



# Te Ara Koropiko West Spreydon School

## Charter 2022-2025

**Attitude, Adventure, Achievement**





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# Welcome to Te Ara Koropiko West Spreydon School

We acknowledge those past and present who have worked from the heart, to bring us to this point in our school's history. We acknowledge this whenua and the stories that come from it. We acknowledge Mana Whenua, their tupuna and their mātāuranga which guide us on our journey. We have been gifted the taonga of a new school name 'Te Ara Koropiko' from Ngāi Tūāhuriri through Mātāuraka Maahanui. This name is significant to our kura and resonated with our vision and values and acknowledges the significance of our role as kaitiaki in Waitaha. The meaning, Te Koropiko meaning bend/ loop (in relation to the Waimokihi which flows directly behind our kura) and Ara meaning breaking of the waters (childbirth); way, path, track or route. We honour our obligations through partnership with mana whenua and tangata whenua. We value the sharing of taonga such as mātāuranga, kapa haka, te reo and tikanga Māori; by this we honour Te Tiriti o Waitangi. We support diversity through the tikanga and holistic pedagogy that is informed through Mātāuranga Māori and mana whenua.

Over the next 10 years we are working towards honouring Te Tiriti o Waitangi by:

## **Peace with justice for all**

- Ensuring that all aspects of the experience for whānau and tamariki is mana enhancing and that their voices are heard
- Establishing the importance of goals with and for Māori students and whānau
  - Ensure that the goals are clear to staff, whānau and students
  - Develop staff commitment to the goals
- Recognising the diversity of expectations within Māori communities.
- Guarding against the assumption that silence on the part of whānau means they are satisfied with the Māori content provided.
- Valuing whakapapa/whanaungatanga (a sense of belonging), and religious and/or spiritual connections.

## **Article 1: Practising honourable Kawanangatanga**

### **Our school board will:**

- Ensure that process is just and follows tikanga
- Ensure that what was delegated and entrusted to the government is upheld
- Make certain that the term "honourable kāwanatanga" or "honourable governance", describes the situation where those on the Crown side of the Treaty relationship, such as boards, understand their Treaty responsibilities and work toward meeting them.



- Promote quality leadership, teaching and learning as the greatest influence on learner achievement
- Provide leadership, support, encouragement and professional development for board members, senior managers and teachers
- Analyse timely, accurate and comprehensive Māori specific data in order to provide quality leadership and authentic responses to the needs of Māori in their schools.
- Remain accountable to students and whānau so that Māori students understand their place in the world, are confident in their identity and optimistic about the future.
- Safeguard the inclusion, involvement and engagement of whānau and ensure that they are invited to participate in making positive contributions to their learning.
- As a good employer, our board will:
  - Appoint staff who are culturally responsive and who value Māori educational aspirations and priorities.
  - Establish a coherent planned approach to Māori educational improvement.
  - Set Leadership appraisal goals that are challenging, specific and linked to strategic goals about improving Māori teaching and learning.
  - Assess goals or progress based on a range of information about teacher practices and Māori student Learning
- Effectively resource whānau or members of a Māori community to be involved in school decision-making processes.

## **Article 2: Promoting TINO RANGATIRATANGA by tangata whenua**

### **Our school board will:**

- Be legally accountable for “Māori students to achieve educational success as Māori”
- Promote effective engagement with learners and those who are best placed to support them (parents, whānau, iwi, communities and businesses).
- Ensure our school leaders value Māori.
- Ensure our school has open and honest communication.
- Take a flexible, responsive approach.
- Develop a curriculum which acknowledges the aspirations and needs of Māori students, and whānau.
- Value the Treaty, and cultural diversity

## **Article 3: Maori participation in Kawanatanga in ways determined by Māori in relation to tīkanga appropriate ways.**

### **Our school board will:**

- Promote joint activities that enable schools and their boards to demonstrate their investment in Māori students and their whānau. Whānau are also able to share diverse insights to help schools become more effective educators of Māori students.



- Provide effective forums inside and outside the school e.g. Hui, wānanga, focus groups where information is collated from whānau.
- Collaborate with whānau and iwi.
- Develop policies on building relationships with whānau, where needed.
- Ensure that Māori stakeholders in the community are represented in governance, planning and decision making
- Include Māori language education within investments in resources and other support.

#### **Article 4: Everybody's belief systems upheld**

- Approach students' wellbeing holistically from a physical, spiritual, intellectual, and whānau dimensions
- Acknowledge that a student's level of wellbeing at school is shown by their satisfaction of life at school, their engagement with learning at home, their social-emotional behaviour and an understanding and acceptance of their identity

We are thrilled to invite you to share our history and future.

In April 2021 we came home, after 15 months on a temporary site, to a brand new purpose built school, and promptly went into lockdown. Our experiences from the 2020 lockdown, and with ongoing support from our Kahukura colleagues, meant that we were able to facilitate home learning smoothly. The development of Seesaw as our main reporting and communication tool, gave us a relatively seamless link with home. We were able to showcase student learning and excellence, and celebrate successes. We had also learned that what children achieved at home could be included in their overall achievement data. Many children shone during lockdown and we saw the emergence of skills and talents that we may not otherwise have seen. This has been a springboard for change and innovation as we plan for 2022 and onwards.

Attachment Theory underpins all that we do at our school. We recognise that not all children are at the same level of maturity and brain development and we believe that it is the role of the caring and responsible adults to be the place of safety and teaching.

Our great achievement results over the past year reflect the hard work and commitment of our teachers to use data effectively to change their teaching. Our teachers and support staff are responsive to learning and challenge and they model the school values of Attitude, Adventure, Achievement.

Our biggest challenge is to rethink education and how we can address the learning needs of our tamariki by making use of a stunning indoor and outdoor environment. Our school has benefitted from generous donations from the community, and our local Ministry of education personnel have advised and supported us so we have been able to build a physical environment that reflects our beliefs about every child



having access to quality education and a wide range of experiences.

The school owns bikes, helmets and scooters. That's particularly handy as we have a sophisticated bike track that Bikes in Schools co-designed and to which they generously contributed.

We have two swimming pools which are maintained and operated by our volunteer Pool Committee and available to the local community in after school hours.

These are complemented by a huge adventure playground, a large sandpit filled with Golden Bay sand, an outdoor theatre with a Bluetooth sound system, all weather turf and play areas, shade sails, picnic tables and seating, a smaller outdoor dance floor, nature play areas and gardens, a Gaga Dodgeball pit and raised gardens. The project is nearly completed and the children, and staff, truly love the new environment. We are very grateful for the partnership with the Ministry of Education to see this dream come true.











**Kaiako:**

**Puna Hao Years 0-2**

Hannah Gardiner Team Leader, Taylor McNicholl, Janice Krammer and Matt Brorens

**Puna Riko Years 3-4**

Georgia Banks Team Leader, Charlotte McCone, Megan Stewart

**Puna Paranui Years 5-6**

Lou Nuuliitia Team Leader, Glen Campbell, Tamara Kepa and Amy Duckmanton

**PA to the Principal:** Helen Ross

**Clerical Assistant :** Rachael Stafford

**Teacher Assistants:** Marg Smart, Ange Fridd and Isaiah Langton-Harris

**Cleaners:** Anne Marie, Julia , John

**Kaitiaki:** Bill Earle

**School Leadership:**

**Chairperson of the School Board:** Abbey Parsons

**Tumuaki:** Marriene Langton

**Staff School Board Member:** Marina Shehata

**School Board Members:** Rosa Wakefield, Jodi Apiata, Michael Down,

**Deputy Principal:** Ryan Pearce

**Assistant Principal:** Marina Shehata

The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. We work in a shared space. The Middle Leaders are Lou Nuualiitia, Georgia Banks and Hannah Gardiner. Our focus is always on raising student achievement through high quality teaching and learning and in ensuring that attachment is the lens through which we view our tamariki.



**Kahukura Community of Practice** We have been a part of a seven school partnership for the past 9 years. In 2021 ERO published a highly successful case study on our community of practice. We are not a kahui ako, so we are self sustained with our boards' support. Our community of practice includes Addington Te kura Taumatua, Te Kura o Huriawa Thorrington, Cashmere Primary Te Pae Kereru, Somerfield Te Kura Wairepo, Sacred Heart School Te Kura o Te Ngakau Tapu and Christchurch South Intermediate. We have our own Music Festival, Cultural Festival, Deep Learning collaboration, shared TOD, Senco collaboration and MAC initiatives. Our principals also meet together regularly and share strategic planning, professional learning and innovation.

We run many extension and enrichment clubs at lunch times and before and after school. These include: robotics, videography, Code Club, Lego, Epro8, ukulele, choirs, Fuse drumming, toi Maori, sewing, gardening and Nature Agents, PALs, Student Leaders and many more. For a small school our staff has made a huge commitment to offer a rich and diverse curriculum, way above expectation.

After school we have competition teams in basketball, netball, touch and athletics. These are run by teachers and parent coaches and managers.

We partner with Origin Sport and have a sports coach who works with Year 3 students to build a skills base for a variety of sports and activities. We use our KiwiSport funding to support this initiative. We are a Healthy and Active Schools partner and have had huge support from Sport Canterbury in a number of initiatives. Cross Over trust is a community based group who support our school in a multi-leveled approach. The community is at the heart of the school and we are generously served by volunteers and parent commitment. In non-Covid times we are blessed with sports coaches, volunteers for camps and excursions, student support in clubs, counseling and mentors.





# Te Ara Koropiko West Spreydon School

Values, Whakataukī and Beliefs 2022 - 2025

**Attitude, Adventure, Achievement**

**Whakataukī:**

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei (Pursue excellence, should you stumble, let it be to the lofty mountain.)

**At Te Ara Koropiko West Spreydon School we believe that:**

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure



- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- Learning can happen anywhere at anytime
- It is the adults' job to believe that every child can reach his/her full potential as a human being
- We have an obligation to challenge ourselves to do our best to be our best



# Te Ara Koropiko West Spreydon School Strategic Goals 2022-2025

## Attitude...

*Create a place where identity and belonging are important and they are everyone's responsibility.*

*Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)*

## Adventure...

*Extend opportunities for creative teaching and learning using all of the environment*

## Achievement...

*Promote high expectations to secure success for all*

[Refer NELP document](#)





# Te Ara Koropiko West Spreydon School

## Annual Plan 2022

### Attitude...

*Create a place where identity and belonging are important and they are everyone's responsibility. Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)*

- 1.1. navigate the Covid-19 pandemic and restrictions as best we can, and use all avenues to maintain relationships with whanau, tamariki and helping agencies*
- 1.2. rethink and adapt ways in which identity and belonging are acknowledged and honoured in classrooms and in the community*
- 1.3. cement a culture of possibilities and hope through exciting learning programmes, our school values and the ways in which we model expectations and leadership across our school*
- 1.4 Strengthen our school community in the shared belief that all children can reach their full potential as human beings and that every child deserves to be loved and championed by at least one adult at our school*

### Adventure...

*Extend opportunities for creative teaching and learning using all of the environment*

- 2.1. Complete the landscaping project*
- 2.2. Extend the opportunities for learning into all physical spaces in the school by utilizing our new collaborative learning spaces to provide a flexible learning environment and a rich curriculum for all children*
- 2.3. Connect learning through use of all outdoor spaces, programmes and activities*



2.4. extend platforms for learning, both virtual and face to face, to best meet the needs of all students

## Achievement...

*Promote high expectations to secure success for all*

3.1 Use student achievement data as a springboard for discussion, reflection and change so that all children have the best opportunities to reach their full potential

3.2 develop NZC when the roll out begins:

3.3. Ensure that teaching and support staff have access to high quality professional learning opportunities to enrich their knowledge and expertise

3.4 celebrate student and staff achievement







# Te Ara Koropiko West Spreydon School

## Analysis of Variance 2021

### Areas of success and strength:

<u>2021 Data</u>	<u>Summary of what we have done</u>	<u>The following interventions were put in place</u>	<u>Where to next</u>
Reading			
<p>81.6% (116/142) of all <b>male</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>81.9% (131/160) of all <b>female</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p>	<ul style="list-style-type: none"> <li>- Junior school (Puna Hao) have engaged in intensive PD for Better Start Literacy</li> <li>- Junior school (Puna Hao) teachers have engaged in the material and readers</li> </ul>	<p>Better Start - Structured Literacy approach and Tier 2 lessons</p> <p>5 plus - individualized programme</p>	<p>Transferring our PACT knowledge into the reading curriculum</p> <p>To enter</p>



<p>81.8% (247/302) of <b>all</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>92.4% (12/13) of all <b>male Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>85.1% (23/27) of all <b>Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>100% (8/8) of all <b>female MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>85.8% (12/14) of all <b>MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>86.5% (64/74) of all <b>male NZ/European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>92.3% (72/78) of all <b>female NZ/European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p> <p>89.4% (136/152) of all <b>NZ/European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>reading</b></p>	<p>supplied to our school</p> <ul style="list-style-type: none"> <li>- We held whānau meetings around the new Better Start programme</li> <li>- Puna Hao completed a research paper around Better Start intervention</li> <li>- Junior teachers engaged in online reading and research</li> <li>- The Better Start Literacy data is outstanding and shows that children are making incredible progress. We are also tracking higher than comparative schools.</li> <li>- **** See attached data ****</li> <li>- Teachers provided students with opportunities to learn from home during the COVID-19 pandemic</li> <li>- Puna Paranui supported our capable readers in an extension book club programme. Each student had a role to play</li> </ul>	<p>7 plus - group based programme</p> <p>AVAILLL - increases student's abilities in comprehension, fluency, vocabulary, spelling</p> <p>Book Club extension - Student reading novels at their level</p> <p>Quick 60</p> <p>Early Words</p> <p>ESOL</p> <p>Reading Recovery</p> <p>RTLB support</p> <p>Speech and Language Therapist (MOE)</p>	<p>judgements for reading, writing and maths onto the online PACT tool</p> <p>Moderation to take place across teams and before it is entered on PACT</p> <p>Review our data gathering and judgment making process in reading</p> <p>Review our reporting to parents via Seesaw</p> <p>Establish effective and engaging online learning</p>
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	<ul style="list-style-type: none"> <li>- SLT ensured that data gathering, analysis and moderation was discussed in every team meeting and then fed back at Middle Leaders meetings.</li> <li>- Senior Leadership (DP and AP) attended team meetings to ensure consistency across teaching teams</li> </ul>		<p>during the Covid-19 pandemic</p> <p>Maintaining the Better Start Literacy Approach and continuing to upskill teacher knowledge</p>
<b>Maths</b>			
<p>90.9% (129/142) of <b>all male</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>85.1% (136/160) of <b>all female</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>87.8% (265/302) of <b>all</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p>	<ul style="list-style-type: none"> <li>- Teachers implemented the PAC process in Mathematics and began using the PACT tool to strengthen teaching practice</li> <li>- Conversations about target children making shift continued to be a focus for</li> </ul>	<p>TA supporting children with number knowledge</p> <p>PAC process for target children</p>	<p>Part of the Kahukura Professional Development Cluster. 'Just in time Maths'</p>





<p>80% (28/35) of <b>male Māori</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>80.9% (34/42) of <b>female Māori</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>80.5% (62/77) of <b>all Māori</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>85.7% (12/14) of <b>male Pasifika</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>100% (13/13) of <b>male Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>85.7% (12/14) of <b>female Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>92.6% (25/27) of <b>all Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p>	<p>team meetings</p> <ul style="list-style-type: none"> <li>- Teams continued to collect consistent data across the school</li> <li>- Number knowledge was a focus for the learning development roster.</li> </ul>		
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<p>100% (6/6) of <b>male MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>100% (8/8) of <b>female MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>100% (14/14) of <b>all MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>94.6% (70/74) of <b>male NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>91% (71/78) of <b>female NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p> <p>92.8% (141/152) of <b>all NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>maths</b></p>			
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## Writing

<p>80.2% (114/142) of all <b>male</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>83.8% (134/160) of all <b>female</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>82.1% (248/302) of <b>all</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>100% (13/13) of <b>male Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>92.9% (13/14) of <b>female Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>96.3% (26/27) of <b>all Asian</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>100% (6/6) of <b>male MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p>	<ul style="list-style-type: none"> <li>- Centrally Funded Professional Learning for all teaching staff facilitated by Brent Langford (Evaluation Associates)</li> <li>- Began using the PACT tool to strengthen writing teaching practice in term 2 onwards</li> <li>- PAC leaders led and supported teachers to reflect and grow in their teaching practice</li> <li>- SLT attended team meetings to ensure consistency across our teaching team</li> <li>- SLT ensured that data gathering, analysis and moderation was discussed every team meeting and then fed back at the Senior Leadership level</li> <li>- Provided 'collaboration' professional development for</li> </ul>	<p><a href="#">Writing Target 2021</a></p> <p>Part of the impact analysis cycle</p> <p>Engaging writing programme was put in place for reluctant writers</p> <p>RLTB support to engage with writing</p> <p>TA assisting children with blends and CVC words</p> <p>Casey Caterpillar</p> <p>Chromebook used for speech to text function</p>	<p>Continue to work with Brent Langford (Evaluation Associates) around Writing</p> <p>Moderation to take place across teams and before it is entered on PACT</p>
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<p>100% (8/8) of <b>female MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>100% (14/14) of <b>all MELAA</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>85.1% (63/74) of <b>male NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>88.4% (69/78) of <b>female NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p> <p>86.9% (132/152) of <b>all NZ European/Pākehā</b> children are achieving <b>at or above</b> the New Zealand curriculum level in <b>writing</b></p>	<p>teaching staff</p> <ul style="list-style-type: none"> <li>- Engaging writing units to prompt writing opportunities</li> </ul>		
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## Areas for development:

<u>2021 Data</u>	<u>What interventions were put in place</u>	<u>Where to next</u>
<p><b>Reading</b>  30.9% (13/42) of <b>female Māori</b> children are working <b>below</b> or <b>well below</b> the expected curriculum level in <b>reading</b>.  21.4% (9/42) <b>below</b>  9.5% (4/42) <b>well below</b></p> <p>33.4% (5/15) of <b>female Pasifika</b> children are working <b>below</b> or <b>well below</b> the expected curriculum level in <b>reading</b>.  26.7% (4/15) <b>below</b>  6.7% (1/15) <b>well below</b></p> <p>33.3% (2/6) of <b>male MELAA</b> children are working <b>below</b> the expected curriculum level in <b>reading</b>.</p> <p>66.6% (2/3) of <b>female Other</b> children are working <b>below</b> or <b>well below</b> the expected curriculum level in <b>reading</b>.</p>	<ul style="list-style-type: none"> <li>- AVAILLL - increases student's abilities in comprehension, fluency, vocabulary, spelling</li> <li>- Better Start Literacy tier 2 group teaching</li> </ul> <p>Female Māori - below - 13</p> <ul style="list-style-type: none"> <li>- 2 of the above children received 7plus intervention</li> <li>- 7 of the above children received 5plus intervention</li> <li>- 3 of the above children received Early Words intervention</li> <li>- 1 of the above children received Quick60</li> <li>- 3 of the above children received tier 2 BSLA</li> </ul> <p>Female other / All other - 2</p> <ul style="list-style-type: none"> <li>- 1 of the above children received Tier 2 BSLA and ESOL support</li> <li>- 1 of the above children received RTLB support with all curriculum areas</li> </ul>	<p>Ensure that 2022 teachers are aware of the needs and children are identified and taught accordingly</p> <p>Use the PACT tool to enter reading judgements</p>



<p>33.3% (1/3) <b>below</b> 33.3% (1/3) <b>well below</b></p> <p>66.6% (2/3) of <b>all Other</b> children are working <b>below</b> or <b>well below</b> the New Zealand curriculum level in <b>reading</b>.</p> <p>33.3% (1/3) <b>below</b> 33.3% (1/3) <b>well below</b></p>	<p>Male MELAA - 2</p> <ul style="list-style-type: none"> <li>- 1 of the above children received 5plus and Reading Recovery support</li> </ul> <p>Pasifika Female - 5</p> <ul style="list-style-type: none"> <li>- 2 of the above children received 5plus</li> <li>- 2 of the above children received 7plus</li> <li>- 2 of the above children received ESOL support</li> </ul>	
<p><b>Maths</b></p> <p>33.3% (5/15) of <b>female Pasifika</b> children are working <b>below</b> the expected curriculum level in <b>maths</b>.</p> <p>33.3% (5/15) <b>below</b></p> <p>66.6% (2/3) of <b>female Other</b> children are working <b>below</b> or <b>well below</b> the New Zealand curriculum level in <b>maths</b>.</p> <p>33.3% (1/3) <b>below</b> 33.3% (1/3) <b>well below</b></p> <p>66.6% (2/3) of <b>all Other</b> children are working <b>below</b> or <b>well below</b> the New Zealand curriculum level in <b>maths</b>.</p> <p>33.3% (1/3) <b>below</b> 33.3% (1/3) <b>well below</b></p>	<ul style="list-style-type: none"> <li>- Entered judgements on maths PACT tool</li> <li>- Used the PACT results to inform teaching</li> <li>- Teachers have had robust conversations and professional development using PACT</li> <li>- TA supporting with number knowledge</li> <li>- Seesaw activities set for the different age range and abilities</li> <li>- Mixed ability grouping / rich tasks</li> </ul> <p>Female Pasifika - below - 5</p> <ul style="list-style-type: none"> <li>- 4 of the above children received TA interventions to build their number knowledge</li> <li>- 3 of the above children received ESOL support</li> </ul> <p>Other / Female - 2</p> <ul style="list-style-type: none"> <li>- 2 of the above children received TA interventions</li> </ul>	<p>Continue to closely monitor the embedded mathematics curriculum to ensure consistency</p> <p>'Just in time Maths' is evident in the daily maths programme</p> <p>Continue to monitor children's progress within team meetings</p>



	<p>to build their number knowledge</p> <ul style="list-style-type: none"> <li>- 1 of the above children received ESOL support</li> </ul>	
<p><b>Writing</b></p> <p>37.1% (13/35) of <b>male Māori</b> children are working <b>below</b> or <b>well below</b> the New Zealand curriculum level in <b>writing</b>.</p> <p>31.4% (11/35) <b>below</b></p> <p>5.7% (2/35) <b>well below</b></p> <p>33.3% (5/15) of <b>female Pasifika</b> children are working <b>below</b> the New Zealand curriculum level in <b>writing</b>.</p> <p>31% (9/29) of <b>all Pasifika</b> children are working <b>below</b> the New Zealand curriculum level in <b>writing</b>.</p> <p>66.6% (2/3) of <b>female Other</b> children are working <b>below</b> or <b>well below</b> the New Zealand curriculum level in <b>writing</b></p> <p>33.3% (1/3) <b>below</b></p> <p>33.3% (1/3) <b>well below</b></p>	<ul style="list-style-type: none"> <li>- Entering writing judgements onto PACT</li> <li>- Senior School (Puna Paranui) engaged in the AVAILL programme and ran this across their team focusing on spelling and root words (prefix and suffix ) Semnim</li> <li>- Junior school (Puna Hao) teachers are following the BSLA phonics teaching. Explicit links are made between phonics and writing</li> </ul> <p>Māori - well below / below - 13</p> <ul style="list-style-type: none"> <li>- 2 of the above children have identified behavioural needs and well-being priorities</li> <li>- 3 of the above children received Reading Recovery support</li> <li>- 3 of the above children received 5plus intervention</li> <li>- 2 of the above children received global RTLB support</li> <li>- 1 of the above children received 7plus intervention</li> </ul> <p>Other - well below /below -2</p> <ul style="list-style-type: none"> <li>- 1 of the above children received RTLB support and 7plus intervention</li> </ul>	<p>Continue to increase confidence in our ability to implement the writing curriculum</p> <p>Continue to work with Brent Langford (Evaluation Associates) around Writing</p> <p>2022 target children are included in the next impact cycles school wide</p>





	<ul style="list-style-type: none"> <li>- 1 of the above children received ESOL and Early Words</li> </ul> <p>Pasifika - below - 9</p> <ul style="list-style-type: none"> <li>- 6 of the above children received ESOL Support</li> <li>- 2 of the above children received 5plus intervention</li> <li>- 6 of the above children received 7plus intervention</li> <li>- 3 of the above children were part of the impact writing cycle for their classes</li> </ul>	
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## Targets 2022

These children will be included in a wider target group. Data has shown us that if we focus on the target child and 4 or 5 other children at the same level, then we will see a much wider shift school wide than just the 17 targeted children .

- |   |
|---|
| 1.<br>10/28 (35.7%) <b>male Māori</b> children who are working <b>below</b> the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.          |
| 2.<br>3/7 (42.8%) <b>female Pasifika</b> children who are working <b>below</b> the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.       |
| 3.<br><b>3/13</b> (23.1%) <b>male Pasifika</b> children who are working <b>below</b> the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age. |
| 4.<br><b>1/2</b> (50%) <b>female other</b> child who is working <b>below</b> the curriculum level expectations will have made accelerated progress in writing by the end of 2022. This child will be working at the expected level of the curriculum for her age.               |



## Review and outcomes of 2021 Targets:

### Target 1:

6 of the 18 Year 6 children who are working **below** curriculum level expectations will have made accelerated progress and will be working within Level 3 in **writing** by the end of 2021. This includes our priority learners. **S.M, T.N, M.P, B.T, R.F and J.H**

SM, TN and MP are tracking at the level expected. RF, JH and BT have made some progress and are towards the end of level 2. However they are below the level expected for Year 6. BT has received learning support in term 2. He worked with a group on the 7 plus programme. They have all had some time away during our last few weeks of term and missed some vital learning. Our team focus for term 3 will be on creative writing. All 6 students will be part of our PaCT target groups.

### **Outcome of Target 1:**

All 6 (SM, TN, MP, BT, RF and JH) targeted children are working within Level 3 of the writing curriculum at the end of 2021.

### Target 2:

1 of the 3 Year 6 children who are working **well below** curriculum level expectations will show accelerated progress through achieving their learning support goals in **writing**. This includes our priority learners. **NM**

NM has moved from well below to below the level expected for Year 6. He has had RTLB support and he has been working with a teacher assistant on blends and cvc words. He has also had some one on one support with a teacher for handwriting using Casey Caterpillar to help with his d/b/q/p/9 confusion. NM also uses a speech to text function on a chromebook to get his ideas down. He has also spent some of the last weeks of term 2 completing some free writing which has motivated him to write when he is frustrated.

### **Outcome of Target 2:**

This child has shown accelerated progress within the writing curriculum and has shifted from well below to below the expected curriculum level.

### Target 3:



3 of the 11 Māori children who are working **below** curriculum level expectations will have made accelerated progress in **writing** by the end of 2021. This includes our priority learners. **RF, KR and JG**

RF is working at the top end of level 2 of the NZC for writing. She has made some progress and is expected to reach level 3 by the end of the year.

KR has made progress within level 1 of the NZC. He has shifted from level 1i to 1ii and is now working at the expected level for his age.

JG is working in the middle of Curriculum of Level 2. She has progressed from the beginning of Curriculum Level 2 since the start of the year.

#### **Outcome of Target 3:**

RF. is now working within level 3 of the writing curriculum which is at the expected level for her age.

KR. has made progress within level 1 of the writing curriculum. He has shifted from level 1i to level 1ii.

JG. has made accelerated progress within the writing curriculum and is now working at the expected level for her age.

#### **Target 4:**

2 of the 5 Māori children who are working **well below** curriculum level expectations will show accelerated progress through achieving their learning support goals in **writing**. This includes our priority learners. **NH, KR**

NH has made progress of 1 sub level since the beginning of the year. He has shifted from level 1i to level 1ii and is now working at the expected level for his age.

KR is working at the end of Curriculum Level 1 and is working below. She has made progress from the beginning of Curriculum Level 1. She had received learning support in term 2. She has been working one on one with a teacher assistant on the 5 plus programme.

#### **Outcome of Target 4:**

NH. has made progress within level 1 of the writing curriculum. He has shifted from level 1i to level 1ii.

KR's progress has been severely impacted by truancy and extended lateness patterns. She has made some progress but remains well below in the writing curriculum.





## Assessment overview



- Students completed a range of assessment tasks at baseline and 10 weeks later, to monitor their growth in response to classroom teaching.
- Short, game-like activities, designed to be engaging and fun for students.
- Tasks are selected due to their strong theoretical basis, predictability or early literacy success, and are useful to guide teaching.
  - Phonological awareness
  - Letter-sound knowledge
  - Non-word reading and spelling
  - Oral narrative



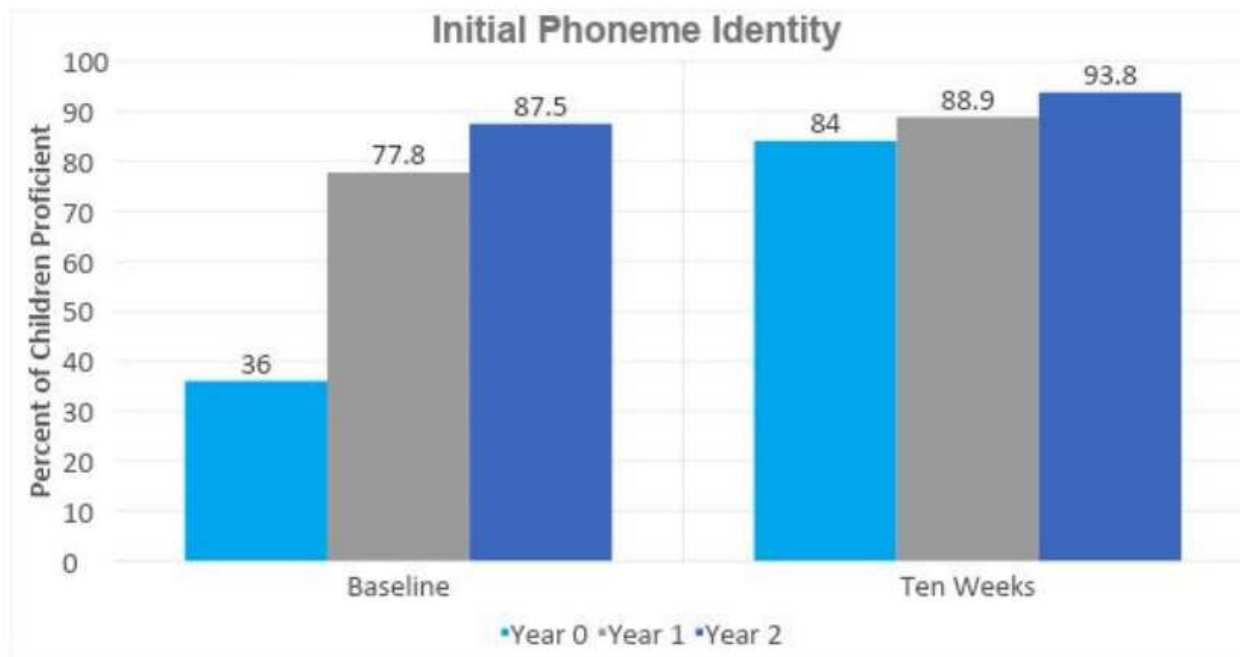
# West Spreydon assessment data



- 84 children who have been assessed at both Baseline and Ten Weeks (results are for these 84 children)
  - New entrant/Year 0 (n=25)
  - Year 1 (n=27)
  - Year 2 (n=32)



# Children achieving proficiency

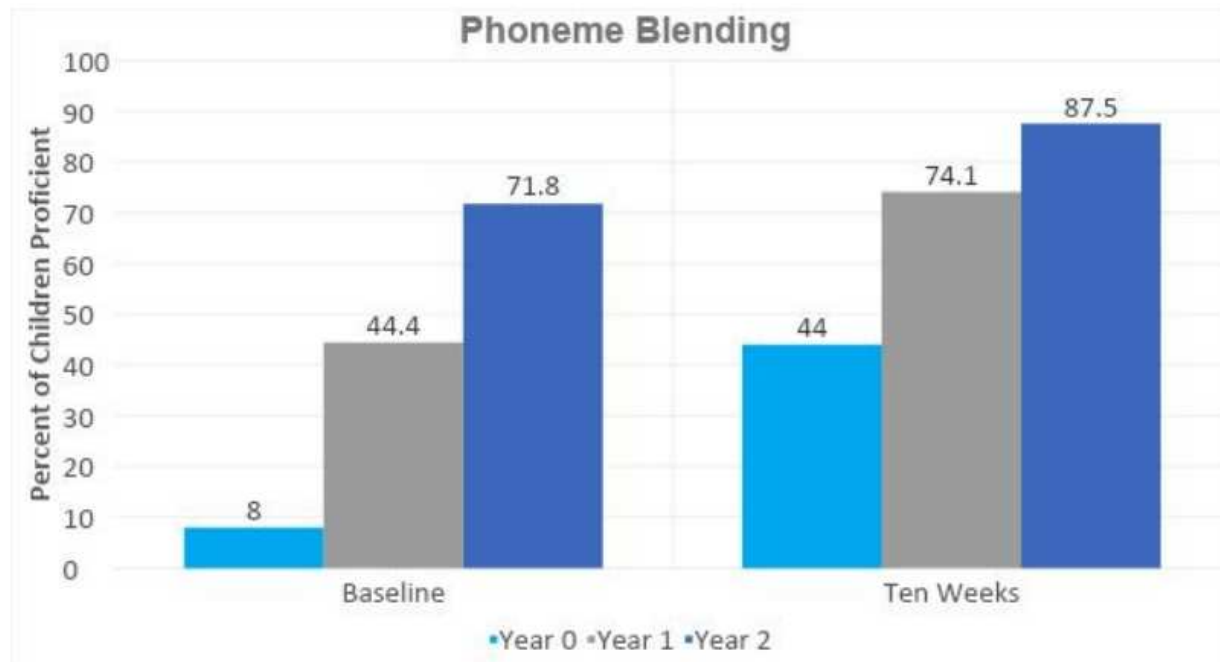


- Increases in proficiency for children in all years but largest jump for children in Year 0
- Proficiency 8+/10

*Percent of children who were proficient on phoneme identity (8 or more out of 10) by Year of School at Baseline and Ten Week assessments*



# Children achieving proficiency



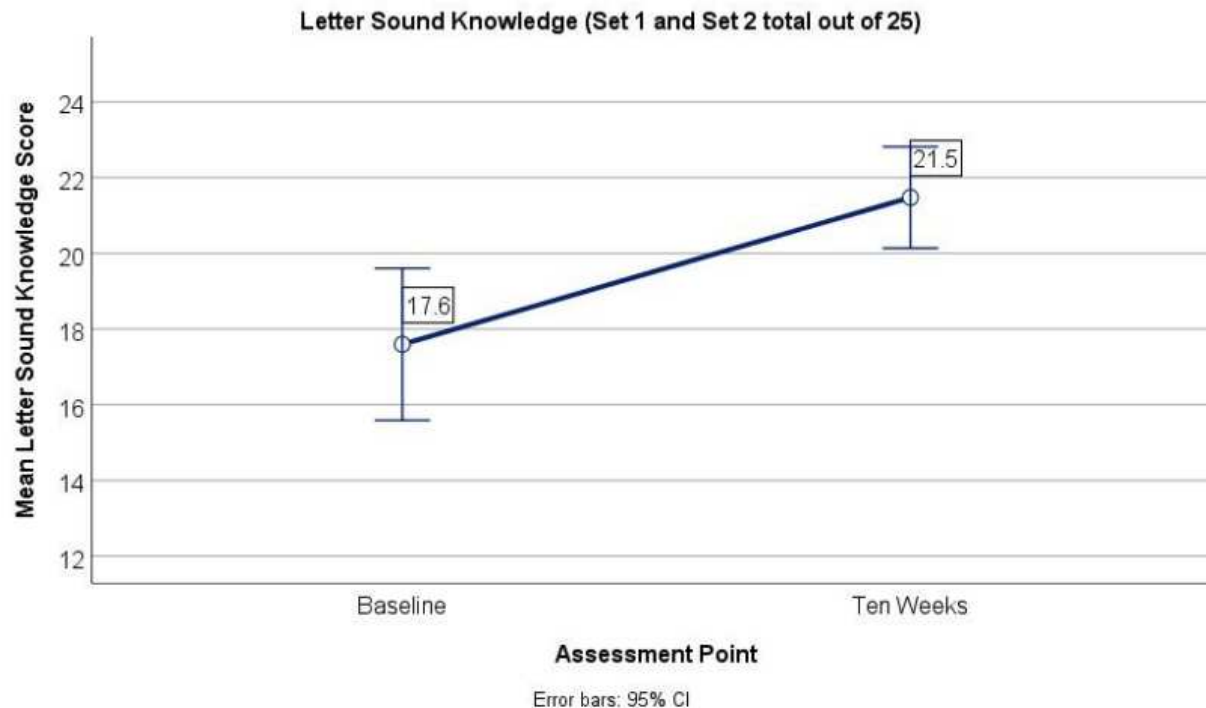
- Increases in proficiency for children in all years, particularly children in Year 0 and Year 1
- Proficiency 10+/12

*Percent of children who were proficient on phoneme blending (10 or more out of 12) by Year of School at Baseline and Ten Week assessments*





# Growth over time – letter sound knowledge



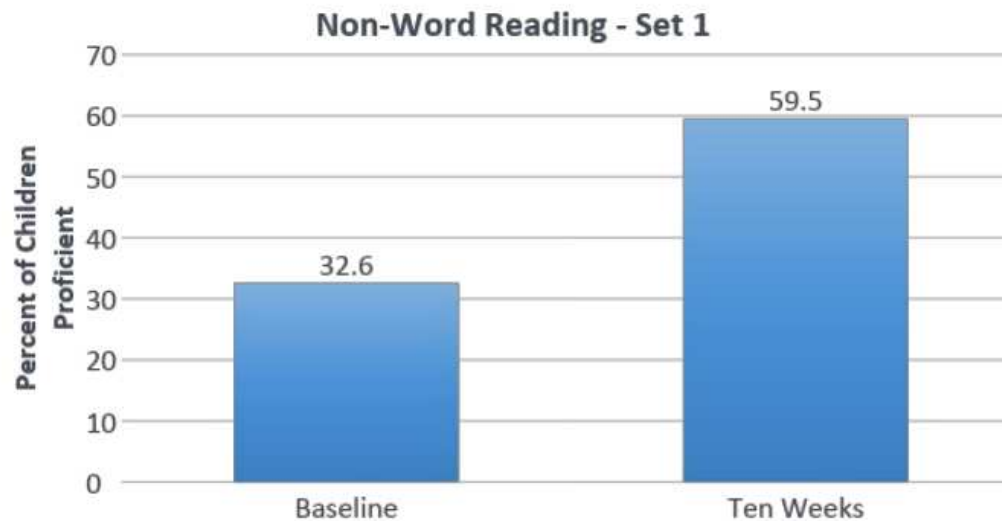
Significant growth over time,  
 $F(1,83) = 743.68, p < .001$

*Note: Ten Week scores have been imputed for those proficient at Baseline*



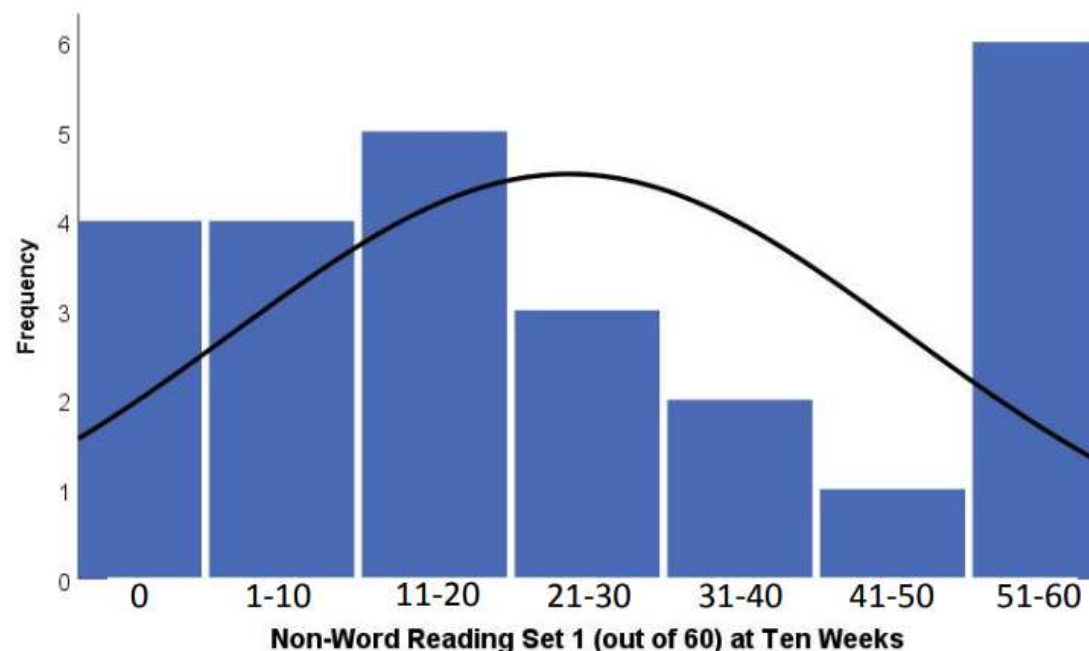
# Non-word Reading

- Non-word reading was not a default task at Baseline – however it was attempted by 54 children (64%) at the Baseline assessment
- Proficiency on this task is 48/60 graphemes correct



## Non-word Reading – Year 0 at Ten Weeks

- Distribution of non-word reading (graphemes correct out of 60) for the 25 New entrant/Year 0 children at Ten Weeks



- Only 16% (4 children) scored 0 graphemes correct
- 50% of children scored over 20
- 7 children in Year 0 (28%) were proficient on this task at Ten Weeks



# Comparison to Canterbury Region



- Comparison of growth from Baseline to Ten Weeks for children aged 5y0m to 5y6m between West Spreydon and all BSLA children in Canterbury
  - n = 1,750 in Canterbury region
  - n = 23 at West Spreydon
- Examined growth in phoneme identity, letter sound (Set 1), phoneme blending
- Comparison of Ten Week scores on reading and spelling

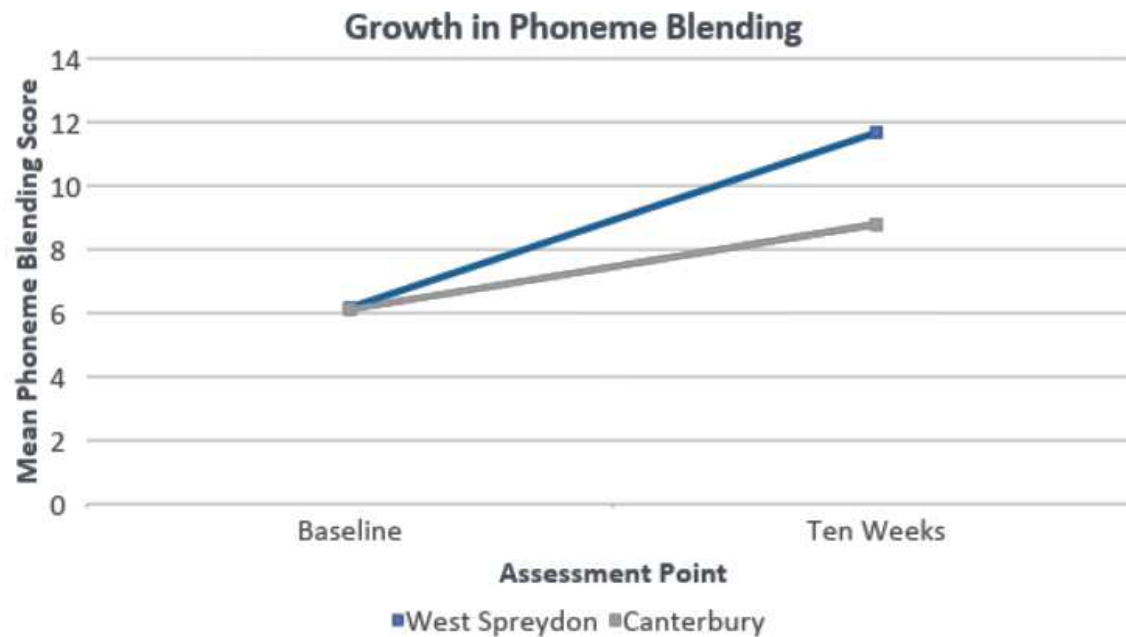




# Comparison to Canterbury Region



Children aged 5y0m to 5y6m



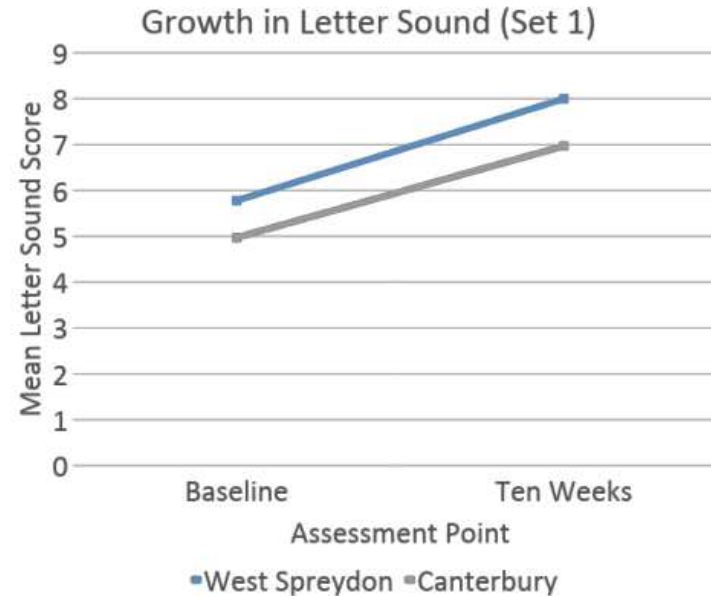
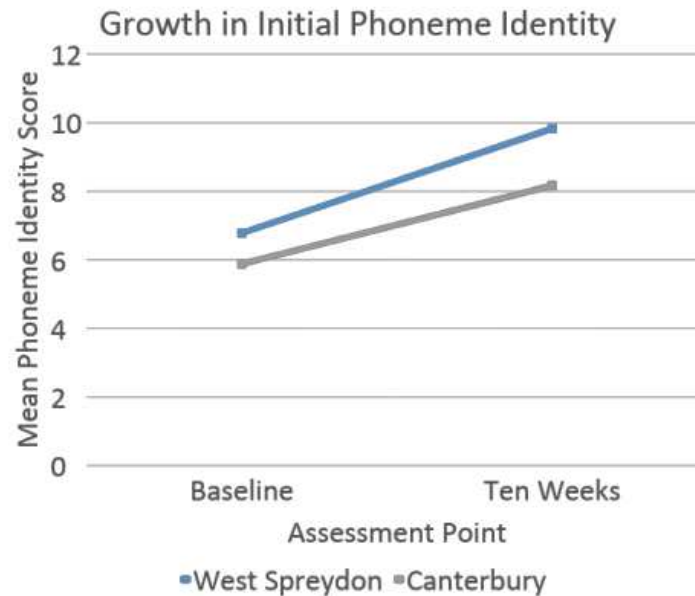
West Spreydon children start at same level of phoneme blending but show more growth over time than Canterbury region



# Comparison to Canterbury Region



Children aged 5y0m to 5y6m



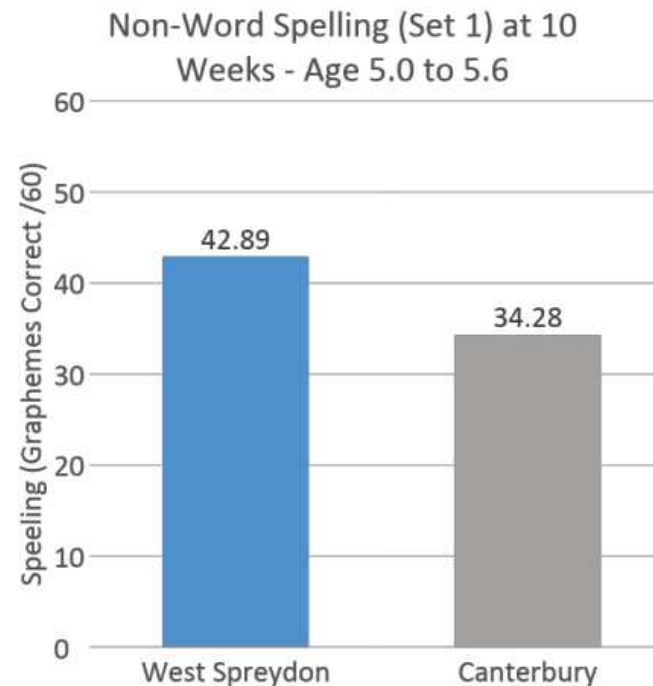
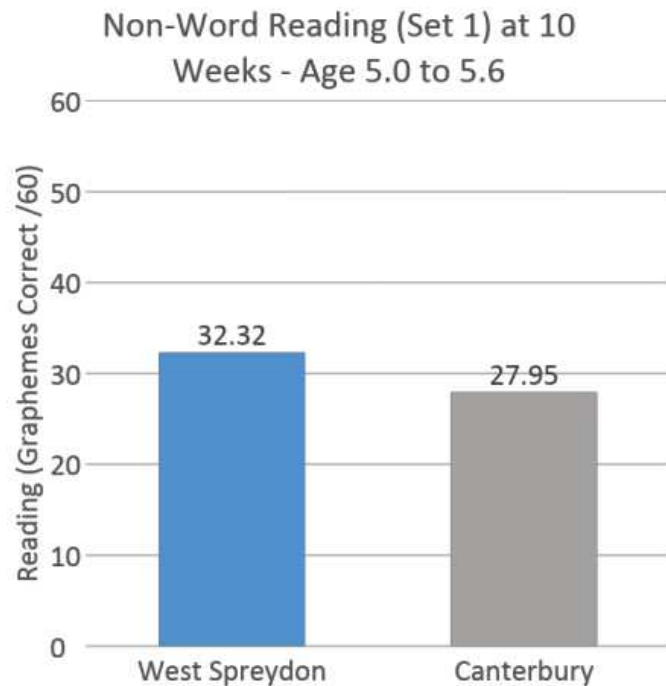
West Spreydon children start out higher and show similar growth over time to Canterbury region



# Comparison to Canterbury Region



*Children aged 5y0m to 5y6m*



West Spreydon children score higher on reading and spelling at Ten Weeks than Canterbury regional mean



