 15 learners (56%) continued to stay within the same level of achievement.  End of year results for the 2021, year 3 cohort have improved with 48% now attaining ‘at or above’ (this group only had 29% attaining ‘at or above’ in 2020 as year 2s). | The target group did not achieve the improvement that was hoped. However, a greater improvement was made across this year group cohort than planned.  Learners that participated in the Reading Recovery Programme show a greater acceleration than those that are not included in the programme.  Unfortunately, some teachers were slow at establishing their reading programme at the beginning of the year. This has had an impact on achievement. | Maintain ‘non-negotiable’ teaching timetable school wide.  Continue to have Reading Recovery Programme as a full-time programme.  Formalised School Wide Reading Programme established across the school and will form part of the ‘draft’ Ebbett Park School Curriculum.  Literacy Lead position formalised, and delegation granted.  Participate in the ‘Better Start Literacy’ Programme (Anna Bush to Lead with Junior classroom teachers to be the group that she works with) |
| **Planning for next year**: | | | |
| Establish a school-wide prescribed Reading programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2021 REVIEWED** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  Target group of 39 male learners across the school who achieves 'below' or 'well below' for their end of year achievement in writing. Within this group there are subsets who need different rates of progress. This target group has been selected because this group is the 'below' cohort in school in 2020 end of year data. 25 of these learners are Māori, 8 NZE, 5 Pasifika and 1 Asian. | | **Historical Data**  Writing is the poorest performance across the curriculums with only the year 5 and 6 cohorts achieving above 50% - Year 5 58% and Year 6 65% attainment. It is a curriculum area that our boys significantly struggle with, only 36% achieving at or above. The girls are only marginally ahead of the boys at 47% attainment. Our Asian learners are our strongest achievers in this curriculum area with an attainment of 71% followed by our NZE learners at 50%, Māori at 42% and Pasifika at 27%. | |
| **Curriculum Area**  WRITING | **Year Level**  NE – Y6 | **Target Group:**  39 Males across all levels of the school as specified:  *(~~Aiden, Jayden, Kohrus, Lars, Leo, Stylee, Ben, George, Grayson, JJ, Karaitiana, Kydan, Lachlan, Manawai, Junior, Rakena, RJ, Harlem RT, Luke, Wetini, Jah, Lorenzo, Makaire, max, Robert, Royal, Sayful, Trinity, AJ, Bowen, Flynn, Kobie TC, Jahzaeya, James, Manaia H, Mua, Royalty, Tane and Warratah)~~* | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of writing in all junior classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in writing programmes | | Principal/DP | T1 and ongoing |
| Design and establish a ‘Place Based curriculum’ for EPS | | Literacy leader supported by Principal and DP | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with Writing focus | | Principal and outside facilitator | Second half of the year |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Removal of ‘teams’ in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.  Collaborative Planning  One teacher actively took on training and using ‘Heggerty Phonics’ programme as a learning tool. This was the development form the TEPIL training in 2020.  Set non-negotiable reading times allocated in School wide timetable. | Target group of 37 students finalised at the beginning of the year due to a few that did not return.  Of this target group 23 out of 37 learners, 62%, made accelerated progress while 12 out of 37 learners, 32% did not shift but did make progress across the curriculum achievement and 2 of the 37 learners, 5%, unfortunately, went backwards.  One learner from this target group shifted from ‘well below’ to working ‘at’ curriculum level by the end of the year. The others that shifted either moved from ‘well below ‘to ‘below’ or ‘below’ to ‘at’.  Progress across the school for 2021 shows a significant shift in attainment. In 2020 only 26% of the school achieved at curriculum level while this increased to 57% achieving ‘at or above’ curriculum level at EOY 2021.  End of year results for the 2021, year 3 cohort have improved with 48% now attaining ‘at or above’ (this group only had 29% attaining ‘at or above’ in 2020 as year 2s). | The target group did not achieve the improvement that was hoped. However, a greater improvement was made across this year group cohort than planned.  Learners that participated in the Reading Recovery Programme show a greater acceleration than those that are not included in the programme.  Unfortunately, some teachers were slow at establishing their reading programme at the beginning of the year. This has had an impact on achievement. | Maintain ‘non-negotiable’ teaching timetable school wide.  Continue to have Reading Recovery Programme as a full-time programme.  Formalised School Wide Reading Programme established across the school and will form part of the ‘draft’ Ebbett Park School Curriculum.  Literacy Lead position formalised, and delegation granted.  Establish a school wide hand writing programme and expectations that ‘writing’ is a daily programme. |
| **Planning for next year**: | | | |
| Establish a school-wide prescribed Writing programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2021 REVIEWED** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  Target group of 30 year 4 and 5 learners who achieved 'below' or 'well below' for their end of year 3 and 4 curriculum achievement in math. Within this target group there are subsets who need different rates of progress. This target group has been selected because these groups obtained significantly lower attainment in school 2020 end of year data. In this cohort 18 are female and 12 are male and are made up of 21 Māori, 6 NZE and 3 Pasifika | | **Historical Data**  Math is a strong curriculum area with higher attainment across a majority of the year levels. This is again dominated by our year 5 and 6 and surprisingly our year 1 learners. Our year 5s have the highest attainment at 79% followed equally by year 1 and 6 at 58%. There is a disappointing drop to 44% at year 3 and 41% at year 4 which then continues to decline further with the year 2 learners only reaching 25% at or above curriculum level. Both males and females are performing closely together with females at 51% and Males at 52%. Our strongest performers are, again, our Asian students (86%) followed by NZE at 63%, Māori at 50% and Pasifika at 31% | |
| **Curriculum Area**  MATH | **Year Level**  NE – Y6 | **Target Group:**  Group of 30 Year 4 and 5 learners as specified | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of math in all classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in math programmes | | Principal/DP | T1 and ongoing |
| Design and establish a ‘Place Based curriculum’ for EPS | | Literacy leader supported by Principal and DP | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with Math focus | | Principal and outside facilitator | Second half of the year |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Removal of ‘teams’ in 2021 with desire to bring all staff together to plan. Each class have a wide range of needs and achievement levels which means every teacher needs access to levels 1 – 4 of the NZC.  Collaborative Planning  Set non-negotiable mathematics times allocated in School wide timetable. | Target group of 30 students finalised at the beginning of the year this reduced to 29 mid-year due to one learner moving away.  Of this target group only 3 learners shifted in a positive direction. All three learners were female and in year 3. A majority of this target group (14) made no shift at all while a significant number (12) shifted in a negative direction. This is an incredibly disappointing result.  Progress across the school for 2021 shows a significant decrease in attainment. In 2020 51% of the school achieved at curriculum level while this decreased to 36% achieving ‘at’ curriculum level at EOY.  End of year results for the 2021 show that all year groups are struggling significantly to attain desired achievement in this curriculum area. This is of significant concern. | There was greater focus on literacy and as a result it has been to the determent of mathematics.  It has been a number of years since Professional Development has taken place and this needs to be addressed.  Greater emphasis needs to be on number knowledge and support in understanding what a question is asking. | Maintain ‘non-negotiable’ teaching timetable school wide.  Formalised School Wide Math Programme established across the school and will form part of the ‘draft’ Ebbett Park School Curriculum |
| **Planning for next year**: | | | |
| Establish a school-wide, prescribed Mathematics programme/curriculum to ensure ALL students are exposed to, gain experience and practice in writing that ensure the improvement of knowledge, skill and achievement. Programme will define expectations for daily programme and home learning. Professional development is going to be a significant need in this curriculum area. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2022** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  A 25% improvement will be made by learners in year groups 3-6 that were ‘well below’ or ‘below’ curriculum levels at end of year 2021 | | **Historical Data**  We have high achievement in reading across our year 6 and year 4 learners with 80% and 71 % repeatedly 'at' curriculum level. Our year 2 learners are performing poorly with 86% not meeting curriculum. This is followed by our year 5, 1 and 3 which all have been 50%-60% not meeting curriculum. Males and females both have 50% curriculum achievement rate. European/Pākehā continue to meet curriculum expectation with 73% of learners 'at' or 'above'. Our Asian cohort are also meeting curriculum expectations with 60% of learners 'at' or above'. Our Māori learners are following behind with 47% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 28% are meeting curriculum expectations. It is important to note that very few learners (8) achieve above curriculum expectation. | |
| **Curriculum Area**  READING | **Year Level**  NE – Y6 | **Target Group:**  Y6: 16 learners Annamarie, Ezekiel, Jah-Nayah, Josie, Kahu, Larelle, Lorenzo, Makaire, Manaia TT, Max, Rhythm, Royal, Sayful, Te Ohorere, Trinity, Waka; Y5: 7 learners AJ, Flynn, Manaia H, Melesha, Tiana, Sophie, Tayson; Y4: 14 learners Ben, Cyclus, George, Grayson, Kydan, Mahina, Tangaroa, Manawai, Maraea, Paige, Junior, Rakena, RJ, Soul; Year 3: 23 Learners Athea, Bianka, Bryleigh, Echo, Etana, Harlem RT, Harlem S, Hazerleigh, Sophia, Sophia-Rain, Tane, Waratah, Zayjarna, Kyexar, Layton, Mamaeroa, Maranatha, Mua, Neveah, Poppy, Precious, Reef, Shisharna. | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of reading in all classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in specific reading programmes: Reading Recovery and BSL | | Principal/DP | T1 and ongoing |
| Junior classes PD in Better Start Literacy Programme (Training) | | Anna Bush and Junior teachers | Throughout the year |
| Collaborative planning | | Whole School | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Defined expectation across the school in form of a daily reading programme | | Literacy Lead | Throughout the year |

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| **Ebbett Park School Achievement Annual Target Action Plan 2022** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  Accelerated learning will occur for all Pasifika learners in the years 1-6 who were ‘below’ or ‘well below’ in 2021 | | **Historical Data**  We have high achievement in writing across our year 6 learners with 73% 'at' or 'above' curriculum level. Our year and 2 learners are performing at an improved rate with 63% and 69% respectively achieving 'at' curriculum level. This is followed by our year 3 and 4 which have been 48%-52% meeting curriculum. Our year 5 group are the learners that are performing poorly with only 30% achieving 'at' curriculum. Males and females continue to perform at a fairly even rate with females at 55% and males at 58% curriculum achievement rate. European/Pākehā and Asian cohorts are meeting curriculum expectations with 66% and 60%, of learners 'at' or above'. Our Māori learners are following behind with 55% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 40% are meeting curriculum expectations. It is important to note that very few learners (6) achieve above curriculum expectation. | |
| **Curriculum Area**  WRITING | **Year Level**  NE – Y6 | **Target Group:**  Y6: 6 learners Annmarie, Josie, Lorenzo, Matauaina, Te Ohorere, TJ; Y5: 1 learner Melesha; Y4: 4 learners George, Grayson, Junior, RJ; Y3: 4 learnersEcho, Maranatha, Mua, Sophia TC; Y2: 3 learners Aly, Lei, VJ | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of writing in all junior classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in writing programmes | | Principal/DP | T1 and ongoing |
| Junior classes PD in Better Start Literacy Programme (Training) | | Anna Bush and Junior teachers | Throughout the year |
| Collaborative planning | | Whole School | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Defined expectation across the school in form of a daily writing programme | | Literacy Lead | Throughout the year |

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| **Ebbett Park School Achievement Annual Target Action Plan 2022** | | | |
| **Strategic Aim:** All learners will access the New Zealand Curriculum as evidenced by (accelerated) progress and achievement. The curriculum is used effectively to support improvement in learner’s outcomes. | | | |
| **Target Outcomes**  All 2022 year 3 & 6 learners who were ‘well below’ as year 2 & 5 learners in 2021 will make accelerated progress during 2022. | | **Historical Data**  We have high achievement in math across our year 6 with 70% 'at' curriculum level. Our year 2, 4 and 1 learners are performing poorly with between 40% - 44% meeting curriculum. This is followed by our year 3 with 34% and year 5 learners with 22% meeting curriculum. Males and females both have less than 50% curriculum achievement rate. Our Asian cohort are achieving the best rate of achievement with 60% meeting curriculum. Our European/Pāhehā learners have 55% achieving 'at' curriculum level. Our Māori learners are following behind with 45% achieving curriculum expectations. Our Pasifika learners continue to be our struggling group of learners in this curriculum area as only 24% are meeting curriculum expectations. It is important to note that very few learners (1) achieve above curriculum expectation. | |
| **Curriculum Area**  MATH | **Year Level**  NE – Y6 | **Target Group:**  Y6: 21 learners Abby, Annmarie, Ezekiel, Jah-Nayah, Josie, Kahu, Larelle, Lorenzo, Sayful, Simon, Te Ohorere, TJ, Rhythm, Royal, Makaire, Manaia TT, Matauaina, Max, Trinity, Waka, Compton; Y3: 15 learners Bianka, Bryleigh, Echo, Harlem RT, Hazerleigh, Kyexar, Maranatha, Mua, Nevaeh, Precious, Reef, Shisharna, Sophia-Rain, Waratah, Zayjarna | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of math in all classrooms | | Team Leader | Throughout the year |
| Targets classroom groups involved in math programmes | | Principal/DP | T1 and ongoing |
| Collaborative planning | | Whole school | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Defined expectation across the school in form of a daily writing programme | | Numeracy Lead | Throughout the year |