

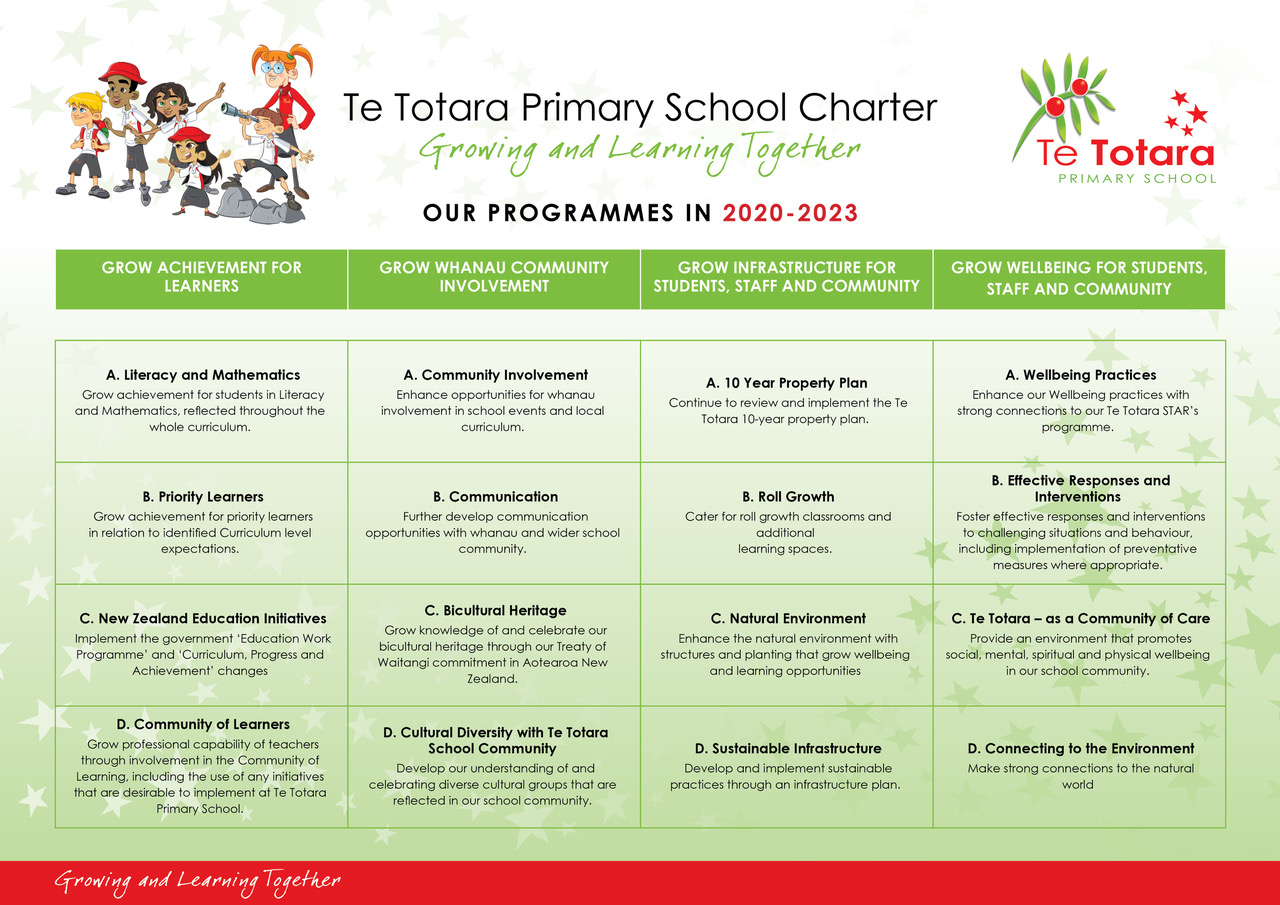
**Analysis of Variance of Strategic**

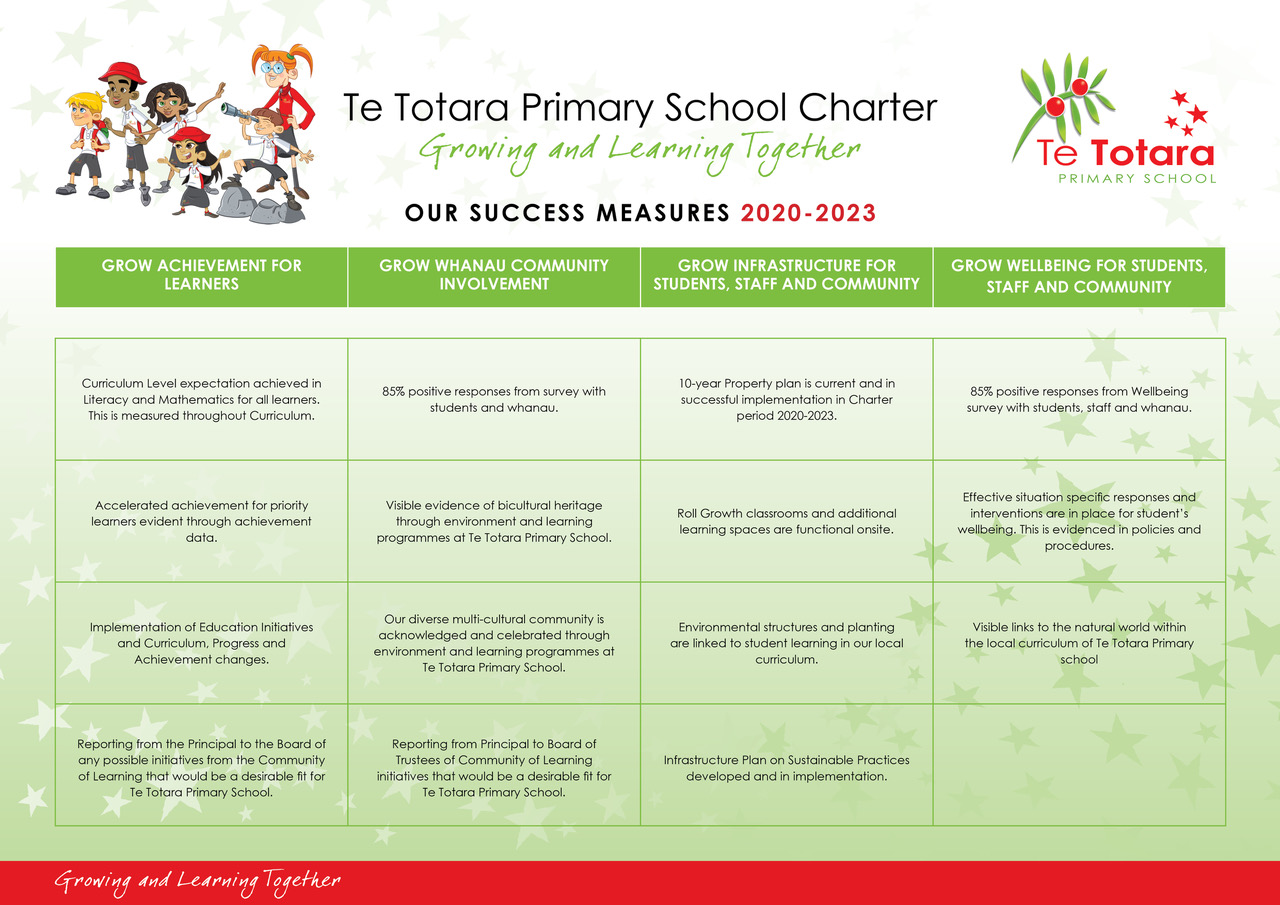
**and Annual Plan 2020**

**Contents and Background**

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| **Principal’s Endorsement:** |  |
| **Board of Trustees Chair:** |  |
| **Submission date to Ministry of Education:** |  |





**MAP OF ACTION**

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| **Grow Achievement**  **for Learners** | **2020** | **2021** | **2022** | **2023** |
| **Literacy and**  **Mathematics** |  |  |  |  |
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| **New Zealand Education Initiatives** |  |  |  |  |
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| **Communication** |  |  |  |  |
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| **Grow Wellbeing for Students, Staff and Community** |  |  |  |  |
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**1.Grow Achievement for Learners; Priority and other Learners**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. Literacy and Mathematics**  Curriculum Expectations in Literacy are achieved through high quality teaching and learning. | Responsible:DP  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop opportunities for strategic thinking and actions of leadership team to support schoolwide literacy programmes e.g. expos, school guidelines, quality assurance practices.  -Professional development in early literacy practices. Focus areas: Cathy Caterpillar, Building Blocks/Connections to Play Based Learning.  -Continue focus on high quality feedback/feed forward and moderation processes. | -Share Literacy Data and report with: Staff, BOT and C.O.L.  -Barbara Brann (external facilitator P.D.) Budget $4000  -Targeted Teacher Aide support in Reading and Writing particularly in Yr 1-2. | Teacher Only Day  Jan-Feb  Staff and Team meetings  (Term 1-4)  March 2020  Ongoing | -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation | **July 2020:** Literacy Curriculum expectations reinforced through team meetings with Senior Leaders.  Quality Assurance checks of teacher planning / implementation processes Terms 1&2. Barbara Brann P.D for all Yr 1-2 teachers and Learning Support staff in March 2020. Targeted teaching with priority learning.  **December 2020:** Strong Student achievement maintained. 91% of ‘all students’ achieve cohort in Reading and Writing |
| **A. Literacy and Mathematics**  Curriculum Expectations in Mathematics are achieved through high quality teaching and learning. | Responsible: DP,  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop opportunities for strategic thinking and actions of the leadership team to support schoolwide mathematics programmes e.g. expos, quality assurance practices, ‘seed learning’ at team meetings.  -Professional development with staff new to Te Totara since 2016 when facilitator was last with us. Targeted staff meetings particularly to Yr 3-4 level.  -Review effectiveness of practices Yr 1-2 | -C.O.L. Across School Teacher-Yr 1 staff P.D.  -Bruce Moody (external facilitator P.D.) Budget $5000  -Targeted Teacher Aide support in Maths particularly in Yr 3-6.  -0.4 FTTE Teaching and Learning Time | Term1  Terms 2-3 | -Student achievement is maintained that almost all students (91%) achieve cohort Curriculum level expectation | **July 2020:** Mathematics Curriculum expectations reinforced through team meetings with Senior Leaders.  Quality Assurance checks of teacher planning and implementation processes Terms 1&2 2020  **December 2020:** Professional development with Bruce Moody in Terms 3&4. Student achievement maintained. 91% of ‘all students’ achieve cohort in Reading and Writing. Targeted professional development in 2021 in Year 1-3 area. |
| **B. Priority Learners**  Priority Learners- continue to target lifting achievement, focus on Equity and Excellence | Responsible: DP,  Accountable: P, DP, AP, Leaders, Teachers, Learning Support  Consult: Staff  Inform: P, BOT | -Develop opportunities for strategic thinking and actions of the leadership team, in goal setting and learning support for priority learners  -Focus on differentiated classroom programmes  -Initiate contact with whanau within the first month of identified of Priority Students  -Regular update of Priority Learners document with good practice that works with the Learner.  -Review mid and year end data and link to forward planning for 2021 | -Michele 0.4 FTTE with Priority learners  -Learning Support Coordinator positions 1 FTTE and .4 FTTE  - Teacher aide  -0.4 FTTE Teaching and Learning Time  -C.O.L. In School and Across School Leaders | Ongoing  Ongoing  June/Dec 2020 | -Priority Learners and groups - Maori, Pasifika, European, Asian, Male, Female are within 3% of expected achievement levels and above. This is 91% in curriculum levels in Reading, Writing and Maths | **July 2020:** Clear identification of learners from 2019 year-end achievement data. Coaching role maintained through Priority Learners leader. Mid-year progress report reflects pleasing gains:  [Priority Learners Report Feb – July 2020](file:///G:\My%20Drive\Board%20of%20Trustees\Principal's%20Performance%20Management\2019-2020\2020%20Report%20to%20Board%20of%20Trustees%20On%20Priority%20Learners%20Progress%20and%20Achievement%20Actions%20-%20February%20to%20July%20.pdf)  **December 2020:**  [End of year Priority Learners Report - Nov 2020](file:///C:\Users\AnneF\Downloads\2020%20Priority%20Students%20End%20of%20Year%20Analysis%20and%20Achievement.docx)  Targets met of priority learners and specific groups within 3% of expected curriculum target levels in Reading and Writing. Most targets met in Maths except Maori and Other ethnicities learners.  Targeted professional development and strategic interventions for learners as 2021 actions. |
| **B. Priority Learners**  Learning Support Coordinator Positions (L.S.C.) | Responsible: P, AP, priority Learners Leader  Accountable: P, AP, Learning  AP, Learning Support Coordinators  Consult: P, AP, DP,  Inform: P, COL, M.O.E, B.O.T. | **-** A.P. and Priority Learners leader to transition the new Learning Support Coordinators into their role  -Base new roles within existing successful contexts at Te Totara  -Develop clearly identified roles for each LSC so that unnecessary duplication is not occurring within roles and each person is positively contributing in an effective manner  [Learning Support Team Plan](https://docs.google.com/document/d/1Jh0z7dl82H6d-Os9NuR5jVAzaivyAuLgFJLIxR7DWBE/edit?ts=5e4cb601) | -M.O.E. resourcing:  -1.00 FTTE Learning Support coordinator based at Te Totara  -0.42 of a shared Learning Support coordinator based at Te Ao Marama  Transition time for A.P. & Priority Learners leader | Ongoing 2020 | -L.S.C. effectively transitioned into staff and Te Totara culture  -Trust of staff developed  -Effective working practices in place with Senior Leaders, Team leaders, teachers and support staff.  -Learning Support delivery maintained as ‘best practice’ model  -Successful liaison with M.O.E. | **July 2020:** Learning Support team plan formulated and in an active implementation phase. We are using the traffic light system to track our actions. Nine action areas are green, two are orange at this stage, due to timing of school year.  **December 2020:** Good progress has been made in 2020, this was more challenging with Covid lockdowns. The transference of .42 staffing from Te Ao Marama shared L.S.C. in 2021 will be a more flexible and appropriate manner to Te Totara. We will continue to set specific actions in this area in 2021. |
| **B. Priority Learners**  Consolidate teacher capability & responsiveness to needs of students who are English Language Learners (Priority students), lifting achievement and whanau involvement. | Responsible: AP  Accountable: P, AP, Learning Support Coordinators, E.S.O.L. teachers  Consult: P, DP, AP, Staff  Inform: P, BOT | **-**Utilise the strengths of E.S.O.L. teachers, Priority Learners leader and Team Leaders to support teachers, through modelling, sharing of and working alongside teachers in their context.  **-**Include in professional goals for Teachers  **-**PLD sessions with staff to support them in their role, focus on academic and social language  **-**Utilise In-School COL positions to support ELL, these are four appointed teachers who are resource persons to support colleagues | -1.0 FTTE for ELLP, with a component on using the resourcing for Teacher  -PLD for E.S.O.L. staff to support teachers | Ongoing, continued from 2019 | -Professional Goals achieved for Teachers,  -Student Targets for Learning are met  -Funding is secured through twice yearly reporting to Ministry of Education. | **July 2020:** First half year E.L.L.P. data gathered and sent to M.O.E. Support with groups and in-class by our E.S.O.L. teachers. Professional development sessions held for individual and groups of teachers. Staff meeting held with language enhancement ideas for teachers. Drop-in sessions re E.L.L.P. judgements held in Feb and June.  **December 2020:** Second half year E.L.L.P. data collated for M.O.E. return. Judgements supported and moderated by ESOL team. Additional funding secured. E.L.L.P. students’ evidence solid, secure progress in their learning. |
| **C. New Zealand Education Initiatives**  Digital Technology  curriculum plans link in year level programmes. | Responsible: P, DP  Accountable: DP, Teachers  Consult: Staff  Inform: BOT | -Teachers self-review in this area have led to 2020 goals in own learning area  -Utilise the expertise of staff members as part of ongoing PLD programme for teacher  -Team Leaders developing teaching programmes at year levels including Planning and Assessment sheets (P &A’s)  - Full implementation through team year level programme in place for 2020. | -Ongoing budget for Curriculum resources  -Teaching and Learning time.  -All teachers complete the Digital Passport Workshops 1 and 2 | Teacher Only Days January  Continued PLD during 2020 | -Programmes evident in planning and classroom delivery, Performance Management system self-review.  -Digital Technology curriculum fully implemented in 2020 | **July 2020:** Teachers have a professional goal in Digital Technology. Digital passports (P.D.) completed. Beebots, Sphero’s and coded Lego construction in use in school. Teachers have grown capability with Zoom meetings both with class and colleagues. Student Digital leaders have been trained in their use and available to assist staff.  **December 2020:** Teachers have reviewed their goals in this area and set further ones for 2021. Targeted buying in digital technology for 2021. Involvement in C.O.L. equipment loan |
| **C. N.Z. Education Initiatives**  Utilise Education system to support student achievement | Responsible: BOT, P, DP, AP, Staff  Accountable: P, BOT  Consult: Students, Teachers, Whanau,  Inform: P, BOT, MOE | -A raft of changes in education are planned, keep abreast of these, plan and implement to ensure there is a continued focus on equity and excellence. | -Time, allocate these within school and BOT meetings | Ongoing | -School runs smoothly, with a continued focus on what is best for students, staff and community  -Targets in relation to student achievement are met | **July 2020:** Ministry of Education is making decisions and communicating changes in some areas. In view of the major challenge of the pandemic for the schooling system, their focus has remained on the day to day situation to maintain learning through our schools.  **December 2020:** Information sharing with Leadership team of MOE Strategic Plan 2020-2030 (released Nov 2020.) |
| **D. Community of Learners**  Consolidate Teacher capability & achievement through key Inquiries in Oral Language/  Writing | Responsible: DP  Accountable: P, DP. AP  Consult: P, AP, COL  Inform: BOT | -Continue Inquiries to support student achievement in Oral Language, develop this further to include how we are lifting student achievement in this area  -Consolidate Key indicators to show value added with Feb and Nov 2020 data to reflect progress.  -Use data to plan deliberate acts of teaching through curriculum | -COL Resourcing  -Senior Leadership support with growing C.O.L. in-school staff capabilities | Ongoing | -Oral Language indicators in use, with pre & post analysis  -Increased student proficiency evident through staff feedback in Oral Language and Writing  -Positive gains evident in year-end data | **July 2020:** Oral Language indicators in use throughout school. Beginning of the year data gathered.  Analysis completed for crafting hunches.  Team & individual inquiry discussions underway.  **December 2020:** Oral Language progress reviewed & achievement data collated by C.O.L. in-school leaders. Report presented to Board of Trustees Feb 2021  [Oral Language report - Dec 2020](file:///C:\Users\AnneF\Downloads\Oral%20Language%20Report-%20Term%204,%202020%20.docx) |
| **D. Community of Learners**  Continue to strengthen student ownership of Learning/ Student Agency | Responsible  DP, P, AP  Accountable  Leadership, C.O.L. In-school and Across School Teachers, Teachers and Students  Consult  Students, Teachers, Whanau,  Inform  Principal, BOT | **-**Collate and analyse state of current practices, include surveying students, teachers and whanau  **-**Examine research and other contexts of learning  **-**Come to a shared understanding of practices to support student ownership and agency within their learning settings  **-**Implement a PLD programme to support teachers and students to strengthen ownership of learning to learn  **-**Include teachers and Leaders professional goals and Inquiries to support them in their practice  -Undertake cultural responsiveness survey, collate and analyse, use information to support inclusiveness.  -Involve C.O.L. Across School personnel using practices that are based on ‘Rongohui te Hau’ model to develop culturally responsive practices that link to enhanced student agency. | -Teaching and Learning Time 0.4 FTTE to support professional goals  - PLD through COL across school positions  -Staff Meeting  Team meetings  -Targeted resource buying  -C.O.L. Across School personnel | Started 2018 and ongoing  Term 2-3 2020  Term 2-3  2020 | -Survey students  -Survey Teacher  -Planning and Assessment sheets  -Quality Assurance  -Teacher Inquiries and reflections  -Student agency evident through curriculum planning and classroom practice. | **July 2020:** Professional development with our C.O.L. In-school teachers 18/03/2020.  Developed a shared understanding of this and how it would look within a learning area.  Term 2 Science unit had many opportunities for this.  Work is very much ongoing and linked to Curriculum focus / learning area culture.  **December 2020:** Zones of Regulation work in Term 3 targeted self-awareness of emotional responses and actions. C.O.L. in-school leaders led planning and supported resourcing in this area. Work continued within the Curriculum on student agency.  In 2021 continue to build knowledge and implementation of culturally responsive practises within our learning.  Senior Leadership team participated in C.O.L. Deputy and Assistant Principal dialogue day with Ngati Wairere developing local curriculum knowledge and fostering relationships. |

**2.Grow Whanau and community involvement**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. Community Involvement**  Consult & implement new MOE guidelines for Charters, Annual and Strategic plans for 2020 | Responsible: BOT, Principal  Accountable: BOT  Consult: BOT  Inform: BOT | -Consult and update the Charter, Strategic and Annual plan to reflect community and Ministry of Education Guidelines. Ensure that the community views are considered | -Time to consider new guidelines from MOE for 2020 and beyond  Time to consult with community | New planning format adopted by 1 March 2020 | -New format completed by 1 March 2020 reflecting full community consultation | **July 2020:** M.O.E. guidelines followed. Development of 2020-2023 Charter and 2020 Annual Plan reflects extensive community consultation with families, whanau, students and staff. Compliant with all M.O.E. expectations.  **December 2020:** Actions completed. Continue to monitor new guidelines and expectations. |
| **A. Community Involvement**  Enhance opportunities for whanau involvement in school events and local curriculum | Responsible  P, DP, AP,  Teachers  Accountable:  Consult  Staff, Whanau  Inform  B.O.T. Whanau | -Year 5/6 School Camp helpers Feb  -Meet the Teacher evening  -P.T.A. Events -Family Fun Event March --2020, Student Discos  -Learning Plan discussions and co-constructed goals  -Weekly assemblies to share learning  -Sports teams coaches and managers  -Sports days  -Learning Expos  -Term 3 Social Sciences unit  -Senior Production Aug 2020  -Year 6 leavers Dec 2020  -Volunteers thank you cards & event  -End of Year Celebration Dec 2020 | -Funding for Camp  -Time from Senior leadership and teaching team  -Publicity for events  -Sports team leaders to facilitate  -Budget $4000  -Budget: $500  -Budget $100  -Budget: $1100 | Feb 2020  Feb 2020  Feb-Mar 2020  Ongoing  Aug 2020  Dec 2020  Dec 2020  Dec 2020 | -Whanau have many opportunities to be involved and feel connected to Te Totara school life.  P.T.A. feels supported by school staff and community  -Vibrant school life with many opportunities for involvement in Sports, the Arts and local Curriculum.  -Successful year end events reflecting high levels of community involvement | **July 2020:** Despite ongoing challenge of Covid 19 this year opportunities for Whanau involvement have occurred:  -Meet the Teacher evening  -Year 5/6 School Camp helpers in Feb  -P.T.A. Events -Family Fun Event March 2020.  -Weekly assemblies  -Sports teams in Term 2 from Alert Level 2 onwards  -Learning Plan discussions through phone and video contact with families (Term1 in Level 4 lockdown)  **December 2020:** Pleasing level of community events achieved in a challenging year. The flexibility and ‘nimbleness’ of our responses lead to a high level of community confidence and engagement. |
| **B. Communication**  Keep community informed through Social media including Facebook, Website TTTV, Seesaw | Responsible  Digital Leader, admin team, Teachers  Accountable  P  Consult  BOT  Inform  BOT | -Enhance electronic school signage  -Investigate an electronic noticeboard  -Ensure community and parents/caregivers have current and relevant information relayed to them with translation into own language.  -Use TTTV to help parents with School events and ways of working i.e. drop off zone use, Moonlight drive pedestrian rules  -Use Seesaw and TTTV to share our learning and goals to community | -School Investment Package funding  -Time and resourcing for Digital Leader,  -Digital Student Leaders developing TTTV episodes every 2 weeks | Term 1 2020  Ongoing  Ongoing through school year | -Community are well informed, include feedback from community survey if needed  -Positive feedback from community regarding the communication channels we have  -Families interacting with students and teachers via Seesaw. | **July 2020:** Very proactive in this area necessitated by the emergence of Covid 19 from Feb 2020. Many families expressed they felt very informed at each level of the pandemic crisis. Use of all of our communication channels before, during and after lockdown phases.  Website has translation capabilities.  TTTV active in Term 1/2.  **December 2020:** High levels of communication have been maintained with families and wider community. Social media posts are at least weekly including photos. TTTV episodes have been uploaded every two weeks on website and linked to Facebook. Student work and other information frequently shared on class Seesaw parent portal. |
| **C. Bicultural Heritage**  Tikanga support with Emma Jordan, reinstate the programme of Te Reo support through Curriculum for teachers. | Responsible: P, DP, AP, Teachers  Accountable  Emma Jordan, Whanau committee, Haka Hiva for Kapa Haka,  teachers  Consult  Staff, Whanau  Inform  B.O.T. Whanau | -Continue support for Teachers for Tikanga  -Increase proficiency in te reo Maori  -Support individual teachers through their own te reo development through Te Wananga o Aotearoa  -Link this to Performance Management processes. Staff self-review their own development in Appraisal conversations and set goals  -Through Kapa Haka performances host whanau events to enhance regular consultation with Maori community | -0.2 FTTE to support teacher’s growth in Tikanga  $4000 unit for staff member responsible for Whanau  -Tikanga funding including Haka Hiva Kapa Haka programme $8700  -Hospitality funding for these events $500 | Tikanga support from early Term 1  Twice a year  May & Oct 2020 | -Tikanga programme implemented  -Acknowledgement of staff professional growth in this area through performance management process  - Student knowledge and participation in bicultural practices is increasing  -Performance Management processes are complete new goals in Tikanga for 2021  -Whanau attendance at Kapa Haka and other school events is high and consultation is positive. Maori community have a forum to share ideas | **July 2020:** Tikanga in place with Emma Jordan leading teachers in their learning.  Haka Hiva Kapa Haka started in Term 1, then restarted in Alert Level 2 in May. Performances planned for Term 3 at preschool Barnados, mihi whakatau in Term 3, whanau in Term 4 and school celebration at year end.  **December 2020:** Focused Professional development on goals has continued with teachers. Kapa haka group has been very active and strong this year with great leadership by senior students as their role models. Kapa haka group meets weekly with staff to prepare for mihi whakatau (Term 4), assembly and year-end celebration performances. Sharing has occurred through school Facebook site also. |
| **D. Cultural Diversity**  Develop our understanding of and celebrating diverse cultural groups that are reflected in our school community. | Responsible  BOT, P  Accountable  P, D.P. A.P. Staff, Diversity leader  Consult  BOT, Community Liaison, Families  Inform  BOT, Community | -Community Liaison officer reaches out to families  -Community committee has staff member with a unit around Diversity.  -Talents of the Pasifika Academy (T.O.P.A.) developing Te Totara Pasifika cultural group, performances shared across school and wider community three times a year.  -Significant cultural events are linked to local curriculum  -Term 3 focus ‘Celebrating Together’ Our cultural groups to share their celebrations  -Continue to add to the flags of our cultural groups displayed in the Matariki Hall. | Marise Crow  $4000 unit for staff member  Budget: $1500  $800 for named flags | Ongoing  Ongoing  As new cultural groups enroll | -Our community feel comfortable and connected to Te Totara School  -Diversity of community is acknowledged and valued  -Strong Pasifika group in place with high participation from the students  -A rich understanding of celebration is developed within our students  -Flags of the cultural groups belonging to Te Totara are a visible sign of our diverse heritage | **July 2020:** Strong outreach to community families this year to enhance attendance and support pastorally due to pandemic events.  Kapa Haka has been in operation in Term 1 and Term 2. T.O.P.A. will not be able to start until Term 3.  Significant cultural festival links to the curriculum have been resourced by our Diversity unit holder.  New flags added in Matariki, as required.  **December 2020:** Performances of Te Totara T.O.P.A. have occurred at Maori All Blacks vs Moana Pasifika team and Mayoral Citizenship ceremony in Term 4. T.O.P.A. performance at year-end celebration. |

**3.Grow infrastructure for Students, Staff and Community**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status – traffic light** |
| **A. 10 Year Property Plan**  Complete all the actions of the 10 Year Property plan. | Responsible: BOT, P  Accountable:  BOT, Staff  Consult:  BOT, Staff  Inform: BOT | -Review the 10 year plan in the light of the School Investment package to see if works can be bought forward.  -Develop further works programme from a review of school upgrade needs. | -Agreed 10 Year plan  -School Investment Package funding $400,000.  -Focus on upgrading infrastructure I.C.T. areas  - Migrate to Cloud, upgrade Phone and Intercom systems | Term1 2020  2020-2021  Jan 2020 | -Review work is completed.  -Programmes have been completed.  -An upgrade works schedule has been developed and an effective plan is underway  -Information and Communication upgrades complete with high functioning systems in place | **July 2020:** Plan reviewed when discussing School Investment Funding package. Up to date with programme. In Ra and Earth blocks carpet and hard flooring replacement to be incorporated in final year funding of current 5 year time period. We are pursuing with MOE if this programme of work can be completed in 2021 January holiday period.  **December 2021**: School Infrastructure Funding (S.I.P.) Projects approved and completion dates:  Glazing (Matariki doors and louvre replacements in original build. -completed July 2020.)  Hall floor replaced. (April 2021)  Solar power (April 2021)  Turf replacement on the courts (Jan-Feb 2021)  Shade structure replacements over playgrounds/sandpits (Term 1 2021) |
| **B. Roll Growth**  Liaise with MOE over roll growth and subsequent implications on future building work. | Responsible: P, BOT  Accountable: BOT  Consult: BOT, MOE  Inform: BOT, MOE | -An additional two roll growth classrooms announced by Minister of Education.  -Ensure that any implications for Te Totara are considered, mitigate any risks to students and achievements | -Ministry of Education roll growth funding  -Liaison time with MOE and possible consultation with staff and community | Ongoing  Determined by M.O.E. | -Any future developments are well planned and allow the school to focus on student learning in appropriate infrastructure | **July 2020:** Meetings with M.O.E. property personnel T1-2. Due to site access constraints building will be ‘bespoke’ rather than modular. Architects appointed have reviewed the site. Plan developed for immediate & long-term growth.  **December 2020:** Dialogue with MOE & architects over preferred design & siting. Kopu block to be moved towards northern boundary, new classroom attached to western end with decking & landscaping. New classroom to be built on southern end of Matawhero block. Projected work completion Term 1 2021. |
| **C. Natural Environment**  Enhance the natural environment with structures and planting that grow wellbeing and learning opportunities | Responsible: P, BOT  Accountable: Leadership, Staff Caretakers, School Council,  Consult: PTA, BOT, Students, staff  Inform: BOT, Community | -Develop additional garden areas at Te Totara, particularly the wellbeing garden  -Increase the student seating areas in the natural environment  -Enhance planting and structures to encourage student investigation and participation | -School Council Planning from 2019-2020 $5000  -In conjunction with P.T.A.  $5000 | Autumn and Spring 2020  Spring 2020  Ongoing | -Student’s visible enjoyment of physical activity and environmental experiences  -Students increasingly interacting with the Natural World through access to natural infrastructure being developed. | **July 2020:** Decision made to change the site of this garden due to the uncertainty of where the roll growth classrooms will go. New site is on northern boundary of Orion 9 outside staffroom and fenced area.  Work with a Landscape designer to begin in Term 3. Designer to amalgamate planning ideas from Student Council. PTA are supporting this project through funding.  **December 2020:** See progress outlined in Charter Wellbeing stand – Goal 4 on ‘Strong Connections to Natural World.’ |
| **D. Sustainable Infrastructure**  Develop and Implement sustainable practices through an infrastructure plan. | Responsible: P, BOT  Accountable: P, BOT, Staff, Students  Consult: BOT, MOE  Inform: BOT, MOE | -Explore current models of sustainable practice within schools from small changes to larger projects  -Explore the possibility of reduced energy usage and solar energy  -Survey completed of lighting. Upgrade of all lighting to energy saving LED’s as they need to be replaced  -Develop a plan for more sustainable practices at Te Totara.  -Continue to make staff and students aware of sustainable practices via curriculum and day to day school functioning. | -Time for senior staff to explore this.  -Contact Genesis Energy and discuss the School-Gen programme  $1500  -Partnership between BOT & Leadership to develop this. | Term 1-2 2020  Term1 2020  Ongoing as required  Term 4 2020  Ongoing | -Completion of a Sustainable Infrastructure plan  -Sustainable practices underway at Te Totara  -Student knowledge of and involvement in sustainability increasing | **July 2020:** Plan in place for 85 kw total solar panels on Matariki, Orion and Matawhero blocks. Accepted as a SIP’s project $152,000 allowance for this. Project Manager procurement underway.  Lighting survey completed. LED’s are the replacement lights as required.  **December 2020:** Project Manager engaged. Quotes obtained from three companies. Advice from an independent source with experience in this area sought. Spreadsheet drawn up and next steps to identify preferred installer is underway. Project to be completed from S.I.P. funding in 2021. |

**4. Grow Wellbeing for Students, Staff and Community**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **Evidence of Success** | **Status-Traffic Light** |
| **A. Wellbeing Practices**  **-**Support wellbeing and positive school culture through mindfulness programmes for students and staff. | Responsible: Senior leadership and Wellbeing committee  Accountable: P  Consult: Staff, Students, community  Inform: B.O.T. | Review Mindfulness programme students (Yr 2-6) and staff  Develop a Te Totara Wellbeing programme incorporating aspects of Mindfulness, Tikanga, linked with our STAR’s programme  Staff trained by current facilitator to deliver the programme to their class  -Trialing these programmes across the school: Zones of Regulation, Proprioceptive Techniques and linking all programmes to our STAR’s.  -Contract for Employment Assistance to support staff wellbeing… [www.eapservices.co.nz](http://www.eapservices.co.nz/) | -Funding of Mindfulness resource teacher 1 FTTE for Terms 1,2 &3.  -Additional resource purchasing  -Time for Assistant Principal to work with class teachers  -Funding of Employee Assistance programme;  $3500 per year. | Mindfulness programme Terms 1, 2 &3  -Employee Assistance programme ongoing and staff regularly updated on access | -Student, parent and staff feedback on Mindfulness programmes  -Classroom teachers feel confident to deliver the mindfulness programme to their learning area.  - A unique Te Totara Wellbeing programme is developed and being regularly implemented in all learning areas | **July 2020:** Zones of Regulation, Proprioceptive Techniques focus of Teacher Only day in Jan 2020.  Year 3-4 Mindfulness, Year 5-6 programme in Term 2. Staff have taught techniques with feedback from facilitator.  **December 2020:** Mindfulness programme with Year 2 students completed in Term 3. Zones of Regulation work in Term 3 targeted self-awareness of emotional responses and actions. Significant work underway towards our Te Totara Wellbeing programme. Continue development and implementation in 2021.  Staff have been supported to access Employment Assistance Services (2020 budget). Staff morale and wellbeing has been monitored and enhanced through day-to-day support and fun through 2020. Responding to individual needs, maintaining privacy and dignity. |
| **B. Effective Responses and Interventions**  Foster effective responses and interventions to challenging situations and behaviour, including implementation of preventable measures, where appropriate. | Responsible  P, DP, AP, BOT (as appropriate)  Accountable  P, DP, AP, BOT  Consult: Staff, Families, COL  Inform: BOT, MOE, Families, Staff | -Principal attending the Education Law Conference  -Continue to develop wellbeing programmes as detailed above  -Review Policies and Procedures: Stand down, Suspensions and Exclusions policy  Student Behavior Policy  -Develop a policy or specific procedure in relation to Bullying  -Work closely with supporting agencies and families to create sustained and effective interventions  -Link, as appropriate to the C.O.L. Taakaro-Ora programme and staff | -$615.00 Conference  & Accommodation  -Research into current approaches and responses  -Additional resource purchases  - Time for Senior Leadership  -Targeted Teacher Aide time to support students | 3 March 2020  Ongoing 2020  March 2020  June 2020  August 2020  Ongoing | -Responses are effective with positive interventions in place.  -Students feel supported and that we can ‘make a difference’ with them  -Learning within social situations is occurring relevant to the child’s developmental needs  -Families/Whanau are in partnership with the school and appropriate external agencies if needed. | **July 2020:** Principal attended Legalwise conference - March 2020.  **December 2020:**  Wellbeing committee meetings held twice a term (except during Lockdown).  Bullying Prevention policy and procedures developed & community consultation held with these in draft form. Board of Trustees ratified these in October 2020.  Ongoing interventions through Learning Support processes with Ministry of Education Special Education and pastoral support agencies. Always proactive in this area. |
| **C. Te Totara – as a community of Care**  Provide an environment that promotes social, mental, spiritual and physical wellbeing in or school community. | Responsible: Senior leadership and Wellbeing committee  Accountable: P  Consult: Staff, Students, community  Inform: B.O.T. | -Support families in need in both pastoral, practical ways and emotional support links where appropriate  -Always commit to enhancing the dignity of the individual with students, staff and families  -Sensitive engagement with support agencies  -Reinforce importance of Te Totara Community Liaison role  -Staff Counselling available as needed  -Social events for school and staff  Student pastoral and transition leaders  -School Council representatives across school  -School Tours for visitors | -Full and partial funding of students for school Camp  -Curriculum trips are subsidised or fully paid for by school operations grant to reflect inclusive practices  -Te Totara swimming programme and stationery funded for some families  -Marise Crow, additional hours as required  -Funding of E.A.P. for staff  $3500 per year  $4000 unit for Student Leaders staff member  $4000 unit for School Council staff member | Feb-Mar 2020  Ongoing  Term 1,2&4  Ongoing  Each year  Ongoing  Feb-Dec  Feb-Dec  Weekly | -Community feels supported in times of need.  -Equity of student access to opportunities in our school curriculum  -Partnership between families, school and agencies (where appropriate) are based on trust, positive and affirming.  -Staff and community feel supported with a high degree of relational trust and a sense of fun.  -Students leadership skills are being supported to develop  -Students are being prepared for their next learning environments  -Te Totara is seen as a ‘large family’ with a caring atmosphere. | **July 2020:** Community of Care has been evidenced through the Covid 19 pandemic response Feb – June 2020. Regular empathetic communications to the families ensured that all were informed, assured and supported in unprecedented and challenging times. assured through the Alert Levels process. Families who emailed Principal were always responded to. This is an ongoing response as required.  **December 2020:** Senior leadership and teaching teams. continued to be active with the community in pastoral areas to ensure students and family needs are met. Team Leaders constructed own Team Strategic Plan document in the Wellbeing strand aligned to Annual Plan format acknowledging specific actions and year end reviews. |
| **D. Connecting to the Environment**  Make strong connections to the natural world. | Responsible  DP  Accountable  P, DP, AP  Consult  P  Inform  BOT | -Incorporate new Wellbeing garden into our curriculum programmes.  This includes a memorial seat in honour of a student who passed away in early 2019,  -Share responsibility for our school vegetable garden with rostered teaching teams  -Leisure areas linked to natural environment.  -Seek opportunities to investigate the natural world through local curriculum e.g. stories from Ngati Wairere, science links with the Kukutaaruhe Fairfield Project gully restoration, artworks, Camp.  -Make connections with learning through the environment. | -$5000 for garden development,  $500 for memorial seat  -$1000 for ongoing planting and maintenance  -C.O.L. Te Pae Here | Autumn and Spring 2020 | -Wellbeing garden is completed  -School vegetable garden is planted with seasonal produce.  -Students learning about the cycles of nature and how to look after living things  -Seating areas are enhanced around the school to develop student’s social interactions  -Teachers increasingly interacting with the Natural World through co-constructed curriculum opportunities with students.  -Students ‘notice’ and make connections to the natural world. They develop the NZ Curriculum values of inquiry and curiosity. | **July 2020**  Delay in development of this new garden’ due to clarity required for roll growth buildings. Focus is on a seasonal garden that children can interact with.  Teaching teams have been put on a roster with the school garden, however the lockdown period through the autumn season delayed our usual planting. Enviro leaders have been ‘wintering over’ the garden ready for Spring planting.  **December 2020:** Garden has been planted and tended with seasonal produce.  New area chosen for wellbeing garden design outside staffroom area. Landscaper engaged, incorporated ideas Student Council. Two designs developed, student councils chose aspects from both and new design finalised. Te Totara P.T.A. have committed significant funding to this project. Optimum planting time is March/April, so this is scheduled with plants person and landscaper for Term 1 2021. Initial seating design was too expensive, so alternatives are being sought. |

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| **2020 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students.**  **Data from Year End Reporting 16/12/2020** | | | |  |  |  |  |  |  |  |
| **Reading** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **15** | | **2.0%** | **50** | **6.7%** | **602** | **80.7%** | **79** | **10.6%** | **746** |
| **Māori** | **2** | | **2.0%** | **7** | **7.0%** | **8** | **84.0%** | **7** | **7.0%** | **100** |
| **Pasifika** | **0** | |  | **1** | **5.0%** | **17** | **85.0%** | **2** | **10.0%** | **20** |
| **Asian** | **7** | | **2.7%** | **22** | **8.6%** | **202** | **78.9%** | **25** | **9.8%** | **256** |
| **N.Z. European/Pākehā** | **3** | | **1.2%** | **11** | **4.2%** | **207** | **79.6%** | **39** | **15.0%** | **260** |
| **All other Ethnicities incl Other European** | **3** | | **2.7%** | **9** | **8.2%** | **92** | **83.6%** | **6** | **5.5%** | **110** |
| **Male** | **14** | | **3.9%** | **27** | **7.4%** | **290** | **80.1%** | **31** | **8.6%** | **362** |
| **Female** | **1** | | **0.3%** | **23** | **6.0%** | **312** | **81.2%** | **48** | **12.5%** | **384** |
|  |  | |  |  |  |  |  |  |  |  |
| **Reading** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  | **1** | **3.2%** | **30** | **96.8%** |  |  | **31** |
| **End of Year 1** | **1** | | **0.9%** | **22** | **19.5%** | **87** | **76.1%** | **3** | **2.7%** | **113** |
| **End of Year 2** | **6** | | **5.0%** | **8** | **6.8%** | **101** | **85.6%** | **3** | **2.6%** | **118** |
| **End of Year 3** | **3** | | **2.8%** | **8** | **7.5%** | **82** | **77.4%** | **13** | **12.3%** | **106** |
| **End of Year 4** | **2** | | **1.8%** | **3** | **2.7%** | **90** | **79.6%** | **18** | **15.9%** | **113** |
| **End of Year 5** |  | |  | **4** | **2.8%** | **122** | **84.7%** | **18** | **12.5%** | **144** |
| **End of Year 6** | **3** | | **2.5%** | **4** | **3.3%** | **90** | **74.4%** | **24** | **19.8%** | **121** |
| **2020 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students. Data from Year End Reporting 16/12/2020** | |  |  |  |  |  |  |  |  |  |
| **Writing** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **7** | | **0.9%** | **62** | **8.3%** | **660** | **88.5%** | **17** | **2.3%** | **746** |
| **Māori** |  | |  | **10** | **10.0%** | **89** | **89.0%** | **1** | **1.0%** | **100** |
| **Pasifika** |  | |  | **1** | **5.0%** | **19** | **95.0%** |  |  | **20** |
| **Asian** | **1** | | **0.4%** | **23** | **9.0%** | **226** | **88.3%** | **6** | **2.3%** | **256** |
| **N.Z. European/Pākehā** | **3** | | **1.2%** | **23** | **8.9%** | **226** | **86.9%** | **8** | **3.0%** | **260** |
| **All other Ethnicities incl Other European** | **3** | | **2.7%** | **5** | **4.6%** | **100** | **90.9%** | **2** | **1.8%** | **110** |
| **Male** | **7** | | **1.9%** | **42** | **11.6%** | **305** | **84.3%** | **8** | **2.2%** | **362** |
| **Female** |  | |  | **20** | **5.2%** | **355** | **92.5%** | **9** | **2.3%** | **384** |
|  |  | |  |  |  |  |  |  |  |  |
| **Writing** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  |  |  | **31** | **100%** |  |  | **31** |
| **End of Year 1** | **1** | | **0.9%** | **7** | **6.2%** | **105** | **92.9%** |  |  | **113** |
| **End of Year 2** | **2** | | **1.7%** | **10** | **8.5%** | **106** | **89.8%** |  |  | **118** |
| **End of Year 3** |  | |  | **6** | **5.7%** | **100** | **94.3%** |  |  | **106** |
| **End of Year 4** | **1** | | **0.9%** | **11** | **9.7%** | **97** | **85.8%** | **4** | **3.6%** | **113** |
| **End of Year 5** |  | |  | **13** | **9.0%** | **131** | **91.0%** |  |  | **144** |
| **End of Year 6** | **3** | | **2.5%** | **15** | **12.4%** | **90** | **74.4%** | **13** | **10.7%** | **121** |
| **2020 Curriculum Level Expectations Reporting**    **Te Totara Primary School – All Students. Data from Year End Reporting 16/12/2020** | |  |  |  |  |  |  |  |  |  |
| **Maths** | **Not At** | | | **Working Towards** | | **At** | | **Exceeded** | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | **9** | | **1.2%** | **59** | **7.9%** | **655** | **87.8%** | **23** | **3.1%** | **746** |
| **Māori** |  | |  | **17** | **17.0%** | **83** | **83.0%** |  |  | **100** |
| **Pasifika** | **1** | | **5%** | **0** | **0%** | **19** | **95.0%** |  |  | **20** |
| **Asian** | **3** | | **1.2%** | **10** | **3.9%** | **228** | **89.0%** | **15** | **5.9%%** | **256** |
| **N. Z. European/Pākehā** | **4** | | **1.6%** | **19** | **7.3%** | **232** | **89.2%** | **5** | **1.9%** | **260** |
| **All Other Ethnicities incl Other European** | **1** | | **0.9%** | **13** | **11.8%** | **93** | **84.6%** | **3** | **2.7%** | **110** |
| **Male** | **8** | | **2.2%** | **24** | **6.7%** | **314** | **86.7%** | **16** | **4.4%** | **362** |
| **Female** | **1** | | **0.3%** | **35** | **9.1%** | **341** | **88.8%** | **7** | **1.8%** | **384** |
|  |  | |  |  |  |  |  |  |  |  |
| **Maths** | **Not At** | | | **Working Towards** | | **At** | |  | | **Total** |
| **Number** | | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  | |  |  |  | **31** | **100%** |  |  | **31** |
| **End of Year 1** |  | |  |  |  | **113** | **100%** |  |  | **113** |
| **End of Year 2** | **1** | | **0.7%** | **10** | **8.8%** | **106** | **89.8%** | **1** | **0.7%** | **118** |
| **End of Year 3** | **1** | | **0.9%** | **10** | **9.5%** | **93** | **87.7%** | **2** | **1.9%** | **106** |
| **End of Year 4** | **2** | | **1.8%** | **12** | **10.6%** | **92** | **81.4%** | **7** | **6.2%** | **113** |
| **End of Year 5** | **1** | | **0.7%** | **16** | **11.1%** | **122** | **84.7%** | **5** | **3.5%** | **144** |
| **End of Year 6** | **4** | | **3.3%** | **11** | **9.1%** | **98** | **81%** | **8** | **6.6%** | **121** |
|  |  | |  |  |  |  |  |  |  |  |

**Te Totara Primary School Targets to lift Achievement 2020**

There are four specific targets for 2020, relating to Wellbeing, Reading, Writing and Mathematics. Each has a context relevant that promotes Equity and Excellence in our School. The targets reflect the National Administration guidelines of a focus in Years 1-8 in Literacy and Numeracy (Targets 2-4), as well as providing a safe physical and emotional environment (Target 1).

**Target 1-Wellbeing**

**Background:** Te Totara Primary School has a belief that student and staff wellbeing are fundamental to a safe and inclusive environment that fosters Equity and Excellence. In 2018 a Wellbeing Committee was formed to support this. Confidential Surveys across all year levels was taken. In Years 1-4 this was a school designed format and in Year 5 & 6 the Wellbeing survey from NZCER was used. It is the responsibility of the Senior Leadership, Wellbeing committee, Team Leaders along with staff and students to support these gains. 2019 was the first year we had set targets around the area of student Wellbeing and with some close data analysis of the 2018 information, then the 2019 data we realised that we need to set some different success measures for the 2020 school year.

In terms of education we feel we are ‘breaking new ground’ as there is only currently a survey available through NZCER for Year 5-6 students. We felt that we needed to gain more knowledge from developing our own consistent surveys for the rest of our students, but it has been a challenge to align this and has opened up some questions about some of the aspects of the Year 5-6 surveys. The feedback was that children are comfortable in answering those question about whether they do that or not for themselves but were not sure if they could answer it in terms of all the other children in the school as they as individuals didn’t know about everyone.

In many areas of the school the data levels are already very high, so we need to be more specific about the Wellbeing Expectation levels we hope to achieve and target our actions towards this. It needs to parallel the concept behind our curriculum Expectation levels in academic areas.

This development of expectations was part of our Annual Plan goals for 2020 under the new Charter focus area of ‘**Grow Wellbeing for Students, Staff and Community.’** In the area of human wellbeing within social groupings the emotional state of our learners is always fluid and dynamic as it is not only impacted on by attitudes and events at school but also by the home and community as well. Emotional states will often change dependent on a number of variables, the overall aim at our school is for children to be safe and secure so that they can learn and achieve with success.

Rich conversations were held with our staff and other stakeholders as we probed further into our data, looked at some of the variations, also reviewed our research processes, then honed our expectations and action plan for 2020.

**The agreed target areas are:**

* Student knowledge and understanding of guidelines and acceptable practices about behaviour
* What to do if someone is hurt or bullied
* A sense of belonging to Te Totara Primary School and feeling safe here
* Students treat others with respect
* Include children who are left out
* Listening to others viewpoint.

**Expected Target:** Equity and Excellence Target of **91%** or better.

Targets for Wellbeing are from the results of Wellbeing Surveys in 2019. These have been finalised before the February 2020 BOT meeting with staff, including the wellbeing committee having been consulted. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements

**End of Year Outcome -2020**

As a result of the consultation process the 2020-2023 Charter contains a major focus area ‘**Grow Wellbeing for Students, Staff and Community.’**

In line with our 2020-2023 Charter action plan we have continued extensive work in this area. This includes:

* Wellbeing committee has met twice a term to discuss actions and review outcomes, leading to further actions. Minutes of these meetings have been circulated across the school which are also are shared as reports to the B.O.T. for their discussions and input.
* We have funded the Employment Assistance programme for our staff to access support in areas of need.
* Weekly mindfulness sessions have occurred during the year for Years 2-6. These focus on developing in the students’ resilience techniques to alleviate anxiety, development of positive relationships and outcomes. Professional guidance has occurred with our Mindfulness teacher so that staff are trained to work with their own classes in this area throughout the year.
* A major teaching unit titled ‘Navigating the Journey’ occurred in Term 3 on Zones of Regulation, including aspects of Sexuality education. This new learning for our staff and students was assessed for effectiveness and an achievement report in this area was presented to the Board of Trustees in October.
* Information regarding this unit was shared with parents through our Seesaw portal with an opportunity to have queries answered. Unfortunately, due to the Covid restrictions we were unable to hold parent meetings at this time,
* Wellbeing focus within learning areas has been widened to include the Zones of Regulation and our Te Totara STARS programme as well as Mindfulness. This way we are creating a Wellbeing programme and response that relates to our school’s needs and culture.
* Work has continued on programmes for our New Entrant and Year 1 students with our Assistant Principal and Junior Team Leaders taken a major role. This is strongly connected to the Zones of Regulation, Proprioception and our STAR’s oral language learning.
* Wellbeing surveys have been done from Year 1-6 in Term 4 2020. This has been the first year to complete the wellbeing survey digitally, with each child having access to their own individual survey on an iPad, using Google Forms. Our C.O.L. in-school teachers consulted with our staff through team leaders and the format was designed. The questions were based on the NZCER questions however in a more ‘child-friendly’ manner appropriate to our student needs and the wellbeing targets. This has been new learning for everyone. Senior Management, Team Leaders and in school COL team collaborated to ensure questions were in line within each level of learning and met each expected target for wellbeing. The results have been collated and analysed with a focus on the target areas below.

Data Targets:  Totals – Year 1-6 (Affirmative answers)                                            **2019                                      2020**

* Student knowledge and understanding of guidelines and acceptable practices about behaviour n/a in 2019 97%
* What to do if someone is hurt or bullied                                                     86%                  96%
* A sense of belonging to Te Totara Primary School and feeling safe here          n/a in 2019 94%
* Students treat others with respect                                                                                                                             84%           96%
* Include children who are left out                                                                                                                              87%         90%
* Listening to others viewpoint.                                                                                                                                     86%         97%

**Wellbeing Targets – Year Level Breakdowns**

* **Student knowledge and understanding of guidelines and acceptable practices about behaviour**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 47/55 =85% |
| **Year 1** | Not in this survey | 119/119=100% |
| **Year 2** | Not in this survey | 118/120=98% |
| **Year 3-4** | Not in this survey | 238/240=99% |
| **Year 5-6** | 214/242 =88% | 268/272=99% |
| **Totals** | 214/242 =88% | 790/806=97% |

* **Know what to do if someone is hurt or being bullied**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 52/55=95% |
| **Year 1** | Not in this survey | 117/119=98% |
| **Year 2** | Not in this survey | 114/120=97% |
| **Year 3-4** | 241/253 = 95% | 235/240=98% |
| **Year 5-6** | 185/242 =76% | 258/272=95% |
| **Totals** | 426/495 = 86% | 776/806=96% |

* **A sense of belonging to Te Totara Primary School and feeling safe here.**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 47/55=85% |
| **Year 1** | Not in this survey | 112/119=94% |
| **Year 2** | Not in this survey | 117/120=98% |
| **Year 3-4** | Not in this survey | 227/240=95% |
| **Year 5-6** | 214/242 =88% | 258/272=95% |
| **Totals** | 214/242 =88% | 761/806=94% |

* **Treat others with respect**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 49/55=89% |
| **Year 1** | 96/99 = 97% | 119/119=100% |
| **Year 2** | 95/96 = 99% | 120/120=100% |
| **Year 3-4** | 241/253 = 95% | 231/240=96% |
| **Year 5-6** | 185/242 =76% | 256/272=94% |
| **Totals** | 581/690 = 84% | 775/806=96% |

* **Include children who are left out**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 55/55=100% |
| **Year 1** | 92/99 =93% | 117/119=98% |
| **Year 2** | 91/96 =95% | 117/120=98% |
| **Year 3-4** | 239/253 = 94% | 230/240=96% |
| **Year 5-6** | 181/242 = 75% | 206/272=76% |
| **Totals** | 603/690 = 87% | 725/806=90% |

* **Listening to others’ viewpoints**

|  |  |  |
| --- | --- | --- |
|  | **2019** | **2020** |
| **Year 0** | Not in this survey | 49/55=89% |
| **Year 1** | 99/99 = 100% | 119/119=100% |
| **Year 2** | 95/96 = 99% | 118/120=98% |
| **Year 3-4** | 245/253 = 95% | 231/240=96% |
| **Year 5-6** | 157/242 = 65% | 266/272=98% |
| **Totals** | 596/690 = 86% | 783/806=97% |

**Conclusions regarding the process and data.**

2020 was the first year to complete the wellbeing survey digitally, with each child having access to their own individual survey on an ipad using Google Forms. This has been new learning for everyone. Senior Management, Team Leaders and in-school COL team collaborated to ensure questions were in line within each level of learning and met each expected target for wellbeing.

**Next Steps 2021**

* Continue to involve C.O.L. In-school teachers in these Wellbeing processes.
* Analysis of results with our staff and explore strategies to improve outcomes in specific year groups.
* Explore how we can incorporate Traty of Waitangi and Cultural Competencies in this process.
* Rephrase Yr 3-6 survey questions to be more student directed (less ‘teachers’ at the beginning of questions).
* All surveys need to have the same language ‘yes’ ‘no’or ‘agree’ ‘disagree’ (for whole school data collation purpose)
* Separate google forms for Yr 0, Yr 1, Yr 2 (Use same questions on separate forms for easier data collation purpose)
* On Google Forms, all questions can be made to be a ‘required’ question.
* Take surveys with own class twice yearly; Feb and Nov each year.
* Continue implementation of Te Totara Wellbeing strand of the charter through classroom programmes based on our Te Totara STAR’s, Mindfulness, Zones of Regulation, Class Culture and Treaty. Begin school year with ‘Mindfully Me’ learning programmes, incorporating aspects of Navigating the Journey.
* Continue access of staff to the Employment Assistance Programme (E.A.P)
* Ensure all staff are familiar with and using the ‘Prevention of Bullying Policy and Procedures’ in a restorative manner.
* Clarity of communication in the wellbeing area between learning areas, teams and the Leadership team. This is to facilitate positive participation of all in our target areas.
* Team Leaders to continue developing their own ‘Strategic Annual Plans in the Wellbeing Strand.’ Include teaching team members in this prcess of development, implementation and review.

**Target 2-Reading**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within **3%** of each other and excellence is at least **91%** of students reaching and exceeding curriculum levels achievement.

Targets for 2020 reflect these measures and have been finalised before the February 2020 BOT meeting, these will be shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set have come from the 2019 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2019 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2020 (i.e. data collected in November 2019). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

**Target 3-Writing**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within **3%** of each other and excellence is at least **91%** of students reaching and exceeding curriculum levels achievement.

Targets for 2020 reflect these measures and have been finalised before the February 2020 BOT meeting, these will be shared with the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that are set come from the 2019 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2019 Year End Learning Plans.

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**Target 4-Mathematics**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within **3%** of each other and excellence is at least **91%** of students reaching and exceeding curriculum levels achievement.

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**Targets - How did we go?**

A very challenging year in education with the impact on schooling of the COVID 19 pandemic. Teachers have continued to identify these learners from the data and throughout the year, setting ongoing learning goals and interventions for them whilst in school and in lockdown situations. The use of our Seesaw app which is so familiar to our whanau as the online learning portal was successful for staff, families and students.

Our Learning Support staff worked very hard to differentiate programmes which offered support for our most vulnerable learners across these core curriculum areas.

In general terms given all the difficulties of the year our levels of achievement remained quite strong with the across year level targets for students being achieved across reading, writing and mathematics. We have some specific areas of focus going forward for some groups and year levels of learners whih are reflected in the Charter, Strategic and Annual Plan – 2021.

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 746) | 91% (676 students) at or above | **91% (681 students)** **at or above** | **Target met** |
| Maori students (Total - 100) | 90% (91 students) at or above | **91% (91students) at or above** | **Target met.** |
| Pasifika students (Total - 20) | 90% (18 students) at or above | **95% (19 students) at or above** | **Target met.** |
| After 2 Years at school (Total -118) | 88% (104 students) at or above | **88% (104 students) at or above** | **Target met.** |

**Analysis:**

* **Four out of Four** targets set in the 2020 Annual Plan were achieved.

     The Priority Learners lead teacher role was successfully continued in amongst the transition of the new Learning Support Coordinators roles in 2020. Priority Learners role is valuable in showing large shifts in achievement, recommendation is to continue in 2021 as a coaching focus with teachers with a close analysis of individual student and group learning needs. This role will have some aspects of the Learning Support Coordinator role as we strive to make this more flexible and appropriate to the needs of our learners. This will be very important to help us ‘bed in’ the Learning Support Coordinators role more successfully at Te Totara. We will focus on a carefully managed transition of personnel and roles within the Learning Support team.

Increased resourcing for Reading Recovery from .8 support teachers to 1.1 support teachers certainly assisted the goal around the Year 2 level.

**Writing**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 746) | 91% (676 students) at or above | **92 % (677 students) at or above** | **Target met.** |
| Maori students (Total - 100) | 90% (90 students) at or above | **90% (90 students) at or above** | **Target met** |
| Pasifika students (Total - 20) | 90% (13 students) at or above | **95% (12 students) at or above** | **Target met** |
| Year 6 students (Total - 121) | 89% (108 students) at or above | **85% (103 students) at or above** | **Target not met** |

**Analysis:**

* **Three out of Four** targets set in the 2020 Annual Plan were achieved.

Our target around Year 6 students was not met with five students still working in Level 2-3, not consistently in Level 3 so information to support their

 ongoing learning needs has been shared with the schools they are attending in Year 7.

 Writing linked with Oral Language in Year 5/6 is continuing to be an Achievement challenge area for our Community of Learning (C.O.L.) focus for

 2020-2021.

Professional development sessions will be taken for our staff by the Deputy Principal on the teacher Only Day and throughout the year.

Specific professional development for our Year 5/6 teachers in analysis of needs, deliberate acts of teaching’ differentiated workshops for learners

and moderation of writing to be held throughout 2021. Consider the needs of male learners and student agency when determining contexts. Use high

quality literature and models to clarify effective writing across genre to the learners.

**Maths**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 746) | 93% (679 students) at or above | **91% (681 students) at or above** | **Target met** |
| Maori students (Total - 100) | 89% (89 students) at or above | **83% (83 students) at or above** | **Target not met** |
| Pasifika students (Total - 20) | 90% (18 students) at or above | **95% (19 students) at or above** | **Target met** |
| Year 4 students (Total - 113) | 89% (101 students) at or above | **88% (99 students) at or above** | **Target not met** |

**Analysis**

**•**  **Two out of Four** targets set in the 2020 Annual Plan were achieved.

Of concern was the results for Maori students in not attaining the target and slipping below our equity target of 3 % points of our ‘all students’ attainment. We have engaged Bruce Moody to return and undertake focused areas of professional development in order to regain the high levels of sustainability of the Professional Development in recent years. This will be through Bruce’s observations, professional conversations and advice. Also, the use of targeted observations and feedback by the leadership team, the priority learner leader’s interventions, ongoing support of all teachers regarding mathematics progressions and moderation of evidence gathering procedures to inform achievement decisions. We need to be very clear about using our ‘Curriculum Level expectations and knowledge descriptions’ not reverting back to Numeracy stages to describe our groups.

Bruce is focussing specifically on the Year 1-3 area of the school as he has identified that to be where the learning challenges can begin for many, with slower initial progress. This is then accentuated for them as they travel through the school or for those who transition from school to school. Hence the focus in our targets on the Year 4 area, as well as our Maori students.