

Maunu School



Charter & Strategic Plan (2022 – 2024)

Annual Plan 2023 Specific

Statement of Variance 2022 - 2023

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Our Mission

Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.

Our Vision

The Freedom to Soar Tukuna kia rere



Our Strategic Goals

Culture & Identity

Our place and responsibilities in the world

A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

Well Being

An environment that enhances the wellbeing of our school community

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

A rich and dynamic curriculum that will empower learners (ākonga) to be kaitianga of our unique environment.

An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahi;
- Ako

OUR FIVE FEATHER VALUES NGA HUIA RAU E RIMA

We are an inclusive school. Maunu School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. We believe in building strong, positive and meaningful relationships. To achieve this we value the following Five Feather Values

Whakatauki: *Mā ngā huruhuru ka rere te manu ... It is the feathers that enable the bird to fly*



<p>Responsibility - Takohanga Others can depend on you</p> <ul style="list-style-type: none"> • Manages self with purpose • Is resilient when facing change and challenges 	<p>Respect - Hei Whakanui Caring about ourselves, others and the environment</p> <ul style="list-style-type: none"> • Respects and values diversity • Shows compassion and empathy
<p>Excellence - Whakaaro Pai Positive, focussed and strive to be the best you can be.</p> <ul style="list-style-type: none"> • Perseveres to be their best • Actively involved, engaged and contributes 	
<p>Integrity - Kia Tūpono Doing the right thing, even when no one is looking</p> <ul style="list-style-type: none"> • Is honest and reliable • Is fair 	<p>Curiosity – Kia Tirotiro Interested in the world around you</p> <ul style="list-style-type: none"> • Is curious about the world • Uses inquiry to explore and solve problems

- **Whanaungatanga** Establishing relationships; relating well to each other. Supporting each other to grow and learn.
- **Manaakitanga** Hospitality; kindness; generosity; respect; caring for others
- **Mahi Tahi** Doing the best for each other. Working together collaboratively towards shared goals and vision.
- **Ako** The child is both teacher and learner and the teachers also learn from the child.
Ako recognises that the student's whānau is inseparably part of learning and teaching.

Guiding Principles: Students at Maunu School will be:

- **Inquirers:** They develop their natural **curiosity**. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this **enthusiasm for learning** will be sustained throughout their lives.
- **Knowledgeable:** They **explore** concepts, ideas and issues that have **local and global significance**. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying **thinking skills** critically and creatively to recognise and approach complex problems, and make **reasoned, ethical decisions**. Maunu students do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”
- **Communicators:** They understand and **express ideas** and information **confidently and creatively** in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with **integrity and honesty**, with a strong sense of **fairness, justice and respect** for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are **open** to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show **empathy, compassion and respect** towards the needs and feelings of others. They have a personal commitment to **service**, and act to make a positive difference to the lives of others and to a sustainable environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with **courage** and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are **brave and articulate** in defending their beliefs. Maunu students show **resilience and determination** in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.
- **Balanced.** They understand the importance of intellectual, physical and emotional **balance** to achieve **personal well-being** for themselves and others.
- **Reflective.** They give thoughtful **consideration** to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. They have learned that **critical reflection** is an important academic and life skill.

School Description:

Maunu is a U5 contributing school set on the western outskirts of Whangarei City, in the beautiful suburb of Maunu. Established in 1884, Maunu School has a proud tradition of being a rural school with rural values and high standards of excellence.

The roll is currently sitting on a roll of around 320, it will increase to around 350 by the end of the academic year. We draw from a broad range of socio-economic levels with an equity index number 416.

The school is lucky to have a very diverse community with a large number of ethnic groups and cultures represented in the school and community. This enhances all aspects of school life and provides a rich and vibrant school community. The current MOE Cultural Summary is approximately 49% NZ European, 20% NZ Maori, 19.5 % Asian, 1% Pacifica, 10% Other

Asian	34 Males	28 Females	62	or 19.5%
NZ European	71 Males	85 Females	156	or 49.1%
NZ Maori	28 Males	36 Females	64	or 20.1%
Other	17 Males	15 Females	32	or 10.1%
Pacific	3 Males	1 Females	4	or 1.3%

Maunu School is committed to work closely with the Whangarei Kahui Ako Group 2 (7 schools) and the wider Whangarei Hub, Nga Kahui ako o Whangarei which involves 40+ schools. Within our school, we have an Across School Teacher for Literacy and two Within School Teachers working with the AO of Literacy, Cultural Responsive Pedagogy and Well Being.

We value the strong relationships we have between our school and wider community. We welcome whanau to work closely alongside us to provide opportunities for all our tamariki.

Maunu endeavours to provide a high standard of education and pastoral care to students. We pride ourselves on our ability to deliver top quality education to students from a wide variety of backgrounds, covering a full range of learning abilities and learning needs.

We focus on providing an environment that is supportive of all areas of the school community, with particular emphasis being placed on having a positive attitude and communicating that attitude to others, be they students, staff or visitors.

Students are encouraged to develop inquiring minds and lifelong learning habits. Students are encouraged to be individuals, and to celebrate and acknowledge diversity. The school believes in creating opportunities for students so that they have choices about developing and extending their talents and desires.

Organisation Structure:

The school currently has 17 available teaching spaces, a vibrant library, hall, and swimming pool with covered seating.

Most classes at Maunu are composite classes.

There are three syndicates of 4 or 5 classes and opportunities to work together in various areas of the curriculum are actively encouraged e.g. sports, reading weeks, syndicate rotations, and celebrating success. Maunu has an I.T. wireless network to support the B.Y.O.D programme that enables students to bring their own i-devices to school for educational use and to make use of the chrome-books and i-pads provided by the school.

Maunu prides itself on employing a wide range of personality types and teaching styles to maximise our flexibility and ability to match students with teaching styles, strengths and skills that best suit students' individual needs and personalities

Maunu is an area where significant growth is happening. There is a need for the school to manage the enrolment scheme to ensure it can meet the needs of the students from the Maunu community. The school has an enrolment policy, with a defined zone. This is to manage the growth which has come from an expanding community and from people wishing to enrol from other areas around Whangarei. The school has been allocated four roll growth classrooms.

Cultural Diversity – Te Ao Maori:

The Board takes all reasonable steps to provide instruction in Tikanga Maori. When developing policies and practices for the school, every endeavour is made to reflect New Zealand's cultural diversity and the unique position of Maori culture. Parents of students identified as Maori are to be consulted as part of the schools reviews as to how the school can support their child's achievement. Using achievement data, and in conjunction with the teaching staff, specific targets will be identified. These targets will centre around the lifting of literacy and mathematics levels across the whole school in line with national priorities, with particular attention being paid to the achievement of Maori students.

The following measures are implemented and encouraged across the whole school:

- Teaching staff are encouraged and fully supported with professional development to extend their current abilities in Te Reo and Tikanga Maori.
- Components of Tikanga Maori and Te Reo Maori are integrated into appropriate aspects of the school curriculum.
- Staff are encouraged to use Te Reo in the classrooms as and when appropriate.
- Kapa haka Rōpū as part of the school ethos.
- When staffing allocation and suitably qualified staff are available, the school will employ a teacher with te reo as a strength to work within classrooms with teaching staff.
- We have a cultural responsive team who support and assist practices as well as te reo and tikanga.

When a parent of a full-time student request that their child(ren) be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps and discuss whether the student can have access to Te Reo in the home or at another school

Cultural Diversity – At Maunu School we celebrate cultural diversity and practise inclusivity by:

- ☐ Ensuring that each individual student's cultural identity is valued and celebrated within class and school programmes
- ☐ Ensuring that appropriate professional development is provided to staff so that they can best meet the cultural needs of all students
- ☐ Recognising that our own demeanour and heritage will impact on interactions with children of all cultures

We acknowledge Maori is unique to New Zealand and all reasonable steps are taken to provide and encourage the use of te reo me ona tikanga Maori throughout the school:

- ☐ Being guided by the principles of the Treaty of Waitangi
- ☐ Use of Ka Hikitia
- ☐ Making use of the relevant strengths of all staff and the school's Maori community
- ☐ Implement basic te reo Maori within class, school and professional development programmes
- ☐ Value input and feedback from our Maori community

Maunu School Leaver Profile

Our vision, ***Tukuna kia rere, the freedom to soar***, really describes our desired 'Year Six Leaver Profile' for each student who transitions from Maunu School. Our students are encouraged to accept responsibility and develop knowledge, skills and attitudes which lead to lifelong learning.

Maunu has high expectations of every student in all areas of school life and advances a culture of excellence, inclusion and service in all endeavours.

We strive to provide a wide range of challenges and experiences for all our students, aimed at developing active citizens who are prepared for their future and have a sense of service and community.

Our Five Feather Values underpin all that we do and give our students every opportunity to be their best. They will leave us as confident, connected and capable students ready to soar in whichever pathway they choose.

Mā ngā huruhuru ka rere te manu ... It is the feathers that enable the bird to fly

MAUNU SCHOOL

STRATEGIC GOALS 2022 – 2024

The Strategic Plan was Reviewed in 2022. The Goals and Plans were brought over from 2021 as per MoE direction



Our Mission

Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.

The Freedom to Soar Tukuna kia rere

The Statement of National Education and Learning Priorities (NELP)

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Learners at the Centre: Learners with their whānau are at the centre of education.	Barrier Free Access: Great education opportunities and outcomes are within reach for every learner.	Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau	Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.	World Class Inclusive Public Education: New Zealand education is trusted and sustainable

PRIORITIES

1: Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	2. Have high aspirations for every ākonga , and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	3. Reduce barriers to education for all, including for Māori and Pacific ,ākonga disabled and those ākonga with learning support needs	4. Ensure everyākonga gains sound foundation skills, including language, literacy and numeracy.	5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.	6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work.
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OUR GOALS	OUR INITIATIVES	IMPACTS & INDICATORS
<p>Culture & Identity Our place and responsibilities in the world</p> <p><i>Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.</i></p>	<ul style="list-style-type: none"> • Embed the core values (Five Feather Focus) and the understanding that actions have consequences, in all we do as a community • Develop units of inquiry that investigate each student's own cultural and personal identity • Foster local, national and international links that provide our students with a range of opportunities to interact with and learn from others. • Children will understand the meaning and concept of Culture and community. • Partnerships fostered between whanau and school, with particular attention to Māori families. • Staff will actively engage in practices of te ao Maori/tikanga/te reo Maori through involvement with in-school expertise and the Maori Achievement Collaborative (MAC). • Children will celebrate their own culture & respect cultures of others • Through use of experts and community members, we will foster and celebrate community engagement. • Maunu School will actively develop relationships with local iwi to learn Maunu cultural narratives and history 	<ul style="list-style-type: none"> • Students consistently and openly demonstrate positive choices in their behaviour, actions and learning • Students become self-motivated, self-regulated learners with positive personal integrity • Ākonga are adaptable and have a growth mindset, understanding we are learners for life. • Students recognise the different perspectives and viewpoints of others and respect these. • Our school Cultural Responsiveness plan (CRP) (kawa, protocol & etiquette) will be visible. Maunu School identity is visible around the school, in programmes and in all we do. • Students and staff will know their pepeha and its relevance and significance • Meaningful cultural experiences are included in curriculum planning and delivery
<p>A Rich and Dynamic Curriculum</p> <p>Inquiry-minded, confident, and empathetic learners who are engaged with their communities.</p> <p><i>A rich and dynamic curriculum that will empower learners (ākonga) to be kaitiaki of our unique environment.</i></p>	<ul style="list-style-type: none"> • Teachers recognise and promote student agency; and create opportunities for self and peer assessment • Collaborative learning environments where students and teachers co-construct programmes together. • Learning environments set up for collaborative learning and celebrates the tuākana/teina (buddy system) approach to teaching and learning • Collaborative planning across teams, and where appropriate collaborative teaching practices. • Utilise e-learning tools and thinking processes to find, analyse, organise and solve problems 	<ul style="list-style-type: none"> • Students are proactive in their learning, including the concept of “learning how to learn” • There is consistency within syndicates in relation to planning, programmes and assessment • Students demonstrate accuracy and confidence in problem solving in all areas • Students can communicate their thoughts. • Curriculum Implementation Teams (Focus Groups) lead initiatives • Students and staff embrace challenges, persevere and respect feedback as a path to mastery.

	<ul style="list-style-type: none"> • Effective programmes that promote high achievement and maximise opportunities provided • Understand how different communities function - local, regional, national, global. • Classroom programmes are designed to respond to diverse learning styles, • STEAM learning activities are evident and explicitly linked to the curriculum. (the integrated nature of learning) • Use will be made of the wider “environment” (School, local, regional) • Service to and in the community is promoted. • Akonga will exhibit a Growth Mindset • Data informs focus for growth and development • There is a 3 year cycle of Performing Arts; Visual Arts and STEM • 	<ul style="list-style-type: none"> • Students are able to use technology to support their learning and to communicate to and with a variety of audiences. • Students apply their knowledge through flexible and innovative learning approaches - eg: Flexi-Friday; Discovery; Fantail Friday • Students will engage with members of the community with a focus on service
<p>Health & Well Being Hauora</p> <p>An environment that enhances the wellbeing of our school community</p> <p><i>An engaged school community with a sense of connectedness, partnership and belonging for all.</i></p> <ul style="list-style-type: none"> • <i>Whanaungatanga;</i> • <i>Manaakitanga;</i> • <i>Mahi Tah;</i> • <i>Ako</i> 	<ul style="list-style-type: none"> • PB4L strategies evident across the school and in school programmes • Promote community engagement • Student leadership in and across the school is active and meaningful • Wellbeing will be based on the model: Te Whare Tapa Wha (link to model on website) • Children and staff will understand their whakapapa and are able to speak their pepeha. • Maunu School and its classrooms reflect and portray that we are bicultural and in NZ • Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge) • Commitment to collaboration and involvement within the COL and HUB • Students are actively involved in fitness, PE and sport and value its role in a healthy body and mind. 	<ul style="list-style-type: none"> • PB4L implemented and understood, in relation to the school's values and expectations of behaviour. • Data informs practice • Increased whanau (all ethnicities) engagement at school & community events • Staff and children enjoy success as learners for life • Senior students take leadership roles within the school • Te Whare Tapa Wha addresses the dimensions of Taha Hinengaro (Mental & Emotional); Physical (Taha Tinana); Family & Social (Taha Whanau); Spiritual (Taha Wairua); Land & Roots (Whenua) link to Pio video • Children are learning about their narrative and their place in the world. • Children and staff will understand their family/whanau narrative and that of Maunu School • The school reflects the bicultural importance of NZ, and this is visually evident.

		<ul style="list-style-type: none">• The Valuables Team (staff) plan to support wellbeing.• Children and staff are happy & enjoy being at school• Student agency informs and supports the wellbeing of all.• EAP Services available for staff• PLD is in line with CoL Achievement Challenges.• WiSL (within school leaders) and AST (across school leaders) work alongside teachers and students.
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Our Mission

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Our Vision

The Freedom to Soar Tukuna kia rere



Culture & Identity

Our place and responsibilities in the world

A Rich and Dynamic Curriculum

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Well Being

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A rich and dynamic curriculum that will empower learners (ākonga) to be kaitiaki of our unique environment.

An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tah;
- Ako

Annual Plan 2023

Culture & Identity 2023 Our place and responsibilities in the world Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.				
Initiative	Actions	Who	When	Indicators of Success
<p>Partnerships fostered between whanau and school, with particular attention to Māori</p> <p>Through the use of experts and community members, we will foster and celebrate community engagement.</p>	<p>Promote partnership - Whakawhanaungatanga / whanaungatanga Teachers to explore culturally responsive pedagogies Consultation with the community - specifically our Māori community. Re-establish the rōpū - everyone's voice is at the table.</p> <p>Encourage ways for experts / community members to share their knowledge / expertise Assemblies, Class, Workshops like Flexi Friday</p>	<p>SLT Cultural Responsive Team Kāhui Ako MAC Whole Staff Community Engagement LT</p>	<p>On Going</p> <p>Consultation Begins T2 Ends Dec 2023</p> <p>On Going</p> <p>Ends Dec 2023</p>	<p>Students recognise the different perspectives and viewpoints of others and respect these.</p> <p>Meaningful cultural experiences are included in curriculum planning and delivery</p> <p>Increased whānau (all ethnicities) engagement at school & community events</p> <p>Communicating with whānau in a range of ways. Whānau feel comfortable communicating with the school.</p> <p>Relationships with whānau are valued and built on through regular interactions e.g. chats after school on trips.</p> <p>Experts are utilised throughout the school to enrich learning. Experts could be parents, the Museum</p> <p>Parent helpers coming into school to work in a variety ways to support students - action</p>
<p>Children will understand the meaning and concept of Culture and Community</p>	<p>Unpack and define school culture / culture / community</p> <ul style="list-style-type: none"> Five Feather Values - Te Reo Translations 	<p>SLT Cultural Responsive Team</p>	<p>Establish T1 Set expectations T1</p>	<p>Our school Cultural Responsiveness plan (CRP) (kawa, protocol & etiquette) will be visible. Maunu School identity is visible around the</p>

	<ul style="list-style-type: none"> • Tīmatanga • Whakatauki • Sense of belonging • Whanau Wall • Traditions / sharing special celebrations 	Kāhui Ako AST Teachers	On Going Maintained Dec 2023	<p>school, in programmes and in all we do.</p> <p>Students understand what community is and their role within it.</p> <p>Evidence of teachers unpacking whakatauki</p> <p>Teachers value and have strong relationships with students and know about their lives.</p> <p>Students and teachers are supported and feel safe.</p>
Maunu School will actively develop relationships with local iwi to learn Maunu cultural narratives and history	<p>Whakatauki: Mā ngā huruhuru ka rere te manu ... It is the feathers that enable the bird to fly link it to our vision and Five Feather Values</p> <p>Establish links to Te Parawhau - find out more about the history of our school community / area.</p> <p>Try to connect with our iwi - Kaumātua through JH</p> <p>Re-establish the Marae overnight stay at Korokota</p> <p>Co-construct a school waiata</p>	SLT Cultural Responsive Team Kāhui Ako JH MAC Whole Staff	<p>Establish T1</p> <p>Dec 2023</p> <p>T4</p> <p>T2 Teach Kapa Complete whole school Dec 2023</p>	<p>Ākonga are adaptable and have a growth mindset, understanding we are learners for life.</p> <p>Students have a connection to the song being written for us. Maintaining knowledge of how it was developed.</p> <p>Students and teachers are learning about their local area.</p> <p>Relationship re-established with our local Marae, Korokota. Develop relationship with Kakaporowini</p>

<p style="text-align: center;">A Rich and Dynamic Curriculum 2023 Inquiry-minded, confident, and empathetic learners who are engaged with their communities. A rich and dynamic curriculum that will empower learners (ākonga) to be kaitiaki of our unique environment.</p>				
Initiative	Actions	Who	When	Indicators of Success
<p>Localised Curriculum: Use will be made of the wider 'environment'</p> <p>Service to and in the community is promoted</p>	<p>SOD Manea Footprints of Kupe PLD Cultural Narrative Bus Tour Unpack Histories Curriculum - PLD with teachers</p> <p>Explore ways / opportunities our students can give back to the community in an integrated approach. Beach Clean Up, Sharing Learning, Choir, Kapa Haka, Museum Links, Gratitude Diaries, Fundraising for charities / special days, day care, rest homes</p>	<p>SLT Cultural Responsive Team MAC Whole Staff Community Engagement LT</p>	<p>T1 SOD</p> <p>T2</p> <p>On Going</p> <p>Dec 2023</p>	<p>Curriculum Implementation Teams (Focus Groups) lead initiatives</p> <p>Students will engage with members of the community with a focus on service</p> <p>Senior students take leadership roles within the school</p> <p>Our planning links to the local environment.</p> <p>Connections with other schools developed.</p>
<p>STEM learning activities are evident and explicitly linked to the curriculum.</p>	<p>CRT STEAM Focus - Junior, Middle, Senior release teachers. Establish Spaces to help ākonga explore, create & make. Ruma 8 & Ruma 10</p> <p>Opportunities for teachers to further explore the technology curriculum Incorporate STEAM in Fantail Friday, Discovery, Flexi Friday Workshops</p> <p>STEM Focus Term 3 - Whole School - How did our Tangata Whenua use Science, Technology, Engineering & Mathematics to Migrate to Aotearoa?</p>	<p>SLT Whole Staff Teachers Community Engagement LT</p>	<p>T1 - T4 CRT</p> <p>On Going</p> <p>Term 3</p> <p>Dec 2023</p>	<p>Students are able to use technology to support their learning and to communicate to and with a variety of audiences.</p> <p>Students apply their knowledge through flexible and innovative learning approaches - eg: Flexi-Friday; Discovery; Fantail Friday, science Kits, evident in children's play.</p> <p>Learning through discovery outside play area developed and utilised.</p> <p>Learning shared with whānau through Seesaw.</p>
<p>Effective programmes that promote high achievement and maximise opportunities provided.</p>	<p>Differentiated programmes to support priority learners including our G&T Students.</p>	<p>SLT Kāhui Ako MAC</p>	<p>On Going</p> <p>Establish T1</p>	<p>Students demonstrate accuracy and confidence in problem solving in all areas.</p>

	<p>Writers Tool Box - Online tool to be used by all Senior syndicate and Middle syndicate models. Writers Tool Box PLD required for new staff & Middle Syndicate using the online tool.</p> <p>Yolanda Soryl - Further embed prog with Juniors & Middle Syn. Look at ways to support Senior Syn priority learners - PLD required for new staff</p>	Whole Staff Teachers Community	<p>On Going Training online tool PLD Middle Syn teachers Trial T3 online tool Middle Syn On Going Support</p> <p>PLD T1</p>	<p>Students can communicate their thoughts.</p> <p>Students and staff embrace challenges, persevere and respect feedback as a path to mastery.</p> <p>Data informs practice Staff and children enjoy success as learners for life</p> <p>Teaching staff are upskilled and confident in teaching across the curriculum.</p> <p>Consistency across the school in teaching programmes and syndicates regularly review, revisit and reflect on programmes.</p>
Classroom programmes are designed to respond to diverse learning styles.	<p>UBRS Training for all staff Online training for all staff on the new changes to the restraint rules & guidelines</p> <p>Sensory Room / Wellbeing Space set up for students to self regulate - PB4L funding application</p> <p>Lego Therapy Training - Teacher aides Sensory Training - Teacher aides Pause, Breathe, Smile Programme - Further embed, PLD for new staff members</p> <p>Pb4L values and expectations are explicitly taught.</p>	SLT Kāhui Ako MAC Whole Staff Teachers Community	<p>SOD Jan 31 SOD Jan 24 Beg T2</p> <p>T1</p> <p>T1 May & Nov</p> <p>T1 & T2 Online Training</p> <p>T1 Establish expectations On Going PB4L 2 Team meetings termly</p>	<p>Students are proactive in their learning, including the concept of "learning how to learn" Students can communicate their thoughts.</p> <p>There is consistency within syndicates in relation to planning, programmes and assessment.</p> <p>Staff use a range of strategies to de-escalate and support behaviours.</p> <p>PB4L values and expectations are visual and embedded.</p> <p>Our success stories are shared and celebrated.</p>

Well Being 2023
An environment that enhances the wellbeing of our school community
An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahi;
- Ako

Initiative	Actions	Who	When	Indicators of Success
Maunu School learning environments reflect and portray that we are bicultural and in NZ	<p>Whanau Walls in each classroom displayed for the year.</p> <p>Timatanga as outlined by the Cultural Responsive Team.</p> <p>School End of Day Karakia is introduced.</p> <p>Te Reo is incorporated and integrated into our everyday programmes, including instructions, posters, displays. Signage & posters around the school reflect the importance of bicultural NZ</p>	<p>SLT Cultural Responsive Team MAC Whole Staff Community Engagement LT</p>	<p>T1</p> <p>Establish T1 On Going</p> <p>On Going End of Dec 2023</p>	<p>Children are learning about their narrative and their place in the world. Children and staff will understand their family/whanau narrative and that of Maunu School.</p> <p>The school reflects the bicultural importance of NZ, and this is visually evident.</p> <p>PB4L implemented and understood, in relation to the school's values and expectations of behaviour.</p> <p>Displays within classrooms value and welcome students / whanau</p> <p>The day begins with Timatanga in every classroom and an end of day karakia is known.</p> <p>Bilingual labels / resources / signage is visual and around the school.</p>
Wellbeing will be based on the model: Te Whare Tapa Wha	<p>Link Te Whare Tapa Wha model & resources including song on the school website</p> <p>Wellbeing WiST / Student Lead Teacher checks to ensure we are providing opportunities for our students wellbeing</p>	<p>SLT Cultural Responsive Team WiST Wellbeing / Wellbeing</p>	<p>T2 On Going</p> <p>T2 On Going</p>	<p>Te Whare Tapa Wha addresses the dimensions of Taha Hinengaro (Mental & Emotional); Physical (Taha Tinana); Family & Social (Taha Whanau); Spiritual (Taha Wairua); Land & Roots (Whenua)</p>

	<p>using Te Whare Tapa Wha</p> <p>Wellbeing WiST / Student Lead Teacher recreates a student well being group.</p> <p>Work with our Kāhui Ako WBHS for Year 6 Growth Coaching Model</p>	<p>Lead Teacher</p> <p>Whole Staff</p> <p>Community Engagement</p> <p>LT</p>	<p>T2</p> <p>On Going</p>	<p>Te Whare Tapa Wha is evident in classrooms & integrated in our planning.</p> <p>A range of Health & Well Being strategies are evident in programmes e.g, Pause, Breathe Smile, Sport, Fitness, Kapa Haka, Music Mindfulness, Sun Smart, 5 Ways to Well Being</p>
<p>Transition</p> <p>Students & Staff</p>	<p>ECE Transition - look at ways to further support both ākonga & their whanau - Junior Syndicate Whanau Evening at the end of the year for new whanau in 2024</p> <p>New ākonga & whanau to the school & community</p> <ul style="list-style-type: none"> - Mihi Whakatau / Meet the Team 1st Day - Sports & Extra Curricular Grps Advertised with the community - Powhiri every term - Meet with whanau prior to the first day - <p>Transition within school - Flexi Friday style workshops / Meet the teacher / Flyer or letter home.</p> <p>Look at ETAP system for communicating with new whanau not entered on the system at the beginning of the year. Transition to Intermediate / Other Schools</p> <p>Systems to support new staff / exit interviews</p>	<p>SLT</p> <p>Cultural Responsive Team</p> <p>MAC</p> <p>Whole Staff</p> <p>Community Engagement</p> <p>LT</p>	<p>T4</p> <p>Termly</p> <p>T1</p> <p>T1</p> <p>Termly</p> <p>On Going</p> <p>T4</p> <p>End of Dec 2023</p> <p>T1</p> <p>On Going</p>	<p>Information is outlined on the school website especially for new whanau.</p> <p>Whanau evenings are held for new whanau in the New Entrants.</p> <p>Powhiri is held every term for new whanau.</p> <p>Our Transition to school lead teacher visits Best Start ECE once a term. Our Transition to & from school team make contact with ākonga's ECE & whanau prior to coming to school.</p> <p>System set up to communicate with whanau prior to them starting at Maunu School</p> <p>Google Form Feedback Reflection System</p> <p>Teacher Aide Meetings</p> <p>Principal Meet with all Staff</p>
<p>Systems in place to recognise the overall wellness of staff and students (Kāhui Ako AO)</p>	<p>Meet with all staff - consultation</p> <p>Set up communication systems in place</p>	<p>SLT</p> <p>Whole Staff</p> <p>WiST</p>	<p>T1</p> <p>On Going</p>	<p>The Week Ahead is sent out to all staff each week. All staff can</p>

	<p>- Week Ahead, 1:1Syndicate Leaders, SMT</p> <p>Introduce initiatives from Wellbeing Hui 2023 - communication around levels of wellness</p> <p>Valuables Team - social club - support new staff to feel included</p> <p>WiST / Lead Student Wellbeing Teacher - Student Agency / Ways to promote wellness / Gratitude</p> <p>Promote Engagement - look at different ways to get our community into the school. Greats, Grands & Whanau, Maori Language Week, Country Fair, Stem Exhibition, Kapa Haka Festivals, Sporting competitions / opportunities</p>	Wellbeing / Wellbeing Lead Teacher Teachers	<p>T2 On Going</p> <p>T1 On Going</p> <p>T1 On Going</p> <p>T1 On Going</p> <p>T1 On Going</p>	<p>contribute and add to the working document. Communication systems are in place</p> <p>Principal has met with all staff. Principal Meets x2 term with Syndicate Leaders 1:1</p> <p>Student Well Being Team re-established. Well Being team meet x2 a term Student agency informs and supports the wellbeing of all.</p> <p>The Valuables Team (staff) plan to support wellbeing. Children and staff are happy & enjoy being at school EAP Services available for staff</p> <p>PLD is in line with CoL Achievement Challenges.</p> <p>WiSL (within school leaders) and AST (across school leaders) work alongside teachers and students. Staff and children enjoy success as learners for life</p>
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Statement of Variance Reporting



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<p>Whole school facilitated PLD -. Writers Tool Box</p> <ul style="list-style-type: none">● AST & WiST worked closely to continue to embed Writers Tool Box into classroom programmes and to show a consistent approach to the teaching of writing.●AST & WiST trained to become coaches to ensure we had a sustainable PLD, growth and reflection model.● New teachers to the school worked closely with the Kāhui Ako to build their capability.● PLD and school co-construction and development of the Writers Tool Box Progressions and expectations.●The school paid for each student and teacher in the Senior Syndicate to have a Writer's Tool Box Online License● Expectations from the Literacy Team and SLT to engage tamariki in the enjoyment of writing. Authentic opportunities & motivation to write. Use of Quick Writes, Writer's Tool Box online in the Senior Syndicate.● Teachers worked in PGC groups to focus on the teaching of writing with WTE focus student understanding.	<p>End of year data from 2022 shows our Year 3 – 6 Students OTJ are:</p> <table><tr><td></td><td>L1</td><td>L2</td><td>L3</td><td>L4</td></tr><tr><td>Yr 3</td><td>27%</td><td>73%</td><td></td><td></td></tr><tr><td>Yr 4</td><td>3%</td><td>87%</td><td>10%</td><td></td></tr><tr><td>Yr 5</td><td></td><td>11%</td><td>89%</td><td></td></tr><tr><td>Yr 6</td><td></td><td></td><td>85%</td><td>15%</td></tr><tr><td></td><td>7.2%</td><td>44.5%</td><td>45%</td><td>3.3%</td></tr></table> <table><tr><td></td><td colspan="2">Below</td><td colspan="2">At</td><td colspan="2">Above</td><td></td></tr><tr><td></td><td>no</td><td>%</td><td>no</td><td>%</td><td>no</td><td>%</td><td></td></tr><tr><td>Asian</td><td>4</td><td>10</td><td>36</td><td>90</td><td></td><td></td><td>40</td></tr><tr><td>MELAA</td><td>2</td><td>20</td><td>8</td><td>80</td><td></td><td></td><td>10</td></tr><tr><td>Maori</td><td>2</td><td>5</td><td>36</td><td>90</td><td>2</td><td>5</td><td>40</td></tr><tr><td>NZ/ EURO</td><td>12</td><td>10</td><td>93</td><td>80</td><td>11</td><td>9</td><td>116</td></tr><tr><td>Other</td><td></td><td></td><td>1</td><td>100</td><td></td><td></td><td>1</td></tr><tr><td>Pasifika</td><td>1</td><td>50</td><td>1</td><td>50</td><td></td><td></td><td>2</td></tr><tr><td></td><td>21</td><td>10</td><td>175</td><td>84</td><td>13</td><td>6</td><td>209</td></tr></table> <table><tr><td></td><td colspan="2">Below</td><td colspan="2">At</td><td colspan="2">Above</td><td></td></tr><tr><td></td><td>no</td><td>%</td><td>no</td><td>%</td><td>no</td><td>%</td><td></td></tr><tr><td>Y3</td><td>13</td><td>27</td><td>35</td><td>73</td><td></td><td></td><td>48</td></tr><tr><td>Y4</td><td>2</td><td>3</td><td>52</td><td>87</td><td>6</td><td>10</td><td>60</td></tr><tr><td>Y5</td><td>6</td><td>11</td><td>47</td><td>89</td><td></td><td></td><td>53</td></tr><tr><td>Y6</td><td></td><td></td><td>41</td><td>85</td><td>7</td><td>15</td><td>48</td></tr><tr><td>Total</td><td>21</td><td>10</td><td>175</td><td>84</td><td>13</td><td>6</td><td>209</td></tr></table>		L1	L2	L3	L4	Yr 3	27%	73%			Yr 4	3%	87%	10%		Yr 5		11%	89%		Yr 6			85%	15%		7.2%	44.5%	45%	3.3%		Below		At		Above				no	%	no	%	no	%		Asian	4	10	36	90			40	MELAA	2	20	8	80			10	Maori	2	5	36	90	2	5	40	NZ/ EURO	12	10	93	80	11	9	116	Other			1	100			1	Pasifika	1	50	1	50			2		21	10	175	84	13	6	209		Below		At		Above				no	%	no	%	no	%		Y3	13	27	35	73			48	Y4	2	3	52	87	6	10	60	Y5	6	11	47	89			53	Y6			41	85	7	15	48	Total	21	10	175	84	13	6	209	<p>After analysis of a range of data in Writing (PAT, School tests, Progressions, WTE Assessment, observations and practical tasks) there is a comprehensive list of strengths and areas for development.</p> <p>Our end of year analysis of our writing sample results are lower than our end of year report analysis for Writing OTJ information.</p> <p>Teachers & students enthusiasm for writing has continued to increase as teachers continue the PLD within WTE.</p> <p>The use of the online tool 'Writer's Toolbox' in the Senior Syndicate has been a success specifically with student engagement and self-monitoring.</p> <p>Evidence of a consistent approach to writing using resources, language and pedagogy is</p> <p>Our Maori students are progressing in line with other NZ European. Other ethnic cohorts show some differences - many of</p>	<p>Moderation of writing samples Our Literacy Team will work with the Teaching Team to look at our moderation process for our writing samples. This includes moderation within the Kāhui Ako and talking to teachers at WIS, KIS, Pompallier, Huanui College</p> <p>Look at ways to target moving our students from 'at' to 'above' specifically in Year 4 & Year 6</p> <p>Look at ways to target moving 17% of the Year 4 students from 'below' to 'at'.</p> <p>Look further at the analysis of data systems using ETAP to report on the effectiveness of the programme.</p> <p>Use information generated to evaluate the success of interventions.</p>
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<ul style="list-style-type: none"> • Teachers formative feedback to students and discussions around success criteria to maintain progress • Promotion of professional learning conversations / on-going, critical conversations between teaching teams. Use of WTE facilitators to model writing. 		<p>them being ESOL students, however the structure provided with WTE seems to suit the learning styles of many of our ESOL students.</p> <p>The school continues to provide ESOL programmes to encourage the oral language skills of the students from a range of ethnic groups.</p>	
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Planning for next year:

Whole school Targets/Actions for Writing 2023

- Continue building leadership capability through leadership and staff pedagogy PLD in order to strengthen internal capacity for sustained professional learning – appoint a new WIST for Literacy & Wellbeing
- Moderated Assessment and analysis of writing through asttle writing matrices. This is to be completed in syndicates, whole school and a plan to work with other schools in the Kāhui Ako
- Collect Student Agency – work with the WIST / AST/ Literacy Focus Group on collecting Student Engagement Data.
- Continue with the use of Writer's Toolbox online tool with the Senior Syndicate students. Purchase teacher licenses for our Middle Syndicate teachers. Provide PLD for these teachers.
- Plan for authentic & purposeful integration of writing across the curriculum specifically around our STEM focus.
- Share best practise across Kāhui Ako expertise in writing
- Targeted Writing Groups for Curriculum Support to enable & extend our learners to promote accelerated shift
- Review and moderate use asttle writing tool to enable better tracking and monitor student achievement and progress. Continue with this as a writing assessment.
- Research IDEaL structured literacy initiative through PLD, reading & school visits
- BSLA model unpacked with WIST & AST. What does BSLA look like at Maunu School?

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Statement of Variance Reporting



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<ul style="list-style-type: none">● All priority learners in reading identified. Differentiated programmes to address student needs. Interventions: Reading Recovery, CORE 5 Lexia, Steps, Priority Reading Group● Staffing of reading recovery for 6 year olds achieving 'well below'● Formative practice: Teachers feedback to students and discussions around success criteria to maintain progress● Moderated assessment and analysis of reading through Benchmark Running Records Probe, Star and PAT● In-class target groups established● Use of Yolanda Soryl across the Junior & Middle Syndicate. Support programmes in early phonics – literacy● BSLA training of NE & Y1 teachers. Use of the AST to support and facilitate training.● Linking, making connections of WTE (writing) to Reading	<p>End of year data from 2022 shows our Year 3 – 6 Students OTJ are:</p> <table><tr><th></th><th>L1</th><th>L2</th><th>L3</th><th>L4</th></tr><tr><td>Yr 3</td><td>15%</td><td>85%</td><td></td><td></td></tr><tr><td>Yr 4</td><td>3%</td><td>59%</td><td>37%</td><td></td></tr><tr><td>Yr 5</td><td></td><td>13%</td><td>79%</td><td>8%</td></tr><tr><td>Yr 6</td><td></td><td></td><td>69%</td><td>31%</td></tr><tr><td></td><td>4.3%</td><td>39.9%</td><td>46.6%</td><td>9.1%</td></tr></table> <table><tr><th></th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th></th></tr><tr><th></th><th>no</th><th>%</th><th>no</th><th>%</th><th>no</th><th>%</th><th></th></tr><tr><td>Asian</td><td>4</td><td>10</td><td>29</td><td>73</td><td>7</td><td>18</td><td>40</td></tr><tr><td>MELAA</td><td></td><td></td><td>8</td><td>89</td><td>1</td><td>11</td><td>9</td></tr><tr><td>Maori</td><td>3</td><td>8</td><td>34</td><td>85</td><td>3</td><td>8</td><td>40</td></tr><tr><td>NZ/ EURO</td><td>8</td><td>7</td><td>78</td><td>67</td><td>30</td><td>26</td><td>116</td></tr><tr><td>Other</td><td></td><td></td><td>1</td><td>100</td><td></td><td></td><td>1</td></tr><tr><td>Pasifika</td><td>1</td><td>50</td><td>1</td><td>50</td><td></td><td></td><td>2</td></tr><tr><td></td><td>16</td><td>8</td><td>151</td><td>73</td><td>41</td><td>20</td><td>208</td></tr></table> <table><tr><th></th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th></th></tr><tr><th></th><th>no</th><th>%</th><th>no</th><th>%</th><th>no</th><th>%</th><th></th></tr><tr><td>Y3</td><td>7</td><td>15</td><td>41</td><td>85</td><td></td><td></td><td>48</td></tr><tr><td>Y4</td><td>2</td><td>3</td><td>35</td><td>59</td><td>22</td><td>37</td><td>59</td></tr><tr><td>Y5</td><td>7</td><td>13</td><td>42</td><td>79</td><td>4</td><td>8</td><td>53</td></tr><tr><td>Y6</td><td></td><td></td><td>33</td><td>69</td><td>15</td><td>31</td><td>48</td></tr><tr><td>Total</td><td>16</td><td>8</td><td>151</td><td>73</td><td>41</td><td>20</td><td>208</td></tr></table>		L1	L2	L3	L4	Yr 3	15%	85%			Yr 4	3%	59%	37%		Yr 5		13%	79%	8%	Yr 6			69%	31%		4.3%	39.9%	46.6%	9.1%		Below		At		Above				no	%	no	%	no	%		Asian	4	10	29	73	7	18	40	MELAA			8	89	1	11	9	Maori	3	8	34	85	3	8	40	NZ/ EURO	8	7	78	67	30	26	116	Other			1	100			1	Pasifika	1	50	1	50			2		16	8	151	73	41	20	208		Below		At		Above				no	%	no	%	no	%		Y3	7	15	41	85			48	Y4	2	3	35	59	22	37	59	Y5	7	13	42	79	4	8	53	Y6			33	69	15	31	48	Total	16	8	151	73	41	20	208	<p>Yolanda Soryl PLD continues to filter through the school as the cohorts move up the school. This programme focuses on phonological awareness.</p> <p>We did continue to see high absenteeism due to the Winter Ills & Chills. We also had less whanau in school due to Covid restrictions in place in the early part of 2022. Teachers engaged with whanau online, however there was less evidence of students regularly reading at home, thus a reduction in Reading Mileage.</p> <p>Whilst our analysis of our OTJ End of Year Reading results are Still remaining good, we still want to see students moving from 'At' to 'Above' specifically in Year 4 and Year 6.</p> <p>Year 3 85% 'At' Year 4 96% 'At & Above' Year 5 87% 'At & Above' Year 6 100% At & above'</p> <p>Our Maori students are progressing in line with other NZ European. Other ethnic cohorts show some differences - many of them being ESOL students, however the structure provided with WTE seems</p>	<p>Continue to look at how the BSLA PLD and pedagogy can be incorporated into the school and ensure we are looking further at the Science of Reading with a Structured Literacy Approach.</p> <p>Look at ways to target moving our students from 'at' to 'above' specifically in Year 4 & Year 6</p> <p>Look at ways to target moving 10% of the Year 4 students from 'below' to 'at'.</p> <p>Look further at the analysis of data systems using ETAP to report on the effectiveness of the programme.</p> <p>Use information generated to evaluate the success of interventions.</p>
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		<p>to suit the learning styles of many of our ESOL students.</p> <p>The school continues to provide ESOL programmes to encourage the oral language skills of the students from a range of ethnic groups.</p>	
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Planning for next year:

Whole school Targets/Actions for Reading in 2023

- Increase teacher capacity through PLD for new teachers. Ensure all Juniors, Middles, WiSt & SMT have Yolanda Soryl Training.
- Increase teacher capacity through PLD for new teachers. Ensure all Junior Teachers have BSLA training.
- Train a teacher in Reading Recovery, to continue to build capacity around the pedagogy of reading.
- Research & investigate the science of reading and pedagogy. Literacy & SMT team including AST & WiSt to research Structured Literacy Approaches e.g. IDEAL. This includes PLD, School Visits, readings.
- Accelerating Year 1 and 2 'below' and 'well below' as outlined
- Training for our teacher aides and increased resourcing to support priority learners.
- LSC/SENCO/ RTLB assist class teachers & teacher aides to build capacity and deliver support programmes
- Teachers continue to 'change practice' to allow for greater student engagement in learning - knowing where their learning is and where it needs to go
- Differentiated reading/classroom programmes a part of general classroom literacy practice
- Teachers in Years 1-4 will use ongoing analysis of observational data to inform teaching practice related to specific student learning needs in decoding and reading behaviour
- Teachers in Years 5-8 will provide planned opportunities for scaffolded support so that all students can access and use a variety of texts appropriate to their curriculum level
- Teachers continue to base key instructional reading through using the 'guided reading' approach
- Monitor school-wide reading teaching practices across the curriculum. (teacher observations) with a focus on knowledge teaching
- Increased parental engagement with school post Covid – use of Seesaw, parental help, parental info evenings

Strategic Aim:	Effective programmes that promote high achievement and maximise opportunities provided.																																																								
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<ul style="list-style-type: none">● Maths Focus Team established with a representative from each syndicate.● SOD at the beginning of the year with Rob-Profitt-White Learners First. Focus Team continue to attend PLD / Zoom sessions and feedback to syndicates & teaching teams.● All teachers will complete data analysis to have a clear understanding of the needs of their class● All 'at risk' math students identified● Assessment and analysis of math data JAM, basic facts, PAT● Target students are identified and supported in 'In-class' focus groups with tasks that enable and extend.● MoveNProve, Rapid Recall PLD with teaching Teams. Encourage engagement. Students need to demonstrate, know, how, why for complete mathematical explanations. Maths Talk promoted.● Extend tamariki with a problem solving / Mathex group in Senior syndicate in T1 / T2● Maths Focus Team research, review pedagogy. How to incorporate PRIME & Pedagogy of Rich Tasks / Problem Solving	<p>End of year data from 2022 shows shows our Year 3 – 6 Students OTJ are:</p> <table><tr><th></th><th>L1</th><th>L2</th><th>L3</th><th>L4</th></tr><tr><td>Yr 3</td><td>10%</td><td>90%</td><td></td><td></td></tr><tr><td>Yr 4</td><td></td><td>90%</td><td>10%</td><td></td></tr><tr><td>Yr 5</td><td></td><td>9%</td><td>81%</td><td>9%</td></tr><tr><td>Yr 6</td><td></td><td></td><td>60%</td><td>40%</td></tr><tr><td></td><td>2.4%</td><td>48.6%</td><td>37.5%</td><td>11.5%</td></tr></table> <table><tr><th></th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th></th></tr><tr><th></th><th>no</th><th>%</th><th>no</th><th>%</th><th>no</th><th>%</th><th></th></tr><tr><td>Asian</td><td>3</td><td>8</td><td>31</td><td>78</td><td>6</td><td>15</td><td>40</td></tr><tr><td>MELAA</td><td></td><td></td><td>9</td><td>100</td><td></td><td></td><td>9</td></tr><tr><td>Maori</td><td>2</td><td>5</td><td>34</td><td>85</td><td>4</td><td>10</td><td>40</td></tr><tr><td>NZ/ EURO</td><td>5</td><td>4</td><td>91</td><td>78</td><td>20</td><td>17</td><td>116</td></tr><tr><td>Other</td><td></td><td></td><td>1</td><td>100</td><td></td><td></td><td>1</td></tr><tr><td>Pasifika</td><td></td><td></td><td>2</td><td>100</td><td></td><td></td><td>2</td></tr><tr><td></td><td>10</td><td>5</td><td>168</td><td>81</td><td>30</td><td>14</td><td>208</td></tr></table> <table><tr><th>Mathematics 2022</th><th colspan="2">Below</th><th colspan="2">At</th><th colspan="2">Above</th><th></th></tr><tr><th></th><th>no</th><th>%</th><th>no</th><th>%</th><th>no</th><th>%</th><th></th></tr><tr><td>Y3</td><td>5</td><td>10</td><td>43</td><td>90</td><td></td><td></td><td>48</td></tr><tr><td>Y4</td><td></td><td></td><td>53</td><td>90</td><td>6</td><td>10</td><td>59</td></tr><tr><td>Y5</td><td>5</td><td>9</td><td>43</td><td>81</td><td>5</td><td>9</td><td>53</td></tr><tr><td>Y6</td><td></td><td></td><td>29</td><td>60</td><td>19</td><td>40</td><td>48</td></tr><tr><td>Total</td><td>10</td><td>5</td><td>168</td><td>81</td><td>30</td><td>14</td><td>208</td></tr></table>		L1	L2	L3	L4	Yr 3	10%	90%			Yr 4		90%	10%		Yr 5		9%	81%	9%	Yr 6			60%	40%		2.4%	48.6%	37.5%	11.5%		Below		At		Above				no	%	no	%	no	%		Asian	3	8	31	78	6	15	40	MELAA			9	100			9	Maori	2	5	34	85	4	10	40	NZ/ EURO	5	4	91	78	20	17	116	Other			1	100			1	Pasifika			2	100			2		10	5	168	81	30	14	208	Mathematics 2022	Below		At		Above				no	%	no	%	no	%		Y3	5	10	43	90			48	Y4			53	90	6	10	59	Y5	5	9	43	81	5	9	53	Y6			29	60	19	40	48	Total	10	5	168	81	30	14	208	<p>Basic Fact Analysis shows: 11 students identified from Yr 3 – Yr6 as Well Below. 40 students identified from Yr 2 – Yr6 as Below. The Maths Team are supporting teachers with ways to engage and support these students.</p> <p>PAT Analysis shows a group of Yr 4 students who have gaps in their knowledge and understanding. The Maths Team to meet with teachers using Prime to discuss how we best use Prime including best practice from Rob P/W and use of materials as being essential to support these gaps.</p> <p>End of Year OTJ Analysis shows We have a large amount of student 'at' in Year 4 & Year 5. Target students to move them to 'above' expected level.</p> <p>Teachers and student engagement with Learner First PLD with RobProfitt-White approaches using MoveNProve, Rapid Recalls has been positive.</p> <p>Juniors & Middle Syndicate are using Numicon & Prime as well as incorporating this PLD</p> <p>The senior syndicate have moved away from Prime and are teaching through Rich Tasks & the Learner</p>	<p>Lead Teacher of Numeracy in the Senior Syndicate observe and meet with others lead teachers in the Kāhui Ako.</p> <p>Lead Teacher of Numeracy in the Senior Syndicate model practise, observe practise.</p> <p>Lead Teacher of Numeracy in the Senior Syndicate co-construct an overview of expectations and 2023 Senior Maths Overview</p> <p>Look at ways to target moving our students from 'at' to 'above' specifically in Year 4 & Year 6 By the end of 2023, Year 4, 15 % of cohort to be above. By the end of 2023, Year 6, 20 % of cohort to be above.</p> <p>Look further at the analysis of data systems using ETAP to report on the effectiveness of the programme.</p> <p>Use information generated to evaluate the success of interventions.</p>
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		<p>First PLD with RobProfitt-White approaches.</p> <p>There has been a large emphasis on Writer's Tool Box and BSLA PLD. Whilst the Numeracy Team have one PLD session a term to lead PLD in the school, finding a balance has been difficult.</p> <p>The lead teacher in the Senior Syndicate has been modelling and sharing resources. A more structured approach, time given for modelling and observing practise will be a focus in 2023.</p>	
Planning for next year:			
<ul style="list-style-type: none"> ● Based on analysis of PAT data, target group of students in Year 4 – lift progress and achievement to achieve expected levels by end of 2023 ● Continue to focus on the three aspects of progressions within Maths Planning: What? How? Why? What is the answer? How did you get the answer? Why did you get it / defend? Explain why.... ● Continue to focus on new Maths pedagogy. Continue to develop most effective way to incorporate Prime Programme within new refresh curriculum - Rob Profitt-White <p>Emphasis on teaching and practice of basic facts knowledge- staff meeting- games/ sharing with families/ whanau</p> <ul style="list-style-type: none"> ● Continue to develop leadership capability to lead. Focus Team, lead teacher of Maths from each syndicate. Regular meetings to take ideas back feedback / feedforward ● Student target focus to narrow the achievement gap – Move students from at to above. Identify target students. Identify gaps after PAT in early Term 2. ● Increase teacher capacity through Curriculum Support staffing to support and extend below and gifted learners ● Curriculum evening to support whanau with strategies, activities to support their children. ● Once a term, place a game, concept or idea in the newsletter. Send to teachers to share on Seesaw. ● 2023 Problem Solving / Rich Task Focus – support teachers and look at House Competitions or regular Problem Solving Days ● Promote Basic Facts in school communications throughout year. ● Early preventative meetings with parents of students of concern - At Risk Interviews ● Whole school PLD for Math 2023. External facilitation of new math pedagogy and programme. ● Math 'teacher inquiry' appraisal as formal growth cycle. 			