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| **School Name**: | Wainuiomata Intermediate | **School Number**: | 1646 |
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| **Strategic Aim 2024**: | *All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics in relation to the New Zealand Curriculum levels of achievement* | | |
| **Annual Aim 2024**: | *To increase the progress of all students in Reading, Writing and Mathematics.* | | |
| **Target 2024**: | Based on the 2023 end of year data, we set the following targets  **Reading:** All students will make at least one year’s progress in reading against curriculum levels.  **Writing:** All students will make at least one year’s progress in writing against curriculum levels  **Mathematics:** All students will make at least one year’s progress in math against curriculum levels  **Attendance:** 95% attendance across the school.  **Wellbeing**: 90% of students enjoy and feel valued at our school. | | |
| **Baseline Data from 2024**: | Our 2024 end of year datashows that using NZC Levels data and Teacher OTJ’s that the following students were at or above expected levels (2023 levels in brackets):  64% for Writing. (68%)  72.5% at or above for Reading. (68%)  64.5% at or above for Mathematics(69%) | | |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| We measured results mid and end of year, to track movement.  Scanned & analysed soft and hard data to identify students and their learning needs to allow teacher actions to raise achievement.  Tracked student progress & learning progressions to identify gaps & monitor progress – globally and individually.  Deliberate Acts of Teaching – key strategies in RWM, specific vocabulary, spelling, writing, inquiry, skills & knowledge taught.  Programmes to meet the needs of all groups of learners: Reading support, Extension classes, music, culture, leadership, sports etc  PLD in Math this and next year – Math Identity, starters, assessment.  Started an in-class structured literacy portion of the lesson.  Withdrawn structured literacy for those significantly behind.  Regular communities of learning, promoted collaboration and student agency.  Embed the values in our teaching and in all interactions with the community.  Develop a connected community curriculum that honours our children and their families  Weekly CLC & PLD to build teacher knowledge and capacity, followed by classroom observations and feedback  Principles of *Effective Teacher Practice*, *Te Kotahitanga* and Ka Hikitia are an integral part of teaching and learning  Continue to give Cultural and Sporting opportunities curriculum time for practice and performance.  Review innovative learning space for effectiveness  PGC replaced compliance portfolio, teacher inquiry as an integral factor  Attendance reviewed as a component of engagement | **Reading:**  **Y7 whole school: 75% at or above MOY. 87% at or above EOT4 = +12%**  **Y7 Māori: 80% at or above MOY. 86% at or above EOT4 = +6%**  **Y7 Pasifika: 71% at or above MOY. 81% at or above EOT4 = +10%**  **Y8 whole school: 46% at or above MOY. 58% at or above EOT4 = +12%**  **Y8 Māori: 39% at or above MOY. 49% at or above EOT4 = +10%**  **Y8 Pasifika: 48% at or above MOY. 49% at or above EOT4 = +1%**  **Writing:**  **Y7 whole school: 65% at or above MOY. 78% at or above EOT4 = +13%**  **Y7 Māori: 58% at or above MOY. 77% at or above EOT4 = +19%**  **Y7 Pasifika: 61% at or above MOY. 72% at or above EOT4 = +11%**  **Y8 whole school: 30% at or above MOY. 50% at or above EOT4 = +20%**  **Y8 Māori: 23% at or above MOY. 44% at or above EOT4 = +21%**  **Y8 Pasifika: 32% at or above MOY. 40% at or above EOT4 = +8%**  **Maths:**  **Y7 whole school: 79% at or above MOY. 85% at or above EOT4 = +6%**  **Y7 Māori: 80% at or above MOY. 89% at or above EOT4 = +9%**  **Y7 Pasifika: 71% at or above MOY. 75% at or above EOT4 = +4%**  **Y8 whole school: 29% at or above MOY. 44% at or above EOT4 = +15%**  **Y8 Māori: 19% at or above MOY. 30% at or above EOT4 = +11%**  **Y8 Pasifika: 40% at or above MOY. 41% at or above EOT4 = +1**  Improved teacher practice in all classrooms and students taking greater responsibility for their learning. (agency) Values are integrated through all aspects of the school.  PB4L audit concluded Values were well understood and integrated throughout the school to a high level.  Work continued embedding values and relooking at a topic based curriculum using NZ History as context. A connected curriculum was further developed. With a 2 year teaching plan the end goal.  Teachers better know students: numbers, names and needs. Learning programmes better meet identified needs.  This is still not coherent across school  Increased attendance, participation, commitment, and performance in Sport, Pasifika and Kapa Haka.  Space was perfect for bilingual Māori  Improved teacher capability, greater collaboration, support and accountability  Every Day Matters stats show our attendance is far greater than comparative schools and against all schools especially for Māori and Pasifika | Having a linear target rather than measuring progress is unhelpful but individual progress is hard to report on.  Comparing our end of year targets across years is also unhelpful as cohort is at least 50% different.  Year 8 results are consistent with results for the last 3 years.  Māori results which have been consistent with whole school results for 3 years showed a disparity at Year 8.  When disaggregated by iwi there was significant differences especially in areas (writing, reading) where context was personally relevant.  When Asttle graphs are studied our writing is above NZ average with Māori and Pacifica significantly ahead.  All groups made significant progress in AsTTle raw score increases over two years with an average 130 point gain.  Deeper thinking, Structure and Organisation are real areas of growth over 2 years.  Lockdown continues to contribute to results with students now entering Intermediate well behind where we would expect.  We still have a lack of teaching consistency across the school.  Lack of clarity and delays around the Curriculum refresh made PLD difficult.  Values are valued by the wider community and in discussions with High School about them adopting our Values.  Two Year Curriculum developed.  Still inconsistencies between classes.  The students who undertake the most opportunities are disproportionately recognised in the end of year awards.  2 PCT’s were signed off after 9 terms and another not signed off, because of the robust process understood and supported the decision.  5% improvement in Attendance as measured by Every Day Counts | Individual tracking and targets using SMS. Earlier conferences to set goals and inform parents.  While curriculum level 4 remains a target for all, individual progress between and within levels is what will be targeted, tracked and valued.  Students tracked for two years and progress and achievement reported.  Initial Y7 testing employed to set benchmark for measuring progress and plugging gaps.  New curriculum Y6 expectations to form baseline at entry. Y8 expectations will be targeted once they are gazetted.  Targeted Structured literacy to plug gaps.  Numicon Math for those well below.  PLD in classroom expectations and in how we teach most effectively.  More community hui around what our values are and what they look like.  More Community Hui around what is happening each term and how they can be involved. A connected curriculum is further developed with student and whānau voice. An authentic, coherent curriculum enables Topic study and inquiry whiole engaging students in Reading and writing skill building.  Continue to use contexts that engage our community.  More in-class coaching and holding teachers to an agreed standard. New AP’s to administer this.  Increased Staff Meetings to focus on DAT and let needs drive PLD.  CLC’s for nuts and bolts and area student progress.  Continue to offer and promote in 2024  Continue to grow.  Ways to ensure Teachers Council requirements for registration are met will continue to be developed around PGC framework.  Continue to promote attendance and plan for engagement. |