2019 Annual Plan Variance

Goal: To raise achievement of students by ensuring access to the New Zealand Curriculum.			
Aim	Expected Outcomes	Specific Actions	Variance
To increase the number of students achieving at or above the learning progressions in Reading, Writing and Mathematics	Number of students working at or above the Learning Progressions shows significant increase	Students' achievement measured against Learning Progressions	Achieved overall in all three areas over 2018 data. Reading: 5% improvement in children at or above Writing: 13% improvement in children at or above Maths: 8% improvement in children at or above
	Students in target groups show accelerated progress. Schoolwide targets for Reading, Writing and Mathematics being met	Target groups established in classes with teachers focussing on accelerating those students' learning Target group students being regularly assessed in accordance with school assessment requirements Ongoing regular assessment and monitoring of progress for target group students at class, Syndicate and Staff meetings. Board of Trustees given regular updates on target group progress. Funding made available to support targeted groups	See variance statement in annual targets below Reading: 52% moved to at or above Writing: 55% moved to at or above Maths: 52% moved to at or above Achieved Achieved BOT given termly updates on target groups Achieved
There is improved achievement in Maths throughout the school	Maths Achievement throughout the school is improved	Maths PD with development of school expectations for delivery of maths continues Ongoing focus on best practice for Maths in the classroom. School expectations for delivery of mathematics established	Achieved. PLD continues to the end of Term 2 2020 PLD included modelling of lessons, best practice, theory, in class observations Expectations for students in place. Expectations of teachers completed and in school curriculum document
There is improved achievement in Literacy throughout the school	Literacy Achievement throughout the school is improved	Ongoing focus on best practice for literacy in the classroom.	Data showed an increase in numbers at or above in both reading and writing. – See above Analysis identified boys reading as a focus for 2020
To increase the use of Unit Study areas (Science, Social Studies, Art) to develop key competencies	Unit studies programmes enhanced and supporting growth of Key competencies	Review three year curriculum to ensure relevance of unit studies programmes Unit studies being used to support growth of key competencies in students	Not completed – carried over to 2020 Spotlight being used by classroom teachers to record key competency growth in students
To maximise learning opportunities for students by ensuring regular attendance at school	Students are attending school on a regular basis The number of truancy or unjustified absences are minimal	Use of Electronic registers and incentives for attendance help maximise students' learning opportunities.	Completed Attendance rate for 2019 was 88.9% Unjustified absences 4.95% both an improvement over 2018 and above average for schools of similar decile.

Goal: To value and embrace all cultures of our children so they can be proud of where they are from and who they are.

Aim	Expected Outcomes	Specific Actions	Variance
Maori and Pasifika students are engaged in learning and achieving educational success	All Maori and Pasifika students will show progress in achievement against Learning Progressions by the end of the year.	Maori and Pasifika Students' achievement measured against Learning Progressions. Ongoing monitoring of progress.	Maths - At/Above – Maori 73% Pasifika 65% differential reduced by 5% over 2018 Reading - At/Above – Maori 58% Pasifika 71% Differential reversed and significant Writing - At/Above – Maori 67% Pasifika 73% Differential reversed by 8% over 2018
Students are proud of their unique identities, their culture and language	Celebration of our Maori and Pasifika cultures taking place on a regular basis.	Curriculum planning and delivery includes relevant cultural content Regular celebration of cultures held. #ItsCooltoKorero@Strathmore encouraging use of te reo and tikanga	Achieved Achieved – Teachers taking Monday sessions and following up with Hui Whakatimatanga
	Ensure our cultures are recognised throughout our curriculum	Teachers encouraged to undertake Māori/Pasifika studies. Three year curriculum plan review takes into consideration relevant cultural focuses. Te reo and Tikanga Māori being used by teachers and students . Regular delivery of te reo and au 'apinga Kuki Airani by CRT release teacher.	We had two staff sessions with Anaru Morgan MACs facilitator on use of te Reo and Treaty of Wiatangi Carried over to 2020 Achieved – Ongoing. We have committed to Maori Learning level 4B for 2020 Being done
Effective strategies for enhancing Māori and Pasifika school community educational involvement in place	Parents support students in learning by helping them at home Parents aware of and supporting classroom programmes Parents further involved in their children's education.	Class goal setting conferences give parents resources to support their child's learning at home. Current initiatives to involve parents in supporting their children's learning are maintained. Investigate and trial innovative ways of involving parents in their children's education Reporting to parents includes activities to be done at home. Community hui to discuss future directions for school and development of a relevant future focussed curriculum.	Achieved – 72% turnout Term 1, 64% Term 3 School Sports evening and dinner held with parents being asked about what they wanted for their children's learning. Newsletter surveys carried out Ongoing Achieved Partially achieved. Being continued in 2020

Goal: To encourage students to become self-managing, lifelong learners, able to contribute effectively to society and the economy

Aim	Expected Outcomes	Specific Actions	Variance
Support students to take responsibility for their own learning through developing their key competencies.	Students participate in planning and assessment of their learning. Students know next steps to further their learning. Students take responsibility for their own learning. Students have skills and understanding that allows them to become lifelong learners	Teachers further embed opportunities for students to take responsibility for their learning Teachers and students set goals for learning Teachers provide learning tools to enable students to be responsible for own learning Teachers ensure students know what they need to do next to further their learning. Schoolwide PLD to ensure key competencies are being focussed on in planning, delivery and assessment of the curriculum Development of planning and assessment tools for key competencies.	Teachers using student expectations to enable students to take responsibility for own learning Goals being set Teachers using graphic organisers, rubrics with students Teachers using WALTS with students and providing rubrics for students to determine next steps Still in development- 2019 – teachers have made use of Spotlight to include key competencies in planning delivery and assessment Spotlight
Increase student agency through Kāhui Ako PLD and use of Spotlight by students in Senior Syndicate rooms	Students able to determine own learning needs. Students able to monitor and enhance own learning through Spotlight	Teachers provide opportunities for students to use Spotlight to take responsibility for their own learning. Kāhui Ako PLD provides teachers with resources and skills to enhance students' ability to take responsibility for their own learning	Not achieved – a focus for 2020 Kāhui Ako provided PLD focussed on Growth Mindsets, Key Competencies, student voice in teacher inquiry. Two PLD days set for Student agency in 2020
To maintain the effective schoolwide behaviour system which supports students to behave appropriately and allows teachers to maximise learning time in class.	Positive Behaviour for Learning Schoolwide system focused on "Strathmore Kids keeping it REAL" maintained and further developed Students identify themselves with Strathmore Kid concept. Learning time in classes maximised through reduction in time spent on behaviour management	Maintain and enhance schoolwide practices that support Positive Behaviour for Learning Teachers use positive reinforcement to enhance acceptable class and playground behaviour Teachers use consistent set of expectations, reinforcement and sanctions for children's behaviour Strathmore Kid concept and expectations on display in all rooms	SET evaluation showed 100% implementation We had 51 children on our Gold reward trip for those that have received 230 tokens this year up from 41 in 2018. We had 102 children who received their REAL T-Shirt during 2019. These children have received at least 30 tokens in each of our REAL focus areas. Number of incidents recorded fell from 468 in 2018 to 337 in 2019.

Goal: Teachers will develop culturally responsive teaching, learning and assessment practice leading to increased student progress and achievement so they succeed in all their endeavours.			
Aim	**Expected Outcomes**	**Specific Actions**	**Variance**
Schoolwide self-review system focussed on maximising student achievement	Self-review identifies areas for school/ teacher/ systems improvement that will enhance outcomes for students	Self-review areas for 2019 set up and under way. Reviews provide recommendations which are actioned and lead to improved student achievement	Review in maths ongoing into 2020. Teacher expectations and programme requirements in place. Books in Homes review resulted in agreement to continue this programme.
Teachers participate in and make use of Professional Development in Mathematics to support increased student progress	Teachers able to use best practice in planning, teaching and assessment of maths to enhance Maths learning for all students	PLD facilitator models best practice in lessons Teachers mentored and coached by PLD facilitator/lead teachers Teachers provided with PLD – Theory and practice to enhance knowledge and skills in delivering Maths Curriculum	Achieved – Key area for PLD was Mathematics with Shirley Collins, facilitator, co-teaching modelling and critiquing teacher lessons. Shirley Collins took teaching staff sessions on effective pedagogy and practice and ensured teachers were aware of what needed to be covered in each strand and level.
Teachers develop knowledge and understanding of te reo and tikanga Maori in order to further ensure culturally responsive teaching.	Teachers' understanding of Te Reo and tikanga Maori supports classroom practices and enhances learning for students. Students confident in use of te reo and tikanga	Teachers participate in Te Wananga o Aotearoa programme – **He Tikanga Whakaaro** Teachers make use of understandings and knowledge from programmes to enhance classroom programmes and practices	Not achieved – waiting list of over a year for the course. Teachers have adopted ideas from Inservice sessions with Anaru Morgan – MACs facilitator – classroom paepae, taking #ItsCool2Kōrero further in class, sharing ideas on calendar maths in te reo Māori.
Teachers engage in professional readings, learning conversations, coaching and mentoring, and appraisals which lead to personal reflection and development of professional practice.	Appraisal system maximises focus on improving student achievement. Professional relationships enhanced. High expectations for teaching, learning and achievement	Use Arinui appraisal process to maximise effectiveness for appraisees and appraisers focused on continuous improvement. Make use of school curriculum expectations of quality teaching to focus teachers on high expectations. Teachers participate in and make use of Coaching and mentoring PLD sessions Teachers taking part in PD to improve skills and pedagogical knowledge.	Achieved – All teachers made use of Arinui to record their appraisal information and evidence. Expectations for mathematics completed. Staff meetings held focusing on expectations. Senior Leadership team attended Coaching and mentoring sessions with MaryAnne Murphy through the Kāhui Ako. As above
To use Spotlight effectively for Planning and Assessment.	Teachers planning effectively for students. Planning available for Leadership Team to view	PLD in use of Spotlight Staff sharing planning through Spotlight	All teachers made use of spotlight for planning and teaching. PLD was provided on the use of Spotlight through an eTAP trainer

Annual Targets 2019

Goal: To increase the number of students achieving at or above the Learning Progressions for Mathematics	Target:
Baseline data: School wide maths data in 2013 showed 53%, 2014 showed 56% of 2015 showed 62%, 2016 showed 60%, 2017 showed 57%, 2018 showed 60% of all students were achieving or exceeding Learning Progressions. Analysis of the data identified concerns with 35 students working below Learning Progressions.	The 15 boys and 20 girls achieving below learning expectations in Mathematics will make accelerated progress with 60% being at by the end of 2019 and the others being on track to be at or above expectations by the end of Year 6. **Variance:** **52% of children in the target group still at Strathmore were at or above at the end of 2019. 6 children left during the year with 8 boys and 7 girls being at or above. All Year 6 children in the target group were at or above at the end of the year**

Actions to achieve targets	Led by	Variance	
Review November 2018 achievement data with teachers and determine the particular learning needs of target group.	Principal / Teachers	Completed	
Establish target groups of identified students and carry out baseline data gathering	Classroom Teachers	Completed	
Teachers to undertake Teaching as Inquiry project focussing on target group In school.	AP/DP Classroom Teachers	Completed	
Provide support and Resources to enable teachers to develop and deliver programmes of work focussed on areas of weakness	Maths leaders	Completed	
Develop mathematics programmes focussed on engaging identified students	Classroom Teachers	Completed	
Monitoring meetings every term to discuss progress of target students – Syndicate /Staff	Classroom Teachers	Completed	
Board receives report on progress towards meeting targets, April, August October and considers any recommendations for additional support	Principal	Completed	
Individualised support of Teachers by Mathematics leaders	Maths Lead Teachers / Senior Leadership Team	Completed	
Professional Development for teachers through Whole School PLD	Senior Leadership Team	Completed	
Meet with parent and whanau of target group students around ways to support students' learning	Principal / Teachers	Completed	
Review target group progress from June Learning Progressions Data	Principal/Senior Leadership	Completed	
Targeted group students placed where applicable in Teacher Aide programmes	SENCO / Teachers	Completed	
Analyse November achievement data to inform progress and planning for the following year	Principal / Teachers	Completed	

Goal: To increase the number of students achieving at or above the Learning Progressions for reading	Target:
Goal: To increase the number of students achieving at or above the Learning Progressions for reading Baseline data: School wide reading data in 2014 showed 64%, 2015 showed 72%, 2016 showed 77%, 2017 showed 75.5%, 2018 showed 58%of all students were achieving or exceeding Learning Progressions. Analysis of the data identified concerns with 35 out of 118 students working below Learning Progressions.	**Target:** The 20 boys and 15 girls achieving below learning expectations in Reading will make accelerated progress with 60% being at by the end of 2019 and the others being on track to be at or above expectations by the end of Year 6. **Variance:** **50% of children in the target group still at Strathmore were at or above at the end of 2019. 5 children left during the year with 5 boys and 10 girls being at or above. 2 Year 6 children in the target group were not at or above at the end of the year**

Actions to achieve targets	Led by	Variance
Review November 2018 achievement data with teachers and determine the particular learning needs of target group.	Principal / Teachers	Completed
Establish target groups of identified students and carry out baseline data gathering	Classroom Teachers	Completed
Teachers to undertake Teaching as Inquiry project focussing on target group In school.	AP/DP Classroom Teachers	Completed
Provide support and Resources to enable teachers to develop and deliver programmes of work focussed on areas of weakness	Maths leaders	Completed
Develop reading programmes focussed on engaging identified students Use of Reading League to encourage students to Read	Classroom Teachers	Completed
Monitoring meetings every term to discuss progress of target students – Syndicate /Staff	Classroom Teachers	Completed
Board receives report on progress towards meeting targets, April, August October and considers any recommendations for additional support	Principal	Completed
Individualised support of teachers by Literacy leaders	Maths Lead Teachers / Senior Leadership Team	Completed
Professional Development for teachers as required	Senior Leadership Team	Completed
Meet with parent and whanau of target group students around ways to support students' learning	Principal / Teachers	Completed
Review target group progress from June Learning Progressions Data	Principal/Senior Leadership	Completed
Targeted group students placed where applicable in Teacher Aide programmes	SENCO / Teachers	Completed
Analyse November achievement data to inform progress and planning for the following year	Principal / Teachers	Completed

Goal: To increase the number of students achieving at or above the Learning Progressions for writing

Baseline data: School wide writing data in 2014 showed 59%, 2015 showed 72%, 2016 showed 67%, 2017 showed 67%, 2018 showed 57% of all students were achieving or exceeding Learning Progressions.

Analysis of the data identified concerns with the achievement of 38 students working below Learning Progressions.

Target:
The 19 boys and 19 girls achieving below learning expectations in Writing will make accelerated progress with 60% being at by the end of 2019 and the others being on track to be at or above expectations by the end of Year 6.

Variance:
55% of children in the target group still at Strathmore were at or above at the end of 2019. 7 children left during the year with 7 boys and 10 girls being at or above. 4 Year 6 children in the target group were not at or above at the end of the year

Actions to achieve targets	Led by	Variance
Review November 2018 achievement data with teachers and determine the particular learning needs of target group.	Principal / Teachers	Completed
Establish target groups of identified students and carry out baseline data gathering	Classroom Teachers	Completed
Teachers to undertake Teaching as Inquiry project focussing on target group	AP/DP	Completed
Provide support and Resources to enable teachers to develop and deliver programmes of work focussed on areas of weakness	Literacy leaders	Completed
Develop writing programmes focussed on engaging identified students.	Classroom Teachers	Completed
Monitoring meetings every term to discuss progress of target students – Syndicate /Staff	Classroom Teachers	Completed
Board receives report on progress towards meeting targets, April, August October and considers any recommendations for additional support	Principal	Completed
Individualised support of teachers by Literacy leaders	Maths Lead Teachers / Senior Leadership Team	Completed
Professional Development for teachers as required	Senior Leadership Team	Completed
Meet with parent and whanau of target group students around ways to support students' learning	Principal / Teachers	Completed
Review target group progress from June Learning Progressions Data	Principal/Senior Leadership	Completed
Targeted group students placed where applicable in Teacher Aide programmes	SENCO / Teachers	Completed
Analyse November achievement data to inform progress and planning for the following year	Principal / Teachers	Completed

Goal: To maximise learning opportunities for students by ensuring regular attendance at school

Baseline Data: Attendance rate for 2016 was 89.3% Unjustified absences 5.0%
Attendance rate for 2017 was 87.8% Unjustified absences 5.4%
Attendance rate for 2018 was 87.8% Unjustified absences 5.4%

Targets:
To increase school attendance to 92% and thereby increase children's learning opportunities.
To reduce unjustified absences to less than 4%.
Variance:
Target not met.
Attendance rate for 2019 was 88.9% Unjustified absences 4.95% both an improvement over 2018.

Actions to achieve targets	Led by	Variance
Use Etap SMS Attendance registers to allow quick identification of absences	Office Administrator	Completed
Monitor attendance and send letters where there are concerns about attendance	Office Administrator	Completed
Use newsletter to remind parents of requirement to send children to school	Principal	Completed
Provide rewards for full attendance as incentives for others to attend	Principal	Completed
Use eTAP SMS to send letters to parents regarding absences/lateness where this is causing concern.	Principal Office Administrator	Completed
Use the Attendance service to locate the whereabouts of students absent without notes or the office being informed for longer than two days	Office Administrator	Completed
Make use of SWIS where truancy is being condoned by parent of excuses are not within school absences policy	Principal	Completed
In severe cases of truancy refer to CYFS as a care and protection concern	Principal	Not used