

Te Kura o Ōpāwaho / Opawa School Strategic Goals 2021-23

Strategic Goals 2021-23	What we will see...
<p>Challenging All Learners - all our ākonga / students are extended in their learning to realise their full potential</p>	<ul style="list-style-type: none"> • ākonga / Students meeting school-wide annual achievement target • ākonga / Students striving to reach their individual learning goals • Priority learners and students who need learning support or extension are identified and supported to succeed • A 'local' and culturally responsive curriculum co-constructed through authentic youth/adult partnerships
<p>Connect with Our Place - create a place that our people identify and connect with, that respects our manaakitaka (environment), fosters kaiākitaka (guardianship) and honours our history</p>	<ul style="list-style-type: none"> • A physical learning environment where all ākonga / students and kaimahi / staff thrive • Physically and emotionally safe environment that allows positive risk taking for ākonga / students and kaimahi / staff
<p>Well-informed Community - the school community is a well-informed partner for student learning</p>	<ul style="list-style-type: none"> • Whānau/Parents/Caregivers/Community are actively engaged with the school, partnering together to support children's learning • Whānau / Parents are well informed about their ākonga / students learning • Culturally responsive to a variety of needs

Annual Plan for Te Kura o Ōpāwaho / Opawa School 2023:

Operational plan and annual target 2023

1. At least 65% of our Year 2-8 students will be working at or above their expected curriculum level for Maths, including priority learners

TARGET 1: Increasing student engagement and achievement in Maths

Theory for Improvement

We started our school-wide focus of Maths in 2017, supported by Carol Butel. We have been utilising this curriculum area to challenge the way we think about children's learning and the way we teach children - including best practice pedagogy and assessment. We are aiming to have all of our children view themselves as mathematicians. To do this we believe and the research supports this, that if we improve engagement, we can improve the way children view themselves and think about their ability to do maths.

Part of our maths journey has included implementing play-based learning within our junior school. From 2019 - now, the cohort of students entering Year 3 have only experienced this way of Maths teaching and learning. In response to child development and brain [research](#), students need to be allowed time to develop as children without the pressure constraints of meeting set expectations. Teachers will still support these learners, but at the children's pace and readiness to learn, with the intention of tracking engagement, and subsequently achievement and progress. By doing so, our purpose was to show how play-based maths impacts the engagement, motivation and achievement of students in Maths contexts.

In 2022 we started a partnership with Developing Mathematical Inquiry Communities (DMIC) to further support the teaching and learning of Mathematics at Te Kura o Ōpāwaho. Key elements of DMIC:

- Evidence based best practice nationally and internationally
- Goes beyond problem solving with explicit use of mathematical practices

- Uses social grouping (but not grouping chosen by students or based on preconceived ideas of ability)
- Has high expectations and inclusion for ALL
- Culturally sustaining teaching and learning
- Aligns with play-based learning in the junior school

We gathered baseline data for the whole school at the end of 2021. Moving forward we will be able to monitor the effect of DMIC learning as students progress through both learning teams and year level groups. Each year level will be monitored with our school wide target.

Our goal for 2022 was to strengthen teacher practice by implementing the Developing Mathematical Inquiry Communities (DMIC) Model.

Our goal for 2023 is to further strengthen teacher practice by continuing to use the Developing Mathematical Inquiry Communities (DMIC) Model.

We will also ensure we are using appropriate formative & summative assessment tools to target our explicit acts of teaching. For consistency and comparative data, we will use the e-asTTle assessment across the Community of Learning (CoL), including Cashmere High School. Having a cohesive approach to assessment across our CoL will assist with easier transitions to high school. Professional learning conversations will continue to take place to ensure that the assessment is administered and used purposefully within our school. The whole school will administer a DMIC assessment task at the end of each unit of work. These assessment tasks will be moderated within teams. GLOSS assessment will also support teachers to identify OTJ's alongside the DMIC assessment tasks. In addition to this, the Junior School will also administer the JAM test (Year 1-3).

With the ongoing implementation of our SMS system (Hero), we will look at aligning this with the learning outcomes in our maths planning. We will be using the planning booklets provided by DMIC. Hero also allows us to share this information easily with parents/whānau to ensure they are well informed and that they are able to reinforce next steps at home if they wish.

Our baseline data, at the end of 2022, shows that across Year 2-8; 120/257 (47%) of students were working 'At or Above Expected Curriculum level'.

- This data has identified the need to implement a school-wide programme that improves our current progress and achievement across school. Therefore, we will deliberately focus on tracking and accelerating the progress of our current year 2-8 students.

<ul style="list-style-type: none"> - We will monitor transitions between teams at Year 3, Year 5 and Year 7. Our baseline data shows a drop in achievement during these transitions which we want to better understand. This will also enable us to implement strategies to support / strengthen new learning in maths when students transition to different parts of the school. <p>During 2023, our goal is to ensure that teaching practice, progress and achievement is improved across the school. Through implementation of the DMIC model, our aim is that students will progress steadily. Mixed ability groups, high expectations for all students and the 'low-floor / high-ceiling' tasks will cater for a wide range of levels.</p>	<p>What is our aspiration?</p> <p>Our purpose is to empower, excite and engage all learners to excel and our vision is 'Nurturing Lifelong Learning.' We believe that through increased engagement, we will reach our vision.</p> <p>Our ultimate goal is to have every student who was Below the Standard in 2022, to make accelerated progress to be at their expected curriculum level by the end of 2023.</p>	<p>What is our Target?</p> <ul style="list-style-type: none"> - At least 65% of students across Year 2-8 will be working at or above expected curriculum level, including priority learners. 	<p>Baseline Data (as at the end of 2022)</p> <p>Our baseline data, at the end of 2022, shows that across Year 2-8; 120/257 (47%) of students were working 'At or Above Expected Curriculum level'.</p> <p>At Year 3 11/39 (28%) of students were working 'At or Above Expected Curriculum level'.</p> <p>At Year 5 9/32 (28%) of students were working 'At or Above Expected Curriculum level'.</p> <p>At Year 7 12/32 (38%) of students were working 'At or Above Expected Curriculum level'.</p>
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Baseline Data (as at the end of 2022)

	Well Below End of year		Below End of year		At End of year		Above End of year		End of 2022 Data Total % of students working at/above the expected curriculum level
Year 2	0	0%	8	21%	31	79%	0	0%	79%
Year 3	1	3%	27	69%	11	28%	0	0%	28%
Year 4	1	2%	16	38%	23	55%	2	5%	60%
Year 5	10	31%	13	41%	9	28%	0	0%	28%
Year 6	5	12%	18	43%	19	45%	0	0%	45%
Year 7	14	44%	6	19%	12	38%	0	0%	38%
Year 8	6	19%	12	39%	13	42%	0	0%	42%
Total	37	14%	100	39%	118	46%	2	1%	

Mid 2022 37% of students across school were working at/above the expected curriculum level compared to 47% by the end of the year

What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/ EVALUATION
All teaching staff to be part of PLD sessions led by DMIC mentors	Term 1-4	Nick to organise and liaise with DMIC DMIC Mentors	Staff/Team Hui	
Teachers will plan using the planning/task booklets provided by DMIC. The expectations with planning is that teachers will be familiar with the following for each lesson. Thoughtful planning is essential. <ul style="list-style-type: none"> <ul style="list-style-type: none"> The Task, Big ideas, Curriculum links, Learning outcomes, Mathematical language and Teacher notes As part of planning teachers will have filled in the Anticipations section to prepare for any barriers or misconceptions. 	Term 1-4	Nick, Team Leaders and Teachers	Staff/Team Hui	
All teaching staff to follow the prescribed structure for DMIC lessons <ul style="list-style-type: none"> <ul style="list-style-type: none"> Junior School (Years 0-4) <ul style="list-style-type: none"> 20 minutes Conceptual warm-up (whole class – could be split) 5-10 minutes Launch/group norms 5 minutes Paired problem solving 5 minutes Large group discussion Give next level, same context, different numbers. 	Term 1-4	Nick, Team Leaders and Teachers	Staff/Team Hui	

<ul style="list-style-type: none"> ■ 5 minutes Pair problem solving ■ 5 minutes Large group discussion ■ 10 minutes Connect ○ Senior School (Years 5-8) <ul style="list-style-type: none"> ■ 10 minutes Conceptual Warm-up Activity ■ 5-10 minutes Group norms/Launch ■ 15 minutes Small group activity ■ 15 minutes Large group discussion ■ 10 minutes Making connections to the big idea ● Classroom Organization <ul style="list-style-type: none"> ○ Senior class split into halves – each half seen on alternate days ○ Junior class split in half or smaller for very young ○ Use threes with non-counter/non-verbal with two others ○ Strength-based teacher selected or random social grouping ○ Groups of four or two ○ One challenging group-worthy task (if any student can solve it on their own it is not challenging enough) ● Independent Work <ul style="list-style-type: none"> ○ Purposeful. Problems/practical activities 				
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<ul style="list-style-type: none"> o Practice related to previous maths focus (use problems from previous day, week or last term; refer students to solved problems) o Task board rotation o Developmental play (Y0-1) o Assessment tasks (Year 3+) o All students should use this time to cement previous learning. ● During small group activity teachers will actively monitor <ul style="list-style-type: none"> o Close listening and noticing o Pressing students to consider all aspects of the task o Monitoring for participation 				
<p>Teachers will develop mathematical practices which are key to learning and using mathematics. Successful users often know and use them implicitly, but teachers need to make them explicit to ensure equity.</p> <ul style="list-style-type: none"> o We will do this by <ul style="list-style-type: none"> ■ Linking our school values to mathematics ■ By honouring Te Tiriti o Waitangi ■ Teachers use Talk Moves and to help their students achieve four important goals <ul style="list-style-type: none"> ● Clarify and share their own thoughts 	Term 1-4	Nick, Team Leaders and Teachers	Staff/Team Hui	

<ul style="list-style-type: none"> • Orient to the thinking of others • Deepen their own reasoning • Engage with the reasoning of others <ul style="list-style-type: none"> ■ Each class would develop a set of class norms to create a learning community ■ That teachers would actively develop their use of the 5 Practices by Smith & Stein. <ul style="list-style-type: none"> • Anticipating • Monitoring • Select • Sequence • Connect ■ That teachers will actively use the Communication and Participation Framework to engage students in mathematical practices 				
Observations focused on the teaching of DMIC Maths model and best practice	Term 1-4	Nick, Amy and Team Leaders		
Teachers will take part in in-class mentoring sessions with the DMIC mentors.	Term 1-4	Nick to organise throughout the year		

		DMIC mentors		
Professional development around use of Hero (SMS) for goal setting and formative assessment	Term 2	Hero (SMS) Leaders + staff	Staff/Team Hui	
Formative/Summative assessments will be performed; e-aSTTe Maths, JAM, DMIC Moderation tasks and GLOSS (where applicable)		Team Leaders to create assessment schedule	Leadership Hui	
Opportunities for across school collaboration and professional learning conversations (Col)	Term 1 - Term 4	Amy, Nick and Maree (Col Across School Lead)		
Communication with community about DMIC maths	Term 2	Nick		
Ongoing analysis of data to identify patterns in achievement along with attitudes and mindset towards learning in maths using appropriate tools.	Term 1-4	Nick & Amy	Release time	
Teachers to identify a target group as part of their class profile. Progress and achievement with a focus mindset to be monitored. Allocated time during team meetings to discuss targets.	Term 1-4	Team Leaders	Team Hui	

At least 75% of Year 2-8 students will be working at or above their expected curriculum level for Reading, including priority learners

TARGET 2: Increasing achievement of Reading

Theory for Improvement

Junior School Years 0-2

We began implementing BSLA (Better Start Literacy Approach) in the year 0/2 classes at the beginning of 2022. There is one cohort who had 1 year of the BSLA programme currently in year 3. The current Year 2 cohort is going through their second year of the BSLA programme. The BSLA programme has been implemented within the junior school in response to the Reading results at the end of Year 2 - that being only 48% of students reading at the expected level at the end of 2021.

The Better Start Literacy Approach is a structured literacy approach for junior classrooms to support the early reading and writing development of tamariki. It incorporates vocabulary development using selected children's story books, structured teaching of phonological awareness skills and letter-sound knowledge through game-based activities, activities making explicit links to the reading and spelling context, and structured small group reading sessions using the new Ready to Read – Phonics Plus early readers series. The Better Start Literacy Approach follows a phonics scope and sequence that is used in the class and small group reading teaching.

Whānau engagement is a critical component of early literacy success. The Better Start Literacy Approach also includes whānau workshop materials and other supporting content such as weekly letters to parents and strengths-based reporting, to facilitate whānau-school partnerships and maximise children's opportunities for early literacy success.

The challenge with BSLA is to gain meaningful assessment data that shows where ākonga sit against the expected standards. Current assessments are done via the BSLA assessment website and correlate only with the BSLA resources. To gauge where our ākonga sit against the expected standard we need to better understand the correspondence between the BSLA levelling and the traditional reading levels. It is vital we have this so

that when we no longer have access to the BSLA assessment site we are able to meaningfully assess our ākongā, most importantly for their learning progress but also to ensure accurate reporting.

With this in mind we will be supporting our junior kaiako to access quality assessment tools and accurate resources that clearly show the correlation between the BSLA levels and the traditional levels upon which assessment for learning, progress tracking and reporting are based.

Years 3 to 8

In Years 3 to 8 the approach to teaching reading differs from that of the junior school in that it does not include the same structured literacy approach. In these areas of the school a much stronger emphasis is put onto comprehension skills. ākongā are taught following the vital structure of:

- Modelled reading (the kaiako reads to the tamariki modelling fluency, expression, pace, enjoyment etc)
- Shared reading (the teacher and ākongā read together focussing on core skills which will be transferred to guided and independent reading AND writing)
- Guided reading (small group reading where the kaiako guides ākongā through high interest texts that are just above their independent reading level teaching and reinforcing important skills)
- Independent reading (ākongā read independently for enjoyment and to gain information)

The approach to teaching these key elements differs throughout the school to accommodate the needs of differing levels and needs. The monitoring and assessment process however is the same. An area where we can work with staff (as we have many new staff) is look carefully at the assessment processes used and ensure all kaiako are administering them consistently and are all understanding how to best understand results for effective assessment for learning to occur. The goal of this is to make sure all kaiako are confidently using assessment tools effectively to best support reading success with ALL ākongā.

Effective instruction requires effective assessment. ERO found that nearly one third of schools were using reading assessments ineffectively or not at all ([How our education system is performing for literacy: Progress and achievement of New Zealand learners in English medium settings](#))

Therefore, our annual school-wide Target for reading will focus on improving the level of achievement in reading school wide by ensuring we have robust and consistent assessment tools being used to inform teaching.

What is our aspiration?

Our purpose is to empower, excite and engage all learners to excel and our vision is 'Nurturing Lifelong Learning.' We believe that through increased engagement, we will reach our vision.

Our ultimate goal is to have every student who was Below the Standard in 2022, to make accelerated progress to be at their expected curriculum level by the end of 2023.

What is our Target?

- At least 75% of students across Year 2-8 will be working at or above expected curriculum level, including priority learners.

Baseline Data (as at the end of 2022)

Our baseline data, at the end of 2022, shows that across Year 2-8; 181/257 (70%) of students were working 'At or Above Expected Curriculum level'.

At Year 2 (72%) of students were working 'At or Above Expected Curriculum level'.

At Year 3 (74%) of students were working 'At or Above Expected Curriculum level'.

At Year 4 (85%) of students were working 'At or Above Expected Curriculum level'.

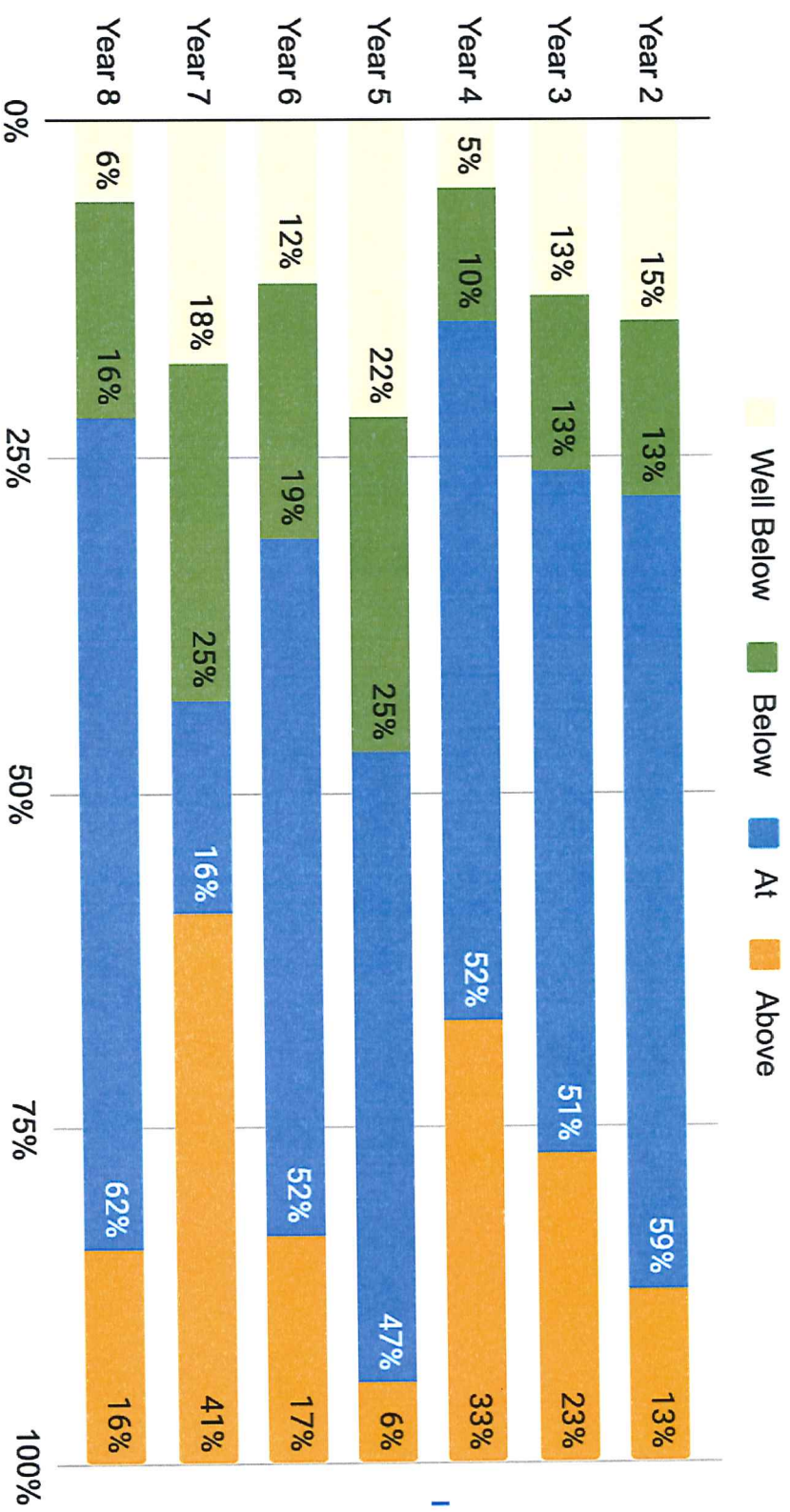
At Year 5 (53%) of students were working 'At or Above Expected Curriculum level'.

At Year 6 (69%) of students were working 'At or Above Expected Curriculum level'.

At Year 7 (57%) of students were working 'At or Above Expected Curriculum level'.

At Year 8 (78%) of students were working 'At or Above Expected Curriculum level'.

Reading Achievement: End of Year 2022



What are we going to do about it?

PLANNED ACTIONS	TIMING	RESPONSIBILITY	RESOURCING	MONITORING/REVIEW/ EVALUATION
Review our current data and determine the learning needs of students across the year levels.	T1/2	Teaching Staff	Lead Teacher release	
Ongoing assessment procedures will determine the levels of the children. This includes eastTle Reading (Year 4-8), Probes (Students beyond the colour wheel), Running Records (colour wheel), Better Start assessments, group work and independent tasks including book work.	T1-4	Teaching Staff	No additional resourcing required	
Teaching staff to identify priority learners and create a target group.	T 2	Karly, Teaching Staff	Staff/Team Hui	
All teaching staff will take part in robust PLD around how to administer and interpret reading assessment tools e.g. running records, e-asTTle	T 2-3	Karly, Amy, Other skilled staff such as Learning Support / DP	Staff/Team Hui	
All teaching staff will have PLD around the literacy learning progressions and look closely at the progressions for reading and how these are used as goals to scaffold reading achievement.	T 2-3	Karly, Team Leaders, DP	Staff Hui	
All teaching staff will monitor and track the progress of students through the progressions/goals.	T 2 - 4	Karly	Staff Hui	

All teaching staff will take part in 'check point' discussions within their teams to moderate progress and identify children at risk. From this, looking at what assessment tools can be used to best assess their needs for next steps to accelerate learning.	T 2- 4	Team Leaders	Team Hui	
	T1-4	Teaching Staff	No additional resourcing required	
	T1-4	Year 0-2 Teaching Staff	No additional resourcing required	

NB - WST for Assessment for Learning (Literacy) is Karly; WST for Assessment for Learning (Numeracy) is Amy and Nick leads the Special Project in Maths. Karly, Amy and Nick also lead Mini Teams.

We use Hero as our Student Management System (SMS).