
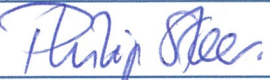


Annual Plan for **Hokowhitu School** *2023*



Principal's endorsement:	
Board endorsement:	
Submission date to Ministry of Education:	22/3/2023

Annual School Improvement Plan: *Summary*

Strategic Goals	Targets	Actions and Responsibilities
Inspiring life long learners who take ownership of their own learning	Develop students' understanding and skills in effective self/peer/formative assessments to adapt/revise/craft their work to improve its quality.	<ul style="list-style-type: none"> ● Use NAPE, (Novice, Apprentice, Practitioner, Expert) as a form of self-assessment. (Classroom teachers) ● Offering choice/agency for learners - can do, must do, flexibility in timetabling, workshop choice as appropriate. (Classroom teachers)
	Maintain support and scaffold learning to allow teachers to increase collaboration and develop their skills and understanding in both formative practice and personalising learning.	<ul style="list-style-type: none"> ● Provide time for collaboration, development of high trust, and acceptance of accountability. (Leadership team) ● Effectively use data to track progress for learners. (Leadership team) ● Timely professional learning to ensure that all staff have sound multi-sensory structured language practices (MSL). (DP/Principal and Board) ● Participate in Professional Learning within the Palmerston North East Community of Learning (Kahui Ako) challenge exploring Cultural Competence. (WST/Principal/LSC/BoT) ● Participate in Professional Learning with Rob Profitt White re mathematics curriculum refresh (Teaching staff) ● Ensure staff and tamariki have the skills to successfully navigate their way through on-line learning (Seesaw or Google classroom as appropriate) (Senior leaders, IT support person, teachers)

<p>Valuing diversity by providing an inclusive environment for all.</p>	<p>Learners' needs met by close monitoring and appropriate support.</p>	<ul style="list-style-type: none"> ● Maintenance of Learning Support Register, learning support meetings with liaison RTLB & MOE staff, achievement target monitoring, and appropriate learning coach timetabling, <i>IEP's. (LSC & leadership team)</i> ● Enrichment opportunities – tracked through the Strengths and Talents register <i>(LSC and leadership team)</i> ● Screening learners who are not making expected progress with RAPID or LASS testing <i>(LSC)</i> ● Using support groups to further develop working memory/executive functioning etc <i>(LSC and specialist support teacher)</i> ● Further explore reasons that some tamariki are not making expected progress in literacy even when they have had solid instruction with Structured Literacy <i>(LSC, Senior Leaders)</i>
	<p>Recognising and celebrating the significant cultural diversity within each classroom in the school.</p>	<ul style="list-style-type: none"> ● Honouring specific cultural occasions (e.g. Ramadan) by explaining their significance and importance to particular cultures. <i>(Kete leaders and Cultural Responsiveness Leaders)</i> ● Recognising NZ's bicultural heritage and honouring this by way of appropriate te reo and tikanga within the school (e.g. correct pronunciation, Kapa Haka etc) <i>(Board Māori Engagement portfolio holder, WST's and Staff)</i>
<p>Celebrating creativity through challenge, curiosity and risk taking</p>	<p>Offer a wide range of opportunities to engage learners in academic, sporting, cultural, and social activities</p>	<ul style="list-style-type: none"> ● Provide specialist teaching in Science and/or the Arts across the school <i>(Principal and Board)</i> ● Inquiry learning focussed on 'rich concepts'. <i>(Kete Leaders and Classroom teachers)</i> ● Invite external performers/programmes as appropriate to enrich/provide experiences for learners <i>(Leadership team)</i>

		<ul style="list-style-type: none"> ● Offer a wide range of opportunities for participation and support in team sports/ school and inter school sporting occasions (PE/Sport unit holders and Staff) ● Education Outside the Classroom Week - across the school camp experiences (Teaching staff, DP, Principal) ● All learners have additional EOTC experiences over the year. ● Mathex competition, science fair opportunities, Kids for Kids concert, Kids Lit quiz participation and other enrichment opportunities (Teaching staff, LSC/ DP, P)
Aiming for excellence through high expectations	<p>Set high expectations for students to STRIVE to self-manage, and understand the impact their actions have on learning – their own and others. Restorative practice principles applied.</p>	<ul style="list-style-type: none"> ● Teachers prioritise forging strong relationships with their learners. (Principal and Staff) ● Maintain student leadership framework - ambassadors/house leaders/student council to foster leadership skills in senior students. Train peer mediators annually - aka 'Wellbeing Warriors' (Senior School Deputy Principal and Student Leadership/Wellbeing Co-ordinator) ● Foster restorative practice within classroom and playground behaviour management systems (Senior Leadership) ● Each class forms their own class treaty (based on STRIVE values) (Classroom teachers) ● Teaching self management skills as part of curriculum (Classroom teachers) ● Reinforce Behaviour Management Plan to enhance high standards/expectations for student behaviour. (Staff/ Leadership)

	<p>Use achievement data to identify learning needs/strengths:</p> <p>a) to provide support and enrichment opportunities</p> <p>b) to ensure classroom teachers are meeting learning needs</p>	<ul style="list-style-type: none"> • Effective use of eTap both for reporting achievement/trends/needs at Board level, and for “close” monitoring at team/leadership level. (Principal, Deputy Principals, and Team Leaders) • Use of specialist resourcing (G. Finikin, R Hawkins, H Griffin) for small group/individual learning support or enrichment. (Principal) • Flexible grouping/achievement discussions at kete level. (Kete Leaders)
Providing an enabling environment	Using Flexible Learning Spaces (FLS) to enhance ability to personalise learning and improve engagement/outcomes for all.	<ul style="list-style-type: none"> • Learner agency, teacher collaboration, ICT infrastructure, play based learning and skilful use of IT tools. (ICT unit holders, Kete Leaders, and Classroom teachers)
	Use the Learning and Teaching Handbook that aligns NZ Curriculum and local curriculum.	<ul style="list-style-type: none"> • Review, improve and monitor effectiveness of the Learning and Teaching Handbook to ensure that it remains “alive” and guides teachers as to expectations and best practice principles. (Leadership Team and Classroom teachers)

2023 Annual School Improvement Plan #1: *Domain: Writing*

Strategic Goals:

1. Inspiring life long learners who take ownership of our learning

4. Aim for excellence through high expectations

Annual Goal: To improve learner progress in writing.

Annual Target: Close the gap between reading and writing achievement, especially for yr 6 students.

Baseline Data:

End of 2022 data showed that there was a discrepancy between reading and writing achievement. This discrepancy was most noticeable in the 2022 year 5 cohort.

2022 Year 5 reading and writing data.

Writing - Curriculum Level	Below		At		Above		Total
	No	%	No	%	No	%	
Asian	6	60%	4	40%			10
MELAA	1	50%	1	50%			2
Maori	2	78%	1	11%	1	11%	9
NZ/European	10	28%	26	72%			36
Pasifika			1	50%	1	50%	2
Total	24	41%	33	56%	2	3%	59

Reading - Curriculum Level	Below		At		Above		Total
	No	%	No	%	No	%	
Asian	3	30%	7	70%			10
MELAA	1	50%			1	50%	2
Maori	2	22%	5	56%	2	22%	9
NZ/European	6	17%	15	42%	15	42%	36
Pasifika			1	50%	1	50%	2
Total	12	20%	28	47%	19	32%	59

Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress:
February	Identify children (through data) that have not made expected progress in writing, but are at expectation in reading.	Senior Leadership team	Target list of children compiled, entry data recorded and shared with kete leaders.
Terms 1 and 2	<p>The intervention teacher will work with groups of 4 children (4 times per week) to....</p> <ul style="list-style-type: none"> a) develop their understanding around structure and syntax of sentences. eg parts of speech, Grammar and punctuation. b) Carry out guided writing lessons providing specific and personalised scaffolding to help them to develop their writing skills . 	Senior Leadership, LSC and intervention teacher, and kete teachers	Improvement/increased knowledge and Understanding of the structure around writing.
Terms 1, 2 and 3.	Within the kete setting there will be a strong focus on writing versus reading. Allowing more time for teachers to provide explicit writing instruction. This will be reviewed each term.	Kete teachers	Improved writing and mileage.
Term1 and end of term 2	Unpacking achievement data and using it to inform next steps in the learning and teaching of writing.	Kete teachers and Senior Leadership.	<p>Clear next steps for students.</p> <p>Fluid grouping that meets the needs of individuals.</p>
End of Term 2	Review achievement levels and determine next steps for Terms 3 and 4	Senior Leadership and kete teachers	Improvement/increased knowledge and Understanding of the structure around writing

Terms 3 and 4	Use information from review to a) continue intervention b) adapt the programme c) discontinue children now at expectation	Senior Leadership and kete teachers	Improvement/increased knowledge and Understanding of the structure around writing
Monitoring: <ul style="list-style-type: none"> • Ongoing monitoring of Writing - against the Hokowhitu School literacy progressions (twice per term) • School wide assessment schedule 			
Resourcing: Intervention teacher/Structured Literacy resources <p>Writing matters book</p> <p>The writing revolution book.</p> <p>Writing Matters and Sentence Sense Workbooks Combo</p>			

2023 Annual School Improvement Plan #2: *Domain: Mathematics*

Strategic Goals:

1. Inspiring life long learners who take ownership of our learning

4. Aim for excellence through high expectations

Annual Goal: To improve the mathematical knowledge and skills of selected Year 5/6 students

Annual Target: To have an increasing number of 2023 Y5/6 students achieving at or above expectation in mathematics.

Baseline Data: End of year data collated and analysed in November 2021 showed that 26% of Y3 students were below expectation in mathematics. A 2022 target reduced this percentage to 14% by the end of Year 4. We want to maintain this success. Data collated in November 2022 showed that 29% of Year 5 students were below expectation in mathematics.

Key Improvement Strategies			
When:	What:	Who:	Indicators of Progress:
February 2023	Identify the Y 5/6 students who were below expectation in Nov 2022 mathematical assessments.	Senior leadership team	Target list of children compiled, entry data recorded and shared with kete leaders and intervention teacher
Term 1 2023	Intervention groups (3 -4 times weekly) focussing on place value/basic facts knowledge and application Gather student voice about their perception of themselves as mathematicians	Intervention teacher/ LSC	Increasing basic facts/place value knowledge
Ongoing	Unpacking achievement data and using it to inform next steps in maths learning and teaching.	Classroom teacher / DP	Clear learning goals for targeted individuals
Throughout 2023	Classroom workshops focussing on place value/basic facts knowledge and application	Classroom teachers	Increasing basic facts/place value knowledge
Term 4	Re-survey the students about their perception of themselves as mathematicians	Deputy Principal	Any increase in confidence/perception of themselves as a mathematician

Monitoring:

- Teacher designed assessments
- School Wide assessments
- Dinah Harvey number knowledge assessments

Resourcing:

- intervention teacher/ numeracy resources and assessments/ PLD with Rob Profitt White around Maths Curriculum Refresh

Other 2023 Key Improvement Strategies

Domain	Target	Rationale
Property	LSC/SIP project	To meet MOE requirements for appropriate LSC space. Provide a suitable learning space for our ESOL learners, and additional work space for teachers for testing, gender neutral toilets
	Shade sails outside TKA lunch eating area	Improve sun safety
	Annual playground safety audit	Enhance safety, identify potential hazards, eliminate or minimise risk
	Replace bark in junior playground with safety matting	Reduce injury from falls in the junior playground
Finance	Continue to manage the school within budget	See 2023 budget
	Maximise use of “reserve” funds by prudent expenditure to enhance learning environment for current school community	<p>Capital expenditure in ICT to maintain and further develop digital skills of learners</p> <p>Increase in budget for additional Learning Coach/Teacher Aide support in classrooms</p> <p>Additional classroom release time in each term to allow teachers more space for additional PLD</p> <p>Additional release time for kete leaders - to allow for more observation/feedback/support of their kete colleagues</p> <p>Board support for additional teacher to reduce student/teacher ratios</p>

Personnel	Continue to develop the skills of the staff and leadership team	<p>Induct new staff member (including beginning teacher)</p> <p>Induct new support staff to support new students with Learning and Behavioural needs</p> <p>Mentor the Kahui Ako 'Within School' Leaders in their positions</p>
Community Engagement	Continue to foster the links between home and school with regular community events and consultation	<p>As permitted under COVID settings - pool party, EOTC week, Book Week, sports events, etc</p> <p>Promote use of SnAPP (smartphone app) for communication with parents/caregivers, staff to support school sporting and cultural events</p> <p>Ensure strong staff presence at 'meet and greet' points to welcome caregivers and learners</p> <p>Consultation survey</p>
	Continue strengthening BOT/PTA/Staff relationships	<p>Promote symbiotic relationship to enhance outcomes for all learners</p> <p>Support the Parent Teacher Association (PTA)</p> <p>Board and staff representation on PTA</p> <p>Provide opportunities for parents/caregivers to attend Board meetings etc. Give the Board members visibility wherever possible</p>
Kaupapa Māori (Kahui Ako)	To conduct a cultural audit of the school alongside the Kahui Ako	Work alongside the Kahui Ako and Waikato University (Poutama Pounamu) to complete the process using Rongohia te Hau.
	To focus school decision making around Te Tiriti o Waitangi.	<p>This is our founding document as a country, ensuring that we are being the treaty partners that were promised to Māori is important.</p> <p><u>Key Responsibilities</u></p> <ul style="list-style-type: none"> - As school policies are reviewed they are modified to reflect the principles of Te Tiriti. - All staff reflect on how they can be the treaty partners we were meant to be. - PD provided around Te Tiriti o Waitangi.

Analysis of Variance Reporting



School Name:	Hokowhitu School	School Number:	2365
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Strategic Aim:	#Inspiring life long learners who take ownership of their learning #4 Aim for excellence through high expectations																															
Annual Aim:	To use working memory strategies to improve outcomes in literacy.																															
Target:	For selected priority learners to make expected progress in both reading and writing.																															
Baseline Data:	Year 3 Target students Term 1 & Term 2 2022 - start date 08/02/2022 (Y2 2021) <table><tr><th>Student</th><th>Entry Data</th><th>Student</th><th>Entry Data</th></tr><tr><td>A</td><td>L15 6.5yrs</td><td>G</td><td>Stage 7.2</td></tr><tr><td>B</td><td>Stage 6</td><td>H</td><td>Stage 7.1</td></tr><tr><td>C</td><td>Stage4+</td><td>I</td><td>Stage 7.1</td></tr><tr><td>D</td><td>Stage 7.1</td><td>J</td><td>Stage 7.1</td></tr><tr><td>E</td><td>Stage 7.1</td><td>K</td><td>Stage 5</td></tr><tr><td>F</td><td>Stage 6</td><td>L</td><td>Stage 6</td></tr></table>				Student	Entry Data	Student	Entry Data	A	L15 6.5yrs	G	Stage 7.2	B	Stage 6	H	Stage 7.1	C	Stage4+	I	Stage 7.1	D	Stage 7.1	J	Stage 7.1	E	Stage 7.1	K	Stage 5	F	Stage 6	L	Stage 6
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Target students Term 3 & Term 4 2022 - start date 08/02/2022 (Y2 2021)

Y3 Students	Entry Data	Y3-4 Students	Entry Data
B	Stage 7.1	A (Y3)	Stage 7.4
C	Stage 5	P (Y4)	Stage 7.1
M	Stage 7.2		
N	Stage 7.1		
O	Stage 7.1		

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>Daily explicit teaching of literacy (code, reading, writing) through workshops in small groups.</p> <p>Repetition and review of the CODE - deliberate application of the CODE to reading and writing.</p> <p>LEXIA programme used along with other literacy apps to reinforce the CODE.</p> <p>Small group intervention focusing on either working memory (executive functioning skills) and literacy, or solely on working memory (executive functioning skills) to support learners in being able to take on, store/retain and recall appropriate information to apply in literacy.</p> <p>Tasks include:</p> <ul style="list-style-type: none"> WM strategies e.g making connections with learning, organising ideas/info, planning formats etc WM games 	<table border="1"> <thead> <tr> <th>Terms 1 & 2</th><th>Entry 08/02/22</th><th>Exit 08/07/22</th><th>End of year</th></tr> </thead> <tbody> <tr> <td>A</td><td>L12 - 6y</td><td>St 7.4</td><td>L21 8-8.5y</td></tr> <tr> <td>B</td><td>St 6</td><td>St 7.1</td><td>St 7.2</td></tr> <tr> <td>C</td><td>St 4+</td><td>St 5</td><td>St 7.1</td></tr> <tr> <td>D</td><td>St 7.1</td><td>St 7.2</td><td>L22 8-8.5y</td></tr> <tr> <td>E</td><td>St 7.1</td><td>St 7.2</td><td>L20 7.5-8y</td></tr> <tr> <td>F</td><td>St 6</td><td>St 7.2</td><td>L22 8-8.5y</td></tr> <tr> <td>G</td><td>St 7.2</td><td>L18 7-7.5y</td><td>L20 7.5-8y</td></tr> <tr> <td>H</td><td>St 7.1</td><td>St 7.3</td><td>L22 8-8.5y</td></tr> <tr> <td>I</td><td>St 7.1</td><td>St 7.4</td><td>L21 8-8.5y</td></tr> <tr> <td>J</td><td>St 7.1</td><td>St 7.3</td><td>L23 8.5-9</td></tr> <tr> <td>K</td><td>St 5</td><td>St 6</td><td>St 7.1</td></tr> <tr> <td>L</td><td>St 6</td><td>St 7.2</td><td>L20 7.5-8y</td></tr> </tbody> </table>	Terms 1 & 2	Entry 08/02/22	Exit 08/07/22	End of year	A	L12 - 6y	St 7.4	L21 8-8.5y	B	St 6	St 7.1	St 7.2	C	St 4+	St 5	St 7.1	D	St 7.1	St 7.2	L22 8-8.5y	E	St 7.1	St 7.2	L20 7.5-8y	F	St 6	St 7.2	L22 8-8.5y	G	St 7.2	L18 7-7.5y	L20 7.5-8y	H	St 7.1	St 7.3	L22 8-8.5y	I	St 7.1	St 7.4	L21 8-8.5y	J	St 7.1	St 7.3	L23 8.5-9	K	St 5	St 6	St 7.1	L	St 6	St 7.2	L20 7.5-8y	<p>Terms 1-2 2022</p> <p>Group 1</p> <p>12/12 students made progress moving 1-3 Structured Literacy stages. Through discussions with staff, 2/12 students were identified as requiring the support of the intervention group for Working Memory (Executive Functioning) and Literacy. 1/12 students were identified as requiring additional support through an intervention group for Working Memory (Executive Functioning) only. 1/12 students' progress was impeded through poor attendance. This was regularly addressed by teaching staff and senior management. End of year data showed 12/12 students maintained their learning and continued to make progress through Terms 3 & 4.</p> <p>Terms 3 & 4</p> <p>Group 2</p> <p>Data and professional discussions with staff saw a new intervention group of 5 students begin (2/5 students from Terms 1 & 2, 3 new students) - focus Working Memory (Executive Functioning) & literacy. 2/5 students moved 1-2 Structured Literacy stages. 2/5 students made progress within the Structured Literacy Stage they were working in. 1/5 students did not make anticipated progress, instead moving back 1 Structured Literacy stage.</p>	<p>Continue with:</p> <ul style="list-style-type: none"> Explicit teaching of the CODE within kete Frequent repetition and review Additional tasks/apps/programmes that compliment and support teaching <p>Grow and foster:</p> <ul style="list-style-type: none"> Explicit connections between literacy concepts within and across the curriculum Explicit connections and application of executive functioning strategies (within kete and intervention groups) <p>Review and modify:</p> <ul style="list-style-type: none"> balance between the teaching and practicing of executive functioning skills and literacy skills within intervention setting regular communication between kete staff and intervention teacher to ensure alignment and consistency of focus areas Setting for the intervention - maybe have 2 teachers in one space working with priority learners as opposed to taking learners to a separate space
Terms 1 & 2	Entry 08/02/22	Exit 08/07/22	End of year																																																				
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Terms 3 & 4	Entry 25/07/22	Exit 08/12/22	End of year
B	St 7.1	St 7.2	St 7.2
C	St 5	St 7.1	St 7.1
M	St 7.2	St 7.1	St 7.1
N	St 7.1	St 7.1	St 7.1
O	St 7.1	St 7.1	St 7.1

Terms 3 & 4	Entry 25/07/22	Exit 08/12/22	End of year
A	St 7.4	L21 8-8.5y	L21 8-8.5y
P	St 7.1	St 7.1	St 7.1

Group 3

Data and professional discussions with staff saw a new intervention group of 2 students begin (1 student from Terms 1-2, 1 new student who had been on the RTLB roll, case now closed) - focus Working Memory (Executive Functioning) only. ½ students continued to make progress in literacy. ½ students made progress within the Structured Literacy Stage they were working in.

Close and ongoing monitoring of students is beneficial - small and incremental gains made are recorded and celebrated, with next steps easily identified and key target areas addressed.

Ongoing repetition and review are essential to support students in retaining skills and concepts. Making deliberate connections across the literacy learning and other areas of the curriculum as these students required direction in this area.

Regular communication between kete staff and intervention teacher is required to ensure alignment and consistency between what is happening in the kete and in the group - this may not have happened as regularly as needed.

It is possible the balance between the teaching and development of Working Memory (Executive Functioning Skills) and literacy was not the right mix for all students within the intervention groups.

Planning for next year:

1. Priority learners identified through data and professional discussion to determine explicit teaching required within kete and appropriate intervention groups formed
2. Promote and foster regular communication between kete staff and intervention teacher to ensure alignment and consistency between those supporting the priority learners
3. Further consideration given to the setting for intervention groups i.e. stay within the kete with the kete teacher(s) and intervention teacher working collaboratively to teach and support priority learners

Analysis of Variance Reporting



School Name:	Hokowhitu	School Number:	2365
Strategic Aim:	<ol style="list-style-type: none">1. Inspiring life long learners who take ownership of our learning2. Aim for excellence through high expectations		
Annual Aim:	To improve the confidence and skills in mathematics of selected students		
Target:	To have an increasing number of 2022 Year 4 students achieving at or above expectation in mathematics		
Baseline Data:	End of year data collated and analysed in November 2021 showed that 26% of Y3 student were achieving below expectation in mathematics		

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>TERM 1</p> <p>Identify the Y 3 students who were below expectations</p> <p>Gather student voice about their perception of themselves as mathematicians</p> <p>ONGOING THROUGHOUT THE YEAR</p> <p>Intervention groups (3 – 4 times weekly) focussing on place value/basic facts</p> <p>Children having daily workshops in the kete AS WELL the intervention group.</p> <p>Ongoing monitoring</p>	<p>The tamariki really liked going to the intervention programme</p> <p>Over the year their self confidence increased and most indicated that they considered they were now much better at maths and they enjoyed maths more.</p> <p>ALL children made gains in their basic facts/place value knowledge over the year.</p> <p>End of year 4 data showed a decrease in the percentage of children below expectation – from 26% to 14%.</p>	<p>We consider the intervention was successful – particularly as the improved self confidence keeps the learners engaged in mathematics rather than withdrawing.</p> <p>Some of the children who made gains (but didn't improved enough to be 'at expectation'), had lower than expected attendance due to COVID related matters, or ongoing patterns of poor attendance that potentially affected their progress.</p>	<p>The Board's 2023 budget has allocated 5 hours teacher time per week to provide additional support in mathematics for Y5/6 learners in need.</p> <p>It is particularly important to keep 'enabling' these children – they need to see themselves as 'successful learners' to keep them engaged.</p> <p>Teachers have requested additional PLD in mathematics. As a consequence we have joined a cluster working with Rob Profit White (director of 'The Learner First') around the maths curriculum refresh.</p>
Planning for next year:			
<p>To maintain the gains made a number of these learners will again be placed in a support group (with same intervention teacher) 5 staff (one from each kete) to participate in PLD as part of a cluster of Manawatu/Rangitikei schools. These teachers to share their learning with the rest of the staff,</p>			