

Charter and Annual Plan 2022



*He Pepeha o Rāroa
Ko Tarikākā te maunga
Tarikākā is the mountain.
Ko Waipāhīhī te awa
Waipāhīhī is the river.
Ko Rāroa te kura
Rāroa is the school*

AT RĀROA OUR VISION IS FOR ALL STUDENTS TO ASPIRE TO ACHIEVE

WHAKATAUKI - Tēnā te ngaru whati, tēnā te ngaru puku

Introduction

Rāroa Normal Intermediate clearly sets out the board's strategic focus and actions to improve student achievement. The charter is clear and concise, and allows parents, whānau and the community to easily understand and engage with the school's vision and values.

The School Trustees (Board) worked together at the end of 2021 to develop the 2022-2024 Strategic Plan. Parent feedback was a critical input for our strategic planning work, along with other key inputs:

- The National Education Learning Priorities (NELPs) as set by the current Government;
- Rāroa student feedback;
- Rāroa staff feedback;
- The national refresh of the NZ Curriculum;
- Membership of our local Kahui Ako / Community of Learning.

The Board also recognised the impact that the pandemic has on the community and has created an operating principle:

We are adaptable and flexible in our operations, allowing us to flourish and deliver in a rapidly changing world.

Obligations to the Ministry of Education

The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines and Educational Priorities.

Implementation of the Statement of National Education and Learning Priorities in schools and kura

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

Vision - Aspire to Achieve

**Ngā wawata me ngā moemoea 'Whaia te ara o Ōu hiahia
'Follow your aspirations, dreams and desires'**

Students will develop the skills and attributes to:

ACTIVELY INVOLVED / WHAI WĀHI

'Actively' participate in school life, seek opportunities, take risks and collaborate with others; contribute to school and society with a positive impact.

SKILFUL AND INQUISITIVE / MŌHIO

'Skilfully and inquisitively' approach challenges and opportunities using logic when making decisions and interacting with people, boosting creativity, critical thinking and enhancing time management.

PERSISTENT / MANAWANUI

Challenge themselves, show 'persistence', display resilience and a commitment to putting in their best efforts.

INDEPENDENT / MOTUHAKE

'Independently' manage themselves, taking ownership of their actions, showing initiative and organisational skills.

RESPECTFUL / WHAKAUTE

'Respect' themselves, others and their environment. Show empathy and tolerance. Value and celebrate diversity.

ENJOYING OURSELVES / PĀREKAREKA

'Enjoy' themselves, reflect and celebrate achievements. Show enthusiasm and approach challenges with positivity.



School context and information.

Rāroa Normal Intermediate School has achieved a unique place for itself since its establishment in 1971. Rāroa has a rich history of excellence and innovation. It is a school culture that is defined by high quality teaching and strong emphasis on whanaungatanga, or building relationships, to enhance the learning experience and strengthen student engagement.

2022 started the year with 696 students. The ethnic makeup consists of 393 New Zealand European, 61 Maori, 17 Pacifica, 122 Asian (35 Chinese and 30 Indian) and 69 European as well as a wide range of other ethnicities creating an exciting diverse environment.

The integration of Te Ao Maori is a priority and actioned through Te Ara o Rāroa. Te reo is integrated at various levels throughout the school with expertise of staff growing. Students are offered opportunities to extend their knowledge in Tikanga Maori. The school has a strong Kapa Haka group: Te Rangatahi. Through consultations and collaboration, the school has developed its own kawa for pōwhiri and mihi whakatau. Waiata is a significant part of school life with our own school waiata and haka.

Exemplary of the best in practice in the educating of emerging adolescents, Rāroa's specialist focus provides not only a window on excellence in Year 7-8 education but a smorgasbord of exciting opportunities appropriate to the Middle Years.

As a Normal School, Rāroa also provides exemplary practice for teacher trainees from Victoria University. This provides the link with the theoretical emphasis of the University. There is regular liaison and interaction with the University and the other Normal Schools.

Our Vision of 'Aspire to Achieve' underpins all we do and promotes what is important for all learners at Rāroa Normal Intermediate School. Learning needs from a wide range are catered for, as we help students reach their potential.

The needs and abilities of all children are catered for within classes and a range of other programmes. A strong gifted and talented education (GATE) and learning support programme is available within the school.

We motivate our students to be excited about their learning and become contributing, participating citizens of our school and society. We want them to have empathy for the people and environment around them. We want our students to be self-motivated and self-regulatory learners equipped for their future.

The school has excellent outdoor facilities to keep students active. These include; a bike and pump track, many turfed areas including a large covered outdoor area, a large field and playground. A well-resourced hall supports the arts, sports, assemblies and community events. The library is a vibrant hub of

information and learning with an excellent stock of fiction, non-fiction, reference materials, digital materials and magazines, which are constantly up-dated. A central learning street supports the technology and arts areas to provide the most current teaching in these areas.

The Rāroa wellbeing model provides a framework which will enable individuals to: Realise their potential, cope with the normal stresses of life, work productively and be able to make a positive contribution to the Rāroa learning community.

Learning at Rāroa

Rāroa kaiako are committed to meeting the diverse needs of akonga. We recognise that emerging adolescence is a time of significant personal, physiological and neurological change. We respond to these needs by providing an environment where they can thrive. The Intermediate/Middle School education model provides opportunities to specifically cater to akonga at their age and stage of development.

Rāroa has a rich history of excellence and innovation. It is a school culture that is defined by high quality teaching and strong emphasis on whanaungatanga, or building relationships, to enhance the learning experience and strengthen student engagement.

We believe in personalised approaches and ensure that everyone is valued, respected and cared for in safe and stimulating learning environments.

Our programmes incorporate the best of both traditional and modern teaching pedagogy to create a vibrant, engaging and student-focussed curriculum. Learning takes many forms at Rāroa and we provide authentic learning experiences to help students reach their full potential intellectually, socially, creatively and physically. As we seek to uphold the principles of Te Tiriti o Waitangi, we motivate students to become contributing, participating members of our learning community.

We have very talented teachers who have a wealth of specialized expertise and relevant knowledge to draw upon when working with preadolescent and adolescent learners.

The curriculum at Rāroa is designed to educate the whole student and cater for them intellectually, socially, physically and enhance the creative aspects of the emerging adolescent. It has the school's values as its underlying principles and contains the Key Competencies from the New Zealand Curriculum



Framework. The principles place students at the center of teaching and learning, assuring that they should experience a curriculum that engages and challenges them, is future focused and inclusive, and affirms New Zealand's unique identity.

Personalised Learning

- Is a flexible system that is built around the learners' needs and interests with the aim to develop self-regulated learners.

Diversity and Equity - Manaakitanga, Whanaungatanga

- Diversity; encompassing variations and differences in both knowledge and people; is recognised as a strength to be actively fostered.
- Provide opportunities for students to embrace diversity; value people, environment and themselves.
- The students experience equity in engaging with the curriculum.

Knowledge - Ako, Wānanga

- Building or creating relevant knowledge to use in authentic context, including future focussed, as they arise on a "just-in-time" basis.
- The ability to apply and reflect upon meaningfully learned knowledge and skills in a variety of contexts and situations.
- Practical, hands-on learning experiences integrated throughout the curriculum.

Roles and Relationships in the School Community - Whanaungatanga, Manaakitanga

- Key relationships develop emotional, social and academic stability.
- Ako - reciprocal teaching and learning. The roles of teachers, students and the wider school community merge in ways that draw on the strengths and knowledge of each.
- Our learning environment will be emotionally and physically safe and inclusive.

Networked - Kaikōtuitui

- Utilising technology to enable new learning, connect locally and globally and develop new ways of learning.
- Seek out ideas from students, parents, community and global partners, exchange information with them, and involve them in innovation and value creation.

Socially Constructed Learning – Ako

- The organisation of learning should be highly social so that learners have opportunities to teach each other and collaborate.

Assessment for Learning

- Students owning and knowing what they are learning.
- Assessment is used to inform/enhance learning.

Developing Positive Dispositions for Life

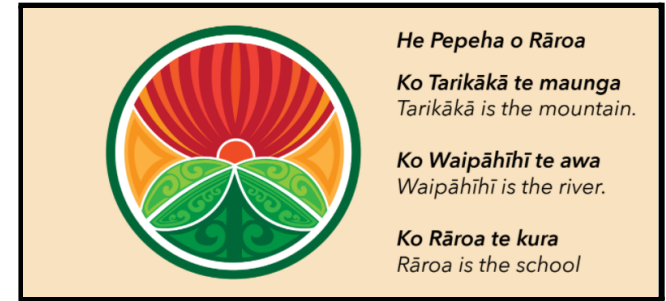
- Deliberately modelling and acknowledging dispositions that will create positive contributing citizen

Te Ara o Rāroa

Te Ara o Rāroa is named in recognition of the Māori tracks and pathways that were used by Māori of the many iwi that traversed through the Northern Suburbs to a range of sites in and around Te Whanganui A Tara. Research indicates that the surrounding whenua (or forest, as it was then) of our school was traditionally used by Māori to travel from Porirua through to more permanent Pā located in and around the harbour and Makara. The area was also well used as a mahinga kai, due to the abundant bird life and resources the forest provided. We currently understand our school to be located between or in the rohe of both Ngāti Toa Rangatira, based in Porirua and Te Āti Awa Ki Pōneke, located in and around Wellington Harbour. As a result, we are working to build stronger relationships with both iwi and further understand historic Narratives.

Te Tiriti o Waitangi is acknowledged and embraced in a number of ways at Rāroa Normal Intermediate. Framed by Te Ara o Rāroa, our programmes grow the confidence of tamariki and staff in their use of te reo Māori and developing an understanding of tikanga. At Rāroa Normal Intermediate we provide professional development in a variety of ways to develop our confidence and competence for all our teachers in:

- Understanding and recognising the unique status of tangata whenua in Aotearoa New Zealand.
- Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.
- Practising and developing the use of te reo and tikanga Māori.



Rāroa Strategic Goals, 2022-2024

People Learning / Ako

To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.

People Thriving / Whakapuāwai

To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.

People Connecting / Whanaungatanga

To develop and maintain effective partnerships, both within and beyond our school community, which are anchored in open communication and trust.

He aha te mea nui o te ao?

He tangata, he tangata, he tangata

What is the most important thing in the world?

It is the people, it is the people, it is the people

Our operating principle:

We are adaptable and flexible in our operations, allowing us to flourish and deliver in a rapidly changing world.

Strategic Section: Goals 2022 - 2024

Strategic Goals	Strategies for Achieving Goals
<p>Focus 1 - People Learning / Ako</p> <p>To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.</p>	<ul style="list-style-type: none"> ● Continue the development of the Future-focussed School Curriculum with developing current relevant assessment practices that support student learning and wellbeing. ● Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy (NELP Objective 2). ● Meaningfully incorporate te reo me ona tikanga Māori into the everyday life of the place of learning (NELP Objective 3). <ul style="list-style-type: none"> ○ Build a school environment which recognises Te Tiriti o Waitangi. ● Maintain a high level of professional development. <ul style="list-style-type: none"> ○ Expertise, including strong neuroscientific research linking behavioural principles and wellbeing, is used to develop a “well-being and thriving” school. ○ Implementation and integration of the Professional Growth Cycle. ● Have high aspirations for every learner/ākonga (NELP Objective 1). ● Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work (NELP Objective 4). <ul style="list-style-type: none"> ○ Specific focus within the Design Production Education, Technology area of the school.
<p>Focus 2 - People Thriving / Whakapuāwai</p> <p>To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.</p>	<ul style="list-style-type: none"> ● To continue to build an inclusive and nurturing community with a focus on wellbeing. ● Incorporate initiatives that foster resilience of teachers, students and wider community. ● Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying (NELP Objective 1). ● Reduce barriers to education for all, including for Māori and Pacific learners/ Asian/ākonga, disabled learners/ākonga and those with learning support needs (NELP Objective 3). ● Incorporate strategies which support students and families throughout the covid pandemic. ● Provide opportunities for students to demonstrate achievement across a broad spectrum of experiences, including through the building of relationships, cultural experiences, the art as well as sport and academic achievements.

Focus 3 - People Connecting /

Whanaungatanga

To develop and maintain effective **partnerships**, both within and beyond our school community, which are anchored in open communication and trust.

- Partner with whānau and communities to design and deliver education that responds to the needs, and sustains identities, languages and cultures (NELP Objective 1).
- Continued involvement in the Kahui Ako , Community of Learning (Te Kāhui Ako o Tarikākā), supporting Across School Leaders and Within School Leaders in the delivery of the four achievement challenges:
 - Strong, secure cultural identities and sense of belonging
 - Hauora and wellbeing
 - Confident, capable empowered learners
 - Equitable outcomes for all.
- Develop effective communication with the community including sharing Information, reporting of progress & wellbeing, and celebrations.
- Strengthen whānau, iwi and manawhenua connections.
- Work with the Ministry of Education on the redevelopment of the school building in order to provide future focused educational facilities to support student learning, which adhere to high level learning space priorities.
- Continue to strengthen our relationship with Victoria University and our commitment to ITE (Initial teacher education) as a Normal School.

Annual Plan 2022

Strategic Focus 1	Strategy	Actions / Intentions
<p>People Learning / Ako To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners.</p>	<p>(1a) Develop a Framework for Learning which acknowledges and strengthens recent curriculum development by creating a model that will provide sustainability of professional learning and package ‘what learning looks like at Rāroa?’</p> <p>‘Kia whakatōmuri te haere whakamua. I walk backwards into the future with my eyes on my</p>	<p>A curriculum team will be established to review the current Rāroa curriculum documents. In order to create a Rāroa Framework for Learning.</p> <p>The Curriculum team will meet regularly to provide professional development and support teachers to develop the pedagogical knowledge to effectively equip students with the skills and tools to be successful lifelong learners.</p> <ul style="list-style-type: none">● Emphasis on quality teaching and learning. Strengthening

	past.'	curriculum areas by structuring curriculum development teams with representation from each teaching team.
	<p>(1b) Professional Growth Cycle Professional development will be framed by the completed Professional Growth Cycle (PGC)</p>	<p>Professional development will be framed by the completed Professional Growth Cycle (PGC)</p> <ul style="list-style-type: none"> ● Teachers will have increased understanding of the Code of Standards ● Teachers developing more reflective practice for teacher and develop skills in self reflection ● Teachers will have regular growth conversations with team leaders and colleagues and in team meetings
	<p>(1c) Future focused Skills and competences (Consolidating)</p>	<p>Develop a shared understanding of how to assess essential skills and capabilities.</p> <ul style="list-style-type: none"> ● Finalise the framework for teaching and assessing the essential skills.
	<p>(1d) Te Ao Maori (Developing)</p> <ul style="list-style-type: none"> ● Understanding and acknowledging the histories, heritages, languages and cultures of partners to Te Tiriti Waitangi. ● Practising and developing the use of te reo and tikanga Māori. 	<p>NZ Histories At the beginning of the year Kaiako will be involved in the 'Walking wall' experience, an interactive half-day workshop designed to raise collective awareness of key events in the history of New Zealand's bicultural relations. https://www.thewallwalk.co.nz/</p> <ul style="list-style-type: none"> ● All teams have an inquiry around NZ curriculums, ● Teachers beginning to use the Curriculum to inform teaching and learning <p>Te Reo Through professional development Kaiako will engage in workshops which will improve the Reo of staff (and students)</p> <ul style="list-style-type: none"> ● Provide specific focused leadership and representation at leadership level. ● Weekly planning has scheduled te reo Māori ● Te reo Māori is authentically integrated into inquiry units and other planning ● Aim for students to be achieving stage 2 or above in te reo ● Displays, classrooms and corridors will acknowledge Te Tiriti.

		<ul style="list-style-type: none"> ● Provide professional development around cultural competency, in Tikanga Māori/Te Reo Māori. ● Engage our Māori families' voices through our whānau hui each term. ● Ensure appropriate reporting on outcomes, tracking progress and achievement each term for our students identified as Māori. ● Continue to build positive relationships with parents of students identified as Māori. ● Develop and foster a strong Kapa Haka (Te Rangatahi) group to represent the school.
	<p>(1e) Maths and Writing</p> <p>Develop to quality of teaching of Writing and Maths</p>	<p>Writing (Consolidating) Improve the achievement of children in Writing across the school (Target)</p> <ul style="list-style-type: none"> ● Teacher professional development - Including Murray Gadd ● Targeted development of writing to see improvement throughout a student's time at Rāroa with the goal for all students to improve 'at least' one sub level a year. ● See students positively engaged in writing. ● Students will write to achieve different purposes. ● Students' writing will be celebrated and visible. <p>Mathematics (Emerging) Improvement in the achievement of children in Mathematics across the school (Target)</p> <ul style="list-style-type: none"> ● Regular PD sessions ● Teaches involved in 3 week challenge to engage students in Maths ● ASPIRE – grow culture around maths ● Use diagnostic tool to understand how students feel about Maths ● Teachers using student achievement data to inform teaching ● Communicate and celebrate mathematics teaching and learning at Rāroa.

Strategic Focus 2	Strategy	Actions / Intentions
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<p>People Thriving / Whakapuāwai</p> <p>To nurture and develop individual wellbeing and resilience in a community that embraces and celebrates diversity.</p>	<p>(2a) Develop and teacher strategies to build Resilience (Developing)</p>	<p>Provide Professional advice and guidance to provide teachers with the strategies to help themselves and others build build resilience</p> <ul style="list-style-type: none"> ● Chris Rowen ● Lucy Hone ● Kathryn Berkett ● Dr Denise Quinlan <p>Use the Learning Pit to develop resilience approaches to learning - James Nottingham</p> <p>Communicate with students and whānau support agencies and access to support if and when required.</p>
	<p>(2b) Provide Specialist support Equips Students and teacher with strategies to build confidence and resilience</p>	<p>Staffing will include a specialist teacher with expertise in wellbeing and Resilience - Develop a focused programme looking at developing the resilience of students.</p>
	<p>(2c) Wellbeing Continued to be a kura that priorities wellbeing</p>	<p>Continue to implement strategies which support the wellbeing of students, including when faced with negative interactions and issues which affect their wellbeing.</p> <ul style="list-style-type: none"> ● Reinforcement of the behaviour process <ul style="list-style-type: none"> ■ Ignore, use words, seek help. ● Act on information received from wellbeing surveys. <p>Carry out IWPs (Individual Wellbeing Plans) setting personal Goals</p> <p>Wellbeing Breakfasts - reflecting and celebrating success (PERMA) feeling a sense of purpose and success.</p>
	<p>(2d) Reduce barriers to education for all, including for Māori and Pacific learners/ Asian /ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>Work with whānau, Pacific and Asian families and students to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Provide Specialist Pasifika and Asian support opportunities.</p> <p>Chinese connection and involvement in sister school connection.</p>

Strategic Focus 3	Strategy	Actions / Intentions
<p data-bbox="107 419 416 520">People Connecting / whanaungatanga</p> <p data-bbox="107 544 548 730">To develop and maintain effective partnerships, both within and beyond our school community, which are anchored in open communication and trust.</p>	<p data-bbox="600 419 1173 483">(3a) Develop effective communication tool and systems</p> <p data-bbox="600 523 1160 627">Review of the effectiveness of current forms of communication is carried out. Development systems for effective reporting</p>	<p data-bbox="1249 419 2101 520">Use 'Hero' interface by Linc-Ed to develop a powerful and secure online sharing platform - customised to reflect the curriculum, vision and values of your school.</p> <p data-bbox="1249 595 2024 627">Upgrade website and amalgamate current ICT management tools</p>
	<p data-bbox="600 738 965 770">(3b) Whānau hui Connections</p> <p data-bbox="600 770 1209 906">Explored opportunities and make connections with whānau to provide input into school initiatives. Pasifika parents/caregivers have opportunities to provide input into school initiatives.</p>	<p data-bbox="1249 738 2024 802">Make connections and establish relationships with iwi and Maori whanau.</p> <ul data-bbox="1294 810 2078 946" style="list-style-type: none"> - Communication with whanau - With leadership from kaiako - The establishment of the whanau group. (61 maori students identify) Connection will be made in term one (Kayne Hawea) - Pacifica group set up (Lizzie Fa'alogo)
	<p data-bbox="600 986 1167 1121">(3c) Kahui Ako / Northern Cluster of Schools (Crofton Downs, Khandallah, Ngaio, Cashmere, Johnsonville, Westpark, Churton Park and Amesbury)</p>	<p data-bbox="1249 986 2101 1082">The purpose of becoming a Kāhui Ako is so that we can be better together for our students, our communities, our teachers, for the wider education community and the wider community, in general.</p> <ul data-bbox="1294 1129 2085 1337" style="list-style-type: none"> ● Continue to Strengthen partnerships with our community of learning. (Kahui Ako) ● The mana of the Kahui Ako is enhanced and teachers speaking positively about KA. ● Use the Kahui Ako to develop our leaders and provide opportunities to lead. <p data-bbox="1249 1345 1921 1377">Develop a shared understanding of the Kahui Ako Goals:</p>

		<ul style="list-style-type: none"> ● Enabling all people in the cluster community to learn and flourish ● Activating professional creativity and autonomy ● Equipping teachers to meet our overarching core purpose ● Having a broader educational and pedagogical influence ● Enable expertise to be shared.
	<p>(3d) Future Focus Property development Work within the high level priorities to ensure future focus learning environments support teaching and learning.</p>	<p>Work with the Ministry of Education on the redevelopment of the school building in order to provide future focused educational facilities to support student learning, which adhere to high level learning space priorities.</p> <p>High level building priorities. Inclusive • Connected • Bi-cultural • Personalisation • Being together Flexible • Communication • Collaboration • Variety of spaces Research Led • Activity and the adolescent brain • Outstanding Design Well-Being Focused • Connected to the landscape • Active and reflective • Daylight and fresh air</p>
	<p>(3e) External Relationships. Continue to strengthen our relationship with Victoria University and our commitment to ITE (Initial teacher education) as a Normal School</p> <p>Strengthen partnerships, participate and collaborate with significant associations.</p> <ul style="list-style-type: none"> ● NAMSA (Normal and Model Schools Association) ● WISPA (Wellington Intermediate School Principal Association) ● NZAIMS (New Zealand Intermediate and Middle Schools Association) 	<p>Involvement in the development of ITE (Initial Teacher Development) Programme alongside Universities</p> <p>Strengthen collective relationship with the Normal School Association</p> <p>Involvement in Primary Advisor Group representing Normal School and WISPA (Wellington Intermediate School Principals Association)</p> <p>Provide representation at conferences and collaborations. Explore other professional development opportunities.</p>

Specific Targets for 2022

<u>Rāroa Normal Intermediate Target 2022 - Writing</u>		
<p><u>Strategic Focus Goal</u> <u>People Learning / Ako</u> To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners</p>	<p><u>Target</u> Writing - Improvement in writing. Early in term one will be collecting data and working through a moderation process to enable us to have accurate baseline data and the ability to create a focused target This target aims to address previous decline.</p>	
<p><u>Rational and Baseline data</u> There has been a trend over the last few years whereby student achievement throughout the year has not shown the progress expected for the year group in writing. In 2021 student information showed that 92% of year 7 students were achieving at the expected level in writing. When writing data was collected in term 4 this had gone down to 78%. There was a similar decline for year 8 with 74% of year 8s achieving at expected level and by the end of the year this had gone down to 57%</p> <p>We believe that there are a number of factors that contributed to this decline.</p> <ul style="list-style-type: none"> • The year was disrupted by Covid • There was inconsistency with the assessment process between the start of the year and end of the year. The methods that are used to assess writing needs to be reviewed and revised. 		
<u>Actions to Achieve Target</u>	<u>Led by</u>	<u>Timeframe</u>
<ul style="list-style-type: none"> • To develop efficient systems for the moderation of writing within and across teams to ensure accuracy and consistency of writing level judgements • Termly review - tracking and monitoring student progress. • Authentic, purposeful writing experiences • Ongoing work on students having a growth mindset when it comes to their writing 	<p>Curriculum Team & Deputy Principals - Sam Watson led</p> <p>Curriculum Team</p> <p>Team leaders and Teachers</p>	<p>Termly review of Writing of target students to measure progress being made</p> <p>Term One Pilot creating baseline data Termly samples and tracking with in teams Term Four Pilot - Progress and analysis.</p>

<ul style="list-style-type: none"> ● Writing surveys to establish attitudes to writing ● Continue with our long-term schoolwide professional learning with literacy consultant Murray Gadd. Classroom teachers will engage in coaching conversations with Murray. The leadership team and teacher teams regularly monitor, review and discuss student progress and interventions ● Use Hero - Student Management System to record and track writing progress. - Point A Point B Progress recorded. 		
Outcome		
Result - What happened?	What next?	

Rāroa Normal Intermediate Target 2022 - Mathematics	
Strategic Focus Goal - People Learning / Ako To deliver a child-centered, evidence-based curriculum that equips students with the skills and tools to be successful lifelong learners	Target Mathematics - <ul style="list-style-type: none"> ● Improve attitudes towards mathematics Students will be surveyed in term one. ● Improve achievement in mathematics. ● Cohort group created after early assessment. Focuses, targeted actions to improve outcomes.
Rational and Baseline data Assessment information collected in Term 4: <ul style="list-style-type: none"> ● 85% of the students at Raroa are achieving at or above the expected level; this is up from 77% in Term 1. ● 92% of year 7 students achieved at or above expected level. This is up from 84% in Term 1; ● 90% Year 7 Māori students achieving at or above expected level. This is up from 78% in Term 1; ● 78% of year 8 students achieving at or above expected level; This is up from 67% in Term 1; ● 64% Year 8 Māori students achieving at or above expected level, this is up from 50% in Term 1; 	

Although the information shows improvement in student achievement throughout the year in 2021. We believe that Mathematics is an area where teachers' confidence and content knowledge can increase. Improving quality deliberate acts of teaching and improving outcomes

Raising the profile of mathematics teaching at Rāroa incorporating concepts and concerns raised in the Royal Society report published 2021.

Actions to Achieve Target	Led by	Timeframe
<ul style="list-style-type: none"> ● Programmes promote children developing positive attitudes and confidence in mathematics ● Teachers engaging in professional learning opportunities. <ul style="list-style-type: none"> ○ Organise 1 whole staff PD session per term with a maths focus. ● Use staff survey feedback / student outcomes to inform the focus area. ● Maintain a Maths Curriculum Team, schedule regular meeting times during whole school PD and team meetings. ● Provide each team with a kit of physical resources. ● Cross curricular teaching and rich activities/purposeful learning and linking mathematics to Inquiry (at orange setting) ● Teacher modeling and workshops offered for students ● Mathematics rotation and collaboration between classes (at orange setting) ● Home learning maths websites shared with parents - Education Perfect (EP) ● 'First 3 Week' Challenge across the school focused upon attitudes towards maths. ● Target learners identified in all teams. <ul style="list-style-type: none"> ○ Regular & appropriate assessment. 	<p>Curriculum Team - Clem Westlake area of focus.</p> <p>Team leaders</p>	<p>Throughout the school year.</p>
Outcome		
Result - What happened?	What next?	