



# Renwick Primary School Strategic Plan 2024-2026

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.**

'Whiria nga tahi nga ākonga - Weave Learners Together'





## Piritahi Kahui Ako Annual Plan 2024

| <p><b>Vision</b></p> <p><i>‘Whiria nga tahi nga ākonga - Weave Learners Together’</i></p>  <p>Ākonga Whānau<br/>Kaiako Mana Whenua<br/><b>Mauri Ora</b></p>                                                                                                    |                                                                                                                                                                                                                                                                                                                  | <p><b>Principles</b></p> <ul style="list-style-type: none"> <li>• Equity, Excellence, and Belonging</li> <li>• Collaborative Inquiry</li> <li>• Cultural Relationships for Responsive Pedagogy</li> </ul>                                                                                                                 |
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|                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                  | <p><b>Achievement Success Indicators</b></p> <ul style="list-style-type: none"> <li>• All learners make expected progress</li> <li>• Progress measured and analysed</li> <li>• Strong moderation practices</li> <li>• Trusted reliable data informs practice</li> <li>• Equitable outcomes for all</li> </ul>             |
| Workstreams / Action Plans                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                           |
| Strengthening Teacher/Leadership Capability                                                                                                                                                                                                                                                                                                     | Hauora                                                                                                                                                                                                                                                                                                           | Educationally powerful Connections and relationship                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>• Build kaiako capabilities and competencies in Mātauranga Māori and te reo Māori</li> <li>• Explore Te Mātaiaho and implement the Aotearoa NZ histories as part of the curriculum refresh</li> <li>• Build leadership capacity to enhance effective teams within and across schools and ECE.</li> </ul> | <ul style="list-style-type: none"> <li>• Increase attendance and engagement</li> <li>• Address inequities, racism and bias using research based pedagogies and practices</li> <li>• Use best practice to meet the diverse needs of mokopuna eg, anxiety, neurodiversity and trauma informed practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Build governance capability with an emphasis upon cultural competence and kaupapa Māori.</li> <li>• Strengthen pathways and transitions for all ākonga.</li> <li>• Understand and support whānau and aiga aspirations to strengthen reciprocal learning partnerships.</li> </ul> |



## Renwick School Annual Plan 2024

| Strategic Goals                                                                                       | Board primary objective       | Links to Education requirements                                   | Key Activities/ Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Who is responsible?                                                     | Funding                                                                                                          | Expectations/Outcomes:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b><u>Quality teaching and leadership</u></b><br><b><u>(NELP 1, 2,3, 4)</u></b><br><br><b>1. PB4L</b> | Objective <a href="#">127</a> | Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a> | <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 Maori as Maori.</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> </ul> | PB4L lead team<br>Senior management<br>Board of Trustees<br>Communicati | \$10 000 (MOE)<br>Staff hui<br>Release lead team<br>professional learning for PB4L<br>Community whanau hui (kai) | <ul style="list-style-type: none"> <li>From the data gathered across the school, of when, where, and how the existing behaviours are happening, the PB4L team will identify areas and learning that need enhancing. The data will reveal how each behaviour is impacting on the learning and achievement of the students'.</li> <li>The Lead team will support the rolling out of the new school values that have been identified from staff, students and community; respectful, resilient, &amp; resourceful</li> <li>The lead team will create lesson plans for all akonga based on the data collated.</li> <li>The team will lead hui for staff and whanau as a means of communication.</li> <li>The school values will be seen, heard and interwoven within all learning.</li> </ul> |

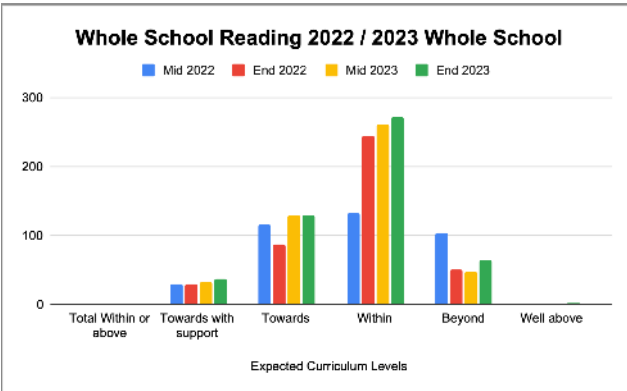
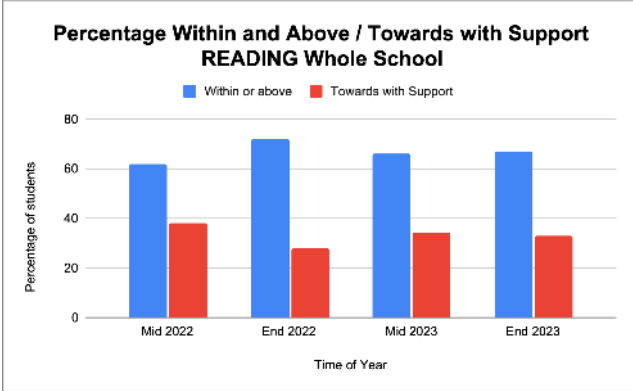
|                                                               |                                      |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                            |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>2. 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>Create our own intervention to support gaps in learning of our akonga.</li> </ul> | <p>Literacy intervention personnel/ Literacy Lead/DP/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> | <ul style="list-style-type: none"> <li>The transition of the new logo will be across the year, replacing the old.</li> <li>Communication through school newsletters/panui, school website and school visits.</li> <li>The whole staff team is confident and incorporating the teaching and learning of Structured Literacy/The Code.</li> <li>Enrol staff in the 2 day course if offered in Blenheim.</li> <li>Literacy lead staff member 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.</li> </ul> |
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| 3. <b>Include and upskill all staff with the new Te Mātaiaho.</b>                                                                     | Objective <a href="#">127</a> | Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a>                                                                                     | <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; Aotearoa New Zealand Histories, English and Mathematics &amp; Statistics and Common Practice model.</li> </ul>                                 | DP will lead this roll out with the support of Literacy and Math lead teachers. | MOE have gifted schools TOD to support transition to unpack and understand the revised curriculum. Support staff with kai and refreshments.           | <ul style="list-style-type: none"> <li>That all staff are confident and have a sound understanding of Aotearoa New Zealand Histories, English and Mathematics &amp; Statistics and Common Practice model to ensure this is adopted successfully for 2025.</li> <li>School documentation is reflecting the changes required of the new curriculum.</li> <li>Communication through school newsletters/panui, school website and school visits.</li> </ul>                                                                    |
| <b><u>Te Pā Wānanga</u></b><br><br>1. <b>Pā Ora</b><br><br>2. <b>Pā Wānanga</b><br>3. <b>Pā Tangata</b><br>4. <b>kia Pā Rangatira</b> | Objective <a href="#">127</a> | Education and Training Act - <a href="#">Regulation 4 (a,b,c)</a><br><br><a href="#">Te Marautanga o Aotearoa</a><br><a href="#">Whakapākehātanga</a> | <ul style="list-style-type: none"> <li>Plan and lead learning aligned to community aspirations.</li> <li>Implement Maturanga Māori and a plan to aid the application to become a stand-alone kura.</li> <li>Work with MOE, navigator, kaiako and whanau as the kura transitions to a stand-alone space.</li> </ul> | Kaiako<br>BoT<br>Renwick<br>Komiti<br>Whakahaere<br>MOE<br>Navigator            | MOE support with creating a localised curriculum<br>Funding support from MOE for navigator role<br><br>Submit application to MOE<br><br>Appoint staff | <ul style="list-style-type: none"> <li>Kaiako and whanau lead learning in our local community that links to the whanau voice.</li> <li>MOE and navigator support with the documentation required for curriculum plan to be submitted as part of the application.</li> <li>Renwick School supports the stand-alone mahi through attending hui with whanau, navigator, komiti whakahaere, MOE and any other group pertaining to the process.</li> <li>Communication through whanau hui, Komiti Whakahaere, panui.</li> </ul> |

| RTL Service                                                                                                                                            |  |  |                                                                                                                                                                                                                                      |                                                                           |                       |                                                                                                                                                                                                                                                                                                                        |
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| 1. Fidelity to He Pikorua framework to ensure consistent use of baseline data to inform explicit, co-constructed, culturally appropriate interventions |  |  | <ul style="list-style-type: none"> <li>Focus on building teacher capabilities</li> <li>Practice Lead and peer lead supervision and support.</li> <li>Collaborative assessment</li> <li>Database alignment with Te Tuapapa</li> </ul> | Cluster Manager<br>Practice Lead<br>RTL staff<br>Renwick School principal | Ministry of Education | <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 Lead.</li> </ul>                                                                                                 |
| 2. RTL team will demonstrate enhanced expertise and leadership through comprehensive professional growth and development in priority areas.            |  |  | <ul style="list-style-type: none"> <li>Train RTL in IYT, SAC &amp; BLA roles</li> <li>Leading Adult Learning with Tony Burkin</li> <li>Bespoke and deliver of Inclusive Design package</li> </ul>                                    | Cluster Manager<br>Practice Lead<br>RTL staff<br>Renwick School principal |                       | <ul style="list-style-type: none"> <li>Increase in RTL 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 support and collaboration.</li> </ul> |
| 3. Lead school principal, cluster manager, practice                                                                                                    |  |  | <ul style="list-style-type: none"> <li>Clarify roles</li> <li>Promote a collaborative, positive work environment with the new team.</li> </ul>                                                                                       | Cluster Manager<br>Practice Lead                                          |                       | <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>                                                                                            |

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| <p>leader, and RTLB will experience regular communication, joint decision-making and shared accountability.</p> <p>4. Monitor, progress and review partnership growth and collaboration efforts.</p> |  |  | <ul style="list-style-type: none"> <li>• Priority leadership workshops to be planned and delivered.</li> <li>• Compile an agency directory</li> <li>• Regular meetings and communication with Kahui Ako, MOE, ECE, SENCO and Attendance and Engagement service.</li> </ul> | <p>RTLB staff<br/>Renwick School principal</p> <p>Cluster Manager<br/>Practice Lead<br/>RTLB staff<br/>Renwick School principal<br/>MOE<br/>Kahui Ako<br/>ECE<br/>SENCO<br/>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> |
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| Strategic Plan | 2025                                                                                                                                                                                                                                              | 2026                                                                                                                                                                                                                                              |
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|                | <ul style="list-style-type: none"> <li>• Continue with implementation of PB4L</li> <li>• Continue to strengthen staff's capabilities with Structured Literacy &amp; The Code</li> <li>• Implement Literacy &amp; Math (New curriculum)</li> </ul> | <ul style="list-style-type: none"> <li>• Implement Literacy &amp; Math (New curriculum)</li> <li>• Continue to strengthen staff's capabilities with Structured Literacy &amp; The Code</li> <li>• Continue with implementation of PB4L</li> </ul> |

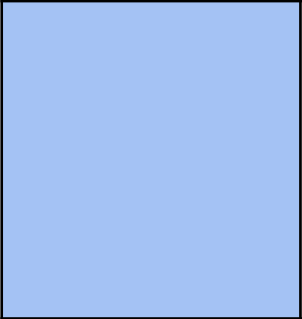
|                      | Renwick School Charter Targets - Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Focus Area:          | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strategic Goal:      | <ul style="list-style-type: none"> <li>That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Annual Aim:          | <ul style="list-style-type: none"> <li>Equity - <i>All learners make expected progress and all priority learners make accelerated progress in reading.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Historical Position: | <p><b>Analysis Comment:</b></p> <div>   </div> <p>Against the Piritahi levels our Reading achievement is slightly lower than 2022. However the percentage of children making progress of 1 or more curriculum levels is 76%.</p> <p>In Tuatahi (NE) and Whanake (Y1-2) 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 question of "Is this in conflict with the Piritahi scale?" and how does that impact on the data? Have we got the scale right?</p> |

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|                    | <p>This data does not take into account the Te Pa Wanganga students being taught to read 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.</p> <p>There have been limited opportunities for whole staff meetings to focus on the teaching of Reading, this year, with many meetings focusing on behaviour as we found from analysing data, student well being required focus to ensure the learner was it their best.</p> <p>Whilst there are children identified as needing intervention, some of whom are E.S.O.L., ORRS., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured Literacy groups, Toe by Toe and Steps Web which are supporting students who require the extra learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Target:</b>     | <p><b><i>A group of 32 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></p> <p><b><i>The group consists of: 7 Y3, 8 Y4, 7 Y5, 4 Y6, 4 Y7 and 2 Y8.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <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 was implemented in Maia (Y3/4) as well as continued in Tuatahi and Whanake Whānau.</li> <li>• Structured Literacy groups in Pakahukahu (Y5/6) for identified students.</li> <li>• Regular Instructional reading lessons in older classes using guided, shared, reciprocal, Book Club, Literacy Circle approaches.</li> <li>• Daily reading quality books to students by teachers and parents.</li> <li>• Careful monitoring of Priority Students.</li> <li>• Students knowing 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 - impacted by many instances of no release due to staff cover alterations.</li> <li>• Literacy Leader working with identified individuals and groups in Whanake, Maia and Pakahukahu.</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>• Vicki, Ainsley and Cheryl provide support for Dyslexic students using Toe by Toe, Nessie, and Steps Web.</li> <li>• R.T.Lit supported students and teachers - limited to 2 children this year!</li> <li>• Integration of Literacy with other curriculum areas in some whanau.</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.</li> <li>• Stocktake and cull of big books completed.</li> <li>• Decision not to reinstate Reading Recovery made due to no update in their programme.</li> </ul> |
| <b>Next Steps:</b> | <ul style="list-style-type: none"> <li>• Scrutinise methods of assessment and make sure what is used is aligned across the school.</li> <li>• Investigate the use of Dibels assessment tool.</li> <li>• Start with curriculum development in Literacy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

- Improve understanding of pedagogy and implementation of Structured Literacy throughout school.
- Instructional Reading should be taught everyday! They need mileage and explicit teaching of strategies.
- Implementation of The Code for phonological awareness and spelling programme across the school.
- Include the “reading and comprehension” of visual texts in programmes.
- Continue to read to students everyday and extend their vocabularies.
- Continue to embed higher order thinking skills when responding to texts.
- Build up stock of decodables to cater for older students who still need them. Hopefully the MOE will provide more.
- Recognise the inextricable link between reading, writing and oral language.
- Explicitly teach oral language skills - not just newstelling or speeches
- Explore the link between correct articulation and reading achievement.
- Invite authors to read to classes.
- Identify priority learners.
- Retrieve data regarding attendance when looking at students who’ve made no progress.
- Continue to fund programmes for junior readers - 0.4 at least teacher-time.
- Keep funding 6 Year Net release. Important to be able to assess children individually to gain authentic data. The data is diagnostic and we cannot get accurate data from tests like PAT for this age group.
- Programmes like Toe by Toe must be additional not the only reading instruction a student has in a day.
- Source Structured Literacy PD
- Upskill all staff on the Science of Reading, Structured Literacy, Scopes and sequences, explicit teaching.
- All staff to be proactive in learning about the Science of Reading, Structured Literacy, Scopes and sequences.

|                       | Renwick School Charter Targets - Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
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| Focus Area:           | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Strategic Goal:       | <ul style="list-style-type: none"><li>That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                      |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Annual Aim:           | <ul style="list-style-type: none"><li>Equity - <i>All learners make expected progress and all priority learners make accelerated progress in writing.</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                      |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Historical Position:  | <div><div><p><b>Whole School Writing 2022 / 2023 Whole School</b></p><table><caption>Whole School Writing 2022 / 2023 Whole School</caption><thead><tr><th>Category</th><th>Mid 2022</th><th>End 2022</th><th>Mid 2023</th><th>End 2023</th></tr></thead><tbody><tr><td>Total Within or above</td><td>150</td><td>150</td><td>150</td><td>150</td></tr><tr><td>Towards with support</td><td>15</td><td>40</td><td>50</td><td>50</td></tr><tr><td>Towards</td><td>90</td><td>125</td><td>180</td><td>175</td></tr><tr><td>Within</td><td>110</td><td>180</td><td>210</td><td>240</td></tr><tr><td>Beyond</td><td>10</td><td>30</td><td>30</td><td>40</td></tr><tr><td>Well above</td><td>0</td><td>0</td><td>0</td><td>5</td></tr></tbody></table></div><div><p><b>Percentage Within or above and Towards with support WRITING Whole School</b></p><table><caption>Percentage Within or above and Towards with support WRITING Whole School</caption><thead><tr><th>Time of Year</th><th>Percentage Within or above</th><th>Towards with support</th></tr></thead><tbody><tr><td>Mid 2022</td><td>52%</td><td>48%</td></tr><tr><td>End 2022</td><td>56%</td><td>44%</td></tr><tr><td>Mid 2023</td><td>51%</td><td>49%</td></tr><tr><td>End 2023</td><td>56%</td><td>44%</td></tr></tbody></table></div></div> <p>Against the Piritahi levels our writing achievement is the same for 2022 and 2023 for within/above, and lower for towards with support. However the percentage of children making progress of 1 or more curriculum levels is 66%.</p> <p>In Tuatahi (NE) and Whanake (Y1/2) 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 question of "Is this in conflict with the Piritahi scale?" and how does that impact on the data? Have we got the scale right? This data does not take into account the Te Pa Wanganga students being taught to write in a mixture of te reo and English.</p> |                      | Category | Mid 2022 | End 2022 | Mid 2023 | End 2023 | Total Within or above | 150 | 150 | 150 | 150 | Towards with support | 15 | 40 | 50 | 50 | Towards | 90 | 125 | 180 | 175 | Within | 110 | 180 | 210 | 240 | Beyond | 10 | 30 | 30 | 40 | Well above | 0 | 0 | 0 | 5 | Time of Year | Percentage Within or above | Towards with support | Mid 2022 | 52% | 48% | End 2022 | 56% | 44% | Mid 2023 | 51% | 49% | End 2023 | 56% | 44% |
|                       | Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mid 2022             | End 2022 | Mid 2023 | End 2023 |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Total Within or above | 150                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 150                  | 150      | 150      |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Towards with support  | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 40                   | 50       | 50       |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Towards               | 90                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 125                  | 180      | 175      |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Within                | 110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 180                  | 210      | 240      |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Beyond                | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30                   | 30       | 40       |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Well above            | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 0                    | 0        | 5        |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Time of Year          | Percentage Within or above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Towards with support |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Mid 2022              | 52%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 48%                  |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| End 2022              | 56%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 44%                  |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| Mid 2023              | 51%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 49%                  |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |
| End 2023              | 56%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 44%                  |          |          |          |          |          |                       |     |     |     |     |                      |    |    |    |    |         |    |     |     |     |        |     |     |     |     |        |    |    |    |    |            |   |   |   |   |              |                            |                      |          |     |     |          |     |     |          |     |     |          |     |     |

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|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>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 limited opportunities for whole staff meetings to focus on the teaching of writing, this year, with many meetings focusing on behaviour. What are the extra-curricular activities which may be impacting on the explicit teaching of the Writing programme, especially in the Senior classes?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Target:</b>      | <p><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></p> <p><b><i>The group consists of: 4 Y3, 11 Y4, 9 Y5, 6 Y6, 4 Y7 and 6 Y8.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Our actions:</b> | <ul style="list-style-type: none"> <li>• Students made improvements in Tuatahi, Whānake and Māia whanau through implementing Structured Literacy.</li> <li>• Students in Maia and Pakahukahu spelling and writing improved through being taught, “The Code.”</li> <li>• Teachers continued workshop organisations in Kaitiaki where teachers offered a choice of lessons and students selected what they needed to improve their writing.</li> <li>• Regular instructional writing lessons using a variety of approaches in some whanau like shared writing, guided writing, alternative language and writing following The Writing Revolution/Science of Writing.</li> <li>• Daily reading and discussion of quality books to students to increase students' vocabularies.</li> <li>• Careful monitoring of priority students.</li> <li>• Most students knowing where they are at, helped with the understanding of their goals. Students had their literacy goals available via Hero. Also, what the child’s next steps were and how they are going to get there.</li> <li>• Teachers provide meaningful contexts through integration of curriculum areas particularly into the Inquiry learning.</li> <li>• Limiting use of devices as this previously led to a decline in the standard of writing and it was agreed that we would do this!</li> <li>• Four teachers in the Years 3-8 attend Liz Kane’s The Code seminar.</li> <li>• Regular teaching of handwriting across most of the school.</li> <li>• Know your student as a person as well as a learner.</li> </ul> |
| <b>Next Steps:</b>  | <ul style="list-style-type: none"> <li>• Continue to explore what makes the biggest difference to writing achievement.</li> <li>• Students will use books/paper to plan, draft &amp; edit their written work &amp; devices for searching, proofreading, publishing and sharing their work.</li> <li>• Whānau to ensure the explicit teaching of writing skills and features is embedded, as they embrace an integrated curriculum.</li> <li>• Teachers use a variety of avenues and audiences for students to share their work</li> <li>• Provide meaningful contexts and opportunities to share using a variety of media</li> <li>• Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw and Hero.</li> <li>• Identify priority learners and make these students known to all staff as a means of support.</li> <li>• As a whole staff moderate across year groups</li> <li>• Teachers in upper school continue experimenting with workshop approach but ensuring students are writing regularly while also explicitly teaching the skills of writing across range of genre</li> <li>• Use a standardized test like e-Asttle to ensure we are on the right track.</li> <li>• Get back to basics! Take the learning slow and deep.</li> </ul>                                                                                                                                                                                                                                                                   |

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- Series of staff meetings on Science of Writing and how this fits with the revised curriculum.
  - Make Writing Revolution and The Code the main professional learning and focus.
  - With the new curriculum you won't be able to do it all in one year. Slow down, do less, but do it well!
  - Investigate PD for the NZ publication - 'How to Teach Writing & Spelling and Grammar.'
  - Provide release time for the Literacy Leader to observe in classrooms leading to discussions re programme content and planning.
  - Develop a progressions framework for Writing
  - Teach handwriting regularly in all classes - this reduces the children's cognitive overload.
  - Teachers who attended The Code PD to share their learning with all staff.

|                      | Renwick School Charter Targets - Numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |          |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------|----------|----------|----------------------|----|----|----|---------|-----|-----|-----|--------|-----|-----|-----|--------|----|----|----|------------|---|---|
| Focus Area:          | Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                     |          |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Strategic Goal:      | <ul style="list-style-type: none"><li>That student progress and development is accelerated with curriculum targets set for reading, writing and mathematics in relation to the New Zealand Curriculum.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |          |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Annual Aim:          | <ul style="list-style-type: none"><li>Equity - <i>All learners make expected progress and all priority learners make accelerated progress in mathematics.</i></li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                     |          |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Historical Position: | Analysis of shift of math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |          |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
|                      | <div>Whole School Data</div> <div><table><thead><tr><th>Achievement Results</th><th>End 2022</th><th>Mid 2023</th><th>End 2023</th></tr></thead><tbody><tr><td>Towards with Support</td><td>17</td><td>11</td><td>17</td></tr><tr><td>Towards</td><td>113</td><td>120</td><td>168</td></tr><tr><td>Within</td><td>239</td><td>276</td><td>286</td></tr><tr><td>Beyond</td><td>44</td><td>56</td><td>33</td></tr><tr><td>Well above</td><td>1</td><td>2</td><td>2</td></tr></tbody></table></div> <div>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.</div> | Achievement Results | End 2022 | Mid 2023 | End 2023 | Towards with Support | 17 | 11 | 17 | Towards | 113 | 120 | 168 | Within | 239 | 276 | 286 | Beyond | 44 | 56 | 33 | Well above | 1 | 2 |
| Achievement Results  | End 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Mid 2023            | End 2023 |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Towards with Support | 17                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 11                  | 17       |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Towards              | 113                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 120                 | 168      |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Within               | 239                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 276                 | 286      |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Beyond               | 44                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 56                  | 33       |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |
| Well above           | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                   | 2        |          |          |                      |    |    |    |         |     |     |     |        |     |     |     |        |    |    |    |            |   |   |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>The percentage of students who are within or above has increased in the mid-year data from 68%, end 2022 to 72% mid 2023. However there was a drop at the end of the 2023 year to 64%.</p> <p>Maori students' attainment increased from 59% at the end of 2022 to 69% mid 2023 and are 60% at the end of 2023. This is still a small increase from 2022. The attainment of within or above for males and females also increased then decreased from midyear to end of year.</p> <p>Having a unified assessment programme would also help to ensure the data and levels are consistent across the school.</p> <p>For the Charter Target Students, 15.6% have no change. Therefore 84.4% of these students moved 1 or more levels. Across the school 86.5% have moved 1 or more sublevels from the start of the year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Target:</b>      | <p><b><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></b></p> <p><b><i>The group consists of: 4 Y4, 5 Y5, 3 Y6, 2 Y7 and 3 Y8.</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Our Actions:</b> | <ul style="list-style-type: none"> <li>• Careful monitoring of priority students, recording their progress regularly, and discussing progress in whanau meetings.</li> <li>• Students know where they 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>• Use of mixed ability grouping, targeted teaching, whole class where appropriate</li> <li>• Sharing ideas and resources at Whanau meetings</li> <li>• Three teachers involved in the Just in Time PLD throughout 2022.</li> <li>• PLD, particularly Just In Time learning, shared with teaching staff in staff meetings. The Maths Team started to develop a balanced teaching programme that covers all aspects of the curriculum and uses a range of teaching strategies to align with the revised curriculum.</li> <li>• Identified students learning needs and focused programming to raise progress</li> <li>• Purchased resources to accommodate a diverse learning programme to cater for all students.</li> <li>• Whanake and Tuatahi are using the "Mathematics Scope and Sequence For Early Years" programme which is adding a structure and sequence to their lessons.</li> </ul> |
| <b>Next Steps:</b>  | <ul style="list-style-type: none"> <li>• Implement the Refreshed Curriculum Phases and adjust the goals on Hero accordingly, with concentration on number.</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>• Devise 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.</li> <li>• As a staff develop a more robust, balanced and equitable assessment programme in mathematics</li> <li>• Revise Renwick School's effective teacher pedagogy in mathematics</li> <li>• Support staff to identify ways of flexible and balanced groupings of students to meet their learning needs</li> </ul>                                                                                                                                                                                                                      |

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|  | <ul style="list-style-type: none"><li>● Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks.</li><li>● 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, Work off Just in Time Maths place value mahi</li><li>● Staff to use moderation across the school to ensure clear and consistent assessment</li><li>● Tidy up the toolkit.</li><li>● Keep Maths and Literacy alive in staff hui with updates.</li><li>● Give staff confidence in the teaching of Maths again.</li><li>● AP to keep in touch with staff at ground level on how they are going.</li></ul> |
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