

School Charter Strategic and Annual Plan for Stanhope Road School 2020-2022

<p>Principals' endorsement:</p>	<p><i>To ensure our teachers deliver an excellent education to the students, we provide the best conditions and resources we can within the limits of our budget. The task of the teachers is to ensure the shared values and beliefs of the school's community, and the National Education Guidelines, are realised. The future holds an exciting challenge for our students and the learning environment we establish will play a vital role equipping them with the personal values and skills to ensure they will be life-long learners. We think it is important to define what we are trying to achieve and to demonstrate we have been successful in our endeavours. The strategic plan shows how we are putting our guiding beliefs into place and improving our learning environment.</i></p>
<p>Board of Trustees' endorsement:</p>	<p><i>To ensure that Stanhope Road School is a great place to work, that is well governed and resourced and to produce a fun, friendly and safe environment where diversity is celebrated and it is highly conducive to challenge and learning. Our ākonga will leave Stanhope as confident, curious, creative students who are caring and well connected to their community.</i></p>
<p>Submission date to Ministry of Education:</p>	



Stanhope Road School 2020-2022

Friends, Learners, Guardians
Whakāhohoa, Ākongā, Kaitiaki

To value, strengthen and serve our community so that our students leave empowered to challenge, change and contribute to their world!

Our Stanhope Road School Values

RESPECT: *Honesty* *Resilience* *Integrity*

WELL-BEING HAUORA

Optimistic, resilient learners who care for themselves and others

Initiatives

- Investigate ways to measure and evaluate well-being at SRS and the Kāhui Ako.
- Grow a shared understanding of well-being for our SRS community.
- Implement well-being programmes in classrooms, eg mindfulness, resilience.

CONNECTIONS HONONGA

Purposeful transitions support success for everyone—students, staff, whanau

Initiatives

- Strengthen transitions and connections between schools and Kāhui Ako.
- Continue to foster relationships with local ECE's.
- Celebrate and enhance our unique cultural diversity.
- Active and on-going collaboration with teaching staff to improve outcomes.

LEARNERS LEADING LEARNING Mā te taurira te whakaako e arahi

Students leading own learning and following passions

Initiatives

- Deliver a future focused curriculum that enables students to be innovative users and creators of digital solutions.
- Enrich learning by creating purposeful connections locally, nationally and internationally.
- Develop student agency so students are aware of their learning needs and are able to access the resources needed to succeed.

We are all Friends. Learners, Guardians at Stanhope Road School—students, staff, parents and the community.

Maori Dimensions and Cultural Diversity: All teaching reflects the concepts of Partnership, Protection and Participation in the Treaty of Waitangi and there is a school-wide commitment to bi-culturalism. Stanhope Road School and our community value and celebrate diversity.

(Stanhope Road School is committed to the principles of providing an inclusive environment where every student can be the best they can be.)

Maungakiekie Kāhui Ako: Better Learners—Best Outcomes—‘Working together for powerful pathways’

Stanhope Road School - 2020-2022
Introductory Section - Strategic Intentions

Mission Statement	<p>By demonstrating our School Values, 'Friends, Learners and Guardians', in all we say and do!</p> <p>We will promote the message that "Everyone has the right to come to school each day and be safe and happy!"</p>
Vision	<p>To value, strengthen and serve our community so that our students leave empowered to challenge, change and contribute to their world.</p>
Values	<p>Respect; Honesty, Resilience, Integrity</p>
Principles	<p><u>High Expectations</u></p> <ul style="list-style-type: none"> • Learning tasks targeted to children's learning needs through group teaching. • All children working to their potential with challenge. • Children are involved in their next learning step by being informed of learning outcomes and given specific feedback for their next learning step. • Classroom programmes are balanced, varied & high interest which provides opportunities for intrinsic satisfaction and reward. • Children set personal goals and have opportunities for self-assessment. • Children have opportunities to direct their learning through inquiry learning topics each year. • Children take responsibilities in classrooms by taking on roles within their rooms and during assemblies and team sharing. • High expectations of learning and behaviour are celebrated on a weekly basis at school assemblies and daily in classrooms where successes are celebrated. <p><u>Treaty of Waitangi</u></p> <ul style="list-style-type: none"> • All teaching reflects the concepts of Partnership, Protection and Participation in the Treaty of Waitangi. • There is a school wide commitment to the biculturalism.

- Children all have opportunities to speak te reo and value the land the language and the importance of tikanga.
- Children have opportunities to have real Māori experiences through authentic contexts.
- Employment of Te Reo teacher school-wide. Three Kapa Haka groups school-wide.
- Achievement of Māori is closely monitored & achievement levels reported to the Board of Trustees in all curriculum reports.

Cultural Diversity

- Stanhope Road School and its community celebrate cultural diversity.
- Class programmes reflect the histories and traditions of its people as their cultures are valued.
- The school values express celebration of cultural diversity and this is actively taught.
- Language weeks are regularly celebrated and led by students.
- There is an expectation that everyone will participate fully to their potential and the school ensures that this is possible, physically, emotionally, socially and intellectually.
- Programmes provide a variety of learning situations and teaching styles to suit different children.
- Programmes are flexible to meet learner's needs.
- Programmes create opportunities for children to learn in supportive ways and ways for them to support others.
- The school values are actively taught across the school, are in children's own language, acknowledged in assemblies and displayed around the school.
- There are clear expectations of learning and behaviour and clearly defined consequences are understood across the school.
- There is a high standard of teacher modelling of desired behaviours.

Community Engagement

- We believe that the education of children involves teachers, parents, helpers, the local community.
- Experts are called in to take part in the school programme and this may be local parents or community members.
- Local facilities are used.
- Education Outside of the Classroom is considered an important aspect of children's learning.
- Parents are welcomed to school assemblies, trips, inquiry sharing outcome afternoons.

	<ul style="list-style-type: none"> • Children welcome visitors, thank visitors and talk about what they have learnt from people outside of the school. • Content for programmes begins with children’s prior knowledge that they bring to school and learn outside of school. • There is an acceptance and welcoming of the things that people outside of the school have to offer and actively find out through positive communication with community people about what they could share with children at school. • We celebrate diversity within our community and acknowledge the importance of learning through our wide community who are proud of our school. • Parents feel comfortable and welcome at our school and we have an open -door policy for talking to teachers both formally and informally.
<p>Māori Dimensions and Cultural Diversity</p>	<p>We have 59 children (10% of our roll) in the school whose parents/caregivers have indicated that they have Māori heritage and are on the School’s Māori register. Teachers are aware of the children in their class who have been identified as Māori.</p> <ul style="list-style-type: none"> • Teachers are encouraged to integrate, where possible, a Māori aspect to all areas of their programmes. • We have a Kapa Haka group which is led by a Māori parent and children with Māori heritage are encouraged to join. Children from other ethnicities are also welcomed. • All children receive Te Reo lessons throughout the year. • The Kapa Haka group have had a number of opportunities to perform outside and inside school especially as part of our Enviro and Matariki celebrations. • Powhiri and karanga/mihi for manuhiri are now established protocols to welcome special visitors/guests to our school. <p>19% of our students are NZ European, 17% Indian, 14% Filipino, 11% Tongan, 10% NZ Māori, 4% Chinese and 4% Samoan. ESOL is a significant issue for our teachers to manage in the classroom.</p>
<p>Special Character/ Māori Medium Status</p>	<p><i>Not Applicable</i></p>

Baseline Data or School Context

Students' Learning

Mathematics - Curriculum Data-Year 1-8

The End-of-Year Mathematics data, for 2019, shows that of 530 students, 40 are not yet working within the expected curriculum band for their year group. This means 92% of our students have met or exceeded their expected curriculum band for their year group.

Students not yet working within their expected curriculum band

Of the 40 students *not yet working in their expected curriculum band* in Mathematics:

- 42.5% are of Pasifika Ethnicity
- 25% are of Asian Ethnicity
- 15% are of Māori Ethnicity
- 12.5% are of New Zealand European Ethnicity
- 5% are of Middle Eastern, Latin American or African Ethnicity

Of the 40 students *not yet working in their expected curriculum band* in Mathematics:

- 70% (28 students) are Male
- 30% (12 students) are Female

Of the 40 students *not yet working in their expected curriculum band* in Mathematics:

- 12 students are tagged on the SENCO register (either current or watch-list)
- 3 students have completed an Early Intervention Programme with RTLB in 2019
- 3 students have 5 hours of TA support through High Learning Needs (HLN) funding in 2019
- 4 students have school funded TA support in 2019

Mathematics - Curriculum Data - End of Year - 2019



Working Within NZC Level 6												1 (1.4%)					
Working Within NZC Level 5										1 (1.5%)	2 (3%)	9 (12.8%)			4 (6%)	5 (8.2%)	
														5			
Working Within NZC Level 4				1 (1.3%)						2 (3%)	8 (12%)	12 (16%)	12 (17.1%)	11 (25%)	23 (51.2%)	23 (39%)	48 (78.7%)
													4				
Working Within NZC Level 3						4 (6%)		3 (4%)	22 (34%)	39 (58.2%)	31 (43%)	31 (44.3%)	28 (65%)	19 (42.2%)	32 (55%)	8 (13.1%)	
							3										
Working Within NZC Level 2				7 (9.3%)	16 (23%)	29 (42%)	48 (62%)	72 (89%)	35 (55%)	17 (25.4%)	27 (38%)	13 (18.5%)	3 (7%)	2 (2.4%)			
			2														
Working Within NZC Level 1	3 (5%)	55 (91.2%)	62 (88%)	66 (88%)	52 (74%)	37 (53%)	30 (38%)	6 (7%)	5 (8%)	2 (3.0%)		4 (5.7%)	1 (2%)	1 (2.2%)			
	1																
Beginning to Work Within NZC	54 (95%)	6 (9.8%)	8 (11%)	1 (1.3%)	2 (3%)												
Year →	BOY Year 1	EOY Year 1	BOY Year 2	End Year 2	BOY Year 3	End Year 3	BOY Year 4	End Year 4	BOY Year 5	End Year 5	BOY Year 6	End Year 6	BOY Year 7	End Year 7	BOY Year 8	End Year 8	

Beginning NZC		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
64	7	153	171	129	140	113	104	48	92	6	15	0	1
12.5%	1.3%	29.8%	32.3%	25.1%	26.4%	22.0%	19.6%	9.4%	17.4%	1.2%	2.8%	0%	0.2%

Writing - Curriculum Data- Year 1-8

The End of Year Writing data, for 2019, shows that of 530 students, 71 are not yet working within the expected curriculum band for their Year Group. 87% of our students are working within the expected curriculum band for their Year Group.

Students not yet working within their expected curriculum band

Of the 71 students *not yet working in their expected curriculum band* in Writing:

- 32.4% are of Pasifika Ethnicity
- 32.4% are of Asian Ethnicity
- 19.7% are of Māori Ethnicity
- 8.5% are of New Zealand European Ethnicity
- 7% are of Middle Eastern, Latin American or African Ethnicity

Of the 71 students *not yet working in their expected curriculum band* in Writing:

- 70% (50 students) are Male
- 30% (21 students) are Female

Of the 71 students *not yet working in their expected curriculum band* in Writing:

- 22 students are tagged on the SENCO register (either current or watch-list)
- 7 students have completed an Early Intervention Programme with RTLB in 2019
- 3 students have 5 hours of TA support through High Learning Needs (HLN) funding in 2019
- 4 students have school funded TA support in 2019

Writing - Curriculum Data - End of Year - 2019



Working Within NZC Level 6												1 1.4%				
Working Within NZC Level 5													2 2.8%		1 2.2%	7 11.4%
															5	
Working Within NZC Level 4										2 3.0%	7 9.7%	15 21.7%	4 9%	17 37.8%	25 42%	44 72.1%
													4			
Working Within NZC Level 3								2 2.0%	16 25%	29 33.3%	20 27.8%	27 39.1%	24 56%	25 55.6%	26 45%	9 14.8%
													3			
Working Within NZC Level 2				1 1.3%	9 14%	24 35.0%	40 51%	69 85.0%	41 64%	33 49.2%	39 54.2%	25 36.2%	11 26%	1 2.2%	8 13%	1 1.6%
													2			
Working Within NZC Level 1	2 4%	45 73.7%	52 74.3%	70 93.3%	58 82%	46 65.0%	38 49%	10 12.0%	7 11%	3 4.5%	4 5.5%	1 1.4%	4 10%	1 2.2%		
													1			
Beginning NZC	55 96%	16 26.2%	18 25.7%	4 5.3%	3 4%											
Year →	BOY Year 1	End Year 1	BOY Year 2	End Year 2	BOY Year 3	End Year 3	BOY Year 4	End Year 4	BOY Year 5	End Year 5	BOY Year 6	End Year 6	BOY Year 7	End Year 7	BOY Year 8	End Year 8

Beginning NZC		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
76	20	165	176	148	157	86	90	36	78	2	8	0	1
14.8%	3.8%	32.2%	33.2%	28.8%	29.6%	16.7%	17.0%	6.9%	14.7%	0.4%	1.5%	0%	0.2%

Reading - Curriculum Data- Year 1-8

The End of Year Reading data, for 2019, shows that of 530 students, 47 are not yet working within the expected curriculum band for their Year Group. 91% of our students are currently working within or exceeding the expected curriculum band for their Year group.

Students not yet working within their expected curriculum band

Of the 47 students *not yet working in their expected curriculum band* in Reading:

- 40.4% are of Asian Ethnicity
- 36.2% are of Pasifika Ethnicity
- 12.8% are of Māori Ethnicity
- 6.4% are of New Zealand European Ethnicity
- 4.2% are of Middle Eastern, Latin American or African Ethnicity

Of the 47 students *not yet working in their expected curriculum band* in Reading:

- 59.6% (28 students) are Male
- 40.4% (19 students) are Female

Of the 47 students *not yet working in their expected curriculum band* in Reading:

- 11 students are tagged on the SENCO register (either current or watch-list)
- 3 students have completed an Early Intervention Programme with RTLB in 2019
- 2 students have 5 hours of TA support through High Learning Needs (HLN) funding in 2019
- 3 students have school funded TA support in 2019

Reading - Curriculum Data - End of Year - 2019



Working Within NZC Level 6												1 1.4%				
Working Within NZC Level 5												1 1%	3 4.3%	1 2%	1 2%	7 11.5%
Working Within NZC Level 4															5	
Working Within NZC Level 3															4	
Working Within NZC Level 2																
Working Within NZC Level 1																
Beginning NZC																
Year →	BOY Year 1	End Year 1	BOY Year 2	End Year 2	BOY Year 3	End Year 3	BOY Year 4	End Year 4	BOY Year 5	End Year 5	BOY Year 6	End Year 6	BOY Year 7	End Year 7	BOY Year 8	End Year 8

Beginning NZC		Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
61	9	154	161	152	162	85	84	58	103	3	10	0	1
11.9%	1.7%	30.0%	30.4%	29.6%	30.6%	16.6%	15.8%	11.3%	19.4%	0.6%	1.9%	0%	0.2%

Student Engagement	<p><u>Attendance</u> Improve rates of attendance, particularly of students whose lateness and absences are cause for concern in terms of progress, achievement and wellbeing.</p> <ul style="list-style-type: none"> • Attendance in 2019: 91.3% • Lateness in 2019: 3.4%
School Organisation and Structures	<p><u>Health and Safety</u> Provide a safe physical and emotional environment for students, promote healthy food and nutrition for students and comply in full with any legislation to ensure the safety of students and employees.</p> <p><u>Personnel</u> Strengthen the outcomes of professional learning and development by continuing to embed the teaching as inquiry model and by building increased levels of reflective practice.</p> <p><u>Property</u> Maintain and develop the school’s buildings, facilities and environment so that they enhance the educational purpose of the school and are safe, healthy and attractive for children, staff and the community.</p> <p>Personnel</p> <ul style="list-style-type: none"> • Staff will be effectively used to recognise the needs of the students. • The staff appraisal system has been updated to make it relevant to the needs of the teachers and fits in with changes to the Teachers Council. • Better use will be made of the way eTap is used in assessment and reporting to parents. • Learning support teachers and teacher aides will be assigned to priority learners with the greatest needs. <p>Property and Finance</p> <ul style="list-style-type: none"> • The school will allocate funds to reflect the school’s priorities for the year. • School expenditure will be monitored and controlled to ensure that annual accounts are prepared and audited. <p>We will comply with the conditions of current asset management agreements and have implemented a maintenance programme to ensure that the schools buildings and facilities provide a safe, healthy environment for the students.</p>
Review of Charter and Consultation	<p>Our community completed a survey in Term 4 2019 and we received clear feedback and feedforward. These results were shared with SLT and recommendations were taken on board. The charter was then shared with all</p>

	teaching staff in January 2020 at Teacher Only Days and adjustments were made. Finally, the charter was submitted at the February Board of Trustees meeting for review and then signed off for the 2020 year.
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Strategic Section

Strategic Goals		Core Strategies for Achieving Goals - 2020-2022
<p>Students' Learning</p>	<p>To accelerate the progress of all students who are performing below expectation</p> <p>Students leading own learning and following passions</p>	<p>See improvement plan (pg. 17-18).</p> <p>Deliver a future focused curriculum that enables students to be innovative users and creators of digital solutions.</p> <ul style="list-style-type: none"> • Enrich learning by creating purposeful connections locally, nationally and internationally. • Develop student agency so students are aware of their learning needs and are able to access the resources needed to succeed.
<p>Student Engagement</p>	<p>Purposeful transitions support success for everyone—students, staff, whanau</p> <p>Students who are optimistic, resilient learners who care for themselves and others</p> <p>To ensure our students are regularly attending school.</p> <p>To provide many different opportunities for student voice</p>	<p>Strengthen transitions and connections between schools and Kāhui Ako.</p> <ul style="list-style-type: none"> • Continue to foster relationships with local ECE's. • Celebrate and enhance our unique cultural diversity. • Active and on-going collaboration with teaching staff to improve outcomes. <p>Grow a shared understanding of well-being for our SRS community.</p> <ul style="list-style-type: none"> • Implement well-being programmes in classrooms, eg mindfulness, resilience. <p><u>Attendance</u> Attendance issues are slowly decreasing at SRS. Both are monitored closely on our SMS system and are acted upon by the Deputy Principal and the Office Manager. We work closely with ACES and they visit families regularly of students/families with poor attendance.</p> <p><u>Student Voice – what it looks like at Stanhope Road School</u></p> <ul style="list-style-type: none"> • Each year group takes turns to lead the assemblies for the senior and junior

	to be experienced, to grow, to be heard, to be visible	<p>assemblies on Fridays.</p> <ul style="list-style-type: none"> • Co-operative learning in all classrooms – every child involved and participating in the learning. • Y4-Y6 students in participate in Torinui Trust for whole year. • Enviro Group – representatives from all classrooms. • Mathex, Literacy, EPro8 – Students from senior school participate in these events. • Sports events – participation by teams of children in all the Tamaki sports and Eastern Zones Schools events. • Kapa Haka Performances- annually at Marae, Powhiri for visitors, visiting ECE’s, Rest Homes. <p><u>See Saw</u> Children able to share their learning with their families and friends.</p>
School Organisation and Structures	To provide a safe and healthy learning/teaching/working spaces for students and all staff	<p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • In order to provide a safe physical and emotional environment for students we carry out a health and safety audit each term. The school will receive a health and safety report each term and carry out any required maintenance. • As part of our promotion of healthy food and nutrition for all, we are a water only school. • In order to comply in full with any legislation currently in force or that may be developed to ensure a safe physical and emotional environment for students and employees a review of health and safety policies will be carried out by the Board Health and Safety committee annually.
Personnel	To ensure all teaching (plus non-teaching staff) staff have the opportunity to be able to be appraised effectively.	<p><u>Personnel</u></p> <ul style="list-style-type: none"> • Staff will be effectively used to recognise the needs of the students. • The staff appraisal system has been updated with the implementation of a new system for 2020, modelled along the lines of our 2019 (Ariniui) system. • As a result of this new system, all teachers will have created their own online portfolio which documents the evidence they gather through their

		<p>teaching year, that allows them to demonstrate they meet the PS's and RTC's.</p> <ul style="list-style-type: none"> • Better use will be made of the way eTap is used in assessment and reporting to parents. <p>Learning support teachers and teacher aides will be assigned to priority learners with the greatest needs. All non-teaching staff are annually appraised.</p>
Property	<p>To continue to operate the school in a fiscally strategic, responsible and viable way which meets all MOE guidelines for audit purposes. Allocate funds to ensure curriculum goals are able to be met.</p> <p>Allocate funds to ensure property goals in the 2018-23 5YA and 10PP plans are met.</p>	<p><u>Property</u></p> <ul style="list-style-type: none"> • The school will allocate 5YA funds to reflect the school's priorities for the year. • School expenditure will be monitored and controlled to ensure that annual accounts are prepared and audited.
Finance	<p>To have effective financial systems in place to ensure the curriculum can be delivered and all expenditure properly accounted for.</p>	<p><u>Finance</u></p> <p>School expenditure will be monitored and controlled to ensure that annual accounts are prepared and audited.</p>

2020 Improvement Plan-Learning
Strategic Goals – To accelerate the progress of all students who are performing below expectation.

Annual Goal: To accelerate the progress of all students who are performing below expectations in reading, writing and mathematics.	Annual Target: See specific baseline data and targets below.
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Baseline data:

<i>Area</i>	<i>School wide at present</i>	<i>Target</i>
Reading	92% of all students working at expected curriculum level.	95% of all students working at expected curriculum level.
Writing	87% of all students working at expected curriculum level.	95% of all students working at expected curriculum level.
Mathematics	91% of all students working at expected curriculum level.	95% of all students working at expected curriculum level.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Jan/Feb 2020	What: Review last years’ assessment data with staff and identify the needs of the new students who have enrolled to determine the particular learning needs of our priority learners.	Principal/DP’s, APs, Team Leaders Whole staff	Support set up and target groups being catered for.
Ongoing	Teams to discuss progress of target students within meetings. Teachers and support staff will provide assessment data and share observations, to discuss at team meetings. Teams to celebrate successes or make suggestions as to where to next for those not moving.	Deputy Principal (Curriculum/Assessment) Team leaders and teams	Samples of work and tracking sheets indicating progress. Sharing of assessment results.
Ongoing	Deputy Principal and Team leaders meet to discuss student progress and related topics.	Deputy Principal and Team leaders	Support set up and target groups being catered for.

Each term (or more often as required)	Review existing programme and provide tailored responsive support to meet the learning needs of target students.	Principal/senior leadership teams	Support to target students has lifted achievement.
Ongoing	Work with parents and families around ways of supporting students' learning.	APs, teachers and support staff	Improved parental support and home/school partnership.
Monitoring:	Moderate assessment procedures to ensure school-wide consistency. Monitor and evaluate the effectiveness of teaching practice and access to PLD tailored to their needs. Ongoing analysis of assessment data to inform progress and planning. Adapt and refine assessment tools to suit the needs of the learners.		
Resourcing:	Learning Support Teachers, Teacher Aides, Professional Development, Learning Support Co-Ordinator.		

School Strategic Learning Goal: To accelerate progress of **Year 2** students in all Reading, Writing, Mathematics.

Baseline data:
 Reading:88% of students working at expected curriculum level
 Writing:74% of students working at expected curriculum level.
 Mathematics: 90% of students working at expected curriculum level.

Target:
 Reading: 95% of students working at expected curriculum level.
 Writing: 95% of students working at expected curriculum level.
 Mathematics: 95% of students working at expected curriculum level.

Key Improvement Strategies

When	What	Who	Indicators of Progress
January/February 2020	Teachers will analyse student’s reading data to help identify their levels.	All Teachers, Team Leader, Assistant Principal and Deputy Principal	Analysis of assessments.
Term 1	Teachers identify and provide targeted in class instruction to students that need support to <u>accelerate</u> progress.	All Teachers, Team Leader, Assistant Principal and Deputy Principal	Assessments used to formulate focussed learning intentions and targets.
Ongoing	Regularly discuss the progress of target students during team meetings.	All Teachers, Team Leader, Assistant Principal	Sharing of ideas, samples of students work in all curriculum areas.
Ongoing	Learning support teachers (Year 1 & 2) have been allocated to support those students needing additional support beyond the classroom programme.	Learning support teachers	Accelerated progress as documented on assessment data.
Throughout the year	Individual class teachers to have specific target group planning for students and track their individual progress in the reading achievement graphs.	Teacher	Graphs will demonstrate progress against expected levels of achievement.
Throughout the year	Differentiated, targeted and flexible groupings within classes.	All teachers	Regular review and adjustment of groupings.

Term 4	Analyse and reflect on end of year data to inform progress and planning for the following year.	Principal, Senior Leadership Team, Syndicate Leader, Teachers	Improvement in reading, writing, mathematic levels.
Monitoring: Moderation within the team and with Deputy Principal, Assistant Principal, Learning Support Coordinator and SENCO.			
Resourcing: Engage outside agencies for additional support for students in need.			

School Strategic Learning Goal: To accelerate progress of **Year 7** students in all Reading, Writing, Mathematics

Baseline data:
 Reading: 73% of students working at expected curriculum level.
 Writing: 63% of students working at expected curriculum level.
 Mathematics: 76% of students working at expected curriculum level.

Target:
 Reading: 90% of students working at expected curriculum level.
 Writing: 90% of students working at expected curriculum level.
 Mathematics: 90% of students working at expected curriculum level.

Key Improvement Strategies

When	What	Who	Indicators of Progress
January/February 2020	Teachers will analyse student’s literacy and mathematics data.	All Teachers and Senior Leaders, Deputy Principal, Learning Support Coordinator	Analysis of assessments.
Term 1	Teachers identify and provide targeted in class instruction to students that need support to <u>accelerate</u> progress.	All Teachers, Senior leaders, Deputy Principal, Learning Support Coordinator	Assessments used to formulate focussed learning intentions and targets.
Ongoing	Regularly discuss the progress of target students during team meetings.	Teachers, Team Leaders	Sharing of ideas, samples of student’s work.
Term 1	Continue to follow Stanhope Road School Curriculum.	Teachers	Literacy and Mathematical progressions will be used across the team and understood by students.
Ongoing	Learning support teachers/Teacher Aides have been allocated to support those students needing additional support beyond the classroom programme.	Learning Support Teacher/Teacher Aides	Accelerated progress as documented on student records.
Throughout the year	Individual class teachers to have specific target group planning for students and track.	Teacher	Graphs will demonstrate progress against expected levels of achievement.

	their individual progress in the reading achievement graphs.		
Throughout the year	Differentiated, targeted and flexible reading groupings within classes.	All teachers	Regular review and adjustment of groupings.
Term 4	Analyse and reflect on end of year data to inform progress and planning for the following year.	Principal, Senior Leadership Team, Team Leader, Teachers, LSC	Improvement in literacy and mathematical levels. A more positive attitude to learning.
Monitoring: Moderation within the team and with Deputy Principal, Learning Support Coordinator.			
Resourcing: Engage outside agencies for additional support for students in need, Teacher Aide and Resource Teacher allocated, specific resources as needed.			

School Strategic Learning Goal: To accelerate progress of all **Pasifika** students in all Reading, Writing, Mathematics

Baseline data:

Reading: 64% of students working at expected curriculum level.
 Writing: 68% of students working at expected curriculum level.
 Mathematics: 57.5% of students working at expected curriculum level.

Target:

Reading: 90% of students working at expected curriculum level.
 Writing: 90% of students working at expected curriculum level.
 Mathematics: 90% of students working at expected curriculum level.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Jan/Feb 2020	Review last years' assessment data with staff and identify the needs of the new students who have enrolled to determine the particular learning needs of our priority learners.	Principal/DP's, APs, Team Leaders Whole staff	Support set up and target groups being catered for.
Ongoing	Teams to discuss progress of target students within meetings. Teachers and support staff will provide assessment data and share observations, to discuss at team meetings. Teams to celebrate successes or make suggestions as to where to next for those not moving.	Deputy Principal (Curriculum/Assessment) Team leaders and teams	Samples of work and tracking sheets indicating progress. Sharing of assessment results.
Ongoing	Deputy Principal and Team leaders meet to discuss student progress and related topics	Deputy Principal and Team leaders	Support set up and target groups being catered for.
Each term (or more often as required)	Review existing programme and provide tailored responsive support to meet the learning needs of target students.	Principal/senior leadership teams	Support to target students has lifted achievement.
Ongoing	Work with parents and families around ways of supporting students' learning.	APs, teachers and support staff	Improved parental support and home/school partnership.

Monitoring: Moderation within the team and with Deputy Principals, Assistant Principal, SENCO, Learning Support Coordinator.

Resourcing: Engage outside agencies for additional support for students in need, Teacher Aide and Resource Teacher allocated, specific resources as needed.

School Strategic Learning Goal: To accelerate progress of all Asian students in Reading			
Baseline data: Reading: 60% of students working at expected curriculum level.		Target: Reading: 95% of students working at expected curriculum level.	
Key Improvement Strategies			
When	What	Who	Indicators of Progress
Jan/Feb 2020	Review last year's assessment data with staff and identify the needs of the new students who have enrolled to determine the particular learning needs of our priority learners.	Principal/DP's, APs, Team Leaders Whole staff	Support set up and target groups being catered for.
Ongoing	Teams to discuss progress of target students within meetings. Teachers and support staff will provide assessment data and share observations, to discuss at team meetings. Teams to celebrate successes or make suggestions as to where to next for those not moving.	Deputy Principal (Curriculum/Assessment) Team leaders and teams	Samples of work and tracking sheets indicating progress. Sharing of assessment results.
Ongoing	Deputy Principal and Team leaders meet to discuss student progress and related topics.	Deputy Principal and Team leaders	Support set up and target groups being catered for.
Each term (or more often as required)	Review existing programme and provide tailored responsive support to meet the learning needs of target students.	Principal/senior leadership teams	Support to target students has lifted achievement.
Ongoing	Work with parents and families around ways of supporting students' learning.	APs, teachers and support staff	Improved parental support and home/school partnership.
Monitoring: Ongoing moderation within the team and with Deputy Principal, Assistant Principal, Learning Support Coordinator, ESOL coordinator and SENCO.			
Resourcing: Engage outside agencies for additional support for students in need, Teacher Aide and Resource Teacher allocated extra ESOL lessons, specific resources as needed.			

Analysis of Variance Reporting



School Name:	Stanhope Road School	School Number:	1511
Strategic Aim:	To accelerate the progress of all students in reading, writing and mathematics		
Annual Aim:	<p>That 75% of all students will be achieving Within or Beyond Expectation in Mathematics by the end of 2019.</p> <p>That 75% of all students will be achieving Within or Beyond Expectation in Reading by the end of 2019.</p> <p>That 80% of all students will be achieving Within or Beyond Expectation in Writing by the end of 2019.</p>		
Target:	<p>That 75% of all students will be achieving Within or Beyond Expectation in Mathematics by the end of 2019.</p> <p>That 75% of all students will be achieving Within or Beyond Expectation in Reading by the end of 2019.</p> <p>That 80% of all students will be achieving Within or Beyond Expectation in Writing by the end of 2019.</p> <p>2018 End of Year data</p>		
Baseline Data:	<p>At the end of 2019:</p> <p>92% of all students were working within their expected curriculum band for their Year group for Mathematics.</p> <p>87% of all students were working within their expected curriculum band for their Year group for Writing.</p> <p>91% of all students were working within their expected curriculum band for their Year group for Reading.</p> <p>A detailed analysis of this data can be found in the following report. We have adapted the way we collate and analyse data by going back to the curriculum bands in the New Zealand Curriculum document.</p> <p><u>Stanhope Road School - Curriculum Data Report End of Year 2020</u></p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We are coming to the end of a 2 year Centrally Funded PLD in Mathematics. During this PLD teachers have:</p> <ul style="list-style-type: none"> critically examined their current practice through our theory of improvement - Spiral of Inquiry adapted their teaching and learning practice to use rich authentic problem solving Developed understanding of LPFs and the use of PaCT in Mathematics Redeveloped long term planning to reflect LPFs and ensure curriculum coverage. Collaborative planning to enhance teaching practice refined assessment practices to ensure assessment is only undertaken that directly informs teaching and learning practices <p>In Reading and Writing we have:</p> <ul style="list-style-type: none"> refined assessment practices to ensure assessment is only undertaken that directly informs teaching and learning practices 	<p>Mathematics - Curriculum Data- Year 1-8:</p> <p>The End of Year Mathematics data, for 2019, shows that of 530 students, 40 are not yet working within the expected curriculum band for their Year Group. This means 92% of our students have met or exceeded their expected curriculum band for their year group. At mid-year it was 75%.</p> <p>Both students and teachers developed Mathematical Mindsets through this new teaching and learning practice. They developed a strong ability to talk about their mathematical thinking through the use of Talk Moves.</p> <p>Writing - Curriculum Data- Year 1-8:</p> <p>The End of Year Writing data, for 2019, shows that of 530 students, 71 are not yet working within the expected curriculum band for their Year Group. 87% of our students are working within the expected curriculum band for their Year group. AT mid-year it was 64%.</p> <p>Reading - Curriculum Data- Year 1-8:</p> <p>The End of Year Reading data, for 2019, shows that of 530 students, 47 are not yet working within the expected curriculum band for their Year Group. 91% of our students are currently working within or exceeding the expected curriculum band for their Year group. At mid-year it was 77%</p>	<p><u>Stanhope Road School - Curriculum Data Report End of Year 2020</u></p> <p>We exceeded our charter targets in Reading, Writing and Mathematics.</p> <p>In Mathematics this is down to the development of teaching and learning practices that involve rich, authentic problem solving scenarios. The context being specific to student needs / identity meant student engagement and interest increased so progress was made more readily. We have also looked at the way we assess and measure progress. Developing the use of LPFs and PaCT has further refined the accuracy and understanding of student achievement. It has also made teachers aware of gaps in their teaching practice - parts of the curriculum they haven't been covering.</p> <p>Group Norms / Talk Moves / Problem Solving Processes /development of Long Term Planning are all strategies that have enhanced teaching and learning practices. Teachers are far more efficient and accurate in noticing student achievement / thinking / strategies which is then used to inform further teaching and learning directly related to student needs.</p> <p>Collaborative Planning is more co-operative so this is a strategy we will further develop.</p>	<p>We will continue to:</p> <ul style="list-style-type: none"> Use group norms to develop mathematical talk and thinking. Long term planning use rich authentic problem solving Fluid grouping that is mixed ability Collaborative planning in teaching teams. <p>Teachers are far more reflective in their teaching practice and adapt teaching and learning more readily and more specifically to student learning needs.</p> <p>We will further develop understanding and use of LPFs and PaCT as this gives us a more accurate understanding of student learning needs, next steps and progress.</p> <p>We want to develop the teaching of number knowledge to ensure this enhances strategy development in problem solving. This is essential in the Junior School and must be balanced with the problem solving approach.</p> <p>We have identified a Year 1 Cohort (who will be Year 2 in 2020) and a Year 6 Cohort (Year 7 in 2020) who are of concern and will need support to accelerate their progress. We plan to use</p>

the remaining PLD hours to develop practices to meet these needs. We have also planned to ensure New Staff are supported by both the facilitator and mathematics curriculum team members to develop these new practices.

We will also look at upskilling Teacher Aides to support acceleration of students who have specific needs. We have also planned to purchase new textbooks and resources to support these new teaching and learning practices.

Planning for next year:

Recommendations for 2020

Mathematics

- Focus on the Year 2 and Year 7(particularly boys) cohorts who are not yet meeting curriculum expectation for their Year Group.
- Teams dig into their data for priority students. Create a narrative around each student (initial assessments/historical data/past interventions). Then identify support/interventions required for these students.
- Pasifika Cohort - Engage with family to support learning at home and to identify their aspirations for their students. Authentic learning experiences in a mathematical context.
- LSC - To analyse and observe SENCO students during Term 1. Identify interventions and specific learning goals to then track for the 2020 year.

Writing

- Focus on the Year 2 and Year 7 cohorts who are not yet meeting curriculum expectation for their Year Group.
- Teams dig into their data for priority students. Create a narrative around each student (initial assessments/historical data/past interventions). Then identify support/interventions required for these students.
- Pasifika Cohort - Engage with family to support learning at home and to identify their aspirations for their students. Authentic learning experiences in a reading context.
- LSC - To analyse and observe SENCO students during Term 1. Identify interventions and specific learning goals to then track for the 2020 year.
- Identify ELLs students (current and those who have exceeded funding), increase ESOL support and develop specific interventions to support classroom teachers.
- PLD with David Kinane. Will have a Writing/Inquiry/Digital Fluency to support teachers' capabilities in this area. Should be able to then accelerate student achievement.
- LPF's and PaCT will be used in Writing.

Reading

- Focus on the Year 2 and Year 7 cohorts who are not yet meeting curriculum expectation for their Year Group.
- Teams dig into their data for priority students. Create a narrative around each student (initial assessments/historical data/past interventions). Then identify support/interventions required for these students.
- Pasifika Cohort - Engage with family to support learning at home and to identify their aspirations for their students. Authentic learning experiences in a reading context.
- Asian Cohort - Engage with family to support learning at home and to identify their aspirations for their students. Authentic learning experiences in a reading context.
- LSC - To analyse and observe SENCO students during Term 1. Identify interventions and specific learning goals to then track for the 2020 year.
- Identify ELLs students (current and those who have exceeded funding), increase ESOL support and develop specific interventions to support classroom teachers.
- LPF's and PaCT will be used in Writing.