

**Taken directly from Charter 2022 Goals COPIED TO 2023 CHARTER AND ANNUAL PLAN

Strategic Aim 1 - Curriculum - Mathematics

Design and deliver a curriculum that is aligned to our school's values and vision, to build and sustain a community of lifelong learners.

ANNUAL OBJECTIVE

- For all learners from Years 3 to Year 8 to achieve progress and 85% will be working within or exceeding the expected curriculum levels in Mathematics.

Baseline data from End of Year 2022 shows the following results:

- **Māori students as priority students (16 students total) - MATHEMATICS**
 - 87.6% (14) students achieving At or Above
 - 12.4% (2) student achieving Below
 - 2 x students achieving below are on the Learning Support Register for 2022/2023. This is monitored closely by classroom teacher, Principal, LSC, RTLB/ RTLit teacher
 - In 2023 1 x student will continue with monitoring and support (RTLB/LSC) whilst the other one has left.

MATHEMATICS End of Year Data 2022	Well below & Below	At & Above	Analysis of End of Year 2022 data (Curriculum Levels)
Year 0	–	100% (3)	<u>How did we do compared to the 2021 data overall?</u> <ul style="list-style-type: none"> ➤ Overall there was a small improvement in our % as follows:- <ul style="list-style-type: none"> ○ 2021 63.2% at/above, 36.8% below ○ 2022 66.2% at/above, 33.8% below
Year 1	–	100% (6)	
Year 2 (Y3 2023)	40% (4)	60% (6)	
Year 3 (Y4 2023)	43% (4)	57% (3)	<u>How did we do compared to the 2022 Annual Objective?</u> <ul style="list-style-type: none"> ➤ 62% (34) of learners in Years 3-8 are working within or above curriculum level ➤ 38% (21) of learners in Years 3-8 are working below or well below curriculum level ➤ 23% below target <u>Possible reasons we did not meet our target? (AoV)</u> <ul style="list-style-type: none"> ➤ Staffing issues in Years 7-8 (multitude of teachers to cover this year group) ➤ New enrolments who came in the last 2 terms as below/well below ➤ High Absenteeism rates ➤ A range of different Maths programmes in place from classroom to classroom ➤ Teacher/Curriculum knowledge needs strengthening
Year 4 (Y5 2023)	14% (2)	86% (12)	WHERE DO WE GO FROM HERE? TARGETS FOR 2023
Year 5 (Y6 2023)	33% (2)	67% (4)	<ul style="list-style-type: none"> • Is 85% a realistic target? Remove target but monitor and analyse achievement termly • Do we include Year 3 in the data when the new curriculum framework as the levels are L1-3, L4-6, L7-8? Will monitor across school • Include Attendance improvement in Annual Plan 2023 • Consistency in Maths programmes/approaches across the school and engagement with the new Mathematics Curriculum framework. Investigate a consistent Maths approach eg: Spring into Maths
Year 6 (Y7 2023)	30% (3)	70% (7)	
Year 7 (Y8 2023)	62% (8)	38% (5)	
Year 8	40% (2)	60% (3)	2023 ANNUAL OBJECTIVE / GOAL 2023
EOY Baseline data for 2022	33.8% (25)	66.2% (49)	See New Strategic Goals and Annual Plan for 2023

() = number of students. Total 74 students analysed.

Strategic Intentions will outline the annual plan as to how we are going to achieve this.

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Strategic Aim 1 - Literacy Curriculum - Writing

Design and deliver a curriculum that is aligned to our school's values and vision, to build and sustain a community of lifelong learners.

ANNUAL OBJECTIVE

- For all learners from Years 3 to Year 8 to achieve progress and 80% will be working within or exceeding the expected curriculum levels in Writing.

Baseline data from End of Year 2022 shows the following results:

- **Māori students as priority students (16 students total) - WRITING**
 - 75% (12) students achieving At or Above
 - 25% (4) students achieving Below
 - 1 x student has received funding for SPELD support for 2023 thanks to Office Max e-Grant
 - It is hoped that the other 3 will be targeted through our Structured Literacy approach to learning
 - 4 x students achieving below will be on Learning Support Register (LSR) and closely monitored

WRITING End of Year Data 2022	Well below & Below	At & Above	Analysis of End of Year 2022 data (Curriculum Levels)
Year 0	–	100% (3)	<u>How did we do compared to the 2021 data overall?</u> <ul style="list-style-type: none"> ➤ Overall there was a BIG improvement in our % as follows:- <ul style="list-style-type: none"> ○ 2021 44.1% at/above, 55.9% below ○ 2022 59.4% at/above, 40.6% below ○ Positive shift with more students at/above achievement level <u>How did we do compared to the 2022 Annual Objective?</u> <ul style="list-style-type: none"> ➤ 57% (31) of learners in Years 3-8 are working within or above curriculum level ➤ 43% (24) of learners in Years 3-8 are working below or well below curriculum level ➤ 23% below target <u>Possible reasons we did not meet our target? (AoV)</u> <ul style="list-style-type: none"> ➤ Low levels of Phonological awareness ➤ Staffing issues in Years 7-8 (multitude of teachers to cover this year group) ➤ New enrolments who came in the last 2 terms as below/well below ➤ High Absenteeism rates
Year 1	–	100% (6)	
Year 2 (Y3 2023)	60% (6)	40% (4)	
Year 3 (Y4 2023)	57% (4)	43% (3)	
Year 4 (Y5 2023)	35% (5)	65% (9)	WHERE DO WE GO FROM HERE? TARGETS FOR 2023
Year 5 (Y6 2023)	50% (3)	50% (3)	<ul style="list-style-type: none"> • Is 85% a realistic target? Remove target but monitor and analyse achievement termly • Do we include Year 3 in the data when the new curriculum framework as the levels are L1-3, L4-6, L7-8? Will monitor across school • Include Attendance improvement in Annual Plan 2023 • Consistency in Writing programmes/approaches across the school and engagement with the Literacy Curriculum framework / new curriculum refresh / Structured Literacy approach
Year 6 (Y7 2023)	20% (2)	80% (8)	
Year 7 (Y8 2023)	69% (9)	31% (4)	
Year 8	20% (1)	80% (4)	2023 ANNUAL OBJECTIVE / GOAL 2023
EOY Baseline data for 2022	40.6% (30)	59.4% (44)	See New Strategic Goals and Annual Plan for 2023

() = number of students. Total 74 students analysed.

Strategic Intentions will outline the annual plan as to how we are going to achieve this.

(AoV Literacy Curriculum - Reading)

Baseline data from End of Year 2022 shows the following results:

- **Māori students as priority students (16 students total)**
 - 94% (15) students achieving At or Above
 - 6% (1) student achieving below (student will be in Y8 2023)
 - Student achieving below has received funding for SPELD support for 2023 thanks to Office Max e-Grant

READING End of Year Data 2022	Well below & Below	At & Above	Analysis of End of Year 2022 data (Curriculum Levels)
Year 0	–	100% (3)	<ul style="list-style-type: none"> • What the data is telling us: (Across the school) <ul style="list-style-type: none"> ○ Stats have definitely improved! ○ 69.3% (52) students achieving At or Above ○ 30.7% (22) students achieving Below or Well Below • Of the 22 students achieving below or well below: <ul style="list-style-type: none"> ○ 5 students diagnosed with learning and/or behavioural needs ○ All students on learning support register with Learning Support Co-ordinator involvement ○ All have had RTLB referrals and some support in place for 2022 ○ 1 x ICS (indv. in-class support) funding in place for 2023 ○ 1 x student will receive funding for SPELD support for 2023 thanks to Office Max e-Grant ○ Truancy is an issue with 6 students in particular
Year 1	–	100% (6)	
Year 2	30% (3)	70% (7)	
Year 3 (Y4 2023)	86.6% (6)	14% (1)	
Year 4	36% (5)	64% (9)	
Year 5 (Y6 2023)	50% (3)	50% (3)	
Year 6 (Y7 2023)	–	100% (10)	
Year 7 (Y8 2023)	30% (4)	69% (9)	
Year 8	20% (1)	80% (4)	WHAT'S THE PLAN FOR 2023?
EOY Baseline data for 2022	30.7% (22)	69.3% (52)	<ul style="list-style-type: none"> • Continue with the Structured Literacy Programme across school <ul style="list-style-type: none"> ○ These practices, knowledge and resources need to be embedded and strengthened across the school ○ Teacher practice to be refined ○ Teachers to model to each other and continue professional growth in this area ○ Parent information evening in Feb to discuss the programme and answer any questions (Emma Nahna guest speaker) ○ Continue to seek PD to support teachers - reflect in Annual Plan to target needs

Strategic Aim 2 - Teaching & Learning

Future-focused practices using rich innovative programmes that provide for all learners, whilst implementing a growth mindset towards teaching and learning.

ANNUAL OBJECTIVE

- Professional Development will support all staff to develop their practice and reach their potential. To build and foster collaborative, well balanced, rich concept based programmes for our tamariki.

2022 Summary:

Baseline Data:

We will continue to encourage all staff to take up opportunities in Professional Development that will ensure we are using best practices in our classrooms. As part of this we will continue our development and implementation of our digital curriculum this year.

• Staff PD Engagement 2022:

- Māori Achievement Collaborative (MAC)
- Structured Literacy with Emma Nahna (RTL Cluster PD)
- Health & PE Curriculum with Sarah Williams (Sports Waikato)
- NZ Curriculum Refresh PD (Nada Harpur MOE)
- Local Curriculum Development (Jamie Lambert - Tupu Ora Education)
- Kahui Ako Cohort Hui & PD (Nga Awa ki te Moana Community of Learning)
- Phonological Awareness with Yolanda Soryl (Yolanda Soryl Phonics)
- Beginning Principal Hui (Waikato Cluster - Evaluation Associated) (VK)
- NZ Principals Federation Conference (NZPF) (VK)
- MOE Finance Zoom Hui (VK, JR)
- AFS Finance Zoom Hui (VK, JR)
- Office Administration PD (JR)
- Oranga Tamariki Child-Safety Seminar (RC)
- Hybrid Learning with Anne Robertson (Evaluations Associates)
- NZSTA Workshops (BOT)

Our School curriculum is ongoing with its development. All Board, staff, community, families/whānau, and students will have a voice within this

document through surveys/consultation processes.

- **What did this look like in 2022?**

- Community Surveys: H & PE Curriculum Consultation, Charter Consultation,
- Student Surveys: Health & PE engagement, Camp, Activity surveys, Disco theme, Wellbeing (NZCER)
- Staff Surveys and discussions: Wellbeing (NZCER), Planning, Inquiry, Charter, Graduate Profile
- BOT consultation: Graduate Profile, Motto,

All Professional Development, programme/curriculum design and developing robust assessment processes will all be with our students as our focus, as per ERO recommendations.

- **What did this look like in 2022?**

- Assessment schedule development
- Ongoing discussions during Staff Meetings
- Communication with Staff and BOT with expectations in advance
- PD based on the needs of our students to strengthen teacher knowledge
- Planning expectations
- Development of Teacher Professional Growth Cycle
- “Appraisal” and discussion

Strategic Aim 3 - Community

Develop and sustain collaborative partnerships that support and enhance learning together.

ANNUAL OBJECTIVE

- **For the Board, Teachers, learners and families/whānau to work collaboratively, to put into practice new innovative ideas, expectations and develop a shared understanding of partnership leading to enhanced learning for all.**

2022 Summary:

Baseline Data:

“The school and community are engaged in reciprocal, learning-centered relationships. Parents, whānau and the wider community contribute to the curriculum in a number of different ways including an electives programme, and excursions into the community. The wider community also provides financial and material assistance to the school. Trustees are representative of the community and use their local networks to support the school. They have established a trusting and open relationship with school leadership.” *(ERO Jan 2019)*

It is well researched that building strong relationships between school and home will support students to have success with learning outcomes. At Maihihi School we believe that building these positive partnerships are vital to our students learning and we work collaboratively towards achieving this outcome.

“Partners in learning (2016) Strong connections between schools and parents and whānau are essential to accelerating children’s achievement, particularly for those at risk of underachieving.”-*Building genuine learning partnerships with parents (July 2018 ERO pg: 7)*

● What did this look like in 2022?

- Regular use of various communication methods with the community; School Newsletters, FaceBook, Class Dojo, Skool Loop, Teacher-Parent interviews, one off phone calls
- Open door policy from Term 3 onwards (Covid-restrictions lifted) etc
- Whānau involvement in school activities - Ag Day, Cross Country, Athletics etc
- Whānau involvement in school trips - Orienteering, RDA Horse-Riding, Sports, Technology Challenge etc
- Community surveys - H & PE Curriculum, VoT Survey for Student voice

****Taken directly from Charter 2022 Goals**

Strategic Aim 4 - Values

Develop and sustain collaborative partnerships that support and enhance learning together.

ANNUAL OBJECTIVE

- **Our Board, Staff, and tamariki will embrace our new Values system. This will become a living breathing aspect of Maihihi School life.**

2022 Summary:

4.1 The school will ensure that our school values are living and breathing in our school. The MAIHIIHI LEARNer.

L = Lead

E = Excellence

A = Attitude

R = Respect & Resilient

N = Nothing Great is Easily Won (Perseverance)

What did this look like in 2022?

The school values are continuing to be implemented and strengthened within our day to day school programme. All staff, students and BOT have an idea of what these are and what they look like. Ways this has been done:

- Staff have unpacked the values and have a good understanding of what this looks like in our learning environment(staff TOD)
- Tokens are used to reward and reinforce the values when these are displayed by students (Daily, Fortnightly assemblies)
- The values are visible in both English and Te Reo Māori.
- Our student Graduate Profile is now linked to our school's values.
- Regular communications are shared with our whānau and wider school community
- Built into Annual Overviews and Weekly Planning

Next Steps:

- Continue to model, reinforce and reward the expected values
- Individualised / explicit teaching lessons for each value

Statement of Compliance with Employment Policy

Maihihi School confirms that we adhere to the **Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022**. Please refer to our school website and our school docs policy for further information.