

Tirau Primary 2018 Strategic Target 1 Academic

Strategic Aim:

1 To ensure every child has access to engaging and balanced programmes of learning that promote success and celebrate progress.

Annual Aim:

1. a. Improve progress and achievement in learning for all children, particularly Māori, Pasifika and children with special education needs.

Historical Baseline Data based on National Standards up to 2017

WRITING

Analysis of school wide writing data from 2017 based on overall teacher judgments in relation to the National Standards for writing showed that 80% 86/108 (2016 - 66% - 73/111, 2015 - 58% - 52/90, 2014 - 66% 61/92) of our learners, including 80% - 28/36 (2016- 44% 14/32, 2015 - 39% 11/28, 2014 - 56% 21/37) Maori, 75% 3/4(2016 - 100% 4/4, 2015 - 100% 3/3 2014 - 100% 2/2) Asian, and 100% 3/3 MELAA are writing At or Above the expected level.

Analysis of Year 1 – 3 data identified a group of 13 learners working below with 2 of these being well below the National Standard for writing after 1 to 3 years. 6 children are identified as Māori. This group also contains 6 girls and 7 boys. Analysis of Year 4 & 5 data identified a group of 5 learners working below with none of these being well below the National Standard for writing. 1 child is identified as Māori. This group also contains 2 girls and 3 boys.

READING

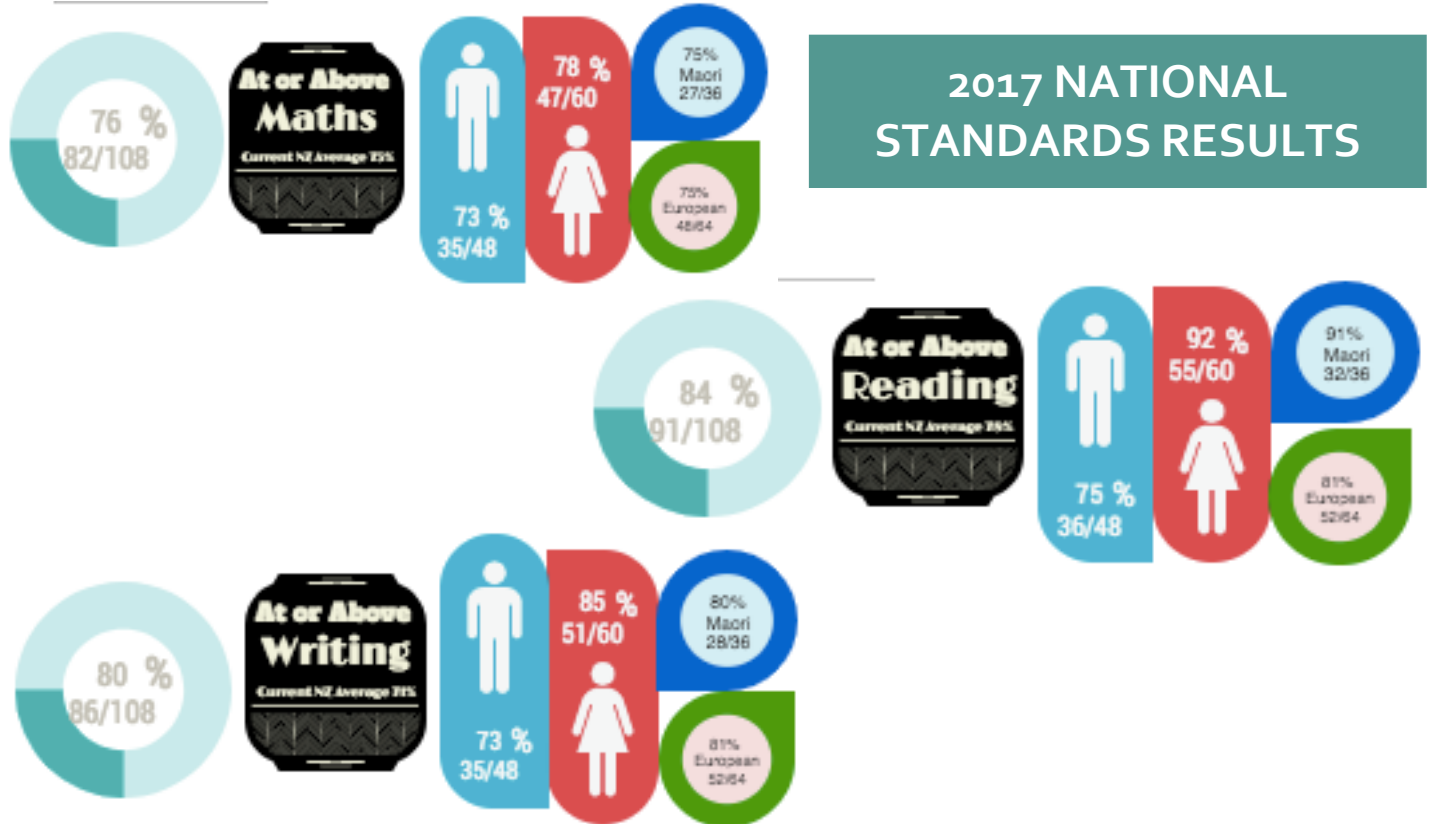
Analysis of school wide reading data from 2017 based on overall teacher judgments in relation to the National Standards for reading showed that 84% - 91/108 (2016 - 70% - 78/111, 2015 - 72% - 65/90, 2014 - 76% 70/92) of our learners, including 91% 32/36 (2016 - 59% 19/32, 2015 - 64% 18/28, 2014 - 65% 24/37) Maori, 75% - 3/4 (2016 -100% 4/4 2015 - 100% 3/3 2014 100% 2/2) Asian, 100% 1/1 Pasifika and 100% 3/3 MELAA are reading At or Above the expected level.

Analysis of Year 1- 3 data identified a group of 11 learners working below with 3 of these being well below the National Standard for reading after 1 to 3 years. 2 children are identified as Māori. This group also contains 1 girl and 10 boys. Analysis of Year 4 & 5 data identified a group of 3 learners working below with none of these being well below the National Standard for reading. 1 child is identified as Māori. This group also contains 2 girls and 1 boy.

MATHEMATICS

Analysis of school wide mathematics data from 2017 based on overall teacher judgments in relation to the National Standards for mathematics showed that 76% 82/108 (2016, 69% 76/111, 2015 - 62% 56/90, 2014 - 69% 64/92) of our learners, including 75% 27/36 (2016 - 72% 23/32, 2015 - 71% 20/28, 2014 - 65% 24/37) Māori, and 75% 3/4 (2016 - 75% 3/4, 2015 - 67% 2/3 & 2014 - 50% 1/2) Asian, 100% 1/1 Pasifika and 100% 3/3 MELAA are working At or Above the expected level. Analysis of Year 1 - 3 data identified a group of 15 learners working below with 1 of these being well below the National Standard for mathematics after 1 to 3 years. 6 children are identified as Māori. This group also contains 7 girls and 8 boys. Analysis of Year 4 & 5 data identified a group of 8 learners working below with none of these being well below the National Standard for mathematics. 2 children are identified as Māori. This group also contains 5 girls and 3 boys.

Tirau Primary 2018 Achievement Targets



2018 Baseline Data based on Achievement levels at the end of 2017

Based on achievement data collected at the end of 2017 the following results were achieved.

In mathematics

- * Children in Year 0 71% (5/7) achieved at expected level in numeracy.
- * Children in Year 1 55% (12/22) achieved at expected level in numeracy 32% (7/22) achieved above the expected level in numeracy.
- * Children in Year 2 76% (13/17) achieved at expected level in numeracy, 18% (3/17) achieved above the expected level in numeracy.
- * Children in Year 3 95% (19/20) achieved at expected level in numeracy, 5% (1/20) achieved above the expected level in numeracy.
- * Children in Year 4 43% (6/14) achieved at expected level in numeracy, 43% (6/14) achieved above the expected level in numeracy.
- * Children in Year 6 47% (9/19) achieved at expected level in numeracy.

In writing

- * Children in Year 0 71% (5/7) achieved at expected level in writing, 29% (2/7) achieved above the expected level in writing
- * Children in Year 1 32% (7/22) achieved at expected level in writing, 64% (14/22) achieved above the expected level in writing
- * Children in Year 2 71% (12/17) achieved at expected level in writing, 29% (5/17) achieved above the expected level in writing
- * Children in Year 3 60% (12/20) achieved at expected level in writing, 25% (5/20) achieved above the expected level in writing
- * Children in Year 4 36% (5/14) achieved at expected level in writing, 57% (8/14) achieved above the expected level in writing
- * Children in Year 5 53% (10/19) achieved at expected level in writing, 26% (5/19) achieved above the expected level in writing

In Reading

- * Children in Year 0 100% (7/7) achieved at expected level in reading,
- * Children in Year 1 18% (4/22) achieved at expected level in reading, 23% (5/22) achieved above the expected level in reading
- * Children in Year 2 47% (8/17) achieved at expected level in reading, 41% (7/17) achieved above the expected level in reading
- * Children in Year 3 45% (9/20) achieved at expected level in reading, 40% (8/20) achieved above the expected level in reading
- * Children in Year 4 36% (5/14) achieved at expected level in reading, 57% (8/14) achieved above the expected level in reading
- * Children in Year 5 21% (4/19) achieved at expected level in reading, 37% (7/19) achieved above the expected level in reading.

2018 ACHEIVEMENT TARGETS

Mathematics

The 10 children at the end of Year 5 who were not achieving at expectation make accelerated progress and are working at Stage 6 and at Level 3 in mathematics by the end of Year 6 This group contains 6 girls and 4 boys. Two of the students are Māori.

Writing

The 4 children at the end of Year 5 who were not achieving at expectation make accelerated progress and are writing at Level 3 by the end of Year 6. This group contains 1 girl and 3 boys. One of the students is Māori.

The 3 children at the end of Year 3 who were not achieving at expectation make accelerated progress and are writing at Level 2 by the end of Year 4. This group contains 2 girls and 1 boy. Two of the students are Māori.

Reading

The 8 children at the end of Year 5 who were not achieving at expectation make accelerated progress and are reading at at 11 to 12 years and at Level 3 by the end of Year 6. This group contains 5 girls and 3 boys. Two of the students are Māori.

The 3 children at the end of Year 3 who were not achieving at expectation make accelerated progress and are reading at 9 to 10 years and at Level 2 by the end of Year 4. This group contains 2 girls and 1 boy. Two of the students are Māori.

The 12 children at the end of Year 1 who were not achieving at expectation make accelerated progress and are reading at Turquoise by the end of Year 2. This group contains 6 girls and 6 boys. Three of the students are Māori.

ACTIONS TO ACHIEVE 2018 TARGETS

	Led by	Timeframe
1. All teachers to monitor targeted learners as part of regular class planning	All teachers	All year
2. Regular monitoring meetings for teams to discuss, share & action progress of targeted learners.	Senior Leadership Team	On - going
3. Continue to develop effective practice to support and accelerate progress for learners	Senior Leadership Team, Class Teachers	On - going
4. Provide staff with professional learning opportunities to support and grow consistency in curriculum understanding <ul style="list-style-type: none"> <input type="checkbox"/> Mathematics PLD with Shirley Collins from the Institute of Professional Learning <input type="checkbox"/> Writing PLD with Denise Mathers – continuation from 2017 <input type="checkbox"/> Oral Language PLD facilitated by SLT and RT Lit <input type="checkbox"/> Reading PLD facilitated by SP - Principal 	Principal, Senior Leadership Team, Class Teachers	On- Going
5. Focus on strategies to engage and motivate learners	All Staff	On - going
6. Develop ako(learning) relationships between students using peered programmes	Principal, Senior Leadership Team, Class Teachers	Term 2
7. Participate in Matamata Kaahui Ako professional learning opportunities	All staff	On - going
8. Provide a learning support programme run by an specialist teacher to accelerate targeted learners in small group situations	Principal, Specialist Teacher	Week 5 Term 1 – end of Term 3