Pomaria Primary Planning & Reporting 2023

Gathering Information + Planning + Implementing + Targets + Monitoring + Reporting
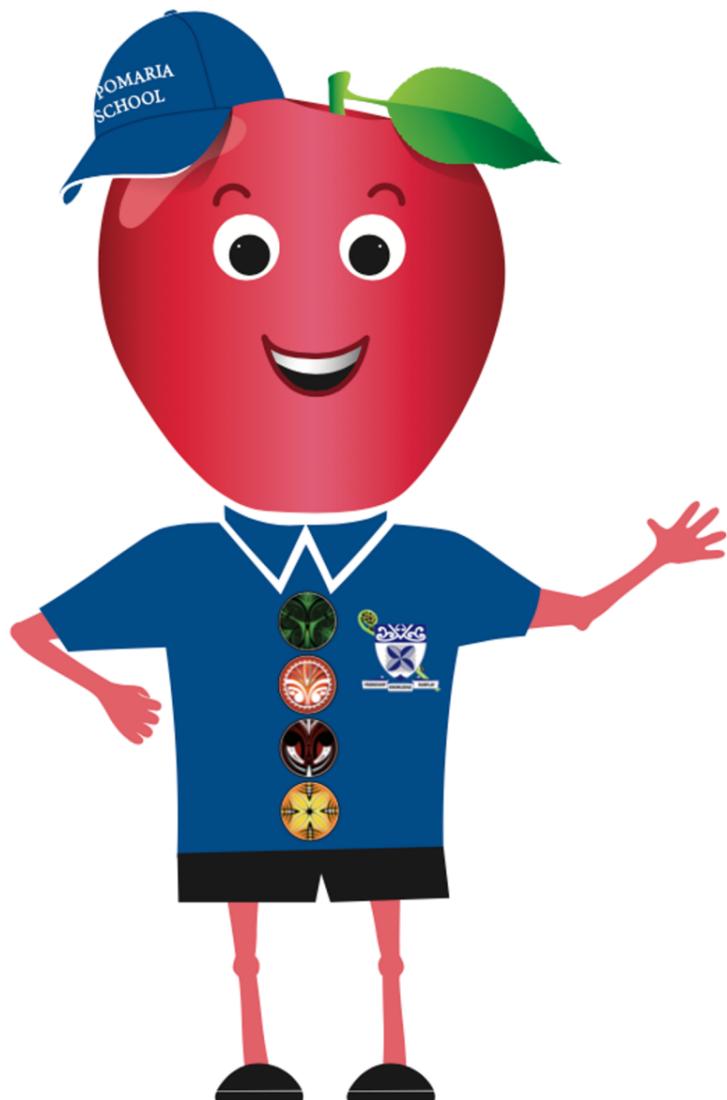
Pomaria School Vision

Pomaria School, setting our learners Wairua, Manawa and Hinengaro up for success to stand strong individually and collectively for now and into the future.

Gathering Information

Comparative Analysis of voices (June 2021)

1. <u>Learners Voice:</u> **Our teachers sometimes don't get the balance right for our learning, wellbeing and relationships.**

2. <u>Whanau Voice:</u> **Whānau feel that they only understand progress through their children's experiences at school rather through real home-school partnerships.**

3. <u>Management:</u> **Need for more inclusivity with support staff. Checking in with Whanau about how the partnership for learning is going.**

4. <u>Teachers voice:</u> **Systematic approaches for early intervention and support for teachers to grow proficiency in teaching approaches.**

Analysing Data
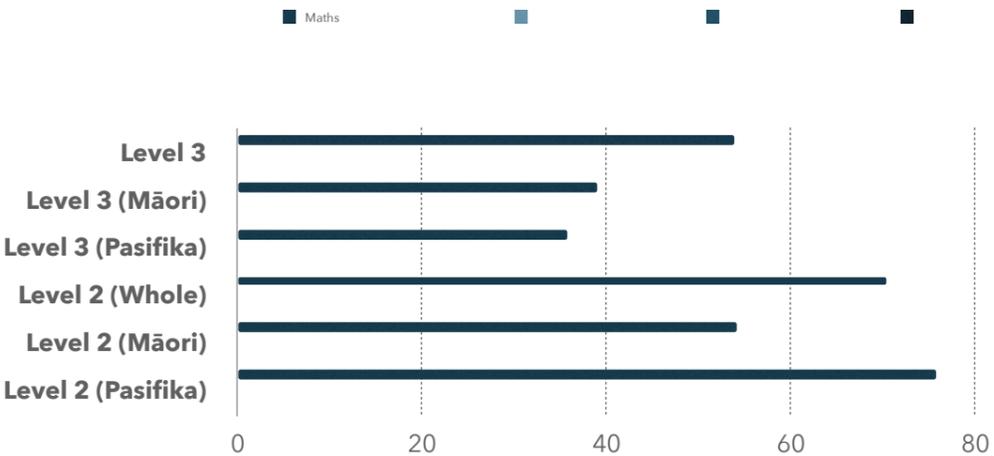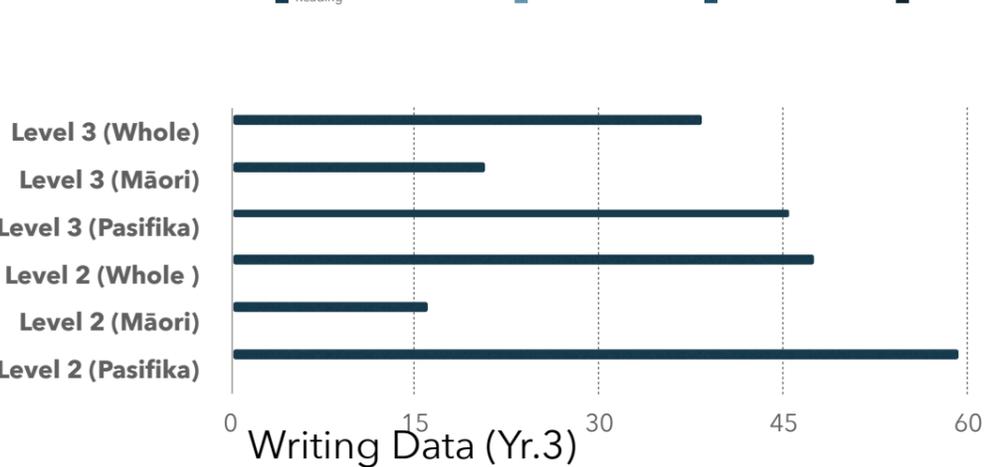
■ Maths   ■   ■   ■

Level 3	
Level 3 (Māori)	
Level 3 (Pasifika)	
Level 2 (Whole)	
Level 2 (Māori)	
Level 2 (Pasifika)	

0   20   40   60   80

Numeracy Data

■ Reading   ■   ■   ■

Level 3 (Whole)	
Level 3 (Māori)	
Level 3 (Pasifika)	
Level 2 (Whole)	
Level 2 (Māori)	
Level 2 (Pasifika)	

0   15   30   45   60

Writing Data (Yr.3)

Responsive Practice

Cultural Responsiveness Practice

Pomaria School Vision

Pomaria School, setting our learners Wairua, Manawa and Hinengaro up for success to stand strong individually and collectively for now and into the future

Achievement Challenge: Numeracy	Achievement Challenge: Literacy	Achievement Challenge: Maori & Pacifika	Culturally Responsive Practice:

Professional Learning Development: Numeracy Team	Professional Learning Development: Literacy Tools 4 Teachers	Professional Learning Development: Lead Teachers Ka Hui Ako MAC	Professional Learning Development: Ka Hui Ako Guiding Coalition

Barrier Free Access

Quality Teaching & Learning

Learners at the centre

Ensure that everyone of our learners gain sound foundation skills in literacy and numeracy

Meaningfully incorporating te reo Maori and Pacifica language and culture into our kura through the lens of our local curriculum

To continue to grow culturally responsive staff through the implementation of a coaching model

Maths Development Plan 2023

Specific Focus: Assessment and Planning

Specific Strategies for 2022	When	Who	Budget	Expected Results	Actual Results/ future plans
Construction of Maths Assessment Tasks: Select tasks relevant to each indicator in the CCD and create assessment using Google Forms. Work alongside Assessment Team to align Maths Framework with CCD.	All terms	Maths Team Assessment Team	Free	Assessment tasks are selected and created based the CCD indicators. Each member of the team is responsible for each level, and create tasks directly in Google Forms. Existing discrepancies between the framework and CCD will be eliminated.	
Numeracy data collection Maths assessment tasks in Google Forms for each strand is to be used to collect data each term. Assessment tasks on CCD are to be used to cater for different needs of each class for on-going assessment. Maths team will provide support as required by individual teachers.	All terms	Maths Team All teachers	Free	Maths team will create assessment tasks and marking schedule, which will determine the level of each learner to be entered into eTap and Maths Framework. Teachers collect and use data to inform their practice to raise numeracy achievement.	

Timed Basic Facts assessment to be administered each term. **NO** materials to be used. This test is to identify instant knowledge. Enter data on eTap every term under the Basic Facts entry. ** TBC: How do we differentiate basic facts/ maintenance tasks to be used independently by individual learners?		Assessment Team			
Professional Development: Maths Planning sessions – Maths team to share with the staff maths planning template, maths folder, maths structure to ensure consistency in planning throughout the school.	Term 2 - 4	Maths Team All teachers	Free	Each member of the team is responsible for each level and individual teachers to select and focus on one level each term.	
Schoolwide Initiative Celebrate Maths Week **TBC: STEAM challenges	Term 3 (7 - 11 August)	Maths Team All teachers	Free	A week-long celebration of all thing's maths. Maths team to **provide** teachers with useful classroom resources, especially material as required. Run a school wide competition encouraging problem solving/ STEM challenges	

Literacy Development Plan 2023

Specific Focus: Literacy – Writing
Literacy Team: Phyllis Mobsby, Fiona Khan, Jyothi Puranam, Nina Prasad

Specific Strategies for 2023	When	Who	Budget	Expected Results	Actual Results
Identify Target Learners Staff to target all Learners. Staff to target Māori/Pasifika Learners. All PLGs have TA Support to help target Learners.	Term 1 – 4	All class teachers	$3000	Raise Literacy levels. Using the data to inform effective teaching practice (e.g. guide next teaching steps)	
Teaching and Learning in Literacy During PD/workshops provide a variety of tools and resources. Charlene Mataio from Tools 4 Teachers – Guided Writing. Use the Resources i.e. Effective Literacy Practice and the Literacy Learning Progressions. (Other resources - First Steps, ELLPS, SELLIPS.)	Term 1 – 4	All class teachers		At PD/workshops, teachers will share their effective teaching practice. Improved teaching of Guided Writing to raise Learners' achievement in Writing.	
Assessment <u>Writing:</u> Use the Writing rubric to assess the Learners Writing and track progress and identify next steps. Assessment as learning.	Term 1 – 4	All class teachers		Using Writing Rubrics All data loaded onto ETAP. Data collated and analysed. Feedback to teachers, BOT. Results analysed and interpreted by classroom teachers to identify next steps and inform programmes.	
Professional Development Charlene Mataio Tools 4 Teachers will give In-class PLD for Guided Writing modelling and Staff PLD for Writing. Better Start Literacy Approach: Jyothi, Jade, Fiona, Phyllis - teachers (Y1/2) and Kath Facilitator on PLD with BSLA to raise the Learners' success outcomes in Literacy at Pomaria School.	Term 1 – 4	Literacy lead teachers		Charlene T4T will give PLD to increase teacher pedagogical content knowledge and aim to lift teacher capability. Better Start Literacy Approach: More Learners succeeding in Literacy using the BSLA approach	

Implementation Integrate the following into classroom programmes: Shared, guided and reciprocal reading, SSR, Reading to, with and by, ESOL into classroom programmes. Guided Writing goals derived from Tools4Teacher in class observation. Continue to develop our culturally responsive practices and Relationship Based Learning. Resources – purchase/use resources to support Literacy programmes. Better Start literacy Approach implemented with Y1/2 Classes Jyothi, Jade, Fiona, Phyllis - teachers (Y1/2) and Kath Facilitator choosing to work with Y5/6 Learners	Term 1 – 4	School wide	↓	Effective teaching practice across the school to raise literacy levels. Learners and Home taking more ownership and responsibility for literacy. Integration of ICT resources/tools in the classroom programme. Better Start literacy Approach: Noticeable improvement in decoding skills and movement in Reading and Writing levels.	
Informing Community Strengthen 'Home and School' Link E.g. Home Reading/Writing, ClassDojos. Community Consultation/ meeting with Whānau BSLA workshops Informing home on the data results and learning progressions. Learners Goals, Goal setting evening, Parent & Teacher interviews, Learner Led Conferences. Formal reporting; mid-year and end of year.	Term 1 – 4	Community School wide	↓	More informed, engaged and involved community and Learners. Understanding of Literacy expectations and progress. Link with the global community. BSLA workshops as structured by the University of Canterbury	
Collate, analyse and interpret data Report to staff to share findings and where to next. Liaise with CMT with regards to Literacy programmes and cross curricular links to Inquiry Learning/Mapping. Report to BOT School Wide Target Report (Kevin/Donna/Clayton). Sharing across the school, at PLG, Year Level, Impact Coach and Literacy Lead Teachers.	Term 1 – 4	CMT School wide and Community	↓	Clear, consistent moderated data on where we are now. Identify shifts made and gaps for further development. Expectations for achievement in literacy reviewed using data. Learning conversations consistently taking place to support and instill effective teaching practice.	

BSLA data analysed for implementation of classroom programme and directly reported to University of Canterbury.			↓	BSLA - Teachers use the data to inform their practice and identify gaps in learning.	

Culturally Responsive Development Plan
2023

Specific Strategies for 2023	When	Who	Budget	Expected Results	Actual Results
• **Training and Sustainability:** • New impact coaches: - Clayton, Joanna, Roihario, Jieun -	Term 1-4	Achmat Esau Donna Nee Kevin Choromanski		To become familiar with classroom tool and coaching conversations. Accreditation of impact coaches.	
• **Impact Coaches Refresher Session**	Term 1	Guiding Coalition Achmat/Donna /Kevin		-Revisit CRP/RbL Processes: Address misconceptions, embed knowledge of Practice -Re-establish integrity of CRP/RbL -Assign teams for Class visits/ observations -Discuss class visit/observation processes	
• **Classroom Visits (Observations)**	Term 2 - 4	All Impact Coaches		-Reflect critically on practice -Set Goals related to professional discussion & evidence of practice	
• **Voice Collection**	Term 2 - 3	Outside Agency		-Identify Barriers & Enablers at our School -Discuss & address results of Voices	
• **CRP/RBL Across Schools Programme 2022**	Term 2	Achmat/Donna /Kevin			

Our targets

Numeracy / Literacy/Culturally Responsive

★**Numeracy Goal:**

Continue to implement the continuous curriculum document (CCD) in all classes and align to current assessment practices (ARB's)

★**Cultural Responsive Practice**

To enable culturally responsive staff who are able to use a culturally responsive approach to raise the achievement levels of our learners

★**Literacy Goal:**

To continue to strengthen teachers capability to collaboratively inquire into their teaching of writing and oral language to meet the needs of our priority learners.

Monitoring

Project Monitoring & Tracking

pmm

Actual Outcomes: Numeracy

- That every learner has a strong foundation of number knowledge and become competent number sense and the ability to solve word problems.

- Increase teacher pedagogical and Maths content knowledge. - Statistics, Measurement & Geometry

- Continue to develop our culturally responsive practices / relationship based learning.

- To accelerate the identified Pacific and Māori learners through building teacher pedagogical content knowledge and implementing new Assessment strategies. (knowing the learner, using evidence, sharing the learning, being clear about the learning-co-constructing success criteria and feedback and feed-forward).

Actual Outcomes: Literacy

- Raise student achievement in writing.

- Increase teacher pedagogical content knowledge.

- Continue to develop our culturally responsive practices / relationship based learning.

- To accelerate the identified Yr 5 Pacific and Māori learners through building teacher pedagogical content knowledge in reading using Assessment for Learning (knowing the learner, using evidence, sharing the learning, being clear about the learning-co-constructing success criteria and feedback and feed-forward).

Actual Outcomes: CRP

- School Leaders and teachers can create an environment where learners can succeed and be comfortable in their cultural identities when they adopt the relations based teacher profile, build capacity and embed systems to support this

- To enable culturally responsive staff who are able to use a culturally responsive approach to raise the achievement levels of our Maori and Pasifika Learners in Literacy and Numeracy

Reporting

- Board of Trustees

- Professional Learning Groups (Leadership Meetings)

- Teachers & Support Staff - PLG Meetings

- Community - informal manner

- BOT - Term 2/4 - Progress reports on target learners

- Term 1 - Goal Setting

- Term 2 - Parent teacher interviews

- Term 3 - Learner Led Conferences

- Term 4 - EOY Reports