

# Pirongia School

Working together to be lifelong learners-Mahi ngātahi ki te pae tāwhiti akonga  
Charter and Strategic Plan 2019-2022



Principal: Jan Cullen  
Board of Trustees Chairman- Lisa Shaw

MOE 1987

# Pirongia School Charter 2020

Working Together to be Lifelong learners-Mahi ngatahi ki te pae tawhiti akonga

## National Priorities:

Provide all students in Y1-8 with opportunities to achieve for success in all areas of the NZC  
Give priority to student achievement in literacy and numeracy Y1-8  
Give priority to regular quality physical activity that develops movement skills for all students, especially Y1-6

## School Priorities:

- Tuakiri- Identity
- Engagement of students, parents and whanau
- English—reading and writing as connected learning
- Mathematics and Statistics
- Science STEM
- Digital Technology
- Health and PE
- Learning to Learn
- Rural and Roses

## Values and Beliefs: PRIDE

(in consultation with the Community 2010) These weave through our learning and incorporate the Golden Rules.

- Participation-working as a community for the common good.
- Respect- for all people and the environment
- Integrity- being honest and responsible
- Diversity-acknowledging different cultures, languages and heritages.
- Excellence- aiming high in all we do and persevering in the face of difficulties.

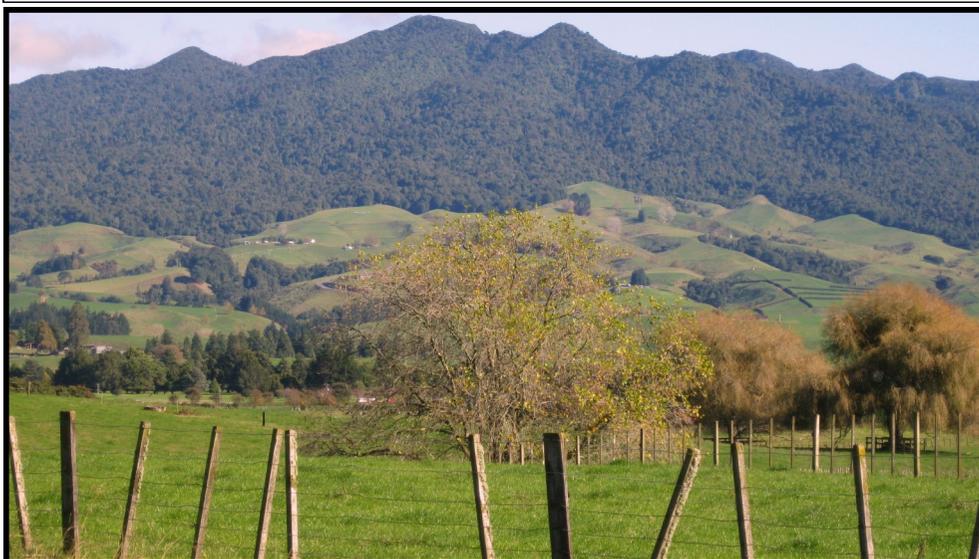
School wide PRIDE beads introduced in Kahikatea Team in 2015  
Introduce new Values cards and also community Values card idea from Rural and Roses

## Mission:

*Inspiring our children as they climb the paths to their individual summits.*

## Vision:

*Working together to be lifelong learners.  
Mahi ngatahi ki te pae tawhiti akonga*



Our Principles—the foundation for all curriculum decision making:  
(in consultation with our community 2009)  
Reviewed in 2014

- The Treaty of Waitangi
- Community engagement
- Inclusion
- Cultural Diversity
- Learning to learn
- High expectations
- Coherence
- Future focus

## Submission to the MOE:

February 2020

## Ratification of the Charter:

February 2020

## Cultural Diversity and Maori Dimension:

( Consultation with our Māori Community and Whanau 2008/2009)  
Review of Ka Hikitia in 2014 Hautu 2018 Review 2020

See following pages



# Pirongia School

## MISSION

*Inspiring our children  
as they climb the paths to their individual summits*

## VISION

Working together to be lifelong learners  
*Mahi ngatahi ki te pae tawhiti akonga*



## SCHOOL DESCRIPTION

Pirongia is a school with a long history having been founded in 1873. We celebrated our 125th anniversary in 1998. We are a country school, with a supportive community with between 370 and 400 children enrolled. We have large and beautiful grounds, studded with ancient trees and including an adventure playground, a magnificent L-shaped 25 metre pool, spacious playing fields, two astro-turf courts, generous sealed areas, a large hall, a music suite and a well-stocked library. In 2018 five permanent, modern learning spaces with breakout areas were added to our existing well-resourced classrooms. As a BYOD school, students from Y5-8 can share their learning within our community and explore how Digital Technology can add to traditional ways of learning and open up new and different ways of learning.

We are close to the Waipa river which flows just west of Pirongia village and beyond the river, the mountain itself smiles down upon us all day while protecting us from the worst of the westerlies.

The mountain, which gives its name to the school and the village, is very much part of the psyche of the school. Pirongia- te-aroaro-o- Kahu, its full name in English 'the scented presence of Kahu' remembers the Tainui female ancestor Kahu, overcoming difficulties in her climbing of our mountain.

The mountain therefore stands tall as a reminder of the challenges we face in our learning and how we must take pride in the many different journeys to our individual summits.



### THE MOUNTAIN LIES AT THE HEART OF OUR SCHOOL FLAG:

This flag was designed in the year 2000 by Year 8 pupil, Sam Gisler. The black and white are our school colours and the four colours represent the colours of our sporting houses . . .

### OUR SCHOOL HOUSES

#### Kea - Kia Maia (strength)

Waipa, our paths from the past towards the future

#### Kiwi - Kia Ora (well-being/attitude)

Physical, spiritual, emotional, social well-being and a safe environment

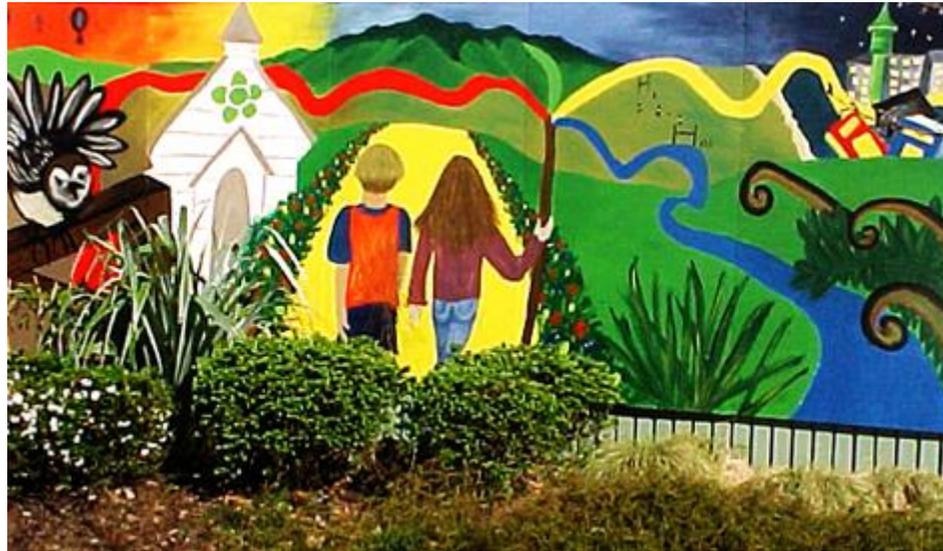
#### Kakapo - Kia Wehi (values)

Self-discipline, respect, perseverance, compassion, integrity, excellence and participation

#### Tui - Kia Mōhio (thinking and learning)

Literacy, numeracy, critical thinking, communication, risk-taking, individuality, creativity, making decisions,

## THE MOUNTAIN IS PART OF OUR BELOVED SCHOOL MURAL



The Mural depicts two children leaving our School on the yellow road of "well-being" to face the challenges that life will offer. The four ribbons represent the four houses of our School

- **Kakapo** - **Kia wehi** (Red)
- **Tui** - **Kia mōhio** (Green)
- **Kiwi** - **Kia Ora** (Yellow)
- **Kea** - **Kia maia** (Blue)

The colour of each ribbon has a further significance besides the house it represents. They also represent the key characteristics Pirongia Community would like their children to leave school with. The blue ribbon becomes the Waipa River (strength), which flows beside our village. The green shows the journeys in learning we are making together towards our summits, the best that each of us can achieve. The yellow represents our well-being along the way. The red is our heart - our culture and values. It is important to appreciate the individual strength of each house (person). Of greater importance is developing these key characteristics in every member of our learning community so that as a team we create an outstanding school environment.

## "TOGETHER WE CLIMB"

There are many different routes to the summit of our mountain and none is easy.

You may choose to climb by more gentle slopes, but then you must climb for longer. If you want to get there quickly you must climb on steeper slopes.

The way is never straight ahead nor straight up. There are many ups and many downs and the path is often winding, obscure and filled with obstacles.

The weather may change in a flash. A vicious hailstorm can strike literally "out of the blue," even in the middle of summer, when you least expect it.

You will often climb a peak on Pirongia, only to see another higher ridge beyond, with higher peaks waiting to challenge you.

The path has been formed by those who have climbed before you. If ever it should become confused or overgrown, then it is important to think clearly, to have good strategies and to make good choices.

You may arrive at a steep rock face and think "How can I scale this terrifying obstacle?" Then you will

Appreciating individual difference

Motivation

Numeracy

Challenge

Self - discipline

Goal setting

Powerful thinking, strategies and decision making

Creativity

Emotional well-being

notice that someone has left a chain embedded in the rock. You can take hold of this chain and pull yourself onto and up the rock face. So you notice how much you are being helped in your journey by those who have climbed there before. And you wonder, "What can I do to help those who come after me?"

It is not a journey you should take alone. But choose your companions carefully before you climb our mountain. You may come to depend upon them for your life. One of you must be the chosen leader but all of you should be prepared to take over the leader's role in case of mishap along the way. You must be absolutely certain that the people you are following will lead you by the best path.

Make sure that you enjoy each other's company so you can have fun along the way. The more fun you have the further you will want to go. There will be hard times when one of you may feel tired or discouraged. One of you could even fall and be injured. Only by working together as a team will you be able to rest the tired, encourage the discouraged and bring help to the injured.

Before you can start to climb our mountain you must first cross our river. Not a difficult task these

Problem solving

The paths from the past towards the future

Citizenship

Make wise choices in friendship

Communication

Flexibility

Leadership

Fun

Compassion

Teamwork

Waipa

days, but look back, and think of the times when crossing this river was not so easy. Strong people from Pirongia's past did not let any barrier prevent them from beginning to climb.

Pirongia demands respect and does not suffer fools. Only a fool approaches this mountain unprepared. So, besides travelling with a good team, you must plan your journey carefully and have good equipment - everything you may need to keep you well protected and well nourished along the way. It is a big risk to climb our mountain. The consequences of choosing the wrong path can be severe. You could come to great harm. And yes, you can quite easily die up there.

Many people who try to climb our mountain, fail on their first, second or third attempt. Don't be ashamed if this happens to you, just let it make you more determined.

When you reach the summit at last, you may find that you still cannot see what you went there to see. Look out the window and you can see why. The peaks are so often shrouded with mist, it is a lucky person who arrives there in good visibility. There is always another day. Just try again . . . and again . . . and again, if necessary. One day, all will be clear.

On the way to the summit you will be surrounded by an ancient forest that whispers of the *Patupaiarehe* (fairy people or "Children of the Mist") of te ao

Overcoming obstacles

Role models- history

Respect for self, others and environment

Physical well-being

Security

Preparation

Protection

Risk taking

Perseverance

Positive thinking

Determination

Learning from experience

Probability

Success

Culture

tawhito (the distant past,) in the stories handed down to us by the Tangata Whenua.

Literacy

Do you sometimes wonder if the Mist People are still there? Are the spirits of your ancestors watching over you as you climb? Are you climbing as they would expect you to climb and caring for this mountain they so proudly bequeathed to you?

Spiritual well-being

And why do you want to reach the summit anyway?

Pride

Because from there you can see other mountains to climb, oceans to cross, directions to take. . . . and the journey goes on.

Asking questions

Goal setting

***Tui Allen***

Importance of the journey to the destination



## Our School Teams

Our teams are named after five significant trees on Pirongia Mountain. Each tree has a special significance and adds another layer to our understanding of the mountain and the stories it holds.

**Rata Team-** Our Y0-2 Team is named after the huge majestic trees that grow on our Maunga. It is the Rata that gives colour to our mountain. These trees are a very important source of nectar for the fauna living there.

**Tawa Team-** Y3 and 4 -the Tawa is the most common canopy tree that spreads itself out to the sun, like a cloak over the other trees.

**Kahikatea Team-** Y5/6 -the Kahikatea tree is the tallest on the mountain and is a very important food source because of the fact that it fruits every year.

**Kawaka Team-** Y7/8- the Kawaka grows at the summit of the mountain and is the watch keeper of the patupairehe, a fitting image for the Y7/8 students as they strive to reach the summit.



# CULTURAL DIVERSITY AND MĀORI DIMENSION at PIRONGIA SCHOOL

(In Consultation with Māori and wider School Community 2008/2009 and reviewed in 2012/13)

In 2017 Pirongia School worked with Lisa Rapana from Te Toi Tupu as part of our Rural and Roses PLD. In 2018 Pirongia School, supported by Te Toi Tupu, used the Hautū review tool with the Board of Trustees (BOT). With the change of BOT in 2019, the new Board continues to seek professional support using the principles of the review tool, Hautū.

Pirongia School will reflect the principles of the New Zealand Curriculum

## TE TIRITI O WAITANGI - THE TREATY OF WAITANGI

New Zealand's bicultural heritage is unique and is important to all New Zealanders.

The school curriculum will recognise and value the Treaty of Waitangi and the unique position of Māori in New Zealand society. The school curriculum will acknowledge the importance to all New Zealanders of Māori and Pākehā traditions, histories and values.

All Students will:

- Understand the nature of biculturalism and the partnership between Māori and Pākehā.
- Explore the bicultural heritage of New Zealand society, a heritage that contributes to their identity as New Zealanders.
- Māori students will enjoy learning as Māori through the development of Mātauranga Māori and Tuakiri.

When incorporating Māori perspectives in school programmes, teachers will:

- Endeavour to ensure that the perspectives are in accordance with the views of iwi kāinga and tangata whenua.
- Recognise that Te Reo Māori, Ngā Tikanga Māori and Mātauranga Māori are taonga and have an important place in the curriculum. This perspective is an integral aspect of our inquiry learning planning process and Whānau will contribute to this.

## MULTICULTURAL PERSPECTIVES

The Pirongia School curriculum respects and strives to uphold the principles of Cultural Diversity and Inclusion as stated in the NZC.

Students from a diverse range of cultural groups are present at our school. When exploring cultural experiences and cultural diversity, programmes in our schools will:

- Recognise and value the traditions, histories and languages of the cultures within New Zealand.
- Examine issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community.
- Recognise that students may need to meet more than one set of cultural expectations.
- Consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.

### PIRONGIA SCHOOL- 2020

#### 1. Steps to incorporate Tikanga Māori

- Occasions will be planned to include Tikanga Māori and Kawa in this School. This includes Pōwhiri at the start of year and as each cohort of new entrants start at the beginning and mid-term throughout the year. Then as required through the year, mihi, waiata and karakia at start of each day and at weekly assemblies, and where appropriate. The process for Pōwhiri is documented and this guides this process. Students and staff continue to develop their knowledge of Tikanga Māori and Te Reo in regard to the Pōwhiri process as tamariki move through the school and their knowledge of Tikanga Māori and Te Reo develops.
- Māori culture and protocol will be included in class and curriculum programmes. In 2020 whole school development of the concept of Tuakiri, Identity, will be woven through all curriculum areas. Staff PLD will help staff understand the deeper meanings of Tuakiri/Identity and cultural knowledge/ Mātauranga Māori.
- Resources developed that integrate local knowledge and kawa into the Pirongia school curriculum and processes. Deepening our knowledge as teachers on our Teacher only day in 2019, by visiting local places of historical importance in our enrolment zone. This year, 2020, PLD that developed the staff's understanding of Tuakiri – Identity and Te Tiriti o Waitangi. Hear and discover the rich history and stories of our district from a Māori viewpoint, impart these and grow on this knowledge throughout the school. Use resources in Waipa area such as the proposed Te Ara Wai interactive resource.

- Whānau room established in 2019 has proven to be a valuable resource for teaching, Whānau meetings, Kapa Haka, Te Reo , Community Te Reo lessons, and as a special place for our students to meet.
- The blessing of new buildings by our Kaumatua.

2. Provision for instruction in te reo Māori for full time students whose parents request it:

- All classrooms will offer Māori language, integrating it into the School theme, Tuakiri, for the year. Extension Te Reo offered throughout the school for Te Kakano (beginners), Te Puawai, (intermediate beginners) and Te Whakaoho (advanced beginners) to further extend the reo to a deeper level.
- All steps will be taken to provide instruction in Tikanga Māori and te reo Māori for full time students whose parents ask for it.
- All staff undertook He Papa Tikanga course with Te Wānanga o Aotearoa in 2017. In 2020, we will continue to look to see evidence of this work in practice.

3. Steps taken to discover the views and concerns of the School's Māori community.

- Opportunities provided to meet as a community with key personnel, staff and Board of Trustees and Kaumatua.
- Whānau support group seeking wider involvement and commitment from our community, meeting on a regular basis to care for and support Whānau.
- Whānau discussion of Ka Hikitia.
- Further develop our relationship with mana whenua.

Educational Goals - 2020

- Māori perspective as stated in Ka Hikitia to be evident in planning and assessment and in the inquiry process.
- Continue work with our schools to ensure we have deep understandings of concepts such as Manaakitanga and help us to develop ways to make connections and engage meaningfully with our Māori community in their homes and Marae, linked to our teaching as inquiry, Ka Hikitia, and Tātaiako. As a BOT we will continue to use the principle of the review tool Hautū.
- The focus on student achievement for all Māori children in reading, writing, mathematics and Hauora (Wellbeing) with targeted groups tracked and monitored as per our 2020 Pirongia School targets.
- Develop understanding of Hauora using Te Whare Tapa Wha, the four cornerstones (or sides) of Maori health. Whānau (family health) tinana (physical health) hinengaro (mental health) and wairua (spiritual health)
- By increasing Māori involvement in the learning process as active learners in the NZC, and through increased whānau involvement in the learning process,

- Improving transitioning to school. Consultation with our whanau and supporting them as their tamariki start school. Implementation of Play based learning that incorporates Te Whariki. Whakatau for each cohort as they start Little Trekkers at the start of term and mid-term.
- Whaea Kathie, School Kaumatua, Dennis Kaumoana, and whānau support group to advise on Te Ao Māori
- Whānau Support Group started in 2008, operating with regular meetings and authentic events which gives opportunities to participate strongly and engage in their children's learning.
- Staff to pronounce Māori names correctly, learn alphabet and integrate Te Ao Māori where applicable in planning with support from Whaea Kathie. School wide Te Reo and Te Ao Māori plan.
- Personnel to support Kapa haka organisation and Te Reo Māori. Te Ao leader with unit and Tutors employed as needed with PD as needed, and release to participate as needed.

### School Whakataukī

#### Whāia te iti kahurangi ki te tūohu koe me he maunga teitei

*Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain*

This Whakataukī is about aiming high or for what is truly valuable, but it's real message is to be persistent and don't let obstacles stop you from reaching your goal and captures what we value at Pirongia School.

Our motto: **Pikia tō tātou Maunga** Together we Climb

Our vision: **Mahi ngātahi ki te pae tāwhiti akonga** Working together to be lifelong learners

Our mission: **Inspiring our children as they climb the path to their individual summits**

## Maui Mōhio

### Maui the Intelligent One Maui the Clever One

Maui was human but he possessed supernatural powers. He was the youngest of his many brothers. Maui noticed that when his brothers went fishing they lost more fish than they ever caught. Maui examined their hooks and saw the reason. Maui said to them

'Take me fishing and my hook will catch more fish than all yours put together!'

The brothers reluctantly took the brash young Maui in their canoe and to their amazement he and his new hook caught more fish than they had ever seen. When they examined the amazing hook they saw that Maui had indeed invented the first hook with a barb. The fish could not fall off, thus the name Maui Mōhio (Maui the Clever)

Carved and donated by Mac Bell



# PIRONGIA SCHOOL VALUES and THE KEY COMPETENCIES

THE NZC VALUES	PIRONGIA SCHOOL PRIDE	HOW WE LEARN The Golden Rules	WHAT IT LOOKS LIKE The key competencies
<b>Community and participation</b> -for the common good.	<b>PARTICIPATE</b> Whai wahi atu Perseverance Patience Purposefulness	We take up opportunities, participate in our community, give back to our communities,	Participate and contribute Relate to others/how we support each other Managing self and participating in Interhouse sport/leadership/peer mediation/music/JNS/librarians/milk monitors/EOTC
<b>Respect</b> -themselves, others and human rights.	<b>RESPECT</b> Whakaute Resilience Reliability Responsibility Takohanga	We respect people and property and place We use our manners, we look after our property and the school property, we recycle, reduce	Participate and contribute Relate to others/ manners/hospitality/ Managing self - EOTC/Music Anzac /Marae/Mountain/pool/playground
<b>Integrity</b> -which involves being honest, responsible, and accountable and acting ethically.	<b>INTEGRITY</b> ngākau tapatahi, pono Innovation, Inquiry and curiosity Independence Initiative	We are honest-Pono We work hard	Thinking –understanding how we learn Participate and contribute- as a learner Relate to others- understanding others points of view Managing self-being organised and ready to learn
<b>Diversity</b> - as found in our different cultures, languages and heritages.	<b>DIVERSITY</b> Rerenga ketenga Diligence Dignity Discernment Determination	We are kind and helpful We care and are kind and respectful and include everyone in our learning and play	Thinking understanding and learning about others Participate and contribute Relate to others Managing self
<b>Excellence</b> -by aiming high and by persevering in the face of difficulties	<b>EXCELLENCE</b> Hiranga Empathy Enthusiasm Ecological sustainability Equity,	We work hard We listen	Thinking Using texts and symbols Perseverance and effort in and out of the classroom
<b>Ecological sustainability</b> -which includes care for the environment	<b>RESPECT</b> Whakaute	We respect people and property and place	Enviro school, Green Tick initiative, recycling Participate and contribute managing self Relating to others
<b>Innovation, inquiry, and curiosity</b> , by thinking critically, creatively and reflectively.	<b>EXCELLENCE</b> Hiranga	We work hard We listen	Inquiry Personal inquiry Thinking Managing self

<b>Equity</b> -through fairness and social justice	<b>DIVERSITY</b> Whakaute <b>RESPECT</b> Rerenga ketenga	We are honest-Pono We are kind and helpful	Managing Self Relating to others
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**PRIDE BEADS:**

Introduced in Kahikatea team in 2015. Pride beads are a tangible way to reward students who demonstrate the values of our school. The students will wear their Pride Beads at the Final assembly of the year. Values cards are given out by Duty teachers and Peer mediators. In 2020 we plan to revamp our values cards in line with our PRIDE values. Print these like a business card. Staff and Peer mediators to use in a more consistent way while on duty.

Rural and Roses initiative to have 'Community Values cards that students from all of our schools can be recognised for.

Pirongia School accepts values and welcomes all children into the school irrespective of their background, needs, or abilities. We believe all children have gifts and talents and the potential to learn and succeed.

	<b>Inclusion-having a fundamental belief that all children can learn</b>	<b>Learning to learn-children understanding how they learn</b>
<b>As leaders and Teachers</b>	<p>Teaching as inquiry-what does my practice look like? What do I need to change? For ALL my students.</p> <p><b>Developing 'Learning to learn' – executive function-holistic approach to learning school wide, understanding specific learning difficulties like dyslexia, dysgraphia, auditory processing disorder.</b></p> <p>Using the Practising Teacher criteria and Tataiako to guide my practice</p> <p><b>PRT induction – building foundations for good practice through tutor teachers and SLT</b></p> <p>PD-transactional writing -literacy leader-developing pedagogy</p> <p><b>Mathematics-sustainability- what do I/we need to consider what PD do I/we need/ALiM</b></p> <p>Ka Hikitia-whanau and staff-what does success for Maori look like? Feel like? Sound like?</p> <p><b>Pasifika Students –set goals from Pasifika Education Plan</b></p> <p>BYOD-Y5-8 –personalised learning –all staff-looking for ways to integrate and plan</p> <p><b>Children are safe-bullying/exclusion</b></p> <p>GATE learners-looking for opportunities and defining what is a GATE student.</p> <p><b>Learners with difficult behaviour – how can we engage them and change their behaviours/neural pathways</b></p> <p>Facing the barriers to inclusion that may occur in our school and review our practice e.g. Noise in the classroom, sound field systems in all rooms as a goal</p>	<p>Spiral of inquiry focussing on priority learners-how do all my students learn best?</p> <p><b>Formative practice where students know what they are learning, what their next steps are, and can reflect on their learning.</b></p> <p>The use of data to inform all learning and teaching-e.g. running records, JAM, IKAN, GLoSS, anecdotal, anecdotal, observations, parental input, student agency</p> <p><b>Having an holistic approach to learning considering social, emotional, environmental, and physical factors –</b></p> <p><b>The Foundation Skills-Implementation plan – continue to review</b></p> <p>Use of data – ALL types-shared understanding of what constitutes data</p> <p><b>Developing a robust and holistic approach and process for early intervention with ongoing review</b></p> <p>Working with experts-speech- RTLB RTLit T'Aides, Public Health Nurse, GSE, ICAMH</p> <p>Neuroscience-Cognitive processing-executive function RTLB, learning styles, working memory, auditory processing, trial Cogmed, MovinCog</p> <p><b>PMI of Ka Hikitia thinking-what we have in place already and what we can build on so that Māori students have success learning as Māori and Pasifika as Pasifika. Hautu review 2018.</b></p> <p><b>Engaging parents/building relationships with parent /student learning conferences/information evenings/See Saw /explore e-portfolios/ NZCER wellbeing@school surveys/ Cyber Safety</b></p> <p>Developing a school wide continuum for learning to learn at our school</p>
<b>Being a district and systems player</b>	<p>Building trust and relationships/networks at leadership level across schools with teachers, colleagues, specialist teachers, MOE</p> <p><b>Collaborative solutions and thinking, disobedient thinking.</b></p> <p>Student agency and engagement, looking for and valuing pockets of promise</p> <p><b>Developing a learning culture in Waipa-Rural and Roses so all children progress and achieve</b></p> <p>Working with Kura and special character schools secondary school</p> <p><b>What can we learn from other schools about inclusion?</b></p>	<p>Staff meetings as a cluster focussing on reading, writing and mathematics-see Rural and Roses Vision</p> <p><b>Spiral of Inquiry across the cluster- collectively looking for solutions to puzzles of practice.</b></p> <p>Rural and Roses – PLD Journal, proposal and delivery plan.</p> <p><b>Sharing ideas/practice/resources/leadership skills/observations/contributions that will increase participation/engagement in the Rural and Roses schools.</b></p> <p>All senior leadership team attended PD together e.g. PACT, Nathan Wallis, Ros Lugg, Thomas Anthony</p> <p><b>Writing Moderation with Schools across TA Cluster-TA College continues to look at what makes a difference/what's needed as students start Y9.</b></p> <p>Working with our ECE's to strengthen the transition process, and understand and value pre-school learning-developing a collective understanding of the Foundation Skills in our community</p>
<b>Becoming a change agent</b>	<p>Dealing with conflict, for positive outcomes.</p> <p><b>Making sure all in our community of learners understand and have input into the charter, valuing their input.</b></p> <p>Decisions to place staff for the best team effect and make appointments that create strong teams</p> <p><b>Build trust/relationships so that the quality of the team lifts everyone.</b></p> <p>Seek innovative ideas/be responsible for mistakes/be preoccupied with learning</p> <p><b>Disobedient thinking- that leads to innovative ways/old ways/the best ways to provide inclusive learning environment</b></p> <p>Are there schools like ours having more success? Reading ERO Evaluations.</p> <p><b>Making BYOD accessible to all/inclusive</b></p>	<p>Changing assumptions around e-learning/digital citizenship</p> <p><b>What does 21<sup>st</sup> Century learning look like, personalizing the learning, personal inquiry time</b></p> <p>Transparency in our teaching and learning processes, student agency</p> <p><b>Using BYOD to embrace personalized learning/cognitive processing issues/ finding the best way for all students to learn.</b></p> <p>Teachers developing on-line planning and e-Portfolios</p> <p><b>Trialling different class structures, for boys, for learning and behaviour issues, trialling MovinCog</b></p> <p>Thinking out of the square</p> <p> </p> <p><b>Acknowledgement: Michael Fullan The Principal</b></p>

## Annual Plan 2020

**Annual Target:** For all students at Pirongia School to make progress as measured against the richness of the New Zealand Curriculum

NAG	Planned Actions	When	Who/How
<b>NAG 1 Curriculum</b>	<p>All students will have access to the richness of the NZ Curriculum and to make progress in their learning. Inquiry focus for 2020 – <b>IDENTITY –Taukiri</b> developing the relationship between our cultural knowledge/ Mātauranga and Tuakiri. Our pedagogy, our school values, the key competencies will develop through the language/Reo, the history/Hitori, Stories/Pūrākau and Pakiwaitara, songs/waiata. Family history/Whakapapa, Protocols/Tikanga and Kawa. Students will be empowered to self-determine their learning through project based learning and discovery learning. Our learning and teaching will encompass the principles of the NZC and the professional standards for NZ teachers. We will continue to work on change in practice-mini spirals within big inquiries- authentic contexts for accelerated learning. Implement the PaCT tool and EDUCA across the school. Continued excellent learning programmes in authentic contexts to continue with added professional learning in:</p> <p><b>English:</b> Introduce ALL- Continue with refining of implementation plan. Junior school foundation learning-senior school develop autonomy and choose writing for inquiry fit for purpose. Reading Recovery. Leadership inquiry into Boys Literacy.</p> <p><b>Mathematics:</b> Further PLD in ALiM – 2 places – Refine the implementation plan- emphasis on mult/div/ratios and proportional understanding, rich tasks, moving students into level 3 and 4 in the curriculum</p> <p><b>Health and Physical Education: Hauora- Te whare tapa wha-</b>Incorporate foundation skills with project Energise support, Mindfulness, Circle time, Zones of regulation.</p> <p><b>Science:</b> Develop STEM understanding and use from Y0-8- specialist teaching in Y5-8. Technicians training to work with juniors. Use of the House of Science resources.</p> <p><b>Technology:</b> Authentic contexts for Learning-Tech Arts in Y7/8</p> <p><b>The Arts:</b> Productions (Rata and Kahikatea), after school music programme, Tech Arts for Y7/8, Outside Art to enhance our school and demonstrate our identity and values.</p> <p><b>Social Science:</b> Our local history and stories to develop our identity</p> <p><b>Learning Languages:</b> Develop our Te Reo learning and implementation. French and NZ Sign in Y7/8</p> <p><b>Digital Curriculum:</b> Continue to implement Computational thinking, programming, coding across the school. Explicit links to Mathematics.</p> <p><b>Te Ao Māori:</b> Review implementation plan. Extension Te Reo, Kapa Haka, Noho at Purekireki Marae. Continue to develop school kawa.</p> <p><b>Enviro school:</b> Continue our work with our Silver award status, sustainability of existing projects and initiatives.</p> <p><b>EOTC:</b> Continue to refine and implement authentic, key competency based programmes across the school.</p> <p><b>Career information for Y7/8-</b> through EOTC, Leadership learning, TA College, Tech Arts</p>	<p>All year</p>	<p>All staff</p> <p>Denise/Helen/Dona Budget for PLD MOE – ALL/ALiM funding Dona/Lynette/Jono</p> <p>Ella</p> <p>Sandra-Lee Dona/Melanie Carrie/Dee Helen Lynette Melanie</p> <p>Ella, Whaea Kathie</p> <p>Sandra-Lee/Dee/Carrie</p> <p>Lynette</p> <p>Kawaka Team</p> <p>SLT/LSC</p>

	<b>Learning to learn:</b> Continue our learning about the science of learning, identify students with specific needs. Use t,aide time, LSC, SENCOs, sound pedagogy to meet their needs.		
<b>NAG 2 Review</b>	Review of policies and procedures following triennial plan, (business-as-usual review) with a view to sustainability where appropriate. <b>Strategic review linked to vision, values, goals and targets- 2020-CVE, Uniform, Reporting to parents, implementation plans</b> In response to an unforeseen (emergent) event or issue.	All year	BOT/Staff/community/ whanau
<b>NAG 3 Personnel</b>	<b>Manage staffing as roll increases/staff changes</b> Learning Support Coordinator- based at Pirongia School 0.8 working with Paterangi/induction and PLD through Rural and Roses. Induction into Pirongia School-term 1 <b>Energise/RTLb/RTLit/GSE/Speech Therapist/other agencies to support staff and students.</b> Rural and Roses PLD that fits our strategic plan TBC <b>Leadership PLD- Leadership of Local Curriculum Development Programme</b> Whole staff appraisal Spiral of Inquiry- for consistency of practice/protocols/sharing puzzles of practice <b>Review hours required by support staff as roll increases. Start NE class in term 2</b> Principal appraisal- to incorporate leadership team- focus on Coaching and mentoring with SLT <b>BOT training- STA</b>	All year	Jan, BOT, SLT, Keren Lead Principal-Jan  Jan Dona/Helen  Jan, Dona and Helen All Staff Jan, Keren Jan, Neil Couch, SLT All BOT
<b>NAG 4 Finance and Property</b>	Prioritise spending to achieve the strategic goals. Monitor the budget monthly and review in July <b>BOT to fund Reading recovery 0.12 allocation, Kapa Haka tutor, 1.5 teacher</b> Prioritise 5YA projects – <b>Budget for iPads/computers/ 1x Sound Field system and furniture as needed in new classrooms.</b> Asbestos review <b>New classrooms through roll growth- manage through 10 Year plan.</b>	All year	BOT, Jan, Keren
<b>NAG 5 Health and Safety</b>	Peer Mediation Training Bus and Road safety-trained by the NZ Police <b>Combination of existing Pirongia School welfare survey and wellbeing@school NZCER version</b> Incorporate new H/S legislation into Policies and procedures. Keep Hazards register and update Manual regularly. <b>Emergency evacuations practised each term.</b> Cyber safety incorporated into all classroom programmes and in community- introduce Family Zone <b>Review all EOTC procedures</b>	All year	Jan, Dona, LSC SLT BOT, Jan  Whole school Jan, Matt (IT) Lynette
<b>NAG 6 Administration and Legislation</b>	Attendance-procedures in place and outlined for all staff in the staff handbook/use of Musac Edge for analysis of attendance patterns <b>Implement revised cohort entry</b>	All year	Jan, Debbie, Keren  Jan, Helen, Debs Sally
<b>NAG 7 The Charter</b>	Reporting to parents, Charter, Analysis of variance	All year	Jan BOT
<b>NAG 8</b>			

<p><b>Communication and Collaboration with the Community</b></p>	<p><b>Communication:</b> School and Class newsletters, hard copy and email, online, on Skool Loop App, Website, open Musac Edge Parent Portal and Facebook, EDUCA school wide, Meet the teacher, Learning conferences twice yearly, Info evenings, IEP meetings, Homelink diaries, assemblies, Tech Arts Showcase concerts, Open days, Book week, Ag Day, School trips, Interhouse competitions, sports day in school, Lower Waipa and Full Waikato Primary</p> <p><b>Consultation:</b> On-going formal and informal review with Parents, teachers, students, whānau, Community groups, Waipa District Council, Parent info evenings/opportunities to share, learn and collaborate</p> <p><b>Collaboration:</b> Whānau, PTA, Rural and Roses, local ECE's- Playcentre and Impressions, TA College, Purekireki Marae, Lower Waipa Association, Sports clubs, businesses in our community, TA Principals Group, Writing moderation group x1 per term across Te Awamutu Schools, Matariki, Learning Support Coordinator Panel for Waipa</p>	<p>All year</p>	<p>BOT, Principal, SLT, all Staff</p>
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## PIRONGIA SCHOOL STRATEGIC PLAN 2019-2022

NAG	2019	2020	2021	2022
<b>NAG 1 Curriculum</b>	<p>All students will have access to the richness of the NZ Curriculum. Inquiry focus for 2019 <b>WELLBEING-HAUORA</b> through all curriculum areas. Our pedagogy to reflect the way we awahi and manaaki our tamariki. Implement mindfulness PLD.</p> <p><b>English: Review and plan PLD from needs that arise from the 2018 implementation plan. Continue to link reading and writing, comprehension and cognitive aspects of reading. Teams to use Spiral of Inquiry in literacy and impact on learning in 2018. Continue to moderate across the school with literacy leaders working with teachers. Lead Te Awamutu writing cluster x1 per term. Reading Recovery. All chn tracked for progress. Use PaCT tool with priority learners-PLD support.</b></p> <p>Mathematics- Review school implementation plan. Focus on integration of strands and integration into other curriculum areas. Review use of ALiM2 model with target groups. Review Spiral of Inquiry and impact on priority learners. Use the PaCT tool to moderate across the school. Mathletics- all classes</p> <p><b>Learning to learn -Integrate school wide plan across the school to develop understanding of student executive function -identify and support students with working memory, auditory processing deficits, dyslexia, dysgraphia, dyscalculia. Review use of MovinCog, STEPSWEB SENCO to support as required to develop and manage individualised class programmes, support programmes as needed.</b></p>	<p>All students will have access to the richness of the NZ Curriculum. Inquiry focus for 2020 – <b>IDENTITY –Taukiri</b> developing the relationship between our cultural knowledge/ Mātauranga and Tuakiri. Our pedagogy, our school values, the key competencies will develop through the language/Reo, the history/Hitori, Stories/Pūrākau and Pakiwaitara, songs/waiata. Family history/Whakapapa, Protocols/Tikanga and Kawa. Students empowered to self-determine their learning through project based learning and discovery learning. Our learning and teaching will encompass the principles of the NZC and the professional standards for NZ teachers. Continue to work on change in practice-mini spirals within big inquiries- authentic contexts for accelerated learning. Implement the PaCT tool and EDUCA across the school. Continued excellent learning programmes in authentic contexts to continue with added professional learning in:</p> <p><b>English:</b> Introduce ALL Continue with refining of implementation plan. Junior school foundation learning-senior school develop autonomy and choose writing for inquiry fit for purpose. Reading Recovery</p> <p><b>Mathematics:</b> Further PLD in ALiM -2 places. Develop implementation plan-emphasis on mult/Div understanding, rich tasks</p> <p><b>Health and Physical Education: Hauora- Te whare tapa wha</b>-Incorporate foundation skills with project Energise support, Mindfulness/Circle time/Zones of regulation.</p>	<p>All students will have access to the richness of the NZ Curriculum. Inquiry focus for 2021 <b>(to be decided)</b> Our pedagogy, our school values, the key competencies and our kawa- will reflect the way we awahi and manaaki our tamariki, the way we are at Pirongia School. Students empowered to self-determine their learning through project based learning and discovery learning. Our learning and teaching will encompass the principles of the NZC and the professional standards for NZ teachers. Continue to work on change in practice through inquiry- authentic contexts for accelerated learning. Use the PaCT tool and EDUCA across the school. Continued excellent learning programmes in authentic contexts to continue with added professional learning in:</p> <p><b>English:</b> Continue to embed good practice in literacy, Reading Recovery</p> <p><b>Mathematics:</b> Embed ALiM Develop implementation plan- emphasis on mult/Div understanding, rich tasks, accelerated learning</p> <p><b>Health and Physical Education: Hauora- Te whare tapa wha</b>-Continue to grow and embed foundation skills knowledge with project Energise support, as well as Mindfulness/Circle time/Zones of regulation.</p> <p><b>Science:</b> Continue to develop and extend STEM understanding and use specialist teaching across the school</p>	<p>All students will have access to the richness of the NZ Curriculum. Inquiry focus for 2022 <b>(to be decided)</b>. Our pedagogy, our school values, the key competencies and our kawa- will reflect the way we awahi and manaaki our tamariki, the way we are at Pirongia School. Students empowered to self-determine their learning through project based learning and discovery learning. Our learning and teaching will encompass the principles of the NZC and the professional standards for NZ teachers. Continue to work on change in practice through inquiry- authentic contexts for accelerated learning. PaCT tool and EDUCA across the school. Continued excellent learning programmes in authentic contexts to continue with added professional learning in:</p> <p><b>English:</b> Continue to embed good practice in literacy, Reading Recovery</p> <p><b>Mathematics:</b> Embed ALiM Develop implementation plan-emphasis on mult/Div understanding, rich tasks, accelerated learning</p> <p><b>Health and Physical Education: Hauora- Te whare tapa wha</b>-Embed foundation skills with project Energise support, Mindfulness/Circle time, Zones of regulation.</p>

	<p>Foundation Skills- Examine 2018 Inquiry in Kowhai team (Y0/1) for impact on our learners and PLD needed. Implement in Y0-2-Rata-consult with community.</p> <p><b>Te Ao Māori- Develop school wide implementation plan and PLD needed to support. Use temporary classroom as Whānau room. Continue to develop school Kawa – implementation plan started in 2017. Set goals from Pasifika Education Plan</b></p> <p><b>Extension Te Reo, Kapa Haka, Noho at Purekireki Marae.</b></p> <p>Continue development of plan for Enviro School Vision implementing the principles into real contexts.</p> <p>Explore the Enviro themes across teams and/or whole school to develop and build in depth understandings integrating other curriculum areas.</p> <p>Aim for Silver award.</p> <p><b>Digital Technology- IT leadership to build on implementation across the school.</b></p> <p><b>BYOD Y5-8-continue to develop programmes and initiatives to individualise learning using devices.</b></p> <p><b>Review use and effectiveness of the Blogs.</b></p> <p>Rural and Roses- PLD TBC 2019, that meets the needs of our school annual plan and the schools in the cluster</p> <p><b>Continue to explore career opportunities for Y7/8-visits to Uni/Wintec/Tech Arts/Careers forum/opportunities to visit TA College/through EOTC opportunities</b></p>	<p><b>Science:</b> Develop STEM understanding and use- specialist teaching across the school</p> <p><b>Technology:</b> Authentic contexts for Learning-Tech Arts in Y7/8. Look for new opportunities</p> <p><b>The Arts:</b> Outside Art to enhance our school and demonstrate our identity and values. Look for ways to provide specialist teaching school wide with staff</p> <p><b>Social Science:</b> Our local history and stories to develop our identity using local experts and whanau.</p> <p><b>Learning Languages:</b> Develop our Te Reo learning and implementation. French and Spanish in Y7/8</p> <p><b>Digital Curriculum:</b> Continue to implement Computational thinking, programming, coding across the school. PLD in school expert</p> <p><b>Te Ao Māori:</b> Review implementation plan. Extension Te Reo, Kapa Haka, Noho at Purekireki Marae. Continue to develop school kawa. Set goals from Pasifika Education Plan.</p> <p><b>Enviro school:</b> Continue our work with our Silver award status, sustainability of existing projects and initiatives.</p> <p><b>EOTC:</b> Continue to refine and implement authentic, key competency based programmes across the school.</p> <p><b>Career information for Y7/8:</b> through EOTC, Leadership learning, TA College, Tech Arts</p> <p><b>Learning to learn:</b> Embed our learning about the science of learning, identify students with specific needs. Use t,aide time, LSC, SENCO, sound pedagogy to meet their needs.</p>	<p><b>Technology:</b> Authentic contexts for Learning-Tech Arts in Y7/8 Look for new opportunities</p> <p><b>The Arts:</b> Continue to develop ways to provide specialist teaching school wide</p> <p><b>Social Science:</b> Grow our understanding of our local history and stories to develop our identity as a school</p> <p><b>Learning Languages:</b> Develop our Te Reo learning and implementation. French and Spanish in Y7/8</p> <p><b>Digital Curriculum:</b> Continue to develop our understanding of Computational thinking, programming, coding across the school. PLD</p> <p><b>Te Ao Māori:</b> PLD in culturally responsive practice Extension Te Reo, Kapa Haka, Noho at Purekireki Marae. Continue to develop school kawa.</p> <p><b>Enviro school:</b> Extend our work with our Silver award status, sustainability of existing projects and initiatives.</p> <p><b>EOTC:</b> Review and explore new options for authentic, key competency based programmes across the school.</p> <p><b>Career information for Y7/8:</b> through EOTC, Leadership learning, TA College, Tech Arts</p> <p><b>Learning to learn:</b> Embed our learning about the science of learning, identify students with specific needs. Use t,aide time, LSC, SENCO, sound pedagogy to meet their needs.</p>	<p><b>Science:</b> Extend STEM understanding and use- specialist teaching across the school</p> <p><b>Technology:</b> Authentic contexts for Learning-Tech Arts in Y7/8. Look for new opportunities</p> <p><b>The Arts:</b> Provide specialist teaching school wide</p> <p><b>Social Science:</b> Continue to grow our local history and stories to develop our identity as a school</p> <p><b>Learning Languages:</b> Develop our Te Reo learning and implementation. French and Spanish in Y7/8</p> <p><b>Digital Curriculum:</b> Continue to develop Computational thinking, programming, coding across the school.</p> <p><b>Te Ao Māori:</b> Culturally responsive practice. Extension Te Reo, Kapa Haka, Noho at Purekireki Marae. Continue to develop school kawa.</p> <p><b>Enviro school:</b> Continue to extend our work with our Silver award status, sustainability of existing projects and initiatives.</p> <p><b>EOTC:</b> Review and explore new options for authentic, key competency based programmes across the school.</p> <p><b>Career information for Y7/8:</b> through EOTC, Leadership learning, TA College, Tech Arts</p> <p><b>Learning to learn:</b> Embed our learning about the science of learning, identify students with specific needs. Use t,aide time, LSC, SENCO, sound pedagogy to meet their needs.</p>
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<p><b>NAG 2 Review</b></p>	<p>Review of policies and ongoing review of procedures following triennial plan including Ka Hikitia.</p> <p><b>Musac Edge- continue PD in use of achievement data, pastoral information and refining of reports, including PaCT. Look at how Educa fits with Edge</b></p> <p>Develop use of See Saw/Educa and ensure usefulness for students, staff and whanau, investigate Educa.</p> <p><b>Review as per Triennial plan</b></p>	<p>Review of policies and procedures following triennial plan, (business-as-usual review)</p> <p><b>Strategic review linked to vision, values, goals and targets- 2020-CVE, Uniform, Reporting to parents, implementation plans, MUSAC EDGE</b></p> <p>In response to an unforeseen (emergent) event or issue.</p>	<p>Review of policies and procedures following triennial plan, (business-as-usual review)</p> <p><b>Strategic review linked to vision, values, goals and targets- 2021</b></p> <p>In response to an unforeseen (emergent) event or issue.</p>	<p>Review of policies and procedures following triennial plan, (business-as-usual review)</p> <p><b>Strategic review linked to vision, values, goals and targets- 2022</b> In response to an unforeseen (emergent) event or issue.</p>
<p><b>NAG 3 Personnel</b></p>	<p>Induction of new tech arts staff – appraisal and school systems.</p> <p><b>PRT’s-0.1 release, enrol in PRT PD with Te Toi Tupu. Rural and Roses PLD that fits our strategic plan. Pause, Breathe, Smile PLD</b></p> <p>Whole staff appraisal Teaching as Inquiry shared and developed to demonstrate new PTC’s/Tātaiako that focuses on priority learners. Release staff for PLD opportunities as needed that fit our Hauora concept, coaching and mentoring by Principal/DPs/Team leaders/with coaching and mentoring as Principal Inquiry. Consistently allow time at Team/Staff/SLT meetings for reflection on Inquiry. PLD with Rural and Roses.</p> <p><b>Use of Project Energise RTLB, RTLit, GSE, Speech Therapist other agencies to support staff and students.</b></p> <p>Review hours required by support staff as roll increases. Start NE class term 3.</p> <p><b>Review as per Triennial plan</b></p>	<p><b>Manage staffing as roll increases/staff changes</b> Learning Support Coordinator- based at Pirongia School 0.8 working with Paterangi/induction and PLD through Rural and Roses. Induction into Pirongia School-term 1</p> <p><b>Energise/RTLB/RTLit/GSE/Speech Therapist/other agencies to support staff and students.</b> Rural and Roses PLD that fits our strategic plan TBC</p> <p><b>Leadership PLD- Leadership of Local Curriculum Development Programme</b> Whole staff appraisal Spiral of Inquiry- for consistency of practice/protocols/sharing puzzles of practice</p> <p><b>Review hours required by support staff as roll increases. Start NE class in term 2</b> Principal appraisal- to incorporate leadership team- focus on Coaching and mentoring with SLT</p> <p><b>BOT training- STA</b></p>	<p><b>Manage staffing as roll increases/staff changes</b> Learning Support Coordinator- based at Pirongia School 0.8 working with Paterangi</p> <p><b>Energise/RTLB/RTLit/GSE/Speech Therapist/other agencies to support staff and students.</b> Rural and Roses PLD that fits our strategic plan TBC</p> <p><b>Leadership PLD</b> Whole staff appraisal Spiral of Inquiry- for consistency of practice/protocols/sharing puzzles of practice</p> <p><b>Review hours required by support staff as roll increases. Start NE classes as required</b> Principal appraisal-</p> <p><b>BOT training- STA</b></p>	<p><b>Manage staffing as roll increases/staff changes</b> Learning Support Coordinator- based at Pirongia School 0.8 working with Paterangi</p> <p><b>Energise/RTLB/RTLit/GSE/Speech Therapist/other agencies to support staff and students.</b> Rural and Roses PLD that fits our strategic plan TBC</p> <p><b>Leadership PLD</b> Whole staff appraisal Spiral of Inquiry- for consistency of practice/protocols/sharing puzzles of practice</p> <p><b>Review hours required by support staff as roll increases. Start NE classes as required</b> Principal appraisal-</p> <p><b>BOT training- STA</b></p>

<p><b>NAG 4 Finance And Property</b></p>	<p>Prioritise spending to achieve the strategic goals. Monitor the budget monthly and review in July  <b>BOT to fund Reading recovery 0.1 allocation, Kapa Haka/Te Reo tutor, teacher staffing as needed</b>          Prioritise 5YA projects-roofing repairs Rooms 13, 14 and ceilings in rooms 6 and 7 and leaks  <b>10YP- continue development</b>          Work with WDC re land next door  <b>Budget for computers/ 1x Sound Field system</b></p> <p>Playground development- senior and junior/bike and scooter track  <b>Review as per Triennial plan</b></p>	<p>Prioritise spending to achieve the strategic goals. Monitor the budget monthly and review in July  <b>BOT to fund Reading recovery 0.12 allocation, Kapa Haka tutor, 1.5 teacher</b>          Prioritise 5YA projects –roofing on rooms 6/7, Activity Centre modifications,  <b>Budget for iPads/computers/ 1x Sound Field system and furniture as needed in new classrooms.</b>          Asbestos review  <b>New classrooms through roll growth-manage through 10 Year plan.</b>          LSC MOE funding available to ensure space and resources</p>	<p>Prioritise spending to achieve the strategic goals. Monitor the budget monthly and review in July  <b>BOT to fund Reading recovery, Kapa Haka tutor, teacher as required</b></p> <p>Prioritise 5YA projects with new funding round  <b>Budget for 1x Sound Field system and furniture as needed in new classrooms.</b></p> <p><b>Manage roll growth through 10 Year plan.</b></p>	<p>Prioritise spending to achieve the strategic goals. Monitor the budget monthly and review in July  <b>BOT to fund Reading recovery, Kapa Haka tutor, teacher as required</b>          Prioritise 5YA projects</p> <p><b>Budget for 1x Sound Field system and furniture as needed in new classrooms.</b></p> <p><b>Manage roll growth through 10 Year plan.</b></p>
<p><b>NAG 5 Health and Safety</b></p>	<p>Peer mediation training, Bus and Road safety – trained by the NZ Police  <b>NZCER Student wellbeing surveys twice yearly in Term 1 and 3</b>          Incorporate any new H/S legislation inot Policies and procedures. Keep a Hazards register and update Manual regularly.  <b>Emergency evacuations practised each term.</b>          Cyber safety incorpaorated inot all classroom programmes and in our community  <b>Playground checks for H/S and repairs</b>          Complete asbestos plan  <b>Review/implement all EOTC procedures</b>          Review as per triennial plan</p>	<p>Peer Mediation Training Bus and Road safety-trained by the NZ Police  <b>Combination of existing Pirongia School welfare survey and wellbeing@school NZCER version</b>          Incorporate new H/S legislation into Policies and procedures. Keep Hazards register and update Manual regularly.  <b>Emergency evacuations practised each term.</b>          Cyber safety incorporated into all classroom programmes and in community-introduce Family Zone</p> <p><b>Review all EOTC procedures</b></p>	<p>Peer Mediation Training Bus and Road safety-trained by the NZ Police  <b>Combination of existing Pirongia School welfare survey and wellbeing@school NZCER version</b>          Incorporate new H/S legislation into Policies and procedures. Keep Hazards register and update Manual regularly.  <b>Emergency evacuations practised each term.</b>          Cyber safety incorporated into all classroom programmes and in community- review use of Family Zone</p> <p><b>Review all EOTC procedures</b></p>	<p>Peer Mediation Training Bus and Road safety-trained by the NZ Police  <b>Combination of existing Pirongia School welfare survey and wellbeing@school NZCER version</b>          Incorporate new H/S legislation into Policies and procedures. Keep Hazards register and update Manual regularly.  <b>Emergency evacuations practised each term.</b>          Cyber safety incorporated into all classroom programmes and in community- review use of Family Zone</p> <p><b>Review all EOTC procedures</b></p>
<p><b>NAG 6 Administration and Legislation</b></p>	<p>Review of policies as per schedule.  <b>Review of procedures ongoing.</b>          Ensure meeting of NAG 2 and NAG 7 and 8-implement any change of policy  <b>Review cohort entry</b>          Review as per Triennial plan</p>	<p>Attendance-procedures in place and outlined for all staff in the staff handbook/use of Musac Edge for analysis of attendance patterns  <b>Implement revised cohort entry procedure</b></p>	<p>Attendance-procedures in place and outlined for all staff in the staff handbook/use of Musac Edge for analysis of attendance patterns  <b>Review cohort entry procedure</b></p>	<p>Attendance-procedures in place and outlined for all staff in the staff handbook/use of Musac Edge for analysis of attendance patterns</p>

<b>NAG 7</b> <b>The Charter</b>		Reporting to parents, Charter, Analysis of variance	Reporting to parents, Charter, Analysis of variance	Reporting to parents, Charter, Analysis of variance
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Pirongia Primary School **Mathematics** Targets for 2020

<b>Strategic aim:</b> All students are able to access the NZC and engage in all 8 learning areas.							
<b>Annual aim:</b> That all students make progress in mathematics measured against the NZC							
<b>Target:</b> Māori students below and well below All Y7 girls below and well below							
<b>Baseline data:</b>							
<b>Māori students well below and below - 8</b>				<b>Students below - 12</b>			
	Well Below	Below			Well Below	Below	
Boys	1	2		Girls	4	8	
Girls	2	3					
<b>Actions to achieve target</b>			<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Indicators of progress</b> <i>Including Monitoring and Review</i>	
Continue sound pedagogy in the teaching of mathematics as priority learning area across the school.			SLT All staff	Materials For teaching Release for observation Staff PLD as needed PATs	On going	Data from all students analysed and tracked consistently. Inquiry shared/mentored. Evidence of accelerated progress. PAT data	
ALiM (Accelerated Learning in Mathematics) 2 places allocated, both Leaders in Kawaka team, to implement in Y5-8 with priority learners (just below) Facilitator support for leaders in leadership, PLD, in class support and for staff with identified needs.			Rachel Carson – Te Whai toi Tangata Lynette Horn Jono Gemmell Dona Hobbs	MOE resourced Release as required Materials as required	2020 all year	Changes in practice and levels of student engagement, Tracking students PaCT	
Mathletics Y1-8 to support class programmes and engage target students at school and at home, to develop Maths knowledge and practise strategy. Personalised/ differentiated for students needs including GATE with extension groups Y5-8			All Staff SLT	Budget	On going	Tracking and data analysis reports generated by the programme. Engagement. PAT data	
Develop use of the PaCT for all target students. Consistent moderation. Deepening understanding of how to make OTJ's across the strands particularly with priority learners.			SLT SENCO Maths Leaders All staff Principal	Staff PD Release	On going All year	Improved understanding of maths stages in all strands, accurate and consistent OTJs	
Opportunities for student voice through students' self -assessment and peer assessment, reflection and co constructing next steps.			SLT All staff	Nil	On going	Student agency at Learning conferences	

Continue to develop Learning to Learn (L2L) continuum for Pirongia school with focus on understanding the needs of our priority learners and how they learn best. Continue to use diagnostic testing.	SLT SEN Register LSC All staff	Budget for resources and T' Aide RTLFB funding	Ongoing	Close tracking using Lucid testing data Increase in working memory. Teaching as Inquiry data Engagement at home and school.
Focus on mastery, number knowledge, building strong knowledge ahead of strategy.	Maths leaders All staff	As required	On going	Data analysis and ,tracking of all students to show progress
Culturally responsive practice-understanding how Māori students have success as Māori looking for opportunities in rich tasks to incorporate Te Reo/cultural aspects. Use Hautu- review tool with BOT/staff/whanau	SLT Whanau All staff Whaea Kathie	Nil	On going	Data analysis and tracking will show progress for our Māori students.
Early intervention tracking all students closely with very clear understanding of the learning progressions, with Foundation Skills focus in YO/1 and Play-based inquiry learning.	SLT SENCO Rata team All Staff	Nil	On going	JAM, IKAN, PAT comparisons of year to year data.
Resourcing classroom equipment as using materials is vital especially with our target students.	Maths leaders	Budget	On going	Engagement of students and achievement
Observations by Maths leaders, Maths buddies observations, walk throughs.	All staff	Release as required	On going	Increased confidence and refining of practice and ability to give feedback/feedforward to peers.



## Pirongia Primary School **Writing** Targets for 2020

<b>Strategic aim:</b> All students are able to access the NZC and engage in all 8 learning areas.							
<b>Annual aim:</b> That all students to make progress in writing measured against the NZC.							
<b>Target Groups:</b> Māori students well below and blow All boys identified as below and well below							
<b>Baseline data:</b>							
Māori students – boys and girls				Boys 65 – 20 well below 45 Below			
	Well below 7	Below 7			Well below 20	Below 45	
Boys	6	2		Boys	20	45	
Girls	1	5					
<b>Actions to achieve target</b>			<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Indicators of progress</b> <i>Including Monitoring and Review</i>	
Leadership spiral of inquiry focused on getting our boys writing to match their achievement in reading. (Reading-90.6%, Writing 65.5%) 66.2% of below boys are within one phase of achieving their appropriate level. This inquiry is linked to the principal and senior leadership appraisal process and coaching and mentoring.			Principal SLT Principal appraiser –Neil Couch	Release for Literacy leader/SLT Budget for principal appraisal	All year	Priority students identified. Data analysed and tracked consistently. Inquiry shared and used as model for SLT and for coaching and mentoring purpose- leading to review of processes.	
Gather voice from our boys, their parents and teachers about their attitudes and thoughts about writing.			Principal SLT	-	Term 1/4	Voice evident in inquiry and teacher practice- data.	
Strong formative assessment using a range of data to identify specific next learning steps and needs for these students. Strengths and needs analysis and phonological screening. Deliberate acts of teaching. All students tracked across the school, linking reading and writing- decoding and encoding.			SLT All staff	SENCO hours Release for Literacy leader/SLT	On going	Analysed data evident in next steps. Tracking sheets used by all staff SEA and 6 Year Nett data for Māori students PAT data	
ALL (Accelerated Learning in Literacy)  One place that we will use in Junior School (Y0-4) to develop pedagogy and implement across Y0-4  40 students in Junior school identified in 2019 data.			Denise-leader  Rachel Carson  Te Whai Toi Tangata	Ministry of Education Funding to release for PLD and implementation	All year	Data analysis of target students (just below)  School wide tracking of all students with emphasis on target group.	

Develop/explore/implement opportunities for boys to write in authentic contexts through all curriculum areas at all levels and through project based, inquiry learning in Senior school	SLT All staff	Nil	On going	Published writing in newsletters/school publications/look for opportunities/contexts that we can participate in
Continue mentoring of staff by literacy leader, SLT support and support for PRT by tutor teacher, to ensure new staff understand the literacy progressions for writing, inclusive of - 2-3 week teaching cycle/recrafting to needs, vivid vocab, and Word work, revisit environmental writing and focus on writing that motivates and engages boys.	SLT SENCO Literacy Leader Principal	Release of literacy leader	Ongoing	Change of practice evident in observations and data analysis.
Consistent moderation and use of the PaCT for all students across the school.	Dona SENCO Literacy Leader All staff	SENCO	On going	Consensus in teams and across school on decisions using the PaCT
Continue to lead the writing moderation group in Te Awamutu cluster.	Literacy Leader- Denise	Release for literacy leader	Second Tuesday of each term	Participation, feedback and review of practice between and across schools
Continue to develop Learning to Learn (L2L) continuum for Pirongia school with focus on understanding the learning needs of our priority learners and how they learn best. Continue to use diagnostic testing.	SLT SEN Register LSC-Jill All staff RTL Principal	Budget for resources and T' Aide RTL funding	Ongoing	Close tracking using Lucid testing data Increase in working memory. Teaching as Inquiry data Engagement at home and school.
Stronger emphasis on teaching of transactional writing of reports, procedures, explanations and exposition, genre that engage boys, particularly at Y5-8.	Literacy Leader All staff	Release for literacy leader and staff to observe in school/other schools	Term 2/3	Evident in improved writing levels in transactional writing.
Spelling STEPS programme, together with Joy Allcock word work, explicit teaching of spelling patterns, rules and phonological awareness and a school wide implementation plan showing the progressions through the school.	SLT Literacy leader All staff	T' Aide STEPS licence- STEPS Web STEPS PD	T 2/3	Tracking of students and data form STEPS, accuracy in spelling evident in writing.
Invite guests to school who write for a living, (e.g. authors) or see the value of writing as part of their occupation	SLT Sandra- Lee- library	Curriculum budget	All year	Increase in motivation/engagement/ data
Look for PLD opportunities including Boys in Literacy course(enrolled) in March.	SLT	PLD Budget	March 18th	Increase in motivation/engagement/ data showing progress.



## Pirongia Primary School Hauora - Wellbeing Target for 2020

<b>Strategic aim:</b> All students are able to access the NZC and engage in all 8 learning areas.							
<b>Annual aim:</b> That we will shift pro-social behaviour in Y5-8 using the NZCER Wellbeing survey to measure shifts in behaviours.							
<b>Target:</b> ALL students							
<b>Baseline data:</b> NZCER wellbeing@school primary survey							
Identified area to target- Pro social student culture and strategies				Y5-8 students			
<b>In 2020 we will continue to target 7 of the 11 pro social behaviours surveyed in 2019. Data is October 2019.They are:</b>	Students treat each other with respect. (38%) disagreed	Students always stand up for other chn if someone is mean to them. (43%) disagreed	Students include others who are being left out. (39%) disagreed	Students are good at listening to each others' ideas and views (28%) disagreed	I can say how I am feeling if I need to. (25%) disagreed	I can stand up for myself in a calm way (15%) disagreed	If I have a problem with another child, I feel I can ask teachers for help. (21%) disagreed
<b>Actions to achieve target</b>		<b>Led by</b>	<b>Resourcing</b>	<b>Time frame</b>	<b>Indicators of progress</b> <i>Including Monitoring and Review</i>		
Our big idea/concept is <b>Tuakiri Identity</b> in 2020 and will underpin and weave through all inquiry enabling our students to strengthen their resilience and self-worth, including the importance of Identity in the cyber world context.		Senior Leadership team (SLT)	Curriculum budgets Fundraiser for John Parsons PLD- September	All year	Rubrics formed for all curriculum areas. Take up of Family Zone internet safety initiative.		
Continue to develop Te Whare Tapa wha, using the Health and PE curriculum		All staff	Curriculum budgets	All year	Observation, rubrics in H/PE		
Wellbeing@school survey plus aspects of our original survey to meet our needs as per our analysis of variance. NZCER- focus on the prosocial aspect only. Explicit teaching/discussion about the areas of the survey we are focussed on.		SLT Y5-8 teachers	No cost	Terms 1 and 3	Shift in student base line data		
Circle time continued across the whole school incorporating the Golden rules, PRIDE values and Mindfulness (Pause Breathe Smile) learning from 2019. Introduce new PRIDE cards (previously Values cards) and community initiative through Rural and Roses.		All staff Jill- LSC	Curriculum budgets Release time to observe for SLT	All year	Observations, participation from children in Circle time Golden rules exhibited through actions, thoughts and deeds		

<p>Values learning as an alternative programme to Religious Instruction offered YO-6</p> <p>Whole School Mini assemblies to reinforce PRIDE (Values) Cards issued by Peer Mediators and teachers in break times.</p>	<p>Senior Leadership team (SLT)</p> <p>All staff</p>	<p>Curriculum budgets</p>	<p>All year</p>	<p>Observations, participation from children in Circle time</p> <p>Golden rules exhibited through actions, thoughts and deeds</p>
<p>Life Education- <b>Tuakiri</b> focus Te Whare Tapa Wha and understanding anxiety, reputation and identity. Helping chn to find the solutions in the all aspects of their life and in the digital world-cyber safety.</p>	<p>Nicky Wise –Life Education</p> <p>All staff</p>	<p>Curriculum budgets</p>	<p>Term 1</p> <p>Weeks 7 and 8</p>	<p>Feedback from Nicky-areas to work on</p> <p>Review of programmes</p>
<p>Restorative Practice- emphasis on this - revisit with all staff. Continue to focus our positive well-being/behaviour management practice in all we do in and out of the classroom. SEN register- clear and positive communication and building of positive relationships with students and their whānau.</p>	<p>All staff</p> <p>SENCOS</p> <p>Jill -LSC</p> <p>Support Agencies</p>	<p>Curriculum budgets</p>	<p>All year</p>	<p>Positive relationships with students, parents and whānau</p>
<p>Zones of regulation introduced across the school.</p>	<p>Jill- LSC</p> <p>Team leaders</p> <p>RTLB</p>		<p>All year</p>	<p>Monitor effect of this process in teams as strategy for self-managing.</p>
<p>Use LSC to investigate ways to support students with anxiety and who have experienced trauma and support teachers with necessary skills in our school and</p>	<p>Jan</p> <p>SLT</p> <p>Lead Principals of TA Schools</p>		<p>All year</p>	<p>Collect data, analysis of needs and monitor effects of interventions</p>
<p>Peer Mediation- train Y7/8 students in term 1</p> <p>Cool Schools Programme</p>	<p>Jan</p> <p>Jill - LSC</p> <p>Kawaka team teachers</p>	<p>No cost</p>	<p>Terms 2/3/4</p>	<p>Positive relationships between students across the school</p> <p>Skills developed in active listening, mediation, chn expressing their feelings in I statements</p>
<p>Celebrate Pink Shirt Day- to raise awareness of bullying, what it is, and what to do if being bullied,</p>	<p>All staff</p>	<p>Curriculum budgets</p>	<p>Term 2</p> <p>May 17th</p>	<p>Students able to articulate actions and get support if being bullied.</p> <p>Evidenced by wellbeing@school survey.</p>
<p>Students will use our inquiry model to demonstrate these pro social behaviours through a variety of learning outcomes using a variety of media – Y7/8 through Media Arts in our Tech Arts programme as learning for the whole school.</p>	<p>Team leaders</p> <p>All staff</p>	<p>Curriculum budgets</p>	<p>All year</p>	

Pirongia School - 2019 Schoolwide Data WRITING

LEVEL	Pre	1BB	1BM	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	LEVEL
Girls - 14													3 - 21.4%	4 - 28.6%	5 - 35.7%	2 - 14.3%			Girls - 78.6%
Boys - 10											1 - 10%		1 - 10%	4 - 40%	4 - 40%				Boys - 80%
Maori - 5											1 - 20%			1 - 20%	3 - 60%				Maori - 80%
Year 8 - 24											1 - 4.2%		4 - 16.7%	8 - 33.3%	9 - 37.5%	2 - 8.3%			Year 8 - 79.2%
Girls - 18													3 - 16.7%	6 - 33.3%	6 - 33.3%	2 - 11.1%			Girls - 94.4%
Boys - 20								1 - 5%	1 - 5%	1 - 5%	1 - 5.6%		2 - 10%	9 - 45%	5 - 25%			1-5%	Boys 75%
Maori - 8										1 - 12.5%			1 - 12.5%	1 - 12.5%	4 - 50%			1 - 12.5%	Maori - 87.5%
Year 7 - 38								1 - 2.6%	1 - 2.6%	1 - 2.6%	3 - 7.9%	3 - 7.9%	15 - 39.5%	11 - 28.9%	2 - 5.3%			1 - 2.6%	Year 7 - 84.2%
Girls 34									4 - 11.8%	3 - 8.8%	11 - 32.4%	6 - 17.6%	8 - 23.5%	2 - 5.9%					Girls 79.4%
Boys - 22									4 - 18.2%	7 - 31.8%	8 - 36.4%	1 - 4.5%	2 - 9.1%						Boys -50%
Maori - 7									4 - 57.1%	1 - 14.3%	2 - 28.6%								Maori - 28.6%
Year 6 - 56									8 - 14.3%	10 - 17.9%	19 - 33.9%	7 - 12.5%	10 - 17.9%	2 - 3.6%					Year 6 - 67.9%
Girls 25							1 - 4%	2 - 8%	5 - 20%	12 - 48%	2 - 8%	3 - 12%							Girls - 88%
Boys 32							2 - 6.3%	7 - 21.9%	13 - 40.6%	5 - 15.6%	3 - 9.4%	1 - 3.1%	1 - 3.1%						Boys - 71.9%
Asian 1									1 - 100%										Asian - 100%
Maori - 6								2 - 33.3%	1 - 16.7%	1 - 16.7%	1 - 16.7%		1 - 16.7%						Maori - 66.7%
Year 5 - 57							3 - 5.3%	9 - 15.8%	18 - 31.6%	17 - 29.8%	5 - 8.8%	4 - 7%	1 - 1.8%						Year 5 - 78.9%
Girls - 22					1 - 4.5%	1 - 4.5%	4 - 18.2%	6 - 27.3%	7 - 31.8%	2 - 9.1%	1 - 4.5%								Girls - 72.7%
Boys - 19					1 - 5.3%		7 - 36.8%	8 - 42.1%	3 - 15.8%										Boys - 57.9%
Maori - 4								1 - 25%	3 - 75%										Maori - 100%
Year 4 - 41					2 - 4.9%	1 - 2.4%	11 - 26.8%	14 - 34.1%	10 - 24.4%	2 - 2.4%	1 - 2.4%								Year 4 - 65.9%
Girls - 25				2 - 8%	4 - 16%	3 - 12%	9 - 36%	7 - 28%											Girls - 76%
Boys - 33			2 - 6.1%	1 - 3%	7 - 21.2%	7 - 21.2%	12 - 36.4%	4 - 12.1%											Boys - 69.7%
Pasifika - 2					1 - 50%		1 - 50%												Pasifika - 50%
Maori - 6					2 - 33.3%	4 - 66.7%													Maori - 66.7%
Year 3 - 58			2 - 3.4%	3 - 5.2%	11 - 19%	10 - 17.2%	21 - 36.2%	11 - 19%											Year 3 - 72.4%
LEVEL	Pre	1BB	1BM	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	LEVEL
Girls 27			1 - 3.7%	2 - 7.4%	15 - 55.6%	8 - 29.6%	1 - 3.7%												Girls - 88.9%
Boys 21		1 - 4.8%	2 - 9.5%	3 - 14.3%	9 - 42.9%	5 - 23.8%	1 - 4.8%												Boys - 71.5%
Asian 1					1 - 100%														Asian - 100%
Pasifika 1					1 - 100%														Pasifika - 100%
Maori 10			2 - 20%		5 - 50%	3 - 30%													Maori - 80%
Year 2 - 48		1 - 2.1	3 - 6.3%	5 - 10.4%	24 - 50%	13 - 27.1%	2 - 4.7%												Year 2 - 81.8%
Girls - 21			3 - 14.3%	11 - 52.4%	6 - 28.6%	1 - 4.8%													Girls - 85.8%
Boys 29		4 - 13.8%	12 - 41.4%	8 - 27.6%	4 - 13.8%	1 - 3.4%													Boys - 44.8%
Maori 5		1 - 20%	1 - 20%	3 - 60%															Maori - 60%
Year 1 - 50		4 - 8%	15 - 30%	19 - 38%	10 - 20%	2 - 4%													Year 1 - 62%
Girls - 9		5 - 55.5%	4 - 44.4%																Girls 100%
Boys - 17	2 - 11.8%	10 - 58.8%	5 - 29.4%																Boys 88.2%
Pasifika - 1					1 - 100%														Pasifika - 100%
Maori 5					5 - 100%														Maori - 100%
Year 0 - 26	2 - 7.7%	15 - 57.7%	9 - 34.6																Year 0 - 92.3%
LEVEL	Pre	1BB	1BM	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	LEVEL
																			76.1% At and Above

Pirongia School - 2019 Schoolwide Data READING

LEVEL	Pre	1BB	1BP	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	LEVEL	2017
Girls - 14													2 - 14.3%	2 - 14.3%	6 - 42.9%	4 - 28.6%			Girls - 78.6%	
Boys - 10												1 - 10%		4 - 40%	3 - 30%	2 - 20%			Boys - 90%	
Maori - 5														2 - 40%	3 - 60%				Maori - 100%	
Year 8 - 24												1 - 4.2%	2 - 8.3%	6 - 25%	9 - 37.5%	6 - 25%			Year 8 - 87.5%	86.5
Girls - 18													1 - 5.6%	7 - 38.9%	5 - 27.8%	3 - 16.7%	2 - 11%		Girls - 94.4%	
Boys - 20										1 - 5%			2 - 10%	6 - 30%	4 - 20%	3 - 15%	1 - 5%	1 - 5%	Boys - 85%	
Maori - 8													1 - 12.5%	2 - 25%	3 - 37.5%	1 - 12.5%		1 - 12.5%	Maori - 87.5%	
Year 7 - 38										1 - 2.6%	3 - 7.9%	2 - 5.3%	13 - 34.2%	9 - 23.7%	6 - 15.8%	3 - 7.9%		1 - 2.6%	Year 7 - 89.5%	
Girls - 34										5 - 14.7%	9 - 26.5%	7 - 20.6%	5 - 14.7%	5 - 14.7%	3 - 8.8%				Girls - 85.3%	
Boys - 22										2 - 9.1%	9 - 40.9%	5 - 22.7%	2 - 9.1%	3 - 13.6%	1 - 4.5%				Boys - 90.9%	
Maori - 7										3 - 42.9%	3 - 42.9%	1 - 14.3%							Maori - 57.1%	
Year 6 - 56										7 - 12.5%	18 - 32.1%	12 - 21.4%	7 - 12.5%	8 - 14.3%	4 - 7.1%				Year 6 - 87.5%	
Girls - 25																			Girls - 92%	
Boys - 32								2 - 8%	7 - 28%	9 - 36%	4 - 16%	2 - 8%	1 - 4%						Boys - 96.9%	
Asian 1								1 - 3.1%	10 - 31.2%	11 - 34.4%	7 - 21.9%	2 - 6.3%	1 - 3.1%						Asian - 100%	
Maori - 6																			Maori - 83.4%	
Year 5 - 57								1 - 16.7%	4 - 66.7%			1 - 16.7%							Year 5 - 94.7%	
								3 - 5.2%	17 - 29.9%	20 - 35.1%	11 - 19.3%	4 - 7.0%	2 - 3.5%							
Girls - 22						4 - 18.2%	1 - 4.5%	7 - 31.8%	2 - 9.1%	6 - 27.3%	2 - 9%								Girls - 77.3%	
Boys - 19						1 - 5.3%	2 - 10.5%	3 - 15.8%	11 - 57.9%	1 - 5.3%	1 - 5.3%								Boys - 84.3%	
Maori - 4								1 - 25%	1 - 25%	1 - 25%	1 - 25%								Maori - 100%	
Year 4 - 41						5 - 12.2%	3 - 7.3%	10 - 24.4%	13 - 31.7%	7 - 17.1%	3 - 7.4%								Year 4 - 80.5%	
Girls - 25																			Girls - 92%	
Boys - 33				1 - 3%	2 - 8%	2 - 8%	6 - 24%	11 - 44%	4 - 16%										Boys - 84.8%	
Pasifika - 2					4 - 12.1%	7 - 21.2%	7 - 21.2%	9 - 27.3%	4 - 12.1%	1 - 3%									Pasifika - 50%	
Maori - 6					1 - 50%														Maori - 83.3%	
Year 3 - 58					1 - 16.7%	1 - 16.7%	3 - 50%	1 - 16.7%											Year 3 - 87.9%	
					1 - 1.7%	6 - 10.3%	9 - 15.5%	13 - 22.4%	20 - 34.5%	8 - 13.8%	1 - 1.7%									
LEVEL	Pre	1BB	1BP	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A					
Girls 27				1 - 4%	10 - 37%	11 - 40.7%	5 - 18.5%												Girls - 96.3%	
Boys - 21		1 - 4.8%			6 - 28.6%	9 - 42.9%	5 - 23.8%												Boys - 95.2%	
Pasifika - 1					1 - 100														Pasifika - 100%	
Maori - 10					1 - 10%	3 - 30%	5 - 50%	1 - 10%											Maori - 90%	
Asian - 1								1 - 100%											Asian - 100%	
Year 2 - 48		1 - 2.1%		1 - 2.1%	16 - 33.3%	20 - 41.7%	10 - 20.8%												Year 2 - 95.8%	
Girls - 21		1 - 4.8%	1 - 4.8%	2 - 9.5%	13 - 61.9%		4 - 19%												Girls - 90.4%	
Boys - 29		1 - 3.4%	2 - 6.9%	10 - 34.5%	12 - 41.4%	4 - 13.8													Boys - 89.7%	
Maori - 5		2 - 40%		1 - 20%	2 - 40%														Maori - 60%	
Year 1 - 50		2 - 4%	3 - 6%	12 - 24%	25 - 50%	4 - 8%	4 - 8%												Year 1 - 90%	
Girls - 9		7 - 77.8%			2 - 22.2%														Girls - 100%	
Boys - 17		12 - 70.6%	3 - 17.6%		2 - 11.8%														Boys - 100%	
Pasifika - 1		1 - 100%																	Pasifika - 100%	
Maori - 5		5 - 100%																	Maori - 100%	
Year 0 - 26		19 - 73.1	3 - 11.5%		4 - 15.4%														Year 0 - 92.3%	
LEVEL	Pre	1BB	1BM	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	All - 89.5%	

Pirongia School - 2019 Schoolwide Data MATHEMATICS

LEVEL	Pre	1BB	1BP	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	LEVEL	
Girls - 14												1- 7.1%	7 - 50%	1 - 7.1%	3 - 21.4%	2 - 14.3%			Girls 42.9%	
Boys - 10														2 - 20	7 - 70%	1 - 10%			Boys 100%	
Maori - 5													1 - 20%	3 - 60%	1 - 20				Maori - 80%	
Year 8 - 24												1- 4.1%	7 - 29.2%	3 - 12.5%	10 - 41.7%	3 - 12.5%			Year 8 - 66.7%	
Girls 18																			Girls - 88.9%	
Boys 20										2 - 10%	2 - 11.1%	8 - 44.4%	4 - 22.2%	1 - 5.5%	2 - 11.1%	1 - 5.5%			Boys - 90%	
Maori 8										1 - 12.5%	1 - 12.5%	3 - 37.5%	1 - 12.5%	4 - 20%	1 - 12.5%	1 - 5%		1 - 5%	Maori - 75%	
Year 7 - 38										2- 5.3%	2- 5.3%	11 - 29%	9- 23.7%	5- 13.2%	6 - 15.8%	2 - 5.3%		1- 5.3%	Year 7 - 89.4%	
Girls 34									4 - 11.8%	8 - 23.5%	10 - 29.4%	8 - 23.5	3 - 8.8%	1 - 2.9%					Girls - 64.6%	
Boys 22										1- 4.5%	10 - 45.5%	4 - 18.2%	5 - 22.7%	2 - 9.1%					Boys - 95.5%	
Maori 7										1- 14.3%	6 - 85.7%								Maori - 85.7%	
Year 6 - 56									4- 7.1%	9 - 16.1%	20 - 35.7%	12 - 21.4%	8 - 14.3%	3 - 5.4%					Year 6 - 76.8%	
Girls 25							1 - 4%	3 - 12%	6 - 24%	9 - 36%	5 - 20%	1 - 4%							Girls - 84%	
Boys 32								1 - 3.1%	10 - 31.3%	10 - 31.3%	5 - 15.6%	3 - 9.4%	1 - 3.1%	1 - 3.1%	1 - 3.1%				Boys - 96.8%	
Asian 1									1 - 100%										Asian - 100%	
Maori - 6									3 - 50%	2 - 33.3%			1 - 16.7%						Maori - 100%	
Year 5 - 57							1 - 1.8%	4 - 7%	16 - 28%	19 - 33.3%	10 - 17.5	4 - 7%	1 - 1.8%	1 - 1.8%	1 - 1.8%				Year 5 - 91.2%	
Girls 22						1 - 4.5%	2 - 9.1%	8 - 36.4%	6 - 27.3%	5 - 22.7%									Girls - 86.4%	
Boys 19							2 - 10.5%	7 - 36.8%	6 - 31.6%	4 - 21.1%									Boys 89.5%	
Maori 4								3 - 75%	1 - 25%										Maori - 100%	
Year 4 - 41						1 - 2.4%	4 - 9.8%	15 - 36.6%	12 - 29.3%	9 - 22%									Year 4 - 87.8%	
LEVEL	Pre	1BB	1BP	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A					
Girls - 25					3 12%	2 8%	11 44%	7 - 28%	2 - 8%											Girls - 88%
Boys - 33		1 - 3%			1 - 3%	10 - 30.3%	11 - 33.3%	9 - 27.2%	1 - 3%											Boys - 81.8%
Pasifika - 2					1 - 50%	1 - 50%														Pasifika - 100%
Maori - 6					1 - 16.7%	2 - 33.3%	2 - 33.3%	1 - 16.7%												Maori - 83.3%
Year 3 - 58		1 - 1.7%			4 - 6.9%	12 - 20.7%	22 - 38%	16 - 27.6%	3 - 5.2%											Year 3 - 91.4%
Girls 27			1 - 3.7%		8 - 29.6%	14 - 51.9%	4 - 14.8%													Girls - 96.3%
Boys 21				4 - 19%	3 - 14.2%	9 - 42.9%	5 - 23.8%													Boys - 81%
Pasifika - 1					1 - 100%															Pasifika - 100%
Asian - 1						1 - 100%														Asian - 100%
Maori 10			1 - 10%	1 - 10%	1 - 10%	6 - 60%	1 - 10%													Maori - 80%
Year 2 - 48			1 - 2.1%	4 - 8.3%	11 - 22.9%	23 - 47.9%	9 - 18.7%													Year 2 - 89.5%
Girls - 21				2 - 9.5%	13 - 61%	6 - 28.6%														Girls 100%
Boys 29			2 - 6.8%	7 - 24.1%	15 - 51.7%	5 - 17.3%														Boys 91.3%
Maori 5			2 - 40%	1 - 20%	2 - 40%															Maori - 60%
Year 1 - 50			2 - 4%	9 - 18%	28 - 56%	11 - 22%														Year 1 96%
Girls - 9		1 - 11.1%		6 - 66.7%	2 - 22.2%															Girls - 100%
Boys - 17		3 - 17.6%	1 - 5.9%	11 - 64.7%	2 - 11.8%															Boys - 100%
Pasifika - 1				1 - 100%																Pasifika - 100%
Maori - 5			1 - 20%	4 - 80%																Maori - 100%
Year 0 - 26		4 - 15.4%	1 - 3.8%	17 - 65.4%	4 - 15.4%															Year 0 - 100%
LEVEL	Pre	1BB	1BM	1BE	1P	1A	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	87.3% AT AND ABOVE	

## Reading data 2019

	Well below	Below	At	Above	Total 2019	Total 2018	Variance + -	2017	Variance + -
						<b>At and above</b>		At and above	
<b>All students 398</b>	11 (3%)	28 (7%)	237 (60%)	122 (30%)	<b>90%</b> <b>(359)</b>	<b>90.7%</b> <b>358</b>	- 0.7	84.4% (288)	+6.3%
<b>Māori 56</b>	2 (3.6%)	7 (12.5%)	37 (66%)	10 (17.9%)	<b>83.9%</b> <b>(47)</b>	<b>87.2%</b> <b>(34)</b>	- 3.3%	82% (41)	+5.2%
<b>Pasifika 4</b>	0	1	3		<b>75%</b> <b>(3)</b>	<b>50%</b> <b>(1)</b>	+ 25%	75% (3)	-25%
<b>Asian 2</b>	0	0	1	1	<b>100%</b> <b>(1)</b>	<b>100%</b> <b>(2)</b>		100% (3)	
<b>Male 203</b>	6 (3%)	13 (6.4%)	130 (64%)	54 (26.6)	<b>90.6%</b> <b>(184)</b>	<b>88.1%</b> <b>(185)</b>	+2.5%	81.1% (146)	+7%
<b>Female 195</b>	5 (2.6%)	15 (7.7%)	107 (54.9%)	68 (34.9%)	<b>89.8%</b> <b>(175)</b>	<b>93.6%</b> <b>(173)</b>	-3.8%	88.2% (142)	+5.4%

## Writing data 2019

	Well below	Below	At	Above	Total 2019	Total 2018	Variance + - 2019	Total 2017	Variance + - 2018
					<b>At and above</b>	<b>At and above</b>		At and above	
<b>All students 398</b>	31 (4.4%)	70 (17.6%)	241 (60.6%)	55 (13.8%)	<b>74.4%</b> <b>(296)</b>	<b>72.7%</b> <b>(287)</b>	+ 1.7%	69.8% (238)	+2.9%
<b>Māori 56</b>	9 (16.1%)	6 (10.7%)	34 (60.7%)	7 (12.5%)	<b>73.2%</b> <b>(41)</b>	<b>64.1%</b> <b>(25)</b>	+ 9.1%	66% (33)	-1.9%
<b>Pasifika 4</b>		1	3		<b>75%</b> <b>(3)</b>	<b>50%</b> <b>(1)</b>	+ 25%	50% (4)	+50%
<b>Asian 2</b>			2		<b>100%</b> <b>(2)</b>	<b>50%</b> <b>(1)</b>	+ 50%	33.3% (3)	+16.7%
<b>Male 203</b>	21 (10.3%)	48 (23.6%)	115 (56.7%)	19 (9.4%)	<b>65.5%</b> <b>202</b>	<b>65.7%</b> <b>(138)</b>	- 0.2%	61.7% (111)	+4%
<b>Female 195</b>	10 (5.1%)	22 (11.3%)	126 (64.6%)	37 (19%)	<b>83.6%</b> <b>(163)</b>	<b>80.6%</b> <b>(149)</b>	+ 3%	78.9% (127)	+1.7%

Mathematics data 2019

	Well below	Below	At	Above	Total 2019	Total 2018	Variance + -	Total 2017	Variance + -
						At and above		At and above	
<b>All students</b> <b>398</b>	11 (2.8%)	36 (9%)	254 (63.8%)	97 (24.4%)	<b>86.1%</b> <b>(351)</b>	<b>87.6%</b> <b>(346)</b>	- 1.5%	82.7% (282)	+4.9%
<b>Māori</b> <b>56</b>	3 (5.4%)	6 (10.7%)	39 (69.6%)	6 (10.7%)	<b>80.4%</b> <b>(45)</b>	<b>71.8%</b> <b>(28)</b>	+ 8.6%	74% (37)	-2.2%
<b>Pasifika</b> <b>4</b>			4 (100%)		<b>100%</b> <b>(4)</b>	<b>50%</b> <b>(1)</b>	+ 50%	75% (3)	-25%
<b>Asian</b> <b>2</b>			2 (100%)		<b>100%</b> <b>(2)</b>	<b>50%</b> <b>(1)</b>	+50%	100% (3)	-50%
<b>Male</b> <b>203</b>	3 (1.5%)	11 (5.4%)	134 (66%)	55 (27.1%)	<b>91.5%</b> <b>(189)</b>	<b>90.4%</b> <b>(190)</b>	+1.1%	85% (153)	+5.4%
<b>Female</b> <b>195</b>	8 (4.1%)	25 (12.8%)	120 (61.5%)	42 (21.5%)	<b>82.6%</b> <b>(162)</b>	<b>84.3%</b> <b>(156)</b>	- 1.7%	80.1% (129)	+4.2%

# Analysis of Variance Reporting



<b>School Name:</b>	Pirongia School	<b>School Number:</b>	1897															
<b>Strategic Aim:</b>	All students are able to access the NZC and engage in all 8 learning areas with strong emphasis on the key competencies and values leading to progress in learning for all students																	
<b>Annual Aim:</b>	For all students to make progress in their <b>Mathematics</b> learning measured against the National Standards.																	
<b>Target:</b>	Māori students- below and well below the expected standard for their year level  All students below the expected standard for their year level																	
<b>Baseline Data:</b>	<b>Māori students well below and below - 10</b> <table border="0"> <tr> <td><b>Below</b></td> <td></td> <td><b>Well below</b></td> </tr> <tr> <td><b>Boys</b></td> <td>1</td> <td>1</td> </tr> <tr> <td><b>Girls</b></td> <td>5</td> <td>3</td> </tr> </table>		<b>Below</b>		<b>Well below</b>	<b>Boys</b>	1	1	<b>Girls</b>	5	3	<b>Students below - 23</b> <table border="0"> <tr> <td><b>Below</b></td> <td></td> </tr> <tr> <td><b>Boys</b></td> <td>8</td> </tr> <tr> <td><b>Girls</b></td> <td>15</td> </tr> </table>	<b>Below</b>		<b>Boys</b>	8	<b>Girls</b>	15
<b>Below</b>		<b>Well below</b>																
<b>Boys</b>	1	1																
<b>Girls</b>	5	3																
<b>Below</b>																		
<b>Boys</b>	8																	
<b>Girls</b>	15																	

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Focused group teaching</li> <li>• Some teams implemented a spiral of inquiry.</li> <li>• Some Teams actioned learning from 2018 inquiries in their practice 2019</li> <li>• Maths leaders attended PLD with Te Toi Tupu.</li> <li>• AliM 2 leaders observed maths practice in all classes.</li> <li>• Close school tracking monitored in teams by senior leadership and SENCO</li> <li>• Weekly team discussion about target students, progress monitored</li> <li>• Use of the principles of Ka Hikitia for culturally responsive pedagogy.</li> </ul>	<p><b>Overall Māori Student achievement: 80.4% up 8.6% from 2018</b></p> <p><b>Māori target students</b></p> <ul style="list-style-type: none"> <li>• 2/4 well below stayed well below</li> <li>• 2/4 well below moved to AT               <ul style="list-style-type: none"> <li>• 3/6 below stayed below</li> <li>• 3/6 below moved to AT</li> </ul> </li> </ul> <p><b>Overall Student achievement: 86.1% at and above the curriculum standard</b></p> <p><b>All students below (8 boys/15 girls)</b></p> <ul style="list-style-type: none"> <li>• (2x boys left the school)</li> <li>• 4/8 boys moved to AT</li> <li>• 2/8 stayed at below</li> </ul> <p><b>7/15 girls moved to AT</b>  <b>8/15 stayed at below</b></p>	<ul style="list-style-type: none"> <li>• Group teaching, formative practice, careful monitoring and tracking of progress and students' needs led to progress</li> <li>• Daily, double teaching of maths with target groups in some classes.</li> <li>• Use of modelling books</li> <li>• Developing an understanding of what accelerated learning looks like.</li> <li>• AliM was not implemented school-wide as planned, only in Y7/8</li> <li>• Targeted number knowledge</li> <li>• Emphasis on teaching fewer strategies and taking them to mastery.</li> <li>• Extra teacher staffing in term 4 to allow for small group and individual teaching.</li> <li>• Resourcing of quality materials</li> <li>• Integrated in project learning in some classes</li> </ul>	<ul style="list-style-type: none"> <li>• Review of our Mathematics implementation plan.</li> <li>• Begin use of PaCT school wide in Mathematics</li> <li>• Focus on integration of strands, number knowledge to mastery across the school, continue selective use of strategies at each level, patterning in the early years.</li> <li>• Ensure mathematics homework differentiated across the school,</li> <li>• Mathematics in all classes</li> <li>• Use AliM model with target groups across the senior school (we have two places in 2020) and to develop mathematical leadership in the school</li> <li>• Spiral of Inquiry</li> <li>• Developing an understanding of children with global learning difficulties and how to help them better access learning.</li> </ul>
<b>Planning for next year:</b>			
<p>The Board of trustees supports our practice by funding extra staff to enable low class numbers, mathematics leader release to observe, and PLD opportunities, resources and professional readings. Begin Implementation of PaCT. AliM- Pirongia School has two places in 2020.</p>			



# Analysis of Variance Reporting



<b>School Name:</b>	Pirongia School	<b>School Number:</b>	1897
<b>Strategic Aim:</b>	All students are able to access the NZC and engage in all 8 learning areas with strong emphasis on the key competencies and values leading to progress in learning for all students		
<b>Annual Aim:</b>	For all students to make progress in their <b>WRITING</b> learning measured against the National Standards.		
<b>Target:</b>	<p><b>Māori students – boys and girls</b></p> <p>Well below – 2 boys</p> <p>Below - 7 boys</p> <p>- 6 girls</p>	<p><b>Boys</b> - Well below 14</p> <p>- Below 36</p>	
<b>Baseline Data:</b>	Analysis of school wide <b>writing</b> data identified 15 Māori students below and well below across the school. It also identified 36 boys below the standard across the school.		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• School wide team inquiry goals with priority students as target group was not an expectation.</li> <li>• Strengths and needs analysis of writing to identify next learning steps.</li> <li>• Consistent moderation</li> <li>• Use of PACT tool priority learners used in Y5/6</li> <li>• Close tracking of all target students by SLT and within all teams.</li> <li>• Analysis of data-writing samples, staff meetings/Junior school moderation and breaking down of the literacy progressions</li> <li>• Literacy leader support for all staff</li> <li>• Continue to understand executive function.</li> <li>• STEPS- across whole school</li> <li>• Use Ka Hikitia principles for culturally responsive pedagogy</li> <li>• Emphasis on transactional writing in senior school</li> <li>• Moderation group-TA cluster includes TA College</li> </ul>	<p><b>All students at and above: 76.1%</b>  <b>Māori student achievement overall: 74.4% at and above the standards</b>  Neither of the well below Māori students moved  2 boys moved from below to at  2 (1 girl/1 boy) moved to well below  4 remained at below  The data showed that we moved none of our Māori boys to their required standard. Although a year on they have not regressed either so are holding their own  <b>Boys achievement overall: 67.7% up from last year 65.7%</b>  7 students left the school  1/33 moved from below to well below  19/33 remained below  12/33 moved to at  1/33 moved to above</p>	<ul style="list-style-type: none"> <li>• Well below boys- one received assistive tech and is now using this properly – one boy was out of school for 2xterms enrolled in DHB programme.</li> <li>• We are experiencing difficulty moving the boys into Level 3 and 4 of the curriculum</li> <li>• In school support, teacher aides and extra teacher staffing in term 4 enabled small group and individual help</li> <li>• Use of the RTLIt specialist intervention</li> <li>• staff meetings to whole school moderate and identify clear teaching needed to move to next level and literacy leader support/observations/team meetings/</li> </ul>	<ul style="list-style-type: none"> <li>• In 2019 our boys, for the first time achieved at a higher level in reading than the girls yet remain far below the girls in writing. Girls 84.9%</li> <li>• Boys need real contexts to write about-transactional writing. Integrated inquiries that drive the need for writing. Are we providing this?</li> <li>• Knowing our boys, their interests and what they are curious about as hooks into their writing.</li> <li>• These will be included in the hunches we have about writing when using the spiral of inquiry in all teams to work collaboratively on writing in 2020</li> <li>• Literacy leader –to lead ALL in junior school PLD 2020</li> <li>• In school PLD on how words work /Joy Allcock approach to spelling revamped.</li> <li>• Continue focus on word work, spelling lists, spelling rules and patterns.</li> <li>• Grammar- drive for correct models, sentence structures.</li> </ul>

- Review spelling lists and how we teach them.

### Planning for next year:

Planning for 2020 has included release for our literacy leaders to work with teachers new to the school, needing support. Use PACT tool for all students /focus on priority/target students. ALL- one place for Pirongia School will be an excellent leadership opportunity and PD for our junior staff. The Principal and leadership inquiry will be focussed on how to get our boys to achieve at a similar level in writing as they do in reading.

# Analysis of Variance Reporting



<b>School Name:</b>	Pirongia School	<b>School Number:</b>	1897
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<b>Strategic Aim:</b>	All students are able to access the NZC and engage in all 8 learning areas with strong emphasis on the key competencies and values leading to progress in learning for all students							
<b>Annual Aim:</b>	That we will shift the pro-social behaviour in Y5-8 using the NZCER wellbeing survey to measure shifts in behaviours.							
<b>Target:</b>	All Y5-8 students- Identified area- Pro social student culture and strategies.							
<b>Baseline Data:</b>	<p><b>In 10 of the 11 statements surveyed in this area between 21 (14.7%) and 55 (38.5%) students reported negative behaviour towards them. We will target 7 of them. They are:</b></p>	<p>Students treat each other with respect. 45 students (31.5%) disagreed</p>	<p>Students always stand up for other chn if someone is mean to them. 55 students (38.5%) disagreed</p>	<p>Students include others who are being left out. 55 students (38.5%) disagreed</p>	<p>Students are good at listening to each other's ideas and views 48 students (33.6%) disagreed</p>	<p>I can say how I am feeling if I need to. 45 students (31.5%) disagreed</p>	<p>I can stand up for myself in a calm way 35 students (24.5%) disagreed</p>	<p>If I have a problem with another child, I feel I can ask teachers for help. 37 students (25.9%) disagreed</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Hauora Well-being</b> our school wide focus in 2019. Our big idea/concept that will underpin and weave through all inquiry, based on Mason Durie's Te Whare Tapa wha, using the Health and PE curriculum</p> <p><b>Wellbeing@school survey</b></p> <p><b>NZCER</b></p> <p>Circle time revisited by whole school and implemented incorporating the Golden rules. Expectation that all classes regularly having Circle Time- Y0-8</p> <p><b>School values incorporated in Circle time and inquiry</b></p> <p><b>As an alternative programme to Religious Instruction</b></p> <p><b>Whole School Mini assemblies to reinforce Values Cards issued by Peer Mediators and teachers in break times.</b></p> <p>Life Education- Hauora focus Te Whare Tapa Wha and understanding anxiety, reputation and identity</p> <p><b>PBS-Pause Breathe Smile PLD subsidised through RTLBs</b></p> <p><b>Whole staff PLD meetings in weeks 7-10 Expectation that all classes regularly using this</b></p> <p><b>Community meeting to share</b></p> <p>Restorative Practice- continue to focus our well-being/behaviour management practice</p> <p><b>Peer Mediation- train Y7/8 students in term 1</b></p> <p><b>Cool Schools Programme</b></p> <p>Pink Shirt Day- to raise awareness of bullying, what it is, and what to do if being bullied,</p>	<p><b>Overall Y5-8 Student achievement:</b></p> <p>Students treat each other with respect.            May 26%    October: 38%</p> <p><b>Students always stand up for other chn if someone is mean to them.</b>  <b>May 29% October 43%</b></p> <p>Students include others who are being left out.            May 30% October 39%</p> <p><b>Students are good at listening to each other's' ideas and views</b>  <b>May 27% October 28%</b></p> <p>I can say how I am feeling if I need to.            May 28% October 25%</p> <p><b>I can stand up for myself in a calm way</b>  <b>May 24% October 15%</b></p> <p>If I have a problem with another child, I feel I can ask teachers for help.            May 22% October 21%</p>	<p><b>The focus on Te Whare Tapa Wha enabled students to be able to say how they are feeling and stand up for themselves in a calm way.</b></p> <p>The data showed a positive trend with mid-year data, with a less students reporting positively at end of year with some pro-social student culture and strategies.</p> <p><b>In the October data, both in 2018 and 2019, there was a decrease in the number of students reporting positive behaviours compared to May. The frequency of Circle Time and PBS decreased over this time with productions and other school events that interrupted the class schedules.</b></p> <p>Staff dedicated significant time to circle time to ensure students had the skills to voice how they were feeling in terms 1 and 2.</p> <p><b>PBS- elements of this were embraced by the staff. Some of the lessons staff felt were very long and required, we thought, some modifications, especially for the younger ages.</b></p> <p>The staff discussed in depth, students' interpretation of the statements and questions and how on any given day their response could vary, as in any survey. It is a long survey especially for the younger students to complete.</p> <p><b>Being anonymous, it made it impossible to provide follow up to any student who strongly disagreed to a statement, unlike the previous Pirongia School Welfare survey.</b></p> <p>There was some variation in the way the survey was delivered – paper/online/teachers reading out the questions- this wasn't consistent.</p>	<p><b>Identity is our big idea in 2020 and Te Whare Tapa Wha will continue to be woven through all curriculum areas.</b></p> <p>Continue with a survey with similar questions in just this area that allows for anonymity if chosen.</p> <p><b>Mindfulness is definitely something that we as a staff value and see as an important skill to develop school wide. We are aware of more chn (anecdotally) that exhibit anxiety. Aspects of PBS will continue.</b></p> <p>Circle time is valued by the staff and will continue. Observations in 2019 were valued by all staff and will continue in 2020.</p> <p><b>Using the LSC to investigate ways to support chn with anxiety and support teachers with skills.</b></p> <p>Peer mediation will continue.</p> <p><b>In Term 1, 2020 NZCER will be moving to a new and upgraded system for survey delivery and reporting of the Wellbeing@school Toolkit. This change will provide improved survey administration and reporting options across the W@S survey instruments. We will investigate.</b></p> <p>Ways to make the PRIDE values more visible in the school will continue.</p> <p><b>Revamp our values cards in line with our PRIDE values. Print these like a business card. Staff to use in a more consistent way while on duty.</b></p> <p>Rural and Roses initiative to have 'Community Values cards that students from all of our schools can be recognised for.</p>

### Planning for next year:

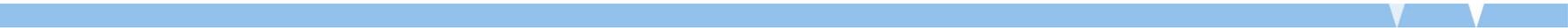
- Review of the survey with the staff, and how we implement it. NZCER have made changes to the survey that we will explore.
- Our big idea of Tuakiri- Identity in 2020, will continue to focus on the well being of all students and staff in the school through developing deep understandings of the importance of identity.

# Analysis of Variance Reporting



<b>School Name:</b>	Pirongia School	<b>School Number:</b>	1897
<b>Strategic Aim:</b>	All students are able to access the NZC and engage in all 8 learning areas with strong emphasis on the key competencies and values leading to progress in learning for all students		
<b>Annual Aim:</b>	For all students to make progress in their <b>READING</b> learning measured against the New Zealand Curriculum levels.		
<b>Target:</b>	Māori students- below and well below (identified in 2018 data)	All well below and below students (identified in 2018 data)	
<b>Baseline Data:</b>	<p><b>Baseline data:</b>  <b>Māori students- all below and well below -8 students</b>  Well below - 1 girl  Below - 3 boys and 2 girls – one girl left the school</p> <p><b>All well below – 8 - 7 boys and 1 girl and below students – 21 – 13 boys and 8 girls – ( 2 boys have left the school during the year)</b></p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>• Spiral of Inquiry – priority learners as per target</li> <li>• Close tracking in teams and by Senior Leadership Team</li> <li>• Literacy leader support – PLD at staff meetings and for new staff</li> <li>• New resources to meet needs of learners</li> <li>• Reading Recovery and RTLit support</li> <li>• Teacher aide and extra teacher support in T3</li> <li>• Stimulating library programmes to engage readers</li> <li>• Ka Hikitia principles- culturally responsive pedagogy</li> <li>• Solid word work/decoding and encoding linking</li> <li>• STEP programme across the school</li> <li>• Meaningful contexts- linking to wider learning contexts e.g. science/enviro topics/project based learning</li> </ul>	<p><b>Overall Māori Student achievement: 83.9% at and above the expected curriculum level:</b></p> <p>Māori Student target</p> <ul style="list-style-type: none"> <li>• One well below student remained at well below.</li> <li>• 2/6 (33.3%) of below Māori students moved to AT</li> <li>• 2 remain below</li> <li>• 1 below moved to well below</li> </ul> <p><b>Overall Student achievement: 90.5% at and above the expected curriculum level:</b></p> <p>All students well below: (7 boys/ 1 girl)  7/8 moved  4 boys well below moved to at – 50%  3 boys well below moved to below – 37.5%  1 well below remained well below  1 girl moved from well below to at</p> <p>All students below (13 boys/7 girls)</p> <ul style="list-style-type: none"> <li>• 2 boys left the school</li> <li>• 11/19 moved</li> <li>• 58.3% 7/11 of boys moved to AT</li> <li>• 4 boys- are now one phase below (2xY4s 1xY7 and 1x Y8)</li> <li>• 4/8 – 50% of girls moved to AT</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on knowing the learner, close attention to choosing texts that engage/connect to the reader’s experience, /meaningful and authentic contexts, unpacking the vocabulary,</li> <li>• pre-teaching text related vocabulary/deliberate acts of teaching of how words work/teaching the tools to decode</li> <li>• Explicit teaching before you look at the text</li> <li>• Focus on the comprehension of texts for older readers modelling books, close tracking of these students. Using the Spiral if Inquiry to focus in on target students.</li> <li>• Team approach to comprehension strategy teaching/connecting reading and writing.</li> <li>• Use of the library, Book Talk, to promote and foster the love of reading</li> <li>• Extra teacher time in T3 across the school to work with target students 1:1 and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach will continue next year. Each team will have a collaborative approach to meet the needs of the priority learners in the team.</li> <li>• All of the foci used have been seen as having value and will be further embedded in 2020</li> <li>• Developing an understanding of children with global and specific learning difficulties and how to help them better access learning, with support of newly appointed LSC.</li> <li>• Review phonological screening and use fo across the school.</li> <li>• Explore the science of learning research in respect to reading and decodable texts</li> <li>• PaCT tool- as assessment tool</li> <li>• Revisit Alison Davis- comprehension text</li> </ul>



	<ul style="list-style-type: none"><li>• 4/8 remained one phase below</li></ul>	<ul style="list-style-type: none"><li>• Review of the English implementation plan and increased knowledge of the learning progressions/ the reading process.</li><li>• Look at a book/ dipping into non-fiction texts</li><li>•</li></ul>	
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**Planning for next year:**

The Board of trustees supports our practice by funding extra staff to enable low class numbers, reading recovery, and PLD opportunities, resources, including teacher aides, and professional reading.  
PLD – Pirongia School have one place in ALL (Accelerated Learning in Literacy) – Junior school focus led by Literacy leader