

School Name:	St Joseph's Oamaru	School Num	3825
Strategic Aim:	To ensure every child is fully engaged in deep learning for success		
Annual Aim:	<p>Improve progress and achievement in learning for all children particularly Maori, Pasifika and children with special education needs.</p> <p>Investigate literacy learning needs throughout the school and provide parent/student support sessions.</p> <p>Continue to focus on successful transitions from pre-school, within the school and to high school</p> <p>Revise and update our school curriculum</p> <p>Develop teacher capacity to support students to evidence their learning.</p> <p>Promote and track student key competency development</p> <p>Develop further understanding of student-based inquiry learning.</p> <p>Investigate and develop assessment, monitoring and reporting practices for formative assessment, student agency and to measure progress</p> <p>Schoolwide spelling developing</p> <p>Embed the pedagogy behind our curriculum – SOLO, student-based inquiry and student “learning to learn” capacity.</p> <p>Investigate and develop strong pedagogy for transformative digital learning</p>		
Target:	<p>READING - TARGET MET</p> <p>Raise 5 year 7 & 8 readers to be at the standard</p> <p>Raise 8 of the 12 Pasifika students below the standard to the standard</p> <p>Raise 14 year 1 & 2 readers to the standard</p> <p>MATHS -</p> <p>Raise 6 Pasifika learners below the standard to at (80% at or above) - TARGET PARTIALLY MET - attendance an issue</p> <p>Raise 4 year 4 learners to at the standard (80% at or above) - TARGET MET</p> <p>Raise 12 year 7 & 8 students below to at (70% at the standard) - TARGET ¾ MET (met for year 7 group)</p> <p>WRITING</p> <p>Raise 4 year 6 writers from below to at the standard - TARGET ½ met - but significant acceleration of more than a year has been made.</p>		

Baseline Data:**READING**

12 below year 7 & 8 readers
2 Year 1 & 2 Pasifika readers well below
10 Year 1 & 2 Pasifika readers below
18 year 1 & 2 readers below

MATHS

11 out of 27 Pasifika learners below
8 Year 4 learners below
18 Year 7 & 8 below (60% at or above the standard - revised figures based on start of 2017 revision)

WRITING

9 below year 6 writers

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>READING</p> <p>Use reading progressions.</p> <p><u>Year 7 & 8</u> close monitoring, evidencing learning, strong management and behaviour expectations.</p> <p>Teacher development in 21st century learning through Mindlab.</p> <p>Student evidencing of learning.</p> <p>Reading for learning.</p> <p><u>Year 1 & 2 readers, particularly ELL:</u></p> <p>More hours for ELL coordinator in order to:</p> <p>Embed English Language Learning Progressions in our assessment and reporting systems</p> <p>Develop ELL support practices and train/support teacher aides in these practices.</p> <p>Purchase resources in oral language development</p> <p>SENCO position and develop systems for monitoring targeted students.</p> <p>Continuation of Pasifika homework group and Filipino class and use these wherever possible to further learning goals.</p>	<p>5 year 7 & 8 readers raised to be at the standard. 9 making accelerated progress. 83% at or above the standard for year 7 & 8 (up from 79.6% in 2016)</p> <p>Year 7 - 96% (up from 80%)</p> <p>1 Pasifika reader raised to below, 3 below raised to at. 9 accelerating. 61.5% (up from 47.5% in 2016).</p> <p>2 raised from well below to below 1 raised from well below to at 11 raised from below to at = 14 raised 55.4% (up from 19.4% in 2016)</p>	<p>TARGET MET - mainly due to specific acts of direct teaching.</p> <p>Aimed at 8 ELL reaching the standard, not met but 9 accelerating. In the early years ELL is still a big barrier as the children are still learning English and cannot reach the English</p>	<p>Embed revised year 4-8 reading progression.</p> <p>Introduce this to St Kevin's to help smooth transitions.</p> <p>Work in syndicate to unpack what an Information Literacy cycle looks like (LFR).</p> <p>Combine information literacy with purposeful inquiry / project-based learning.</p> <p>Train new junior staff in phonics program.</p> <p>Review how junior school track monitored students in order to pinpoint emergent</p>

<p>Junior staff trained in Yolanda Sorryl phonics program and using daily. Teacher aides backing up the program.</p>		<p>standard. We still set the aim high. Attendance is an issue for many of our ELL learners with many spending weeks overseas.</p> <p>Target met</p> <p>Of the remaining 4:</p> <p>1 has been overseas since August and not back.</p> <p>The other 3 are accelerating.</p>	<p>literacy formative assessment.</p>
<p>Planning for next year:</p>			
<p>Senior syndicate based development in information literacy.</p> <p>Engage in whole-COL development of deeper understanding of spirals of inquiry to challenge practice</p> <p>Structure senior leadership meetings to model and develop SLT understanding of setting SMART goals and structure syndicate meetings to carry this through to all staff.</p> <p>New junior teachers and teacher aide to be trained in phonics.</p> <p>Learning across the curriculum as the first purpose supported by reading and writing with deliberate acts of teaching in the seniors.</p> <p>Continue to monitor and promote attendance particularly in ELLs.</p> <p>Continue to develop whole staff understanding of ELL needs.</p>			

<p>Specific targeted teaching in intermediate maths.</p> <p>Maths extension groups and competitions.</p>	<p>Raise 12 year 7 & 8 students below to at (70% at the standard). 9 raised to at (2 out of 8 year 8s) (7 out of 9 year 7s)</p>	<p>11 out of the 18 children have made accelerated progress. Overall Year 7 & 8 = 77% at or above the standard (target reached) Year 7 = 96%</p> <p>This was an ambitious target due to the difficulties inherent in moving unmotivated year 8s with significant gaps..</p>	<p>Continue culturally relevant practice, developing mixed ability maths communities.</p> <p>Develop maths literacy ability to read and understand problems.</p> <p>Continue to develop high end enrichment in order to nurture love of maths and algebraic thinking.</p>
<p>Planning for next year:</p>			
<p>Work with SKC on curriculum development. Senior syndicate development of systems for maths literacy. Review and reclaim previous systems first. Continue cultural maths PD. Senior school look for at least one opportunity to integrate maths into a meaningful STEAM (science, Technology, Engineering, Art & Design, Maths) project with a creative technological outcome.</p>			

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<p>WRITING Self and peer assessment. Using writing progressions. High interest purposeful curriculum. Using teaching as inquiry cycle and setting SMART goals to challenge practice and address specific student needs. Closer moderation</p>	<p>Raise 4 of the 9 below year 6 readers to be at the standard. 2 raised to the standard. 7 made accelerated progress against end of year 2016 Asttle results - but this is a dubious measure. 2 fell from at to below.</p>	<p>Use of writing progressions and self and peer assessment went well. Moderation has pin-pointed our learners more accurately making the 2016 data less valid.</p> <p>We have made rapid progress this year with using spirals of inquiry and setting SMART goals for students. But this is not yet embedded practice and it is going to require a lot more work over time to make this a deep practice that shifts learners. This is the prime focus of our COL moving forward.</p>	<p>This has led to senior leadership reflections and the following decisions:</p> <p>Use senior leadership team meetings to model setting SMART goals and challenging our inquiries.</p> <p>Transfer this to syndicates.</p> <p>Have a specific timetable for syndicate meetings so they always cover this.</p> <p>Focus on 2 or 3 children a term for close monitoring.</p>

Planning for next year:
<p>Find and review previous training in critical friend process. Internal staff pd on this. Peer critical friends. COL spiral of inquiry development and pd. Grouping with teachers in other schools. Look for coaching opportunities for senior leadership team. SLT and syndicate meetings set up with a standing agenda that covers, inquiry, moderation, SMART goals and focused attention on student progress. Use syndicate time to develop resource banks of acceleration strategies that work.</p>

