



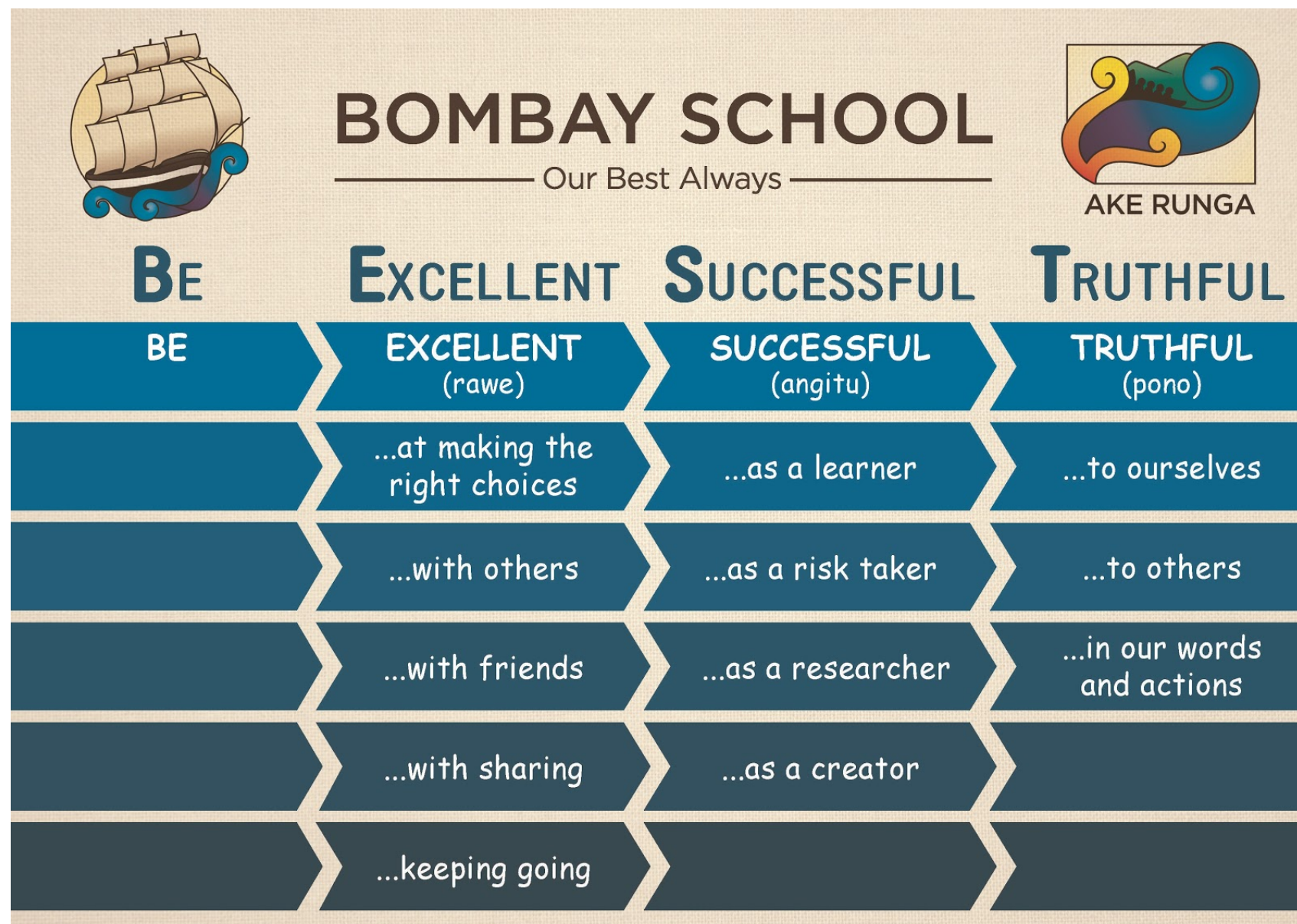
## Bombay School Charter and Annual Plan

Updated 26 February 2019

### Our Vision:

**To assist our students to be: self-motivated learners with effective interpersonal skills, able to achieve their potential in all curriculum areas, using the key competencies as they engage in lifelong learning. To equip our students to be contributing members of the school, the community and beyond.**

### Our *B.E.S.T* Values:



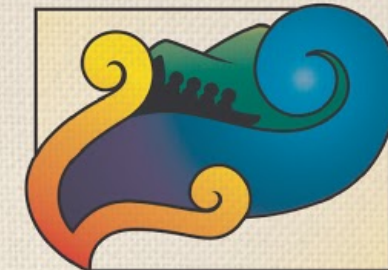


## Our Key Competencies



# BOMBAY SCHOOL

Our Best Always



AKE RUNGA

**MANAGING  
SELF**

**CONNECT**  
Can prepare  
for learning.

**CREATE**  
Can be reliable,  
responsible, and make  
the right choices.

**COMMUNICATE**  
Can discuss  
goals and ways  
to achieve them.

**RELATING  
TO OTHERS**

**CONNECT**  
Can listen, discuss,  
accept differences of  
others, and ask for help.

**CREATE**  
Can work with others  
and lead the learning  
when required.

**COMMUNICATE**  
Can share knowledge  
and ideas.

**PARTICIPATING  
& CONTRIBUTING**

**CONNECT**  
Can make responsible  
connections with others  
across the school.

**CREATE**  
Can research & engage  
to problem solve local,  
national & global issues.

**COMMUNICATE**  
Can confidently share  
ideas and learning.

**THINKING**

**CONNECT**  
Can use prior knowledge,  
question, and seek  
new information.

**CREATE**  
Can design, develop  
and change.

**COMMUNICATE**  
Can recall, describe  
and explain.

**USING LANGUAGE,  
SYMBOLS & TEXT**

**CONNECT**  
Can recognise, decode and  
understand the meanings of  
symbols, text and language.

**CREATE**  
Can create information  
with language, symbols  
and text.

**COMMUNICATE**  
Can understand and  
share my information.



***What makes us Bombay School?***

In February 2017 and November 2018, we asked our community what makes Bombay School unique? The Bombay School Community believe the following :

Calf Club	Supportive and Caring Culture.	Amazing Resources	Great facilities and classrooms	Friendly atmosphere
Personalised Learning	Drive for excellence	Range of opportunities	Supportive People	Good Communication
EOTC : Camps	Partnerships	Focal Point of Bombay	Innovative	Reputation

What our parents say about Bombay School.  
[Taken from a March 2017 Survey]

- \* Experiencing a good country school including Calf Club day.
- \* Fabulous experienced teachers and new and exciting MLE classrooms.
- \* Text messages! love the reminders and the traffic info.
- \* Calf Club
- \* Calf Club and outdoors, sporting lifestyle. Teachers active in the community.
- \* Although there are over 300 students, Bombay School still maintains the "feeling" of a small, rural school.
- \* Semi-rural - still have rough and ready country kids.
- \* Calf Club and community links and the fact it's still a rural school, having so many camps.
- \* Calf Club day and it's sense of community.
- \* Local community support is one of the pillars behind Bombay School.
- \* Excellent teachers, supportive principal.
- \* The teachers and staff and their constant commitment to students and the community.
- \* Teachers targeting groups for improvement (as yr7/8 did during 2016), inspiring and giving extra time to enhance  
    success, this in turn benefited the entire class group. The positive outcomes in terms of improvements, self esteem  
    and class wide achievement far exceeded expectation. Teachers/management enthusiasm and dedication, alongside  
    caring interactions with the children. Awesome opportunities inside and outside the classroom.
- \* The fabulous children!
- \* I don't like chromebooks lol.
- \* Modern yet not losing its country feel
- \* Great friendly personable staff that when you speak to them feel like they actually care about your kids!
- \* Wonderful children who are friendly, well-mannered and respectful; professional staff who really care; management who  
    are up-to-date with best practice; rural nature, ie: Calf Club; grounds are excellent with likely the best view from any NZ  
    school? Families who are welcoming and friendly and for the most part help out happily.

From 2018 Surveys

My son loves coming to school.

\*\*\*\*\* is interested

\*\*\*\*\* left a positive mark already, helping with much needed self esteem work.  
\*\*\*\*\* is new to Bombay School and appears to be settling in well, thanks to a well run classroom by \*\*\*\*\*

All of my girls are very engaged in their learning at Bombay School.

The amount he has learnt in Year 0 has been amazing! I wasn't aware there would be so high expectations on them from the start. \*\*\*\*\* is focused and engaged in learning at this stage

\*\*\*\*\* is committed to his learning and despite significant challenges with his writing, continues with enthusiasm and confidence. This is a reflection of the fantastic work \*\*\*\*\* and the team have done with him.

Interesting and motivational topics studied

He is interested and keen. Still building confidence. Would do well to be encouraged a bit more.  
Very happy at school, always willing to take on the next challenge and well supported by all her teachers

Bombay School delivers the best public education in Franklin.

Excellent resourcing, teachers and ongoing opportunities to develop both in and outside the classroom.

The school is great. \*\*\*\*\* has excelled under \*\*\*\*\* . Her best year at the school to date. I put this down to excellent teaching by \*\*\*\*\*  
Very pleased with the calibre of teachers and achievements throughout the year

Happy with the scope and quality of education offered

has been able to attend different events such as ePro8, manual, camps etc which all extend students, a lot of self managing learning such as a writing competition

I think he is a good learner and is keen.  
The days seem full and he is really pushed - in a good way.  
They seem to do reading, writing, maths and usually some sport or singing.  
Overall I am pretty happy.

Academic progress is good.



## *An Introduction to Bombay School?*

Location :



35 Paparata Road RD1 Bombay 2675 Ph 09 2361012 Email :  
admin@bombay.school.nz



Website

[www.bombay.school.nz](http://www.bombay.school.nz) [Facebook](#) [Youtube](#)

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Email

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Principal

Paul Petersen

[ppetersen@bombay.school.nz](mailto:ppetersen@bombay.school.nz)



Maori presence in Puketutu ( Bombay )

Maori used Puketutu as a thoroughfare on the their journeys from Te Maketu ( Ramarama) to the Waikato.

The area’s eroded 1-million-year-old volcanoes provided high, defensible places to live and clear views over the lowlands to the west (Awhitu) and north (Waitemata). Its rich volcanic soils and warm temperate climate were well suited for growing introduced tropical crops like kumara. Its fast flowing streams provided fresh clean water. Most importantly, Te Maketu was beside the main trade routes in the region. It overlooked the tracks and roads that ran north and south, from Auckland to Waikato, and east to the Hauraki Gulf. It was also at the head of waterways linked to the Manukau Harbour, which could be reached by canoe in winter.

[Read about the history of Maketu here.](#)

[Find more information about Puketutu here.](#)

[Find more information about Maketu here.](#)

*History of Bombay School*

Bombay derived its name from the ship "Bombay", which arrived in Auckland on March 18th, 1865, from the Motherland after an eventful voyage.

There were 400 passengers on board and the journey occupied about four months. When the ship was sailing across the Tasman Sea a terrific storm was encountered off the North coast of New Zealand and the passengers wondered if they would be spared to reach their destination.

During the height of the storm the ship was buffeted fore and aft, and finally the bowsprit carried away, taking the topmast with it and later the mainmast broke off at the deck, taking the mizzen-top with it. A jury mast was rigged, but without a headsail, progress was slow and dangerous. The barque "Constance" (200 tons) of the Circular Saw Line, sighted the old ship and took her in tow and for three days and four nights endeavoured to make progress in calm weather, experienced subsequent to the storm. The towing hawser parted, and the barque decided to return to Auckland to obtain a steam boat. Fortunately H.M.S. "Curacoa", on her way to Australia, sighted the "Bombay" soon after, and taking her in tow at 4 p.m. got her to Auckland by 11 a.m. the next day, all passengers being delighted to reach their destination.

Some of the passengers settled at Onehunga, but the majority went to the locality then known as Williamson's Clearing which they later named Bombay after the ship which brought them safely to a new land.

However, the troubles of the new settlers were far from ended. They had to set about carving out homes for their families in the dense forests which clad the slopes of the hill. Obstacles were encountered at every turn, but the spirit to win through prevailed in the end and today posterity is enjoying the results of the labours of famous ancestors.

Extract From Centenary Booklet.

*A sense of Community*

The school is the hub of the community. It enjoys very strong community and support. The ties between community and school are immeasurable. Generations of locals were students at the school and many current staff have their children enrolled, including the principal. The Home and School Team are a group of committed parents who help to ensure that communication is effective. They plan social events for the school, run the annual calf club and they are the main fundraising arm of the school. Although the school remains grounded in its rural traditions - the community and school are very forward thinking and tech savvy. The school communicates via an electronic interactive newsletter, the school App and Facebook.



***Treaty Commitment***

It can not be assumed that two cultures have shared understandings and ways of working. In practice, many values and behaviours do not transfer directly from one culture to another. When a person grows up in a culture, many cultural values and practices are internalised to the extent that they become ‘taken for granted’.

All students benefit from being in a culturally inclusive classroom. However, many students from non-dominant cultures are not free to be whom and what they are when they go to school. Biculturalism implies the existence of two distinct cultural groups, usually of unequal status and power, within a society united by one economic and political structure. Bicultural individuals identify with core elements of their culture of origin as well as the dominant culture. At Bombay School we are on a journey of developing bicultural competence which entails recognising the importance of understanding and accepting the values of two traditions within bicultural Aotearoa New Zealand, which links directly to the partnership agreement of the Treaty of Waitangi. Integrating Kaupapa Maori into a classroom assists to validate the cultural roots and identity of Maori learners. It also fosters understanding of cultural and national identity for all learners. Integrating Kaupapa Maori is a powerful means of learning, through the exploration and transfer of Maori knowledge, processes and practices, while simultaneously encouraging a better understanding of the unique nature of this country and its indigenous people. Where there is intolerance, its twin, ignorance, will inevitably be present, and conversely so. The NZ Curriculum invites us all to address both, to ensure a strong, productive and cohesive national identity is forged for all New Zealanders. We are thus committed to honouring Treaty Principles.

The Curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand.

- All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.” NZC at Bombay School
- During their time in the school all children are involved in programmes which reflect New Zealand’s bicultural heritage;
- The principles of the Treaty of Waitangi are incorporated in classroom programmes;
- All students learn waiata and karakia
- Students have the option of joining the Kapa Haka group

**Curriculum Priorities**

The Bombay School Curriculum is based on the the guidelines and philosophy of the New Zealand Curriculum and takes into consideration the special nature of Bombay School. It takes as its starting point a vision of our young people as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five Key Competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning. The Curriculum identifies the principles for all learning and teaching programmes in New Zealand schools. The principles are based on the premise that **the individual student is at the centre of all teaching and learning**. ( We refer to this as personalised learning, supported by flexible learning spaces and the use of digital tools.

**Balanced Curriculum Coverage**

Balanced coverage of The New Zealand Curriculum is achieved through the eight learning areas and principles, values and Key Competencies as outlined in the New Zealand Curriculum, and are based on developing specific learning outcomes taken from the Achievement objectives. Programmes take note of the special character and culture of Bombay School and its community. Subjects included are: English, Mathematics and Statistics, Science, Social Sciences, the Arts, Digital Technologies, Health and Physical Education, Learning Languages and Technology.

Learning to Learn “The Curriculum encourages all students to reflect on their own learning processes and to learn how to learn.” NZC

At our school

- a range of thinking and learning strategies are specifically taught and implemented in authentic contexts;
- students are involved in setting and evaluating specific goals for their learning;
- teachers and students collaboratively develop learning intentions and success criteria;
- teachers provide specific feedback about learning and identify next learning steps;

**High Expectations**

“The Curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.” NZC

At Bombay School :

- the whole school publicly acknowledges the successes of individuals, groups and teams with awards and certificates through such devices as assemblies, newsletter & website publications, visits to the Principal, letters to parents, and prize givings;
- the DP and AP work with staff to ensure that class programmes meet the needs of all levels of learners in the school;
- the Learning Progress report focuses on maximum growth and individual success where goals are set for student learning;
- students learn to take responsibility for their learning to complete set tasks and meet deadlines;
- students are involved in setting and evaluating targeted goals;
- learning intentions are shared and able to be verbalised by students;
- students develop a high level of respect for community values and demonstrate a high level of respect in a variety of situations.



### **Cultural Diversity**

The Curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of all its people.” NZC

At Bombay School we:

- understand and respect that different cultures make up New Zealand society;
- promote non-racist attitudes and behaviours;
- recognise that students may need to meet more than one set of cultural expectations;
- consider and respect the traditions and beliefs of cultural groups within the local community.

### **Inclusion**

“The Curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.” NZC

At Bombay School:

- gifted and talented students are catered for through curriculum differentiation in classrooms;
- we offer additional experiences through our Akoranga / Genius Hour/ Fun Day Friday and Free Thinking Friday Programmes.
- we provide learning support to identified students with learning challenges;
- a range of assessment strategies are used to inform learning and identify next steps for students;
- students receive weekly Religious Education lessons. ( There is an opt-out option.)
- students are given many opportunities to participate in education outside the classroom

### **Coherence**

“The Curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.” NZC

At Bombay School:

- teachers develop children’s core competencies and knowledge in literacy and numeracy and ensure the process of learning includes the development of skills and strategies;
- integration and inquiry learning underpin other curriculum areas such as Science, Social Studies, Health and Technology;
- ICT use is integrated in a variety of ways to enhance student learning and outcomes;
- opportunities are provided for students to share experiences and resources from year 1 to 8

### **Future Focus**

Future Focus “The Curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.” NZC

At Bombay School:

- teachers utilise opportunities wherever possible for transfer of learning into authentic real-life contexts;
- social action is an important part of the inquiry learning process;
- students are given opportunities to develop leadership through service to the school;
- broad themes are selected to allow for exploration of future focused issues.

### **Traditional Grounding**

At Bombay School we remain committed to our rural roots and traditions.

### **Community Engagement**

“The Curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.” NZC

At Bombay School

- parent education meetings are regularly offered to inform parents of new developments or programmes in the school;
- parents, past pupils, current students and staff are invited to offer support in various ways;
- connections are developed between students at different levels of the school;
- an awareness of individual and community responsibility is fostered through class programmes;
- students use community and personal resources to enhance their learning.



## Mathematics & Numeracy

Mathematics including numeracy: Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems.

It is our aim to develop:

- a positive attitude towards Mathematics and an awareness of the fascination of Mathematics;
- competence and confidence in mathematical knowledge, strategies and concepts;
- an ability to solve problems, to reason, to think logically and to work systematically and accurately, transferring new learning into meaningful contexts with flexibility of mind;
- perseverance, initiative and an ability to work both independently and in cooperation with others;
- an appreciation of the importance of sharing Mathematics by discussing, explaining and reporting.
- confidence and competence in using digital technology to support the learning and teaching of mathematics.

English:

English: “English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.” NZC Pg 18

It is our aim to develop:

- effective oral, written and visual communicators (who can think deeply and critically);
- students who understand the information they receive from listening, reading and viewing;
- students who can create meaning for themselves and others when speaking, writing and presenting;
- students who can fully access all areas of the curriculum;
- effective citizens in society. Four Inquiry Pathways (includes Social Science, Science, Technology and Health):

Inquiry Pathways:

“Inquiry-based learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.”

Inquiry involves a process of exploration, questioning, making discoveries, and testing the reliability and validity of these discoveries to create new understanding.

It is our aim to:

- provide students with the opportunity to pursue learning in a real context;
- develop their skills in all aspects of literacy, creative and critical thinking, effective communication and high productivity;
- explore, gather, organise and present information in order to see the relationships and links between their learning and to use these to make sense of their world;

Other Learning Areas :

## The Arts

Students engage in lessons for Visual Art, Dance and Drama, Music.

Where possible the content and context of these lessons are integrated into classroom inquiry units.

These classes are taken by generalist teachers.

## Health and Physical Education

The aim of Physical Education is to provide a range of experiences which will assist in the development of long-term, self sufficient physical well-being, thereby fostering self-esteem, mental awareness and social well-being.

Students attend one session a week with their generalist PE teacher; this is augmented by lesson with the Akoranga Sports teachers.

## Religious Education

Depending on the availability of volunteer teachers, students can opt into a weekly Bible in Schools lesson.

## Digital Technologies

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.



The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

#### Technology

Students in Years 1-6 are taught by their generalist teachers. Where possible, technology is integrated into their inquiry focus. In 2018, we are trialling the set-up of a Makerspace Room, to cater for STEAM curricula

Students in Years 7–8 students attend Materials Technology and Food Technology lessons at Maramarua School.

#### Planning

Whole School Planning Coordinated programmes of work for Mathematics and Statistics, English and Integrated Learning Pathway are used by the staff. The programmes of work cover Levels 1 to 5 of the Curriculum and give guidance to staff on areas such as long term-planning, Curriculum coverage, differentiation and assessment. They follow a schedule of review and renewal. Classroom Planning Teacher planning includes: long-term plans developed from the above whole school programmes of work with Achievement objectives translated into unit plans; a clearly displayed timetable and planning of specific learning outcomes to make the purpose of classroom programmes clear.

Planning reflects the needs of the class as determined by careful ongoing evaluation of the students.

#### Resources

The curriculum budget is managed by the team manager.

#### Calf Club

Calf club has been running at the school for over 80 years now. It's compulsory school day.

There are three foci :

1. Agricultural focus. We want children to experience animal husbandry.
2. Strengthening Community : Calf club is an annual tradition through which our community can join together and commune in friendship.
3. Fundraising : Calf Club is the biggest annual fundraiser for Bombay School

For more info - visit our website: [http://www.bombay.school.nz/26/image\\_galleries/3-photos-calf-club-2014](http://www.bombay.school.nz/26/image_galleries/3-photos-calf-club-2014)

#### Akoranga/ Free Thinking Friday/ Fun Day Friday/ Genius Hour

Akoranga is a period of teaching and learning. Years 3-8 participate in the programme for a full day every fortnight. Lessons currently include Mandarin, Art, Dance, Drama, Sport Skills, Specific Sports Games, Coding, Animation and Science Experiments. Akoranga is offered during term 2 and 3.

Free Thinking Friday is based on student led inquiry. Fun Day Friday has a junior school focus and it is based on play based learning.

Genius Hour has a senior school focus and is based on student led inquiry.

#### EOTC

Our school has a rich history of school camps, starting at Year 3. For more information visit our website.

We also go on various excursions throughout the year - depending on what we are studying.



#### Charter Undertaking :

In accordance with Section 64 of the Education Act, the Bombay School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives of this charter which have been approved by the Board following consultation with the community in terms of Section 61 and 63 of the Education Act and to take full account of the National Education Guidelines and all the statutory obligations. The Board has accepted this charter as its undertaking to the Ministry of Education. This Charter will be submitted to the Ministry in Term 1 2017. This Charter and its annual goals will be reviewed in Dec 2017, or sooner as the need arises.

Chairperson : BOT : Matthew Bagley      Date : 26 February 2019



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Requirements of a charter:

Your charter does not need to be a long and detailed document. The purpose of a charter is to outline the key areas your board will focus on, both in the long-term and the coming year, in plain language that is easy to understand, while incorporating the priorities identified by parents, whānau, and your community. The aims and targets included in your charter are based on evidence and outcomes of your board's self-review.

Charters include three main sections:

- the introductory section (including mission, vision and values)
- the strategic section
- the annual section (including targets and planned actions).

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## BOARD OF TRUSTEES : DETAILS - AS OF JANUARY 2019

Name	Phone	Email	Position on board	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Matthew Bagley	021902116	mbagley@bombay.school.nz	Chairperson	EL	Re-elected 2015		Election 2019
Susie Stafford Bush	0212972992	sstafford-bush@bombay.school.nz	Staff Rep	EL	Nov 2016		Election 2019
Michael Pascoe	+64 27 580-5586	mpascoe@bombay.school.nz	Property	EL	2015 Election		Election 2019
Michelle McRobbie	027 588 7550	mmcrobbie@bombay.school.nz	Member	EL	2015 Election		Election 2019
Debbie Somervell	021488857	dsomervell@bombay.school.nz	Member	EL	2015 Election		Election 2019
Paul Petersen	0212121433	ppetersen@bombay.school.nz	Principal	Principal	Jan 2014		Election 2019
David Hema	0212953175	dhema@bombay.school.nz	Co-opted Member	CO	Mar 2017		Election 2019





## STRATEGIC SECTION 2018-2020

**STRATEGIC GOAL ONE : ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.**

### 2019 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2019, as follows:

1. By the end of 2019 we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.
2. We are targeting 10 Year 2 students, namely [ \*\*\*\*\* ] We would like them to be at PM level 17
3. We are targeting 15 Year 3 students, namely [ \*\*\*\*\* ] We would like them to be @ PM 21
4. We are targeting 8 Year 4 students, namely [ \*\*\*\*\* ] We would like them to be operating RA 9-10 years (Probe)
5. We are targeting 19 Year 5 Students, namely [ \*\*\*\*\* ] We would like them to be reading at RA 10 years (Probe)
6. We are targeting 16 Year 6 students, namely [ \*\*\*\*\* ] We would like them to be accelerated to RA 11 years (Probe)
7. We are targeting 17 Year 7 students, namely [ \*\*\*\*\* ] We would like these students to be accelerated to 12 years (Probe)
8. We are targeting 9 year 8 students, namely [ \*\*\*\*\* ] We would like these students to be accelerated (i.e. more than one year's progress in a year) to a reading age band of 13+

### Accelerant Reading

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be reading @ or above RA 11 (8 year olds )
2. Year 5 - 20% of year 5 will be reading @ or above RA 12 (9 year olds)
3. Year 6 - 20% of year 6 will be reading @ or above RA 12-13 (10 Year olds)
4. Year 7 - 20% of year 7 will be reading @ or above RA13-14 (11 Year olds )
5. Year 8 - 40% of year 8 will be reading @ or above RA 15+ (12 Year olds )

We will also focus on engaging boys and accelerating their achievement in reading by reviewing our reading materials, seeking greater student input into the choice of reading materials and activities, attending professional development, focused on boys' reading.

**STRATEGIC GOAL TWO : ASSISTING ALL STUDENTS TO WRITE AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.**



### 2019 Writing Goal :

We aim to target the following groups of students (in Year Four, Five, Six, and Seven who were not at expected levels at the end of 2018), for accelerated progress in 2018, as follows:

1. We are targeting 7 Year 2 students, namely [ \*\*\*\*\* ] We are targeting these students to be at 1P-1A,
2. We are targeting 28 Year 3 students, namely [ \*\*\*\*\* ] We would like these student to be at 2B-2P
3. We are targeting 13 Year 4 students, namely [ \*\*\*\*\* ] We would like these students to be 2P-@A;
4. We are targeting 20 Year 5 students, namely [ \*\*\*\*\* ] We would like these children to be at 3B-3P;
5. We are targeting 19 Year 6 students, namely [ \*\*\*\*\* ] We would like these students to be at 3P-3A;
6. We are targeting 14 Year 7 students, namely, [ \*\*\*\*\* ] We would like these students to be at 4B-4P and
7. We are targeting 11 Year 8 students, namely, [ \*\*\*\*\* ] We would like these students to be at 4P-4A, by the end of 2019.

It will also mean a focus on writing to engage and accelerate boys. We will focus on spelling.

### Accelerant writing

Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be writing @ or above 3B ( 8 year olds )
2. Year 5 - 20% of year 5 will be writing @ or above 3A 12 (9 year olds)
3. Year 6 - 20% of year 6 will be writing @ or above 4P (10 Year olds)
4. Year 7 - 20% of year 7 will be writing @ or above RA 4A (11 Year olds )
5. Year 8 - 20% of year 8 will be writing @ or above 5B (12 Year olds )

### STRATEGIC GOAL THREE : ASSISTING ALL STUDENTS TO WORK AT AGE APPROPRIATE LEVELS A IN MATHEMATICS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.

### 2019 Maths Goal:

We aim to target the following groups of students for accelerated progress in 2018, as follows:

1. We are targeting 7 Year 2 students, namely [ \*\*\*\*\* ] We would like these students to be at stage 4;
2. We are targeting 13 Year 3 students, namely [ \*\*\*\*\* ] We would like these students to be at Beginning Stage 5;
3. We are targeting 19 Year 4 students, namely [ \*\*\*\*\* ] We would like these students to be Stage 5;
4. We are targeting 26 Year 5 students, namely [ \*\*\*\*\* ] We would like these students to be at Beginning Stage 6;
5. We are targeting 12 Year 6 students, namely [ \*\*\*\*\* ] We would like these students to be at stage 6;
6. We are targeting 19 Year 7 students, namely [ \*\*\*\*\* ] We would like these students to be at Beginning Stage 7;
7. We are targeting 21 Year 8 at students, namely [ \*\*\*\*\* ] We would like these students to be at End Stage 7, by the end of 2018,.

### Accelerant Mathematics



Accelerant students will be targeted as follows:

1. Year 4 - 20% of year 4 will be working @ or Stage 5 ( 8 year olds )
2. Year 5 - 20% of year 5 will be working @ or Stage 6 (9 year olds)
3. Year 6 - 20% of year 6 will be working @ or above stage 7 Level 4 (10 Year olds)
4. Year 7 - 20% of year 7 will be working @ or above Stage 8 Beginning Level 5 (11 Year olds )
5. Year 8 - 20% of year 8 will be working @ or above Stage 8 Level 5 (12 Year olds )

#### **STRATEGIC GOAL FOUR : PERSONALISED LEARNING**

We aim to strengthen our personalised learning pedagogy in 2019 by,

- Honouring the Treaty of Waitangi. Understand what the implications of this are for our practice and our school culture.
- To ensure that Maori Students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture by adhering to the tenants of the TaTaiako Strategy. To continue build relations with local iwi in order to gain their support for improved Maori student achievement and engagement. To build staff cultural competence.
- To ensure that the cultural identities of all of our learners is recognised and celebrated at school so that students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture.
- Consulting all our community, our learners and our staff every year.
- Providing professional development for staff on Tikanga Maori, Te Reo, The Treaty, Personalised Learning and Culturally Responsive Pedagogy.
- Educating and Communicating with our stakeholders about pedagogy and our journey to date.
- Partnering with other schools, organisations and stakeholders who can strengthen our practice. This includes but is not limited to Special Education Services, RTLb, RTLit, Speech Language Team etc.
- Building on our culture of collaboration.
- Using technology to support personalised learning.

#### **STRATEGIC GOAL FIVE : IMPLEMENTING THE DIGITAL CURRICULUM IN 2019**

We will continue our journey towards fully implementing the digital curriculum by:

- Developing a schoolwide coding curriculum
- Expanding our maker-space programme to include all year levels.
- Providing professional development to key staff who will lead the implementation.
- Providing internal staff PD on using software to support learning - e.g. Reading Eggs, Mathletics etc
- Asking all teachers to complete the MindLab digital passport.
- Offering PD for Google Level 1 and Level 2 Certification. Providing in-house PD to support those who want to complete this certification.



2012 to 2017 Comparative National Standards Data																					
2012 -2017 - updated 20/12/2017																					
	Reading							Writing							Maths						
	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018	2012	2013	2014	2015	2016	2017	2018
National	77	77.9	78.0	78 %	77	N/Avail		70	70.6	71.1	71.4	71.2	N/Avail		74	74.6	75.2	75.5	75.4	N/Avail	
Franklin	76.4	77.2	76.8	77.5	77.9	N/Avail		70.7	71.4	71.4	72.4	72.8	N/Avail		73.3	74.1	75.3	75.2	76.7	N/Avail	
Bombay	80	80.4	78.4	79.4	81.4	86	89	73	73.1	76.2	80.4	79.7	80	72	73	84.4	85.7	84.8	86.3	83	74



Thus, in order to meet our strategic goal, Bombay school has set the following annual targets over 3 years:



# READING

	2017 Baseline Data	2018	2019	2020
Reading after one year at school	In 2017, 40.4% of students are reading below Green after one year at school. In 2016 it was 18.9% and in 2015 it was 43%. There is great variability from year to year. This is attributable to many variables, our goal is to control as many of the variables as we can.	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>Analysis of Variance:Year One : We were targeting the following Students to be at PM level 17 by the end of 2018, based on National Standards expectations</p> <p>Since writing the target for 2018, the number of targeted students increased from 19 to 25. (New enrolments) Also, the government abolished the requirement for schools to report against national standards approximately mid way through 2018. In 2018 we did not achieve the goal of having 100% of our students reading at level 12 after one year school.</p> <p>From level 3 to Level 10 Despite increased absence rate. Operation and overseas travel. Very engaged now. Strong relationship built with peers and teachers.</p> <p>***** is working at Level One of the New Zealand Curriculum. He is able to recognise and read known high frequency words in his books and can apply his letter and sound knowledge when decoding words. ***** is able to use reading strategies to work out unfamiliar words and is learning to ask himself the question “Does that make sense?” when decoding. When reading aloud he can read with fluency. He is engaged and enjoying reading now.</p> <p>Level 4 to Level 10 Behaviour challenge. Struggling to settle into school.</p> <p>*****shows an eagerness to read and participates fully in small, guided reading groups. He is working within Level One in the New Zealand Curriculum. ***** is making connections between his reading knowledge and his strategies to decode words. He understands reading should be fluent and expressive and that we read to gain meaning from the text. ***** shares his ideas about the story spontaneously, as he makes connections between the text and personal experiences. He can use text to predict and confirm what is happening. He is able to retell the story in the correct sequence.***** is keen to read in front of others and present poems and plays.</p> <p>Level 1 to Level 11</p> <p>***** is reading at Level One of the New Zealand Curriculum. He understands reading should be fluent and expressive and that we read to gain meaning. He is able to recognise most high frequency words at his level and is able to self correct when reading known high frequency words. He can decode unfamiliar words within a text. He is able to retell a story in the correct sequence and can describe the main story line, events and the main characters in a story. ***** shows perseverance when completing reading tasks.</p> <p>Level 2 to Level 10 challenge. Very angry child. Domestic violence and very low income.</p> <p>With encouragement, ***** is trying to improve his reading across the curriculum. He is currently working within Level One. *****is steadily learning his sight word skills and is becoming more confident when he uses known strategies to sound out words. He can recognise his mistakes and is able to self correct these. He understands we read to get meaning and works to find the main idea. ***** shares his ideas about the story spontaneously as he makes connections between the text and personal experiences and can give his own interpretation of the story. ***** will need continued support to maintain progress.</p> <p>Level 5 to Level 11</p> <p>***** shows more confidence when reading aloud. She is working at Level One of the New Zealand Curriculum. She is able to use all of her reading skills to decode unfamiliar words and continues to improve her fluency and expression, this will help her to understand and make sense of what she has read. ***** can answer literal questions about texts. She is beginning to make personal connections with the text and is able to answer questions using prior knowledge.</p> <p>PM Level 1o</p> <p>***** has developed more confidence in his reading and is working towards the middle of Level One of the New Zealand Curriculum. He is developing his sight word skills and is beginning to to use his phonetic knowledge to sound out words. ***** tries to make his reading make sense, but also needs to use the visual cues, such as the initial letter of words to ensure he is reading accurately. When focussed and relaxed, *****is able to comprehend what he is reading and is learning to retell the story in the correct sequence with more details of characters and events.</p> <p>Left Bombay School mid-way.</p> <p>Level 2 to Level 13</p> <p>***** enjoys books and participates fully in small, guided reading groups. He is working within Level One as expected for a student in Year One. ***** makes connections between his reading knowledge and his strategies to decode words. He understands reading should be fluent and expressive and that we read to gain meaning from the text. ***** shares his ideas about the story spontaneously as he makes connections between the text and personal experiences. He can use the text to predict and confirm what is happening. ***** can use information gained from illustrations and by asking questions about the text to demonstrate his understanding.</p>	Maintain 100% of year ones to be reading at Green by Dec 2019.	Maintain 80% of year ones to be reading at Green by Dec 2019.



		<p>Level 6 on RR</p> <p>***** is working towards the middle of Level One in the New Zealand Curriculum for her Reading. She is always ready to give learning ‘a go’ and shows perseverance, even when it can be challenging at times. ***** has benefited from support from Reading Recovery. She is developing her confidence and knowledge of reading and making connections to strategies to decode unfamiliar words. ***** will need continued support to maintain progress.</p> <p>Level 1 to Level 15 - Left RR</p> <p>***** is working steadily to improve his reading across the curriculum. He is currently working towards the end of Level One as expected for a student in Year One. ***** benefits from Reading Recovery lessons. With encouragement, he makes connections between his reading knowledge and his strategies to decode words. He understands reading should be fluent and expressive and that we read to gain meaning from the text. He enjoys sharing his ideas about the story spontaneously as he makes connections between the text and personal experiences. ***** is learning to retell events in a story with more detail. He will need lots of repetition and practice to retain reading vocabulary.</p>		
Reading after two years at school	<p><b>ANALYSIS OF VARIANCE:</b> In 2017 of the 47 students who have had one year at school 60% (28 students) reached standard on the testing. Since then a further four students have attained the standard and are tracking toward reaching standard in their second year of school. In 2016 we noted that 56% of Year 1 students achieved National Standards after one year at school and hoped to improve on this in 2017. We were cognisant of ensuring that students spent as much time as possible reading so implemented a ‘Buddy Reading Programme’. Students read with older buddies on a weekly basis, and buddies were also available before school for those who arrived early. We also made Target Bags for students to take home to help develop basic words and phonic awareness. Teacher Aides have been in classes supporting the students to gain phonic awareness and provide extra reading mileage. We also ran a Reading Evening for parents, helping them understand the reading process.</p>	<p><b>ANALYSIS OF VARIANCE:</b> 15 Students (2 years @ school) will be targeted to be reading at Turquoise. Thereby bringing all students to turquoise or above after 2 years at school. From level 8 - 17</p> <p>With support, *****is continuing to improve his reading across the curriculum. He is working towards the end of Level One in the New Zealand Curriculum. ***** is continuing to enhance his self monitoring skills and developing a range of processing and comprehension strategies to gain meaning from the text. ***** can retell events from a story in a sequential manner with increasing detail. He is able to identify the setting, characters, the problem and solution. ***** is working to develop fluency and intonation, taking note of punctuation patterns, when reading aloud.</p> <p>He will need continued support to maintain progress.</p> <p>Level 14 Below Progress over 2018 from level 5 - level 14</p> <p>***** is reading within Level One in the New Zealand Curriculum. She is able to recognise and read high frequency words in her books and notices when she has made a mistake and self corrects by chunking the sounds. ***** is learning to reread unfamiliar words or phrases to ensure she is understanding what she is reading. She is able to read with increasing fluency and expression. ***** conscientiously completes reading activities. ***** has benefited this year from the Reading Recovery programme and has great success within this programme.</p> <p>From level 7 - Level 18</p> <p>***** is reading at the end of Level One in the New Zealand Curriculum. He can use character voices, punctuation and pausing to add impact when reading to an audience. ***** is able to self monitor his reading, and is developing his comprehension strategies. He is learning to use text to predict and confirm what is happening, and make connections between the story and personal experiences. He can read in front of others and present poems and plays.</p> <p>Left Bombay School. Left Auckland.</p> <p>From level 9 - Level 15</p> <p>***** is working within Level One in the New Zealand Curriculum. He is showing increasing confidence, especially when decoding unknown words. He understands reading should be fluent and expressive and that we read to gain meaning from the text. ***** shares his ideas about the story spontaneously as he makes connections between the text and personal experiences. He is working at using the text to predict and confirm what is happening. ***** conscientiously completes reading activities.</p> <p>From level 5 - Level 19</p> <p>***** benefits from Reading Recovery lessons and is reading at Level One in the New Zealand Curriculum. With encouragement, he makes connections between his reading knowledge and his strategies to decode words. ***** understands reading should be fluent and expressive and that we read to gain meaning from the text. He enjoys sharing his ideas about the story spontaneously as he makes connections between the text and personal experiences. ***** will need lots of repetition and practice to retain reading vocabulary.</p> <p>From level 9 - Level 10 - Global Developmental Delays. RTLB referral in play</p> <p>***** is Reading at Level One in the New Zealand Curriculum. With encouragement, he makes connections between his reading knowledge and his strategies to decode words. ***** understands reading should be fluent and expressive and is working to make his reading sound like talking. He enjoys sharing his ideas about the story spontaneously as he makes connections between the text and personal experiences. ***** will need lots of repetition and practice to retain reading vocabulary.</p> <p>From level 9 - level eleven 11</p> <p>***** is reading at Level One in the New Zealand Curriculum and is using all of his known reading skills to decode unfamiliar words. He understands his reading should sound like talking and is working on developing his fluency to help with his understanding of what he is reading. ***** can answer literal questions about texts and is learning to answer questions that can be answered from prior knowledge and reasoning. He conscientiously completes reading activities.</p>	Aim to have 90% reading at Turquoise after 2 years at school.	Aim to have 90% reading at Turquoise after 2 years at school.



		<p>From level 13 - level 19</p> <p>***** has made excellent progress in her reading this year and is now working towards the end of Level One of the New Zealand Curriculum. During group sessions, she is always willing to read aloud with the group and answer questions about the text. ***** is reading more accurately for understanding and has learnt the importance of rereading when she needs clarification. During follow up tasks, she uses the text effectively to answer specific questions about the setting and characters. ***** now needs to attend to the punctuation in the text when reading aloud to help with fluency and expression.</p> <p>From Level 5 - Level 17</p> <p>***** has benefited from Reading Recovery lessons as she now</p> <p>considers herself a reader and gains pleasure from choosing books to read. She is working towards the end of Level One in the New Zealand Curriculum. ***** can read aloud with increasing fluency and intonation. She is able to self monitor her reading, and uses a range of processing and comprehension strategies to gain meaning. ***** can use text to predict and confirm what is happening, and shares her ideas about the story spontaneously as she makes connections between the text and personal experiences. She is able to retell events from a story, with increasing detail in a sequential manner. ***** conscientiously completes reading activities.</p> <p>From level 9 - Level 15 (ESOL)</p> <p>***** is working at the end of Level One in the New Zealand Curriculum and is showing increasing confidence, especially when decoding unknown words. She understands reading should be fluent and expressive and that we read to gain meaning from the text. ***** shares her ideas about the story spontaneously as she makes connections between the text and personal experiences. She is working at using the text to predict and confirm what is happening. ***** conscientiously completes reading activities.</p> <p>From Level 12 - Level 19</p> <p>***** considers herself a reader and gains pleasure from choosing books to read. She is working towards the end of Level One in the New Zealand Curriculum. ***** can read aloud with increasing fluency and intonation, taking note of punctuation patterns. She is able to increasingly self monitor her reading, and uses a range of processing and comprehension strategies to gain meaning. ***** can use text to predict and confirm what is happening, and shares her ideas about the story spontaneously as she makes connections between the text and personal experiences. She can retell events from a story, with increasing detail in a sequential manner. ***** is always keen to read in front of others and present poems and plays.</p> <p>From Level 11 to Level 17</p> <p>***** is reading at the end of Level One in the New Zealand Curriculum and can decode unfamiliar words within a text. ***** is now a fluent reader who is able to bring in character voicing and pausing where appropriate to add impact. She can demonstrate comprehension skills and is able to retell a story in the correct sequence. ***** can describe the main story line, events and the main characters in a story. She reads for enjoyment during her spare time.</p> <p>From 15 to Level 18</p> <p>***** has made good progress in Reading across the Curriculum this year and is currently working towards the end of Curriculum Level One. ***** confidence when reading is beginning to develop and she is starting to use a range of strategies to work out unknown words, with more independence. She uses knowledge of letters, sounds and words when reading and is currently working on self monitoring during reading. ***** needs lots of repetition and practice in order to retain her reading vocabulary and will continue to greatly benefit from her additional practice at home. ***** is currently learning her purple and gold word rings</p>		
Reading after three years at school	<b>ANALYSIS OF VARIANCE:</b> Of the 33 students who have had <u>two years</u> at school 84% reached standard on the testing. Since then a further three students are tracking toward reaching standard by the end of their third year of school. In 2016 it was noted that of this cohort 44% did not reach standard	<b>ANALYSIS OF VARIANCE:</b>  5 students ( 3 years @ school) will be targeted to be reading at Gold, thereby bringing all students to gold or above after 3 years at school  ***** is working at Level Two of the New Zealand Curriculum for Reading. She responds well to positive praises as she reads. ***** makes stories come alive using her expression and fluency when reading. She can answer simple questions about the story and is now developing skills in correctly answering inferential questions (why). ***** needs encouragement to self-monitor and self-correct her errors as she reads. She is working on using her letter sounds, blends and work endings to work out new words e.g. explained - e x p l a i n e d. ***** must continue reading a variety of books e.g. chapter books.	100% to be reading at Gold or above after 3 years at school	100% to be reading at Gold or above after 3 years at school



	<p>as a ‘After One Year at School’. Teachers have worked to provide instructional sessions that target the needs of these students. We ran the ‘Buddy Reading Programme’, students took home ‘Target Packs’ for extra reading mileage at home. Older students came in before school to read with these students and assist with building their reading mileage. Parents were invited to an evening to understand how we teach reading and how the reading process works. Seven of these students also had one -to-one Reading Recovery sessions. Students were tracked through their Target Action Plans with regular updates keeping them foremost in the minds of their teachers. Additional support was given by Teacher Aides both in the class and through withdrawal sessions.</p>	<p>From Level 14 To Level 19. RTLB intervention to continue in 2019</p> <p>***** is working at the beginning of Level Two of the New Zealand Curriculum for Reading and responds well to positive praise. He is able to recognise common high frequency words e.g. could, away. ***** can correctly answer simple questions about the story (who, when) and is developing skills to answer inferential questions (why). He is working on using self-correction when making errors. ***** needs encouragement to use his letter sounds, blends and word endings to work out new words e.g. dived - d i v ed. Set aside some quiet time daily to listen to, read to/with ***** to encourage his love for reading.</p> <p>From Level 19 To Level 22</p> <p>*****is working at the New Zealand Curriculum Level Two for Reading and responds well to positive praise. He demonstrates great skills in self-monitoring and self-correcting his errors as he reads. ***** is developing skills to confidently and correctly answer literal (what) and inferential questions (why) about the story. He has gained skills in using his letter sounds, blends and word endings to work out new words. When reading at home, remember to talk about the meaning of new vocabulary e.g. frowning, freeway and ask ***** to think of another word that means the same (synonym).</p> <p>From Level 19 To Level 21</p> <p>***** is working at the beginning of the New Zealand Curriculum Level Two for Reading and has developed a positive attitude towards reading. He enjoys reading a variety of texts with confidence and good comprehension. ***** is developing skills to self-monitor and self-correct his errors as he reads. He needs to work on using his letter sounds, blends and word endings to work out new words e.g. clicked - cl ick ed. ***** is able to read stories using his expression. He must continue to read a variety of books that is of interest to him e.g. chapter books, non-fiction books about his favourite animals.</p> <p>From Level 19 To Level 21</p> <p>***** is working at the beginning of Level Two of the New Zealand Curriculum in Reading and relates well to positive praises. He demonstrates great understanding of the text by correctly answering literal (what) and inferential questions (why) about the story. ***** is beginning to self-monitor and self-correct his errors as he reads. He needs to work on using his letter sounds, blends and word endings to work out new words e.g. enjoy - e n j oy. ***** needs encouragement to practise reading the high frequency words daily (come, cried). Set aside some quiet time daily to listen to, read to/with ***** to encourage his love for reading.</p>		
Reading @ the end of year 4	<p><b>ANALYSIS OF VARIANCE:</b> Of the 44 students in the Year Three group 35 (80%) have achieved National Standards. The remaining nine (8 boys, 1 girl) three have achieved standard since their Anniversary testing. At the beginning of 2017, teachers identified 16 students as being Targets. There are six students remaining. Two of these students are being reclassified as Year Threes for 2018. Target students have been tracked through their Target plans. Students have had specific group teaching. Some students have had extra sessions each day of reading being taken before school or during shared reading as well as during class time - resulting in two sometimes three sessions a day. Students have had readers to take home and been supported at home with reading. Three have had Reading Recovery this year. All students have</p>	<p><b>ANALYSIS OF VARIANCE:</b> 80% by the end of year 4 to be reading at level 2.</p> <p>From Level 18 To Level 21 ***** is working at Level Two of the New Zealand Curriculum for Reading. ***** is a reluctant reader who is learning not to rush through a story. He can give a simple retell with a beginning, middle and end but needs to work on adding in more detail using the main events from the story. *****is also working on accurately answering questions about the story in his own words, in order for him to gain a deeper understanding of what he is reading. While reading, he is now learning to fix up his mistakes when he realises that it doesn’t’ make sense. ***** next step is to use his sound pattern knowledge to help read unknown words in a sentences.</p> <p>(ESOL) From Level 19 To Level 22</p> <p>***** is working at the New Zealand Curriculum Level Two for Reading. He takes interest in expressing his opinions about events,actions and characters in the story. ***** is developing skills to correctly answer questions about the text e.g. why did the character?, explain why the character? He needs to read the text using fluency and expression. ***** needs encouragement to self-monitor and self-correct his errors as he reads. He is working on using his letter sounds, blends and word endings to work out new words e.g. hiccupping - h i cup p ing. When reading at home, remember to talk about the meaning of new words in the story.</p> <p>From Level 19 To Level 21 : RTLB Intervention. Assistive Tech for Hearing disorder diagnosed in 2018</p> <p>***** is working at Level Two of the New Zealand Curriculum. ***** shows a good attitude towards reading and he is always trying his best. He can give a simple retell with a beginning, middle and end in his own words but needs to work on adding in more detail using the main events from the story. ***** is also working on accurately answering questions about the story in his own words, in order for him to gain a deeper understanding of what he is reading. While reading, he is now learning to fix up his mistakes when he realises that it doesn’t’ make sense. ***** next step is to use his sound pattern knowledge to help read unknown words in a sentences.</p> <p>From Level 12 To Level 15. Diagnosed with dyslexia</p>	<p>Aim to have 90 % of Year 4s reading at or above level 2 of the curriculum.</p>	<p>Aim to have 100 % of Year 4s reading at or above level 2 of the curriculum.</p>



	<p>been part of the Buddy Reading Programme.</p>	<p>***** has made gradual progress in reading this year but is still working within Level One of the New Zealand Curriculum which is below the expected level for a Year Four. He has a good attitude towards his reading, always willing to give things a go and read any kind of book. *****has improved his recognition of a variety of basic sight words which is helping him gain some fluency with his reading. He uses a mixture of strategies to try and figure out unknown words, including looking at beginning and end letter sounds and thinking about the storyline. He must continue to develop his knowledge of letter sound patterns, especially in the middle of words so he will be able to read with more accuracy. ***** is also learning to identify and retell the main events in a story in enough detail after he has read.</p> <p>Left Bombay. Left Auckland. Living in Hamilton</p> <p>From Level 16 To Level 17 RTlit intervention in 2018</p> <p>***** is working at the end of Level One of the New Zealand Curriculum for Reading and has developed a ‘can do’ attitude towards reading. She is able to recognise common high frequency words e.g. there, was. ***** has gained the skills to confidently and correctly answer literal (who, when) and inferential questions (why) about the story. She is developing skills in self-monitoring and self-correcting her errors as she reads. *****needs to work on using her letter sounds, blends and word endings to work out new words e.g. stood - st oo d. She must continue reading a variety of books that interest her.</p> <p>(ESOL) From Level To Level 21</p> <p>*****is working at Level Two of the New Zealand Curriculum for Reading. He has made great progress since the start of the year. His confidence is growing, along with his ability. ***** can give a simple retell with a beginning, middle and end in his own words but needs to work on adding in more detail using the main events from the story. *****is working on accurately answering questions about the story in his own words, in order for him to gain a deeper understanding of what he is reading. While reading, he is now learning to fix up his mistakes when he realises that it doesn’t make sense.</p>		
Reading @ the end of year 5	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 students in Year 4, 45 of them (90%) have achieved National Standards. The remaining five students have been tracked through Target Student Action Plans. At the beginning of the Year there were four students identified as being Target students. A new student has made the total five. These students have had group teaching and been part of the Buddy Reading Programme.</p>	<p><b>ANALYSIS OF VARIANCE:</b> 85% By the end of year 5, to be reading at level 3. 2019 ANALYSIS OF VARIANCE:</p> <p>From 8 years - 9.5 years</p> <p>***** is working within Level Two of the New Zealand Curriculum for Reading. *****reads slowly and steadily. He is attempting to sound out unknown words using his knowledge of sounds. ***** needs to use keywords in the text to help him gain comprehension. Reading widely and discussing the text will help him develop a better vocabulary understanding. ***** works steadily to complete all comprehension activities</p> <p>8.5 years - 10.5 years</p> <p>***** reads simple texts accurately. She is working at the beginning of Level Three of the New Zealand Curriculum. ***** is attempting to self-correct recognised errors. She can express opinions about events and actions and comment on some of the ways in which the text is written or presented. ***** is learning to paraphrase fiction texts and is encouraged to answer questions with greater detail. Through continual reading efforts, her ability to make sense of what she is reading will improve. Reading during the holidays will benefit her greatly. Probe 8 years - 10 years</p> <p>*****is working at the end of Level Two of the New Zealand Curriculum in Reading. *****reads slowly and carefully. He sounds out unknown words with increasing success and is beginning to self correct if it does not make sense. ***** shows a better understanding when reading non-fiction texts. ***** needs to remember to reread the text and use keywords to help him with the comprehension. He is still working on understanding questions where the information is only inferred.</p> <p>Probe 8.5 years - 10 years</p> <p>***** is working at the beginning of Level Three of the New Zealand Curriculum for Reading. ***** reads with speed and improved fluency, but can make small errors which change the meaning of the text. She is beginning to sound out unknown words when she comes across them. ***** rereads the text to find answers to questions. She needs to read widely to help improve her vocabulary understanding. ***** would benefit from discussing her reading carefully, to consolidate her understanding.</p> <p>Probe 8.5 years - 10 years</p> <p>***** is working within Level Two of the New Zealand Curriculum for Reading. *****is reading slowly and carefully, but still looking to the teacher for confirmation that he is correct. He is attempting to sound words out by chunking and is becoming more successful with this strategy. He now knows all his blends and word families - a great achievement! He is beginning to read for meaning, so often stops if it does not make sense. ***** is happy to contribute to discussions about the text in small groups.</p>	<p>Aim to have 90 % of year 5’s reading reading towards level 3.</p>	<p>Aim to have 100 % of year 5’s reading reading towards level 3.</p>



Reading @ the end of year 6	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 students, there is one student who has not achieved National Standards by the end of the year.</p> <p>At Mid Year there were five students who were identified as being Below. These students had Target Action Plans to be tracked on. They will continue to be monitored in 2018.</p> <p>They were part of the Buddy Reading Programme. Daily assistance was through Teacher Aide support. Students were cross grouped and the teacher planned according to student needs. A large portion of the Year 5/6 Reading Budget was spent purchasing high interest material for these students.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>1 Year 6 Student to be reading at level 3 across the curriculum with increased accuracy and speed. By the end of year 6, they will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes. If this is achieved 100% of Y6's will be at or above level 3.</p> <p>Probe 7 years to 9.5 years</p> <p>***** is reading a range of texts with increasing understanding at the beginning of Level Three of the New Zealand Curriculum. He can express opinions about events and actions and comments on the ways in which the text is written or presented. ***** is attempting to self correct recognised errors. He is rereading the text carefully to find answers. His vocabulary is increasing. By reading a greater variety of texts, ***** inferential question abilities will improve. Reading during the holidays will benefit him greatly.</p>	Aim to have 95% of Year 6's working at level 3	Aim to have 100% of Year 6's working at level 3
Reading @ the end of year 7	<p>ANALYSIS OF VARIANCE: Of the 49 students, 42 (86%) students have achieved National Standards. There are seven students who has not achieved National Standards by the end of the year. At Mid Year there were seven students who were identified as being Below expectations. These students had Target Action Plans to be tracked on. They will continue to be monitored in 2018.</p> <p>They were part of the Buddy Reading Programme. Daily assistance was given through Teacher Aide support. Students were cross grouped and the teacher planned according to student needs. A large portion of the Year 5/6 Reading Budget was spent purchasing high interest material for these students.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>Seven Year 7 students will be targeted to work towards level 4. If this is achieved, 100% of year 7's will be working towards level 4 or above that.</p> <p>From Probe Level 9 To Probe Level 11.</p> <p>***** contributes his prior knowledge and makes connections between the texts he reads. He has very good comprehension skills and will share his understanding of the different texts with confidence. His ability to use vocabulary strategies to make meaning of and decode unfamiliar words continues to be a challenge for ***** is currently at Level Three of the New Zealand Curriculum.</p> <p>***** must continue to work on using a range of decoding strategies that will help him become more confident when faced with unfamiliar words. These strategies include re-reading to maintain meaning and recognising syllables within words. This is a goal ***** is determined to achieve.</p> <p>In class support level 1 learner.</p> <p>***** enjoys reading a wide range of non fiction texts, he has a particular interest in dinosaurs and other animal facts. He is able to confidently make predictions about a text; drawing on prior knowledge from his own experiences and other texts he has read. Though his ability to use vocabulary strategies to make meaning of, and decode unfamiliar words continues to be a challenge for *****. As a result he can become very frustrated and will refuse to continue. *****requires regular teacher aide support with set task. With his Teacher Aide support, *****is able to undertake differentiated tasks that align to the New Zealand Curriculum.</p> <p>Probe 10 - Probe 12</p> <p><b>ANALYSIS OF VARIANCE:</b></p> <p>***** has made positive progress in his reading. ***** recognises that he needs to slow his pace when reading aloud, as this results in omission of words and meaning can be lost.</p> <p>***** is focussing on refining his comprehension skills; paying attention to the clues and vocabulary the author uses to infer meaning. He will contribute his prior knowledge to help make connections to what he reads and shares his thinking with his peers.</p>	Aim to have 100% of Year 7 students working towards level 4	Aim to have 100% of Year 7 students working towards level 4



		<p>***** will need to avoid distractions and focus on completing his reading tasks in order to reinforce his learning. He is currently working at the end of Level Three in the New Zealand Curriculum.</p> <p>Probe 10 - Probe 12 ***** selects from a variety of strategies to monitor his own reading and also when he encounters unknown words. He is currently working toward the end of Level Three of the New Zealand Curriculum. ***** is developing effective inferring skills and the ability to quickly locate clues in the text.</p> <p>With encouragement, ***** will contribute his prior knowledge to help make connections to a text. He has all of the necessary strategies in place and now just needs to believe in himself and take risks when answering questions and engaging with texts. ***** needs to focus on completing his reading tasks in order to reinforce his learning.</p> <p>In class support level 1 learner.</p> <p>***** reads with fluency and expression. She will re-read to maintain meaning and is able to self-correct her own errors. ***** enjoys reading a variety of texts; she will contribute her prior knowledge and personal connections with her group. ***** does require encouragement to maintain a positive attitude and to complete the given set tasks.</p> <p>***** is now focussing on developing effective comprehension skills, looking carefully for clues in a text to infer meaning. She is learning to generate questions that will help clarify her understanding of a text by using a range of resources for support. When supported on a one to one basis ***** can access the New Zealand Curriculum at Level Two.</p> <p>Probe 10 - probe 11</p> <p>***** is making positive progress with her Reading skills. She is able to select from a variety of strategies to monitor her reading for accuracy, and when encountering unknown words. ***** makes connections between the text and prior knowledge.</p> <p>***** continues to work on her comprehension; she is developing her inferring skills by paying attention to the clues in the text. ***** works responsibly with her small group of peers and will work independently to complete a set Reading task. With Teacher Aide support, ***** is able to undertake differentiated tasks that align to the New Zealand Curriculum at Level Two.</p> <p>Probe 10 - Probe 11.5 APD. Receiving agency support for disability</p> <p>***** is making positive progress with her Reading skills. She is able to select from a variety of strategies to monitor her reading for accuracy, and when encountering unknown words; re-reading and self-correcting errors. ***** enjoys reading a variety of texts, she will contribute her prior knowledge and personal connections.</p> <p>***** is focussing on developing effective comprehension skills, looking carefully for clues in a text to infer meaning. She is learning to generate questions that will help clarify her understanding of a text by using selective resources for support. ***** works responsibly with her small group of peers and will work independently to complete a set Reading task. She is working at Level Three of the NZ Curriculum.</p>		
Reading @ the end of year 8	<p><b>ANALYSIS OF VARIANCE:</b> Of the 39 students in Year Seven, 37 students (95%) reached National Standards. At mid year there were 11 students who were below expectations, 71% were At or Above National Standards. These Target students were tracked through Target Action Plans.</p> <p>They had extra sessions with the teacher</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>2 Year 8 Students will be targeted to reach @ level 4. If this is achieved , 100% of year 8's will be at level 4 or above.</p> <p>Probe 8 to Probe 11</p> <p>*****reads regularly and will choose a variety of texts to read independently. He is beginning to read with improved pace and fluency.</p> <p>*****must continue to work on using a range of decoding strategies that will help him become more confident when faced with unfamiliar words. These strategies include re-reading to maintain meaning and recognising syllables within words. *****continues to work on his comprehension; developing his inferring skills by paying attention to the clues in the</p>	Aim to have 100% of Year 7 students working at level 4	Aim to have 100% of Year 7 students working at level 4



	<p>on a daily basis and students had input into their reading material. These extra sessions were high interest and short reading passages that students were able to discuss at length - building their confidence. A close relationship was built with the families and reading was encouraged at home. Students also had 'buy in' to the Reading programme and the texts that interested them. Reading was the main focus during reading time and written work was minimised. Activities expanded on their understanding, and were relevant to their specific learning goals.</p>	<p>text and his ability to evaluate and reflect on the texts he has read. *****is working at the beginning of Level Four of the New Zealand Curriculum.</p> <p>Probe 9 - Probe 12</p> <p>*****will re-read to maintain meaning and is beginning to self-correct her own errors with greater consistency. *****enjoys reading a variety of texts, she willingly contributes her prior knowledge and personal connections.</p> <p>She is now focussing on developing effective comprehension skills, looking carefully for clues in a text to infer meaning and learning to generate questions that will help clarify her understanding of a text. *****has benefitted from additional support and small group work with the teacher; we have been unpacking and using Thinking Stems to support her comprehension goals. *****working at the end of Level Three of the New Zealand Curriculum.</p>		
		<p><b>ANALYSIS OF VARIANCE:</b></p> <p>There are 49 Reading Target Students in 2018. This number was impacted by transience - with several families moving out of Auckland.</p> <p>We added our target students to the list of the Reading Teacher's priority learners for 2018.</p> <p>At fortnightly Syndicate meetings teams discussed the progress of these target students, sharing teaching and learning ideas/ strategies.</p> <p>Several students were supported by the ALIM programme.</p> <p>Staff were supported with professional development notably Joy Alcock Spelling, Sheena Cameron Reading/ Writing and ALL.</p> <p>The use of Seesaw led to strengthen the school/ home partnership.</p> <p>Teachers were able to share reading milestones, tasks and data with families.</p> <p>Teachers placed great emphasis on building relational trust between the tripartite parties.</p> <p>Close attention was paid to students with attendance issues - 4 families took extended vacations during term time. Teacher aide time was distributed across classes to give teachers more time to work with target students.</p> <p>Leadership worked hard to ensure that literacy time was not interrupted by other events.</p> <p>New staff and budgetary constraints meant that we could not effectively implement the principles of the reading together programme in 2018.</p> <p>We lost a great deal of readers during 2018 - not having come back from homes. We bought several new titles and high interest books for boys. We managed to secure the volunteered services of a positive male role model to read with target male students.</p> <p>We spent months applying for, and going through the process of securing assistive tech for 3 students with APD.</p> <p>We did not get the chance to set up a book club in 2018. We need to further focus on promoting reading in 2019.</p> <p>4/ 40 10% <b>Year 4</b> students showed a PROBE Reading age of greater than 11. However a further 4 students are reading at 10-11 (which is still above their chronological age.) Total 8/40 21.0%</p> <p>These students have traditionally achieved at just at the expected standard. There are many complex behaviour problems along with eight students who have significant learning needs.. Reading budgets were spent on targeting resources to engage these students (boys) and further money is required to assist extending these students further in Year 5 (2019).</p> <p>7/51 14% <b>Year 5</b> students achieved a PROBE Reading age greater than 12 years - a further 9 students showed a PROBE Reading Age of 11-12 years (above their chronological age) Total 16 / 51 31%. These students were challenged with their</p>		



reading through a variety of texts including novels. They were specifically taught to use inference and evaluative thinking to gain deeper understanding of the text. They were in a class of students who were all reading above the expected level,.

26 / 56 (46%) **Year 6** students showed a PROBE Reading age of 12-13 or greater according to their end of year data, A further two students are showing a PROBE Reading Age of 11.5-12.5, Total 28 / 56  
46%. These students were challenged with their reading through a variety of texts including novels. They were specifically taught to use inference and evaluative thinking to gain deeper understanding of the text. They were in a class of students who were all reading above the expected level,.

18 /45 (40%) **Year 7** students showed a PROBE Reading age of 13-14 or greater according to their end of year data. There were a further seven students who reading at 12.5-13.5. Total 25/45 (56%). These students were accelerated through explicit teaching and reading of sophisticated novels with extension follow up work designed to challenge their higher order thinking.

18 / 37 (49%) **Year 8** students showed a Probe Reading age of greater than 15+ according to their end of year data. There were a further three students who were reading at 14-15 in their PROBE Reading. Total 21 / 37 (51%). These students were accelerated through explicit teaching and reading of sophisticated novels with extension follow up work designed to challenge their higher order thinking.

ANALYSIS OF VARIANCE:

End of Year Data: 2018    Reading                    89% at or above expectations																
	Level1			Levell 2			Level 3			Level 4			Level 5			Total
Year 0	21	2														23 100%
Year 1	13	1 2	1 2	3												40 100%
Year 2		8	2 0	15												43 100%
Year 3			1	10	11	2 2	1									45 97%
Year 4		1			13	8	13	4	1							40 97%
Year 5					2	6	20	13	8	2						51 84%
Year 6							9	17	12	16	2					56 84%
Year 7		1	2					5	7	17	13					45 67%
Year 8									1	7	19	5	5			37 78%



	Level One			Level Two			Level Three			Level Four			Level Five			Total
All Students	34	24	35	28	26	36	43	39	29	42	34	5	5			380
Māori	2	6	4	1	3	3	9	4	1	3	1		1			38
Pacific	1	1	2	1		1	3	1		1						11
Asian			1			1	2	1		3			1			9
European/Pakeha	30	16	27	24	21	29	24	31	26	32	30	5	3			298
Other	1	1	1	2	2	2	5	2	2	3	3					24
Male	17	16*	12	19	16	15	14	13	20	13	15	3	1			175
Female	17	8*	23	9	10	21	29	26	9	29	19	2	4			205

## 2019 ACTION PLAN : READING

A focus for 2019 will be to engage and accelerate boys. Over the last 4 years we have seen a shift in reading from 79.4% to 86%. Noting all the variables , (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc ), the growth has been positive but not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach standard. We will continue provide professional development for teachers. Modelling the Bombay way and expectations for the teaching of reading will continue through 2019. Improvements need to be made to the way we deliver our pedagogy, the use of digital tools and the development of our Innovative Learning Spaces. We also need to improve our management of real-time assessment data - in order to respond to it immediately so that it will immediately impact on teaching and learning. We will continue with this strategy in 2019. We also need to strengthen the teaching as inquiry approach. We will also participate in the ALL Programme - *Accelerated Literacy Learning*.

### STRATEGIC GOAL ONE (READING) 2018 - 2020 :

**STRATEGIC GOAL ONE : ASSISTING ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.**

2019 Reading Goal:

We aim to target the following groups of students for accelerated progress in 2018, as follows:

1. By the end of 2019 we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.
2. Year 2 : We are targeting ## students who need to be at PM level 17 by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
3. Year 3 : We are targeting ## students who need to be at PM level 21 by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
4. Year 4 : We are targeting ## students who need to be at PM level 25-26 by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
5. Year 5 : We are targeting ## students who need to be at PM level 27 by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
6. Year 6 : We are targeting ## students who need to be at Probe ### by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
7. Year 7 : We are targeting ## students who need to be at Probe ### by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.
8. Year 8 : We are targeting ## students who need to be at Probe ### by the end of term 4. We also plan to accelerate 20% of year 2 to be at ###, which is above their expected curriculum level.

We will also focus on engaging and accelerating boys achievement in reading.

## **BOT**

It is the board's strategic aim to ensure that all children are making, and sustaining reading progress over the course of the academic year.



The board expects that lessons will provide children with enough stretch and challenge. Further, the board would like to see increased learner agency. The requests us to make accelerant students and students who are below their reading age, our target students for 2019, and to report their achievement over the course of 2019.

#### 2019 ACTIONS ( READING )

1. There are ### Reading Target Students in 2019.
2. Students were added to the list of the Reading Teacher's priority learners for 2019.
3. At Fortnightly Syndicate meetings : The team will discuss progress in relation to reading learning. Team members will contribute teaching and learning ideas/ strategies.
4. Student's running records will be monitored by the team with the express purpose of applying collective expertise to the analysis and follow-up strategies.
5. At fortnightly syndicate meetings - team members will analyse reading data. The classroom teacher will update the **Record of actions and progress** column of the reading action plan at each fortnightly achievement meeting.
6. Weekly monitoring of student's home reading in years 1-3 will take place and identified families will be offering reading together support.
7. Assessment of student's current learning progress will be overseen by the team manager and a SLT Member.
8. The reading teacher will call/ email the student's family termly to touch base with regard to reading learning progress. Updates are to be recorded in the **Record of actions and progress** column of the reading action plan.
9. The student will be supported to set SMART goals - which will be added to their kete. The reading teacher and team leader will regularly review the student's progress against these goals and document their review as part of their Teaching as Inquiry
10. Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately.
11. Home support will be offered - sending extra readers, offering to hold special meetings for parents who are keen to support with home reading, video support material will be sent home. MOE - how you can help at home docs will be sent to families.
12. Teachers will build relational trust with these students. Take purposeful steps to build relational trust.
13. Teachers will focus on building growth mindsets for these students.
14. Identified students will be placed on the ALL programme. These 48 students require more TEACHER TIME. If a Teacher Aide is assigned to your room - use the teacher aide to assist other groups - while you work with your target groups.
15. Regular reading at school and home must be a central focus for all teachers. Teams must work to ensure a consistency of this message between classes and that it's communicated to parents.
16. Reinforcement of the message from home and school, that they must read daily. Teachers to remind parents via class newsletters and via homework. School admin to highlight the issue via the newsletter and the App.
17. Continue Reading Together programme - Junior School. Inducting new parents to the school - setting up the desired reading habits at the start point.
18. Send home App reminders about daily reading - over summer break to address summer-slide. First done Jan 2016.
19. Using texts that are at an appropriate level is also important. When left to their own devices, children tend to choose books that may be too difficult, simply because that's what their peers are reading. Each class is to have appropriately levelled resources readily available for readers. Team Managers to make this a focus - and ensure that the team is regularly refreshing the resources.
20. Catch these children earlier, we can make a positive difference to their reading ability (and their attitude towards reading) more easily. Parents are a tremendous ally here. Keep regular contact and keep them informed.
21. We should be sending home daily texts with every Yr 4 child. And with the Yr 5 children who are struggling readers. Team Managers to ensure that this is happening for these children.
22. Focus on spelling : Deliberate teaching of spelling ( Joy Alcock resource).
23. Modelling of literacy teaching strategies. Team Managers and SLT to ensure that there is consistency between classes and teams.
24. Consider specific individual need - the teaching of phonic strategies for struggling readers
25. Monitor attendance where this is an issue. Alert your team manager sooner rather than later. The SLT will respond to this alert.
26. Using specific strategies for students with dyslexia tendencies. Resources provided
27. Initiate an auditory discrimination processing test for applicable students. .
28. Refer for eye/ hearing testing where needed.
29. Practise, practise for students who have memory retention issues. Use rote learning if needed.
30. Provide word rings - based on spell write levels. Send these home in your book bags - together with a list of strategies that parents can use to help their children. Make available a resource for parents, with details of word and sounds games to play with their children.
31. It is important to carry out the Joy Allcock tests (pseudo-words, blends, digraphs) on the target children at the start of each year. (As the Junior School have been implementing Joy's theories for the past few years, all children entering Yr 4 from now on, should have a thorough understanding of the sounds in the English language and the corresponding spelling patterns.) The tests give a very comprehensive picture of a child's ability to identify and record the sounds in words. We also need to have checks in place to assess such concepts as knowledge of consonants and vowels. Use appropriate digital resources to target the desired concept/ skill.
32. It may be worth considering a change to the content of homework spelling lists. The essential words of course must still be learned, but perhaps we should alternate each week between words containing a particular sound and words which are topic-related. Discuss this at team meetings.
33. If we can improve these children's spelling, the result will be that the content and fluency of their written work will also improve - their mental energy can be used more creatively.
34. Book chat : Reading is not just a solitary activity. In fact the social aspect of reading such as discussion with peers can be a powerful motivator. Encourage informal discussions about reading and books ensuring students can express opinions freely and safely.
35. Encourage book talk in the class. Encourage students to share verbally aspects of the book they have been reading, such as setting, time, characters, plot, ideas and themes. Aidan Chambers Tell me: children, reading, and talk offers practical suggestion for encouraging book talk. See National Library Website for more details : <http://schools.natlib.govt.nz>



36. Prompt a brainstorm and discussion with students with a list of questions. What stood out for you? What puzzled you? What reminded you of something else you'd read? What did you like or dislike about the book? How did you feel when you were reading this section or this book? Try getting them to share this with a partner, rather than report back to the whole group.
37. Set up a [book club](#) (or get the students, in particular older students to set one up)- these are great for encouraging students to talk informally to each other about books they've read. Produce video vlogs - for parents to interact with.
38. Help students understand what they read. Engaging students with what they read is one of the most effective ways of helping students think about and make sense of what they read. Effective Literacy Practice in Years 1 to 4 (2003) outlines a range of comprehension strategies and tools for use with students. While Effective Literacy Practice in Years 5 to 8 (2006) has a section devoted to Developing comprehension strategies, and supporting learners. (ELP Y5-8: 141)
39. Book and reading promotion. Develop a plan for integrating various reading promotion strategies into your literacy programme. Collaborate with our school librarian and other teachers, to develop effective book and reading promotion ideas for your class
40. Harness the power of the Web to promote reading. Reading is also a social activity. The web and social media can be powerful tools for promoting reading and books.
41. We can subscribe to New Zealand Book Council's [Writers in Schools scheme](#), which entitles your us to a visit from a New Zealand writer. The website also has a list of authors, author interviews and other information.
42. Keep track of reading mileage. Open a LibraryThing account for the class with recommended books. Set up a class blog for your students to post up book reviews. Share relevant websites and blogs with students such as Good Reads and our [Create Readers Blog](#). Reading logs can become onerous if they require too many details and may even hinder rather than foster the reading habit. A simple record of a title and rating works well. Reading mileage challenges are good incentives as students aim for milestones such as "the 50 page club" or "the 200 page club". Choose relevant and engaging titles for "school assigned reading". Consult with your school librarian, a Library Adviser (0800 LIB LINE, 0800 542 5463) and teaching colleagues for new suggestions. Encourage reading across the curriculum, and identify particular reading strategies needed for different subject areas.
43. Work with reluctant readers. Almost all New Zealand teachers will have some reluctant readers in their class, and will be making use of the various agencies and services to help diagnose any learning difficulties or specific literacy needs. According to Lyn Prichard, author of Understanding the reluctant male reader: implications for the teacher librarian and the school library (2000), there are two types of reluctant readers:
44. "Non-voluntary readers", particularly boys who have a negative attitude towards reading.
45. Students/children with learning difficulties who think of themselves as being unable to read. To encourage non-voluntary readers to read she promotes strategies such as providing choice, opportunity and access. [Find out more about getting boys to read](#) Boys take longer to learn to read and read less than girls. Girls tend to comprehend narrative texts and most expository texts significantly better than boys. Boys value reading as an activity less than girls. Significantly more boys than girls declare themselves non-readers. Reluctance to read and the associated poor literacy skills have far-reaching effects on boys, on the men they become, and on the society they influence in the following areas: their education; future employment - literacy skills are essential in the 21st century workplace, for communication and life-long learning; citizenship, to be able to participate as informed citizens; life skills, in all areas - relationships, conversation and in parenting - helping their children become the next generation of readers; pleasure, enlightenment, empathy, imagination, creativity and insight. We know that there is no one template to copy. The following strategies are suggestions.

#### Expectations and reading culture

- Start with an expectation that every student will be a reader. Don't accept the idea that boys just aren't naturally good at language - people used to say the same thing about girls and science.
- Focus on encouraging reading as a positive and enjoyable experience, rather than just developing skills.
- Reading encouragement can come from all teachers, male and female, at any level, and any subject across the curriculum.
- Encourage parental expectations, in particular by fathers that their sons will be readers (though not unrealistic expectations, which add pressure).

#### Provide reading role models

- Provide positive male role models. Invite guest readers; encourage fathers to read with sons, be a role model as a teacher within the school.
- Invite male authors and allow students time to interact with them through workshops on reading and writing.
- Fathers or other significant males in a boy's life, who read and are seen to be readers, are vital.

#### Have a variety of reading material available

Research shows boys like to read over a wider number of genres and a broader range of topics than girls. Boy readers need jokes, anecdotes, comics, corny juvenile funnies, all-action thrills, more demanding novels and well developed characters alongside each other and intertwined to enrich their reading experiences.

- Have a range of resources in different formats and genres, which are age and ability appropriate and will entertain them. Ensure regular exposure to new books through library visits, book talking and other book promotion activities.
- Know your students' passions and interests
- Increase borrowing limits to encourage borrowing a larger number of titles / a wider range.
- Sometimes offering a limited choice can help with book selection eg having a "Good books box" with 10 great books.

#### Generalising, boys like:

- mystery, adventure, fantasy, crime, horror, fact-based books, history and humour, books with characters like themselves and stories with events they can relate to
- books related to favourite topics, activities or sports
- bright, user-friendly, well-illustrated non-fiction
- print in many forms - magazines, web sources, collectors cards, etc
- fiction linked with high profile TV series or movies
- comic-strip style and manga



- poetry with pace, rhythm, rhyme, and often humour
- series fiction.

Read more about engaging [tweens](#) and [teens](#) with reading.

Provide reading times, places

- Provide time to read with no tasks attached, formal or informal.
- Allow boys to design a welcoming and comfortable reading area in the library and choose and organise the books for it with as much face-out display as possible - the cover is a big selling point.

Provide ‘Bookchat’

Often boys’ reading is more social so provide opportunities for discussion, interaction and reading in a group. Encourage discussion about whether they empathise with the characters, how they can see connections between literature and their lives. Research shows girls tend to dominate discussions of books. Some schools have developed ‘boys only’ discussion groups where boys feel able to express themselves without fear of failure.

Some ideas for engaging boys with reading include:

- Harness the competitive aspect: Literature quizzes, online competitions, Wayne Mills’ [Kids’ Lit Quiz](#), or in-house reading competitions, using a buzzer made by the science department.
- Using interactive sites such as:
  - the [BBC's School Radio](#) site where you can hear students' interview authors about the inspiration for their books and tips for writing
  - [Wonderopolis](#), which explains a wonder of the day using text and a video, then tests your knowledge.
- Engage boys in more ‘physical’ activities around literature, such as drama activities. For example, a ‘symbolic story representation’ where students create cut outs of characters and backdrops and ‘walk’ their peers through the story, adding their responses as they tell the plot, enacting scenes from plays or other texts, role playing, writing and performing vignettes from missing parts of the story or for related conflicts.
- Allow boys to write about what interests them:
  - Connect writing to digital storytelling, using music or visuals
  - Hold writing workshops with visiting authors.
  - Display writing in the school library/ website/ class blogs and in common areas
  - Encourage students to take their writing outside the school. For example, students who wrote poems about Anzac day and read them at a memorial service.

[Read more about book clubs.](#)

Allow free reading choice

Boys may not be reluctant to read, but reluctant to read what we want them to. Let students choose what they read and what to buy. Literacy programmes should encourage and support self-selected reading in addition to teacher assigned reading.

Encourage book ownership: give gift vouchers as prizes. One school gave students ‘virtual’ money to ‘spend’ at a bookshop then ordered titles from their selections for the library.

Find the right book to ignite a successful reading experience

Help students find the right book – the “home run book”. The impact of finding the right book at the right time can be the catalyst for a successful reading experience, one that triggers further reading. “Harry Potter was a “home run book” for many.

The potential for finding a home-run book is increased when:

- teachers and librarians have a good knowledge of literature and can recommend titles
- you offer a wide selection to appeal to all tastes, interests and abilities
- you understand that popular material rather than critically acclaimed titles might hit the mark. If it is a series the reader finds, all the better for reading mileage.

[Read more about helping students choose books for reading pleasure.](#)

Use ICT to encourage reading

- Use online/ICT resources to hook boys in. Encourage students to sign up for book sites such as [Good Reads](#) to compare and critique books and write reviews or make movie trailers for favourite books.
- Set up web-based reading fan clubs on the school website, with students choosing and creating their own clubs. Allow boys to make reading/language presentations using ICT.
- Set up a library blog for reviews and links to online information about authors, titles, series, discussion, or book trailers.

Read aloud regularly

- Read aloud as much as possible from novels as well as picture books. Hook them into a good story. Read from a wide variety of genres and vary it week by week.
- Don’t make boys read aloud.
- James Moloney identifies two types of books: books for reading BY reluctant boys, including the Paul Jennings, Roald Dahl type of fiction, and those to read TO reluctant boys which may be more demanding but are rewarding when shared aloud.

For further information and ideas on reading aloud, see [Reading Aloud](#) section, and also [Read Alouds](#).

Further reading

Atwell, N. (2007). The reading zone: how to help kids become skilled, passionate, habitual, critical readers



William G. Brozo. (2010). To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy. (Second Edition). International Reading Association.

Sullivan, Michael. [Connecting Boys with Books](#) and [Connecting Boys with Books 2](#)

McFann, J. (2004). [Boys and Books](#). Reading Rockets article, reprinted from Reading Today, 22(1), 20-21.

“Young male readers lag behind their female counterparts in literacy skills. This article looks at the social, psychological, and developmental reasons why, and suggests solutions — including the need for more men to become role models for reading.”

Moloney, J. (2000). Boys and books. ABC Books. [James Moloney](#) is an author and a former teacher librarian. A chapter is available online: [Ideas for getting boys into reading](#)

[UK Literacy Trust - Boys’ Reading Commission](#) report.

Schwartz, Wendy. [Helping Underachieving Boys Read Well and Often](#), ERIC Digest.

Smith, M.W. & Wilhelm, J.D.(2002). Reading Don’t Fix No Chevys: Literacy in the Lives of Young Men. Heinemann.[Chapter 1](#) (PDF) and [Chapter 2](#) (PDF) available online. Smith and Wilhelm discuss why boys embrace or reject certain ways of being literate, how boys read and engage with different kinds of texts, and what qualities of texts appeal to boys.

[Me read? And how!](#) (PDF) Ontario teachers report on how to improve boys' literacy skills, Ontario Ministry of Education, Canada

[Boys and Reading: Strategies for Success](#)

By Linda Jacobson. [Why boys don't read](#), Great Schools

Websites and booklists

[Boys blokes books and bytes](#): blog with reviews, competitions and more - a project of the Centre for Youth Literature, State Library of Victoria in partnership with the Department of Education and Early Childhood Development aimed at bringing boys, schools, public libraries and families together to read for pleasure.

[Boys Read](#) a site run by an organisation of parents, educators, librarians, mentors, authors, and booksellers that aims to transform boys into lifelong readers.

[Getting boys to read](#) Librarian, author and teacher Mike McQueen's blog includes interviews with experts and articles on ways you can connect boys through reading.

[Good Reads](#): Popular site with reviews and book recommendations.

[Guys Read](#): author Jon Scieszka’s website.

[Tales Told Tall](#): Michael Sullivan’s website includes booklists, articles, and his blog [Boy meets book](#).

[Readkiddoread.com](#): Author James Patterson’s site with book reviews- many by kids.

Image: [it's in a book](#), by Amanda Tipton on Flickr

**Actions: What did we do?**

**Outcomes** *What happened?*





Writing		2018	2019	2020
Writing after 1 year @ school	No baseline data	<p>ANALYSIS OF VARIANCE: Of the 47 students who have had their 'After one year at school, we expect that all our students will create texts as they learn in a range of contexts across the New Zealand Curriculum within level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p>Started 737 Asstle Number score 1B 1122</p> <p>***** has improved his writing and has been thoroughly enjoying the recognition for all of his hard work. He is working at Level One of the New Zealand Curriculum. ***** can spell a few personal and high frequency words correctly. He can use phonetic knowledge to attempt unknown words. ***** has begun sequencing his ideas in order and is expanding on the amount of sentences in his writing. He is being encouraged to check he has used correct punctuation and enjoys publishing his work to share.</p> <p>Started 1B 736 - EOY IB Score 1192</p> <p>With encouragement, ***** is trying to improve his reading across the curriculum. He is currently working within Level One. ***** is steadily learning his sight word skills and is becoming more confident when he uses known strategies to sound out words. He can recognise his mistakes and is able to self correct these. He understands we read to get meaning and works to find the main idea. ***** shares his ideas about the story spontaneously as he makes connections between the text and personal experiences and can give his own interpretation of the story. ***** will need continued support from home to maintain progress.</p> <p>1B 1027 - EOY 1P 1283</p> <p>***** shows improvement with his writing and is working within Level One in the New Zealand Curriculum. He is starting to include more detailed and descriptive vocabulary in his writing to engage the reader. ***** is making progress with his spelling accuracy and can record dominant sounds and can use known spelling patterns in his spelling attempts. ***** is working on consistently using both capital letters and full stops to punctuate his work and is starting to explore other forms of punctuation. He enjoys publishing his work to share.</p> <p>1B 1027 - EOY 1B 1192</p> <p>***** is working at Level One of the New Zealand Curriculum.</p> <p>He shows improvement when using structural features within his writing, such as, using past tense. ***** likes to discuss his creative ideas and is learning to record his thoughts with the same level of detail. He can introduce an extensive vocabulary and imagination to his work. ***** has a solid grasp on capital letters for names and places and is starting to explore other forms of punctuation.</p> <p>1B 897 - EOY 1B 1224</p> <p>*****is working within Level One in the New Zealand Curriculum. She always shares her ideas and is beginning to sequence her writing using time connectives words, such as first, next and after. *****is working on consistently using capital letters and full stops to punctuate her work. She is starting to explore other forms of punctuation. *****is learning to form her letters and numbers the correct way. She enjoys publishing her work to share.</p>		



		<p>1B 736 - EOY 1B 1122</p> <p>***** can write independently, having learnt to overcome his earlier frustrations, and is currently working within the beginning of Level One of the New Zealand Curriculum. He is becoming more confident when sharing his ideas, now often writing two or more sentences. When supported, ***** can use both capital letters and full stops. He is working on re-reading his work to ensure it makes sense. ***** is learning to spell words from Essential Spelling Lists One and Two. Often, ***** uses his phonic knowledge to sound out simple unknown words and is working on recording the dominant sounds in longer words. He forms lots of his letters and numbers correctly with a few left to master.</p> <p>Left Bombay School</p> <p>1B 736 - EOY 1B 1244</p> <p>With encouragement, ***** continues to show progress with his writing and is working within Level One in the New Zealand Curriculum. He always shares interesting ideas and likes to discuss his story before he starts to write allowing him to form a clear sequence about what he wants to write. ***** is able to include detailed and descriptive vocabulary in his stories. He is developing more confidence in his own spelling ability. He can write the List One and some List Two words from memory and he can confidently record the dominant sounds in unknown words. ***** is learning to check he is using correct punctuation. He is co</p> <p>1B 897 - EOY 1B 1026</p> <p>***** enjoys writing time. She is working at Level One of the New Zealand Curriculum. ***** is able to make a plan about what she wants to write and can use time connective words to help sequence her work and is starting to introduce descriptive words to add detail. She is making pleasing progress with her spelling accuracy and can consistently record dominant sounds and use known spelling patterns. She is being encouraged to check she uses correct punctuation and is continuing to work on forming all her letters and numbers correctly.</p>		
Writing After 2 years @ school	<p>ANALYSIS OF VARIANCE: Of the 47 students who have had their 'After One Year At School' testing; 77% (36) are achieving expected standards. Since the testing a further two students have achieved expectations.</p> <p>These Target students have been tracked through the Target Action Plans and progress has been seen.</p> <p>They have had targeted teaching in the class and had one to one assistance through Teacher Aide support. They have also had a rich Phonics Programme to assist them understand letter sounds and word families.</p> <p>Teachers follow the Yolanda Soryl Phonics programme and also the Sheena Cameron Writing Programme.</p> <p>85% of students achieved expectation in the Schonell Spelling test.</p> <p>These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>Of the 47 students who have had their ' 9 students need to meet the writing demands of the New Zealand Curriculum at level 1. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p>1b 897 - EOY 1B 1224</p> <p>With encouragement, ***** continues to show progress with his writing. He is working towards the end of Level One in the New Zealand Curriculum. He loves to share his ideas and is focussing on planning his story using a graphic organiser before he writes. ***** is learning to use time sequence words to link his writing and introduce adjectives. He is working on consistently using capital letters and full stops to punctuate his work and is starting to explore other forms of punctuation. ***** is focussing on improving his spelling accuracy and is working on Essential Spelling Lists Two and Three. He enjoys publishing his own work to share.</p> <p>1B 1159 EOY 1B 1158</p> <p>***** continues to show progress with his writing. He is working towards the end of Level One of the New Zealand Curriculum. ***** can share his ideas in order and is focussing on planning his story before he writes. ***** is learning to use time sequence words to link his writing and introduce adjectives. He is working on consistently using capital letters and full stops to punctuate his work and is starting to explore other forms of punctuation. ***** is focussing on improving his spelling accuracy and is working on Essential Spelling Lists Two and Three. He can neatly publish and illustrate his own work to share.</p> <p>1b 736 - EOY 1B 1158</p>		



		<p>**** enjoys writing and is working at Level One of the New Zealand Curriculum. She is beginning to sequence her ideas in the order of events. **** can incorporate a few different ideas in each piece of writing and has been learning to elaborate her ideas. **** is able to spell a few personal and high-frequency words correctly and likes to publish her work to share.</p> <p>1B 1082 - EOY 1B 1122</p> <p>**** is maturing into a reliable class member and is taking responsibility for his learning. He approaches all aspects of the curriculum with enthusiasm and interest and enjoys using his developing literacy skills to find new facts to share. **** is always ready to give anything a go and shows perseverance, even when it can be challenging at times. He interacts appropriately with his peers in group situations and they appreciate his sense of humour.</p> <p>I am so proud of your progress ****.</p> <p>Left Bombay School</p> <p>1B 897 - EOY 1B 1192</p> <p>**** is very curious, inquisitive and genuinely wants to learn. He likes to find out facts, make connections to prior knowledge and apply this to new learning. As a consequence, he has made progress in all areas. **** works best in a structured environment where positive work habits are expected. He interacts appropriately with his peers in groups situations and they appreciate his sense of humour. Ka pai to mahi ****.</p> <p>1B 736- EOY 1B 1158</p> <p>**** enjoys writing and is working at Level One in the New Zealand Curriculum. He can sequence ideas in the order of events to form a clear structure about what he wants to write. **** is developing more confidence in his own spelling ability. He can write most words from Essential Spelling List One and Two words from memory and can record the dominant sounds in unknown words. **** is being encouraged to check he has used correct punctuation. He can neatly publish and illustrate his writing to share with his peers.</p> <p>1B 1224 EOY 1P 1254</p> <p>A willing writer, **** has made steady progress in her writing and is working within Level One of the curriculum. She enjoys a range of writing activities and is beginning to expand her ideas. **** is learning to independently proof read and edit her work to ensure all sentences make sense and are correctly punctuated. She is starting to include more precise words to add interest and greater detail in her work. **** has developed her knowledge of different spelling patterns and rules and is being encouraged to apply these skills when attempting to spell unknown words. Her written work is showing greater structure and fluency.</p> <p>1B 897 - EOY 1b 1122</p> <p>**** likes to write and shows increasing independence. She is working towards the end of Level One. **** enjoys sharing her ideas and is focussing on planning her story using a graphic organiser before she records to ensure her writing makes sense. She can write a recount using time sequence words to link her ideas and introduce adjectives for effect. She is working on consistently using capital letters and full stops to punctuate her work and is starting to explore other forms of punctuation. **** is focussing on improving her spelling accuracy and is working on Essential Spelling Lists Three and Four. She is working on forming her all letters and numbers correctly and can neatly publish her own work to share.</p> <p>1B 1159 - EOY 1B 1122</p> <p>****enjoys writing at school and is writing at Level One of the New Zealand Curriculum. She is focussing on planning her story before she writes and includes time connective words to sequence her work. ****is starting to introduce detailed and descriptive vocabulary in her writing to engage her reader. She is working on consistently using capital letters and full stops to</p>		
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		<p>punctuate her work and is starting to explore other forms of punctuation. *****likes to publish her work to share.</p> <p>1B 1082-1P 1283</p> <p>***** demonstrates enthusiasm and independence in writing and is focussing on improving her spelling accuracy. She is working towards the end of Level One in the New Zealand Curriculum. ***** takes an active part in shared writing and is willing to take risks to further her learning. She can write a recount using time sequence words to link her ideas and introduce adjectives for effect. She is working on consistently using capital letters and full stops to punctuate her work and is starting to explore other forms of punctuation. ***** can spell words from Essential Spelling Lists One, and Two and is working on Lists Three and Four. She is continuing to work on forming all her letters and numbers correctly. ***** enjoys publishing and illustrating her own work to share.</p> <p>1B 1123 - EOY 1B 1224</p> <p>*****is an independent writer who is working within Level One of the New Zealand Curriculum. She shares interesting ideas and has been focussing on forming correct sentences in her head, and using a graphic organiser to plan before writing. *****is starting to introduce descriptive vocabulary and is working on consistently using capital letters and full stops to punctuate her work. She is starting to explore other forms of punctuation. *****can spell most words from Essential Spelling Lists One and Two and is working on List Three. She is making pleasing progress with her spelling and this needs to remain a focus. *****enjoys publishing her work to share with her classmates.</p>		
Writing after 3 Years @ school	<p><b>ANALYSIS OF VARIANCE</b> Of the 33 students who have completed their After Two Years Anniversary; (82%) are at or above NS. Since testing, the six remaining students have achieved the standard but will need to continue to be supported to maintain this in 2018. They are all reading recovery students. They have had targeted teaching in the class and had one to one assistance through Teacher Aide support. They have also had a rich Phonics Programme to assist them understand letter sounds and word families. Teachers follow the Yolanda Soryl Phonics programme and also the Sheena Cameron Writing Programme. 76% of students have achieved the expectation of the Schonell Spelling Test. These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>Six former reading recovery students, just reached the after 2 years at school NS in 2017. These students will be supported to create texts in order to meet the writing demands of the New Zealand Curriculum at early level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p>1B 1027 EOY 1B 1031</p> <p>***** has made some progress in writing this year. He is currently working at the beginning of Level One which is below the expected level for a Year Three student. ***** is beginning to use graphic organisers to plan his writing. He is able to write some simple sentences that make sense. ***** writes about his personal experiences. He attempts to use full stops and capital letters correctly. ***** requires teacher motivation and support to get his ideas down on paper. The quantity of work ***** produces does not often provide sufficient opportunity to show his ability to meet the set writing criteria. He is continuing to work towards being able to spell at a level expected for his age.</p> <p>1B 1027 EOY 1b 1229</p> <p>***** is slowly developing confidence in taking risks in her writing and is working at the end of Level One of the New Zealand Curriculum. She is able to spell a few high frequency words correctly and is working on applying her knowledge of spelling rules when attempting difficult words. ***** is working on using a range of sentence starters to begin her sentences e.g. after that, next. She must re-read her story to check that it makes sense. ***** is learning to use capital letters and full stops accurately. At home, encourage her to write daily about things that are of interest to her as this will increase her speed in writing.</p> <p>1B 1244 EOY 1A 1341</p> <p>***** has made steady progress in writing this year. He is currently working at the end of the New Zealand Curriculum Level One which is just below the expected level for a Year Three student. ***** is able to include many simple ideas in his writing with some basic elaboration. His ideas are</p>	2018 Pending - to be completed	2018 Pending - to be completed



		<p>grouped, however, within those groups, ideas do not always flow smoothly. ***** uses a range of simple, everyday words and phrases from his personal vocabulary. He spells some personal and high-frequency words correctly and attempts words using phoneme-grapheme relationships and word chunks. ***** has been working on re-reading his writing to ensure it makes sense and all missing punctuation is added.</p> <p>1B 1123 -EOY 1B 1229</p> <p>***** is slowly developing confidence in taking risks in his writing and is working at Level One of the New Zealand Curriculum. He is able to spell a few high frequency words correctly and is working on applying his knowledge of spelling rules when attempting difficult words. ***** is working on writing compound sentences using conjunctions to join his ideas e.g. then, so. He is developing skills in using capital letters and full stops correctly. Encourage ***** to write daily about things that interest him as this will increase his speed in writing and improve his formation of letters e.g. how to look after animals, go karting.</p> <p>1P 1255 EOY 2B 1390</p> <p>***** has made steady progress in writing this year. He is currently working at the beginning of the New Zealand Level Two which is just at the expected level for a Year Three student. ***** is able to include many simple ideas in his writing with some basic elaboration. He uses basic paragraphs to organise his ideas. ***** uses a range of everyday words and phrases, with a small number of precise words to add detail. He shows some correct use of sentence punctuation. ***** is continuing to work towards being able to spell at a level expected for his age. I would like to see ***** using the sounding out strategy to attempt a wider range of high-frequency words.</p> <p>1B 1123 EOY 1P 1288</p> <p>***** has slowly developed confidence in taking risks in his writing and is working at the end of Level One of the New Zealand Curriculum. He is able to spell a few high frequency words correctly and is working on applying his knowledge of spelling rules when attempting difficult words. ***** is working on using a variety of sentence starters in his writing e.g. next, after that. He is starting to use full stops correctly and is working on using capital letters at the start of sentences and for names. At home, encourage ***** to write daily about things that interest him as this will increase his speed in writing.</p>		
Writing at the end of Year 4	<p><b>ANALYSIS OF VARIANCE:</b> Of the 44 students who have had their ‘After Three Years’ testing 70% are at the expected standard. Since the testing a further two students have achieved expected standard.</p> <p>All students have had Target Action Plans to track progress. These students have spent some time with Teacher Aide support ‘front loading’ them to assist success when in the classroom. Teachers follow the Joy Allcock spelling programme and also the Sheena Cameron Writing Programme. 45% of students achieved the expectation of Schonell Spelling Test. These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>11 students who did not reach NS in 2017 will be supported to create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.</p> <p>SOY 1B 1224 EOY 1P 1235</p> <p>***** is working at the end of Level One of the New Zealand Curriculum for Writing. He is working towards writing simple sentences that meet of the steps to success. ***** needs to make sure that in all of his sentences, he has capital letter, full stops, finger spacing and that it makes sense. He is a reluctant writer, which means he often forgets to include the necessary components. When encouraged, he is quick to recognise the things he is missing in his simple sentences. At home encourage ***** to write by giving him purposeful writing tasks such as writing the shopping lists or thank you cards, when someone has done something nice or a diary of a memorable event. This will help to support and improve his writing.</p> <p>SOY 1B 1082 EOY 1P 1235</p>		



		<p>***** is working at the end of Level One of the New Zealand Curriculum for Writing. He is working towards writing simple sentences that meet the steps to success. ***** needs to make sure that in all of his sentences, he has capital letter, full stops, finger spacing and that it makes sense. When he is writing he tends to forget to include the necessary components that are listed above. When encouraged, he is quick to recognise the things he is missing in his simple sentences. At home encourage ***** to write by giving him purposeful writing tasks such as writing a letter to a family member, thank you cards or a diary of a memorable event. This will help to support and improve his writing.</p> <p>SOY 1B 1193 EOY 1B 747</p> <p>***** is working at Level One of the New Zealand Curriculum in Writing. He is working towards writing simple sentences that meet the steps to success. ***** needs to make sure that in all of his sentences, he has capital letters, full stops, finger spacing and that it makes sense. When he is writing he tends to forget to include the necessary components that are listed above. When encouraged, he is quick to recognise the things he is missing in his simple sentences. At home encourage ***** to write by giving him purposeful writing tasks such as writing a letter to a family member, thank you cards or a diary of a memorable event. This will help to support and improve his writing.</p> <p>(reclassified Yr 3 2018) 1B 897 - 1 A 1341</p> <p>***** has developed confidence in taking risks in her writing and is working at the end of Level One of the New Zealand Curriculum. She enjoys sharing her writing by publishing on paper and is gaining skills in using different platforms to share her writing e.g. Google Slides. ***** is able to spell a few high frequency words correctly and is working on spelling difficult words independently. With support, ***** can use describing words, nouns and verbs to add detail to her writing. She will benefit from writing daily as this will increase her speed in writing and improve her formation of letters.</p> <p>Left Bombay School</p> <p>SOY 1B 1159 EOY1b 1170</p> <p>***** is working at the end of Level One of the New Zealand Curriculum. He is working towards writing simple sentences that meet the steps to success. ***** needs to make sure that in all of his sentences, he has capital letters, full stops, finger spacing and that it makes sense. When he is writing his ideas down he tends to forget to include the necessary components. When encouraged, he is quick to recognise the things he is missing in his simple sentences. At home encourage ***** to write by giving him purposeful writing tasks such as writing thank you cards, when someone has done something nice, letter to a family member or a diary of a memorable event. This will help to support and improve his writing.</p> <p>(reclassified Yr 3 2018) SOY 1P 1283 - EOY 2B 1366</p> <p>***** has made steady progress in writing this year. He is currently working at the beginning of Level Two of the New Zealand Curriculum which is at the expected level for a Year Three student. ***** is able to include many simple ideas in his writing with some basic elaboration. His ideas are grouped and sequenced, and text generally flows. ***** uses a range of everyday words and phrases, with a small number of precise words to add detail. He is able to use full stops and capital letters correctly in his writing and attempts other punctuation. ***** has great ideas and shares these verbally and is beginning to translate these onto paper.</p> <p>SOY 1P 1255 EOY 2B 1372</p> <p>***** has developed his skills in writing this year and is currently working at the beginning of the New Zealand Curriculum Level Two. He can now write several pages with independence, showing an increased level of confidence and a enjoyment in writing he didn't used to have. *****'s spelling of everyday words has improved and he attempts a wider range of words using letter sound relationships.He is also using a wider range of describing words in his stories. ***** does still struggle with his letter formations and neatness in his story writing book which sometimes makes his writing hard to read. This is something he needs to continue working on.</p>		
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		<p>SOY 1A1337 EOY 1 A 1347 ***** is working at the end of Level One of the New Zealand Curriculum. He is working towards writing simple sentences that meet all of the steps to success. ***** needs to make sure that in all of his sentences, he has capital letter, full stop, finger spacing and that it makes sense. He can often be a reluctant writer which means he often forgets to include the necessary components. When encouraged, he is quick to recognise the things he is missing in his simple sentences. At home encourage ***** to write by giving him purposeful writing tasks such as writing the shopping lists or thank you cards, when someone has done something nice or a diary of a memorable event. This will help to support and improve his writing.</p> <p>SOY EOY Left Bombay School</p> <p>SOY 1B 1193 EOY 1B 1170</p> <p>***** is still working at the beginning of the New Zealand Curriculum Level One for Writing which is well below the level expected for a Year Four. He still needs a lot of one on one support to think of ideas he could write about and it takes some time for him to get a couple of sentences down on paper. ***** does prefer typing his work onto a Google slide so we have been providing him with this option. ***** really needs to keep working on his spelling of everyday words, with a current spelling age of 7.3 years. He is learning to start his sentences with a capital letter and end them with a full stop.</p> <p>SOY 1B 1193 EOY 2B 1372</p> <p>***** has made gradual progress in writing this year, currently working at the beginning of the New Zealand Curriculum Level Two. He is now able to write with more independence and generate his own ideas for his stories. *****'s sentences are beginning to show variety in structure and type and he is using full stops and capital letters with some consistency. ***** must continue to work on including more descriptive language in his writing (adjectives) to add detail, along with using connectives to sequence ideas e.g. first, next, then of after that.</p>		
Writing at the end of Year 5	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 Year Four students, 38 (76%) achieved the expected standard. At Mid Year there were 16 students who were identified as Below Standard. Of these 16, four achieved standard. These students had daily support from a Teacher Aide who assisted with the Spelling / Writing Programme. All students have had Target Action Plans to track progress. Teachers follow the Joy Allcock spelling programme and also the Sheena Cameron Writing Programme. 52% of students achieved the expectation of Schonell Spelling Test. These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>12 students did not reach NS in 2017 By the end of year 5, these students will create texts in order to meet the writing demands of the New Zealand Curriculum as they work towards level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts than students in year 5 and to be more effective in selecting different strategies for different writing purposes.</p> <p>SOY 1b 1224 EOY 2b 1397</p> <p>***** has had a positive shift in his attitude to writing. While he prefers to write using a device, he is now willing to write on paper too. ***** has thrived in a collaborative writing environment, where he can share and develop his writing ideas with a classmate. ***** is beginning to use speech marks in his writing. He is working within Level Two of the New Zealand Curriculum. In spelling, ***** is able to blend and segment words and just needs to check he has included all the sounds when proofreading. While the physical act of writing challenges *****, he perseveres. ***** should be very proud of his progress as a writer this year.</p>		



		<p>SOY 1p 1255 EOY 2p 1442</p> <p>***** is always full of wonderful ideas and keen to share his descriptive sentences. He attempts to use similes and metaphors to enhance the mood in his writing. His sentences vary in length and he is beginning to write dialogue. *****'s next step is to think through and plan his writing so he can maintain structure and flow. ***** has really thrived with collaborative writing alongside a classmate. He must continue to learn his essential spelling lists at home. ***** has progressed well this year and is working within Level Two of the New Zealand Curriculum in Writing.</p> <p>Left Bombay School</p> <p>SOY 2a 1473 EOY 3b 1504</p> <p>***** is working at the beginning of Level Three of the New Zealand Curriculum in Writing. She is beginning to add detail by extending her sentences and adding figurative language, such as onomatopoeia and descriptive language. She is showing a greater understanding of using different structures for different purposes. *****'s spelling attempts are mostly accurate, she correctly spells a wide range of high frequency words.</p> <p>SOY 1a 1311 EOY 2p 1420</p> <p>***** is working within Level Two of the New Zealand Curriculum in Writing. Her commitment to learning at Writing time varies, as well as her output. When she is focused, she can follow instructions and is open to new learning. She has really enjoyed collaborative writing with a classmate, especially fantasy stories. *****'s spelling has improved and she can write stories that flow. She is beginning to use describing words to add interest for the reader and is ready to start using similes and metaphors to enhance the mood. She punctuates her sentences and her next step is to vary her punctuation.</p> <p>SOY 1b 1324 EOY 2B 1397</p> <p>***** has creative ideas in Writing. When he is focused he can get them down on paper. ***** is beginning to use speech marks in this writing as well as ellipses, commas and exclamation marks for impact. He has a broad vocabulary to draw from, and this is sometimes evident in his writing. His next steps are to remain focused so he has the time to elaborate his ideas and enhance the mood of his writing. ***** is working within Level Two of the New Zealand Curriculum in Writing.</p> <p>SOY 2P 1431 EOY 2A 1463</p> <p>***** has thrived in a collaborative writing environment this year. He has enjoyed being able to share his ideas and write alongside his classmates. ***** is beginning to incorporate descriptive language into his writing and elaborating his ideas. ***** uses apostrophes in contractions and is using speech marks correctly. ***** has grown in confidence as a writer as the year has progressed and he should be proud of his achievements. ***** is working at the end of Level Two of the New Zealand Curriculum in Writing.</p> <p>SOY 1a 1377 EOY 2B 1372</p> <p>*****'s confidence in Writing has grown this year. He is willing to attempt to write the sounds he hears and is learning more spelling rules and patterns. ***** has started to use a many action verbs in his writing which adds interest for the reader. ***** has identified that capital letters and full stops need to be a focus for him, going forward. I am so proud of *****'s efforts and positive attitude to Writing this year. He has really enjoyed and benefited from collaborative writing with his classmates. ***** is working within Level Two of the New Zealand Curriculum in Writing.</p> <p>SOY 1B 1224 EOY 2B 1397</p>		
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		<p>***** loves to write.His ideas flow and his hand struggles to keep up! While spelling is a challenge for ***** , he doesn't let that stop him. He has made great progress in spelling and he can now blend and segment words, when he takes his time. ***** is beginning to reread and check that his writing makes sense and also correct his punctuation. He knows where to use exclamation marks and full stops and attempts to use apostrophes in contractions. ***** is also using some action verbs to enhance his writing. ***** is working within Level Two of the New Zealand Curriculum in Writing.</p> <p>SOY 1a 1311 EOY 1a 1321</p> <p>***** loves to write. His ideas flow and his hand struggles to keep up! While spelling is a challenge for ***** , he doesn't let that stop him. He has made great progress in spelling and he can now blend and segment words, when he takes his time. ***** is beginning to reread and check his writing makes sense and now needs to learn where to end his sentences. ***** is working at the beginning of Level Two of the New Zealand Curriculum in Writing.</p> <p>SOY 1a 1311 EOY 2p 1420</p> <p>***** is working within Level Two of the New Zealand Curriculum in Writing. ***** set a goal to use more interesting words in his writing and to write faster and he is doing both of these. He has enjoyed writing collaboratively with a buddy. *****'s confidence in spelling has improved significantly and he is more willing to attempt tricky words, and to write the sounds he hears. ***** now knows where to put full stops and capital letters. Next, he can start to add in some exclamation marks, question marks and speech marks for effect.</p>		
Writing at the end of Year 6	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 Year 5 students, 27 students achieved standard, (84%). At Mid Year Reporting there were 48 students who were at or above standard, (92%).</p> <p>These students are being tracked through their Target Action Plans. They have daily support from Teacher Aides, assisting with writing, spelling and ESOL programmes.</p> <p>Teachers follow the Joy Allcock spelling programme and also the Sheena Cameron Writing Programme.</p> <p>Students are cross grouped and one group is targeted with only boys for writing.</p> <p>50 % of students achieved expectations in the Schonell Spelling Test.</p> <p>These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>Eight students, who did not achieve NS in 2017 will be targeted to create texts in order to meet the writing demands of the New Zealand Curriculum at level 3. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 6, students will be required to write more complex texts than students in year 5 and to be more effective in selecting different strategies for different writing purposes.</p> <p>SOY 3b 1512 EOY 3b 1504</p> <p>***** is working within Level Three of the New Zealand Curriculum in Writing. He uses figurative language such as similes and onomatopoeia to enhance his writing and make it more interesting for the reader. He is showing a greater understanding of using different structures for different purposes. He makes good attempts to spell unknown words using known sounds. ***** is working on adding more descriptive language to his work to add interest.</p> <p>SOY 2A 1473 EOY 2P 1420</p> <p>***** is working at the end of Level Two of the New Zealand Curriculum in Writing. She is attempting to organise her work into paragraphs. ***** uses figurative language such as onomatopoeia to make her writing more interesting. She is beginning to use a wider variety of punctuation. ***** is showing a greater understanding of using different structures for different purposes.</p> <p>SOY 2P 1409 EOY 2B 1397</p>		



		<p>***** is working at the end of Level Two of the New Zealand Curriculum in Writing. He uses figurative language, such as onomatopoeia to add interest to his work. He is attempting to use complex punctuation, such as speech marks but does need to focus on using the full stop correctly. ***** is adding interest to his work by adding descriptive language. ***** is still working on understanding and the use of different structures for different purposes. ***** needs to focus making sure that the text makes sense.</p> <p>SOY 1A 1311 EOY 3b 1523</p> <p>***** has made significant improvement in his writing this year. His sentences flow and his writing has structure. He is ready to start using a range of punctuation and paragraphs. He is able to develop an idea and use describing words to add detail. The next step for ***** is to use similes and metaphors to enhance the mood. *****'s spelling has improved. He must still practise the essential spelling lists as this will further support ***** to write fluently. ***** is now working within Level Three of the New Zealand Curriculum. He should be proud of his efforts.</p> <p>SOY 2B 1386 EOY 2A 1483</p> <p>***** is working at the beginning of Level Three of the New Zealand Curriculum in Writing. He is attempting to use complex punctuation, such as speech marks. He is using figurative language, like onomatopoeia. ***** is able to organise and sequence his work and now needs to start using paragraphs. *****'s spelling attempts are more accurate but he</p> <p>SOY 2p 1409 EOY 3p 1541</p> <p>***** is working at the beginning of Level Three of the New Zealand Curriculum for Writing. ***** has good ideas but can at times struggle to start his writing work. He is writing with increasing fluency helped by knowledge of high frequency words and the use of some precise vocabulary to enhance meaning. ***** must try and use his planning to organise his ideas, and add detail to his writing. Careful proofreading and editing will enhance his finished composition. His explanations on the Digestive System and Respiratory System were well-constructed and contained all the necessary detail.</p> <p>SOY 2B 1386 EOY 3P 1541</p> <p>***** is working within Level Three of the New Zealand Curriculum in Writing. He uses descriptive language to enhance meaning and mood. His spelling and punctuation are becoming more accurate. ***** is able to sequence thoughts, feelings and ideas logically. He is attempting to use complex punctuation, such as speech marks. ***** often finds it difficult to get started in writing and is very thoughtful through the writing process which often leads to him not completing tasks.</p>		
Writing at the end of Year 7	<p><b>ANALYSIS OF VARIANCE:</b> Of the 49 Year 6 students, 39 students achieved standard, (79%). At Mid Year Reporting there were 38 students who were at or above standard, (79%). (One additional student has joined the school). These students are being tracked through their Target Action Plans. They have daily support from Teacher Aides, assisting with writing, spelling and ESOL programmes. Four of these students use the Clicker 6 /7 computer programme. Teachers follow the Joy Allcock</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>10 students who did not reach NS @ the end of 2017 will be creating texts in order to meet the writing demands of The New Zealand Curriculum as they work towards level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 7 and year 8. The difference in the standard for year 8 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.</p> <p>SOY EOY Left Bombay School</p>		



	<p>spelling programme and also the Sheena Cameron Writing Programme.</p> <p>31% of students achieved the expectation of the Schonell Spelling test.</p> <p>Students are cross grouped and one group is targeted with only boys for writing.</p> <p>These students will continue to be monitored through their Target Action Plans in 2018.</p>	<p>SOY 2A 1447 EOY 2a 1484</p> <p>***** enjoys writing about topics that interest him. He is becoming more aware of the structure and purpose of his writing. ***** is beginning to include more precise words that will add interest and detail to his writing.</p> <p>He is now focussed on improving his proofreading skills, revising and editing his work to ensure it makes sense. *****'s next steps are to develop his spelling strategies further, using resources to help build his vocabulary base and to correct any spelling errors. ***** is working at the beginning of Level Three of the New Zealand Curriculum.</p> <p>SOY 2B 1402 EOY 2A 1484</p> <p>***** is able to write about ideas that are relevant to the topic. He is aware of the structure and purpose of his writing. ***** is beginning to use precise words and phrases to add more interest to his writing. He is developing his proofreading skills, revising and editing his work to ensure it makes sense. ***** is working at the beginning of Level Three of the New Zealand Curriculum.</p> <p>*****'s next steps are to develop his spelling strategies further, using resources to help build his vocabulary base and to correct any spelling errors.</p> <p>SOY 1A 1353 EOY 3b 1523</p> <p>*****'s written ideas are relevant to the topic; he plans his writing in a logical sequence using a mind map and follows this when writing. ***** is aware of the structure and purpose of his writing and will use language features to suit the purpose. He is able to organise his ideas into basic paragraphs and has become more aware of the need to entertain or inform his audience by including detail and information. ***** is now building his vocabulary knowledge, selecting precise words to enhance meaning and maintain the reader's interest. He will need to re-read his writing regularly to ensure his sentence structure is controlled is less repetitive. ***** is working at the beginning of Level Three in Writing.</p> <p>SOY 2a 1447 EOY 2b 1372</p> <p>***** plans and organises his ideas to follow a simple sequence. He uses a range of everyday words in his writing. ***** is working on increasing his use of relevant language features to ensure the purpose of his writing is maintained.</p> <p>He will need to extend his use of more precise words to add detail to his writing, and re-read his writing on a consistent basis to ensure meaning is maintained. *****'s next steps are to further develop his spelling strategies and use class resources to help edit his work. ***** is working towards the beginning of Level Three in Writing.</p> <p>SOY 1a 1353 EOY 2B 1397</p> <p>***** plans her writing using brainstorming and senses templates to assist her. These have helped her organise her ideas and information more confidently. ***** requires support to maintain focus and complete her writing task. She is able to convey some simple ideas that are related to the topic. ***** is learning to sequence her ideas so that they have a beginning, middle and end. When supported on a one to one basis ***** can access the New Zealand Curriculum at Level Two. She is beginning to include some descriptive language in her writing to help create a picture in the reader's head. ***** must regularly practice her weekly words in order to improve her spelling accuracy.</p> <p>SOY 2A 1357 EOY 2P 1442e1</p> <p>***** enjoys writing, especially when the topic or set task interests her. She plans her writing using brainstorming and senses templates to assist her. These have helped ***** organise her ideas and information more confidently. With support, ***** is able to undertake differentiated tasks that align to the New Zealand Curriculum at Level Two. ***** uses a dictionary to help build her vocabulary base and is beginning to include some descriptive language in her writing to</p>		
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		help create a picture in the reader's head. She will need to regularly practice her weekly words in order to improve her spelling accuracy.		
Writing at the end of Year 8	<p><b>ANALYSIS OF VARIANCE:</b> Of the 39 Year Seven students, 34 have achieved the expected National Standard (87%). At Mid Year reporting there were nine that had not achieved standard. (77% at expectation). End of 2016 - 13 students Below.</p> <p>These Target Students are all tracked through their Target Action Plans. They have two sessions of writing per day. One is their targeted teaching session and the other a specific supported session designed to build their confidence and be fun.</p> <p>During their writing sessions, three of these students are able to write at the expected level, but this is not transferred across the curriculum. One of these students is ESOL.</p> <p>Teachers follow the Joy Allcock spelling programme and also the Sheena Cameron Writing Programme.</p> <p>44% of students achieved the expectation of the Schonell spelling test. These students will continue to be Target Students for 2018 and be tracked through Target Action Plans.</p>	<p><b>ANALYSIS OF VARIANCE:</b></p> <p>5 Students who did not reach NS in 2017, will be supported to create texts in order to meet the writing demands of the New Zealand Curriculum at level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 7 and year 8. The difference in the standard for year 8 is the students' increased accuracy and fluency in writing a variety of texts across the curriculum, their level of control and independence in selecting writing processes and strategies, and the range of texts they write. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate processes and strategies for writing in different learning areas.</p> <p>SOY 1V (Level 1 learner ICS) EOY 1B (Level 1 Learner ICS)</p> <p>***** will contribute ideas verbally when planning for his writing. He remains reliant on teacher support to record his ideas. ***** thinks carefully about words that will best describe an image or event. When ***** is focussed he is able to write some simple sentences with Teacher Aide assistance. ***** has successfully completed a piece of procedural writing for Tapa Art. He enjoyed the hands on, step by step activity and took pride in sharing the process with his parents.</p> <p>SOY EOY 2B 1397</p> <p>***** plans and organises his ideas to follow a simple sequence. He uses a range of everyday words in his writing. ***** is working on increasing his use of relevant language features to ensure the purpose of his writing is maintained. He will need to remember to re-read and revise his writing to ensure it makes sense.</p> <p>*****'s next steps are to develop his spelling strategies further and use class resources to help edit his work. He is working within Level Two of the New Zealand Curriculum.</p> <p>SOY 2A 1489 EOY 4P 1631</p> <p>Carlos is developing a sense of voice, clarity and style in his writing and is using more interesting and often humorous ideas. He is learning to elaborate on his ideas and use more descriptive language. He is able to organise his writing in clear paragraphs but at times his writing is spoiled by spelling and basic punctuation errors. However I am impressed with his attempts to use more advanced punctuation. If he can just get the basics sorted out his use of punctuation would be excellent. Carlos must also focus on revising and editing his work more independently. He is working at the beginning of Level Four in Writing and I wish him every success next year. Go for it Carlos!</p> <p>Left Bombay School</p> <p>SOY 2P 1425 EOY 3P 1541</p> <p>*****'s written ideas are relevant to the topic, she will include some elaboration to her</p>		



ideas with supporting detail. She is becoming more aware of the structure and purpose of her writing. \*\*\*\*\* is beginning to use more precise words to add interest and detail to her writing. She is currently working within Level Three of the New Zealand Curriculum in Writing.

\*\*\*\*\* is now focussing on further developing her spelling strategies and using class resources to help edit her work. Regular spelling practice will help with \*\*\*\*\*'s progression.

SOY 2B 1402 EOY 3A 1579 ESOL

\*\*\*\*\* is developing personal voice in his writing and with support from a teacher aide is able to use interesting and relevant ideas. He makes a start on his texts but does not always follow through to complete the task at hand. He must focus on this next year at secondary school. He continues to have some difficulty getting his thoughts down on paper in a timely manner and must focus to become a more independent writer. He must also remember to use correct punctuation as he writes, so he does not have to spend a long time correcting his work. Be conscious of capital letters, full stops and commas as you write \*\*\*\*\*! He is working at the end of Level Three in Writing and I hope he will continue to make progress next year.

End of Year Data: 2018 Writing 72% at or above expectations

	Level One			Level Two			Level Three			Level Four			Level Five			Total
Year 0	23															23 100%
Year 1	20	14	6													40 100%
Year 2	11	18	13	1												43 74%
Year 3	1	3	8	14	6	12	1									45 73%
Year 4	1	1	6	9	6	7	7	2	1							40 58%
Year 5				5	5	10	11	13	6	1						51 61%
Year 6				1		4	15	19	14	3						56 64%
Year 7		1	2			2	7	2	5	20	6					45 58%
Year 8					1			1		8	19	5	4			37 76%



	Level One			Level Two			Level Three			Level Four			Level Five			Total
All Students	56	37	35	30	18	35	41	37	26	32	24	5	4			380
Maori	3	7	5	4	4	2	3	6	1	2			1			38
Pacifika	1	2	2		1		1	3		1						11
Asian			1			2	2		2	1	1					9
European/Pakeha	49	27	24	23	13	27	35	27	20	26	19	5	4			298
Other	3	1	3	3		4		1	3	2	4					24
Male	31	19	22	16	6	18	16	15	7	10	13	1	1			175
Female	25	18	13	14	12	17	25	22	19	22	11	4	3			205

4/ 40 10% **Year 4** students showed that according to their end of year asttle scores they were writing at a 3B level. This is the expected level of a Year Five student. These students were challenged to develop their vocabulary, punctuation and use language features.

15/51 29% **Year 5** students showed that according to their end of year asttle scores they were writing at a 3A level. One of these students is writing at a 4P level and won the Year 5 / 6 Franklin Writing Competition. These students were challenged to develop their writing using description, vocabulary and language features. They were given a variety of rich motivation rather than being taught in a genre based programme.

5 / 56 (9%) **Year 6** students showed that according to their end of year asttle scores they were writing at a 4P level. There were a further four students who were writing at a 4B level (still above expectation). Total 9/ 56 (16%) This is the expected level for a student at the end of Year Seven. These students were challenged to develop their writing using description, vocabulary and language features. They were given a variety of rich motivation rather than being taught in a genre based programme.

8 /45 (18%) **Year 7** students showed that according to their end of year asttle scores they were writing at a 4A level. This is the expected level for the End of Year Eight. These students were focused on building the language features and vocabulary in their writing.

7 / 37 (19%) **Year 8** students showed that according to their end of year asttle scores they were writing at a 5B level. This is the expected level by the End of Year Nine. Two of these students were writing 30,000 word novelettes for a competition. A further two students wrote entries to the Franklin Writing Competition. These students were focused on building the language features and vocabulary in their writing.

The data shows that Kotare students are as follows:  
43 (Y0/1) Students at the beginning of Curriculum Level 1  
14 (Y0/1) are at the middle  
6 (Y0/1) are at the end  
11 Year 2 have not reached the expected curriculum level  
32 (Y2) are at the expected level  
1 (Y2) is above and is at the beginning of Curriculum L2

We will focus on keeping those high achievers above expected levels and focus on students AT for year 0/1 the expected level moving up at a consistent rate.  
To also focus 11 year 2 target students.  
Continue to use Jolly Phonics and Yolanda Soryl programmes. Implement new ideas from Sheena Cameron PD, to enrich oral language and writing opportunities.



		<p>We will offer more Language Experiences.  Spelling programmes - ensure students learn high frequency words to apply in writing.  Moderating the marking of writing samples in the syndicate and a couple to Tuhono.  Use teacher aid support for target students.  Identify students through 6 year nets for Reading recovery</p> <p>Using the Jolly Phonics and Yolanda Soryl programme should identify and address the learning needed for our year 2's to ensure the year 2's for 2019 are at expected level.  Continue focussing on writing topics for boys to keep engagement.  More links between reading and writing- literacy based approach.</p> <ul style="list-style-type: none"> <li>• Oral language games/activities into start of lessons as warm up</li> <li>• Oral language in the main lesson to build on vocab</li> <li>• Motivations - Modelling of examples</li> <li>• Cater to students to wants and needs around writing - what do they enjoy doing</li> <li>• Giving a clear purpose</li> <li>• Implement into writing into reading tasks</li> <li>• Spelling programme targeted</li> <li>• Focused intervention groups</li> <li>• ALL - Jeandri</li> <li>• Each teacher focus on 2 key students. Extra attention. Other teachers to be aware to keep consistency.</li> <li>• Writing everyday</li> <li>• Helping circles at the end to target marking</li> </ul> <p>Developing Sheena Cameron writing skills and writing process - being very explicit about these. **Particularly developing a stronger link between planning and writing - teaching students how to use their plan, i.e. highlighting ideas once they've used them or ticking them off to ensure that the ideas are actually being used in their writing.  Incorporating oral language into the writing cycle - more opportunities for sharing writing and ideas - hearing others writing is a means to extend learners as well.  More opportunities for authentic and purposeful writing - writing to a specific audience - this is a way that we could extend our top writers as well, it is important for them to see that writing has a purpose and how to adjust their writing to suit this.  Developing deeper use of language features  Addressing a range of writing genre and topics within these  Develop peer checking/assessing systems - opportunities for this is a valuable way to learn how to respond to feedback and to identify opportunities for improvement in others writing as well.</p>		
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## 2019 ACTION PLAN : WRITING

A focus for 2019 will be to accelerated progress of students who are 1 sublevel or more below where we would expect them to be.  
It will also mean a focus on writing to engage and accelerate boys. There will be an intense focus on spelling in 2019.

Over the last 4 years we have seen a shift in writing from 76.2% to 80%. Noting all the variables , (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc ), the growth has not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach standard. More work needs to be done to ensure planning and teaching consistency across all teachers. More professional development will need to offered - specifically in helping reluctant male writers and writers with specific learning needs. We will be participating in the ALL Programme - *Accelerated Literacy Learning*.

### STRATEGIC GOAL TWO (WRITING) 2018 - 2020 :

**STRATEGIC GOAL TWO : ASSISTING ALL STUDENTS TO WRITE AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.**

2019 Writing Goal :

We aim to target the following groups of students for accelerated progress in 2019, as follows:

1. ### students, will be accelerated to to be at 1P-1A. 20 % of year 2 students will be one sub level above expectation.



- 2. ## students, will be accelerated to to be at 2B-2P. 20 % of year 3 students will be one sub level above expectation.
- 3. ## students, will be accelerated to to be at 2P-2a. 20 % of year 4 students will be one sub level above expectation.
- 4. ## students, will be accelerated to to be at 3B-3p. 20 % of year 5 students will be one sub level above expectation.
- 5. ## students, will be accelerated to to be at 3P-3A; 20 % of year 6 students will be one sub level above expectation.
- 6. ## students, will be accelerated to to be at 4B-4P; 20 % of year 7 students will be one sub level above expectation.
- 7. ## students, will be accelerated to to be at 4P-4A; 20 % of year 8 students will be one sub level above expectation.

It will also mean a focus on writing to engage and accelerate boys. We will focus on spelling.

2019 ACTIONS ( WRITING )

- 1. The target students to be monitored.
- 2. Target students will be discussed at Weekly Team meetings and notes made as to their progress and work in class.
- 3. Professional Development continues with work continuing on Sheena Cameron’s ”The Writing Book”, “The Oral Language Book” and Joy Allcock’s spelling programme.
- 4. Professional Development is to be taken by the AP and DP – understanding and unpacking the Assessment Rubric.
- 5. School wide moderation of writing samples will continue to take place.
- 6. Accelerated groups targeted with an extra session of writing each day for each teams target group. ALL INITIATIVE
- 7. Choice given for student writing – this is linked to action plans, teachers planning and Appraisal.
- 8. A focus on male writers featuring in the writing programme – inviting outside role models in to speak and model writing.
- 9. As part of the Pukekohe Kahui Ako writing is a focus for all schools. PD delivered by COL experts.
- 10. Work with other schools in our COL on an agreed Inquiry
- 11. Work with FLAG to raise teacher practice.
- 12. Review and improve writing moderation processes
- 13. Teaching as Inquiry - Target student needs to be focussed on during team meetings
- 14. Recorded in Google docs for sharing and monitoring by Principal and Team Leaders, Senior Management.
- 15. Targeted Professional Development : based on Dempsey and Cameron’s work.
- 16. “Next steps” are incorporated into teacher’s appraisal.
- 17. Research ways to motivate boys into writing.
- 18. **Student voice is fostered.**
- 19. Giving student **more options** to write about relating to topics of study.
- 20. **Professional development** for teachers to improve their teaching of **spelling**. Joy Allcock workshop.

Outcomes





# MATHEMATICS

Maths		2018	2019	2020
Maths after 1 year @ school	Nil Baseline Data	<p>After one year at school, all year 1 students will be achieving at early level 1 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 1 EOY Stage 2</p> <p>***** shows a positive attitude towards mathematical activities. He is working towards the middle of Level One in the New Zealand Curriculum. ***** particularly enjoys the games, practical activities and fun problem solving sessions. He can record using numbers and symbols. ***** knows his doubles facts to ten and can use his fingers to help him with facts to ten. He can add two small numbers in his head and is learning to count on using materials. ***** can read numbers up to twenty and knows what comes before and after each one. He can count forwards to 100 and count backwards from 100.</p>		
Maths after 2 years @ school	<p><b>ANALYSIS OF VARIANCE:</b> Of the 47 students who have been at school for one year, 43 have achieved expected standards (91%).</p> <p>These students are being tracked through the Target Action Plans. Students have targeted teaching in class and build on their understanding using concrete materials.</p> <p>Basic Facts are not collected for Year Ones.</p> <p>These students will continue to be monitored as Target Students for 2018.</p>	<p>4 students who did not reach NS in 2017 will be supported to achieve at level 1 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 2 EOY stage 3</p> <p>***** is solving mathematical problems at the end of Level One in the New Zealand Curriculum. She is able to answer addition and subtraction problems and has started learning more advanced addition and subtraction strategies to solve problems involving higher numbers including using her doubles knowledge. ***** can count up in twos and fives. She is keen to practise new learning and is able to work by herself on learning tasks. ***** is developing her knowledge of fractions</p> <p>SOY stage 2 EOY Stage 4</p> <p>***** is continuing to develop his number knowledge and strategies. He is working at the end of Level One for Maths in the New Zealand Curriculum. ***** is able to confidently use the counting on strategy and is ready to practise solving problems with higher numbers.</p> <p>***** can persevere with more difficult problems and is willing to explain his thinking. He is making steady progress in his recall of basic facts and is working on recording his strategies quickly using numbers and symbols. He is developing his knowledge and understanding of fractions.</p>		
Maths after 3 years @ school	<p><b>ANALYSIS OF VARIANCE:</b> Of the 33 students who are 'After Two Years', 29 have achieved expected standards (88%).</p> <p>These students are being tracked through the Target Action Plans. Students have targeted teaching in class and build on their understanding using concrete materials.</p> <p>25 of the 33 (76% ) have reached the standard for Basic Facts expected at the end of two years at school.</p> <p>These students will continue to be monitored as Target Students for 2018.</p>	<p>The 4 students who did not reach NS in 2017 will be supported to achieve at early level 2 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** has made some progress in maths this year but is still working at the very early stages of New Zealand Curriculum Level 2. He can now read 3-digit numbers and put them into order from smallest to biggest. ***** can recall doubles facts to 20 e.g. 8+8, 6+6. He must continue to learn halves facts e.g. half of 14=7, half of 18=9. He is also still developing his ability to count backwards in groups of 2 and 5. In his maths group, ***** is developing an understanding of how to add in new ways e.g. 45+23 can be solved by first adding the tens (40+20), and then the ones (5+3) and adding these two totals together. He is also starting to understand how repeated addition can be used to solve multiplication problems.</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** has made steady progress in writing this year. He is currently working at the end of the New Zealand Curriculum Level One which is just below the expected level for a Year Three student. ***** is able to include many simple ideas in his writing with some basic elaboration. His ideas are grouped, however, within those groups, ideas do not always flow smoothly. ***** uses a range of</p>		



		<p>simple, everyday words and phrases from his personal vocabulary. He spells some personal and high-frequency words correctly and attempts words using phoneme-grapheme relationships and word chunks. ***** has been working on re-reading his writing to ensure it makes sense and all missing punctuation is added.</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** is starting to work at the early stages of Level Two of the New Zealand Curriculum for Maths. He is able to identify numbers in the range 0-1000 and also read fraction symbols e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math>. ***** has almost doubled his basic facts score from Term 3 to Term 4 which is great to see. He must continue to practise counting forwards and backwards in 1's, 3's, 10's and 100's in the range 0-1000. ***** is now able to solve addition problems by using his knowledge of basic facts e.g. <math>8+6</math> can be solved quickly by going <math>10+6=16</math>. <math>16-2=14</math>. He must now develop strategies to help him solve subtraction problems rather than just counting backwards.</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** is working at the early stages of Level Two of the New Zealand Curriculum for Maths. She can identify how many tens there are in a two digit number e.g. 9 tens in 90. She can read fraction symbols like <math>\frac{1}{5}</math>, <math>\frac{1}{3}</math> and is gaining skills in counting forwards and backwards in 1's, 3's, 10's and 100's in the range 0-1000. ***** must still work on identifying half of a number e.g. <math>\frac{1}{2}</math> of <math>24=12</math>, <math>\frac{1}{2}</math> of <math>18=9</math>. In her maths group, ***** is starting to pick up some new strategies to solve addition and subtraction problems e.g. <math>8+7</math> can be solved by going <math>8+2=10</math>, <math>10+5=15</math> (Making to the nearest 10 then adding on what is left over).</p>		
Maths at the end of Year 4	<p><b>ANALYSIS OF VARIANCE:</b> Of the 44 students who have been at school for three years, 41 have achieved expected standards (93%).</p> <p>At the end of 2016, there were seven (Yr 2) students who were below expectations. These students are being tracked through the Target Action Plans. These Target students have also been part of the ALIM Programme. They had an extra session of Maths each day with targeted teaching to accelerate them to achieve with their peers. Of the nine students in this group - eight have achieved expectation.</p> <p>Students have targeted teaching in class and build on their understanding using concrete materials if needed..</p> <p>33 of the 44 students achieved the expectation in Basic Facts (75%).</p> <p>These students will continue to be monitored as Target Students for 2018.</p>	<p>The 3 students, who did not reach NS in 2017, will be supported to achieve at level 2 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>Left Bombay School</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** is working at the beginning of the New Zealand Curriculum Level Two for Maths. Over the last two terms he has been working in a maths group with one other student and this has been working well for him. He is able to read and order numbers up to 1000 and is able to write the symbols for basic fractions e.g. <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>. ***** has increased the amount of basic facts to 20 he can recall and is starting to figure out multiplication facts by skip counting e.g. <math>5 \times 5</math> can be solved by going 5, 10, 15, 20, 25. ***** is starting to solve addition problems like <math>45+32</math> by adding the tens first (<math>40+20</math>) and then the ones (<math>5+2</math>). He must continue to figure out how to find a fraction of a group e.g. What is <math>\frac{1}{4}</math> of 12?</p> <p>SOY Stage 4 EOY Stage Early Stage 5</p> <p>***** has developed confidence in taking risks in her writing and is working at the end of Level One of the New Zealand Curriculum. She enjoys sharing her writing by publishing on paper and is gaining skills in using different platforms to share her writing e.g. Google Slides. ***** is able to spell a few high frequency words correctly and is working on spelling difficult words independently. With support, ***** can use describing words, nouns and verbs to add detail to her writing. She will benefit from writing daily as this will increase her speed in writing and improve her formation of letters.</p>		
Maths at the end of Year 5	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 students who have been at school for four years, 41 have achieved expected standards (82%).</p> <p>At the end of 2016, there were five (Yr 3) students who were below</p>	<p>The 9 students who did not reach NS in 2017, will be supported to achieve at early level 3 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 5 EOY Stage Early Stage 6</p> <p>*****'s confidence in Maths has grown significantly this year. His commitment to the 'Black Belt Challenge' has meant his recall of basic facts has improved significantly. He also has a deeper</p>		



	<p>expectations. These students are being tracked through the Target Action Plans. At Mid Year there were ten students who were not on track to reach expectation. These Target students have also been part of the ALIM Programme. They had an extra session of Maths each day with targeted teaching to accelerate them to achieve with their peers. Of the eight students in this group - three have achieved expectation.</p> <p>Students have targeted teaching in class and build on their understanding using concrete materials if needed..</p> <p>41 of the 50 students achieved the expectation in Basic Facts (82%). These students will continue to be monitored as Target Students for 2018.</p>	<p>understanding of place value and uses this to break up numbers to solve more challenging equations such as 143+48 in his head. As his reading improves, making sense of word problems will become easier. His understanding of fractions and multiplication continues to develop. ***** is determined to improve in his Maths and perseveres with learning new strategies. He is working within Level Two of the New Zealand Curriculum in Maths.</p> <p>Left Bombay School</p> <p>Left Bombay School</p> <p>SOY Stage 4 EOY Stage 5</p> <p>***** is working towards the end of Level Two of the New Zealand Curriculum in Maths.***** has made steady progress in her basic facts knowledge this year.***** is able to explain her thinking when breaking up numbers into parts to solve problems, involving 3 digit numbers mentally. This means she has a sound understanding of place value.***** knows some of her times tables and is able to apply this knowledge to problem solving. Her next steps are to learn all her times tables and develop her understanding of how to find fractions of a set. ***** should be proud of her progress in Maths this year.</p> <p>SOY Stage 4 EOY Stage 6</p> <p>***** is working towards the end of Level Two of the New Zealand Curriculum in Maths. *****'s recall of basic facts has been consistent over the last three terms however his speed has not increased. This is something he can work on. ***** finds it challenging to explain the strategies he has used to solve problems in a group setting however he is able to solve problems mentally such as 143-89 by breaking up the numbers into parts. This means he has a sound understanding of place value. *****'s next steps are to learn his times tables and develop his understanding of how to find fractions of a set. ***** should be proud of his progress in Maths this year.</p> <p>SOY Stage 4 EOY Stage early 5</p> <p>***** has made excellent progress in basic facts this term. Making sense of word problems and choosing the strategies and equations to use are an ongoing challenge for *****. Going forward, ***** will need to practise strategies repeatedly in order to retain them. The use of materials helps ***** to make sense of mathematical problems involving fractions and multiplication. ***** is working within Level Two of the New Zealand Curriculum in Maths.</p> <p>SOY Stage Early 5 EOY Stage 5</p> <p>***** has had great patches in Maths where she has been focussed and motivated to learn. In these times, ***** shows she has the ability to understand new concepts. This is evident in her progress. She is now able to use her place value knowledge to break apart numbers to mentally solve problems such as 147+36. ***** now needs to learn her times tables so she can start to use this knowledge to solve multiplication problems, instead of relying on skip counting. Fractions continue to be a challenge for ***** to understand but she can use materials to solve basic fraction problems. ***** is working within Level Two of the New Zealand Curriculum in Maths.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** has made excellent progress this year in Maths. Her speed and accuracy of basic facts have improved significantly. She understands place value and is attempting new strategies to solve word problems involving addition, subtraction, multiplication and fractions. It is great to see ***** asking for help when she does not understand something. Next steps are to learn her times tables. ***** is currently working at the beginning of Level Three in the New Zealand Curriculum. ***** should be proud of her achievements.</p>		
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		<p>SOY Stage 3 EOY Stage 4</p> <p>***** loves to write! She has enjoyed collaborative writing with a classmate. Her ideas flow and she is beginning to use descriptive language. She is beginning to use dialogue in her writing and attempts to use speech marks. ***** understands spelling patterns and willingly attempts tricky words. *****'s next step is to understand where sentences end, and use full stops, question marks or exclamation marks to end them. ***** is working within Level Two of the New Zealand Curriculum in Writing.</p>		
Maths at the end of Year 6	<p><b>ANALYSIS OF VARIANCE:</b> Of the 50 students who have been at school for five years, 36 have achieved expected standards (72%).</p> <p>At the end of 2016, there were eight (Yr 4) students who were below expectations. These students are being tracked through the Target Action Plans. At Mid Year there were five students who were not on track to reach expectation. These Target students have also been part of the ALIM Programme. They had an extra session of Maths each day with targeted teaching to accelerate them to achieve with their peers. Of the five students in this group - none have achieved expectation.</p> <p>Students have targeted teaching in class and build on their understanding using concrete materials if needed..</p> <p>Unfortunately the ALIM teacher was not the students in class teacher for Maths.</p> <p>Forty eight of the 50 students achieved the expectation in Basic Facts (96%). These students will continue to be monitored as Target Students for 2018.</p>	<p>The 14 students who did not reach NS at the end of 2017 will be supported to achieve at level 3 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage Beginning 6 EOY Stage 6</p> <p>***** is working within Level Three of the New Zealand Curriculum for Mathematics. ***** shows sound basic facts knowledge which she applies effectively to problem solve. She can apply a range of strategies to problems involving all four operations including the use of vertical algorithm. ***** demonstrates sound understanding of concepts taught in Geometry and Measurement, including radius and diameter. She can confidently add and subtract fractions with the same denominator and can simplify these. ***** is learning to convert, add and subtract mixed numbers and simplify her answers. Keira needs to ensure she knows all her times tables to help her with all aspects of the Maths Curriculum.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is working at the beginning of Level Three of the New Zealand Curriculum in Maths. He has an excellent recall of basic facts. ***** is able to mentally solve addition and subtraction problems involving three digit numbers, however he struggles to explain his thinking. *****'s growing knowledge of his times tables means he is able to solve multiplication word problems such as 48x5 in his head. He understands the relationship between multiplication and division. Fractions are a challenge for ***** to understand. His next steps are to learn how to find the fraction of a set, using his times tables knowledge.</p> <p>SOY Stage 5 EOY Stage early 6</p> <p>***** is working within Level Three of the New Zealand Mathematics Curriculum. She continues to grow in confidence as her basic facts improve. ***** needs to work on Increasing her range of strategies in problem solving including the use of vertical algorithm. ***** shows sound understanding of concepts in Geometry and Measurement, including radius and diameter. She can confidently add and subtract fractions with the same denominators and can simplify these. ***** is learning to convert, add and subtract mixed numbers and simplify her answers.</p> <p>SOY Stage Early 5 EOY Stage 5</p> <p>***** has made steady progress in her basic facts knowledge this year. She has gained a deeper understanding of place value which means she is able to use mental strategies to solve problems such as 145+46. At times, she wants to revert back to using her fingers, but she has the basic facts knowledge. ***** has worked to learn some of her times tables and is able to use her knowledge to solve basic multiplication word problems. ***** is able to find a quarter of a number by halving it, then halving it again. ***** is working at the end of Level Two of the New Zealand Curriculum. She will require ongoing support to accelerate her learning.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is working within Level Three of the New Zealand Curriculum for Mathematics. She shows sound basic facts knowledge which she applies effectively when problem solving. ***** can apply a range of strategies to problems involving all four operations including the use of vertical algorithm. ***** demonstrates sound understanding of concepts taught in Geometry and Measurement, including radius and diameter. She confidently adds and subtracts fractions with the same denominator and can simplify these. ***** is learning to convert, add and subtract mixed numbers and simplify her answers.</p>		



		<p>SOY Stage 5 EOY Stage 5</p> <p>***** has identified a number of areas in which she has improved this year. She is currently working at the beginning of Level Three across all areas of Mathematics. ***** is especially pleased with her faster times tables speed. ***** is beginning to demonstrate her ability to add and subtract fractions with the same denominator. She understands the basic concepts in Geometry and Measurement, for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. ***** can identify, compare and order angles up to two right angles; and recognise lines of symmetry in different orientations. Her next step is to gain more confidence in multiplication and division.</p> <p>SOY Stage early 5 EOY Stage 5</p> <p>***** has made a real effort to improve her basic facts knowledge. She is currently working at the beginning of Level Three across all areas of Mathematics. ***** can perform a variety of simple calculations and communicate the strategies used. ***** is beginning to demonstrate her ability to add and subtract fractions with the same denominator. She understands the basic concepts in Geometry and Measurement for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. ***** can identify, compare and order angles; and recognise lines of symmetry in different orientations. Her next step is to learn times tables and corresponding division sums.</p> <p>SOY Stage 4 EOY Stage 5</p> <p>***** has made a substantial improvement in her Mathematical abilities. She is currently working at Level Three across all areas of Mathematics. She loves working in her group and helping her friends when they are having problems in Maths. She is especially pleased with her faster times tables speed. ***** is beginning to demonstrate her ability to add and subtract fractions with the same denominator. She understands the basic concepts in Geometry and Measurement, for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. Her next step is to learn how use multiplication to solve division problems.</p> <p>SOY Stage 4 EOY Stage 5</p> <p>***** made a real effort to improve her basic facts knowledge. She is currently working within Level Three of the New Zealand Curriculum in Maths. ***** understands a range of fractions and can compare, order, add and subtract fractions with the same denominator. She understands the basic concepts in Geometry and Measurement for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. *****'s next step is to learn how to understand the relationship between multiplication and division.</p> <p>SOY Stage 4 EOY Stage 5</p> <p>***** is working at the beginning of Level Three in the New Zealand Mathematics Curriculum. His basic facts knowledge is developing but this has sometimes been a barrier to progress and this has impacted on his confidence. He made a focused effort in trying to communicate his thinking when problem solving using all operations. He has a much improved understanding of concepts in Geometry and Measurement but has difficulty with radius and diameter. He is developing confidence in addition and subtraction of fractions including mixed numbers and improper fractions. ***** demonstrates a range of strategies when solving word problems.</p> <p>SOY Stage 5 EOY Stage Early Stage 6</p> <p>Left Bombay School</p> <p>SOY Stage 5 EOY Stage Stage 6</p> <p>***** makes a real effort to improve his basic facts knowledge. He is currently working at the beginning of Level Three of the New Zealand Curriculum. ***** continues to grow in confidence as his basic facts improve. He understands primary fractions and can compare, order, add and subtract fractions with the same denominator. He understands the fundamental concepts in</p>		
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		<p>Geometry and Measurement for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. I encourage him to work to complete tasks and activities in class, so that he can reach his potential in mastering maths fully.</p> <p>SOY Stage Early 5 EOY Stage Stage 6</p> <p>***** has identified a number of areas in which he has improved this year. He is working at the beginning of Level Three of the New Zealand Curriculum in Maths. ***** has continued to improve number knowledge and basic facts recall but he sometimes reverts to 'counting on' when there are gaps in his knowledge and mental strategies. He is beginning to demonstrate his ability to add and subtract fractions with the same denominator. ***** understands the basic concepts in Geometry and Measurement for example; comparing and classifying 2D and 3D shapes based on the properties and sizes. I encourage him to memorise his basic facts and times tables.</p>		
Maths at the end of Year 7	<p><b>ANALYSIS OF VARIANCE:</b> Of the 49 students who have been at school for six years, 39 have achieved expected standards (79%). There is one new student to Year Six who is below. At the end of 2016, there were ten (Yr 5) students who were below expectations. These students are being tracked through the Target Action Plans. At Mid Year there were eight students who were not on track to reach expectation. These Target students have also been part of the ALIM Programme. They had an extra session of Maths each day with targeted teaching to accelerate them to achieve with their peers. Of the five students in this group - none have achieved expectation. Students have targeted teaching in class and build on their understanding using concrete materials if needed.. Unfortunately the ALIM teacher was not the students in class teacher for Maths. 35 of the 49 students achieved the expectation in Basic Facts (71%). These students will continue to be monitored as Target Students for 2018.</p>	<p>The 10 students, who did not reach NS in 2017, will be supported to achieve at early level 4 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is currently working at Level Three of the New Zealand Curriculum. He uses place value partitioning and compensation to solve number problems. ***** has improved his understanding and ability to solve more challenging problems involving fractions, decimals and percentages. ***** will share his problem solving skills confidently with the teacher and his peers. ***** will need regularly practice his basic facts knowledge and quick recall of all four operations to ensure continual progression. He must avoid distractions and focus on completing his set tasks in order to reinforce his learning.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is working at the beginning of Level Three in Mathematics. He understands place value partitioning and uses simple multiplicative strategies to solve number problems. ***** will contribute in group discussions to share his problem solving strategies with confidence. It is important that ***** takes time to consider the best strategy to use and he regularly practices his instant recall of all four operations to ensure further progress with his basic fact knowledge. He will need to focus in both group and independent tasks to ensure full understanding.</p> <p>Left Bombay School</p> <p>SOY Stage early 5 EOY Stage 6</p> <p>***** enjoys using materials to help her when solving a mathematical problem. She has benefited from the teacher aid support to help reinforce new strategies learnt and to provide encouragement to complete a task. When supported on a one to one basis ***** can access the New Zealand Curriculum at Level Two. ***** is able to use place value strategies to solve addition and subtraction problems. She will confidently share her thinking and new knowledge with her group of peers. She will need to continue to regularly practice her basic facts instant recall. This will help strengthen her number knowledge.</p> <p>SOY Stage 5 EOY Stage 5</p> <p>***** enjoys using materials to help her when solving a mathematical problem. She has benefitted from the teacher aid support to help reinforce new strategies learnt and to provide encouragement to complete a task. With this support, ***** is able to access differentiated tasks that align to Level Two of the New Zealand Curriculum. ***** is able to use place value strategies to solve simple multiplication problems. She showed confidence while working with fractions in Term 3, using both additive and multiplicative strategies.</p> <p>***** will confidently share her thinking and new knowledge with her peers.</p> <p>SOY Stage 4 EOY Stage 5</p>		



		<p>***** is working at the beginning of Level Three in Mathematics. She has made some encouraging progress with her basic facts knowledge. Though she will need to continue her regular practicing of basic facts instant recall in all four operations to ensure ongoing success. She is learning to use place value partitioning to solve number problems. ***** is open and honest if she has not grasped a clear understanding of new strategies, she will ask questions and seek support when needed.</p> <p>***** is encouraged to consider the most efficient strategy that could be best used when solving simple multiplication problems, other than doubling and repeated addition.</p> <p>SOY Stage 4 EOY Stage 6</p> <p>Through regular practice, ***** is making pleasing progress with her Basic Facts. ***** is able to use place value partitioning and compensation to solve number problems. She is now learning to select the best strategy to solve multiplication and division problems. ***** displays growing confidence to share her problem solving skills with others. She enjoys a challenge and applies a positive attitude to all maths activities. ***** is currently working within Level Three of the New Zealand Curriculum.</p> <p>SOY Stage 5 EOY Stage 7</p> <p>***** is a motivated student who is working at the beginning of Level Four of the New Zealand Curriculum. She enjoys the challenge of using newly learnt strategies to solve number problems. ***** will contribute her problem solving strategies and asks questions when needed. ***** has learnt how to solve more challenging problems involving converting fractions, decimals and percentages.</p> <p>***** is able to select from a range of strategies to solve more complex multiplication and division problems. She has a sound knowledge of basic facts and applies these accurately.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is currently working at Level Three of the New Zealand Curriculum. He uses place value partitioning and compensation to solve number problems. ***** has improved his understanding and ability to solve more challenging problems involving fractions, decimals and percentages. He is learning to select the best strategy to solve multiplication and division problems other than additive. ***** will now share his problem solving skills confidently with the teacher and his peers.</p> <p>***** must regularly practice his basic facts knowledge and quick recall of all four operations to ensure continual progression.</p> <p>SOY Stage 1 EOY Stage 2</p> <p>***** prefers to use hands on materials to help him when solving simple mathematical problems. He is able to solve and record addition problems to 10.</p> <p>***** benefits from regular teacher aid support to help reinforce new strategies learnt and to provide encouragement to complete a task. He has enjoyed working with geometrical shapes this term and shares his understanding with enthusiasm. With his Teacher Aide support, ***** is able to undertake differentiated tasks that align to the New Zealand Curriculum.</p>		
Maths at the end of Year 8	<p><b>ANALYSIS OF VARIANCE:</b> Of the 39 students who have been at school for seven years, 36 have achieved expected standards (92%).</p> <p>At the end of 2016, there were nine (Yr 6) students who were below expectations. These students are being tracked through the Target Action Plans. At Mid Year there were eight students who were not on track to reach expectation. These Target students have</p>	<p>The 3 students who did not reach NS in 2017 will be supported to achieve at level 4 in the mathematics and statistics learning area of The New Zealand Curriculum.</p> <p>SOY Stage 5 EOY Stage 6</p> <p>***** is currently working towards the end of Level Three of the New Zealand Curriculum. ***** understands place value partitioning and uses multiplicative strategies to solve number problems. He will contribute in group discussions to share his problem solving strategies with confidence.</p> <p>***** is making positive progress with his basic facts knowledge, though consistency in practicing will ensure further progress. He is able to use his number sense to order fractions and add or subtract fractions with related denominators.</p>		



also been part of the ALIM Programme. They had an extra session of Maths each day with targeted teaching to accelerate them to achieve with their peers. Of the nine students in this group - eight have achieved expectation. Students have targeted teaching in class and build on their understanding using concrete materials if needed.. Students also came to extra sessions before school to build their confidence and accelerate their learning. 30 of the 39 students achieved the expectation in Basic Facts (77%). These students will continue to be monitored as Target Students for 2018.

\*\*\*\*\* always enjoys a challenge and applies a positive attitude to all maths activities.

SOY Stage 6 EOY Stage 7

\*\*\*\*\* has shown improvement in his basic facts, however his efforts are not always quick enough, and he could benefit from a burst of learning these before he begins secondary school. He is learning to use his number sense to order fractions and add or subtract fractions with related denominators. He is developing more confidence to solve word problems involving addition and subtraction of fractions. He can find equivalent fractions using multiplication. \*\*\*\*\* is learning to convert between fractions, decimals and percentages.

He is working at the beginning of Level Four in all areas of Maths and I have been impressed with his understanding of the place value of decimals. Good luck for next year \*\*\*\*\*. Always remember to ask for help if you need it!

SOY Stage 5 EOY Stage 6

\*\*\*\*\* is making s pleasing progress with her Basic Facts through regular practice. She uses place value partitioning and compensation to solve number problems. \*\*\*\*\* enjoys the challenge of using her number knowledge and newly learnt strategies to solve problems. \*\*\*\*\* is now learning to select the best strategy to solve simple multiplication and division problems. She displays growing confidence to share her problem solving skills with others.

\*\*\*\*\* always applies perseverance and a positive attitude to all maths activities. She is currently working within Level Three of the New Zealand Curriculum.

**End of Year Data: 2018 Maths 74% at or above expectations**

	Level One			Level Two			Level Three			Level Four			Level Five			Total
Year 0	23															23 100%
Year 1	20	15	3	2												40 100%
Year 2	5	5	24	7	1		1									43 88%
Year 3			1	19	10	2	6	6	1							45 98%
Year 4			1	5	17	1	13		2	1						40 85%
Year 5				1	3	8	18	12	8	1						51 76%
Year 6				1		2	15	20	16	1	1					56 68%
Year 7		1			2		4	6	8	18	6					45 53%
Year 8								2	1	9	17	4	4			37 68%
	Level One			Level Two			Level Three			Level Four			Level Five			Total
All Students	48	21	29	35	33	13	57	46	36	30	24	4	4			380



Maori	4	4	4	4	6		6	6	1	2	1					38
Pacific a		2	2	1	1	1	1	1	2							11
Asian			1				2	3			2		1			9
Europ ean/ Pakeh a	43	13	20	27	26	12	43	32	29	26	21	3	2			298
Other	1	2	2	3			5	4	4	2		1	1			24
Male	22	10	14	19	16	6	22	19	18	11	13	3	2			175
Femal e	26	11	15	16	17	7	35	27	18	19	11	1	2			205

9 / 40 47 % **Year 4** students showed that according to their end of year GLOSS data showed that they were working above Stage Five. Four of these students were working at Stage Seven or Eight (Year 7 /8). Students were cross grouped and worked together in groups. They had a problem solving based programme. One of the students went to work with the Year Five and Six team to gain greater extension.

5/51 29% **Year 5** students showed that according to their end of year GLOSS results they are working above Stage 6. Two of these students were working toward Stage Eight.Students were cross grouped according to ability and challenged with maths based on problem solving programme.

18 / 56 (32 %) **Year 6** students showed that according to their end of year GLOSS results they are working at or above Stage 7. (Year 7 EOY Expectation). There are four students who are working within Stage 8. Students were cross grouped according to ability and challenged with maths based on problem solving programme. Two of these students worked with the Year 7 /8 team to gain greater extension and cater for their needs.

1 /45 (2 %) **Year 7** students showed that according to their end of year GLOSS results they are working at or above Stage 8. (**Year 9 EOY Expectation**). **This is a very high expectation (Two years above where they should be.)** There are however 11 students who are working well into Stage Seven and whose asttle scores show that they are also working well into Level 4 (P or A - Year Eight expectation. This would give a combined total of 12 / 45 (27%) who are working at an EOY Eight expectation. These students were cross grouped and challenged to through a problem solving programme.

9 / 37 (24 %) **Year 8** students showed that according to their end of year GLOSS results they are working at or above Stage 8. (EOY Nine Expectation). These students were cross grouped and challenged to through a problem solving programme.

**Allowing accelerant students to work with year groups above their own chronological age has been of benefit.**

**Basic facts remains an issue for struggling learners. We plan to use Seesaw to track progress and improve communication with homes about what students need**



		<p>to achieve.</p> <p><b>We are going to focus on strand - to ensure that all teachers are consistently focusing on strand - particularly the upper end of the school. A great focus on problem solving will take place. We will also focus on the teaching of place value - to ensure that all staff have the same understanding of how this is taught. The key focus will be on the consistency of teaching between classes and between teams.</b></p> <p>he data shows that Kotare students are as follows: 43 (Y0/1) Students at the beginning of Curriculum Level 1 15 (Y0/1) are at the middle 3 (Y0/1) are at the end 2 students are at the beginning of level 2 5 Year 2 have not reached the expected curriculum level 29 (Y2) are at the expected level 8 (Y2) is above and is at the beginning of Curriculum L2 1 student at the beginning of level 3</p> <p>Cross groupings with certain students when appropriate, to support low and high achievers. Talk moves- explaining their thinking Real life problem solving approaches. Linking it with the strand and using word problems to build a passion. Using osmo kits and other tech available to support maths</p> <p>Cross grouping also in maths from Week 2. Students lower will have less in the class.We will be doing this 5 days a week, even with Strand. -Making sure we are grouping within our cross group classes. -Really targeting knowledge gaps, especially with the Stage 3-4 students e.g. daily 10, black belt knowledge classroom. -Looking at how we will assign maths homework e.g. basic facts to learn then testing on a Friday. Moving up levels as they go. -Kim may look at taking an ALIM group during her time out of the classroom, or on a Friday e.g. during library time. -Higher Year 4 students will be going up to Kotuitui for maths. -Using new resources e.g. PADLET. Flexible grouping. Changing them dependent on the needs. -Focus on fractions this year, and revisiting throughout the year not just in one term. -Focus on incorporating maths games more into maths programmes.</p> <ul style="list-style-type: none"><li>• Strand taught specifically twice a week and then incorporating into other problems</li><li>• Incorporate strand and numeracy into tumbles/workshops/rotations</li><li>• Problem Solving - Real world problem solving</li><li>• Basic facts every day</li><li>• Explaining thinking talk moves - mahi tahi</li><li>• Collaborative team problem solving</li><li>• Cooperative - Johnson and Johnson<ul style="list-style-type: none"><li>○ Building these skills</li></ul></li><li>• Resources needs</li><li>• ALIM - Sharron</li><li>• Basic Number Knowledge</li><li>• Linking mathematics to the real world - more opportunities for authentic/relevant learning. This is where it is important to develop mathematics strands more - i.e measurement/money/geometry etc. It is important for us to use materials/resources at this level as well.</li></ul>		
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- For example - Banquer has modules that can be used to teach real life skills such as Kiwi Saver, making investments, savings/everyday accounts
- Opportunities to develop/maintain foundation skills - 10 minute short/sharp lessons throughout the day with smaller target groups to solidify concepts
- More opportunities for problem solving activities - encouraging student led discussions and explanations of how they reached their solutions..
- More incorporation of strand to narrow the discrepancy between Gloss and E AsTTLe.
- 

A focus for 2019 will be to accelerate progress for students who are one stage below

A renewed focus on the teaching of basic facts needs to take place in 2019. We must redouble our efforts to use digital tools to improve student achievement in numeracy. Changes to maths groupings within ILS spaces will have a positive impact on meeting specific needs. ILS in year 7 & 8 have been in operation for 2.5 years. The success of the ILS in year 5/ 6 has been patchy as can be seen in the data. We made changes for 2018. We will closely monitor these changes and the impact on teaching and learning. We will also participate in the *Accelerated Learning in Mathematics Programme*.

#### **STRATEGIC GOAL THREE (MATHS) 2018 - 2020 :**

**STRATEGIC GOAL THREE : ASSISTING ALL STUDENTS TO WORK AT AGE APPROPRIATE LEVELS A IN MATHEMATICS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.**

2018 Maths Goal:

We aim to target the following groups of students for accelerated progress in 2019, as follows:

1. We expect ### Year 2 students to be at stage 4 and 20% of year 2 students to be at beginning stage 5.
2. We expect ### Year 3 students to be at beginning stage 5 and 20% of year 3 students to be at end stage 5.
3. We expect ### Year 4 students to be at end stage 4 and 20% of year 4 students to be at stage 5.
4. We expect ### Year 5 students to be at stage 5 and 20% of year 5 students to be at end stage 5.
5. We expect ### Year 6 students to be at end stage 5 and 20% of year 6 students to be at mid stage 6.
6. We expect ### Year 7 students to be at end stage 6 and 20% of year 7 students to be at end stage 7 .
7. We expect ### Year 8 students to be at beginning stage 8 and 20% of 8 year students to be at stage 9.

#### **2018 ACTIONS ( MATHS)**

- ❖ The teachers using the process of “Teaching as Inquiry” was refined and shared in teams and with the staff. This improved teaching practice.
- ❖ Every fortnight, syndicates will meet. The main agenda Item will be student achievement, as it relates to these students.
- ❖ The maths teachers of these students will present current data/ observational judgements etc on each student.
- ❖ The team will collectively apply their professional mind to offer ideas/ strategies for advancing each student.
- ❖ The maths teacher will implement the ideas and the team will review progress at the next meeting.
- ❖ The progress made will be recorded in this action plan > Column> Record of actions and progress including July and December Benchmark Results
- ❖ Teachers improving and refining the use of modelling books during instructional group sessions.
- ❖ Students used their kete (personal learning profile) at each session to focus them on their goals. Goals were co constructed between the student and the teacher with next learning steps clearly mapped out.
- ❖ Students are able to articulate their goals and their next learning steps.
- ❖ One teacher was supported in undertaking the ALiM training and worked with Target students
- ❖ Ongoing professional development.
- ❖ Teacher Aides in the classroom supporting students.
- ❖ Students to be added to the list of the maths teacher’s priority maths learners for 2019.
- ❖ Weekly monitoring of student’s basic facts learning. The maths teacher will update the *Record of actions and progress* column of this action plan (RHS) at each fortnightly meeting.
- ❖ Assessment of student’s current learning progress will be overseen by the team manager and SLT Member.
- ❖ The student will be supported to set SMART goals - which will be added to their kete. The maths teacher and team leader will regularly review the student’s progress against these goals and document their review in *appraisal connector*. - Which forms the basis of Teaching as Inquiry
- ❖ Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately.
- ❖ Home support will be offered.
- ❖ Teachers will build relational trust with these students. Take purposeful steps to build relational trust.
- ❖ Teachers will focus on building growth mindsets for these students.
- ❖ AP and DP will attend ALIM3 and roll that out across the school - in essence teachers with Target students will be required to do extra - target maths sessions.






**Outcomes**



# Teacher in charge of Mathematics

**2019 Maths Management Action Plan :**

Teacher in charge of Mathematics

1. Liaise with Senior Leaders and organise a school-wide assessment programme for school numeracy.
2. Organise the testing programme e.g. basic facts ( feb, June, Nov ), making gloss testing packs etc.
3. Organise year 2 NUMPA assessment to be carried out.
4. Collect up PAT maths tests Y 4-8 and send away for marking/ analysing. Upon receipt of the analysis - write a summary report for the principal.
5. Look at ways digital technology can be used across the school to practise children in Basic Facts learning, to test and track progress throughout their school at bombay. To provide diagnostic information for teachers/ the board to respond to.
6. Oversee the completion of expectation grids for each year level
7. Enter results into the school's national gloss datagrid
8. Pedagogy : Check Senior Teachers are monitoring target groups
9. Organise classroom visits for observations/ advice / mentoring etc.
10. Foster a home and school partnership centred on numeracy
11. Attend lead teacher days
12. Organise staff PD
13. Manage the budget.
14. Organise & Manage Mathletics - Are teachers using it effectively? What is the data showing? Provide teams with data on their priority learners - or show Team Managers how to access this.
15. Keep the development of strand boxes/ resources moving ahead.
16. Check that resources are correctly stored and managed
17. Prepare MATHEMATICS action plan before the start of term 1 and review each term.
18. Complete a school wide overview of the school's integrated teaching of MATHEMATICS across the curriculum..
19. Report each term on progress against the MATHEMATICS action plan. ( The Principal will report to the Board using your report.)
20. Attend all management meetings. Contribute to the agenda. ( There is an expectation that you will contribute to each meeting. )
21. Induct new staff, including teacher aides as they join the school. [ Bring them up to speed on the MATHEMATICS programmes within the school.] - These include IPAD & Chromebooks - Include a report on this for the BOT each term. ( In general the Principal reports to the board, but may request that you do it.)
22. Release is available by negotiation.
23. Organise one parent night - sharing learning/ do presentations/ and Q & A
24. Actively seek to keep the Bombay School MATHEMATICS curriculum up to date with current best practice and research. Actively make recommendations to the principal. ( Please email these. It is expect that over the course of the year you will at a minimum have made 2 recommendations.)
25. Choose a cohort of students - that you will track the impact of the use of ICT on their MATHEMATICS learning. Present this report to the principal no later than November 2016. Your report must use the Google platform (e.g Doc, Present etc)
26. Keep the school's website up to date ( mathematical aspects ) - but do not make radical changes to design, content or site structure without obtaining consent of the principal. When in doubt about this provision, make a written proposal and receive signed authorisation before proceeding.
27. Draw up and 2year purchasing plan for MATHEMATICS software and hardware. Present the plan at the June 2016 board meeting, after having obtained sign off to present from the principal.
28. Promote MATHEMATICS professional learning groups, where these exist and offer support if practical.Provide PD for staff : Determine a skill set for all staff : Needs analysis technical skills and pedagogy (through short 1-2 question surveys) : Syndicate/Staff meetings to include a section of time allocated to specific new learning/sharing.Assist teachers with their personal learning regarding MATHEMATICS
29. Network with other schools: Create a comparative report. Report back to Senior Managers ( Google Doc Report ). Compare and contrast their [Mathematics](#) journey to ours. Make recommendations
30. Attend uLearn in 2016 - go with a [Mathematics lense. Report back latest trends and the implications.](#)
31. Liaise with DP and AP and Team managers with regard to their [Mathematics](#) requirements.



32. Proactively troubleshoot potential [Mathematics](#) issues/ bottlenecks/ inefficiencies and incorporate it and the potential solutions for it, into your action plan.
33. Comply with all procedures, policies and directives. Where in doubt - seek answers.
34. In conjunction with the school management and leadership team, play an active role in providing pd to staff and in keeping parents and wider community in the knowledge loop. ( Conduct one staff meeting per term - PD Focus)
35. At a minimum of twice per term contributed to the newsletter - “ [Mathematics](#) corner” positively promoting the LwDT journey at Bombay School.
36. Promote a positive team culture - by leading as a professional. If teachers seek assistance - help them. If they become frustrated by technology blocks - help them to overcome these blocks.
37. Support the school leadership team to carry out their roles. Be a positive advocate of the leadership team.
38. Contribute to team member reflective journals on Appraisal Connector.
39. Conduct appraisals of teachers using appraisal connector and ensuring their compliance with their job descriptions. ( You may be asked to assist with a focus on learning with digital technologies.)
40. Actively seek PD which will improve your ability to carry out this role.
41. Attend leadership PD when requested.
42. Attend senior leadership meetings when requested
43. Keep abreast of curriculum, pedagogical and didactic changes.
44. Model correct professional use of the appraisal connector system.
45. Help support staff in the use of [Mathematicss](#) to enhance student learning.
46. Assist staff to problem solve issues relating to [Mathematics teaching and learning](#).
47. Work alongside colleagues of other schools to share and learn about their [Mathematics journey](#).
48. Share with staff new learning including websites, professional development, professional readings, online repositories.
49. In conjunction with the Leadership team prepare, record and distribute Action from Term Action plans including observable outcomes.
50. Review school policies/ compliance and health and safety in relation to [Mathematics](#) and make recommendations to the board in your termly report.
51. Establish a formal self review cycle for the school around the [Mathematics](#) dimension. How well are we doing? How do we know? What are our strengths and weakness? How can we improve? etc

## Personalised Learning

### STRATEGIC GOAL FOUR PERSONALISED LEARNING

To create a step shift in pedagogy, from high teacher direction toward high personalised learning, using technology to assist students to pursue their own specific, measurable, achievable, realistic and time-bound learning goals, over the course of the next 3 years

2018	2019	2020
<ul style="list-style-type: none"> <li>Continuing PD on teaching as inquiry and personalised learning.</li> <li>Continuation of Mathletics in 2018</li> <li>Continued development of Akoranga, Genius Hour, Fun Day Friday and Free Thinking Friday</li> <li>Continued unpacking of the 7 principles of personalised learning viz: Focusing on Locus of Control; Knowing Students as Learners; Student Engagement; Collaboration; Effective Use of ICT; Classroom Culture</li> </ul>	<p>Induct new staff</p> <p>All staff to complete MindLab Digital Passport</p> <p>All staff to be trained to Google Level 1 Certification</p> <p>Continue to develop Akoranga</p> <p>Continue to develop Bombay Inquiry Model</p>	



<ul style="list-style-type: none"><li>Team sharing - planning, assessment and evaluation</li></ul>	PD personalised to staff need.		
<p>2018 Outcome &amp; Evaluation</p> <p>We made good strides in coalescing staff, students and parents around our pedagogy.</p> <p>Goal setting remains an area where we must focus on consistency in understanding and in the practice of meaningful goal setting.</p> <p>We made good progress in building school culture. (Refer to our surveys).</p> <p>Culturally Responsive and Relational Pedagogy has been a focus in 2018, with us undertaking work through our Kahui Ako and the University of Auckland.</p> <p>We’ve held several community events over the course of the year - drawing our stakeholders closer together and using the chance to educate about our mission.</p> <p>We are not taking full advantage of Mathletics analytics - this must be a focus in 2019.</p> <p>We’ve used several digital platforms to communicate with our stakeholders. Engagement data shows that this medium is very successful with our community.</p> <p>In 2018 we made good strides in focussing on relational pedagogy and on highlighting our successes in this area. Our inquiry topics allowed more room for students to take the locus of control and own their learning. Staff are cognizant of this success and will ensure that future topics - increasingly involve student choice. The use of digital software to personalize maths learning and allowing capable students to work in maths groups well above their chronological age has also contributed to the success for accelerant students. Our aim must be to consolidate and extend these gains in 2019. Allowing this flexibility requires good team communication and collaboration to ensure that the logistics work well and that students and teachers know what their roles are.</p> <p>Staff changes at the end of 2017 meant that programmes like Akoranga could not get off the ground in 2018. We would like to reintroduce these programmes in 2019, as they contributed to personalised learning and they offered students a wide variety of new learning opportunities. We would also like to extend the work done in our maker-space in 2019. This proved very popular amongst students. Our goal in 2019 is to upskill teachers to run the makerspace.</p> <p>Our teaching teams have settled well after the staff turnover in T4 2017. Teams are collaborative and supportive. Our staff satisfaction survey data - shows that staff enjoy working in collaborative, supportive and emotionally safe teams. Staff culture is positive and supportive - proving the maxum - happy teachers - happy children.</p>			
<b>STRATEGIC GOAL FIVE: COMMITMENT TO MAORI</b>			
To ensure that Maori Students are engaged in their learning and are achieving educational success, with pride in their identity, language and culture by adhering to the tenants of the Kahikitia Strategy and TaTaiako Strategy. To continue build relations with local iwi in order to gain their support for improved Maori student achievement and engagement. To build staff cultural competence.			
To			
2018	2019	2020	Where to next
<ol style="list-style-type: none"><li><a href="#">Refer to the 2018 Action Plan</a> (68 pages - too long to incorporate here.)</li><li>Review class environments.</li><li>Reviewed Kapa Haka Programme</li><li>Build relationship with Te Haurahi Schools</li><li>Review Achievement Data</li><li>Review Maori Student voice</li><li>Review Maori parent/ whanau voice</li><li>Promote school Wiata</li><li>Promote school Haka</li><li>Promote school waiata</li><li>Participate in cultural festival</li><li>Integrate Maori Reo in official school documents - start with daily notices and newsletter</li></ol>	<a href="#">Refer to 2019 Action Plan</a> Continue to work on 2018 actions - progress plans <ol style="list-style-type: none"><li>Review class environments.</li><li>Reviewed Kapa Haka Programme</li><li>Build relationship with Te Haurahi Schools</li><li>Review Achievement Data</li><li>Review Maori Student voice</li><li>Review Maori parent/ whanau voice</li><li>Promote school Wiata</li><li>Promote school Haka</li><li>Promote school waiata</li><li>Participate in cultural festival</li><li>Integrate Maori Reo in official school documents - start with daily notices and newsletter</li></ol>		



13. Appointed Kapa Haka Tutor 14. Build a relationship with a new Kaumatua 15. Foster Kahui Ako approaches & PD on cultural responsiveness 16. All children to learn the waiata. 17. Staff confidence and capability in using Te Reo - will need to be built up. 18. Improved signage and artwork on buildings and in gardens that reflect tangata whenua	30. Appointed Kapa Haka Tutor 31. Build a relationship with a new Kaumatua 32. Foster Kahui Ako approaches & PD on cultural responsiveness 33. All children to learn the waiata. 34. Staff confidence and capability in using Te Reo - will need to be built up. 35. Improved signage and artwork on buildings and in gardens that reflect tangata whenua		
<p>The journey thus far 2014-2018</p> <p>Summary</p> <ul style="list-style-type: none"> <li>● Maori Student Engagement is high - See Bombay and Me survey Data</li> <li>● The school remains a committed member of the Te Haurahi Cluster.</li> <li>● BOT Self Review Tool for Maori cultural responsiveness. We are going to work through this tool for the September Meeting. Meanwhile, you can access the tool : <a href="#">Click Here</a></li> <li>● We are committed to Te Haurahi Cluster : A cluster of Franklin schools focussed on Maori student engagement and achievement.</li> <li>● Bombay Lions : The lions have close ties to the school ( many of their grandchildren attend the school. They are involved with a wide range of school events e.g. Fun Run, Calf Club &amp; Christmas Party)</li> <li>● <a href="#">School Kapa Haka Group</a> is open to all students to participate in. This aligns with our Te Haurahi goals. Kapa Haka is popular at our school.</li> <li>● School Inquiry Learning Foci e.g. <a href="#">Pasifika Unit</a> <a href="#">Another example</a></li> <li>● Promoting student voice - through <a href="#">kete</a> and <a href="#">student surveys</a></li> <li>● Surveys parents [ e.g. <a href="#">Parent Tech Survey</a>; <a href="#">Parents Verbatim Comments - LwDT Survey</a>]</li> <li>● PD on Maori Responsiveness ( Paul &amp; Jane attended Te Hautu)</li> <li>● <a href="#">Our charter goal aims to promote Maori enjoying and achieving education success</a> as <a href="#">Maori</a></li> <li>● At Bombay School Maori whanau are engaged through surveys, hui and through invites to school events. We had the highest turnout of whanau to our Nga Pukerau concert in 2014. Our students visited the Marae in 2014 and have twice (2014 &amp; 2015) performed for our local ECE - <a href="#">VISIT TO LITTLE PIONEERS</a></li> <li>● Survey data, and anecdotal data from Maori whanau are presented to the board - where it is responded to. <a href="#">Maori Parents</a></li> <li>● The board is aware of its duty to be representative and diverse. In 2016, closer to the triennial elections, the board will hold a hui, fono and general meeting in order to explain trusteeship to parents and to encourage them to stand for election.</li> <li>● We have the following <a href="#">evidence do we have that Maori</a> are enjoying and achieving educational success as Maori.}</li> <li>● <a href="#">The expectation of Maori success as Maori is written into job descriptions : Expectations 3.22 4.3 4.8 4.10</a></li> <li>● Maori achievement is focussed on in <a href="#">charter</a> and <a href="#">annual plan</a></li> <li>● School transitions for Maori students is part of a focus of this years BOT Self Review</li> <li>● Funds are allocated for Productive partnerships with Maori ( Te Haurahi).</li> <li>● 14/09/15 - Powhiri Video uploaded to the website and App. All parents notified.</li> <li>● Following our ERO review : We will implement a sequential Te Reo programme.</li> </ul> <p>Developments to Dec 2018</p> <ul style="list-style-type: none"> <li>● We surveyed Maori parents in 2018. Data from that survey indicated that Maori parents were satisfied with the school's journey but that more could be done to reflect Maori culture in the day to day operation of the school.</li> <li>● We employed another teacher who has Maori heritage - bringing our total to two teachers. We also co-opted a BOT member who is Maori.</li> <li>● We managed to secure the services of a parent who has skills in Kapa-Haka to support our programme</li> <li>● The school was gifted to Korowhai - which will now be used in school ceremonies.</li> <li>● Te Haurahi has disbanded in favour of the Kahui Ako. We did extensive work with our Kahui Ako in CRRP = Cultural Relational Responsive Pedagogy. We surveyed and parents and worked with the University of Auckland in this regard.</li> <li>● We surveyed our students in 2018. Maori students showed very high levels of engagement at school. They felt a sense of belonging to Bombay School. They felt safe at the school</li> <li>● Our sequential Te Reo Language programme is evident in planning and in student work but more work needs to be done to encourage teachers to give Te Reo Maori a go. We would like to see the language being used naturally in everyday classroom context and we would like to see its use extended beyond basic commands and days of the week etc. The SLT are cognizant of this and work to model the use of Te Reo in their everyday interactions. More work needs to be done to allow teachers to feel safe to give things a go.</li> </ul>			