

**Holy Cross School (2904)  
Te Rotokura  
Miramar  
Wellington**

**CHARTER UPDATE (2020)**

**STRATEGIC PLAN UPDATE (2020-2022)**

**ANNUAL PLAN AND TARGETS (2020)**

**ANNUAL PLAN AND VARIANCE (2019)**

**Let Your Light Shine'**

**Our Vision**

**'We are a Christ-Centred, Student Focussed, Living, Loving,  
Learning Community.**

**Our vision is for each child, and member of our Community, to  
achieve more than he or she  
ever dreamed possible.**





**HOLY CROSS SCHOOL**

***Achieving More Than We  
Ever Dreamed Possible***

**LET YOUR LIGHT SHINE**

***Celebrating Diversity - Promoting Excellence***

***Values: Whānau, Aroha, Yes!***

## **OUR STUDENTS**

**WE LOVE LEARNING. WE HAVE TOOLS FOR SUCCESS.**



### **EMPOWERING LEARNERS**

Create a learning pathway model.

### **LIVING THE HOLY CROSS WAY**

Provide and evaluate opportunities for students to authentically experience the Holy Cross WAY, both inside and outside of the classroom.

### **CONTRIBUTING TO OUR WORLD**

Students take action to embed sustainable practices at HCM.

## **OUR STAFF**

**WE LOVE TEACHING. WE WORK WITH PASSION, WE  
EMPOWER ALL.**



### **INQUIRING MINDS**

Implement a data inquiry model to effectively identify and meet the needs of all learners.

### **REAL WORLD TEACHING**

Strengthen a school-wide approach to teaching and learning within real world experiences.

### **LEADERS OF LEARNING**

Create a framework that inspires staff to strengthen and share good practice.

## **OUR COMMUNITY**

**WE BELONG. WE CONTRIBUTE, WE WORK TOGETHER.**



### **SHARING THE JOURNEY**

Encourage and support learning focussed relationships with whānau.

### **HONOURING OUR COMMITMENT**

'Live' our commitment to the Treaty of Waitangi strengthening a bicultural perspective.

### **OUR CATHOLIC IDENTITY**

Our faith is at the heart of everything we do.

**STRATEGIC PLAN 2020 - 2022**



**Achieving More Than We Ever Dreamed Possible**  
**Whānau – Aroha – Yes**

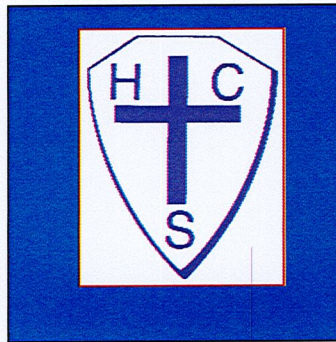
<b>Goals</b>	<b>Our Students</b> 1. We love learning. We have the tools for success.	<b>Our Staff</b> 2. We love teaching. We work with passion and purpose to empower all learners.	<b>Our Community</b> 3. We belong, and we contribute. We work together.
<b>Initiatives</b>	<b>Empowering Learners</b> 1.1. Create a strength-based learning pathway model to focus, support and empower learners.	<b>Inquiry Mindedness- a way of being</b> 2.1. Implement a data inquiry model to effectively identify and meet the needs of all learners.	<b>Sharing the Journey</b> 3.1. Devise a planned approach to strengthen learning focussed relationships with whānau
	<b>Living the Holy Cross Way</b> 1.2. Provide and evaluate opportunities for students to contribute to, understand and authentically experience of the Holy Cross WAY - inside and outside the classroom.	<b>Real World Teaching</b> 2.2. Strengthen a coherent school-wide approach to teaching and learning within authentic real-world contexts	<b>Honouring our Commitment</b> 3.2. 'We Live' our commitment to the Treaty of Waitangi strengthening a bicultural perspective.
	<b>Contributing to our World</b> 1.3. Introduce a design thinking model to support students to take action towards environmentally sustainable practices.	<b>Leaders of learning</b> 2.3. Create a framework that inspires staff to strengthen and share good practice.	<b>Our Catholic Identity</b> 3.3. Structure opportunities for students to understand, through experience, the intrinsic need for Community.  The school has an authentic presence in the community.
<b>Success</b>	Students know themselves as learners and are engaged in their learning. They are able to articulate their learning journey - successes, challenges and next steps.	Staff discuss their learners with enthusiasm and confidence and they are able to identify what they need to do to support positive and valued outcomes for students.	Our Community are connected to the school and engage in positive, reciprocal relationships.



## Holy Cross School Three Year Overview 2020-2022: Achieving More Than We Ever Dreamed Possible

Our Goals	Our Initiatives	2020 Outcomes	2021 Outcomes	2022 Outcomes	Measured by	Our Success
<b>Our Students</b>  <b>1. We love learning. We have the tools for success.</b>	<b>Empowering learners</b> 1.1 Create a strength-based learning pathway.	All students Y 4-8 complete Learning Pathway Plan  Y 0-3 Introductory Adapted plan	All Y 4-8 students Complete and discuss Learning Pathway plans with confidence	Staff and students co-design ways for students to regularly 'show' and demonstrate their learning progress/ pathway	100% students discuss their LP with confidence 2020 – Teacher led 2021 – Co constructed 2022 – Student led	<b>Students know themselves as learners. They are able to articulate their learning journey - successes, challenges and next steps.</b>
	<b>Living the HCM Way</b> 1.2 Students contribute to, understand and experience the Holy Cross WAY	Staff and students co construct a matrix that unpacks the school's Values - HCM WAY	Students develop a deeper understanding of HCM WAY through, planned, authentic real-world learning experiences	Continuous review structure in place to measure whether Living of the HCM WAY is understood, articulated and embedded in the school culture.	Wellbeing @school- improvement in focus areas 2020 Student Culture and Strategies 2021, 2022 Safe @school	
	<b>Contributing to our World</b> 1.3 Students take action to embed sustainable practices at HCM	School-wide understanding of design thinking model to reduce waste – paper, plastic and food	Application of design thinking sustainable lens prior to key events and activities throughout the year.	Students plan and lead environmental action projects	Year on Year increase in the number of embedded environmental practices 2020 Waste reduction 2021, 2022	
<b>Our Staff</b>  <b>2. We love teaching. We work with passion and purpose to empower all learners.</b>	<b>Inquiry Mindedness</b> 2.1 Data inquiry model to identify and meet the needs of all learners.	Staff have shared understanding of data inquiry model focused on Literacy-	Staff demonstrate growing capability with use of inquiry model in literacy and numeracy.	Staff are confident in the use of the inquiry to select interventions with precision, to improve learning for students.	Baseline data to be entered. % student AT or above expected level 2020, 2021, 2022	<b>Staff discuss their learners with enthusiasm and confidence and they are able to identify what they need to do to support positive and valued outcomes for students.</b>
	<b>Real World Teaching</b> 2.2 Strengthen school-wide approach to T&L within real world contexts <a href="#">Leading Local Curriculum</a>	Staff Review Think Talk Create Garden To Table Young Scientist (Local Curriculum)	Staff collaboratively explore the local curriculum resources and identify further learning opportunities for our Community.	Staff and Community can show what we want our students to learn and how our curriculum is designed to achieve this. Local curriculum plan and implementation	Integration of local curriculum into real world context Connected Curriculum documents	
	<b>Leaders of learning</b> 2.3 Create a framework that inspires staff to strengthen and share good practice. (Pedegogy)	Review and strengthen current practices that support the development of staff capabilities  PLG, Modelling practice Analysis of Practice	Increased opportunities for staff to share and discuss practice with peers - build on coaching model Passion day Electives Learning support and extension	Staff design collaborative inquiries to meet teaching and learning needs.	100% of staff PLPs demonstrate: they have completed it, it's made a difference to student outcomes and they have shared it with others. 2020 – PLG focus 2021- Coaching focus 2022- Collaborative teams	
<b>Our Community</b>  <b>3. We belong, and we contribute. We work together.</b>	<b>Sharing the Journey</b> 3.1 Devise a planned approach to increase Whanau engagement in learning- supporting learning focused relationships	Termly open morning, community workshops and input sessions to support Think Talk Create Garden to Table Young Scientist	Whānau and staff led workshops linked to local curriculum.	Parent run workshops (Local Curriculum)	Year on year increase in the number of whānau involved in school programmes 2020 - 50% 2021 - 65% 2022 - 80%	<b>Our Community are connected to the school and engage in positive, reciprocal relationships.</b>
	<b>Honouring our Commitment</b> 3.2 Strengthened bicultural perspective	Ka hikitia strengthened then support: All staff and students confidently recite their mihi and demonstrate understanding of powhiri protocol at HCM. Whānau consultation	Ka hikitia strengthened then support: Community knowledge of the stories and history of our local area.	Ka hikitia strengthend then support  School-wide Noho Marae Te reo classes school-wide	100% of teachers embed the teaching of te reo and experience of tikanga in their classes	
	<b>Our Catholic Identity</b> 3.3 Authentic presence and experience of Community	Active outreach: Elderly 'street neighbours' Music outreach ▪ Masses ▪ Holy Trinity Elders ▪ Resthomes	Establish and run Young Vinnies outreach	Design and complete a sacred space that welcomes all to our HCM Community	Engage in one event per term that supports 'giving back' to others	





Holy Cross School (2904)  
Te Rotokura  
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## Annual Plan and Variance Report

### TARGETS

2020

**Let Your Light Shine**

#### **Our Mission:**

**At Holy Cross we celebrate the uniqueness of each individual and the diversity of cultures within our Catholic School Community. We promote excellence in all areas of school life and focus on both understanding and living the Gospel Values.**



# Achieving More Than We Ever Dreamed Possible

# 1

## Students

We love learning.  
We have tools for success.

### 3 Year success measures:

- 100% students in Years 4-8 discuss with confidence their learning pathway
- Wellbeing data shows improvement
- Year upon year increase in Sustainable practices



Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Empowering Learners</b>  1.1 Learning Pathway Model  Initiative Leader (IL)	Develop a 2020 learning pathways template (Complete rubric of learning levels)	Initiative Leader SLT Julie Beattie	EoY 2019 Dec 2019	Learning Pathway Templates will be designed for every level
	Create a set of guidelines to support staff facilitation of learning conferences.	All staff	T4 2019 ToD T1 2020	Teachers will facilitate learning conferences with confidence.
	Every teacher will connect with the children and whānau in their class for a thirty-minute learning conversation - to listen, learn, share and plan the LP.	Initiative Leader	2019 and ToD	Every student in Y 4-8 will have a completed Learning Pathway and will have revisited it in Terms 2, 3 and 4
	Each student in Years 4-8 will complete their learning pathway plan in the first three weeks of Term 1	Initiative Leader	Jan 2020	Teachers and students will complete focused reviews of progress
	Review of progress: Teachers will support a termly review of LP and guide Learning Conference meetings in Term 2 and Term 4	IL Julie Beattie	Feb 2020	Teachers will become more skilled in observing, prompting, supporting and coaching students.
	Provision of training Staff: Coaching and support will be provided for staff to guide students through the process.	IL and All staff	April, June, Nov 2020	Students will: be more purposefully involved in discussions about their learning and sharing their progress
	Students will be coached to articulate their learning journey using a speaking frame template		June, Nov 2020	Students will use a template to discuss their learning with teachers, peers and whānau



# Achieving More Than We Ever Dreamed Possible

## LET YOUR LIGHT SHINE



Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Living the HCM Way</b>  1.2 Supporting our Values Inside and outside the classroom.  Initiative Leader (IL)	Structure activities to deepen staff understanding of each of our school Values (staff repeat with students, students repeat with whānau)	Initiative lead	ToD and regularly throughout 2020	Staff, students and whānau will be able to name and describe each of our school values. (Will own)
	Collaboratively identify, plan for, timetable, teach and review HCM WAY activities.	Initiative lead	Overview Nov 2019 then termly 2020	A completed matrix will be embraced by all members of our school community.
	Build up a HCM WAY matrix by structuring authentic activities to deepen student understanding and experience of the HCM WAY in each of these settings.	Initiative lead	Link to timetable above	Teachers will become more skilled and consistent in observing, prompting, supporting and coaching students.
	Survey students to get feedback on progress and needs- Start of term 2 and mid term 3.	Initiative lead	W 2 T2 W 7 T3	Students will become more skilled in observing, prompting, supporting and coaching one another.
	Provide support, training and review of relational practices. Staff: Regular input and review Raising issues – Important conversations	Relational Practices Team	Weekly admin	Our playground and classrooms will be more engaging, respectful and inclusive
	Students- Circle Time	RP lead with Staff	W 5 T1 – review weekly admin	Staff and students will engage in relational practices
	Planned support for the next tier of students- self referred, identified by peers, staff or whanau.	RP lead	Admin and SN Meetings Once a term	Students will be empowered to address concerns



# Achieving More Than We Ever Dreamed Possible

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Initiative		2020 FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<b>Contributing to our World</b>  1.3 Students take action Sustainable Practices		Staff will apply design thinking model to staffroom to reduce schoolwide waste – paper, plastic and food	SLT	W1 T1	Staff will understand the Design for Change model
		Each teacher will apply the design thinking model within their classroom to reduce schoolwide waste – paper, plastic and food	Staff	Term 1	Sustainable practices in place to reduce school-wide waste.
		Compile visual/ written outlines of agreed practices to be followed.		By end of Term 1	Schoolwide waste practices will be known and followed
	<div> <div></div> <div></div> <div></div> </div> <div> <div>T1</div> <div>T2</div> <div>T3</div> <div>T4</div> </div>	Regular review		W 3 T 2,3,4	<div> <div>T1</div> <div>T2</div> <div>T3</div> <div>T4</div> </div>



## 2

## Staff

We love teaching.  
We work with passion and purpose to  
empower all learners.

## Achieving More Than We Ever Dreamed Possible

## 3 Year success measures:

- Increased % students AT or above expected level
- Connected curriculum documents reflect integration of local curriculum
- Professional Learning Plans demonstrate collaborative inquiry and difference made to student learning



Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Inquiry Mindedness</b>  2.1 Meeting the needs of all learners.  Initiative Leader (IL)	Review literacy assessments to be used 2020 Ensure timetabling and events enable assessments to be carried out in a timely manner.	SLT and JB	Nov 2019	Staff know which assessments are to be used, how and why.
	Identify staff capability in use of assessments (coaching model used to help staff identify strengths and needs)	SLT and JB	Dec 2019	Coaching and targeted support will be in place
	Support staff with data inquiry for all literacy assessments in 2020 Run regular training and review sessions for those leading the process Prepare coaching questions to support the process	SLT Team Lead	To match school assessment plan	Teachers will become more confident in their use of data. Teachers will demonstrate increased precision –identifying needs and selecting strategies and tracking success.
	Identify and track 'At risk' students Focussed attention on priority learners- needs and supports- targets set PLG and teacher modelling of chosen strategies/ interventions linked to this Stimulate and prompt thinking and ways of looking at data	SLT Team Lead	Monthly	Priority students will be well known and their needs and progress tracked and discussed regularly. <b>(See reading, writing and maths targets and variance)</b>
	Plan for literacy integration into learning context Planning templates reviewed Structured sessions for this to occur	SLT and JB	W7 of each term	There will be a more coherent and intentional integration of literacy throughout the school.



# Achieving More Than We Ever Dreamed Possible

## La fa'asusulu lau lamepa



Initiative		2020 FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<div>Real World Teaching</div> <div>2.2</div> <div>Teaching and learning within authentic, local contexts</div> <div><div></div><div></div><div></div></div> <div><div>T1</div><div>T2</div><div>T3</div><div>T4</div></div>		<div>Review of current school programmes and associated planning that support local curriculum</div> <div>Think Talk Create Garden to Table HCM Young Scientist</div> <div>Prepared prompts and coaching questions will guide this collaborative review of</div>	SLT	ToD	<div>Staff will have a greater knowledge and understanding of the programmes across the school.</div> <div>Intentional integration of literacy into contexts</div> <div>Increased opportunities for agentic learning</div> <div><div>T1</div><div>T2</div><div>T3</div><div>T4</div></div>
		<div>PURPOSE, PROCEDURES, OPPORTUNITIES, OUTCOMES</div> <div>Key focus will be on:</div> <div>Integrated literacy links</div> <div>Home school links</div> <div>Support for agentic learning</div> <div>WHAT DOES OUR PLANNING LOOK LIKE?</div>		T 1,2, 3 W7	



# Achieving More Than We Ever Dreamed Possible

## Ke ulo atu ho'o maama



Initiative	2020 FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<div>Leaders of learning</div> <div>2.3</div> <div>Inspiring staff and embedding good practice</div> <div><div></div><div></div><div></div></div> <div><div>T1</div><div>T2</div><div>T3</div><div>T4</div></div>	<div>Collaboratively work through a review of the purpose, structure and processes that support the development of staff capabilities</div> <div>PLG -</div> <div>Modelling and sharing practice</div> <div>Analysis of practice</div> <div>Timetable these into termly planning structure.</div>	<div>SLT</div>	<div>ToD and regularly throughout 2020</div>	<div>Provision of quality time to participate in these practices.</div> <div>Teachers will become more skilled in observing, prompting, supporting and coaching one another.</div> <div>Teachers will become more skilled in articulating the pedagogy that supports their practice.</div> <div><div>T1</div><div>T2</div><div>T3</div><div>T4</div></div>



# 3

## Community

We belong, and we contribute.  
We work together

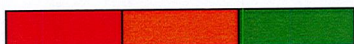
## Achieving More Than We Ever Dreamed Possible

### 3 Year success measures:

- Year on year increase in the number of whānau involved in school programmes. 2020 - 50%, 2021 - 65%, 2022 - 80%
- 100% of teachers embed the teaching of te reo and experience of tikanga in their classes
- Engage in one event per term that supports 'giving back' to others



Initiative	Key Actions	Who will lead?	Timeframes	Outcomes
<b>Sharing the Journey</b>  3.1 Increasing whānau engagement in learning  Initiative Leader (TBC)	Termly Open Days to share local curriculum areas	SLT	Week 2 T1 – T4	Whānau and Community will have regular, on-going opportunities to see programmes in action.  Whānau and Community will have a greater understanding of our school's local curriculum foci.
	Community workshops and input sessions for current local curriculum areas: <ul style="list-style-type: none"> <li>• Think Talk create</li> <li>• Garden to Table</li> <li>• Young Scientist topics</li> </ul>	Syndicates	Week 8 T1 – T4	Our programmes will be strengthened as a result of 'Community' involvement.  Home –school learning link will be strengthened

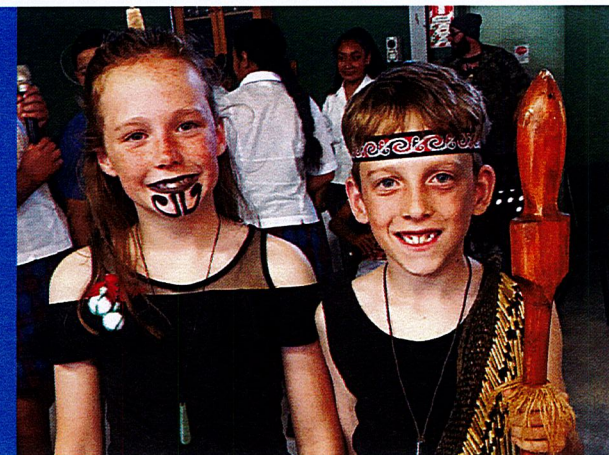


T1	T2	T3	T4
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# Achieving More Than We Ever Dreamed Possible

## Ka Whiti Mai Te Rā



Initiative	2020 FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<b>Honouring our Commitment</b> 3.2 Strengthening Of bicultural perspective	Hui with whānau group to develop ka hikitia focus  Investigate ways to provide instruction in tikanga and te reo Māori for students.	Celeste and lead teacher	T1	Ka hikitia group focus on authentic leadership roles  Students provided additional with te reo and tikanga instruction
	Staff review of mihi structure. All staff and students 'walk' their mihi	Lead teacher	T1	All staff and students are recite their mihi with confidence
	Pōwhiri protocol reviewed	Whānau group	Termly	Staff and students know the pōwhiri protocols for HCM
	Waiata words and actions will be taught and reviewed regularly using tuakana teine model	Ka hikitia group and staff	School Singing sessions	All staff and students know the words and actions of school waiata



T1	T2	T3	T4
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# Achieving More Than We Ever Dreamed Possible

## LET YOUR LIGHT SHINE



Initiative	2020 FOUNDATIONAL ELEMENTS	Who	Timeframes	Outcomes
<b>Our Catholic Identity</b>  3.3 An authentic presence and experience of Community	<b>Planned opportunities for Community Outreach</b>	SLT	Termly	Strengthened planned and authentic presence of HCM in the community.  Students have a deeper understand of the 'intrinsic need for community'
	Elderly neighbours in Athens Street <ul style="list-style-type: none"> <li>Established through Garden to Table sharing food and produce</li> <li>Daily check in (if desired)</li> </ul>	GTT Teacher	Fortnightly	
	Music Outreach <ul style="list-style-type: none"> <li>host 1x term masses in school Hall and provide music for these</li> <li>musical sharing 1 x term with elderly in Parish and resthomes</li> </ul>	DRS	1x Term	



T1	T2	T3	T4
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# Annual Plan Variance Report 2020

## Priority Students - 2020 Attachment 1: READING

**Strategic Goal:** We love teaching. We work with passion and purpose to empower all learners.

**Strategic Initiative:** Implement a data inquiry model and process to effectively identify and meet the needs of all learners.

### Annual Goal

- Staff develop a deeper understanding of the data inquiry model focussed on literacy
- Review and strengthen current practices that support the development of staff capabilities: PLG, modelling practice, Analysis of practice.

### Baseline data -

*No of children identified as below expected level:*

Groupings	February 2020							July 2020							November 2020																																																
Year Groups	<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td>12</td><td>4</td><td>4</td><td>4</td><td>5</td><td>9</td><td>4</td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8	12	4	4	4	5	9	4	<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8								<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8							
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Number below	41 Students																																																														
Gender Groups	Girls		16					Girls							Girls																																																
Number below	Boys		25					Boys							Boys																																																
Ethnicity Groups	Maori		5					Maori							Maori																																																
Number below	Pasifika		12					Pasifika							Pasifika																																																
	Middle Eastern		7					Middle Eastern							Middle Eastern																																																

**Key Improvement Strategies:** *What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing.*

Who -	What -	Action Plan / Learning Intervention Plan
Staff- including DP, ESOL teacher and principal	Accelerated Literacy Learning (ALL)	Each staff member will work through two ALL cycles - to address the needs of students working 'below' the expected level. ALL groups being supported by DP, ESOL teacher and principal will be in response to greatest need.
ESOL teacher and bilingual tutor	Peer tutoring	Peer tutoring programme to be provided in reading and writing for students receiving support through Flexible Funding pool (FFP)- these students will be the tutors.



# Annual Plan Variance Report 2020

## Priority Students - 2020 Attachment 2: Writing

**Strategic Goal:** We love teaching. We work with passion and purpose to empower all learners.

**Strategic Initiative:** Implement a data inquiry model and process to effectively identify and meet the needs of all learners.

### Annual Goal

- Staff have a shared understanding of the data inquiry model focussed on literacy
- Review and strengthen current practices that support the development of staff capabilities: PLG, modelling practice, Analysis of practice.

**Baseline data - No of children identified as below expected level:**

Groupings	February 2020							July 2020							November 2020																																																
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Y2	Y3	Y4	Y5	Y6	Y7	Y8																																																									
Number Below	39 students																																																														
Gender Groups Number Below	Girls		14					Girls							Girls																																																
	Boys		27					Boys							Boys																																																
Ethnicity Groups Number Below	Maori		6					Maori							Maori																																																
	Pasifika		10					Pasifika							Pasifika																																																
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**Key Improvement Strategies** What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

Who -	What -	Action Plan / Learning Intervention Plan
Staff- including DP, ESOL teacher and principal	Accelerated Literacy Learning (ALL)	Each staff member will work through two ALL cycles - to address the needs of students working 'below' the expected level. ALL groups being supported by DP, ESOL teacher and principal will be in response to greatest need.
ESOL teacher and bilingual tutor	Peer tutoring	Peer tutoring programme to be provided in reading and writing for students receiving support through Flexible Funding pool (FFP)- these students will be the tutors.



# Annual Plan and Variance Report 2020

## Priority Students - 2020 Attachment 3:Mathematics

**Strategic Goal:** We love teaching. We work with passion and purpose to empower all learners.

**Strategic Initiative:** Implement a data inquiry model and process to effectively identify and meet the needs of all learners.

### Annual Goal

- Staff strengthen and develop targeted use of data
- Review and strengthen current practices that support the development of staff capabilities: PLG, modelling practice, Analysis of practice..

**Baseline data** - *No of children identified as below expected level:*

Groupings	February 2020							July 2020							November 2020																																																
Year Groups	<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td>6</td><td>3</td><td>5</td><td>9</td><td>4</td><td>11</td><td>3</td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8	6	3	5	9	4	11	3	<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8								<table><tr><td>Y2</td><td>Y3</td><td>Y4</td><td>Y5</td><td>Y6</td><td>Y7</td><td>Y8</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>							Y2	Y3	Y4	Y5	Y6	Y7	Y8							
	Y2	Y3	Y4	Y5	Y6	Y7	Y8																																																								
	6	3	5	9	4	11	3																																																								
Y2	Y3	Y4	Y5	Y6	Y7	Y8																																																									
Y2	Y3	Y4	Y5	Y6	Y7	Y8																																																									
	41 Students																																																														
Gender of Target Groups	Girls		19					Girls							Girls																																																
	Boys		22					Boys							Boys																																																
Ethnicity of Target Group	Maori		11					Maori							Maori																																																
	Pasifika		13					Pasifika							Pasifika																																																
	Middle Eastern		9					Middle Eastern							Middle Eastern																																																

**Key Improvement Strategies** *What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

Who -	What -	Action Plan / Learning Intervention Plan
Staff-	Developing Mathematical Inquiry Communities (DMIC)	Each staff member will put in place a targeted interventions to support the identified needs of any student(s) working below the expected level.
Teacher Aides	SPRING into Maths	SPRING will be used and matched to students with identified need in numeracy.