



Puhinui School 2022 Charter and Strategic Planning

Principal's Endorsement: *Mark Elder*

Board Chair's Endorsement: *Les Waimotu*

Submission date to the MOE: 1.3.2022

PUHINUI SCHOOL



"OTHERS BEFORE SELF"

PUHINUI SCHOOL

CURRICULUM DESIGN



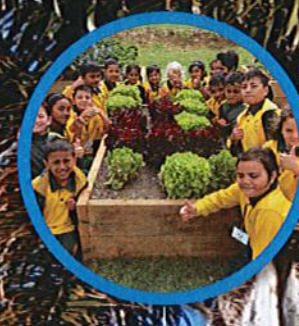
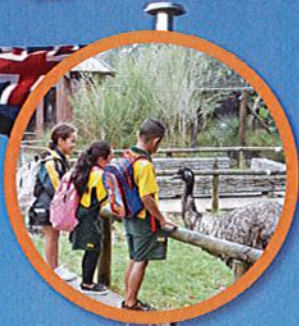
PUHINUI SCHOOL

Together we educate and nurture the whole child

Ko te ahurei o te tamaiti arahia o tātou mahi

Let the uniqueness of the child guide our work

PUHINUI VALUES



Respect

Integrity

Resilience

Opportunity

Community

Puhinui Values are a part of our school tradition, fundamental to how we teach, live and interact together. We focus on consistently living our values daily with students and within our Puhinui Community.



THE PUHINUI CURRICULUM

Our Curriculum is based on a passionate belief in educating and nurturing the whole child. We provide students with learning opportunities that reflect the full New Zealand Curriculum. The learning journey includes growing our school values and the characteristics of a good learner, they are woven through our daily social experiences.

The Puhinui Curriculum is a crafted document that represents the students of our community. We aim to design engaging learning experiences that are highly relatable to our tamariki and their lives.

Literacy is a highly valued taonga for our hard working and diverse whānau. We are clear in our work and in deliberately interweaving literacy through the curriculum experiences we provide. We continue to build a curriculum that grows tamariki, it nurtures their unique gifts, their unique identity.

TE AO MĀORI

At Puhinui we take opportunities to understand and explore the culturally rich beauty of Te Ao Māori

Te Reo
Māori

Tikanga Māori

Protocols and Customs

te Tiriti o
Waitangi

Partnership, Participation, Protection.



AUTHENTIC, RELATED AND MOTIVATION TO LEARN

Authentic Learning

Authentic Learning at Puhinui School is rich in meaning, in context and in purpose. We are intentionally aware of the authenticity of our students life experiences, interests and opinions. We design authentic real life and hands on learning experiences with our learners in mind.

There are 3 interconnected concepts that help us design our Puhinui Curriculum, authentic, related and motivational learning.

We plan, prepare and make deliberate intentions with these 3 concepts in mind.

Motivation to learn

Motivation is essential to authentic and related learning tasks at Puhinui School. We know that by providing high interest learning and engaging rich tasks, students are more likely to be motivated learners. The greater their level of motivation, the more passion students will show towards becoming successful learners.

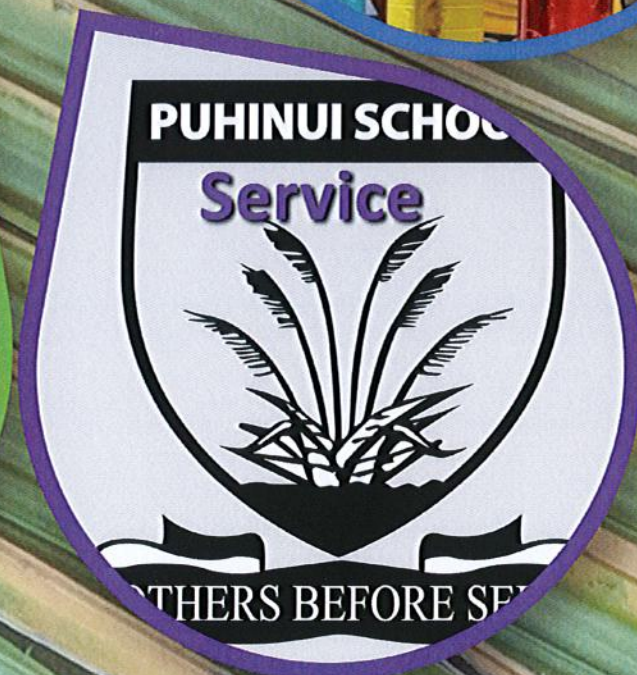
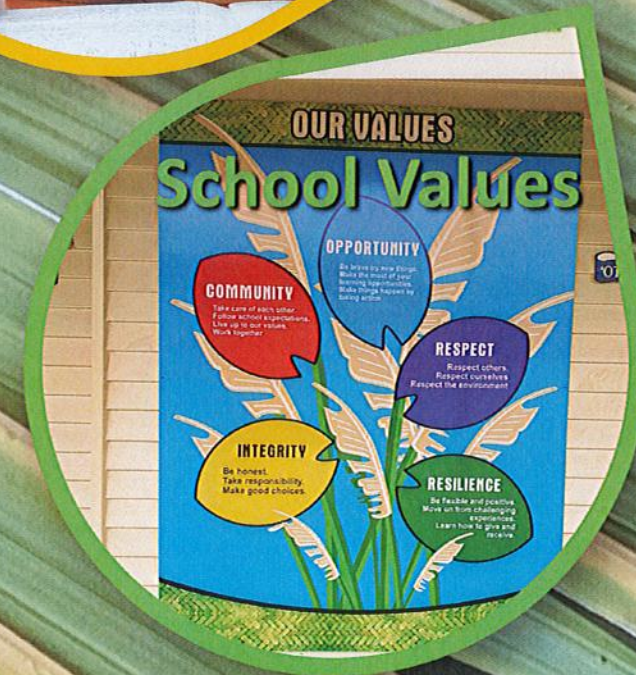
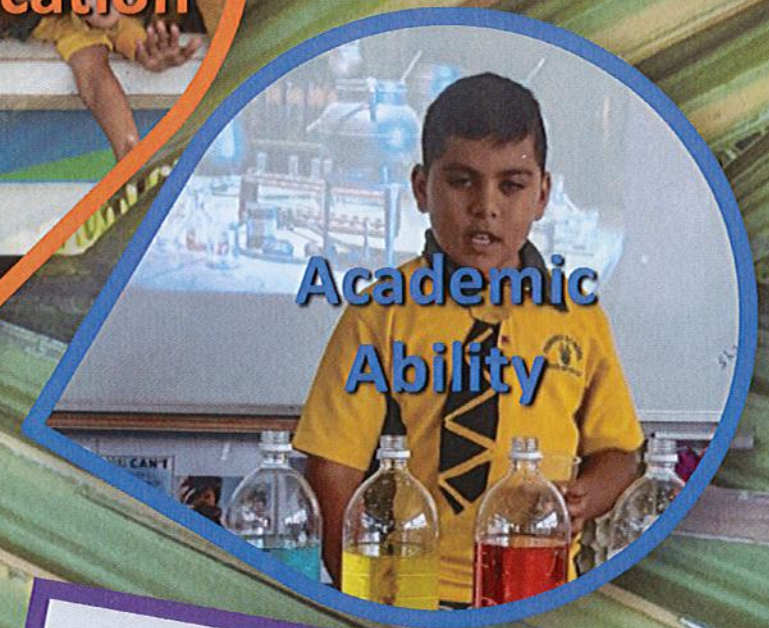
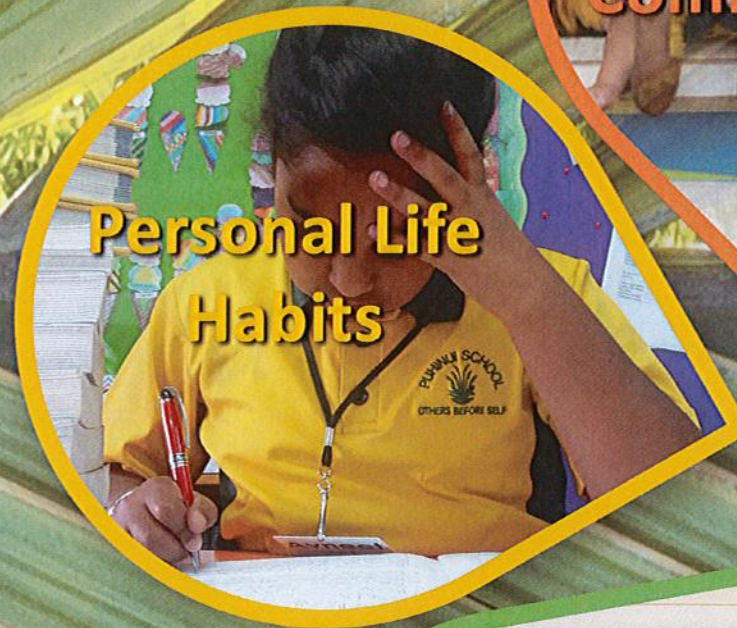
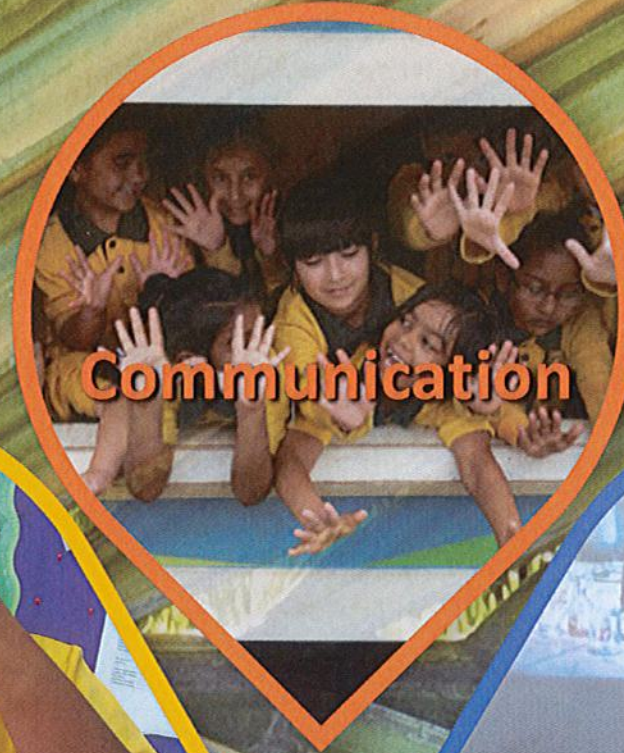
Related Learning

Related Learning through thoughtful and deliberate contexts, our educators provide learning experiences that capture the interests, experiences and the needs of Puhinui students.

STUDENT PROFILE

The Puhinui Student Profile goes beyond and across curriculum learning. It identifies the learning characteristics and attributes we believe are important for Puhinui students.

The graduate profile has 5 key areas that help us attain our purpose.



INCLUSIVE EDUCATION



At Puhinui School, all students receive the best possible support to ensure their learning is responsive, positive, and inclusive.



Puhinui School has a multi-faceted support system, to meet the needs of all students.



Teachers respond to the uniqueness of each child through differentiation and adaptation of the classroom curriculum and school environment .

ASSESSMENT



At Puhinui School we believe assessment should have a specified purpose.



We encourage teachers to utilise planned lessons as forms of assessment. Assessment is integrated and closely connected to the learning experiences and learning sequences of the students as they are learning.



Our assessments are especially weighted towards formative practices that help teachers tune in, plan for next steps in learning and form deliberate acts of teaching.



Summative and diagnostic assessments help us track and target students over time. Summative assessments help us make overall teacher judgements for reporting.

Puhinui School

Together: *We educate and nurture the whole child*

Whakatauki: *Ko te ahurei o te tamaiti arahia o tatau mahi*

Let the uniqueness of the child guide our work



Strategic Goals Years 2022-2024

Revised: February 2022

Goal: Deliver a worthy Puhinui Curriculum, one that provides students with authentic, relateable and motivational learning experiences.

Strategic Initiatives Puhinui Curriculum is used as a living reference to support curriculum design
Staff confidently implement the Puhinui Curriculum
Students are provided with worthy learning experiences that enhance their depth of learning

Our Measures of Success We can map back daily learning experiences to the Puhinui Curriculum document
Team collaborative journals with annotations identifying characteristics of quality learning and effective pedagogies
Teachers can articulate and reference how the learning experiences map back to the Puhinui curriculum
75% of students are making expected progress in reading, writing, maths

Goal: Puhinui Reading Programmes are based on well established literacy foundations. They support effective delivery in literacy and in the reading proficiency of students.

Strategic Initiatives Define what the Puhinui Reading programme at each team level should include
Quality reading programmes are seen in each classroom of the school and across teams
Reading progress can be measured by teachers through assessments and through evidence in reading tasks

Our Measures of Success Clear guidelines are developed for each team
The elements of our reading programmes are seen in each classroom across the school
Progress is seen in reading ages/levels for students. Evidence of how students respond to texts is evident

Goal: Provide an environment that enhances learning and our Puhinui identity.

Strategic Initiatives Begin planning for the new 5 Year property plan
In collaboration with the MOE continue to plan, prepare and implement the roll growth build project
Work on board property projects to improve the school environment, and learning opportunities of tamariki

Our Measures of Success The new 5 Year Property Plan is completed
Roll growth plan carried out in collaboration with MOE project team, 6 Classrooms operational for 700 students by start of school year 2024.
Hard and soft landscaping plan is developed, projects are identified, phase 1 projects completed by Dec 2022.
Phase 2 Hard and Soft Landscaping projects sequenced and first tasks initiated by March 2023.

Key Strategic Evaluation & Strategic Planning for Reading in Literacy in 2022

Noticing - What are we currently doing?

Puhinui Reading programmes have traditionally been consistent, well planned and organised. Teachers have wide ranging experience at supporting learners, particularly ELLs students. Our junior teachers are methodical and ensure students have early literacy foundations in place. We aim to develop early responsive support for students. We have a range of programmes and supports in place for literacy support including the Te Are centre and teacher aides in junior classes during our literacy time. Our data indicates that we are consistently able to deliver success for the majority of students by the time they have completed Year 6 at Puhinui School with 80% in 2021 despite the year being affected by Covid 19. Our greatest challenge is in supporting our younger students who are often coming to school with limited early literacy experiences in English. At the end of 2021 33% of Year 1 students were at the expected level of reading ability. In Year 2 our data shows that students are beginning to make greater gains and progress in reading ages with 50% students at expected reading age and by Year 3, students are at 68% of the expected progress in reading age, and well into accessing level 2 of the NZ curriculum.

Investigating - What do we want to know more about?

In our early literacy intervention how responsive are we to students? When should we expect students to be moving on from level to level to ensure that are making progress through the reading colour wheel. What are the areas for our teachers to be making adjustments to and ensure we are providing students with the appropriate literacy skills as they require them. What place does phonological awareness, reading mileage and reading for fluency have in our reading early literacy programmes? Do our teachers have a good knowledge of what phonological development should include? Are we utilising information we gain to help respond to student ability in reading and are we utilising our sources of evidence to keep students at the edge of learning for progress? All while providing the supports needed to ensure students maintain a level of self-efficacy and reading confidence.

Making sense - of what we notice and want to do

In our noticing the areas we would like to develop over the next 3 years are:

Our understandings and pedagogy for early literacy acquisition

Teachers who are responsive to student learning, what they are seeing, what they are noticing and through good levels of professional understanding what adjustments are they making to support effective progress for students in reading acquisition.

For student who are reading with confidence, particularly in Years 4 to Years 6, who are we providing reading tasks with reading follow-up tasks that support level 3 learning and exploring Level 4 conceptual learning for further extension of our able readers.

Focusing - Where are we going to focus our energies

Although we will have a focus across the whole school in reading from 2022-2024, we will be paying particular attention to early literacy development and our junior reading programmes. These will be in years Y0-Y3. This will align to the data and the identified area of most need. It also aligns with our identified area for Evaluation with our ERO evaluation partner.

Taking Action

In our noticing the areas we would like to develop over the next 3 years are:

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Teachers who are responsive to student learning, what they are seeing, what they are noticing and through

good levels of professional understanding what adjustments are they making to support effective progress for students in reading acquisition.

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Puhinui School

Key Strategic Evaluation & Strategic Planning for Reading in Literacy in 2022

Date Written: Tue, 2022-01-11

Date Evaluated:

Written by:

Team Members:

Key Aims:

Puhinui Tamariki acquire understanding, knowledge and skills they need to be successful participants in literacy and learning. They learn how to communicate successfully with others orally, through text and in writing in the Primary education context of their young lives.

Capabilities to support student achievement

Evaluative Capability

Stewardship Leadership

Instructional Capabilities

Culturally Inclusive Learning Environments

Engaged Learning Connections

Organisational Capability

Key Goal

Key Actions for Implementation

People & Resources

Evaluate current Puhinui Reading programmes. Make adjustments where this will support improvements to student learning.

Each team revise what reading programmes currently look like. This includes planning, Puhinui Reading progressions, types of reading tasks students are set, expectations of guided reading and independent tasks.
Teams consider relevant research, and best practice evidence to ask, what recommendations and adjustments should we be making to enhance learning opportunities for students. Teams also consider how well are they including opportunities for reading mileage for fluency, Phonological awareness, and comprehension.
Implement initiatives and set check point meetings to evaluate progress being made by teachers in changes made. Include evidence of student progress to support findings.

Develop our responsive and formative learning pedagogies to support student reading acquisition. A particular focus on Year 0 to Year 3 students.

At the beginning of the year establish the beginning of the year student reading levels.
Establish with teams what does it mean to be responsive to the reading needs of students? How do we gather information that helps us as teachers make OTJs for immediate and future learning.
Review the purpose of assessment tasks, particularly how and when we use running records for diagnostic learning purposes. Identify what are the sticking points for students in reading acquisition at Puhinui School.
Develop the reading plan that supports professional growth, which in turn enhances reading skill development for students in our reading programmes.
Plan for our professional growth development to evolve, elements will be responsive to what teachers need to continue

growing their pedagogy.
Grow our professional knowledge around phonological awareness, vowels and syllabification.
Provide professional development in conducting running records, phonological awareness, elements of a good reading programme.
Team leaders and literacy leads carry out observations throughout the year to support teacher development and team growth.
Form and implement the Literacy Teacher aide professional development programme for 2022.

Utilise collaborative growth cycles to enhance reading programmes

Teams to ensure they are working collaboratively to share the craft as a team.
Utilising the team collaborative journal as evidence that shows how teams are sharing 'the craft' and their in class pedagogies. This should include evidence of student work, students progress.

Design a full set of supporting interventions for struggling readers in Years 1, 2 and Year 3.

Te Ara Centre programmes with a focus on Year 1 and Year 2 early literacy intervention.
Teacher aides in literacy
Develop a Tuakana Teina Reading programme to support selected junior students.
Introduce reading recovery programme
Reading at home school partnership
Set reading target monitoring plan for 2022.

Evaluation: Success related to improved learning & improved pedagogy

Recommendations: Where to next for quality learning & quality pedagogy

Key Strategic Evaluation & Strategic Planning for Puhinui Integrated Curriculum Mapping in 2022

Noticing - What are we currently doing?

- Trialled Integrated Curriculum in 2021 using a curriculum area/ topic as the major i.e. Statistics, Science
- Exploring and researching approaches to an integrated curriculum
- Developing our 2022 PICM pathway to bring greater clarity for teachers.

Investigating - What do we want to know more about?

- How our 2022 mapping pathway will make integrated curriculum easier to understand and incorporate into our everyday planning and teaching.
- How reading and writing can be more integrated into PICM themes in authentic and purposeful ways.

Making sense - of what we notice and want to do

Our curriculum programmes are very full and the traditional way of planning and teaching has:

- Had limited coverage of the different curriculum areas, especially with the introduction of Digital Technology and NZ History. We would like to have a better understanding of what our curriculum coverage is across teams and schoolwide.
- Topics/ themes were not always centered around our PSC interconnected concepts - authentic concepts, motivation to learn, related learning.

We have also noticed that topics/ themes need to be worthy ones. Ones that we can build solid, meaningful and purposeful learning experiences from.

Our development of the PICM pathway is to bring greater clarity to teachers, which we hope will bring an increased quality in the planning and teaching of our integrated curriculum programmes.

Focusing - Where are we going to focus our energies

- Developing a clear, shared understanding of what is the PICM and how in our context, and how we as teachers will move ahead following our PICM pathway.
- Making PICM a quality way to plan, prepare, teach and learn for better learning experiences and outcomes for our Puhinui tamariki.

Taking Action

Refer to Milestones to Implementation below.

Puhinui School

Key Strategic Evaluation & Strategic Planning for Puhinui Integrated Curriculum Mapping in 2022

Date Written: Thu, 2021-12-02

Date Evaluated:

Written by: Sarah Valeli & Mark Elder

Team Members:

Leadership Team 2022

Key Aims:

Establish a clear purpose to the design of the Puhinui Integrated Curriculum as a planning, preparation, teaching, and evaluation process.

Capabilities to support student achievement

Evaluative
Capability

Stewardship
Leadership

Instructional
Capabilities

Culturally
Inclusive
Learning
Environments

Engaged
Learning
Connections

Organisational
Capability

Key Goal

Key Actions for Implementation

People & Resources

Complete the establishment phase of the Puhinui integrated curriculum mapping project.

Carry out a refresh on where we are currently at with our PICM. Define PICM What is it? and our purpose for shaping our curriculum learning themes through the PICM lens. Share with our teachers and teams the why? our purpose so they have good clarity and good understanding of the PICM concept and PICM process. Teams select their worthy Learning Contexts Once planned teams begin the learning process Throughout the year PICM team meet to evaluate and continue adapting

Work with teams to support and guide them through their PICM process

Sarah & Mark
PICM team
Syndicate
teams
Teachers

Continue developing and refining the PICM coverage document.

Sarah to update curriculum coverage document to reflect discussions made at the end of 2021 and share this with the PICM team.

Teams via their PICM member update their curriculum coverage document throughout the year. Sarah to have check-in points mid-year and end of year with team leaders.

Sarah
PICM team
(mainly STs)
PICM pathway

The integration of reading and writing into the PICM learning process in worthy ways.

Literacy PLN team (Reading and Writing) to meet prior with Sarah to see what themes are to be covered in each team and discuss what ways teams have planned to incorporate worthy reading and writing opportunities into integrated topics/

PICM team
(mainly STs)
PICM pathway
expectations

	<p>themes.</p> <p>Literacy representatives to be the main source of communication between the PICM team and their syndicate teams, STs to check classroom teacher's planning is incorporating PICM reading/ writing elements as agreed upon. STs to give support to teachers where required.</p>	<p>Sarah Literacy PLN Teachers</p>
<p>Incorporate our Puhinui School Curriculum (PSC) three interconnected concepts into our PICM planning and learning;</p> <ul style="list-style-type: none"> - authentic concepts - motivation to learn - related to learning 	<p>Senior teachers (STs) to plan with their teams with the 3 interconnected concepts in mind.</p> <p>Ask ourselves how do our planning and learning experiences reflect what we want for our students?</p> <p>Are they - authentic and meaningful to this cohort of students and their lives? Will they be motivated to learn about this? How are our experiences related to learning and our worthy theme? Also, how worthy is our theme?</p> <p>- Are the major learning outcomes set by the team, evident in what teachers have planned to do in individual classes?</p>	<p>PICM pathway Syndicate teams and their planning. Classroom teacher's planning</p>
<p>Design a clear PICM pathway for the PICM team and teachers that includes; roles and responsibilities, and timeframes.</p>	<p>Sarah to design the PICM pathway. Include roles and responsibilities of PICM team members, Literacy PLN and teachers.</p> <p>Sarah to share pathway with the leadership team and teachers.</p> <p>Timeframes to guide our work along the pathway and help set clear expectations for 2022 PICM's approach to planning, preparation, teaching and evaluation.</p>	<p>PICM pathway Sarah working with STs and the senior leadership team PICM team Teachers</p>
<p>Evaluation: Success related to improved learning & improved pedagogy</p>		
<p>Recommendations: Where to next for quality learning & quality pedagogy</p>		

Puhinui School

Emerging Evaluation & Strategic Planning for Puhinui Student profile in 2022

Date Written: Thu, 2022-03-03

Date Evaluated:

Written by: Personal life habits

Team Members:

Key Aims:

Work on developing the Puhinui Pupil Profile support our development of students holistically. Continue to work on the Puhinui Curriculum and ensuring we are continually working on delivering on all elements of the curriculum.

Capabilities to support student achievement

Evaluative Capability

Stewardship Leadership

Instructional Capabilities

Culturally Inclusive Learning Environments

Engaged Learning Connections

Organisational Capability

Key Goal

Key Actions for Implementation

People & Resources

Unpack what personal life habits means for students

Explore the elements of the Puhinui graduate profile
Introduce and begin un-packing with staff the Puhinui student profile area of personal life habits
Introduce the concept of atomic habits to staff.
Grow our professional understanding of life habits and how these can be incorporated into a learning context.

Help children bring positive life habits into their daily learning.

Introduce and implement life habits into the daily programme in reading, writing and maths.
Teams to form and implement the plan for the daily learning habit in reading, writing and maths.

Evaluation: Success related to improved learning & improved pedagogy

Recommendations: Where to next for quality learning & quality pedagogy

Mathematics Annual Analysis of Variance 2021, (2022 Charter)

School Name:	Puhinui School	School Number:	1448
Strategic Aim:	<p>To increase the number of students at or above the expected level of the NZC in Mathematics. To improve the progress of targeted students through school interventions in Mathematics.</p>		
Annual Aim:	<p>To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Mathematics.</p>		
Target:	<p>Students who are priority learners and are below the expected curriculum in Mathematics.</p>		
Baseline Data:	<p><u>SCHOOL WIDE</u></p> <p>Analysis of school-wide Mathematics data in November 2020 identified that:</p> <p>80.4% of All students were working at the New Zealand curriculum level in mathematics</p> <p><u>GENDER</u></p> <p>79.2% of all Males were at or above the New Zealand curriculum level in mathematics. 81% of all Females were at or above the New Zealand curriculum level in mathematics</p> <p><u>YEAR LEVELS</u></p> <p>100% of all Year 1 students were at or above curriculum level for mathematics. 81% of all Year 2 students were at the New Zealand curriculum level in mathematics. 76% of all Year 3 students were at or above the New Zealand curriculum level in mathematics. 69% of all Year 4 students were at or above the New Zealand curriculum level in mathematics. 69% of all Year 5 students were at or above the New Zealand curriculum level in mathematics. 63% of all Year 6 students were at or above the New Zealand curriculum level in mathematics.</p> <p><u>ETHNICITIES</u></p> <p>71% of all Maori students were at or above the New Zealand curriculum level 77% of all Pasifika students were at or above the New Zealand curriculum level 85% of all Asian students were at or above the New Zealand curriculum level</p>		



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below expected progress were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ol style="list-style-type: none"> I. School-wide II. Syndicate Team III. In class <p>Specific professional development and teaching as inquiry focused around targeted students</p> <p>Self-reviews and action plans incorporated targeted interventions in their goals and actions</p> <p>Teams being more deliberate use of assessment information in teams.</p> <p>Statistics integration into topic study.</p>	<p>An analysis of the data indicates that in relation to the NZC targeted groups achieved the following results:</p> <p><u>SCHOOL WIDE</u> 79.1% of all year 1 – year 6 students were at or above New Zealand curriculum level for 2021</p> <p><u>GENDER</u> 79% of all year 1 – year 6 Females in 2021 were at or above expected level. 79% of all year 1 – year 6 Males in 2021 were at or above the expected level.</p> <p><u>YEAR LEVELS</u> Year 1 students 100% are at or above mathematics curriculum level in 2020 and 2021. 74% of year 2 students in 2021 were at or above expected mathematics curriculum level. 68% of year 3 students in 2021 were at or above expected maths curriculum level. 78% of all year 4 students in 2021 were at or above expected maths curriculum levels. 64% of all year 5 students in 2021 were at or above expected maths levels. 67% of all year 6 students in 2021 were at or above expected maths levels.</p> <p><u>Ethnicities</u> 69% of Maori students were at or above in 2021. 70% of Pasifika students were at or above expected level in 2021. 87% of all Asian students (including our Indian students) were at or above expected level in 2021.</p>	<p>Covid continued to be a significant event in 2021. Overall It had a general impact on student achievement in maths for example - For Yr 3 students Yr 5 and Yr 6 students and Pasifika students.</p> <p>Attendance had an impact on student achievement particularly for students who fail to return from lockdowns.</p> <p>Teams increased their monitoring of student's achievement, and this resulted in more deliberate formative learning. Formative practices continue to be promoted.</p> <p>A major revision to the maths overviews was made. Statistics became integrated into topic theme studies.</p> <p>Refining of Key Mathematical Ideas in strand carried on from the strategy Key mathematical idea work done in 2020.</p> <p>instructional coaching continued to support the development of pedagogy and skills in maths teaching.</p> <p>Adaptability through good systems of monitoring and analysis of information/data. Some inconsistency around this have been noted and working towards improving this area for example Overview check points entered.</p>	<p>Continue to work on analysis of mathematical information to enhance deliberate acts of teaching and learning sequences.</p> <p>A further change to overviews to allow for number strategy modules of 2 sets of 5-week modules each year for instance Geometry integration into topic theme.</p> <p>Teams to continue to work develop collaboratively to help build their mathematical pedagogy.</p> <p>Continue to refine our established overviews, our key conceptual learning domains, and have clarity on what the class programme should look like.</p> <p>Include an element of basic facts into daily mathematic programs.</p> <p>Ensure teams are aware of how they can bring measurement and algebra into their strategy tasks throughout the year. While maintaining their focus on the number strategy learning modules.</p>
<p>Planning for next year:</p>			
<p>Monitor for the consistency of overall programs across the school. Utilise assessment information in a deliberate well-planned way. Revisit and professionally support new teachers to Puhinui school, to support their ability to deliver the Puhinui mathematic program. Include the where to next evaluation statements from the ANOVA into our strategic planning for our mathematics for 2022.</p>			

Reading Annual Analysis of Variance 2021 (2022 Charter)



School Name:	Puhinui School	School Number:	1448
Strategic Aim:	<p>To increase the number of students at or above the expected level of the New Zealand Curriculum in Reading. To improve the progress of targeted students through school interventions in Reading.</p>		
Annual Aim:	<p>To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Reading.</p>		
Target:	<p>Students who are priority learners and are below the expected curriculum in Reading.</p>		
Baseline Data:	<p><u>SCHOOL WIDE:</u> Analysis of school-wide Reading data 2020 end of year baseline. Instructional school wide (excluding year 0) 69% at or above in reading.</p> <p><u>GENDER:</u></p> <p>82% of all Male students were at or above in Reading in 2020. Instructional age Male school wide 57% at or above reading age.</p> <p>88% of all Female students were at or above Reading in 2020. Instructional age Female school wide 69% at or above reading age.</p> <p><u>YEAR LEVELS:</u></p> <p>Y1 Instructional reading 29% at or above Y2 Instructional reading 59% at or above Y3 Instructional reading 71% at or above Y4 Instructional reading 87% at or above Y5 Instructional reading 76% at or above Y6 Instructional reading 94% at or above</p> <p><u>ETHNICITIES:</u></p> <p>Maori students Instructional age school wide 63% at or above in reading.</p> <p>Pasifika students Instructional age school wide 59% at or above in reading.</p> <p>Asian students (Including our Indian students) Instructional age school wide 66% at or above in reading.</p>		



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ul style="list-style-type: none"> I. School-wide (professional development/staff meetings) II. Syndicate Team (professional development) III. In class (workshops, DATs) <p>Teams selected aspects of the reading programme for professional development.</p> <p>A realignment in learning support to focus on early literacy intervention.</p> <p>Junior programmes included reading club initiatives and phonics.</p>	<p>Data and stats used from 2021 Instructional reading end of term 4.</p> <p>School wide 60% of all students were at or above expected reading level in 2021 (Including all students Year 0 to Year 6)</p> <p>Year Levels 64% of all Year 1 to Year 6 students are at or above expected reading level in 2021.</p> <p>33% of all Year 1 students were at or above expected reading level in 2021.</p> <p>50% of all Year 2 students were at or above expected reading level in 2021.</p> <p>68% all Year 3 students were at or above expected reading level in 2021,</p> <p>88% of all Year 4 students in 2021 were at or above expected level.</p> <p>69% of all Year 5 students were at or above expected reading level in 2021.</p> <p>80% of all Year 6 students were at or above expected reading level in 2021.</p> <p>Gender 59% of all Year1 to Year 6 Males were at or above expected level in 2021. In</p> <p>69% of all Year 1 to Year 6 females were at or above expected reading level in 2021.</p>	<p>Although the impact of covid appears to have had only a minor impact on instructional reading levels in comparison to 2020. There is some evidence to show it had an impact on the junior reading intervention and for the students who did not return from lockdowns throughout 2021.</p> <p>Full programs were compromised due to covid lockdowns.</p> <p>Covid levels reduced time teaching with children.</p> <p>Student progress was monitored by teams. Referrals made to Te Ara centre.</p> <p>In 2021 Yr 0 -2 teachers worked more responsively in adjusting reading levels in comparison to 2020</p> <p>Reading programs overall showed success eg Assessment lead and team leaders increased more deliberate teaching and ensuring teachers were monitoring and responding to diagnostic noticing's.</p> <p>Early intervention through Te Ara programmes supported gains at Year 1.</p> <p>Junior school programmes are consistent, good foundations may support improved reading at the</p>	<p>Continue to strengthen our awareness of deliberate acts that support informative learning.</p> <p>Continue to encourage responsive pedagogies and teachers using their overall teacher judgements to ensure students are progressing through the colour wheel and reading levels in years 0 to 3</p> <p>Continue to define and develop our teaching expertise and phonological awareness (Use of decoding strategies to support early literacy development Yr 0 – 3)</p> <p>Explore opportunities to integrate digital technologies into the reading programme. Being careful to ensure the purpose of tasks is clear.</p> <p>Continue to utilise the team journal and team collaboration to grow our professional development and growing our teacher expertise in reading.</p> <p>To continue closely monitoring both individual and cohort achievement. Teachers being aware of the narrative around reading assessment data.</p> <p>Target early readers for Te Ara centre intervention.</p> <p>Evaluate current Puhinui reading programs for example make adjustments to make improvements to students learning.</p>

Tātaritanga raraunga



	<p>Ethnicities 57% of all Year 1 to Year 6 Maori students were at or above expected reading level in 2021.</p> <p>54% of all Pasifika students were at or above expected reading level in 2021.</p> <p>64% of all Asian students (including our Indian children) were at or above expected reading level in 2021.</p>	<p>higher levels of the school.</p> <p>Early intervention and consistent programmes across the year levels helps students attain good levels of achievement in Year 6.</p>	<p>Develop a Tuakana teina reading program that supports targeted junior students.</p> <p>Re-establish reading at home school partnership initiatives and links.</p> <p>Introduce reading recovery with 2 teachers training in 2022.</p> <p>Continue with the 2nd .year roll out of literacy teacher aide Professional development.</p>
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Planning for next year:

Reading will be our key strategic focus from 2022 to 2024.

Continue to focus resourcing junior literacy programs. Continue to promote responsive assessment that leads to deliberate acts of teaching.

Evaluation of reading programs across the school.



School Name:	Puhinui School	School Number:	1448
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Strategic Aim:	<p>To increase the number of students at or above the expected level of the NZC in Writing.</p> <p>To improve the progress of targeted students through School interventions in Writing.</p>
Annual Aim:	To raise the rate of progress for all students who are below and well below the expected learning in relation to the NZC in Writing.
Target:	Students who are priority learners and are below the expected curriculum in Writing.
Baseline Data:	<p>Analysis of school-wide Writing data in November 2020 identified that:</p> <p><u>SCHOOL WIDE</u></p> <p>76% of all students were working at or above New Zealand Curriculum level in Writing.</p> <p>74% of all 'year 2' students were at or above the New Zealand Curriculum level in Writing</p> <p>67% of all Year 3 students were at or above the New Zealand Curriculum level in Writing</p> <p>66% of all Year 4 students were at or above the New Zealand Curriculum level in Writing</p> <p>65% of all Year 5 students were at or above the New Zealand Curriculum level in Writing.</p> <p>65% of all Year 6 students were at or above the New Zealand Curriculum level in Writing.</p> <p><u>GENDER</u></p> <p>70% Males are at or above New Zealand curriculum level.</p> <p>81% of Females are at or above New Zealand curriculum level.</p> <p><u>ETNICITIES</u></p> <p>72% of Maori students were at or above the New Zealand Curriculum level in Writing.</p> <p>73% of Pasifika students were at or above the New Zealand Curriculum level in Writing</p> <p>79% of Asian students (including Indian students) were at or above New Zealand curriculum level in Writing.</p>



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Students and cohorts below New Zealand curriculum levels were identified, using achievement data and OTJ's</p> <p>Targeted interventions were developed. These were at 3 levels of intervention:</p> <ol style="list-style-type: none"> I. School-wide II. Syndicate Team III. In class <p>Team based professional development focused around targeted students.</p> <p>Jnr:</p> <ul style="list-style-type: none"> • Check points and collaborative discussions • DATs & specific learning conversations • Sentence level focus and skill development • Topic's engaging and relevant to learners <p>Mid:</p> <ul style="list-style-type: none"> • Moderation consistency • focus on skill writing • Science development drawing in vocabulary • Consideration to topic <p>Sen:</p> <ul style="list-style-type: none"> • Explicit teaching • small group work with target and workshop groupings • Short sharp pieces • skill lessons 	<p><u>SCHOOL WIDE:</u></p> <p>74% of all students were at and above the writing curriculum expected level in 2021. In 2020 76% of all students were at or above writing curriculum levels.</p> <p><u>GENDER:</u></p> <p>69% of all males were at or above expected writing curriculum level in 2021. In 2020 Males were 70% at or above the New Zealand curriculum.</p> <p>78% of all females were at or above expected writing curriculum level in 2021. In 2020 females were 82% at or above writing curriculum level.</p> <p><u>YEAR LEVELS:</u></p> <p>Year 2 are 65% at or above expected writing level in 2021</p> <p>Year 3 were 58% at or above writing curriculum level in 2021.</p> <p>Year 4 were 72% at or above writing curriculum level. In 2020 year 4 were 67%.</p> <p>Year 5 in 2021 were 59% at or above writing curriculum level.</p> <p>Year 6 were 75% at or above in writing curriculum level 2021. In 2020 they were 66%.</p> <p><u>ETHNICITIES:</u></p> <p>61% of all Maori students were at or above in 2021. 72% in 2020.</p> <p>65% of Pasifika students were at or above writing curriculum in 2021. 73% in 2020</p> <p>83% of all Asian students were at or above the expected writing level in 2021. 79% in 2020.</p>	<p>Covid 19 has had an impact in 2021. Especially with our ethnicity groups.</p> <p>2021 was a disrupted year for Professional development. The plan was in place needed to be revised. Lead teachers who worked with Murray Gadd to share the craft with new syndicate members.</p> <p>Despite disruption in 2021 teachers continue to use the revised Puhinui writing progressions.</p> <p>Purposeful topic selection aligned with term planning and surrounding curriculum areas. Connecting topic with student interest.</p> <p>Target student workshops strengthened student writing progress ability for example workshops did show evidence of students able to achieve writing skills with the extra specific workshop opportunities.</p> <p>Writing lead teachers lead moderation in teams. Encourage teachers to complete tasks by check in dates.</p> <p>Some check in dates were missed by teachers. Lead writing teachers tightened this up with support from PLN and assessment leader.</p> <p>Writing leads to continue strong moderation collaboration. Ensuring check in dates are followed.</p> <p>Teachers more aware of students who needed more assistance with specific writing skills.</p>	<p>To continue targeting cohorts below the expected level in writing.</p> <p>Lead writing PLN to share Murray Gadd teachings with new staff.</p> <p>Strategic plan established in writing for 2020-2022.</p> <p>Identify random sample students for 2022. Enter mark book information, teams to analyse and identify focus areas for writing in each team.</p> <p>Carry out writing moderation in 2022 ensure check points have been placed on the assessment schedule so that teams have a point in time to analyse writing progress and respond to analyse in their future learning areas.</p> <p>Continue to provide relatable writing topics. Integrate topic and utilise as writing tasks.</p> <p>Teachers continue to identify sources of evidence and use their noticing's during lessons to support development of writing skills through workshops and formative learning with students</p> <p>Workshops should continue to be planned and teachers should be consistently and a minimum of 2 workshops held every week. Wherever possible teachers aim for 3 or 4 workshops in a week.</p> <p>In 2022 explore alternative workshop options while continuing promoting Murray Gadd style workshops.</p> <p>Teachers to continue using the concept of writing launch of regular part of their programs.</p> <p>Maintain key elements of writing program and continue to review where needed with PLN writing team.</p> <p>Continue to ensure teachers use data purposefully to assist deliberate acts of teaching to enhance student learning.</p>
<p>Planning for next year:</p> <p>Continue to promote teacher awareness in the narrative around writing assessment data and to be able to utilise this information for deliberate acts of teaching. Continue to consistently deliver a full writing program which includes the launch and workshops. Teachers continue to identify relatable writing tasks wherever possible and integrated with other curriculum areas.</p>			