



2023 Analysis of Variance of Annual plan and 2023 Targets

Tū mai Te Ahūmairangi, tū mai hoki tātou
As Te Ahūmairangi stands, we also reach for great heights

School Organisation

Northland School is at the high end of the equity index in a Wellington suburb. Northland is a full primary school with an end of year roll between 260-300 students. Our current roll is a total of 245 students with 116 male and 134 female. At the start of 2024, 82% of our students identify as Pakeha/European, 8% as Māori, 2% Pasifika and 8% Asian.

The majority of families live within a Ministry of Education designated enrolment zone with a small number of families also located in surrounding suburbs. The enrolment scheme identifies a Home Zone from which all children have an automatic right of enrolment at the school. The process for seeking enrolment from outside the Home Zone is outlined in the school's Enrolment Scheme.

The school is organised into three Teaching Teams. Team Ruru Year 0-3, Team Kōtare/Tieke Year 4-6 and Team Kākā Year 7-8. We have purpose-built innovative learning spaces where teachers are working collaboratively and exploring the use of spaces to promote student agency. Stage 1 of the building project was completed in October 2020, comprising the Library and open learning spaces. Stage 2, a hall was completed at the end of January 2022, this was the end of a 33 month building project on site. There are breakout spaces, a new library and a new hall that all provide opportunities for students to work in small groups and across year levels. The school hall (Te Kōhanga) is used for Before School Care and throughout the day. The hall is hired out to parents and the community to utilise during week nights, weekends and holiday programmes.

The Northland School community has worked hard over the past 10 years to fundraise for a playground. A bespoke playground provides for a variety of games and movement. There is a full size Netball / Basketball court that all students enjoy. The community will work together to construct planter boxes and develop landscaped areas so the children can enjoy being part of projects that enhance the environment. The school is fortunate to use the Northland Park daily for recreation breaks, Sport and PE.

During 2023 we built up community spirit and strengthened opportunities for greater involvement between parents, students and staff. The Home and School committee are actively supporting fundraising, working bees and planning events that aim to bring people together. Parents volunteer to support educational trips and are keen to be more involved in supporting learning in the classrooms.

Treaty of Waitangi and Cultural Diversity

We recognise the Treaty of Waitangi as a founding document of New Zealand and acknowledge the special status of tāngata whenua and mana whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. Our Māori whānau meet termly with staff and board members to share kai and waiata, and report on the progress of our Māori students as a group. We are developing our relationship with Te Ātiawa and seek guidance from them on local stories, protocol and how we are supporting our māori whānau.

We have identified the need to build on the relationships with whānau that are reciprocal to improve better outcomes for our students. Māori students' progress and achievement is reported to the Board. Targets ensure our Māori students are catered for and supported to achieve success as Māori. The Board discusses an aspect of the Haūtu Tool review each meeting to help guide our actions and implementation. The school acknowledges the cultural backgrounds of all our students and staff are working towards more

opportunities to celebrate cultural diversity in programmes and through community events. The Kāhui Ako focus on embracing languages, culture and identity provides professional development and sharing of strengths across our schools.

Learning opportunities for te reo me ngā tikanga Māori are developed through:

- All staff and students participating in kapa haka and actively participating in termly mihi whakatau to welcome staff and new families to the school.
- All staff and students understand the significance and meaning of the school pepeha.
- A kapa haka tutor provides lessons for all students and staff to grow waiata, poi and te reo.
- All students learn te reo as an integrated part of the school day.
- All staff committing to learning te reo either individually, collectively, face to face or online.
- Protocols for karakia, whakatauki, mihi whakatau, hui, and pōropōroaki are affirmed by whānau and valued
- A plan for te reo Māori and the weaving of pūrākau across the school.
- Engaging with local Māori history and developing our knowledge of the NZ Histories curriculum and implementation.

Our Staff

We employ 25 people including two deputy principals, 11 full-time and 4 part time teachers, 5 teacher aides, part time librarian, support staff, literacy intervention specialist, specialist kapa haka teacher, and a student counsellor. Staff have a range of talents and interests. During the last three years professional development has focused on; Teaching and Learning in collaborative spaces, Cultural Responsiveness, Learning through Play and the Teaching and Assessment of Mathematics. A number of Staff have benefited from professional development in the Accelerated Learning in Maths project (ALim) during the last five years.

There are strong connections between the Early Childhood Centres in the local area and visits with students are made, both to and from the centres, to support a seamless transition. Staff provide opportunities for those enrolling to have a number of visits prior to starting and for those joining further up the school, visits and transition plans are developed with families. During 2022 we developed our Teaching and Learning philosophy, this is reviewed annually and is an important part of developing our school climate and culture. This is aligned with our three pou and underpins our developing practice. The Standards for the teaching profession and the Code of Professional Conduct are implicit.

Northland School Teaching and Learning Philosophy	
Whanaungatanga	We create a learning environment where everyone is engaged, affirmed and mana is upheld.
	We build strong and positive relationships so the school community feels safe, valued and supported.
Oranga	We provide opportunities for everyone to develop knowledge, skills and tools to support their own wellbeing and that of others.
	We create a safe, supportive environment where everyone belongs, is encouraged to take risks and understands that making mistakes is part of life.
Ako	Teaching and learning is responsive, inclusive and ensures success for every child.
	Teaching and learning is engaging and develops curiosity, creativity and a sense of wonder.

Student Achievement

Student achievement is a result of the combined contributions of the students, teachers, family and whānau and community. We are developing opportunities for children to support learning through buddy reading and buddy maths, and developing tuakana teina opportunities throughout the school.

As a teaching staff we:

- Expect high standards of student achievement in relation to literacy and numeracy.
- Expect students to become positive role models across teams, school and out in the community.
- Committed to implementing the Zones of Regulation Curriculum to provide emotional regulation and readiness for learning throughout the school.
- Committed to building positive relationships with students and parents so that we know our learners.
- Give all students the opportunity and encouragement to develop a wide range of academic, social, recreational and cultural skills and to extend the boundaries of their learning and thinking.
- Expect that students will develop as self-motivated, independent learners and thinkers, who can work effectively in a cooperative team environment.
- Recognise that students are individuals who learn at different rates and in different ways.
- Expect our students to demonstrate on-going growth through all Learning Areas of the New Zealand Curriculum with a particular emphasis on Literacy and Maths especially in the first four years of schooling.
- Expect our Year 8 students to be well prepared for their secondary education. They will leave with well-developed skills in various learning areas and will be able to use the New Zealand Curriculum key competencies to high levels across a range of learning areas and situations.
- Encourage high levels of student attendance and follow-up on all unexplained absences. We work closely with a very small number of families where attendance may be of a concern and provide support where necessary.

Te Kāhui Ako o Te Whanganui a Tara, Community of Learning

Vision Statement: With the strength of one and of many, we navigate the journey of ako through manaakitanga, whānaungatanga, and mataiahikā.

Northland school joined Te Kāhui Ako o Te Whanganui a Tara in 2019. We are committed to working alongside our primary and secondary schools in Kāhui Ako o Te Whanganui a Tara. There are seven primary and two secondary schools involved; Karori West Normal School, Karori Normal School, Kelburn Normal School, Makara Model School, Wadestown School, Brooklyn School, Wellington Girls College and Wellington Boys' College.

Promoting collaboration across our Kāhui Ako community to support the wellbeing and optimise the achievement outcomes at all stages of education is the vision. The staff are actively involved in the work of the Kāhui Ako and visits between schools are encouraged. There is networking for Assistant and Deputy Principals to support one another and build stronger transitions from primary to secondary. We have two teachers who have a Within School responsibility and the focus is linked to our school annual plan.

Board of Trustees Governance

The Board of Trustees provides steady governance for the school community. The Board works closely with the Senior Leadership Team and meets twice each term in week 3 and week 9. The Board prepares an update to the community after each meeting and the staff representative provides an update to the staff after each meeting. The Board portfolios are Community, Health and Safety, Policy, Finance and Property. The Triennial Self Review includes the review of policies and strategic plan consultation.

Community consultation 2023

The Northland Board of Trustees have used both formal and informal means to gather information to provide an understanding of what the community affirm is going well and what they would like us to focus on going forward. During 2023, the board have completed the following;

- Digital and paper survey using survey monkey, this was open for 4 weeks.
- Collation of initial information to form focus for hui with parents.
- Hui with parents across the day to capture as many conversations as possible.
- Kōrero with parents during drop up and pick up.
- Whānau hui phone calls to hear from our māori and pasifika families.
- Student voice through conversations and student rep meetings.
- Newsletters to inform parents of hui and share analysed feedback at the end of December.
- A Board summary of the key findings to the community in December
- Staff hui on community feedback and priorities for teaching and learning took place in January 2024.
- Whānui hui on February 15th shared the overall plans for the next two years in response to community feedback.
- The draft 2024-2025 strategic plan shared with the community and positive feedback received on the direction
- Kāhui Ako Te Whanganui - a Tara- Strategic Plan for 2024-2026 has been aligned with our strategic plan

School Board of Trustees acts as a good employer, including:

- taking all reasonable steps to build working relationships based on trust, confidence, and good faith
- complying with the conditions contained in employment contracts for teaching and non-teaching staff
- complying with the legislation on employment and personnel matters
- treating employees fairly and properly in all aspects of their employment as required by the Education and Training Act 2020.

Equal Employment Opportunities

In the past year we have ensured that when recruiting staff we have appointed the person most suited to the advertised position taking into account their skills, experience, qualifications and aptitude for the position. When recruiting we have worded any advertisements in such a way as to ensure we have a wide pool of possible applicants with a broad range of talents. Job descriptions have been developed for each position and our most up to date annual plan is included in the job application pack.

The employment process is designed so as to ensure that diversity in staffing is recognised and we endeavour to employ a diverse range of people from the suitable applicants received (for example, ethnicity, age, gender, disability, tenure, hours of work, etc) and the employment requirements of diverse individuals/groups. Staff are all encouraged and supported to undertake training and development both within the school setting and beyond.

Our use of distributive leadership encourages all staff to take on responsibility as a step to further promotion and enables them to take advantage of career development opportunities. All employees have the opportunity to take on a range of school responsibilities on an equal basis when these are identified. The employment and personnel practices are fair and free of any bias as we seek to meet the requirements of the E.E.O policy and find the most suitable applicants for a position.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$ 3,823.64 (excl GST). This funding was spent on subscriptions for school teams for basketball and netball, a range of equipment and school sports shirts for teams competing in zone sports.

2023 Annual Plan Analysis of Variance

Pou	Ako - Learning
Goals	1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.
Rationale	The school identifies the need to strengthen the core learning programmes through innovative teacher practice to respond to student learning needs. Our students need to be engaged in a curriculum that is responsive, personalised and promotes success.
Outcomes	<p>1.1 Collaborative Learning Environment Teaching and learning practices at Northland are inclusive, creative, and fun and centred on the learner, thriving in our learning spaces.</p> <p>1.2 Learner Pathway Develop skills for life and empower learners to have success in many ways and flourish.</p> <p>1.3 Design Thinking, Design Learning Design learning opportunities for all students to thrive and achieve their best.</p>
Our Success	<ul style="list-style-type: none"> ● Students are engaged in learning and are proud of their progress and achievements across the curriculum. ● Staff have high expectations for all children to succeed and are motivated to deliver authentic learning experiences and respond to all learners. ● Community has high expectations for all children and are well informed of challenges, progress and achievements.
Overall achievement	<ul style="list-style-type: none"> ● Overall we are maintaining very good results across all three curriculum areas and significant progress has been made towards meeting our aspirational goal of at least 90% of students reaching the expected curriculum level in reading, writing and maths. Overall there is a small difference between males and females attainment at Northland. ● Our success during 2023 has increased our students' engagement and we have maintained a high level of achievement in reading, writing and maths. ● Māori students at Northland School are maintaining a steady level of progress and achievement in relation to the expected curriculum level. We are seeing a positive shift for our Māori students across reading, writing and maths, with the majority meeting the expected curriculum levels. However the data shows that we need to continue to focus on those who were not meeting, of which a number are our Māori and Pasifika students.
What did we achieve? What were the outcomes of our actions? What impact did our actions have?	<ul style="list-style-type: none"> ● A Structured Literacy approach was up and running schoolwide during 2023. The team leading this initiative have provided clear expectations for each cohort, assessment timeframes and regular professional development opportunities. ● The Code and Phonological Awareness (School-Wide), decodable texts for reading (Year 0-4) have provided a very good foundation for everyone. ● At times the pace has felt slow, however there has been a significant shift for teachers in the way they are teaching spelling patterns, grammar and showing students how to construct sentences and paragraphs. ● A structured time for reading and writing was set for all teams, so the literacy intervention teacher could meet with identified students across the school daily. The focus for the implementation was all classes teaching the whole class and then smaller groups with specific skills. Quality rather than quantity of writing was what we were looking for. Assessments were recorded initially on a shared google doc so we could then replicate on HERO for data entry. Teachers learnt new assessment tools and there were plenty of challenges, as we tried to keep one step ahead with our own learning. ● Teaching teams have continued to adapt the learning environment and placement of furniture. We created a common room for the year 7 / 8 team to provide them a space that they could use independently, cook and heat lunches. ● Our Health and Safety Behaviour Risk management procedures were updated and reviewed with all staff. ● Google classroom was implemented in the Year 7 / 8 team with success and this enabled more interaction between teachers and students to collaborate. ● Students were engaged and active in creating new gardens, planting and establishing plans for 2024 to improve the natural environment. ● The professional growth cycle for teachers was implemented and the termly focused discussion for sharing and reflecting on practice was successful. Only a few staff took up opportunities to visit other schools, however all staff did observe colleagues at Northland in structured literacy throughout the year. The science of reading

	<p>documentation and supporting resources on structured literacy were key readings to help with the change in teacher practice.</p> <ul style="list-style-type: none"> ● Netsafe evening was provided for parents and a session for staff. ● Learner pathway was reviewed with staff and students, Student voice was written into the rubric. All staff were deliberate in selecting dispositions to focus on pre and post; school wide Cross Country, Athletics, Rōpu and team activities. This added a more authentic context and provided relevance for students. Explicit modelling of the language and the progressions were part of learning. Dispositions are beginning to be understood by students and also connecting to our CHAMP expectations. ● Teachers in Year 1- 8 have evidence of the Learner Pathway in planning documents. ● The concept Te Whenua, was implemented across the school and teachers increased their understanding of the inquiry cycle. This was particularly noticed during term 3 and term 4 whereby the concept was more closely linked to a specific curriculum area and student questions and ideas were captured more often. The teaching of specific skills and knowledge was planned and experts came into classes, for example predator free and recycling programmes. ● The NZ Histories Aotearoa has been taught through Mahi Rangahau. In particular the focus during 2023 overall was navigation, Kupe , pounamu, the importance of names in Aotearoa, and kaitiakitanga. ● Minecraft and Minecraft leadership was very successful. This initiative boosted Year 7-8 engagement and clubs were established for Year 4 and upwards. ● The new devices allowed these programmes to function well and also provided problem solving opportunities when technical glitches occurred. Minecraft was also used as a writing motivator and supported some of our neurodiverse students to plan their writing in a creative way. ● Minecraft leaders at Year 8 were focused on making sure they trained Year 7s so this could be sustained. Year 7 / 8 were engaged in running various clubs and the Student Reps increased their profile through school events, raising money for charity and working with staff to provide feedback on Northland CHAMPs. ● The 3D printer was a drawcard and leaders were able to create the leavers’ cups and made resources for school events. Again this increased engagement and the feeling of contributing to the school for our year 7 / 8 students. ● Students felt they were more engaged as members of the school and acknowledged by staff, students and parents.
<p><i>Reasons for any differences (variance) between the target and the outcomes.</i></p>	<ul style="list-style-type: none"> ● For teachers there has been significant learning and the need to make changes to our practice. This has had an impact on our students as we have concentrated on more deliberate instruction, repetition and short assessments. The science of learning and reading research shows that for learning to be transferred and automated in the long term memory, our teaching strategies need to be small bites, regular and with quicker pace. ● The draft plan for developing outdoor learning spaces, Te Kōhanga and Library was not achieved. This was due to many of the actions above taking priority. ● The board made the decision to go out to the community to co-opt someone to develop a plan and implement a project with the focus on improving the outdoor space. ● We did not manage to start the use of google classroom in the year 4-6 team, due to the focus on structured literacy and teacher workload.
<p><i>Evaluation next steps</i></p>	<ul style="list-style-type: none"> ● The digital citizenship agreement will be shared and discussed each term in classes to reduce issues and keep students focused on safety when online. ● The main focus for development will continue to be structured literacy and the refresh of the curriculum in Maths and implementing the common practice model. ● The syntax project and handwriting were introduced in the later part of the year, so teachers could see where the development would be shifting to for 2024. This also informed our professional development for teacher only days at the start of the year and stationery decisions for 2024. ● Assessments in reading and DIEBELS (Dynamic indicators of basic early literacy skills) were trialled for consideration for 2024. ● Going forward, the documentation and recording of evidence of children’s thinking and understanding over time, will be an area to develop alongside the links to more curriculum subjects. Teachers are gaining more confidence in the inquiry process. ● The challenge will be to ensure we can sustain these interests during 2024 with the students but also be open to other ideas that they bring. The year 8 cohort reported a stronger sense of ownership and noted they felt they were seen as leaders and contributing. Minecraft as a learning tool will begin in 2024 with younger students. ● Continue to develop our mahi rangahau, inquiry process across the school. Staff have identified the overall theme will be ‘Beneath the surface’ for 2024.

Pou	Whanaungatanga - Relationships
Goals	2. All members of our community work effectively together to support one another to celebrate progress, success and engagement.
Rationale	The school identifies the need to strengthen engagement and connections with our whānau and community so we can all work together to support children to achieve.
Outcomes	<p>2.1 Community Spirit Increase whānau engagement in learning and opportunities for connecting with one another.</p> <p>2.2 Sharing learning. Real time reporting for sharing learning so that teachers, students and whānau are connected and value progress.</p> <p>2.3 Honouring our Commitment Working in partnership with our whānau to strengthen a bicultural perspective and give practical effect to Te Tiriti o Waitangi.</p>
Our Success	<ul style="list-style-type: none"> ● Students contribute to the community and demonstrate the values in their interactions with others. ● Staff are approachable and build meaningful relationships with parents and children to ensure learning is nurtured. ● Community embraces opportunities for working together, values diversity and contributes to make a difference for everyone.
What did we achieve? What were the outcomes of our actions? What impact did our actions have?	<ul style="list-style-type: none"> ● We did improve the community engagement opportunities and the parent end of year survey showed a significant shift in opportunities to participate from 75% in 2021 compared with 95% in 2023. ● Parents' feeling included in the school shifted from 63% in 2021 compared with 81% in 2023. A stronger sense of community also grew from 2021- 58% compared with 73% in 2023. ● Each term we offered parent information workshops during the evening and during the day on Digital, Anxiety, Structured Literacy, PB4L, and Wellbeing. The Learning in Action mornings were well attended and by altering the times and days we had a better uptake. ● Seesaw was implemented throughout the school and the initial uptake was very good. ● The review of Seesaw and our communication methods was successful and provided strong evidence for developing HERO, removing Seesaw, syncing calendars, having consistent timings for newsletters each term and clarifying where to access information. ● HERO as an app took us time to communicate to parents how to load and set this up so they could receive communication. We provided sessions for parents, and also a step by step method for navigating the app. ● In the middle of the year we posted the Snapshot of Learning for the first time and provided parents with curriculum level statements. This was positive and the majority of parents were able to access this. ● In 2021 the parent survey asked if they received the right amount of communication about learning, 45% in 2021 compared with 63% in 2023. ● Staff PD was successful throughout the year in both our understanding of te ao Māori, use of te reo and awareness of Te Ātiawa protocol. ● The Self Review Tool showed a shift with all aspects in developing and teachers noted feeling more confident. ● Te reo resources were provided and modelled with teachers weekly. ● Staff and students use te reo authentically in daily contexts. ● CRT release across the school by our te reo teacher added impact for students hearing reo more regularly. ● We completed the first year with Te Kura Ahurea and both the leadership and a teacher learning a lot about kawa and tikanga. ● The Kāhui Ako continued to work closely together with Te Kura Ahurea to strengthen the relationships with mana whenua. ● Our kapa haka participation continued to grow and our performance group were invited to a number of community events to perform including the opening of the FIFA World Cup opening and the opening of the Chinese language school. ● Feedback from our community survey told us there has been a significant effort in enhancing tikanga māori through various initiatives. It was noted that the universal ability of all students to confidently recite karakia and whakatauki was noteworthy and there was an increase in the use of te reo and the normalisation of the language filtering back into homes.

	<ul style="list-style-type: none"> ● In the parent survey the shift was clear with 71% feeling children were encouraged to take part in cultural activities in 2021 compared with 87% in 2023. Children learn about te reo and te ao Māori there was a 90% agreement in 2023 compared with 79% in 2021.
<p><i>Reasons for any differences (variance) between the target and the outcomes.</i></p>	<p>The introduction of HERO was a difficult roll out as teachers, parents and administrators were all learning and figuring out the new system. Professional development was free during the onboarding stage of 4 months and then we relied on contacting other schools or waiting until our list of questions was extensive enough to set up a facilitated workshop for either the senior leadership team or the office.</p> <p>There was frustration from parents as we had many avenues for communication while we looked at what we would keep and what would be removed during the year. With the staff, we developed criteria for posting each term. The success of this was varied across teams due to teacher confidence, uploading issues from some staff phones. Whole class posting of activities and more detailed individual learning progress was provided from some teachers, but not all. It was a challenge to have regular updates sent to parents. There was confusion from parents regarding where they should be looking for information or the sharing of learning. While we struggled in the late half of the year to have a stronger turnout for our whanau hui, we were able to connect either in person with families or by phone. This is an area to continue to reflect on how we do this better during 2024 and develop a plan for our Pacifica families.</p>
<p>Evaluation next steps</p>	<ul style="list-style-type: none"> ● At the start of 2024 communication guidelines will be provided. ● The HERO platform will be the main platform and functions will be gradually rolled out. ● Parent and staff feedback will be gathered on HERO functions and timeframes. ● A focus on local pūrākau will be woven during 2024 with all teachers being able to narrate pūrakau and waiata each term. ● The Hautu tool will continue to be reviewed with the Board alongside the staff self review for cultural sustaining practice. ● Participate in the second year of Te Kura Ahurea development.

Pou	Oranga - Wellbeing
Goals	3. All members of our community develop skills to care for themselves, care for one another and know they are valued.
Rationale	The school identifies our community as increasingly diverse and we need to value, support and celebrate diversity so we can learn and understand one another. We learn best when we are fit, well and happy.
Outcomes	<p>3.1 Culture of Care Diversity is valued and celebrated so students and staff feel safe and valued for who they are. Implement a positive school wide approach and language to support emotional regulation and resolve conflict.</p> <p>3.2 Empowered Staff Staff are confident in their roles and work together to build a positive, affirming work environment. Strengthen internal evaluation practices to know what is having the greatest impact on our learners.</p> <p>3.3 Leadership for All Explore leadership opportunities across the school for staff and students to reciprocate knowledge and skills and develop coaching.</p>
Our Success	<ul style="list-style-type: none"> ● Students know they belong and are valued, and they have tools and strategies to develop resilience and a positive outlook. ● Staff know they work in a safe and inclusive environment and mirror this environment for the tamariki they teach. ● Community supports students and the staff to develop confident, life long learners who enjoy many opportunities.
What did we achieve? What were the outcomes of our actions? What impact did our actions have?	<ul style="list-style-type: none"> ● A more consistent approach to Zones of Regulation across the school has been achieved in the second year of implementation. ● A Zones of Regulation document has been compiled for the teaching of key lessons and points that need to be revisited each year. ● A PB4L workshop and behaviour workshop were provided to the community in Term 2. Educational psychologists from the Ministry of Education were able to present on anxiety and how they support our school in a variety of ways. ● Students know what positive behaviour is expected across the school and in different events. ● Staff use their own class reward systems which align with school wide behaviour expectations. ● The end of year data on strategies and knowing emotions showed an increase across all year levels with students referring to the check ins more regularly and more awareness and use of strategies for different feelings. ● There is an increase in the sense of children belonging at 91% in 2023 compared with 83% in 2021. ● PB4L leads and a schoolwide team was established in 2023. Professional development workshops were attended by 5 staff each term. The school-wide team facilitated staff meetings and established expectations with staff and students. ● School wide Evaluation Tool (SET PB4L) survey was completed in May 2023 as baseline data for PB4L. ● Northland CHAMPS was created and used to develop our expectations and sense of community amongst staff and students. Students responded well to knowing they are a Northland CHAMP and what this stands for. ● An increase in opportunities for Year 7-8 sport coaches and referees during Western Zone sporting events. ● Special Olympics sessions were provided (for some of our more diverse learners during term 2 and 3. Learner pathway progress and samples of reflections have been shared with ERO. ● Acknowledgements for expectations were planned for and completed during Term 4. ● All staff now have 2 factor authentication protection on laptops to keep data and privacy more secure. ● The job descriptions for Associate Principals were renamed as Deputy Principals with more cross over of tasks and restructured to take on the roles of Team Leaders too. ● Existing Team Leader and other curriculum leadership roles were restructured as Leaders of Learning to encompass the shifts required in the leading curriculum development.

	<ul style="list-style-type: none"> ● A greater emphasis on evaluating the impact of teaching on student progress has also been added to these roles. The structure of the leadership positions and opportunities for responsibilities has been more streamlined and better clarity has been given to roles. ● The 10YPP was completed and the 5YA projects are underway. All of Block 1's roof, window and door replacements have been completed. New carpet has been installed, the ceiling has been replaced and bathrooms upgraded with new taps and toilets. The electrical switchboard has been upgraded and updated wiring completed. Block 6 has had toilets upgraded and hot water cylinders have been replaced and installed with improved access. ● The cyclical painting maintenance has been completed with Block 1 and the Admin Block during December. The next painting work will be Rooms 5-7 during 2025.
<p><i>Reasons for any differences (variance) between the target and the outcomes.</i></p>	<ul style="list-style-type: none"> ● The transfer from Edge SMS to HERO was successful and took most of 2023 to implement the selected functions. ● We will develop and open more functions during 2024 with the focus on sharing of learning and move to more regular real time reporting. Student attendance is available for parents to see on the portal. ● Teachers have quick access to key information and this reduces the need to request details from office staff. ● The Community Feed started in Term 3, a term later than planned as we all needed more time to get the portal ready. ● The professional development for the leadership team was more than what we had expected as we also needed to upskill in the administration for both office, teachers and parents.
<p>Evaluation next steps</p>	<ul style="list-style-type: none"> ● We will continue to maintain the Zones of regulation programme, and increase the variety of strategies that are being used by students. ● Discussions on behaviour and how we respond continue in 2024. Tracking of behaviours, areas in the playground where conflict occurs and consistency of language use in managing behaviours will develop further during 2024. ● PB4L professional development will be continued as we start the second year of implementation. The strong school wide team will facilitate and develop our systems, expectations and focus on analysing data to inform decisions. ● Tracking of behaviours, areas in the playground where conflict occurs and consistency of language use in managing behaviours will develop further during 2024. ● Northland CHAMPs will gain momentum and strong links will be made with the values, learner pathway and learning dispositions. ● Reviewing the Health/ Sport and PE programmes with a focus on friendships and conflict resolution. ● Prosocial behaviours and clarity of expectations for consequences will be a focus during 2024.

Northland School Literacy Target 2023

Strategic Goal

1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.

2023 Target

90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

2023 Target Group for Structured Literacy

90% of all students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

By the end of 2023, accelerate the progress of our Māori students so we have an increase in those meeting the expected curriculum level.

The focus groups are;

- Two groups in Year 2/ 3, and Year 4. One group each at Year 5, Year 6, Year 7/ 8 that are a teacher target group.
- One group at Year 7/ 8 is a target group with our Literacy intervention teacher who has been involved in the trialling of Structured Literacy in 2022 and is an ex Reading Recovery Teacher.
- Two groups at Year 4-6 with one Teacher Aide who has been involved in the trial of Structured Literacy in 2022.

Baseline Data

At the end of 2022, 87% of children were meeting or exceeding the expected curriculum level at the end of 2022 in Reading. In writing 83% of children were meeting or exceeding the expected curriculum level at the end of 2022.

77% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022. 73% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.

At the end of 2022 we made the decision to focus on a Structured Literacy approach across the school for 2023. The trialling of BSLA and professional development in the Science of Reading research has enabled us to make this shift in practice. We have seen progress for our Year 1-2 cohort who have been introduced to this approach and our diverse learners in these cohorts have made progress and responded to the multi modal approach. The number of students who are not meeting the expected level at the end of the year, have various learning differences including dyslexia, auditory processing disorder, working memory difficulties. These identified students need a structured and explicit programme with plenty of repetition and review to make sustained progress.

Actions taken in 2023

- Regular team meetings discussed 2023 target students to track progress, gaps or strengths.
- All Teams identified from the 2023 start data, students who will be a target group for PA and the code.
- Phonological Awareness (using PA screening Tool) and The Code (Word Check) was completed for target students termly.
- Extensive PD on Structured literacy with Liz Kane and RTLB school wide referral.
- TA support within class and target groups was planned and provided.
- RTLB provided professional development on Structured Literacy for all staff, modelling, one on one.
- Moderation of writing and reading occurred each term to build consistency in levelling and planning for next steps and groupings of students.
- Flexible grouping in the learning spaces to engage and motivate writing across the curriculum was attempted with varied success.
- We purchased more material that included audio books, dyslexic fonts, and visual texts.
- The interest of boys and the material that was offered gave more variety and links to boys interests.
- Maintained regular daily reading for all students to continue enjoyment of reading and for teachers to read daily to all students.
- Celebrated progress through sharing on Seesaw
- Rōpū whanaungatanga activities included both reading and writing with a Tuakana Teina model.

What did we achieve? What were the outcomes of our actions? What impact did our actions have

Reading

85% of children were meeting or exceeding the expected curriculum level at the end of 2023.

78% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2023

43% of children who identify as Pasifika were meeting or exceeding the expected curriculum level at the end of 2023.

Writing

79% of children were meeting or exceeding the expected curriculum level at the end of 2023.

66% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2023.

57% of children who identify as Pasifika were meeting or exceeding the expected curriculum level at the end of 2023.

- *There were 23 students who identified as Māori and all have made progress in reading and writing. In 2021 66% were meeting or exceeding the expected level in reading. In 2022 77% were meeting or exceeding the expected level in reading. In 2023 79% were meeting or exceeding the expected level in reading.*
- *In 2021 59% were meeting or exceeding the expected level in writing. In 2022 73% were meeting or exceeding the expected level in writing. In 2023 65% were meeting or exceeding the expected level in writing. Overall we have a small increase in the accelerated progress of our māori students in reading and writing.*
- *The percentage of males exceeding the expected level in reading was 14% compared with 13% female, yet females were exceeding the expected levels in writing with 7% and males with 2.5%. The percentage of males working below the expected curriculum level is 20% compared to 10% of females in reading. While in writing 30% of males are working below compared with 13% female.*
- *Of the 14 Year 4 students we identified at the beginning of the year in reading and writing, 7 students have made accelerated progress to meet the expected level. While the other 7 made progress, they remain working towards the expected level. 3 remained working towards the expected level, 2 remained with targeted support and 2 students left the school.*
- *Of the 8 Year 5 students we identified at the beginning of the year in writing, 2 students made accelerated progress to meet the expected level and while progress was made in the code and spelling knowledge, working towards the expected level remains a focus.*
- *Of the 14 Year 7 and Year 8 students identified, 7 made accelerated progress and met the expected level in writing. All students made progress in the Code and progressed in the correct sentence structure within their writing.*
- *During term 1 and 2 teachers were working with identified groups for the code (spelling) and during term 3 and term 4 the code was explicitly taught in all classes with all children. Through assessments, some children were identified for daily intervention in a smaller group. These students worked with the literacy intervention teacher or with a teacher aid and followed a consistent process using the code for spelling patterns and rules.*
- *Many of the students in the Year 4 cohort started the year working at Year 1 of The Code. We could not presume they had all the spelling patterns in Year 1 of the Code. Most children moved a whole level in an academic year with 18% making accelerated progress. In the Year 5 cohort 77% of students progressed 2 levels of The Code in the academic year. In the Year 6 cohort all students made a year's progress with at least half of the students making 2 years progress.*
- *Many students covered 2 levels of The Code in one academic year. Some students completed the Year 7/8 programme and moved on to extension including morphology and etymology. The tail of progress are students who had Tier 2 and Tier 3 support.*

Evidence

- Mid year and End of year school wide progress and achievement reporting
- Summary of PAT data in cohorts and longitudinal tracking
- Principal updates on curriculum and learning during each board meeting
- Parent survey and comparative survey data since 2020
- Sharing of professional development and impact for teachers
- Regular monitoring and tracking by classroom teachers.
- Report from SENCO on Teacher Aid interventions and RTLB support
- Curriculum updates from Associate Principals on Literacy, Maths and local curriculum.

Reasons for any differences (variance) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them

- During 2023 we rolled out a structured literacy approach in all teams across the school.
- All teachers from Year 1-Year 8 received professional development and this was challenging.
- During term 1 and 2 teachers were working with identified groups for the code (spelling) and during term 3 and term 4 the code was explicitly taught in all classes with all children.

- Professional development on the NZC Refresh, common practice model and the Literacy strategy was difficult to follow as timeframes were altered.
- Increased the time students have to practise and use taught literacy skills with increasing independence.
- Teacher Aid support for groups did not always occur due to support required for individual students. This had an impact particularly on year 4 and year 5 cohorts.
- All cohort target groups had identified learning differences that included dyslexia, ORS, auditing processing, ESOL. These students are priority learners and teachers have adapted plans or IEP's. For a small number there were attendance concerns and plans in place to support being in the classroom.
- This is the first year we have comparative data for spelling using a Structured Literacy approach. At the end of 2022 all classes were assessed on their spelling knowledge using The Code. As this was a new programme for the school many gaps were identified and students were started on the programme at an earlier stage rather than their cohort age (as we had not taught this programme before). As a Structured Literacy approach is cumulative and systematic it is important to teach using a given scope and sequence, so all gaps are filled before new spelling patterns are taught.
- Most of these children started back at the beginning of The Code at the start of 2023 as we could not presume they had all the spelling patterns in Year 1 of the Code. Most children moved a whole level in an academic year. We will track progress over time for The Code across the school.

Planning for 2024 year - where to next? What do you need to do to address targets that were not achieved.

- The 2023 End of year data will be used to inform school wide targets in Reading, Writing and Maths for 2024. The school wide targets are drawn from the team targets, so that there is ownership by all teachers.
- Tier 2 and Tier 3 will be identified, however this will depend on our budget for a literacy intervention specialist. Tier 3 support is for a few individuals who need more intensive 1-1 daily interventions. Initially Tier 3 support will be offered to students in our Year 6-8 cohort as these children are the most at risk and haven't had the opportunity to make progress with this structured approach.
- Students will need to be closely monitored during 2024 to ensure they continue to meet the relevant level for the cohort.
- All Teachers / Teacher Aides will take part in the RTLB Structured Literacy project workshops in the Western Cluster to continue learning.
- RAPLD professional development with Liz Kane and Helen Walls.
- All classroom teachers will have professional development in Neurodiversity through the Education Hub.
- Continue to sit PAT's in Term 2 to inform and consider other assessments to show progress in reading and maths.
- Teams will continue to review target groups twice a term and adjust strategies as needed.
- Literacy goals will be shared with parents and HERO will be used to share learning during the term.
- Setting up of assessment pages on HERO will be introduced in 2024 so all data is in one place and time frames are clear for all year levels.
- Structured literacy observations of classroom practice will support teacher practice and inform next steps for professional development.

Northland School Maths Target 2023

Strategic Goal

1. All learners demonstrate a passion for learning and develop ways to Understand, Know and Do throughout the learning process.

Target: 90% of students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

2023 Target

90% of students are meeting the expected curriculum level in Reading, Writing and Maths at the end of the year.

By the end of 2023, accelerate the progress of our Māori students so we have an increase in those meeting the expected curriculum level.

To accelerate the progress of students who are working below the expected curriculum level.

- The focus groups are:
- Two groups in Year 2-3, (6 students and 7 students) who are currently achieving below the expected curriculum level
- One group in Year 4/5 (3 students in Year 5 and 9 students Year 4) who are currently achieving below the expected curriculum level
- One group of Year 6 (10 students) who are currently achieving below the expected curriculum level

To maintain the progress of students who are working above the expected curriculum level.

- The focus groups is:
- One group in Year 7/8 (6 Year 8s and 6 Year 7s) who are currently achieving above the expected curriculum level.
- One group in Year 6 (6 students) who are currently achieving above the expected curriculum level.

Baseline Data

At the end of 2022 our maths data shows our children are reaching a high level of achievement across the school, however the data also shows a significant number of our Māori students are not meeting the expected level.

83% of children were meeting or exceeding the expected curriculum level at the end of 2022.

18% of children were not meeting the expected level at the end of 2022.

54% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2022.

46% of children who identify as Māori were not meeting the expected level at the end of 2022.

Actions taken in 2023

- Deliberate teaching of number knowledge and targeted revision for students.
- Regular and planned monitoring of 2023 target students to assess continued progress towards the expected maths stage
- The Learner pathway was introduced to support the planning for the development of skills and positive attitudes in maths.
- Consideration of cultural identity and the needs of students and whanau.
- Students can share maths progress via Seesaw with family to celebrate progress and success and explain their mathematical thinking.
- Provide maths buddies within and across teams to encourage fun and playing of games with mathematical concepts.
- Increase the hands-on activities in maths that reinforce skills and increase coding to provide challenge and engage boys.
- Talk moves strategy to be explicit for all teachers to embed.
- Teacher modelling both thinking and strategies, and recording these in a modelling book for children to refer to as a support.
- Teacher Aides use Numicon(tactile equipment with children to help all target learners where appropriate
- Students who excel in maths are offered enrolment in Te Kura for extension.
- Extension group provided with challenge and stretch and competitions. Maths extension groups provided for Year 5 / 6 and Year 7 / 8 during 2023 were run weekly during all terms. Students in these groups worked towards Mathswell, Otago Problem solving competitions and completed many rich tasks at level 4 or 5 of the curriculum.
- Discussed with Kāhui Ako colleagues maths expectations at Year 9 so we can make sure students are well prepared.
- Moderation of maths levels in teams and across the school.
- Continue to develop collaborative planning and flexible groupings.
- Provide low and high ceiling tasks for all students.

What did we achieve? What were the outcomes of our actions? What impact did our actions have?

Maths

86% of children were meeting or exceeding the expected curriculum level at the end of 2023.

66% of children who identify as Māori were meeting or exceeding the expected curriculum level at the end of 2023.

43% of children who identify as Pasifika were meeting or exceeding the expected curriculum level at the end of 2023.

- *There were 23 students who identified as Māori and all have made progress in maths. There are 23 students who identify as Māori. Two of our Māori students have progressed from either 'below' to 'working at' or from working at to above at the end of the year. In 2021 54% were meeting or exceeding in maths In 2022 54% were meeting or exceeding in maths. In 2023 65% were meeting or exceeding in maths. Our target has been achieved for our Māori students*
- *Of the 13 Year 2 and Year 3 students identified, 11 have made accelerated progress to meet the expected curriculum level. Two students have made progress but not achieved the target.*
- *Of the 31 Year 4, 5 and 6 students identified, 11 have made accelerated progress and met the expected level. All other students have made progress in particular with their confidence in maths and number knowledge. However they have remained working towards the expected level.*
- *Of the 16 students identified working above the expected level, 12 have sustained working above the curriculum level at either level 4 or level 5. 4 students have continued to work at level 4 of the curriculum which is expected for their year group.*

Evidence The sources of information the board used to determine those outcomes.

- Mid year and End of year school wide progress and achievement reporting
- Summary of PAT data in cohorts and longitudinal tracking
- Principal updates on curriculum and learning during each board meeting
- Parent survey and comparative survey data since 2020
- Sharing of professional development and impact for teachers
- Regular monitoring and tracking by classroom teachers.
- Report from SENCO on Teacher Aid interventions and RTLB support
- Curriculum updates from Associate Principals on Literacy, Maths and local curriculum.

Reasons for any differences (variance) between the target and the outcomes. *Think about both where you have exceeded your targets or not yet met them*

While interventions and Teacher Aide support has assisted, for some of our students, it is the attitude they have towards maths that we are trying to improve and encourage dispositions through the learner pathway, particularly confidence and active learners. All cohort target groups had identified learning differences that included dysgraphia, ORS, auditing processing, ESOL. Some of these students are priority learners and teachers have adapted plans or IEP's. For a small number there were attendance concerns and plans in place to support being in the classroom. The Teacher Aides were stretched when supporting individuals or working with small groups as behaviour was more the priority before learning to take place.

For those working above the expected level, they enjoyed maths and wanted to be challenged. Opportunities for competing could be increased for these students as they thrived on this. We relied on a parent mathematician taking an extension group and relating problems to authentic contexts.

Planning for next year - where to next? *What do you need to do to address targets that were not achieved.*

- Continue to use the PAT adaptive tests and analysis further for next steps.
- Review the assessment schedule and tools that we use to assess at regular intervals to ensure a variety of evidence is gathered throughout the year
- Continue to use a variety of assessments across all areas of maths for formative and summative purposes.
- Reflect on maths expectations across the school and increase rich maths tasks and problem solving.
- Continue to reflect on the balance of teacher directed and student directed tasks.
- Continue to identify target groups for accelerated progress and those who need to be extended.
- Provide extension groups across the school in maths to increase engagement and stretch.
- Review current maths practice and programmes in readiness for implementing the refreshed maths curriculum.

