

End of Year Review Annual Goals 2023

Sustainability is not just something to learn, it's something to live.

VALUED OUTCOME: *Tamariki at Somerfield Te Kura Wairepo will continue to flourish and succeed. Whakapuawai.*

Goals	Measures of Success				
<ul style="list-style-type: none"> 85% all tamariki meet expectations in foundation skills of literacy and mathematics. There is parity for Maori and Pasifika Students <p>Review</p> <p>All teachers implement Common Practice Strategies in Mathematics and Literacy</p> <p>All teachers have three goals for Relation Based Learning matrix which is part of the Professional Growth Cycle and they are still continuing to actively work on in 2024 with a school wide focus of Feed forward and feedback</p> <p>All classes implement the Code</p> <p>All Year 5 & 6 teachers participated in PLD in Structured literacy and</p>	<u>End of Year data 2021/2022</u>				
		at/ Above 2022 %	at/ Above 2023 %	Below 2022 %	Below 2023 %
	Reading	85	82	15	<u>18</u>
	Writing	75	78	25	<u>22</u>
	Mathematics	84	83	16	<u>17</u>

implement for groups or individuals in consultation with the literacy lead.

All staff use strategies from the Mathematics PLD

CPM - added the requirement to use structured literacy with all below students throughout the school.

Ethnicity Data

	Reading		Writing		Mathematics	
	Below	At/ Above	Below	At/ Above	Below	At/ Above
NZE	15	85	17	83	15	85
Maori	30	70	33	67	19(14)	81
Pacific	30	70	40	60	40(8)	60(12)

See Goal One for details

NEXT STEPS FOR 2024

- Use the Somerfield Te Kura Wairepo Common Practice Model that had been developed for literacy.
- Teacher to use the planning sheet to support next steps and feedback/feedforward for children

Mathematics

- Continue with Just in Time Maths Professional Development
- At the end of year evaluation we will use the questions in the [National Monitoring Study of Student Achievement](#) to gauge student

confident and attitudes toward mathematics which has been one of the things we anecdotal have noticed this year.

Reading

- Professional Development for new teachers and Year 5 &6 teachers on Structured Literacy. All below readers across the levels are required to be taught with some structured literacy as part of the programme in 2024.

Writing

- Use the Somerfield Te Kura Wairepo Common Practice Model that had been developed for literacy.
- Teacher to use the planning sheet to support next steps and feedback/feedforward for children

The Code

- Continue to use The Code across the school as this is impacting on writing.

Priority Learners including Māori and Pasifica

All students achieving below and below below will continue to be monitored through data meetings and DP/AP oversight to provide resourcing if available. Support will be provided to students either through support for the teacher in development of plan, programmes and or resources or a one on one or group intervention.

General

Relationship Based Learning matrix which focuses on consistent teacher practices across the school including feedback and feedforward. Feedback and feedforward are identified by Bishop(2021) and Hattie(2009) as main determiners of student achievement so this will be a major focus.

	<p>Another major focus for 2024 will be to focus teacher attention on the learning tasks students are undertaking. Our mantra is “ the task is the learning”. We will be working closely with them to support the development of differentiated learning tasks.</p>
<ul style="list-style-type: none"> • Staff, whānau and tamariki identify we need to move towards more fully embracing our diversity. 	<p>Review All staff embrace the diverse cultures of Somerfield Te Kura Wairepo as do most tamariki.</p> <p>Refer Goal 4- See below</p>
<p>Tamariki identify there are some students who show a lack of respect towards other students Wellbeing@ school indicators</p> <p>Below are the domains of the wellbeing@schools survey</p>	<p>Review The majority of tamariki show improved self management skills and there are less high level incidents of negative behaviour as per our SMS system.</p> <p>Refer See Goal 2</p>

ANNUAL GOALS

Noticing, Investigating and Prioritising Action In the Goals

Colour Code:

New Initiatives

Introducing

Implementing


Embedding

ERO Evaluative Focus


National Education Learning Priorities ([NELPs](#))

NELP: 2/3/4

Goal One: *Ensure parity of achievement for all students in literacy and mathematics.*

Initiative	Outcomes 2023	Actions		Resources	Mid Year Review	
<p>Literacy and Numeracy Refresh : Lead teacher of Te Mātaiaho Curriculum Refresh role is to keep an eye on the horizon of the developments of the Curriculum Refresh and work with the other Curriculum leads in the Kahukura Cluster to keep principals, kaiako and boards informed. Kellie Englefield</p> <p>This includes</p> <ul style="list-style-type: none"> • Being current with research that supports the refresh • Literacy, communication and Maths Strategy • Literacy & Communication and Maths Action Plans • Preparing updated for principal, board and staff • Support Literacy Lead in the Literacy Year 0-2 Pathway strategy and implementation of the Code across the school. • Support the Maths Lead in Kahukura CoP Just in Time Maths programme 						

			End of Year Review	Evidence
<p>Literacy Implemented</p> <p>Common Practices have clarity to ensure teachers know what is taught at each year level including-</p> <p>1. <i>The Code is consistently implemented across the school.</i></p> <p>- Code assessment tool developed and data recorded to show progress over time</p> <p>2. Year 1 /2 Pathway</p> <p>Baseline Data:</p> <p>Pockets of excellent practice but variation of programmes.</p>	<p>Raise literacy achievement by ensuring all programmes have pedagogical fidelity.</p>	<ol style="list-style-type: none"> 1. Common Practice Strategies introduced to staff and monitored by ropu leaders 2. Planning checked to ensure the requirements are being met 3. Code continue to be implemented and data collected 4. Structured literacy training for Year 5 teachers 5. Year 1 and 2 students monitored for project 	<ul style="list-style-type: none"> ● Most teachers have a clear understanding of the Code lesson sequence and follow this plan in their teaching. ● Most teachers know about the principles and practices of effective structured literacy instruction and are applying this to their literacy programmes. ● Some teachers are effectively using the structured literacy approach to accelerate reading progress. ● Most teachers are using Code word checks to ensure flexible and responsive grouping of students for learning spelling. ● Data from 40 weeks at school assessments is used to identify Year 1 students needing further support to accelerate their literacy achievement. ● Evidence to date show little differences in the two reading approaches although less well below with only structured literacy <p>Next Steps</p> <ul style="list-style-type: none"> ● Embed practice ● PLD for new teachers ● RTlit - working with Year 2 ● Embed the Code 	<p>See literacy data above</p>

Mathematics Baseline Data: 84% Overall 	<p>Staff will have greater clarity in delivering the mathematics curriculum to improve outcomes for students</p> <p>To increase parity with all students achieving 85%+</p>	<ul style="list-style-type: none"> • Survey staff at the start of the year (rōpū) and in October- for attitude and confidence • Continue with Learner First maths • Implement common practices for maths. 	<p>The majority of staff has a greater clarity of the maths programme.</p> <p>Most teachers have shown shifts in practice in the following areas</p> <ul style="list-style-type: none"> -collaborative planning - use of Rapid routines - across all rōpū deeper thinking and discussions - greater use of flexible grouping as a result of teacher confidence - teachers are responsive to the children's needs <p>NEXT STEPS</p> <ul style="list-style-type: none"> • Continue PLD • Embed practice • Differentiated learning tasks part of Instructional Rounds 	<p>See mathematic and evaluation project data above</p>
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NELP: 1

Goal Two: *Ensure tamariki, staff wellbeing to allow them to flourish and succeed. Whakapuāwai*

Initiative	Outcomes 2023	Actions 2023	End Year Review	Evidence
Behaviour Framework Student Student	<p>Clear to tamariki, kaiako and whānau the acceptable and</p>	<p>Implement the recommendations from 2022 Evaluation</p>	<p>The recommendations from the 2022 evaluation have now been implemented. Documents have been written</p>	<p>Observations</p> <p>Etap data</p>

<p>Culture</p>	<p>unacceptable behaviour.</p> <p>Explicit expected behaviour defined across all settings in school including class, Hall, Library etc</p> <p>Consequence hierarchy to be used throughout the school when managing unacceptable behaviour.</p> <p>Teachers confident at prosocial coaching</p> <p>Playground coaching script to support students to solve their own playground problems</p>	<ol style="list-style-type: none"> 1. School wide behaviour expectations - aligned to SMART values 2. Expected behaviour across all settings in the school eg class / library / Hall / outside class - the way we walk around the school 3. School wide management system - consequence hierarchy <i>These will be displayed in all classrooms and shared with our community</i> 4. Form a small 'wellbeing team' <ul style="list-style-type: none"> ○ Etap entries - modify form ○ Review policies and documents 5. Playground audit - RTLB to identify our 'hot spot' areas and strength areas during play times - leading to a playground coaching script. 6. Review and update Circle Time and Restorative 	<ol style="list-style-type: none"> 1. SMART values - behaviour expectations have been written for each value, these are now displayed in classrooms All tamariki, kaiako and whānau know what acceptable and unacceptable behaviour is. 2. The expected behaviour matrix has been written and is now displayed in classrooms and all kaiako and tamariki refer to this 3. We have a school wide consequence hierarchy that all teachers are using - it is displayed in classrooms and has been shared with the community 4. A behaviour team has been established, this team has modified the etap incident form and we have reviewed documents. 5. Playground audit has been completed, students can earn tokens (house points) for demonstrating SMARTS in the playground 6. Restorative chat script has been written and is currently being used in the playground for Tier 2/3 behaviours. Most teachers and learning support are confident in using the script. 7. Circle Time update has started. RTLB will support by facilitating PLD at the beginning of 2024. Circle Time Lessons will focus on the proactive teaching of the SMART value behaviours. All staff use Circle Time in some way but to ensure consistent PLD will be provided in 2024 <p>NEXT STEPS</p>	<p>Less high level behaviour data</p> <p>Student and parent focus groups</p>
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		Practices.	<ul style="list-style-type: none"> • Embed practice • Continue parent / student focus groups 	
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NELP: 3/4/5/6

Goal Three: *Ensuring quality learning in a responsive curriculum is implemented consistently across the school by quality teaching as set out in the Relationship Based Learning Matrix.*


Initiative	Outcomes 2023	Actions 2023	End Year Review	
<p>Sustainability is not just something to learn, it's something to live.</p> <p>Baseline Data:</p>	<ul style="list-style-type: none"> • Tamariki will be introduced to the Enviro schools programme to launch our school sustainability journey. • Tamariki will be supported to make sustainable changes in school that are important to them. 	<ul style="list-style-type: none"> • Explore and engage with the Enviro schools kaupapa • Engage with the support provided from the enviro schools program • Develop a long term vision and strategy to become a sustainable school • Reflect on and share goals with the community 	<p>All tamariki participated in enviro schools units of work this year</p> <p>All tamariki had the opportunities to work on sustainability projects</p>	

SHIFTS IN PRACTICE	FROM		TO	
	<ul style="list-style-type: none"> Teachers use the Science curriculum in different ways across the school. Teaching units are taught in isolation from year to year Classes do not connect with other year levels to learn together. No pathway to make our school more sustainable 		<ul style="list-style-type: none"> A whole school approach (Vision developed) to live sustainability in our school Projects will grow from year to year using the Enviro pathway. These milestones will be celebrated. Year levels working together on sustainability projects 	
Physical Education <i>Baseline Data:</i> Inconsistent skill teaching	Improved skill level of students	<ul style="list-style-type: none"> Twice weekly skills based session per week as per the school plan Three weekly fitness sessions 	All students receiving an 1 hour - 1 ½ hour of physical activity and skill teaching weekly.	Planning Observations NEXT STEPS Embedding and monitoring

NELP: 2

Goal Four: Biculturalism to Multiculturalism - Teaching and learning programmes and practices will be inclusive of and celebrate diversity at Somerfield Te Kura Wairepo

Initiative	Outcomes 2023	Actions	Mid -Review	Evidence
<i>Te reo kura for Yo - Y 6, fortnightly</i> <i>Baseline Data:</i>	More māori students using te reo	1. Whānau class fortnightly for mornings for Year 0-6 tamariki	During whole school whānau hui, Most students were using Te Reo Māori in a variety of contexts	The project has had limited time without interruptions to collect data

Part of trial of Poutama for ERO		<ol style="list-style-type: none"> 2. Whānau encouraged to be part of class 3. Delivery of curriculum, especially the required maths in mainly in te reo 	<p>During fortnightly whānau class, the majority of students used Te Reo in everyday contexts</p> <p>NEXT STEPS Continue with project T2/3 2024</p>	
<p>Poutama reo Poutama reo provides a pathway for schools to review and improve their provision of Maori Language schoolwide.</p> <p>Baseline data:</p> 	School sets long and short term goals to improve the provision of te reo at Somerfield Te Kura Wairepo.	<ol style="list-style-type: none"> 1. Poutama is a reo tool used with staff, boards and whānau and information collated to develop short and long term goals by the end of Term 2. 2. STKW develops own goal implementation plan 3. Kahukura COP collated information to see if there is any commonality of goals to work on together. 4. Term 4 Kahukura apply for PLD 	<p>The school has consulted with staff, the community and tamariki using the Poutama reo tool and set goals for the 2024/ 2025 Strategic Plan.</p> <p>NEXT STEPS</p> <ul style="list-style-type: none"> • Improve assessment of te reo • Increase proficiency of te reo in teachers • Teachers use te reo in learning/behaviour matrix • Students co construct te reo in the learning • Whanau Kura will continue again fortnightly in Term 2/3. 	Consultation information which gave next steps when collated

		funding for 2024 to implement goals.		
		5.		
<p><i>Celebration of Somerfield Te Kura Wairepo diversity whether it is ethnicity, religion, gender or sexuality.</i></p> <p><i>Initiative:</i> Recognises all cultures in some way across the kura and in classes.</p> <p><i>Baseline date;</i> <i>All teachers have empathy , some have more secure practices than others.</i></p>	Acknowledge, value and celebrate the diversity of all our tamariki	<ol style="list-style-type: none"> 1. Classroom teachers recognise the diversity within classes and find ways to acknowledge and celebrate their culture. 2. Professional development in Tapasa teacher competencies. 3. Teachers and SENCO ensure that Pasifika students are accessing interventions Y0-4 if not achieving at expectations for their age and achievement monitored over time. School work with family and 	<p>All ropu</p> <ul style="list-style-type: none"> ● Circle time focus has been celebrating and accepting differences through a range of stories, discussion and activities accessible to the students ● All teachers are aware of inclusive language when planning across the curriculum.. ● All teachers ensure that the cultures in their class are part of this work and ethnic diversity is celebrated. <p>Some ropu</p> <ul style="list-style-type: none"> ● Teachers have grown their practice in response to the use of Tātaiko at a PD level within rōpū meetings ● Units reflect diversity ● Some children can make connections across different cultures to explore similarities, differences and the diversity in what people and cultures value. ● Most children from a predominantly NZ European ethnicity can compare and contrast how their culture is different 	Variation of practices across the ropu

		attendance service to ensure higher levels of engagement.	from another child/whānau of the same ethnicity. NEXT STEPS <ul style="list-style-type: none">• Consistent practices across the ropu by sharing practice	
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