



# Renwick Primary School Strategic Plan 2024-2025

School Number 2978

## *Mission & Values*

To provide excellence in education with **active involvement from** the community.  
With whanau and tamariki's aspirations, we design deep learning experiences to make a difference.

Be the best you can be; **respectful, resilient and resourceful.**

Piritahi Kahui Ako Annual Plan 2025

ITAHU KAHUI AKO ANNUAL PLAN 2025 *Whiria ngatahi ngā ākonga - Weave Learners Together*



'Whiria ngatahi ngā ākonga - Weave Learners Together'

Equity, Excellence, Belonging

STRENGTHENING TEACHER AND LEADERSHIP CAPABILITY	CURRICULUM	HAUORA
<p><b>ACTION PLAN</b></p> <p>Provide quality PLD from within and beyond our region in all curriculum areas</p> <p>Strengthen assessment practices across the Kahui Ako through common tools, practices and assessment literacy</p> <p>Provide localised response to the needs of our tumuaki, kaiako, kaiawhina and other relevant staff.</p> <p>Continue to strengthen practices which bring the aspirations of Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu alive in our kura</p>	<p><b>ACTION PLAN</b></p> <p>Improve our literacy &amp; mathematics results from Year 0 - 10 so that at least 70% of our students are achieving within expectations</p> <p>Improve our NCEA and CAA results from Year 11 - 13 so that at least 70% of our students are achieving NCEA Level 1 and 2</p> <p>Ensure the new curriculum is effectively implemented within our kura</p> <p>Increase localised learning opportunities for our ākonga</p>	<p><b>ACTION PLAN</b></p> <p>Use best practice to support the needs of all our ākonga, particularly our neurodiverse students</p> <p>Collectively improve attendance rates across our Kahui Ako</p> <p>Share best practice in well-being models that are fit for purpose and culturally responsive</p> <p>Improve transition points throughout our local education system</p>

Cultural relationships for responsive pedagogy

Collaborative Inquiry

Kaiako  
Whānau  
Ākonga  
Mana Whenua

MAURI ORA

All learners make expected progress

Trusted reliable data informs practice

Strong moderation practices

Progress measured and analysed

Equitable outcomes for all

Ngā Kawatau me ngā Tūmanakotanga o Te Taihuhu

## Achievement Success

### Indicators

- All learners make expected progress
- Progress measured and analysed
- Strong moderation practices
- Trusted reliable data informs practice
- Equitable outcomes for all.

## Principle

- Equity, Excellence & Belonging  
 Collaborative Inquiry  
 Cultural relationships for responsive pedagogy

Strengthening Teacher/ Leadership Capability	Curriculum	Hauora
<ol style="list-style-type: none"> <li>1. Hold Piritahi SOD that has workstreams represented by speakers</li> <li>2. Hold termly WSL rūananga to increase capacity of leadership (ASL)</li> <li>3. ASL's to undertake leadership growth development</li> <li>4. Join National Kahui Ako Network (CO)</li> <li>5. Hold 2x workshops for all Kahui kura in T2 &amp; T3</li> <li>6. Kahui Ako assessment tool selected for EOY assessment</li> <li>7. ASL's to support schools to understand E-asTTle</li> <li>8. Provide PCT workshops &amp; networking for localised need</li> <li>9. Investigate support for middle leadership (CO)</li> <li>10. Instigate networking groups between schools (CO)</li> <li>11. Provide individualised school support (ASL)</li> <li>12. Provide BOT/iwi training evenings (CO)</li> <li>13. Once a term Principal hui targeted at PLD (speakers, school visits, webinars etc) for Terms 1-3 (CO)</li> <li>14. Successful advertising &amp; fulfillments of all ASL roles for 2026.</li> <li>15. Set up Tier 2 Literacy Support Groups to share practices</li> <li>16. Sharing of mahi in schools EXPO Term 4 &amp; between Kahui (CO)</li> <li>17. Kahui BOT twice yearly newsletters including EOY reports (CO)</li> </ol>	<ol style="list-style-type: none"> <li>1. Coordinate PLD for new curriculum between schools (CO)</li> <li>2. Support Y7-13 with implementation of new curriculum (CO/ASL)</li> <li>3. Provide targeted workshops for new curriculum (CO/ASL)</li> <li>4. Provide meaningful and localised support content in newsletters</li> <li>5. Match ASL strengths to schools based on needs (CO)</li> <li>6. Support schools to access development training with mathematics support materials (CO/ASL)</li> <li>7. Run extension opportunities for students in Math &amp; English (once)</li> <li>8. In school needs based PLD provided by ASL's on a school by school basis (ASL)</li> <li>9. Continue to support resource sharing with new curriculum tools (CO/ASL)</li> <li>10. Math moderation practices to be led and supported by ASL</li> <li>11. Continue to provide opportunities for teachers to observe our skilled practitioners in action (ASL)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing partnership with Marlborough Attendance Services (CO)</li> <li>2. TA's development sessions for learning support to be provided on TOD's (CO)</li> <li>3. Sharing best practice of improved attendance (CO)</li> <li>4. Continued advocacy for LSC's in our region</li> <li>5. Ensure agreed practices for ECE transitions are in place</li> <li>6. colleges and Y8 reps to review current transition assessment practices (CO/ASL)</li> <li>7. Regular college and Y8 hui planned to improve transition</li> <li>8. Regular ECE &amp; Y0 hui planned to improve transition</li> <li>9. SOD 2025 to have a clear Hauora workstream included.</li> <li>10. Strong network supports in place for WSL, ASL &amp; tumuaki</li> <li>11. Collective hauora data gathered across Piritahi schools to determine student needs (ASL)</li> <li>12. Development of mini 2 year action plan based on collated data (CO/ASL)</li> </ol>

### How was this plan created?

Throughout the 2024 school year, staff and community engaged a number of times through many different ways to capture what our ākonga require to be the best they can be. Staff met with whānau during organised parent/teacher interviews, informally attending events where we had staff working alongside whānau to learn about who we are and who we want to be, to ensure we are being the best we can be.

Fortnightly newsletters outlining and celebrating achievements, successes, programmes of learning and differences being made for ākonga were sent to whānau to read and feedback on.

On our school website the Principal Blog was regularly updated to share different aspects of our learning, community days and events, examples of what we do to be the best we can be.

Following this time of engagement with whānau, we sent a survey out to our school community seeking direction, feedback and time to reflect to help navigate and direct with 'who we are at Renwick?' The survey was generated to gauge whānau voice and support for direction of the school.

The survey sought information pertaining to the many aspects of Renwick School which helped determine who we are and what we do to work together for our aspiring young people. We sought information pertaining to values which help highlight 'a whole person' rather than just academic achievement. Values that support emotion and academics in order to be successful in the 21st century.

The results of this survey highlighted many areas to celebrate and ways to best the best we can be. At a similar time 'expression of interests to become a PB4L school' were emailed to schools. The form was completed and we were accepted. Staff voted 100% to join in with this initiative, which we believe will support whānau feedback of ensuring behaviours and learning caters for their child/ren.

From our overall data and change in the teaching of Literacy, we continue to support staff with the teaching and learning of Structured Literacy and The Code. 2024 will see more data and impact being analysed after all staff have had professional learning and students up to Y4 have had Structured Literacy from NE.

With the change of government and the stalling of the revised curriculum we believe this is still critical to hold in our plan to ensure staff are prepared and supported to introduce the changes especially with the prediction of rolling out English and Math & Statistics in 2025.

Working with the Ministry of Education and staff of Te Pā Wānanga to become a stand alone kura is the key outcome for this year. Whānau have met regularly on a monthly basis seeking voice and understanding, outlining how they see the stand alone process evolving. Regular communication from Komiti Whakahaere and the Ministry of Education has been fed back to whanau at monthly hui and other platforms such as Facebook and newsletters.

As we analysed all forms of communication across the year, the Board of Trustees sent out a survey seeking the following information: What makes our school and community unique? What skills and attributes do you want to see our Y8 students leave with? How would you like to see Renwick School connecting with the community? AND What do you think we could do differently to enhance the learning opportunities and school environment for our students?

The comments that came back reiterated the need for consistent approaches of behaviour across the school, learning that captured the community of Renwick and wider, the changes of the revised curriculum and the importance of understanding who we are at Renwick through a values based programme.

# Renwick School Annual Plan 2025



Strategic Goals	Board primary objective	Links to Education requirements	Key Activities/ Actions	Who is responsible?	Funding	Expectations/Outcomes:
<p><b>Quality teaching and leadership (NELP 1, 2,3, 4)</b></p> <p><b>1. PB4L</b></p>	<p>Objective <a href="#">127</a></p>	<p>Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a></p>	<ul style="list-style-type: none"> <li>• Understand and draw on effective practices that enhance students' behaviour, engagement, participation and learning.</li> <li>• Learn and use strategies that promote effective teaching interactions with Māori as Māori.</li> <li>• Being able to engage in effective teaching interactions and relationships with learners.</li> <li>• Develop staffs' confidence and competence to teach diverse learners and modify teaching approaches.</li> <li>• Embed new school values across the school to align with school behaviour plan.</li> <li>• Introduce new school logo</li> <li>• Roll out token system based on three school values: Be respectful, Be resilient, Be resourceful</li> </ul>	<p>PB4L lead team Senior management Board of Trustees Renwick School Staff</p>	<p>\$10 000 (MOE) Staff hui Release lead team professional learning for PB4L Community whanau hui (kai)</p>	<ul style="list-style-type: none"> <li>• We roll out the new rewards system to the students of the school. This will include a token system whereby if and when the students are recognised demonstrating one of the three values; respectful, resilient and resourceful, they get a coloured token aligned to the value and place this in their House chute. The winning house will be recognised at the fortnightly whole school hui. The winning house will get a reward eg extra release time. Data will be collated of which value is recognised the most and which is to be included more. (all staff)</li> <li>• All spaces of the school will be asked to display our school values with the agreed wording from community and staff. Alongside this will include the school logo and its' narrative. Signs around</li> </ul>

<p>2. <b>Structured Literacy / Code across the school</b></p>	<p>Objective <a href="#">127</a></p>	<p>Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a></p>	<ul style="list-style-type: none"> <li>Invest in opportunities for teachers/kaiako to strengthen teaching in Structured Literacy development: create a literacy intervention programme to ensure consistency of teaching and learning of The Code and Structured Literacy across the school.</li> <li>Y0-3 staff have their classes for the day to allow the flexibility of catering for the 1 hour of reading, writing and math across the school day. Play based learning will include learning aligned to the new revised curriculum demonstrating the learnt literacy to new context.</li> <li>Stocktake literacy resources and introduce other text, not structured, to ensure the transformation of structured learning can be applied to non-structured text.</li> </ul>	<p>Literacy Lead/AP/senior management</p>	<p>School to fund a teacher aide to cover staff who will design and support from data. Continue to ensure all staff have the opportunity to attend PLD offered for Structured Literacy.</p>	<p>the school will be changed over. (management &amp; admin)</p> <ul style="list-style-type: none"> <li>The lead team will create lesson plans for all akonga based on the data collated. (leads)</li> <li>The team will lead hui for staff and whanau as a means of communication. (leads)</li> <li>Communication through school newsletters/panui, school website and school visits. (principal)</li> </ul> <ul style="list-style-type: none"> <li>Whole staff team is confident and incorporates the teaching and learning of Structured Literacy/The Code. (ASL/AP)</li> <li>Staff understand the scope &amp; sequence of the new revised curriculum. (all staff)</li> <li>Literacy lead monitors and supports all staff to include Structured Literacy.</li> <li>To reduce the students requiring intervention.</li> <li>Communication through school newsletters/panui, school website and school visits (principal)</li> </ul>
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<p><b>3. Roll out English and Math new revised curriculum</b></p>	<p>Objective <a href="#">127</a></p>	<p>Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a></p>	<ul style="list-style-type: none"> <li>• Prioritise staff hui, teacher only day, PLD opportunities for staff to grow pedagogical knowledge of the revised curriculum; English and Math.</li> <li>• Lead and support staff with resources, planning documentation, planning tools and how it aligns with the new curriculum.</li> <li>• Analyse the current resources we have and if they align with the changes.</li> <li>• Update Hero with the new learning goals from the revised curriculum. Support staff with the changes.</li> </ul>	<p>AP/ASL/WSL will lead this for all staff.</p>	<p>MOE has instructed schools to take four half days for Maths and Pāngaru. This must be with the facilitator aligned to the math program our school has chosen.</p>	<ul style="list-style-type: none"> <li>• AP/ASL/WSL lead staff meetings to support staff unpack Math curriculum.</li> <li>• School is enrolled in the first roll out of PLD. First PLD 3 March 20205.</li> <li>• School documentation is reflecting the changes required of the new curriculum. (AP)</li> <li>• Stocktake of current resources. (AP)</li> <li>• Update Hero to represent learning goals of the revised curriculum. (AP)</li> <li>• Communication through school newsletters/panui, school website and school visits. (principal)</li> </ul>
<p><b><u>Te Pā Wānanga</u></b></p> <ol style="list-style-type: none"> <li>1. Pā Ora</li> <li>2. Pā Wānanga</li> <li>3. Pā Tangata</li> <li>4. kia Pā Rangatira</li> </ol>	<p>Objective <a href="#">127</a></p>	<p>Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a></p> <p><a href="#">Te Marautanga o Aotearoa</a></p> <p><a href="#">Whakapākehātanga</a></p>	<ul style="list-style-type: none"> <li>• Plan and lead learning aligned to community aspirations.</li> <li>• Work with MOE to create an establishment Board and Governance Facilitator</li> <li>• Work with MOE, navigator, kaiako and whanau as the kura transitions to a stand-alone space.</li> <li>• Work with MOE to support the roll out of new curriculum</li> </ul>	<p>Kaiako BoT Renwick Komiti Whakahaere MOE Navigator</p>	<p>MOE support with creating a changes to NZ curriculum Funding support from MOE for navigator role</p> <p>Work with Governance Facilitator</p>	<ul style="list-style-type: none"> <li>• Kaiako and whanau lead learning in our local community that links to the whanau voice.</li> <li>• Governance Facilitator will support with the documentation required to become stand-alone.</li> <li>• Renwick School supports the stand-alone mahi through attending hui with whanau, komiti whakahaere, MOE and any other group pertaining to the process.</li> </ul>

<b>RTL B Service</b>						
<p><b>1. Fidelity to He Pikorua framework to ensure consistent use of baseline data to inform explicit, co-constructed, culturally appropriate interventions</b></p>			<ul style="list-style-type: none"> <li>● Focus on building teacher capabilities</li> <li>● Practice Leadership and peer lead supervision and support.</li> <li>● Collaborative assessment</li> <li>● Database alignment with Te Tuapapa</li> </ul>	<p>Cluster Manager Practice Lead RTL B staff Renwick School principal</p>	<p>Ministry of Education</p>	<ul style="list-style-type: none"> <li>● Regular feedback from kaiako and whanau will be used to ensure consistency of the intervention.</li> <li>● Supervision support from Cluster Manager and Practice Leadership.</li> </ul>
<p><b>2. RTL B team will demonstrate enhanced expertise and leadership through comprehensive professional growth and development in priority areas.</b></p>			<ul style="list-style-type: none"> <li>● Train RTL B in IYT &amp; BLA roles</li> <li>● Bespoke and deliver of Inclusive Design package</li> <li>● Collaborative assessment</li>   <li>● Clarify roles</li> </ul>	<p>Cluster Manager Practice Lead RTL B staff Renwick School principal</p> <p>Cluster Manager Practice Lead</p>		<ul style="list-style-type: none"> <li>● Increase in RTL B capability to deliver PLD to cluster schools and meet expectations and deliverables.</li> <li>● Increased take-up of the PLD programmes offered to schools.</li> <li>● Feedback surveys indicating high satisfaction with RTL B support and collaboration.</li> <li>● Individual assessment to monitor the collaboration in their practiced. This has been designed for RTL B.</li> </ul>



<p>3. Lead school principal, cluster manager, practice leadership, and RTLB will experience regular communication, joint decision-making and shared accountability.</p>			<ul style="list-style-type: none"> <li>Promote a collaborative, positive work environment with the new team.</li> <li>Priority leadership workshops to be planned and delivered.</li> </ul>	<p>RTLB staff Renwick School principal</p>		<ul style="list-style-type: none"> <li>Effective cluster performance</li> <li>Implement a communication plan that outlines communication pathways and protocols to ensure effective and timely information flow.</li> </ul>
<p>4. Monitor, progress and review partnership growth and collaboration efforts.</p>			<ul style="list-style-type: none"> <li>Utilise the agency directory</li> <li>Regular meetings and communication with Kahui Ako, MOE, ECE, SENCO and Attendance and Engagement service.</li> </ul>	<p>Cluster Manager Practice Lead RTLB staff Renwick School principal MOE Kahui Ako ECE SENC Attendance and Engagement Service</p>		<ul style="list-style-type: none"> <li>Progress towards shared objectives and goals set in collaboration with key partners.</li> <li>Partnership agreements or MOU's outline shared goals, roles and responsibilities</li> <li>Documented collaborative outcomes, progress reports and impact assessment.</li> </ul>

- Continue with implementation of PB4L
- Continue to strengthen staff’s capabilities with Structured Literacy & The Code
- Implement Literacy & Math (New curriculum)

**Renwick School Charter Targets - Literacy**

**Focus Area:** Reading

**Strategic Goal:**

- All learners make expected progress in Reading, Writing and Mathematics

**Annual Aim:**

- Equity - *All learners make expected progress and all priority learners make accelerated progress in reading.*

**Historical Position:**

**Analysis Comment:**

Achievement Level	Mid 2023	End 2023	Mid 2024	End 2024
Towards with Support	20	35	40	45
Towards	95	115	150	135
Within	210	250	200	225
Beyond	35	55	60	60
Well Above	5	5	5	5

Achievement Level	Mid 2023	End 2023	Mid 2024	End 2024
Towards and with Support	115	150	190	180
Within and Beyond	245	310	265	285

Fig. 1 & 2 show the total number of students and their reported achievements from mid-2023 to end 2024.

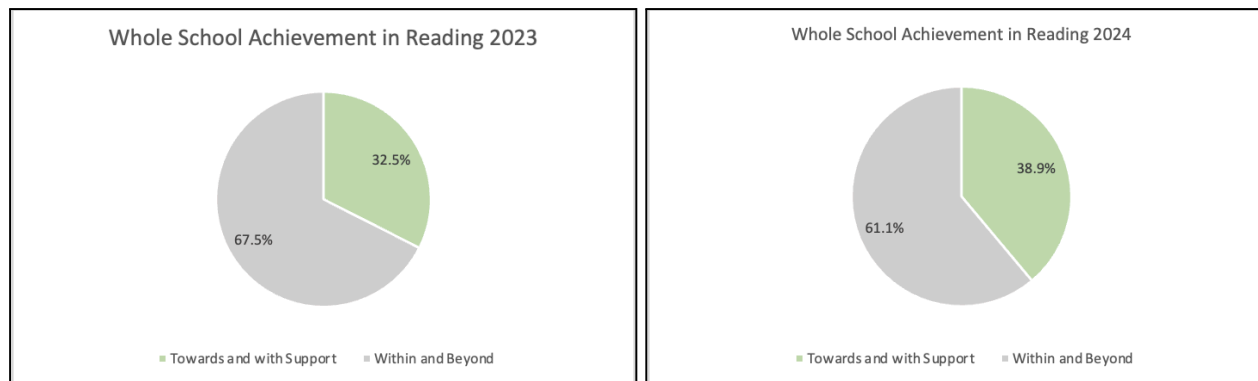


FIG. 3 & 4 show the percentage of students and their reported achievements from min-2023 to end 2024.

Assessment data gathered from Insights on HERO, collected on 20.11.24

Assessment data gathered using Probe, e-Assttle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s. 6yr Nets, Teacher Observations

Nb. The total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll. (Omitted were our Y0)  
The total number reported for the end of Year 2023 was 459.

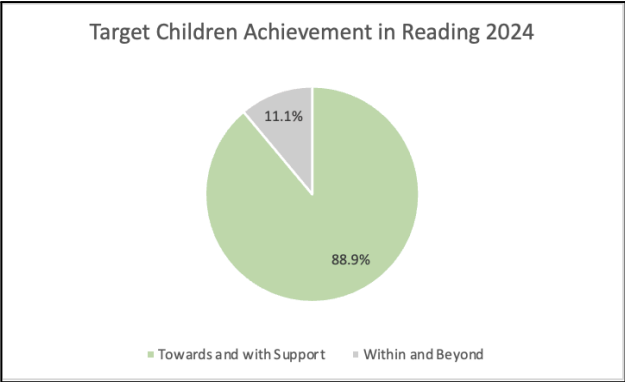
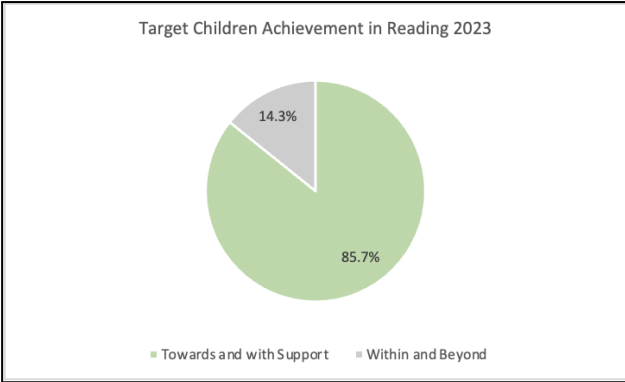
**Analysis of shift over last two years:**

**Analysis of shift from end of 2023 to end of 2024**

**Reading- All Students: when reported against Piritahi Levels**

- 67% of all students were within or above curriculum expectations at the end of 2023.
- 33% of all students were working towards curriculum expectations at the end of 2023.
- 61% of all students were within or above curriculum expectations at the end of 2024.
- 39% of all students were working towards curriculum expectations at the end of 2024

Percentages of the whole school data show a decrease in proportion of students working within or above curriculum expectations in reading 2023-2024; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4.  
This may be a reflection of the data collection process and the fluctuating numbers on roll and the change of cohort.



Nb. The total of students reported as at 20.11.24 when this data was collected was 54. The total number reported for the end of Year 2023 was 42 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an increase in the percentage of students working 'towards with support' from 2023 to 2024. When looking at the raw data these students are over 50% of our whole school numbers working at this level and demonstrates how this area of need is captured in the target group.

As these students are our focus group, it demonstrates that the compilation of this group is robust.

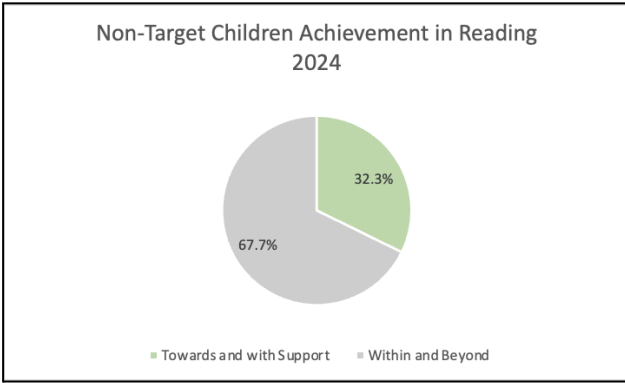
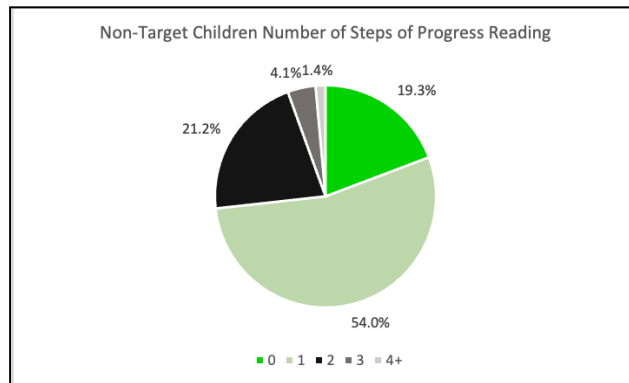
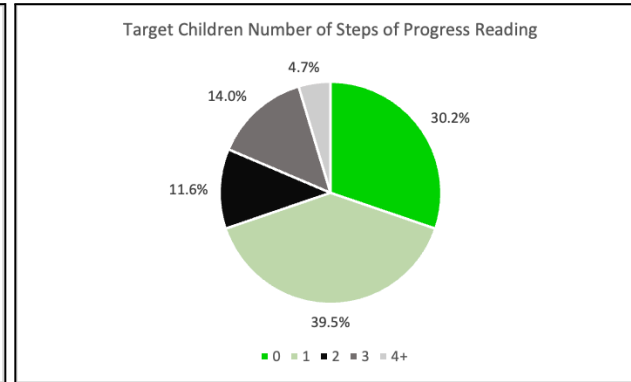
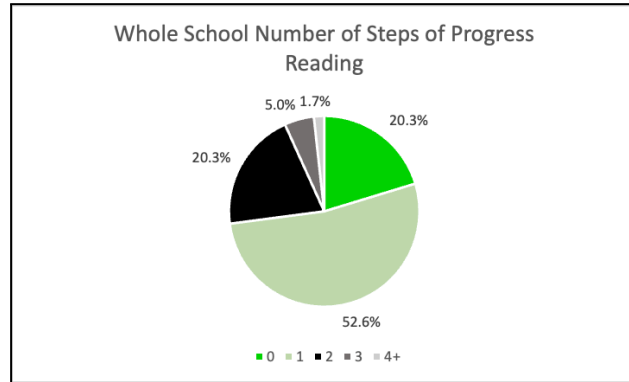


Fig. 7 shows the attainments of a group of students made up of the whole school minus the target children. This clearly demonstrates the difference in attainments.

We see an attainment of 67.7% working within and beyond in 2024 compared to 11.1% working within and beyond in 2024 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?



Assessment data gathered from Insights on HERO, collected on 26.11.24

Fig. 8, 9 & 10 show the differing rates of progress of groups of students. Fig. 8 shows 79.7% of all students made a progress step of 1 or more in 2024. To break this down and compare: the target group of students shows that 69.8% made a progress step of 1 or more in 2024 and our non-target group shows that 80.7% made progress of 1 step or more. This shows that overall our target group made less progress than our non-target students.

**Analysis Comment:**

**Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, I think that a minimum of five years worth of data should be analysed.**

Against the Piritahi levels our Reading achievement is lower than 2023.

However, the percentage of children making progress of 1 or more curriculum levels is 79.7%, which is higher than 2022 (66%).

In Y0 - Y2 the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It raises the questions of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. Have we got the scale right or can we show progress in a different way?

This data does not take into account the Te Pa Wanganga (satellite kura) students being taught to read in a mixture of te reo and English.

We have had a myriad of foci as a staff to prioritise. There has been a whole school staff meeting delivered by RTLit Ingrid Hillgrove which has made us reconsider our teaching approach to handwriting and there has been Structured Literacy training, funded by MoE, at the end of term 4 for five teachers from Years 0-3.

Whilst there are children identified as needing intervention, some of whom are ELL., O.R.S., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured Literacy groups, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding.

Read/Write is a new initiative introduced by our RTLb team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing when using a device.

**Progress of students using StepsWeb**

We had 36 students using StepsWeb. All students made progress.

It should be borne in mind that the early stages (A,B,C,D) Foundation stages reflect the scope and sequence of our Year 0-2 curriculum. The students that are working on StepsWeb are all Year 3 or older and are thus working at a lower level than expected.

	<p><b>Progress of students using Toe by Toe</b></p> <p>Toe By Toe is designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. 14 students had access to Toe by Toe this year from Year 3 to Year 8. All but two made progress, of which 75% made progress of one year or more</p>
<p><b>Target:</b></p>	<ul style="list-style-type: none"> <li>● <b><i>A group of 32 from year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum phase for their year level. The group consists of: 5 Y8, 6 Y7, 4 Y5, 5 Y5, 3 Y4, 9 Y3.</i></b></li> </ul>
<p><b>Our actions</b></p>	<ul style="list-style-type: none"> <li>● We have continued to emphasize the importance of positive relationships between students and teachers</li> <li>● Structured Literacy has been implemented in Y3/4 as well as continued in Y0-3.</li> <li>● Structured Literacy groups working on 'The Code' in Y5/6 are being planned and delivered.</li> <li>● Regular Instructional Reading lessons in senior classes using guided, shared, reciprocal, Literacy Circle approaches.</li> <li>● Daily reading quality books to students by teachers and parents.</li> <li>● Careful monitoring of Priority Students on Inclusive Ed documents.</li> <li>● Students know where they are at, what their next steps are and how they are going to get there in most classes.</li> <li>● Release of Literacy Leader 4x afternoon per week.</li> <li>● Literacy Leader working with identified individuals and groups in Y2-4.</li> <li>● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes</li> <li>● Sharing ideas and resources at Whanau meetings</li> <li>● Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School.</li> <li>● Re-labelling of literacy shelves in the Resource room, continued build up of decodable resources for students working at level 1 and 2, including MoE books and investment in non-fiction 'Little Learner' decodable books.</li> <li>● Extra staff support for Dyslexic students using Toe by Toe and Steps Web</li> <li>● R.T.Lit support of students and teachers - we have had support for one child this year which ceased mid-year.</li> <li>● Integration of Literacy with other curriculum areas in some whanau teams.</li> <li>● Teachers are expected to carry out regular assessing and monitoring</li> <li>● Library is attractive and set out in a user-friendly way, constantly improving with Librarian's ideas and initiative.</li> <li>● Monitoring of Reading Recovery replacement of Tier 2 and 3 Literacy provisions.</li> <li>● PD by Curriculum advisors around the new English curriculum.</li> <li>● Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students.</li> </ul>
<p><b>Next Steps:</b></p>	<ul style="list-style-type: none"> <li>● Implement new English Curriculum and ensure coverage of Reading in daily programmes as directed by MoE.</li> <li>● Offer to staff RTL support and suggestions.</li> <li>● Review handwriting.</li> </ul>

- Reassess new HERO goals, when available.
- Assessment - EasTTle. PLD for all staff, led by WSL/ASL from recent training they've had.
- TOD - staff looking at the English document, with focus on Know, Understand, Do, handwriting requirements, beliefs and requirements of planning for reading.
- Plan and support ICS learning
- ReadWrite for 2025 out the Science of Reading, Structured Literacy, Scopes and sequences.



**Renwick School Charter Targets - Literacy**

**Focus Area:** **Writing**

**Strategic Goal:**

- That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum

**Annual Aim:**

- Equity - *All learners make expected progress and all priority learners make accelerated progress in writing.*

**Historical Position:**

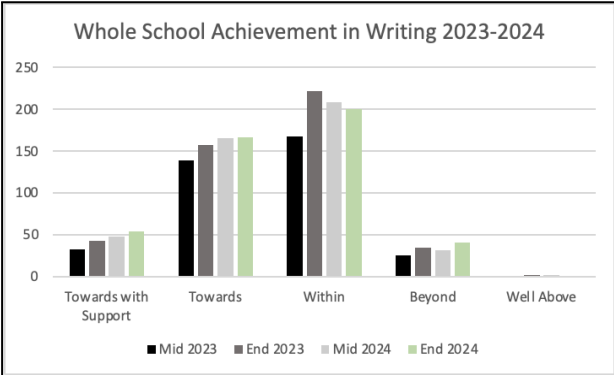
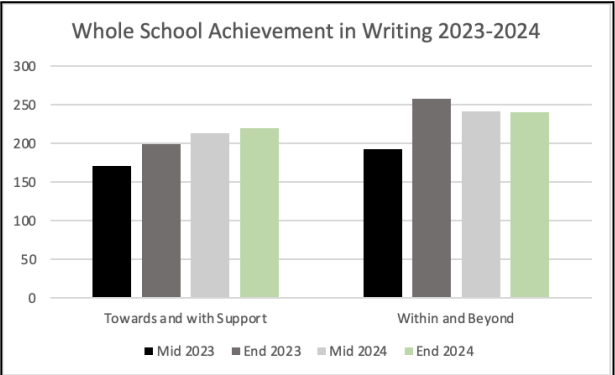



Fig. 1 & 2 show the total number of students and their reported achievements from mid-2023 to end 2024.

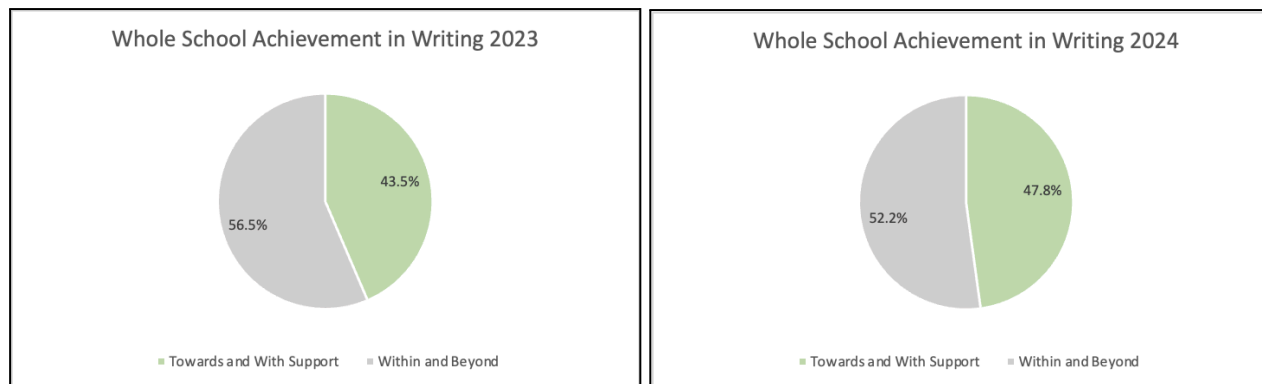


Figure 3 & 4

Show the percentage of students and their reported achievements from mid-2023 to end 2024.

Assessment data gathered from Insights on HERO, collected on 20.11.24

Assessment data gathered using Probe, Astle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s. 6yr Nets, Teacher Observations

Nb. The total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll. The total number reported for the end of Year 2023 was 459.

**Analysis of shift over last two years:**

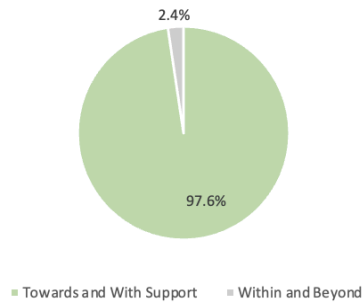
**Analysis of shift from end of 2023 to end of 2024**

**Writing- All Students: when reported against Piritahi Levels**

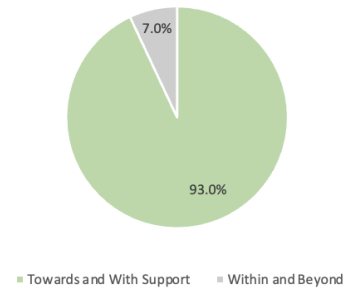
- 57% of all students were within or above curriculum expectations at the end of 2023.
- 43% of all students were working towards curriculum expectations at the end of 2023.
- 48% of all students were within or above curriculum expectations at the end of 2024.
- 52% of all students were working towards curriculum expectations at the end of 2024

Percentages of the whole school data show a decrease in proportion of students working within or above curriculum expectations in writing 2023-2024; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4. This may be a reflection of the data collection process and the fluctuating numbers on roll and the change of cohort.

Target Children Achievement in Writing 2023



Target Children Achievement in Writing 2024



Nb. The total of students reported as at 20.11.24 when this data was collected was 43. The total number reported for the end of Year 2023 was 42 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an decrease in the percentage of students working 'towards with support' from 2023 to 2024. In terms of numbers of students this is an increase from 1 student who was working within or beyond in 2023 to 3 students working within or beyond in 2024.

Non-Target Children Achievement in Writing 2024

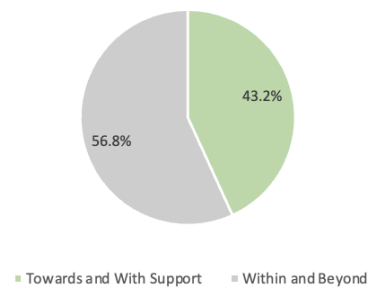
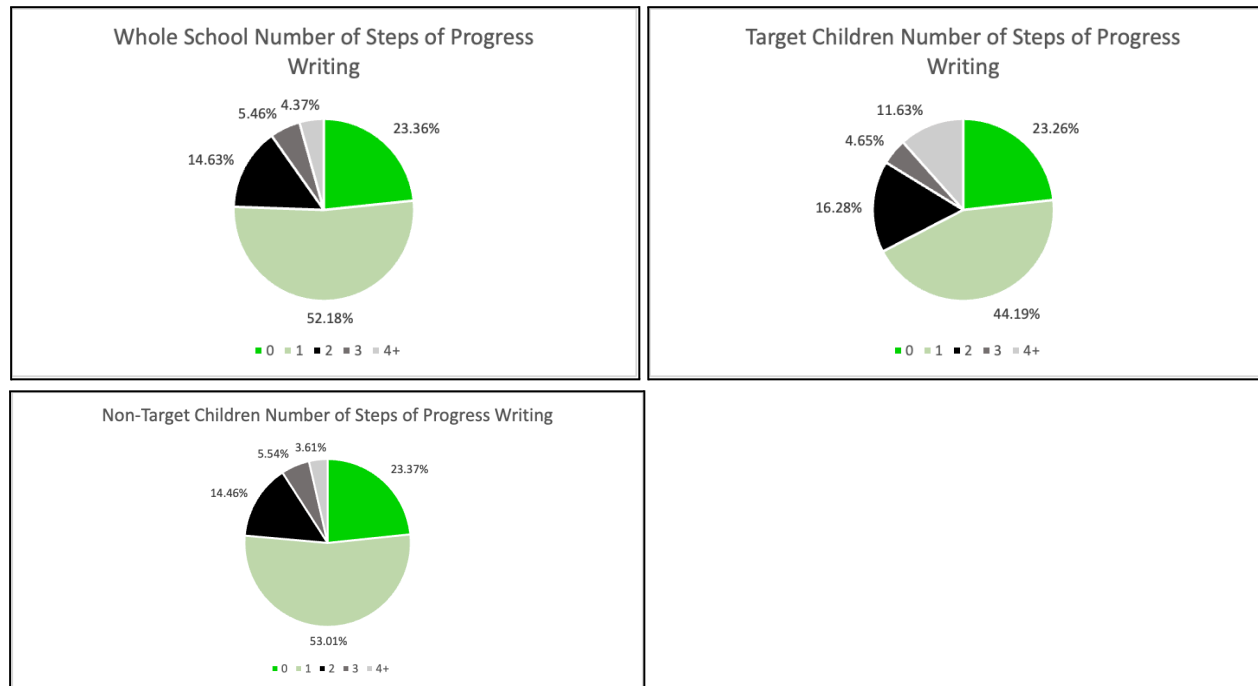


Fig. 7 shows the attainments of a group of students made up of the whole school minus the target children. This clearly demonstrates the difference in attainments.

We see an attainment of 43.2% working within and beyond in 2024 compared to 7% working within and beyond in 2024 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?



Assessment data gathered from Insights on HERO, collected on 26.11.24

Fig. 8, 9 & 10 show the differing rates of progress of groups of students. Fig. 8 shows 76.64% of all students made a progress step of 1 or more in 2024. To break this down and compare: the target group of students also shows that 76.64% made a progress step of 1 or more in 2024. Our non-target group shows that 76.63% made progress of 1 step or more. This shows that overall our target group made the same progress as our non-target students.

**Analysis comment:**

**Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, I think that a minimum of five years worth of data should be analysed.**

Against the Piritahi levels our Writing achievement is lower than 2023.

However, the percentage of children making progress of 1 or more curriculum levels is 76.6%

In Tuatahi and Whanake Whanau the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It raises the questions of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. Have we got the scale right or can we show progress in a different way?

This data does not take into account the Te Pa Wanganga students being taught to read and write in a mixture of te reo and English.

Programmes have once again been impacted by student and staff absences due to illness, and in some cases the inability to provide relievers for affected classes, there have been several instances of split classes where regular teaching and learning is not possible

We have had a myriad of foci as a staff to prioritise. There has been a whole school staff meeting delivered by RTLit Ingrid Hillgrove which has made us reconsider our teaching approach to handwriting and there has been Structured Literacy training, funded by MoE, at the end of term 4 for five teachers from Years 0-3.

Whilst there are children identified as needing intervention, some of whom are ELL., O.R.S., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured Literacy groups, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding.

Read/Write is a new initiative introduced by our RTLB team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing.

**Steps Web: (graphs have individual student names so can't include)**

All students made progress using StepsWeb.

It should be borne in mind that the early stages (A,B,C,D) Foundation stages reflect the scope and sequence of our Year 0-2 curriculum. The students that are working on StepsWeb are all Year 3 or older and are thus working at a lower level than expected.

<b>Target:</b>	<ul style="list-style-type: none"> <li>● <b><i>A group of 40 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2024.</i></b> <b><i>The group consists of: 4 Y3, 11 Y4, 9 Y5, 6 Y6, 4 Y7 and 6 Y8.</i></b></li> </ul>
<b>Our actions:</b>	<ul style="list-style-type: none"> <li>● We have continued to emphasize the importance of positive relationships between students and teachers</li> <li>● Structured Literacy has been implemented in Maia as well as continued in Tuatahi and Whanake Whānau.</li> <li>● Structured Literacy groups working on 'The Code' in Pakahukahu are being planned and delivered. Careful monitoring of Priority Students on Inclusive Ed documents.</li> <li>● Students know where they are at, what their next steps are and how they are going to get there in most classes.</li> <li>● Release of Literacy Leader 4x afternoon per week - increasingly impacted by instances of no release due to staff cover alterations</li> <li>● Literacy Leader working with identified individuals and groups in Whanake and Maia</li> <li>● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes</li> <li>● Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe and Steps Web</li> <li>● R.T.Lit support of students and teachers - we have had support for one child this year which ceased mid-year.</li> <li>● Integration of Literacy with other curriculum areas in some whanau teams.</li> <li>● Teachers are expected to carry out regular assessing and monitoring</li> <li>● PD by Curriculum advisors around the new English curriculum.</li> <li>● Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students.</li> </ul>
<b>Next Steps:</b>	<ul style="list-style-type: none"> <li>● Implement new English Curriculum and ensure coverage of Writing in daily programmes as directed by MoE.</li> <li>● Offer to staff Ingrid support and suggestions. Review handwriting.</li> <li>● Reassess new HERO goals, when available.</li> <li>● Assessment - EasTTle. PLD for all staff, lead by WSL from recent training they've had.</li> <li>● TOD - staff looking at the English document, with focus on Know, Understand, Do, handwriting requirements, beliefs and requirements of planning for writing.</li> <li>● Plan and support ICS learning</li> <li>● ReadWrite for 2025</li> </ul>

	<b>Renwick School Charter Targets - Mathematics</b>
<b>Focus Area:</b>	<b>Mathematics</b>

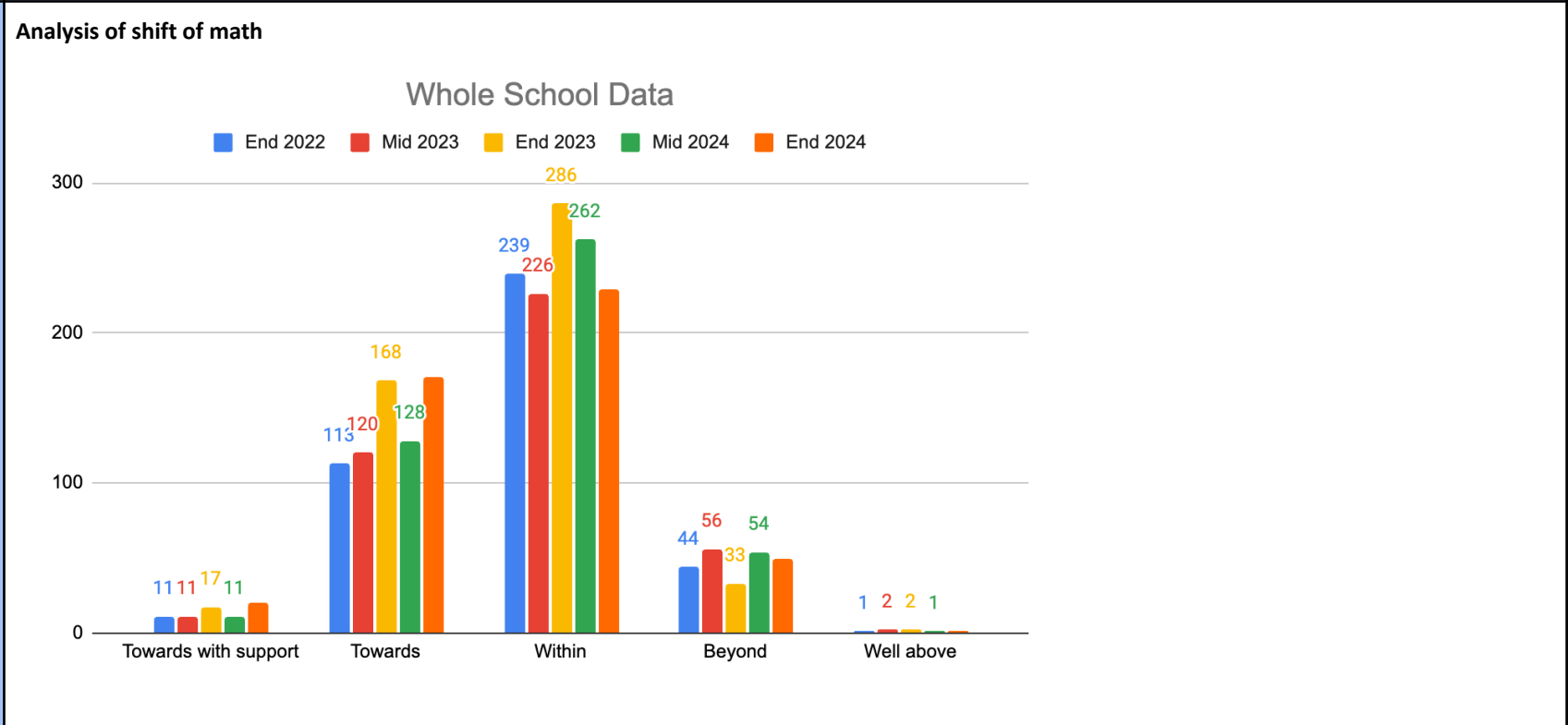
**Strategic Goal:**

- That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.

**Annual Aim:**

- Equity - *All learners make expected progress and all priority learners make accelerated progress in mathematics.*

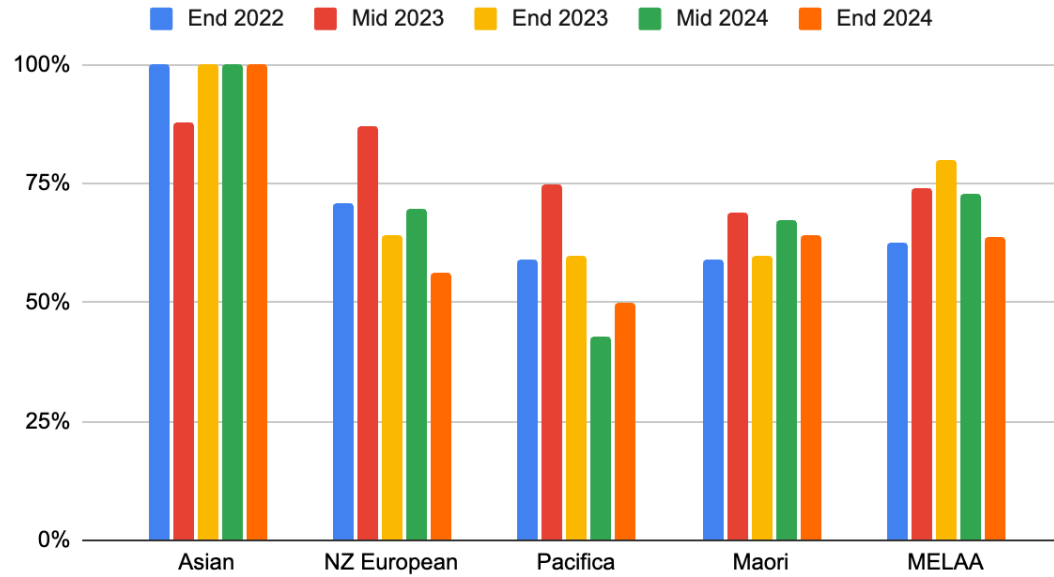
**Historical Position and Analysis:**



	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
<b>Percentage Within or above</b>	68%	72%	64%	64%	57%

**Historical Position and Analysis:by Ethnic Group:**

**Ethnic Groups at or above**



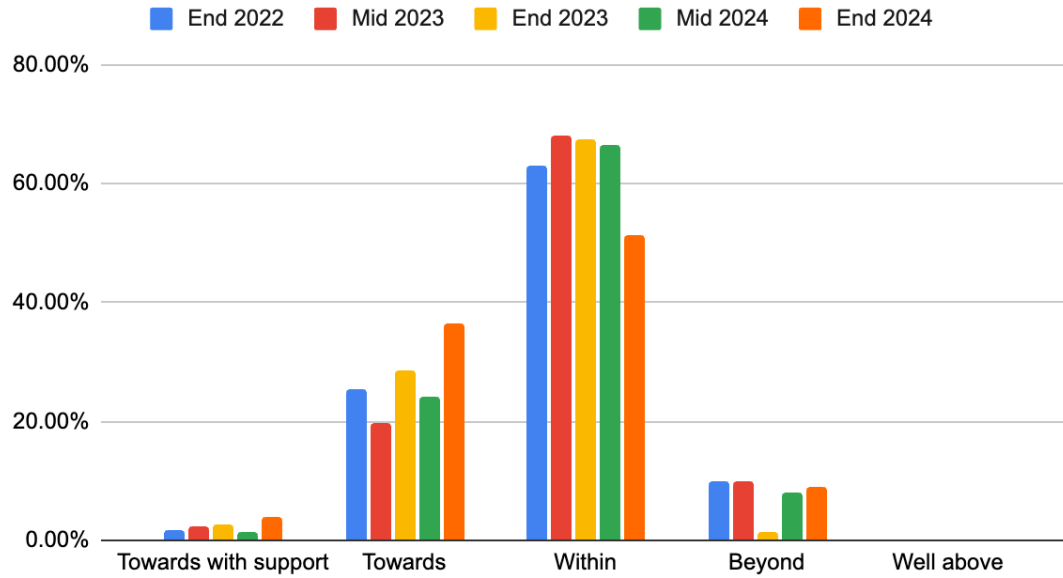
**Ethnic Attainment - Within or Above**

	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Asian	100%	88%	100%	100%	100%
NZ European	71%	87%	64%	69.72%	56.31%
Pacifica	59%	75%	60%	42.86%	50%
Maori	59%	69%	60%	67.27%	64.34%
MELAA	62.5%	74%	80%	72.73%	63.64%



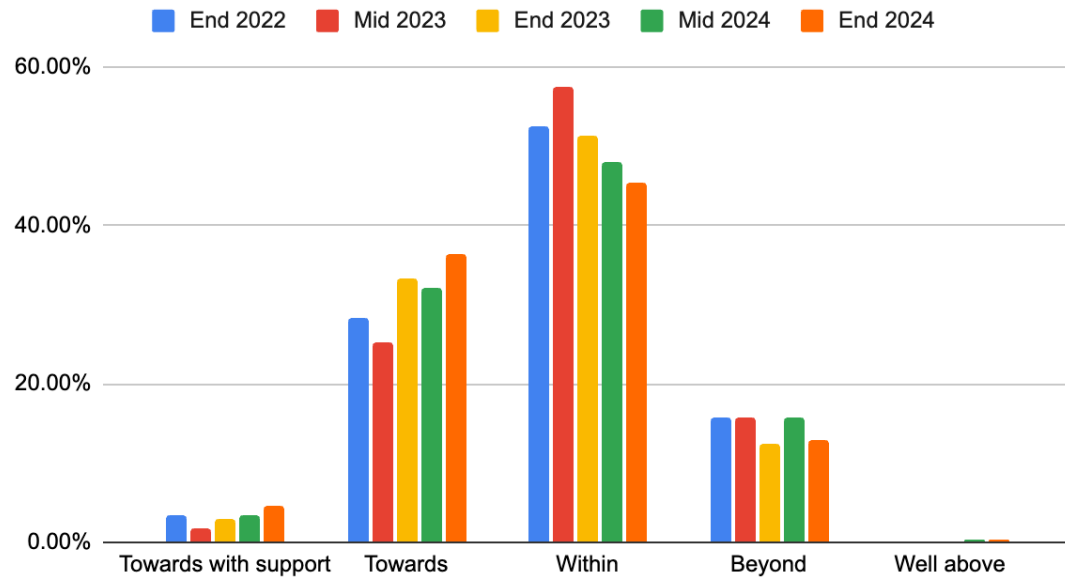
**Historical Position and Analysis:by Gender Groups:**

**Female Achievement**



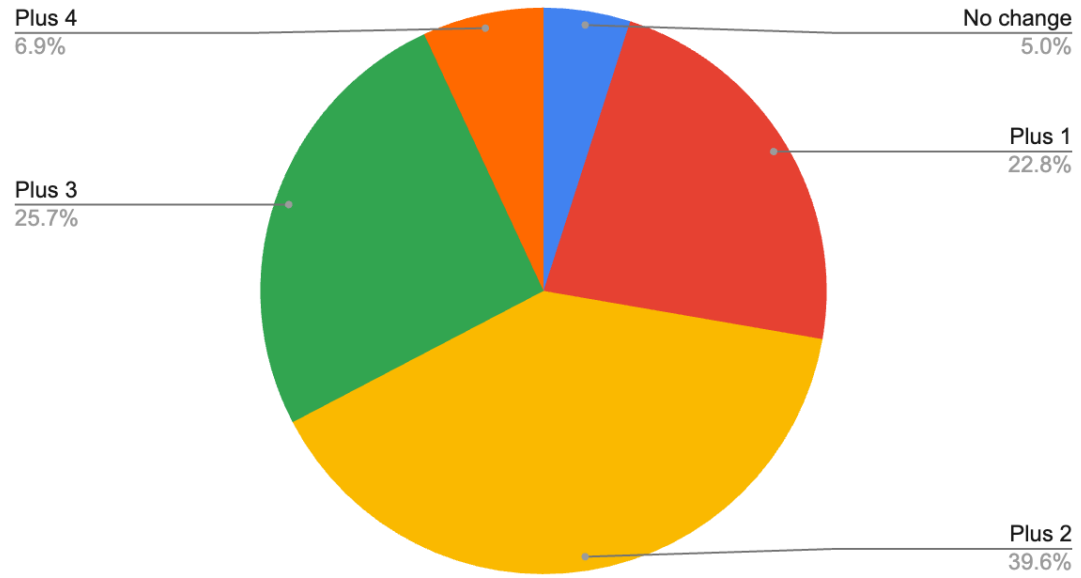
	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Percentage Within or above	70%	65%	64%	74.45%	60.58%

## Male Achievement

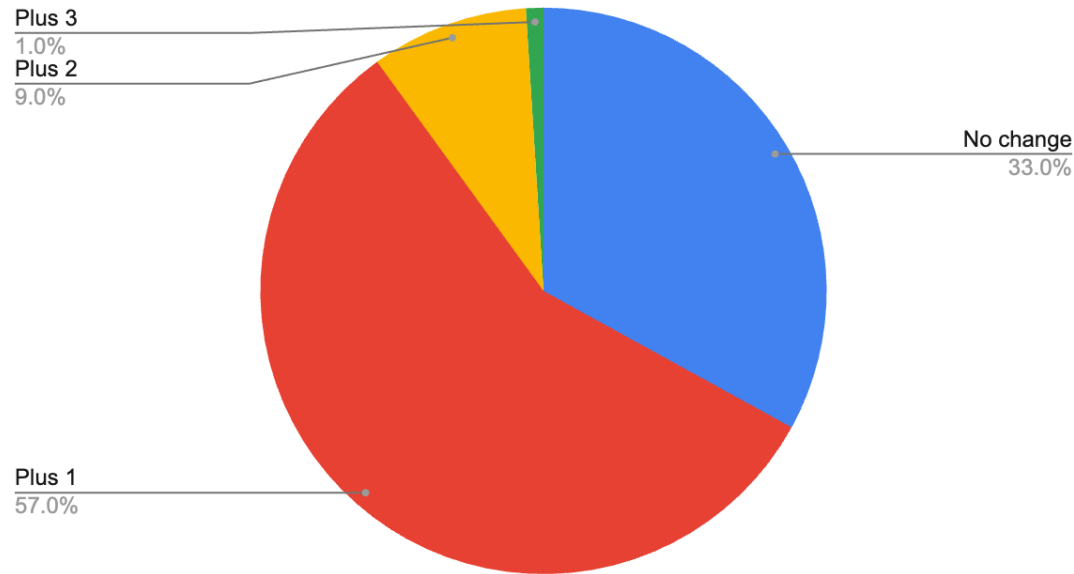


**Movement by Curriculum Sub-Levels:**

**Priority Student Movement**



## Whole School Sub Level Shift



- This data shows where they are in relation to the expectation for the end of their year level. Some students have moved sublevels even though they have not attained their End of Year level.
- Most notably and slightly concerning is the trend that the percentage of students across the board who are within or above decreased from mid 2024 to end of 2024, this trend also occurred in 2023. Pacifica students were the only group who increased from 42.86% to 50%.
- Māori student attainment increased from the end of 2023 to the end of 2024 by 4.34% (60% - 60.34%).
- Female attainment increased by over 10% from the end of 2023 to the middle of 2024, then dropped below what it was at the end of 2023.
- Male attainment stayed consistent from the end of 2023 to mid 2024, then dropped below that of the end of 2023.
- Ranging from the end of 2022 to the end of 2024, our maths attainment data shows a concerning rate of decline.
- For our priority students, 5% have no change. 92% of these students moved 1 or more sub levels which is an increase of 7.6% compared to 2023.
- Across the School, 68% have moved 1 or more sub levels from the start of the year with 33% having no change in sub level movement.

## Years and Curriculum Levels



### How the Curriculum Levels apply:

**Curriculum Level 1** spans from the beginning of Year 1 to the beginning of Year 4.

Therefore it is totally appropriate that Year 1, 2, 3 and 4 students be working within **Curriculum Level 1**.

**Curriculum Level 2** spans from the beginning of Year 2 to the middle of Year 6.

Therefore it is totally appropriate that Year 2, 3, 4, 5 and 6 students be working within **Curriculum Level 2**.

**Curriculum Level 3** spans from the beginning of Year 4 to the middle of Year 8.

Therefore it is totally appropriate that Year 4, 5, 6, 7 and 8 students be working within **Curriculum Level 3**.

**Curriculum Level 4** spans from the end of Year 6 to Year 11, which is NCEA Level 1.

Therefore it is totally appropriate that Year 6, 7, 8, 9, 10 and 11 students be working within **Curriculum Level 4**.

<p><b>Target:</b></p>	<p><i>A group of 17 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2024.</i></p> <p><i>The group consists of: 4 Y4, 5 Y5, 3 Y6, 2 Y7 and 3 Y8.</i></p>
<p><b>Our Actions:</b></p>	<ul style="list-style-type: none"> <li>● The curriculum refresh has come at a great time for us. Whole staff collaboration and teamwork will be essential over the coming years to successfully implement the new curriculum and raise our progress.</li> <li>● Planning templates for the new curriculum have been investigated and shared with staff.</li> <li>● Maths whizz program was implemented from Term 2 onwards which students thoroughly enjoyed and progress on the program was evident. This however did not reflect well in our achievement data.</li> <li>● Careful monitoring of Priority Students, record their progress regularly, discuss progress in whanau meetings.</li> <li>● Students and teachers need to know where students are at. What are their next steps and how are they going to get there?</li> <li>● Teachers know their students as learners and as people.</li> <li>● Gifted students to be extended when possible.</li> <li>● Sharing ideas and resources at Whanau meetings</li> <li>● Ian Stevens was contacted to give advice and feedback on the new curriculum resources.</li> <li>● Purchase/order new curriculum resources to accommodate a diverse learning programme to cater for all students.</li> <li>● Assessment timeline created.</li> <li>● Staff went to numerous E Asttle PLD sessions outlining frequency of assessment and how to create tests that cater for students of varying levels.</li> </ul>
<p><b>Next Steps:</b></p>	<ul style="list-style-type: none"> <li>● Use of explicit teaching over the coming years with the curriculum refresh.</li> <li>● Implement the Refreshed Curriculum Phases and adjust the Goals on Hero accordingly.</li> <li>● Purchase/order new curriculum resources to accommodate a diverse learning programme to cater for all students.</li> <li>● Decide on the maths resource or resources that will be the best fit for our school.</li> <li>● Gifted students to be extended when possible.</li> <li>● Deep learning in Kaitiaki to engage students in maths thinking as they choose learning areas/projects that are meaningful and interesting for them.</li> <li>● Continue to identify in each whanau group the group of priority learners (the students who went down a level or made no progress). Discuss how we could accelerate their learning and monitor these students regularly through observations, reflections, and goals.</li> <li>● Device and implement a school wide programme with identified progressions to align with the revised math curriculum.</li> <li>● Having a unified assessment programme would also help to ensure the data and levels are consistent across the school. Students get used to the consistency and format of assessment so they know what to expect and are well prepared, especially with e-asTTle. Teachers could run class sessions on how we can be good test sitters, reading questions in their entirety, coming back to them if needed etc.</li> <li>● As a staff develop a more robust, balanced and equitable assessment programme in mathematics.</li> </ul>

- Revise Renwick School's effective teacher pedagogy in mathematics
- Support staff to identify ways of flexible and balanced groupings of students to meet their learning needs.
- Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks.
- Align the mathematical learning of our Inquiry learning to our math planning to ensure the knowledge is taught so the students can apply to a new learning context.
- Staff to use moderation across the school to ensure clear and consistent assessment
- Co-construct a new whole school maths toolkit in line with the new curriculum and resources.
- Keep Maths and Literacy alive in Staff Hui with updates.
- Give staff confidence in the teaching of Maths again.
- 

**Added comment;** *There has been a feeling of frustration with inconsistency of different systems and mixed messages over the last few years. Teachers have lost confidence in teaching maths which has reflected in our student achievement data. The rollout of the new curriculum can be used as a 'restart' for all staff and has the potential to be really beneficial for us if we do it together and do it well. Teachers must feel supported by one another to gain confidence in the teaching of maths again.*

- Staff to use moderation across the school to ensure clear and consistent assessment
- Tidy up the toolkit.
- Keep Maths and Literacy alive in staff hui with updates.
- Give staff confidence in the teaching of Maths again.
- AP to keep in touch with staff at ground level on how they are going.

