School name: Ahuroa School	School number: 1200

Focus: To grow as Passionate, Authentic, Resilient, Explorers

Strategic Aim:

We have 4 Strategic Aims for 2019-2021

1. **Te Tiriti O Waitangi -** Tikanga Māori (Māori culture), Te Reo (the Māori language), and Tuakana-teina (an older person supporting a younger person's learning, e.g. mentoring of younger students by older ones) are an integral part of the school environment and the classroom programmes, and all students will graduate Ahuroa School with an understanding of the role of Te Tiriti o Waitangi (the Treaty of Waitangi) in Aotearoa New Zealand life and history, and of Taha Māori (the Māori perspective). We are accepting of all cultures and people, and celebrate differences.
2. This is a fun and energising place to learn and work, where everyone is valued and makes a difference in their community.
3. Students are nourished by giving them the opportunity to **explore** and identify passions, and develop **pride** and mana.
4. We prepare our students for **life beyond** Ahuroa School.

Annual Aim: Kaitiakitanga - Guardianship

Target: To identify students on an ongoing basis using the Spiral of Inquiry to maintain and accelerate progress. **This will be monitored as part of our ongoing PLD around both the Spiral of Inquiry and Curriculum Development.**

READING

To maintain the overall achievement of students in Reading at 85% reading at chronological age.

Reading	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school					2	100%			2
After 2 years at school			3	75%	1	25%			4
After 3 years at school	2	18.2%	1	9.1%	3	27.3%	5	45.5%	11
End of Year 4	1	12.5%	0	0%	4	50%	3	37.5%	8
End of Year 5	0	0%	3	25%	5	41.7%	4	33.3%	12
End of Year 6	0	0%	0	0%	3	30%	7	70%	10
End of Year 7	2	28.6%	0	0%	2	28.6%	3	42.9%	7

	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
Totals	5	`9%	7	13%	20	37%	22	41%	54

Reading	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	5		7		20		22		54
Maori									
Pasifika									
NZEuropean									
Male	1		4		12		13		30
Female	4		3		8		9		24

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Identify and target students **Introduce Spiral of Inquiry – Ahuroa template.** **Teachers access PLD for Wordworks** **Teachers given in school PD – Evaluation Associates**	**Students more visible and identified by teachers** **Students made aware of the link between Spelling and Reading.** **Teachers capability increased** **Teachers more aware of strategies for reading**	**Our data is skewed by a number of students who have joined the school with varying educational needs. We currently have plans in place to address their social/emotional issues before addressing their educational delays.**	**Keep identifying students and working on Target groups** **Teachers need to make more apt use of achievement data** **Goal setting needed to make students and teachers more aware of "Where to next"**

Planning for thisyear:
- **Ongoing PLD in targeted areas of Reading – Phonics – Joy Allcock**
- **Organisation or Reading Books and purchasing of more/replacement copies is a must. This task is nearly completed with the purchasing of new books on the agenda.**
- **Currently training a Reading Recovery Tutor so will have more Bandwidth this year to engage more students.**

WRITING

Writing	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	2	3.7%	13	24.1%	27	50%	12	22%	54
Maori									
Pasifika									
NZ European									
Male	2	6.7%	8	26.7%	11	36.7%	9	30%	30
Female	0	0%	5	20.8%	16	66.7%	3	12.5%	24

Writing	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0	0%	0	0%	2	100%			2
After 2 years at school	0	0%	3	75%	1	25%			4
After 3 years at school	1	9.1%	1	9.1%	7	63.6%	2	18.2%	11
End of Year 4	0	0%	1	12.5%	6	75%	1	12.5%	8
End of Year 5	0	0%	6	50%	4	33.3%	1	16.7%	12
End of Year 6	0	0%	1	10%	4	40%	5	50%	10
End of Year 7	1	14.3%	1	14.3%	3	42.9%	2	28.6%	7
Totals	2	3.7%	13	24.1%	27	50%	12	22%	54

Target

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
● Identify and target students	Students more visible and identified by teachers	We have a large number of students with Special Educational Needs that are making good progress but are NOT at chronological curriculum expectation. We continue to cater for our individuals	Keep identifying students and working on Target groups
● Introduce Spiral of Inquiry – Ahuroa template.	Students made aware of the link between Spelling and Reading.		Teachers need to make more apt use of achievement data
● Teachers access PLD for Wordworks	Teachers capability increased		Goal setting needed to make students and teachers more aware of "Where to next"
● Teachers given in school PD – Evaluation Associates	Teachers more aware of strategies for writing		
● Writing of Ahuroa Shool Curriculum Document	Teachers better able to say exactly how we teach writing at Ahuroa School		

Planning for next year:
- **Ongoing PLD in curriculum -writing**
- **Visit other schools**
- **Review writing in Local Curriculum**
- **Ongoing PLD in targeted areas of Writing**
- **Modelling books and use of AFL strategies an ongoing must.**

Mathematics

Mathematics	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	4	7.4%	9	16.7%	33	61.1%	8	14.8%	54
Maori									
Pasifika									
NZ European									
Male	1	3.3%	5	16.7%	17	56.7%	7	23.3%	30
Female	3	12.5%	4	16.7%	16	66.7%	1	4.2%	24

Mathematics	Well Below Expectation		Below Expectation		At Expectation		Above Expectation		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0	0	0	0	1	50%	1	50%	2
After 2 years at school	0	0%	1	25%	3	75%	0	0%	4
After 3 years at school	1	9.1%	1	9.1%	9	81.1%	0	0%	11
End of Year 4	1	12.5%	1	12.5%	4	50%	2	25%	8
End of Year 5	0	0%	4	33.3%	8	66.7%	0	0%	12
End of Year 6	0	0%	2	20%	4	40%	4	40%	10
End of Year 7	2	28.6%	0	0%	4	57.1%	1	14.3%	7
End of Year 8									
Totals	4	7.4%	9	16.7%	33	61.1%	8	14.8%	54

Target:To shift the 5 students achieving BELOW the National Standard in Year 5 to AT.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
● Identify and target students	Students more visible and identified by teachers	We have a large number of students with Special Educational Needs that are making good progress but are NOT at chronological curriculum expectation. We continue to cater for our individuals We managed to move 1 student from Below to AT – this is great accelerated learning.	Keep identifying students and working on Target groups Teachers need to make more apt use of achievement data Goal setting needed to make students and teachers more aware of "Where to next" Maybe the target was unrealistic. As this was the first time we used numbers not percentages.
● Introduce "Learner Club to focus on small group learning.	Students feel more positive about learning, especially in small groups		
● Teachers given in school PD	Teachers more aware of strategies for mathematics		
Planning for next year: ● **More small group work – 1-5 max** ● **Ahuroa Learners Club needs to keep going** ● **Teachers need to work on using our curriculum framework and implementing it well.** ● **Look into Prime Maths -**			