



2021 Charter

Including: Strategic Plan 2021-2023

And

Annual Plan 2021

About our school

Roto-o-Rangi School is situated south-west of Cambridge. It is a rural, contributing primary school catering for students in Years 1 to 6 from the Kairangi/Roto-o-Rangi districts as well as students travelling from Leamington. The school is a strong focal point for its local community and, as such, the school stays true to its rural roots and ecologically sustainable future.

The school's positive culture is strongly influenced by high quality teaching and the explicit promotion of values set in consultation with the community. Relationships between teachers and students are respectful and affirming. Parents participate actively in students' learning and assist with many opportunities for education outside the classroom through sports teams, student leadership groups, music tuition, school camps and connections to the local environment. A purposeful family-like atmosphere supports learning and achievement.

The school motto of Aim High / Tuumako Teitei is a driving force of the school and is reflected in the high achievement levels of students across the school. Our school continues to offer more traditional methods of instruction based on research and proven methods. Where newer teaching practices compliment and improve this approach, they are adopted into the school curriculum.

DT literacy is key to our future and is an integral but not dominant aspect of teaching and learning programmes. Currently the school owns enough devices for a ratio of 1 device to 1.5 students, to prepare students for a technological world. DT are used to provide regular communication between home and the school about the children's learning.

Roto-o-Rangi School is a member of the Te Oko Horoi Kaahui Ako. Our Kaahui Ako resubmitted our revised achievement challenge at the end of 2019. During 2019, Te Oko Horoi strengthened its agreement with Waikato Tainui by engaging closely with mana whenua. Our School and Te Oko Horoi will continue to work with Waikato-Tainui and Mana Whenua throughout 2020 to help realise the goals and aspirations of Ko te Mana Maatauranga, the Waikato Tainui Education Plan.

Through Te Oko Horoi we are able to access external consultants to develop capability in teaching and leadership, as well as support leadership and collaborative coaching. Inquiry groups allow our lead teachers to engage in robust discussions with other leaders from our Kaahui Ako, whilst teaching staff are able to connect with other teachers in the Kaahui Ako to grow their teaching practices. Inquiry and coaching with the WST drive the learning practices of the staff.

Cultural Perspective

Roto-o-Rangi School's curriculum will recognise the unique position of Maaori within our community and New Zealand society. It will provide students with experiences and understandings in Tainui tikanga, te reo, local and national histories. We will undertake all reasonable steps to provide instruction in te reo Maaori should a parent request this, including providing information about the nearest bi-lingual/ruumaki classes.

Staff will implement culturally responsive teaching practices that support Maaori students to realise their potential and talents. Then, through assessment information and analysis, the Board of Trustees will understand the achievement of Maaori within the school and the effectiveness of these teaching practices.

The school will provide a welcoming atmosphere and physical environment for all parents and children by reflecting our cultures, but with emphasis on the bicultural nature of Aotearoa. We will also reflect our connection to Ngaati Koriki Kahukura and Ngaati Haua iwi, Maungatautari marae, the Tainui iwi and the Kingitanga as we support students to achieve the priorities of the Tainui Education plan.

The school will follow culturally responsive teaching practices and programmes so that Maaori students can learn as Maaori.

Values

Roto-o-Rangi School is committed to fostering and developing the following :-

- ~ Respect/Whakakoha: Admire the good qualities of yourself and all people.
- ~ Resilience/Manahau: Taking on a challenge and recover from any setbacks.
- ~ Responsibility/Takohanga: Take on a job and do it well.

Belonging Turangawaewae

STRATEGIC GOAL 1

Growing inclusive relationships

When We Are Successful...

Students and staff feel that they belong – within family, socially, emotionally, educationally.

Strategic Initiatives:

1. Develop Culturally Responsive Practices
2. Incorporate the House system into learning programmes.
3. Develop a localised curriculum that reflects the school's location and environment.
4. Develop closer engagement with families.

Innovation Rerekeetanga

STRATEGIC GOAL 2

Building future focussed learners

When We Are Successful...

Students are prepared for their future with the skills to manage their individual path ahead. Staff are at the fore front of good educational practice, to give the children a quality education

Strategic Initiatives:

1. Develop a School-wide pedagogy of – creative and critical thinking, trial and improvement, exploration of new ideas.
2. Improve Teaching as Inquiry practices.
3. Explore and implement new school wide curriculum programmes to improve learning

Collaboration Mahi tahi

STRATEGIC GOAL 3

Growing collaboration to be stronger learners

When We Are Successful...

Students and Staff will work well within a team, and independently, to achieve our goals. The School work together for the greater good.

Strategic Initiatives:

1. Upskill in Learner Agency and collaboration skills
2. Using technology to work collaboratively in curriculum areas and School-wide planning
3. Change teaching practices to a problem solving curriculum.



OUR VALUES

- ★ Respect
- ★ Resilience
- ★ Responsibility

3 YEAR STRATEGIC GOAL ROAD MAP

	2021				2022				2023				SUCCESS	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4		
Growing Inclusive relationships	Developing Culturally Responsive Practices: Learner Agency based on baseline data		Te reo classes for staff							Te reo classes for staff				Students and staff feel that they belong - within family, socially, emotionally, educationally
	implemented: lunch time, buddy reading, competitions		expands: Raamere Rapunga, Learning Buddies		Leadership Programme					Leadership Programme				
				Initiate a localised, CR curriculum - meet with iwi, whanau	Develop a localised, CR curriculum		Implement localised CR curriculum							
		Kapahaka tutors		Kapahaka festival										
Building future focussed learners					Critical/Creative thinking curriculum								Students are prepared for their future with the skills to manage their individual learning path. Staff are at the fore front of good educational practice to give children a quality education	
							Teaching as Inquiry focus							
	Curriculum PLD - Spelling									PLD - Boys writing				
Growing Collaboration to become stronger learners	Learner Agency: Upskill new staff, revisit with exp.				LA matrix in Local Curriculum								Students and staff work well within a team, and independently, to achieve their goals. The school work together for the greater good.	
			Google Apps PLD to collaborate in Literacy		Maths problem solving based numeracy					Google Classroom initiated - PLD				

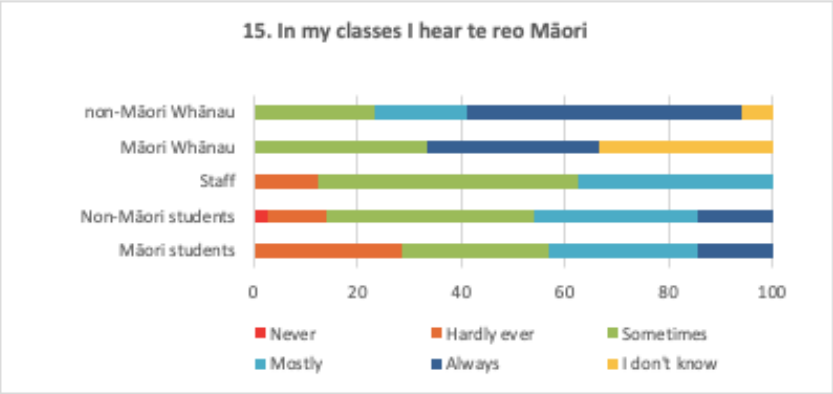
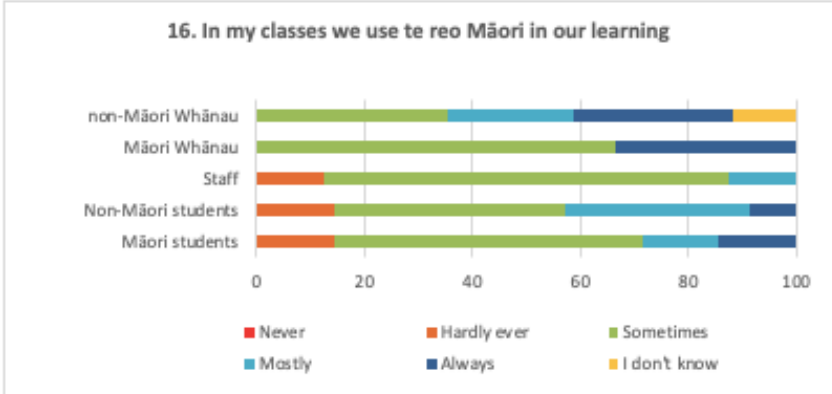
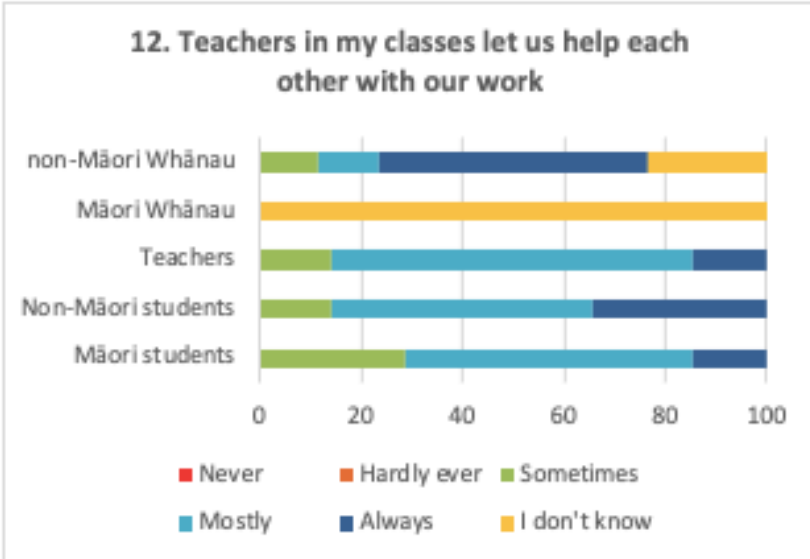
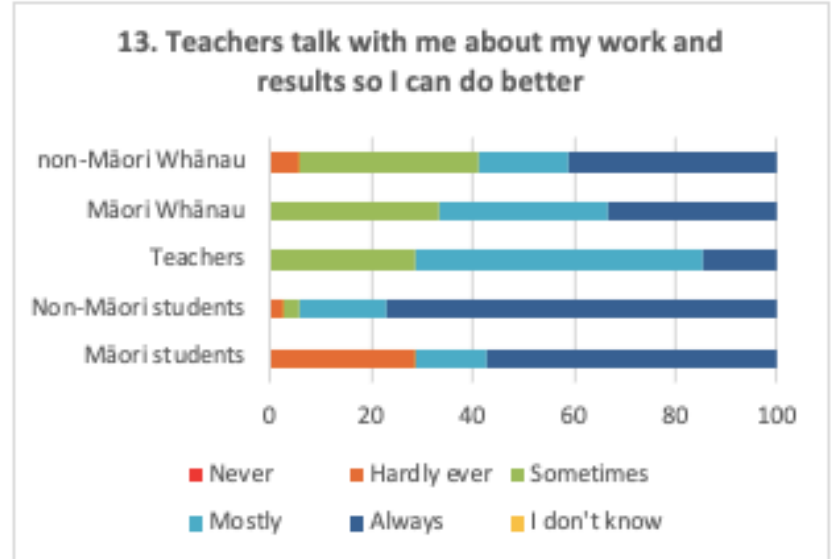
STRATEGIC PLANS 2021 - 2023

STRATEGIC GOAL: <i>Grow inclusive relationships</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
House system to support academic learning	Research examples of Tuakana Teina and visit schools using it. (student leaders, student led activities, Electives, etc)	Wayne and Pam	1 day 1 reliever	List of activities/programmes used to develop tuakana teina	
	Feedback to staff and discuss programme changes,		Staff meeting	Programmes to initiate and a timeframe for initiation	
	Begin activities: Weekly organised lunchtime sports by House Buddy reading in Houses Learning Buddies – Learning buddy in same House Raamere Rapunga – student choice of learning activity. House gardens.	Pam	Term 1, 2021 1hr/wk + 2hrs 1/2hr/wk + 1hr As needed 1hr/wk + 2hrs 1/2hr/wk (2 days release - \$700)	Large numbers of students engaged in the activity. Older students more respectfully supporting. Students seek out students for support	Improved relationships between students
	Termly House competitions: 1 sport (T1 – Swim; T2 - ?; T3 - X Country; T4 – Aths) 1 academic (T1 – Maths; T2 – Read; T3 – Speech; T4 – IT)	Pam Pam	2hrs/term	Pride in supporting their House to do the activities	Improved relationships between students
	Big Brother/Big Sister programme (Peer Mediators)	Wayne/Mandy	Term 2, 2hrs (within WST release)	Students are using each other to solve issues and proactively looking to support younger students	Increased respectful relationships between students
	Leadership programme for older students	Mandy/Courtney	1 day plus 10 mins/day \$	Student focus group – questions about keen, able to assume leadership roles. Student voice on leadership opportunities	
	Culturally Responsive Practices	Engage Poutama Pounamu to initiate Rongohia te Hau survey and analyse data.	Wayne	3hrs	Baseline data of where we fit in the CRP matrix
PLD with paepae time – using the language within the paepae to enhance te reo and tikanga knowledge.		Wayne Teachers	20mins – 1hr/4 days a week	Student and staff use of te reo vocabulary and tikanga	Authentic te reo and tikanga growth
PLD and implement Learner Agency programme (Support from Poutama Pounamu)		Wayne	1 day + regular staff meetings	Learner Agency matrix	Students and teachers are self evaluating at higher levels of the Agency matrix
Te reo classes for staff		Wayne	2hrs/wk 1 term \$120/tchr	Increased te reo and tikanga knowledge	Increased use of te reo and tikanga in everyday learning.

	Kapahaka – tutors paid to run the group, weekly.	Wayne/Taylah	1hr/wk ?	Kapahaka is tutored by high quality tutors	Group perform at the Cambridge Kapahaka festival 2021 onwards
Design local curriculum	Engage with mana whenua around the curriculum they see as important for tamariki	SLT	1 day then 3hrs/term	Curriculum plan that includes hapu and local input	A curriculum which is relevant to our area and our students
	Revise current school curriculum in combination with culturally responsive practice to design a curriculum which reflects our location, our history, our strategic goals and values.	Wayne	3 days	New curriculum for Roto-o-Rangi School	A curriculum which is relevant to our area and our students
	Engage with Whaanau hui re: new curriculum	Wayne	2 x 3hrs each 6 months	Whaanau add to the curriculum	Increased whaanau and student engagement
Closer engagement with families and whaanau	Research about how to get strong engagement. Find schools that have strong community engagement, visit and report.	Wayne/Mandy	2 days 2 reliever costs	List of practices used to engage with the community	Action plan for community engagement created
	Term activities inviting all whaanau into school e.g. Welcome BBQ in Term 1, Movie night – Term 2, Matariki hangi in Term 3, Sports evening – Term 4	Wayne/Taylah	4 x 6hrs	Number of parents involved in activities. Number of parents organising events.	Families being involved in “Fun” activities at the school feeling more involved in the school
	Termly whaanau hui	Wayne	2hrs / term	Number of whaanau attending meeting and willingness to run the meetings	Whaanau more involved in and directing the school
	Termly activities to involve whaanau through class learning: Grandparents day, Art Week, Ag Day, etc	All teachers	1-4hrs / term		

STRATEGIC GOAL: <i>Building future focussed learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Teaching as Inquiry	Peers coaching each other through their Inquiry	Wayne/All	1.5hrs/term	Regular meetings between peers to analyse teaching practice	Teachers are changing practice based on evidence from Inquiry
	Collaborative coaching sessions at least every 5 weeks.	All	1/2hr/staff meeting	Collaborative coaching methodology	Teachers supporting each other to change teaching practices
Critical / Creative Thinking	PLD for whole staff	Wayne	3-4hrs		
	Topic work to focus on the HOT Tools to support Thinking	All		Students articulate and use varied HOT Tools effectively	Learning is more focussed on thinking than remembering facts.
	Thinking Tools schema developed to be incorporated into teaching and Learning programmes	All	4-5 hours	Thinking Tool schema developed	Learners applying thinking skills to their learning in a more structured format
	Topic work incorporates HOT Tools into all areas of teaching and learning	All		HOT Tools schema used when planning, learning and assessment activities	Learners thinking more deeply about their learning
Curriculum PLD	Contact RTLit for suggested spelling programmes/ALL programme	Mandy	1hr	RT Lit suggest useful programmes	Implement spelling programme that improves reading and writing
	PLD in Spelling programme/ALL programme	Mandy	10-15hrs	Spelling programme implemented across the school	Teachers confident to use and consistent approach/vocab across the school
	School-wide adoption of spelling programme	Mandy/All	2hrs/wk	Spelling tests	Improved literacy skills

STRATEGIC GOAL: <i>Growing collaboration to be stronger learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Learner Agency	Learner Agency Skills matrix re-visited by staff.	Wayne	1hr	LA Matrix	Teachers increasing the LA skills they use in cla
	New staff PLD in LA	Wayne	15hrs	Using Success Criteria, curriculum matrices, feedback in lessons	Students having more control over their learning
	Literacy programmes following LA methods – Develop SC, re-visit SC, Feedback, next learning steps.	Wayne	8hrs/wk	Observation of teacher practice Using Success Criteria, curriculum matrices, feedback	Students having more control over their literacy learning
	Numeracy programmes following LA methods – Develop SC, re-visit SC, Feedback, next learning steps.	Wayne	4hrs/wk	Observation of teacher practice Using Success Criteria, curriculum matrices, feedback	Students having more control over their maths learning
	All learning programmes following LA methods – Develop SC, re-visit SC, Feedback, next learning steps.	Wayne	6hrs/wk	Observation of teacher practice Using Success Criteria, curriculum matrices, feedback	Students having more control over their topic learning
Change teaching practices to a problem solving curriculum.	Skills explicitly taught – turn taking, sharing, leading, supporting, compromise, choosing solution based on merit activities	All	20mins/wk		Learners have skills to collaborate and work well in teams/groups
	Long term plans incorporate problem solving based assessment activities and topics are problem based.	All	3hrs/term	Long term plan format change	Students learning goals have problem
	Maths problem solving day each week	Wayne	1hr/wk	Thursday maths curriculum is a problem solving lesson	Larger knowledge of problem solving strategies and use of the strategies.
Using technology to work collaboratively	Develop a Self evaluation form on Google Apps capabilities	Courtney	2hrs	Completed the self evaluation form	Data to develop PLD plan for Google Apps
	Plan online based Google Apps internal PLD	Courtney	2-3hrs	Plan developed for individual teachers.	Each teacher improves Google Apps knowledge
	Implement online based PLD for Google Apps	Courtney/All	0.5hrs/wk 1 day release	Self evaluation forms show improvement in knowledge of google apps from initial completion of questionnaire	Teachers are regularly using Google apps in teaching and students are using in their learning
	Literacy programmes incorporate Google Apps skills regularly to support sharing, feedback and co-operative activities i.e. google docs for writing to share with peers for feedback, collaborating on ideas, proofing, etc	Courtney	0.5hrs/fortnight		

Target 1	a./ To have 100% of students and staff saying they hear and use te reo at least sometimes. b./ To have all children at Level 3 for all questions on the Belonging survey																																																																																				
Baseline Data	<div style="display: flex; justify-content: space-around;"> <div data-bbox="387 164 1216 560"> <p style="text-align: center;">15. In my classes I hear te reo Māori</p>  <table border="1"> <caption>Approximate data for Question 15</caption> <thead> <tr> <th>Group</th> <th>Never</th> <th>Hardly ever</th> <th>Sometimes</th> <th>Mostly</th> <th>Always</th> <th>I don't know</th> </tr> </thead> <tbody> <tr> <td>non-Māori Whānau</td> <td>0</td> <td>0</td> <td>22</td> <td>18</td> <td>40</td> <td>10</td> </tr> <tr> <td>Māori Whānau</td> <td>0</td> <td>0</td> <td>32</td> <td>30</td> <td>20</td> <td>10</td> </tr> <tr> <td>Staff</td> <td>0</td> <td>10</td> <td>50</td> <td>20</td> <td>10</td> <td>0</td> </tr> <tr> <td>Non-Māori students</td> <td>10</td> <td>10</td> <td>40</td> <td>20</td> <td>10</td> <td>0</td> </tr> <tr> <td>Māori students</td> <td>0</td> <td>25</td> <td>30</td> <td>25</td> <td>10</td> <td>0</td> </tr> </tbody> </table> </div> <div data-bbox="1238 164 2067 560"> <p style="text-align: center;">16. In my classes we use te reo Māori in our learning</p>  <table border="1"> <caption>Approximate data for Question 16</caption> <thead> <tr> <th>Group</th> <th>Never</th> <th>Hardly ever</th> <th>Sometimes</th> <th>Mostly</th> <th>Always</th> <th>I don't know</th> </tr> </thead> <tbody> <tr> <td>non-Māori Whānau</td> <td>0</td> <td>0</td> <td>35</td> <td>20</td> <td>25</td> <td>10</td> </tr> <tr> <td>Māori Whānau</td> <td>0</td> <td>0</td> <td>65</td> <td>15</td> <td>10</td> <td>0</td> </tr> <tr> <td>Staff</td> <td>0</td> <td>10</td> <td>70</td> <td>10</td> <td>0</td> <td>0</td> </tr> <tr> <td>Non-Māori students</td> <td>0</td> <td>10</td> <td>40</td> <td>30</td> <td>10</td> <td>0</td> </tr> <tr> <td>Māori students</td> <td>0</td> <td>10</td> <td>55</td> <td>20</td> <td>10</td> <td>0</td> </tr> </tbody> </table> </div> </div> <p data-bbox="342 547 638 614">a./ b./ No baseline data yet.</p>	Group	Never	Hardly ever	Sometimes	Mostly	Always	I don't know	non-Māori Whānau	0	0	22	18	40	10	Māori Whānau	0	0	32	30	20	10	Staff	0	10	50	20	10	0	Non-Māori students	10	10	40	20	10	0	Māori students	0	25	30	25	10	0	Group	Never	Hardly ever	Sometimes	Mostly	Always	I don't know	non-Māori Whānau	0	0	35	20	25	10	Māori Whānau	0	0	65	15	10	0	Staff	0	10	70	10	0	0	Non-Māori students	0	10	40	30	10	0	Māori students	0	10	55	20	10	0
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Baseline Data	To be collated in Term 2																																																																																				
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ANNUAL PLAN 2021

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PLD and implement Learner Agency programme (Support from Poutama Pounamu)		Wayne	2 TOD + regular staff meetings	Learner Agency matrix with additional Maori specific criteria	Students and teachers are self evaluating at higher levels of the Agency matrix

			(30hrs PLD from MOE)		
	Te reo classes for staff	Wayne	2hrs/wk 1 term \$2,000	Increased te reo and tikanga knowledge	Increased use of te reo and tikanga in everyday learning.
	Kapahaka – tutors paid to run the group, weekly.	Wayne	1hr/wk \$5,000	Kapahaka is tutored by high quality tutors	Group perform at the Cambridge Kapahaka festival 2021 onwards
Design local curriculum	Engage with mana whenua around the curriculum they see as important for tamariki	SLT	1 day then 3hrs Term 3 and 4	Curriculum plan that includes hapu and local input	A curriculum which is relevant to our area and our students
	Revise current school curriculum in combination with culturally responsive practice to design a curriculum which reflects our location, our history, our strategic goals and values.	Wayne	3 days	New curriculum for Roto-o-Rangi School	A curriculum which is relevant to our area and our students
	Engage with Whaanau hui re: new curriculum	Wayne	2 x 3hrs each 6 months	Whaanau add to the curriculum	Increased whaanau and student engagement
Closer engagement with families and whaanau	Research about how to get strong engagement. Find schools that have strong community engagement, visit and report.	Wayne	2 days 2 reliever costs	List of practices used to engage with the community	Action plan for community engagement created
	Term activities inviting all whaanau into school e.g. Welcome BBQ in Term 1, Movie night – Term 2, Matariki hangi in Term 3, Sports evening – Term 4	All	4 x 6hrs	Number of parents involved in activities. Number of parents organising events.	Families being involved in “Fun” activities at the school feeling more involved in the school
	Termly whaanau hui	Wayne/WST	2hrs / term	Number of whaanau attending meeting and willingness to run the meetings	Whaanau more involved in and directing the school
	Termly activities to involve whaanau through class learning: Grandparents day, Art Week, Ag Day, etc	All	1-4hrs / term	Number s of whaanau attending days increased to at least 60% verall. Recording of engagement in student learning through questions at	More whaanau attending and engaging with the school around student learning

STRATEGIC GOAL: <i>building future focussed learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Curriculum PLD	Contact RTLit for suggested spelling programmes/ALL programme	Wayne	1hr	RT Lit suggest useful programmes	Implement spelling programme that improves reading and writing
	PLD in Spelling programme/ALL programme	WST	10-15hrs SLT time + ½ TOD + (MOE funded ALL programme)	Spelling programme implemented across the school. Phonological awareness data collected. Writing and Reading levels	Teachers confident to use and consistent approach to spelling and vocab across the school. Accelerated learning in Literacy
	School-wide adoption of spelling programme	WST/All	2hrs/wk	Spelling tests show greater accuracy within unknown words, Essential spelling lists tests	Improved literacy skills – reading unknown words more accurately so reading levels increase; writing levels increase as writing is more accurate and fluent; spelling accuracy improves.

STRATEGIC GOAL: <i>Growing collaboration to be stronger learners</i>					
INITIATIVE	ACTIONS	ACCOUNTABLE / RESPONSIBLE	TIME & COST	MEASURES	OUTCOME
Learner Agency	Learner Agency Skills matrix re-visited by staff.	Wayne	1hr	LA Matrix	Teachers increasing the LA skills they use
	New staff PLD in LA (<i>tied in with CRP work</i>)	Wayne	15hrs	Using Success Criteria, curriculum matrices, feedback in lessons	Students having more control over their learning
Using technology to work collaboratively	Develop a Self evaluation form on Google Apps capabilities	Wayne	1hr	Completed the self evaluation form	Data to develop PLD plan for Google Apps
	Plan online based Google Apps internal PLD	Wayne	10 hrs	Plan developed for individual teachers.	Each teacher improves Google Apps knowledge
	Implement online based PLD for Google Apps	Wayne	0.5hrs/wk	Self evaluation forms show improvement in knowledge of google apps from initial completion of questionnaire	Teachers are regularly using Google apps in teaching and students are using in their learning

ANALYSIS OF VARIANCE FOR 2020 TARGETS

School Name:	Roto-o-Rangi		School Number:	1927	
Strategic Aim:	All students are successfully accessing the depth and breadth of the NZC.				
Annual Aim:	Accelerating achievement of students Needing Acceleration to achieve expected levels.				
Target:	To accelerate all Maaori achievement in writing to be similar to NZE achievement and/or greater than 85% At/Above expected levels.				
Baseline Data:	Ethnicity	Above	At	N.A.	NSA
	NZ European	6%	80%	9%	5%
	NZ Maori	15%	55%	30%	0%
	NZ European	4	51	6	3
	NZ Maori	3	11	6	0

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																		
<p>Engaged in topics much in line with Te Ao Maaori – local stories, my place.</p> <p>Targeted support to students under achieving in writing, particularly if they are Maaori.</p> <p>Improved staff use of te reo Maaori to develop a more inclusive environment.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #D9E1F2;">Row Labels</th> <th style="background-color: #D9E1F2;">ABOVE</th> <th style="background-color: #D9E1F2;">AT</th> <th style="background-color: #D9E1F2;">NA</th> <th style="background-color: #D9E1F2;">NSA</th> <th style="background-color: #D9E1F2;">Total</th> </tr> </thead> <tbody> <tr> <td>Filipino</td> <td>20%</td> <td>80%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>NZ European</td> <td>8%</td> <td>68%</td> <td>18%</td> <td>6%</td> <td>100%</td> </tr> <tr> <td>NZ Maori</td> <td>10%</td> <td>40%</td> <td>45%</td> <td>5%</td> <td>100%</td> </tr> <tr> <td>Other Euro</td> <td>0%</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Grand Total</td> <td>8%</td> <td>64%</td> <td>21%</td> <td>6%</td> <td>100%</td> </tr> <tr> <td>Filipino</td> <td>1</td> <td>4</td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>NZ European</td> <td>6</td> <td>53</td> <td>14</td> <td>5</td> <td>78</td> </tr> <tr> <td>NZ Maori</td> <td>2</td> <td>8</td> <td>9</td> <td>1</td> <td>20</td> </tr> <tr> <td>Other Euro</td> <td></td> <td>4</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td>Grand Total</td> <td>9</td> <td>69</td> <td>23</td> <td>6</td> <td>107</td> </tr> </tbody> </table> <p>NA means Needing Acceleration NSA means Needing Significant Acceleration</p>	Row Labels	ABOVE	AT	NA	NSA	Total	Filipino	20%	80%	0%	0%	100%	NZ European	8%	68%	18%	6%	100%	NZ Maori	10%	40%	45%	5%	100%	Other Euro	0%	100%	0%	0%	100%	Grand Total	8%	64%	21%	6%	100%	Filipino	1	4			5	NZ European	6	53	14	5	78	NZ Maori	2	8	9	1	20	Other Euro		4			4	Grand Total	9	69	23	6	107	<p>A significant group of Maaori students entered the school in 2020 who were at a NMA or NA level which we were not able to move enough in the time they were here. The majority of those Maaori students were also Boys.</p> <p>Writing programmes have not engaged with Maaori students enough, nor Maaori boys.</p> <p>Not enough support resources to accelerate the learning needs of students needing the support.</p>	<p>Support programmes need to be more culturally responsive to engage with our Maaori boys.</p> <p>All teaching practice needs to be more culturally responsive to engage Maaori students, particularly Maaori boys.</p> <p>More emphasis on surface features to support success in this aspect of writing, particularly phonemic spelling.</p>
Row Labels	ABOVE	AT	NA	NSA	Total																																																																
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Planning for next year:

Continue to monitor progress of this group of students and continue to provide support as needed.
Do extensive PLD on Culturally Responsive Practice to help improve engagement of Maaori students, thus raise student outcomes.
Adopt a phonemic spelling programme across the school which will support improvements in both reading and writing.

School Name:	Roto-o-Rangi				School Number:	1927																																			
Strategic Aim:	All students are successfully accessing the depth and breadth of the NZC.																																								
Annual Aim:	Accelerating achievement of students trending Below or Well Below expected levels of achievement.																																								
Target:	To accelerate all Girls achievement in Maths to match or surpass Boys achievement levels																																								
Baseline Data:	Gender	Above	At	N.A.																																					
	Female	24%	42%	33%																																					
	Male	24%	55%	19%																																					
	TOTAL	24%	48%	26%																																					
	Female	11	19	15																																					
	Male	10	23	8																																					
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>				Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																			
<p>Some girls were given some support in Numeracy if they were identified as Needing Acceleration to reach expected levels.</p> <p>More Hauora based activities were used in class to support well being.</p> <p>Extension lessons were provided for senior students, particularly girls, to provide role models.</p>	<table border="1"> <thead> <tr> <th>Maths by Gender</th> <th>ABOVE</th> <th>AT</th> <th>NA</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>11</td> <td>29</td> <td>16</td> <td>56</td> </tr> <tr> <td>Male</td> <td>15</td> <td>27</td> <td>10</td> <td>52</td> </tr> <tr> <td>Total</td> <td>26</td> <td>56</td> <td>26</td> <td>108</td> </tr> <tr> <td>Female</td> <td>20%</td> <td>52%</td> <td>29%</td> <td>100%</td> </tr> <tr> <td>Male</td> <td>29%</td> <td>52%</td> <td>19%</td> <td>100%</td> </tr> <tr> <td>Total</td> <td>24%</td> <td>52%</td> <td>24%</td> <td>100%</td> </tr> </tbody> </table> <p>NA means Needs Accelerating</p> <p>COVID 19 had a significant impact on student achievement over the year.</p>				Maths by Gender	ABOVE	AT	NA	Total	Female	11	29	16	56	Male	15	27	10	52	Total	26	56	26	108	Female	20%	52%	29%	100%	Male	29%	52%	19%	100%	Total	24%	52%	24%	100%	<p>The targeted support for Maths was re-directed as other learning issues arose that required the time.</p> <p>Whilst there was improvement in the number of girls moving from NA to At expected levels, it did not catch up to the boys.</p> <p>There was not enough support for all the children requiring acceleration, therefore there wasn't significant enough progress.</p>	<p>To ensure there is more support placed on Numeracy learning in 2021.</p> <p>Promote girls competence in Maths and continue to include them in extension groups in this field.</p> <p>Examine Maths teaching practices to gauge why they are under-achieving.</p> <p>Promote girls competence with families/whaanau to reverse social trend of accepting it is a "boys subject".</p> <p>Look at ways to better engage girls with maths.</p>
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Planning for next year:																																									
<p>Girls to continue to be supported in learning programmes and progress monitored each term.</p> <p>Staff to collaborative coach around girls' engagement with maths.</p> <p>Promote girls as strong mathematicians and include in an extension Maths group in Year 3/4 and Year 5/6.</p>																																									

School Name:	Roto-o-Rangi		School Number:	1927
Strategic Aim:	Develop and maintain Innovative resources and teaching practice to meet the future needs of the students and staff.			
Annual Aim:	Digital technology curriculum implemented across all classes.			
Target:	Digital technology, all Yr4 to Yr6 are able to have achieved the progress outcomes in digital technology. The aim is 90% achieved the first 2 progress outcomes for Computational thinking and the first progress outcome for designing and developing digital outcomes.			
Baseline Data	There was no baseline data			
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>	
<p>Engaged in PLD in the Digital Technologies with outside providers.</p> <p>Explicitly taught units from the Digital Technologies curriculum.</p> <p>Included digital technologies activities in Units covered throughout the year.</p>	<p>Incomplete Data.</p> <p>From the incomplete data, it appears as though the majority of the students were able to meet the</p>	<p>Due to COVID 19, this impacted significantly on the context for developing the activities used to learn and assess against the digital technologies curriculum and seriously affected the teaching of this curriculum area. It resulted in group data being gathered rather than individual, and from sample groups rather than whole class (in some circumstances).</p>	<p>Regular inclusion of the digital technologies curriculum in our planning so there is more than 1 or 2 opportunities throughout the year.</p> <p>Continue PLD in the Digital technologies, aimed at less technological resources.</p> <p>Provide Digital Tech lessons outside the classroom environment.</p> <p>Invest in more digital tech resources.</p>	
Planning for next year:				
<p>Plan specific Digital Tech units within broader concepts so that the essence of the Digital Tech learnings are not missed, and then assess.</p> <p>Continue with PLD in house on Digital Technologies.</p> <p>Continue to grow digital technology resources in the school.</p>				