

<b>Focus: Reading</b>			
<b>Strategic Aim:</b> Embed the St Brigid's Curriculum that provides rich learning opportunities			
<b>Annual objectives:</b>			
<ul style="list-style-type: none"> <li>• Continue to increase achievement in reading for all students</li> <li>• Increase the level of engagement in the reading process, with a particular focus on boys</li> <li>• Address the needs of students who are 'at risk' or are 'fragile learners' in relation to the Curriculum Expectations for their year group</li> <li>• Evaluate effectiveness of all supports given to assist students to accelerate their progress in relation to Curriculum Expectations</li> </ul>			
<b>Baseline data:</b>			
2020 Baseline data:			
<ul style="list-style-type: none"> <li>• 14 boys were judged below Curriculum Expectation for reading. These boys are spread across the school</li> <li>• 8 girls were judged below Curriculum Expectation for reading. These girls are spread across the school</li> <li>• 8 ELL students did not reach Curriculum Expectation</li> <li>• NB – Two Maori and two Pasifika students did not meet expectation</li> </ul>			
2021 annual targets: <b>There were 27 students who did not achieve at expectation at the end of 2020; 22 will be attending St Brigid's in 2021 and all these children will be in the target group that will be monitored through three lenses:</b>			
<ul style="list-style-type: none"> <li>• All boys who were below Curriculum Expectation for reading at the end of 2020 will be achieving at expectation by the end of the school year</li> <li>• All girls who were below Curriculum Expectation for reading at the end of 2020 will be achieving at expectation by the end of the school year</li> <li>• All current ELL students will be achieving at expectation by the end of the school year</li> </ul>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>Goals for each Team to unpack and focus on:</b> <b>Tier 3</b> <ul style="list-style-type: none"> <li>• Individual targeted students will have detailed and tracked interventions planned and monitored by the classroom teacher with a high level of accountability</li> <li>• Targeted ELL support both in small groups and in class</li> <li>• Classroom teacher works closely with teacher aides within classroom for individual and small group work on identified needs of students</li> <li>• Targeted literacy support provided by releasing classroom teachers to work with individuals or small groups</li> <li>• Appropriate supports (such as assistive technology) will be inquired into for students that may have a learning difficulty, such as dyslexia</li> <li>• Referrals to the RTLit when appropriate</li> </ul> <b>Tier 2</b> <ul style="list-style-type: none"> <li>• To increase the level of engagement and confidence in the reading process, with a particular focus on the first three years</li> </ul>	<p>By the end of 2021, all 22 of the original target students in reading were at St Brigids School.</p> <p>Overall 45% of students who were below NZ Curriculum expectations are now AT EXPECTATION.</p> <p><b>Of the 14 boys:</b></p> <ul style="list-style-type: none"> <li>• 6 are now at expectation</li> <li>• 6 remain below</li> <li>• 3 are well below</li> </ul>	<p>Teachers are aware of the barriers some of our students have with reading, including dyslexia and ADD and work to find ways to ensure that they provide the teaching that these children need.</p> <p>We continue to strengthen our diagnostic processes across the school and this has improved teacher understanding of the phonological gaps that get in</p>	<p>We will continue to build students' confidence in their reading for ALL children, but with a particular focus on our underachievers (target children)</p> <p>Approaches, such as Better Start Literacy and Sounds Like Fun are being used to support development in literacy. An initiative in the annual plan is to develop the St Brigid's Literacy Approach which will pull together best practice that works for our children and that will</p>

<ul style="list-style-type: none"> <li>● To analyse barriers to reading and further develop our analytical and diagnostic skills relating to children’s reading to inform next steps teaching</li> <li>● To continue to provide a rich and vast selection of reading material, both fiction and non fiction to engage interest</li> <li>● To continue to implement the professional learning in reading eg, Better Start professional development</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>● Those students who remain within the classroom programme, especially the ‘fragile ats’ will be closely monitored and progress and programmes discussed at team meetings</li> <li>● Teachers will inquire into their own practice to help identify and plan explicit acts of teaching that will promote student learning and engagement</li> <li>● To build upon teacher knowledge in identification and support for students with low phonological awareness in the early years, using Shine programme and other resources</li> <li>● To increase staff understanding and capability to develop an inquiry mindset for increasing student engagement</li> <li>● To share expertise and develop further understanding about phonological awareness and how this impacts student learning in literacy across the school</li> </ul>	<p><b>Of the 8 girls:</b></p> <ul style="list-style-type: none"> <li>● 4 are now at expectation</li> <li>● 3 remain below</li> <li>● 1 is well below</li> </ul> <p><b>Of the 8 ELL Students:</b></p> <ul style="list-style-type: none"> <li>● 3 are now at expectation</li> <li>● 4 remain below</li> <li>● 1 is well below</li> </ul>	<p>the way of decoding text for meaning</p> <p>Teachers explicitly teach a phonics programme that provides children with better decoding</p> <p>Fourteen of these children have recognised (diagnosed) learning difficulties .These children present with learning delays, anxiety, ADD/ADHD, autism and dyslexia</p>	<p>become a meaningful document to guide our Literacy teaching.</p> <p>Correspondence to parents from classroom teachers (and at meetings) – needs to be more explicit about the need for a response or action from them. The intent being to encourage parents to become more engaged with their child’s learning with confidence that we will be supporting them with this.</p> <p>Closer monitoring of target students needs to happen, with teachers having more accountability for these students. Tracking for these students needs to be more relentless and progress (and barriers) shared within teams for ongoing reflection and to generate “different” ideas for these students who find reading difficult.</p>
<p><b>Planning for next year:</b></p> <p>Whilst we will continue to provide children with relentless quality teaching and maintain current high expectations for ALL, we will place greater emphasis and urgency on those who are not achieving in reading and will monitor the progress of these students very closely, through team meetings and individual reflection.</p> <p>Collaborative planning within teams to develop a rich literacy programme that identifies and targets those who are requiring additional support. This is supported by monitoring of target and fragile learnings to track progress. Targeted assessment - small but often</p> <p>Ensuring that professional development is linked to targeted students and then improving teacher knowledge, skill and strategy. Making clearer and more explicitness around building teacher competencies in reading, writing, mathematics</p>			

<b>Focus: Writing</b>			
<b>Strategic Aim:</b> Embed the St Brigid's Curriculum that provides rich learning opportunities			
<b>Annual objectives:</b>			
<ul style="list-style-type: none"> <li>• Continue to increase achievement in writing for all students</li> <li>• Increase the level of engagement in the writing process, with a particular focus on boys</li> <li>• Address the needs of students who are 'at risk' or are 'fragile learners' in relation to the Curriculum Expectations for their year group</li> <li>• Evaluate effectiveness of all supports given to assist students to accelerate their progress in relation to Curriculum Expectations</li> </ul>			
<b>Baseline data:</b>			
2020 Baseline data:			
<ul style="list-style-type: none"> <li>• 25 boys were judged below Curriculum Expectation for writing. These boys are spread across the school</li> <li>• 9 girls were judged below Curriculum Expectation for writing. These girls are spread across the school, although there are none in year 5 and only 1 in year 2, 6 and 8</li> <li>• 15 ELL students did not reach Curriculum Expectation</li> <li>• NB – Three Pasifika and two Maori students did not meet expectation</li> </ul>			
2021 annual targets: <b>There were 36 students who did not achieve at expectation at the end of 2020; 34 will be attending St Brigid's in 2021 and all these children will be in the target group that will be monitored through three lenses:</b>			
<ul style="list-style-type: none"> <li>• All boys who were below Curriculum Expectation for writing at the end of 2020 will be achieving at expectation by the end of the school year</li> <li>• All girls who were below Curriculum Expectation for writing at the end of 2020 will be achieving at expectation by the end of the school year</li> </ul>			
All current ELL students will be achieving at expectation by the end of the school year			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>Goals for each Team to unpack and focus on:</b> <b>Tier 3</b> <ul style="list-style-type: none"> <li>• Planned interventions that more fully engage boys in the writing process</li> <li>• Individual targeted students will have detailed and tracked interventions planned and monitored by the classroom teacher with a high level of accountability</li> <li>• Targeted ELL support both in small groups and in class</li> <li>• Classroom teacher works closely with teacher aides within classroom for individual and small group work on identified needs of students</li> <li>• Targeted literacy support provided by releasing classroom teachers to work with individuals or small groups</li> <li>• Appropriate supports (such as assistive technology) will be inquired into for students that may have a learning difficulty, such as dyslexia</li> </ul> <b>Tier 2</b> <ul style="list-style-type: none"> <li>• To increase the level of engagement and confidence in the writing process, with a particular focus on boys, Maori and younger students</li> <li>• To analyse barriers to writing and further develop our analytical skills relating to children's writing to inform next steps teaching</li> </ul>	<p>By the end of 2021, 33 of the original 34 target students in writing were at St Brigid's School.</p> <p>Overall 27% of students who were below NZ Curriculum expectations are now AT EXPECTATION. (last year it was 37% and the previous year 30%)</p> <p><b>Of the 25 boys:</b></p> <ul style="list-style-type: none"> <li>• 6 are now at expectation</li> <li>• 15 remain below</li> <li>• 3 are well below</li> <li>• 1 has left the school</li> </ul>	<p>Teachers are aware of the barriers some of our boys have with writing and are finding ways to ensure that they provide teaching opportunities that 'capture' boys' interests. This has resulted in just on a quarter of our targeted boys achieving at the expected level</p> <p>We continue to strengthen the moderation processes across the school and this has improved teacher understanding of expectations as well as ensuring they have a good</p>	<p>We will continue to build students' confidence in their writing for ALL children, but with a particular focus on our underachievers (target children)</p> <p>Approaches, such as Better Start Literacy and Sounds Like Fun are being used to support development in literacy. An initiative in the annual plan is to develop the St Brigid's Literacy Approach which will pull together best practice that works for our children and that will become a meaningful document to guide our Literacy teaching.</p>

<ul style="list-style-type: none"> <li>To continue to build links in writing to all areas of the curriculum with emphasis on inquiry topics</li> <li>To continue to strengthen our moderation of writing across the school</li> <li>To continue to implement the professional learning in writing eg, Shine professional development</li> </ul> <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>Those students who remain within the classroom programme, especially the 'fragile ats' will be closely monitored and progress and programmes discussed at team meetings</li> <li>Teachers will inquire into their own practice to help identify and plan explicit acts of teaching that will promote student learning and engagement</li> <li>To build upon teacher knowledge in identification and support for students with low phonological awareness in the early years, using Shine programme and other resources</li> <li>To increase staff understanding and capability to develop an inquiry mindset for increasing student engagement</li> <li>To share expertise and develop further understanding about phonological awareness and how this impacts student learning in literacy across the school</li> </ul>	<p><b>Of the 9 girls:</b></p> <ul style="list-style-type: none"> <li>3 are now at expectation</li> <li>4 remain below</li> <li>2 are well below</li> </ul> <p><b>Of the 15 ELL Students:</b></p> <ul style="list-style-type: none"> <li>7 are now at expectation</li> <li>6 remain below</li> <li>1 is well below</li> <li>1 has left the school</li> </ul>	<p>number of pieces of evidence of student writing.</p> <p>Just under a third of the group (9 students) have appeared in the writing data for the third to sixth time over the previous years. These children are hard to move in this area</p> <p>Fourteen of these children have recognised (diagnosed) learning difficulties. These children present with learning delays, anxiety, ADD/ADHD, autism and dyslexia</p> <p>Eight of these students have been given assistive technology which may help support their writing. <b>It is finding a way to teach these children that is the challenge for teachers</b></p>	<p>Correspondence to parents from classroom teachers (and at meetings) – needs to be more explicit about the need for a response or action from them. The intent being to encourage parents to become more engaged with their child's learning with confidence that we will be supporting them with this.</p> <p>More use of technology and Assistive Technology (through the MOE) will help support and continue to develop reluctant writers.</p> <p>Closer monitoring of target students needs to happen, with teachers having more accountability for these students. Tracking for these students needs to be more relentless and progress (and barriers) shared within teams for ongoing reflection and to generate "different" ideas for these students who find writing difficult.</p>
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**Planning for next year:**

Whilst we will continue to provide children with relentless quality teaching and maintain current high expectations for ALL, we will place greater emphasis and urgency on those who are not achieving in writing and will monitor the progress of these students very closely, through team meetings and individual reflection.

Collaborative planning within teams to develop a rich literacy programme that identifies and targets those who are requiring additional support. This is supported by monitoring of target and fragile learnings to track progress. Targeted assessment - small but often

Ensuring that professional development is linked to targeted students and then improving teacher knowledge, skill and strategy. Making clearer and more explicitness around building teacher competencies in reading, writing, mathematics

<b>Focus: Mathematics</b>			
<b>Strategic Aim:</b> Embed the St Brigid's Curriculum that provides rich learning opportunities			
<b>Annual objectives:</b> <ul style="list-style-type: none"> <li>Continue to increase achievement in mathematics for all students</li> <li>Address the needs of students who are 'at risk' or of 'cause for concern' in relation to the Curriculum Expectation for their year group</li> <li>Evaluate effectiveness of all supports given to assist students to accelerate their progress in relation to Curriculum Expectations</li> <li>Continue to develop school wide understanding of mathematics with an emphasis on problem solving and developing self efficacy</li> <li>Continue to develop school wide progressions and monitoring systems</li> <li>Strengthen moderation processes across the school</li> </ul>			
2020 Baseline data: <ul style="list-style-type: none"> <li>16 boys were judged below Curriculum Expectation for maths. These boys are spread across the school</li> <li>15 girls were judged below Curriculum Expectation for maths. These girls are spread across the school</li> <li>15 ELL students did not reach Curriculum Expectation</li> <li>NB – One Maori and three Pasifika students did not meet expectation</li> </ul>			
2021 annual targets: <b>There were 37 students who did not achieve at expectation at the end of 2020; 31 will be attending St Brigid's in 2021 and all these children will be in the target group that will be monitored through three lenses:</b> <ul style="list-style-type: none"> <li>All boys who were below Curriculum Expectation for maths at the end of 2020 will be achieving at expectation by the end of the school year</li> <li>All girls who were below Curriculum Expectation for maths at the end of 2020 will be achieving at expectation by the end of the school year</li> <li>All current ELL students will be achieving at expectation by the end of the school year</li> </ul>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<b>Goals for each Team to unpack and focus on:</b> <b>Tier 3</b> <ul style="list-style-type: none"> <li>In-class support with teacher-aide working alongside teacher to support targeted students</li> <li>Using expertise within the staff to support learners particularly students who have been identified as working below for 2 years or more.</li> <li>Small groups working to strengthen number knowledge</li> </ul> <b>Tier 2</b> <ul style="list-style-type: none"> <li>Using a variety of tools to explore and broaden the teaching of mathematics, including mixed grouping within classes and rich authentic problems</li> <li>Systems in place to improve and highlight the 'red flagging' of milestone achievements – monitoring at team meetings</li> </ul>	By the end of 2021, 30 of the 31 original target students in mathematics were at St Brigids School.  39% of student who were below NZ Curriculum Expectations are now AT EXPECTATION  <b>Of the 16 boys:</b> <ul style="list-style-type: none"> <li>8 are now at expectation</li> <li>3 remain below</li> <li>5 are well below</li> </ul>	There is no obvious reason why most of these students struggle with their mathematics. Most students are proficient in literacy acquisition. For most students, a poor attitude does not appear to be an issue; and the work being done around Mindset is helping with this.  For some students it appears that mathematics will be an on-going challenge, however	These students need more time to practise the new concepts taught.  Because these students appear to learn incrementally and then relationally they struggle to apply new concepts and therefore retain them. Many and varied opportunities to address this will need to be in place.  When students have been involved in authentic problem solving many have shown engagement and a positive attitude. This approach

<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>• Those students who remain within the classroom programme will be closely monitored and their progress and programmes discussed at team meetings</li> <li>• Teachers to continue to implement ideas and reflect on teaching and learning using ideas gained from previous PD and to develop positive maths mindsets within classes</li> <li>• Researched strategies that help build confidence, mathematical conversations and collaborative approaches to problem solving are used within classrooms.</li> </ul>	<p><b>Of the 15 girls:</b></p> <ul style="list-style-type: none"> <li>• 4 are now at expectation</li> <li>• 5 remain below</li> <li>• 5 are well below</li> <li>• 1 has left the school</li> </ul> <p><b>Of the 15 ELL students:</b></p> <ul style="list-style-type: none"> <li>• 8 are now at expectation</li> <li>• 5 remain below</li> <li>• 2 are well below</li> </ul>	<p>continuing exposure and engagement with strategies being introduced to the school will make a difference over time.</p> <p>More flexible grouping has helped shift the mindset of students. Whilst some students still hold a view of not being mathematically capable this does appear to be shifting. Holding this view does appear to impact their effort and approach to mathematics.</p> <p>Strengthening maths programme with a multi-faceted approach to teaching and learning linked to specific professional development.</p>	<p>forms part of our on-going professional development.</p> <p>Practical maths activities eg, planning, measuring, building rat traps etc has helped engage some of the children in this target group and mathematical inquiries will this sort of focus will be a planned part of learning programmes.</p>
<p><b>Planning for next year:</b></p> <p>Whilst the results for 2021 are an improvement on previous years, Maths will continue to be an identified and active focus for 2022, drawing from the existing expertise we have and support from an external provider, Janine Simpson. This will allow us to imbed the strategies that we are using in maths. Assessment will be a focus with an understanding that the better we are at identifying where the teaching needs to happen, the more teachers can target their teaching and improve outcomes for individuals.</p> <p>Ensuring that professional development is linked to targeted students and then improving teacher knowledge, skill and strategy. Making clearer and more explicitness around building teacher competencies in reading, writing, mathematics</p> <p>Developing knowledge and use of the PACT tool to give a clearer picture of where students are and what areas are strengths/weaknesses. This will also allow target students to be tracked more regularly and to track progress in 'smaller bites'</p>			