

2020 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 two of the three areas over 2018 data. Reading: 1% decline in children at or above Writing: 1% improvement in children at or above Maths: 3% 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: 41% moved to at or above Writing: 91% moved to at or above Maths: 69% 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 being used by teachers	Achieved. 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	Focus on best practice for reading for boys in the classroom. Teachers undergoing Boys' Reading PLD	Data showed an increase in numbers at or above in writing with a small decline in Reading. – See above Analysis identified boys reading as a focus for 2021
To effectively implement the digital Technologies curriculum content	Students are able to become creators of digital technology	Teachers using digital curriculum content in classroom programmes. Students using digital technology to create own content	Achieved – Lockdown resulted in considerable use of technology to deliver the curriculum which continued after lockdown
To increase the use of Unit Study areas (Science,	Unit studies programmes enhanced and supporting growth of Key competencies	Review three year curriculum to ensure relevance of unit studies programmes	Completed term 4 and in 2021 Curriculum document

Social Studies, Art) to develop key competencies		Unit studies being used to support growth of key competencies in students	Continuing into 2021
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.	Attendance rate for 2020 was 87.9% a slight decline on 2019. Unjustified absences 4.44% an improvement over 2019 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 72% (1% decline) Pasifika 80% (15% improvement over 2019) Reading - At/Above – Maori 68% (10% improvement) Pasifika 63% (7% decline) Writing - At/Above – Maori 70% (3% improvement) Pasifika 68% (5% decline)
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 Whakamutunga
	Ensure our cultures are recognised throughout our curriculum	Teachers encouraged to undertake Māori/Pasifika studies. Teachers work with Kāhui Ako to develop and implement Cultural Kete with expectations for students at different levels 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.	Achieved – Ongoing. We were to Maori Learning level 4B for 2020 – Achieved – continuing for 2021 Completed As above teachers using te reo for at least 3 hours a week Ongoing
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 – 74% turnout Term 1, 72% 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 Achieved Ongoing Achieved



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

Aim	Expected Outcomes	Specific Actions	
<p>Support students to take responsibility for their own learning through encouraging student agency and developing their key competencies.</p>	<p>Students participate in planning and assessment of their learning.</p> <p>Students know next steps to further their learning.</p> <p>Students take responsibility for their own learning.</p> <p>Students have skills and understanding that allows them to become lifelong learners</p>	<p>Teachers provide opportunities for students to use Spotlight/Seesaw to take responsibility for their own learning.</p> <p>Teachers attend and implement Kāhui Ako PLD focussed on student agency</p> <p>Teachers and students set goals for learning</p> <p>Teachers provide learning tools to enable students to be responsible for own learning</p> <p>Teachers ensure students know what they need to do next to further their learning.</p> <p>Teachers make use of Spotlight to plan for and assess key competencies</p>	<p>Teachers using student expectations to enable students to take responsibility for own learning</p> <p>Goals being set</p> <p>Teachers attended initial PLD but the programme was interrupted by Covid-19 requirements.</p> <p>Teachers using WALTs with students and providing rubrics for students to determine next steps</p> <p>Teachers developing systems to enable children to be responsible for own learning - online learning through Zoom and SeeSaw supported this</p> <p>Teachers have made use of Spotlight to include key competencies in planning delivery and assessment</p> <p>Spotlight</p>
<p>To maintain the effective schoolwide behaviour system which supports students to behave appropriately and allows teachers to maximise learning time in class.</p>	<p>Positive Behaviour for Learning Schoolwide system focused on “Strathmore Kids keeping it REAL” maintained and further developed</p> <p>Students identify themselves with Strathmore Kid concept.</p> <p>Learning time in classes maximised through reduction in time spent on behaviour management</p>	<p>Maintain and enhance schoolwide practices that support Positive Behaviour for Learning</p> <p>Teachers use positive reinforcement to enhance acceptable class and playground behaviour</p> <p>Teachers use consistent set of expectations, reinforcement and sanctions for children’s behaviour</p> <p>Strathmore Kid concept and expectations on display in all rooms</p>	<p>SET evaluation showed 100% implementation</p> <p>We had 45 children on our Gold reward trip for those that have received 230 tokens this year down 6 from 2020</p> <p>We had 89 children who received their REAL T-Shirt during 2020. These children have received at least 30 tokens in each of our REAL focus areas.</p> <p>Number of incidents recorded was 364 up slightly on 2019 but well down from 2018</p>

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	
Schoolwide self-review system focused on maximising student achievement	Self-review identifies areas for school/ teacher/ systems improvement that will enhance outcomes for students	Self-review areas of Maths and Boys Reading for 2020 set up and under way. Reviews provide recommendations which are actioned and lead to improved student achievement	Review in maths concluded in September 2020. Teacher expectations and programme requirements in place. Boys Reading was deferred to 2021.
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 make use of understandings and knowledge from programmes to enhance classroom programmes and practices Teachers make use of cultural kete to support students’ use of tikanga and te reo.	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. Cultural Kete 1 in use
Teachers are upskilled and delivering digital technology content in classroom programmes	Teachers are able to effectively deliver digital technology content in classrooms	Teachers undertake PLD in Digital technology. Staff Meetings used to upskill teachers in use of coding and robotics.	This was forced on teachers by lockdown. Teachers quickly became used to using SeeSaw and Zoom. Teachers had PLD through the maths PLD on use of Digital Technology
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 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 continue 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 2020

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

Baseline data: School wide maths data in 2016 showed 60%, 2017 showed 57%, 2018 showed 60% and 2019 showed 72% of all students were achieving or exceeding Learning Progressions.

Analysis of the data identified concerns with 34 students working below Learning Progressions.

Target: The 19 boys and 15 girls achieving below learning expectations in Mathematics will make accelerated progress with 60% being at by the end of 2020 and the others being on track to be at or above expectations by the end of Year 6.

Variance: Of our group of 29 target students still with us we now have 20 (13) at or above expectation. This gives us a 69% success rate at moving these children to at or above. The other 9 have moved to maintain their position of one stage below expectation and will remain in target groups for next year.

Actions to achieve targets	Led by	
Review November 2019 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

Baseline data: School wide reading data in 2016 showed 77%, 2017 showed 75.5%, 2018 showed 58%, 2019 showed 63% of all students were achieving or exceeding Learning Progressions.

Analysis of the data identified concerns with 32 out of 120 students working below Learning Progressions.

Target: The 25 boys and 7 girls achieving below learning expectations in Reading will make accelerated progress with 60% being at by the end of 2020 and the others being on track to be at or above expectations by the end of Year 6.

Variance: We have 29 children in our Reading Target group who remain with us. With the exception of our year 1 children these were all considered as well below at the start of the year. We now have 12 (6) children at or above expectation a 41% improvement over the start of the year We have a further 1 child who have moved into being below from well below.

Actions to achieve targets	Led by	Variance
Review November 2019 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 with a focus on boys' reading 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% and 2019 showed 70% of all students were achieving or exceeding Learning Progressions.

Analysis of the data identified concerns with the achievement of 28 students working below Learning Progressions.

Target:

The 15 boys and 13 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: We ended the year with 21 (19) of the 23 children still with us at the end of the year writing at their expected level - 91% who have shown accelerated progress, with a further 1 working one level below expectation.

Actions to achieve targets	Led by	Variance
Review November 2019 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 2017 was 87.8% Unjustified absences 5.4%
 Attendance rate for 2018 was 87.8% Unjustified absences 5.4%
 Attendance rate for 2019 was 88.9% Unjustified absences 4.95%

Targets:

To increase school attendance to 92% and thereby increase children's learning opportunities.

To reduce unjustified absences to less than 4%.

Variance: Attendance rate was 87.76% with unjustified absences being at 4.44%. Covid and lockdown explain the low attendance rate.

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

