

Annual Goal One - Assessment and Evaluation - eTap Use

2022 Strategic Links

- *Engage and Develop Self*
- *Outward Focus*

Success Indicators:

- eTap use developed in order to provide valid and valuable achievement data at all levels – student/parent, teacher/learning leaders, Leadership/Board.
- Staff and Board are pro-actively utilising data as part of decision making processes.
- Spotlight being used and teachers feeling confident for this to go ‘Live’ to parents towards the end of the year.

Analysis Of Variance

What we achieved and reflections around this

eTap use developed in order to provide valid and valuable achievement data at all levels – student/parent, teacher/learning leaders, Leadership/Board.

- Using the features on eTap to look at student data has been very valuable for teachers and learning leaders. Analysing this movement using eTap has become part of the way things are done, although we do keep finding new features so we will be able to continue to enhance this.
- The data given to the Board is clearer and the graphs are able to help the Board to see the achievement more clearly.

Staff and Board are pro-actively utilising data as part of decision making processes.

- In general we are getting better at using data throughout the school structure to inform decision making and also to look at longer term shifts.
- The staff have been able to develop better systems for analysing the movement of student achievement using the systems we have developed through eTap over the past 18 months. They are now analysing movement over an 18 month period (next year we will be able to do 2 years) in order to see the longer learning journey of a child, rather than just the picture of that year. This has helped to identify students who are stagnant over periods of time and allowed us to put in more interventions for these students.
- We have been able to create 2022 class summary data for the 2022 Kōhanga teachers, so they are able to see the movement made in 2021 of children that will be coming to them in 2022. The teachers are then using this to inform their planning.
- Our Learning Support Coordinator, SENCO and Principal used the achievement data graphs to allocate the Learning Assistant hours for 2022, by looking at groups of children needing intervention in order to accelerate progress.
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What we didn't achieve and reasons for not achieving

We are still using limited use of eTap with our parent community.

- While the teachers have been developing confidence with using eTap they haven't really wanted to introduce this to the parents. I think this is a fair call, as there have been a number of times we have changed our minds about things, and I think to a parent this might come across that we don't know what we are doing, and in reality that is true, but also a valid part of the process.

Spotlight being used and teachers feeling confident for this to go ‘Live’ to parents towards the end of the year.

- A lot of work has gone into the preparation of the Learning Intentions. We initially set this up and then while I was on sabbatical the team did a lot of work during Level 4 Lockdown to refine the Learning Intentions so they aligned more closely with what our school wanted, rather than following the Master Set provided by eTap. These are now finalised and the teaching staff have backdated the Learning Intentions up to where the children are currently learning.
- Some teachers are more confident than others, but there is some really good stuff happening across the school. Teachers are uploading evidence to students' Learning Intentions and checking off when children have achieved their learning intentions.
- Teachers are learning to use the Learning Intentions as an active guide to their planning, though this isn't something that is 'business as usual' for them yet, so having this live to parents would have been confusing for parents and also given undue pressure to the teaching staff.

Reflections for moving forward

- There is still a lot of work to do in order for this work to be 'business as usual' and for it not to fall over if key personnel left.
- Next year we will be moving our reporting away from our current report format and onto Spotlights reports. I believe that although this will be ready by the end of Term 1, the truly live reporting, where a child's learning profile is constantly open for parents to see, won't be ready until the second half of the year. I think this is quite important for the safety of our teachers that we don't rush this process, as parents could potentially use this open learning profile as a way to compare teachers and make their own judgements about who is doing a good job and who isn't. Giving everyone the chance to feel confident and have feedback internally first and grow from this allows for safety when opening it up to parents.
- It has been really powerful having a PD provider work with us. Having Andy and Angela come to school on a regular basis (Termly) has meant that we have kept up momentum with this. We have also been able to work closely with them to ensure that the PD they provide is tailored to where each hub is up to in the process.

Annual Goal Two - Assessment and Evaluation - Values Competencies

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer Culture*
- *Outward Focus*

Success Indicators:

- Values Competencies being assessed and recorded in eTap.
- Teachers and students using valid assessment tasks to make judgements about placement and movement in the Competencies.
- Teachers using data from Values Competency Assessment to design their teaching and learning programmes.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Values Competencies being assessed and recorded in eTap.

- In some areas of the school this has begun. The students are setting a goal and then recording this on Spotlight. They are setting goals related to the Values Competency of the term.

Teachers and students using valid assessment tasks to make judgements about placement and movement in the Competencies.

- This is currently done in the seniors by self reflection and feedback from others. This is a valid type of assessment.
- In the earlier year levels the Learning Assistants have been trained to observe for Values Competencies shown through the children's Learning Through Play. Currently though Spotlight doesn't allow us to record this effectively on Spotlight.

Values Competencies being assessed and recorded in eTap.

- Currently Spotlight doesn't really allow us to record the values competencies the way we would ideally like to. We are working with Spotlight to have them develop a function where we are able to tag multiple competencies that are being shown in a given moment or task.
- We are also only just coming to terms with how the systems/schedules for assessing and recording can work.

Teachers and students using valid assessment tasks to make judgements about placement and movement in the Competencies.

- This is varied throughout the school. We have ideas moving forward about how to make this more intentional.

Teachers using data from Values Competency Assessment to design their teaching and learning programmes.

- This is not occurring. I think we will need to put some more intentional Professional Development into this area in order to see some real shifts in this thinking.

Reflections for moving forward

- I do wonder if the fact that we have to be very intentional about our Reading, Writing and Maths programmes, means that there is limited thought space left for teaching staff to put into this. It might be that we need to pause on this as much until our Reading, Writing and Maths data is routinely higher, and then focus on this. We have discussed around this at leadership level, but more around the LIGHTS process and how much time and energy this takes, which might be taking away from our ability to accelerate student achievement in Reading, Writing and Maths. In relation to LIGHTS we have decided that we need to work Smarter not Harder, so it might be that we need to think critically about this in relation to our Competencies as well.
- Te Kākano team are looking to be more intentional with their teachers being in The Play once a week, so the teachers are able to see the competencies that are developing through the play and set up some activities that are more intentionally prompting the development of certain interests or competencies.
- We have discussed the development of a schedule for Competency Assessment throughout the LIGHTS process. This will be helpful for the older students in regularly reflecting on the Values competencies.

Annual Goal Three - Assessment and Evaluation - Longitudinal Evaluation

2022 Strategic Links

- *Engage and Develop Self*

Success Indicators:

- Leadership team are able to use eTap effectively to see interventions for children and track the impact of these over a period of time.
- eTap set up effectively for relevant data to be collected.
- The Board are looking beyond achievement data into drivers of achievement.
- Staff and Board have a clear picture of where RCS students are integrating within MGS.

Analysis Of Variance**What we achieved and reflections around this****Leadership team are able to use eTap effectively to see interventions for children and track the impact of these over a period of time.**

- We are able to do this. Andy has shown us some easy ways to do this. The key is ensuring that staff are putting in the appropriate records at the time that an intervention is put in place. We have done a good end of year process this year for expectations on teaching staff with what needs to be in eTap.

eTap set up effectively for relevant data to be collected.

- eTap is now working well in relation to the collection of Reading, Writing and Maths achievement. The graphs are easy to use.

Staff and Board have a clear picture of where RCS students are integrating within MGS.

- We were able to look at this at the start of this year. Making this a yearly occurrence will be the key to seeing this, and particularly looking at how to have this as a systems thing, rather than relying on the connections of key personnel ie. the MGS AP being on the RCS Board.

The Board are looking beyond achievement data into drivers of achievement.

- I believe the Board looks deeply at the Achievement Data of our students and asks the appropriate questions.
- Reports are given to the Board with some information surrounding the data and the Board questions and challenges this information appropriately.

What we didn't achieve and reasons for not achieving**Reflections for moving forward**

- I believe the aspect of this goal that we need to continue working on is just ensuring that systems are followed and that every year we are following the appropriate steps to ensure we are robustly analysing the data and the longitudinal impacts.
- With Board elections coming up next year, there will also need to be some upskilling of new Board members that may come on in order to ensure they are well-equipped to dig into the data, as the current Board does.

Annual Goal Four - Assessment and Evaluation - Teaching, Learning and Achievement in Reading, Writing and Maths**2022 Strategic Links**

- *Engage and Develop Self*

Success Indicators:

- Student achievement data in standardised assessment has improved by 2-5% in reading, writing and maths.
- Achievement is lifted across the school in specific areas.

- Spotlight is being used effectively to use the Assessment for Learning process in the teaching and learning of specific areas.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

Student achievement data in standardised assessment has improved by 2-5% in reading, writing and maths.

- Student achievement rose by 10% in reading and 5% in maths, including an 18% improvement in children achieving above the expected standard in Maths.
- Student achievement dropped by 1% in writing, but the percentage of children achieving above the expected standard rose by 10%.
- Maths professional development really helped to boost student achievement in Te Mahuri.
- A big focus on teachers focussing on reading instruction and getting home partnerships working strongly has seen a major lift in Reading Achieving in Te Kākano.

Achievement is lifted across the school in specific areas.

- See above

Spotlight is being used effectively to use the Assessment for Learning process in the teaching and learning of specific areas.

- Having the Learning Intentions on Spotlight has helped to focus the teaching and learning, particularly for less experienced teachers or teachers who have recently changed year levels.

Reflections for moving forward

- We need to continue to look at the 'safety nets' that are in place for identifying students that might be falling through the cracks. I think this is a combination of Team Wide analysis so that Learning Leaders are able to identify those students in their hub who are not making adequate progress and then utilising our Learning Support Coordinator to provide support and accountability for the acceleration of these children's achievement. Systems also need to be put in place for Learning Leaders to identify target students and share this information each term with the principal.
- Seeing the impact that doing specific Maths PD has had on the Maths achievement has meant that we will be engaging in Maths PD next year for all our Year 3-8 teachers. This is a different approach to what I have generally thought is the best practice. I have operated with the thought that PD that covers more general things such as assessment practices etc will lift practice in all areas, and although I think this is still true, it seems that subject specific PD makes an impact on achievement in that area. What will be interesting to monitor closely is if this has a negative impact on the achievement of other areas or if the PD helps to also raise achievement in other areas too.
- We have also reflected on the idea that 'what we focus on flourishes'. We need to continue to reflect on this and work out whether we need to narrow our view of what's important or whether it is possible to have a wider, broader focus and work smarter somehow to see these things come to fruition.

Annual Goal five - English Language Learning and their families

2022 Strategic Links

- *Engage and Develop Self*
- *HELPer culture*

Success Indicators:

- Materials are developed for parents of our main 4 languages who enter the school at the New Entrant Level.
- All students of non-english speaking backgrounds are identified and funding applications are applied for and interventions are in place for language learning.
- Students have a strong sense of belonging.

- English language learners are growing in their language acquisition through the intentionality in the small group instruction and how this is complemented in the Play.
- All Teacher Aides and Teachers are feeling confident in building oral language skills in children in the Play Environment.
- Teachers moderate assessments with the ELL learning assistant, and have a clear understanding of a child's next steps in relation to English Language Progressions.

Analysis Of Variance

What we achieved and reflections around this

What we didn't achieve and reasons for not achieving

All students of non-english speaking backgrounds are identified and funding applications are applied for and interventions are in place for language learning.

- We have improved in this a lot, particularly with our New Entrants. At our enrollment interview we now ask questions about their native language and languages spoken at home etc.
- We have had a big increase in the children we are applying for funding for.

Students have a strong sense of belonging.

- I have observed that children feel comfortable in the school environment speaking their language of origin and English.
- We had a lovely compliment from one parent during our recent enrolment interviews, saying that his older daughter who is already at school feels she can be completely herself and is accepted for this, referring to culturally. He described that their particular culture within Indian culture is not always accepted so the fact that his daughter can feel proud of who she is is very special to them.
- The diversity of culture within our students is noticeable and I think this in itself helps to create belonging.
- I still hear the odd racist insult coming through in the older children, which we need to continue to work on.

English language learners are growing in their language acquisition through the intentionality in the small group instruction and how this is complemented in the Play.

- The small group system is working effectively.
- Our ELL Learning Assistant is currently studying to further develop her skills in this area
- Attending the CEN Kahui Ako group for ELL teachers has also helped to strengthen practice.

All Teacher Aides and Teachers are feeling confident in building oral language skills in children in the Play Environment.

- Our LSC and one teacher attended an oral language course through the Rolleston Kāhui ako this year. They were able to bring this information back and share it with the rest of the team.
- Our LSC has been upskilling the Learning Assistants with this throughout the year also.

Teachers moderate assessments with the ELL learning assistant, and have a clear understanding of a child's next steps in relation to English Language Progressions.

- We have had two Staff Meetings with Judith Anthony from the CEN Kāhui Ako to upskill teachers in making these assessments and to work together in moderating.
- Our ELL Learning Assistant has been working with the Language Progressions to plan her small group lessons.
- We were booked in to do some specific training that the MOE had funded but Judith Anthony was to run, but this was postponed due to Covid - this will continue to strengthen practice.

Materials are developed for parents of our main 4 languages who enter the school at the New Entrant Level.

- This hasn't occurred yet. We have parents who are available to translate though and we have decided on the material to translate. We therefore need to get them to do this at the start of next year when the material has been updated for the new year.

Reflections for moving forward

- With the number of ELL students coming into the school we need to keep a close eye on these students to ensure we continue to develop this area. We are well networked through the CEN Kāhui Ako to continue improving practice.

Annual Goal Six: Wellbeing

2022 Strategic Links

- *HELPer culture*

Success Indicators:

- Circle Time Programmes are intentional and responsive
- The Five Ways to Wellbeing are strongly reflected in the routines and rhythms of the classroom programmes.
- A variety of well-researched initiatives are occurring that use nature to enhance children's wellbeing in the school.

Analysis Of Variance

What we achieved and reflections around this

Circle Time Programmes are intentional and responsive

- Staff now have regular foci for circle time within their programmes.
- These generally also line up with the Values Competencies that are being focussed on.
- Because Circle Time is part of what we do, the staff are also able to hold impromptu circle times to address issues that occur or debrief situations that require some processing of emotions.

The Five Ways to Wellbeing are strongly reflected in the routines and rhythms of the classroom programmes.

- These are strongly reflected in the way we do things, but in a way that is probably just a part of who we are now.
- To me this is wonderful but also could result in them falling away if something came in that was pressing and we forgot to be conscious about it.
- Key personnel are also critical in upholding this.

A variety of well-researched initiatives are occurring that use nature to enhance children's wellbeing in the school.

- This work has been very successful in the younger end of the school.
- Nature Play has become a big part of the programme, as has tiaki time. Both contribute towards well-being of the children.
- The teachers have reported children being very settled in these spaces, engaged and working positively with others.

What we didn't achieve and reasons for not achieving

Reflections for moving forward

When looking at the things that are occurring related to well-being my wondering would be around sustainability of some of these things if key personnel left. There is a lot of institutional knowledge that is within people, that is possibly not documented well.

Addressing how we do these things as part of our induction process will be quite key, so that new people coming in are able to catch the vision behind things that happen just as a part of who we are, but if there aren't people intentionally championing them they would fade out.

Annual Goal Seven: Maturaka Mahaanui - Language Development

2022 Strategic Links

- *HELPer culture*

Success Indicators:

- All students throughout the school are actively learning Te Reo Māori
- A Language Development plan is documented and in place in teaching and learning programmes
- Teachers are growing in confidence in their knowledge and use of Te Reo.
- A school plan developed and a teaching resource developed to assist teachers in teaching karakia and waiata throughout a child's time at school.
- An Annual Calendar developed for celebrations and acknowledgements throughout the year.

Analysis Of Variance**What we achieved and reflections around this****All students throughout the school are actively learning Te Reo Māori**

- This has been an exciting aspect of the school's development this year. For the majority of the year every class was being taught Te Reo Māori by the principal/deputy principal with the teacher observing the lesson too.
- Some teachers were great at practising the Te Reo learnt in that lesson with their children for the remainder for the week.
- Routines and rhythms are in many kōhanga in the school that use Te Reo Māori, eg. karakia, instructions, the date and weather.

A Language Development plan is documented and in place in teaching and learning programmes

- We have been involved with the CEN Kāhui ako developing a language development plan. Our AST for the CEN Kāhui ako is also connected professionally with the Te Reo Leader at the new school in Rolleston, so they have been working collaboratively to develop this plan further.
- We are now taking steps to trial the implementation of the Te Reo Plan next year.

Teachers are growing in confidence in their knowledge and use of Te Reo.

- Teachers have all sat in on the lessons taken by the principal/DP.
- There is a noticeable improvement in pronunciation among the staff.
- Some staff have picked up more, by practising more, than others - there is quite a variation in the amount different teachers have acquired throughout the year.

What we didn't achieve and reasons for not achieving**A school plan developed and a teaching resource developed to assist teachers in teaching karakia and waiata throughout a child's time at school.**

- This is currently in draft form, with the CEN Kāhui Ako, We will develop this further throughout the first half of next year.
- The whole school have learnt two new waiata and two new karakia this year though.

An Annual Calendar developed for celebrations and acknowledgements throughout the year.

- This has not occurred. We need to put this down as something to be discussed in depth at leadership level and then consult with local runanga. We have not made this a priority this year, but it does need to be moving forward.

Reflections for moving forward

- Some teachers require a bit more support with their own learning than just being in the class with the kids, and some would do really well with some extending of their own skills.
- Next year there will be a number of staff who will take part in Te Ahu o Te Reo Māori. This is a Te Reo Course offered/paid for by the MOE through Ngai Tahu. This is an amazing opportunity because it is only open to school staff, so we are able to get in easily, where as Te Wananga and other Te Reo courses have very large waiting lists.
- We will do at least one more year of me modelling the lessons, while staff get up to speed with this and then from there we should be ok to implement the draft language plan without me needing to support.

Annual Goal Seven: Matauraka Mahaanui - Indigenous Theology**2022 Strategic Links**

- *HELPer culture*

Success Indicators:

- Sabbatical Paper Written by the Principal
- An action plan for building on this knowledge and reflection into 2022.
- List of resources for staff, Board and parents to engage with.

Analysis Of Variance	
What we achieved and reflections around this	What we didn't achieve and reasons for not achieving
Sabbatical Paper Written by the Principal <ul style="list-style-type: none"> - Sabbatical was taken by the Principal - Report Link Here An action plan for building on this knowledge and reflection into 2022. <ul style="list-style-type: none"> - Report link here 	List of resources for staff, Board and parents to engage with. <ul style="list-style-type: none"> - It would be easy to write a list of books that would be best to read. I can do that very quickly. - What I wonder whether what we need to do rather though, is find spaces for building the conversations. Conversations with our Whānau Māori and also conversations in general that allow for learning and growing in these spaces.
Reflections for moving forward	
<ul style="list-style-type: none"> - The most challenging aspect of continuing this work to where it might lead, is taking all the differing people along the journey. This is particularly important with the CST and CEN. - This is also not a short journey. There is a life-time's worth of learning that could be done in this space, and much of our job as a school I believe is to encourage the attitudes and skills for empathy, curiosity, learning etc that will mean that our students are keen to develop this area into and through their lives. - I have spoken with Mark and Joelle as leaders in this space in the CEN Kāhui ako about developing a CEN Kāhui wide whānau consultation space where we can explore with our whānau Māori what it means for them to have their children go through our Christian schools and come out as 'successful' Māori Christians. There are Māori within our school communities that are at very different places with their own exploration of things Māori and their faith, and it would be so great to get them all into the same room for a really good conversation over a period of time. - We need to ensure that our taura Māori are identified accurately - both as primary and secondary ethnicities. 	