



**ALBANY PRIMARY SCHOOL**  
Where learning makes a difference ...



# Charter 2022



# Contents

Welcome to Albany Primary School's 2022 Charter.

The purpose of a school Charter is to “establish the mission, aims, objectives, directions and targets of the Board that will give effect to the Government’s National Education Guidelines and the board’s priorities”. Put simply, the Charter is our guiding document – that provides an annual opportunity to communicate the direction in which our school is going.

The Charter identifies both our future directions (Strategic Plan) as well as our short-term Annual Goals. We have also presented a summary of our previous years Curriculum data. This information is used to identify past successes and progress, as well as further areas for improvement including targets for our school and community’s priorities for learning.

## Introductory Section - Strategic Intentions

- Our Vision and Values and Albany Learner
- Cultural Diversity and Māori Dimension
- Strategic Directions 2022 – 2025
- Whānau ki te Ako Strategic Plan
- APS School Review and Compliance 2022

## Annual School Improvement Plan (learning)

- Analysis of Variance (2021 target)
- 2022 Annual Goals / Plan
- 2022 School Target

## Our School

Our school has a proud history, having been established in 1866 (where Albany Senior High School is currently located). The original school house has been fully restored and is located to the right of the main college building.

Over the decades the school community has changed significantly from a rural and horticultural setting, to a small suburban school, to our school of 2022 - one that supports a diverse multi-cultural and mainly urban community.

Rapid housing intensification has caused significant roll growth and subsequent demand for additional classrooms. In 2020 the Ministry of Education reduced the school zone in an effort to manage the school roll, and have committed to both relocatable and permanent classroom upgrades for 2021-2022. Our school has a current opening roll of 675 students (anticipated roll will be 750 by the end of this year).

Despite these physical challenges our staff and community remain united in the belief that a school can be defined as the “heart” of a community. As a primary school we value the close partnership with family and whānau to ensure that every one of our children thrive in their unique pathway of learning. Our school delivers a curriculum that is designed to foster curiosity for learning. These concepts are encapsulated in our school vision – “Where Learning Makes a Difference”, our school REACH values, and our Inquiry model.

Just as Aotearoa, New Zealand welcomes many new settlers to our shores, we see our role as a school and educators to share our nations partnership with Māori (through Te Tiriti o Waitangi principles) as well as our unique bi-cultural identity.

***Mā te ahurei o te tamaiti e ārahi i ā tātou mahi.***

***Let the uniqueness of the child guide our work.***

# Albany Primary School

## Our Vision

**Where Learning Makes a Difference**

- **Feel** the energy
- **Hear** the excitement of discovery
- **See** the learning that is filled with curiosity, creativity and success

## Our Values

**Respect — Whakaute**

**Excellence — Kairangi**

**Aroha and Caring—Aroha**

**Creativity — Auahatanga**

**Honesty — Ngākaupono**



## Albany Graduates are:

**Resilient**—able to problem solve, take risks and bounce back.

**Responsible**—they belong, take pride and are empathic active citizens of our community.

**Critical**—they are curious and question to learn.

**Collaborative**— they confidently communicate and learn together

**Motivated**—they are independent learners who strive to be the best that they can be.



# CULTURAL DIVERSITY AND MĀORI DIMENSION

Me tiro whakamuri, kia anga whakamua

If we want to shape Aotearoa New Zealand's future, start with our past

## New Zealand's / Aotearoa's cultural diversity

Albany Primary School celebrates the cultural richness of our community. Our communities' bicultural heritages are valued, accepted and enhance the cultural richness of our school. The school embraces our cultural diversity, which is recognised through classroom activities, festivals or special events and assemblies. Staff members understand that students and parents from all cultures are treated with respect and dignity.

A key focus goal for our school includes developing teacher's cultural pedagogy, "know me before you teach me" is a key mantra for our staff.

## Consultation with our Māori Community

Consultation with our Māori community (wānanga) occurs through a variety of methods, both informally - and through regular whānau hui. Through our Kāhui Ako (Whānau ki te Ako) we are aiming to continue further hui with our mana whenua; establishing a shared understanding of our pre-European history, and to develop shared protocols. In consultation with the Māori community we are creating greater opportunities for kōrero within our Māori whānau, we are ensuring educational success for Māori whilst maintaining and enhancing their identity, language and culture as Māori. Any parent requests to provide instruction in te reo Māori (Māori language) for full time students will be given full and careful consideration by the Board.



## The unique position of the Māori culture

Albany Primary School is committed to supporting the key principles of the Te Tiriti o Waitangi, Partnership, Participation and Protection, and that we give mana to Te Tiriti o Waitangi. Our staff and Board are completing professional development to raise our understanding of our history and Te Tiriti o Waitangi.

We know that learning about Aotearoa New Zealand's history and tikanga must come through shared exploration of whakapapa me te whanaungatanga, tūrangawaewae me te kaitiakitanga and tino rangatiratanga me te kāwanatanga and is too important to leave to chance.

## Albany Primary School is committed to incorporating tikanga Māori (Māori culture protocol and te reo Māori) into school life

Classrooms and school celebrations reflect Māori culture through signage, waiatā, greetings, pōwhiri and protocols. Our curriculum includes components of tikanga Māori as appropriate to the topic and the class level.

The school has developed a bi-annual 'Whānau Week' where all children and teachers participate in a variety of tikanga and te reo Māori activities. The school has employed a te reo specialist teacher to ensure students' knowledge of Māori. Kapa haka instruction occurs weekly at lunchtime with strong support from staff and children. The kapa haka group perform regularly throughout the school year.

# Albany Primary School - Strategic Directions 2022 - 2025 (Albany 1000)

*'Where learning makes a difference...'*

Respect, Excellence, Aroha & Caring, Creativity, Honesty  
Whakaute Hiranga Aroha Auaha Ngākaupono



## **The Albany Curriculum**

(Refresh and Review)

Providing rich, authentic and purposeful opportunities to fulfil our communities aspirations for all learners

## **Proactive planning to surpass future needs and provide barrier free access to education**

Personnel, Systems, Infrastructure and Resources

## **Uplifting environments that reflect belonging and identity**

Learning spaces, Play spaces, Meeting Spaces, Landscaping, Sculptures, Architecture, Murals and Gardens

## **Respect our past, proud of our present and shaping our future**

Our Place, Our Culture, Our Story, Our Pathways, Partnerships and Our Future

## **Excellence in learning, teaching and leading**

Leadership, Innovation, Quality Teaching and Professional Development

# Albany Primary School - Strategic Directions 2022 - 2025 (Albany 1000)

*'Where learning makes a difference...'*

Respect, Excellence, Aroha & Caring, Creativity, Honesty  
Whakaute Hiranga Aroha Auaha Ngākaupono



## The Albany Curriculum (Refresh and Review)

- Reporting and Assessment
- Digital Technology and Citizenship
- Health, relationship and wellbeing
- Inclusive and personalised learning
- Inquiry
- NZ History
- Updated New Zealand Curriculum



### Proactive planning to surpass future needs and provide barrier free access

#### Personnel

- Review admin and support staff roles
- Distributed leadership model
- Staffing to support School needs

#### Systems and Infrastructure

- School wide communication (sharing and collaboration)
- Environmental sustainability and climate change

#### Resources

- Quality resources to support learning (IT, reading books, library)
- Resource storage areas and systems
- Equity (barrier free access to education)

### Uplifting environments that reflect belonging and identity

- Upgraded learning spaces
- New permanent ILE & specialist teaching spaces
- Interactive play spaces (sand, water, music, trees)
- Gymnasium and Auditorium (Hall upgrade)
- Front entrance, gate and signage
- Landscaped & interactive gardens, shade areas, seating, decks and fencing
- Sustainable environment / community gardens
- Learning and Meeting Spaces
- Play spaces (Fields, courts, playgrounds etc)
- Access ways and parking upgrade (asphalt / concrete)

### Respect our past, proud of our present and engaged in our future

(Community / Diversity)

- Our place - Our story - Our culture Unique and Bi-cultural New Zealand (Tikanga Māori, te reo and kapahaka)
- Global Citizenship and Diversity (MLA teacher, International sister schools visits)
- Shared ownership in learning partnerships
- Community engagement in social activities, cultural events and celebrations
- Sense of belonging and identity for all (murals, sculptures and gardens that reflect our community)

## Excellence in learning, teaching and leading

### Leadership and Innovation

- Leadership and management development
- Whānau ki te ako - COL (agentic learners and effective transitions)
- Exemplary Governance, BOT development opportunities and continuous self review
- Growth Coaching
- Project teams
- Innovation at APS

### Quality Teaching and Professional Development

- Assessment for Learning (A4L)
- Learner centred pedagogy
- Attestation, appraisal and Professional Growth Cycle
- Inquiry focused
- PCT / mentor development
- Support Staff Professional Development for all levels
- Moderation and Quality Control

# WHĀNAU KI TE AKO STRATEGIC PLAN 2021-2022

## VISION

Better Together: A connected pathway for empowered learners

## KAUPAPA

**He waka eke noa.**  
We are all in this together.

## OVERARCHING PURPOSE

### COLLABORATION

To develop a collective understanding of how collaboration will increase teacher effectiveness and growth of all our learners within schools and across the Kāhui Ako

## SPECIFIC PRIORITIES

### AGENCY

Through collaborative and evidence informed practices, develop teacher effectiveness to increase learners' understanding of themselves as agentic learners.

### TRANSITIONS

To embed Whānau ki te Ako recommendations regarding quality transitions to ensure our learners have a sense of belonging in their learning pathway.

## KEY DRIVERS

Leadership

Teacher effectiveness

Community and whānau partnership and engagement in learning

Culturally sustaining and Relational pedagogy

## NATIONAL PRIORITIES

Localised curriculum

Support complex needs

Digital Technology curriculum

Hauora



## ALBANY PRIMARY SCHOOL REVIEW AND COMPLIANCE 2022

	Term 1	Term 2	Term 3	Term 4
<b>Compliance</b> Reported to Board	<ul style="list-style-type: none"> <li>Charter - Strategic Plan, Annual Goals, Annual Plan, Target</li> <li>Schedule of Delegations and SLT roles</li> <li>PAT Report</li> <li>Principal Appraisal</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report</li> <li>Annual Plan and Target update</li> </ul>	<ul style="list-style-type: none"> <li>Attestation and Professional Growth Cycle</li> <li>BYOD update</li> </ul>	<ul style="list-style-type: none"> <li>Draft Budget</li> <li>Annual Plan summary</li> <li>Strategic Directions</li> <li>Analysis of Variance</li> <li>Student Achievement Report</li> <li>Annual Goals and Plan</li> <li>Reading Recovery</li> </ul>
<b>Assurance</b> Reported to Board	<ul style="list-style-type: none"> <li>Risk Management</li> <li>Reporting and recording accidents, medicines, injuries</li> <li>Police vetting - non-teaching staff</li> <li>ESOL funding and student grant</li> </ul>	<ul style="list-style-type: none"> <li>Digital technology and cybersecurity</li> <li>Student attendance</li> <li>Health Education</li> <li>Abuse Reporting</li> <li>Emergency Evacuation</li> </ul>	<ul style="list-style-type: none"> <li>Safety Management System</li> <li>Physical Restraint</li> </ul> <p>International Learners - conduct self-review</p>	<ul style="list-style-type: none"> <li>Emergency Evacuation</li> <li>School bus compliance</li> <li>Provisionally Certified Teachers</li> <li>Teacher registration</li> <li>Appointment procedure</li> <li>Length of School Year</li> <li>International Learners</li> </ul>
<b>Strategic Review</b> Student Achievement	BYOD	—————→		
<b>Strategic Reports</b> Student Achievement	<ul style="list-style-type: none"> <li>PAT report</li> <li>Reading Target</li> </ul>	School / Team Target progress updates - Maths Target		End of year NZC Student Achievement Report
<b>Regular Policy Reviews</b> as per School Docs schedule	<ul style="list-style-type: none"> <li>Health and Safety Management</li> <li>Emergency, Disaster and Crisis management</li> </ul>	<ul style="list-style-type: none"> <li>Healthcare</li> <li>Behaviour Management</li> </ul>	<ul style="list-style-type: none"> <li>Student Wellbeing and Safety</li> <li>Staff Wellbeing and Safety</li> </ul>	<ul style="list-style-type: none"> <li>Safety On and Off School Grounds</li> </ul>
<b>Emergent Reviews</b>				
<b>Documentation Procedures</b>	APC Refreshment and Review	—————→	—————→	—————→
<b>Community Consultation</b>		Whanau Hui (TBC)	NZ Curriculum meetings (TBC)	



# Writing Target Information Report November 2021

*'Where Learning Makes a Difference...'*

## **Executive Summary**

At the completion of the End of Year Progress and Reporting updates which were completed in November 2021, we have current data available for 201 of the 209 targeted students as 8 of these students have left Albany Primary which were identified in the above target. It is important to note that our total number of students at Albany has risen to 821 students.

60% of identified students (125 students out of 209) who were targeted for accelerated progress in 2021 due to the limited progress achieved in 2019 (only up to 9 months), have now made expected gains of at least 12 months and are back on track with their cohort.

Looking wider into our initial goal of also achieving 85% of all learners school wide having 'At' or 'Above' expected curriculum level by the End of 2021 we can link the final results for 2021 from the Curriculum Progress and Achievement Report showing this was not accomplished with only 56% meeting this expectation. Given this information, we will continue to track the Year 1 to Year 5 students identified into 2022 and provide a progress update in late Term 1 once we have been able to fully assess all students in person and once they have settled back into learning at school.

We acknowledge the very complex situation accurately measuring and reporting against those students who were able to be onsite in bubble school for the 27 days in the Term 3 and Term 4 lockdown, those who were at home fully engaging in distance learning and those who have been unable to engage given their complex family circumstances.

## **Next Steps**

Looking ahead to 2022, Senior Leadership, supported by Team Leaders and teachers are working through the process of organising student distribution for 2022. Moving forward into classes next year, teachers will update writing assessments, complete gap analyses to identify priorities for Term 1 2022 and determine appropriate next steps for their professional development and growth.

Across the Year 3 to 6 classes, teachers are exploring different writing examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant writers or students with identified learning needs.

Specific ongoing professional development for teachers and targeted support programs will also be investigated to provide barrier free access to support student's' progress maximising their potential.

We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.

# Writing Target Information Report November 2021

*'Where Learning Makes a Difference...'*



## Why do we report on our Target Students?

To share with the Albany Primary School Board, with confidence, that there has been positive pedagogical change, that has directly impacted student achievement outcomes in the identified target area.

We also do this to celebrate progress and share the successes that teachers and students are having which embody the concept of Ako. We believe that to grow together we know 'Te piko o te māhuri, tērā te tupu o te rākau - the way a sapling is nurtured determines how strong it will grow as a tree' and this is true for all Albany learners.

## How do we do this?

By using Teaching as Inquiry (*New Zealand Curriculum 2007 - Pages 34 and 35*) interwoven with GROWTH Coaching and our Albany School Inquiry pedagogy, we hone in on the student data to drive the conversation and teachers explore three key questions to enhance their practice and improve outcomes for students. This occurs continuously throughout the year and are led by the Team Leaders and supported by the Lead Teachers for Assessment for Learning:

### 1) What's working within our practice and how do we know?

This question allows team members the chance to celebrate positive shifts in data and student outcomes, while also reflecting on their specific and deliberate acts of teaching (as well as linking to our school wide development with Assessment for Learning – A4L with Trish Manson).



### 2) What's not working?

A chance to explore which students have not moved and what teaching and learning strategies have not been successful. This stage must stay 'above the line' allowing teachers time to own, accept and reflect on what we have tried, rather than look for blame or negative influences outside of our direct control (e.g. if they only wrote more at home, were not away so sick).



### 3) What's next?

The final element to promote active reflection across a team and the school to explore deliberate pedagogical acts that others have used with success and apply to any areas identified previously that are not working.



## Our Target for 2021

With the ongoing commitment to the Assessment for Learning professional development (with Trish and Evaluation Associates) and the Kāhui Ako focus on enhancing Learner Agency (through the Within School Leaders), individual classroom teachers have identified and are monitoring and tracking a group of students to accelerate progress above their previous rate of improvement.

In addition to these individual class focus groups, school wide year level targets have also been identified below to raise the total percentage of students achieving 'At' or 'Above' expected curriculum level by the End of 2021 to 85% school wide.

Looking specifically at 209 individual students who have been identified at risk when reviewing the December 2020 end of year data.

<b>Year 1</b>	23 students from Early Level 1 (4 to 6 Indicators) to Late Level 1 (11 to 14 Indicators) by the End of Year 1 (including priority Māori or Pacifica students)
<b>Year 2</b>	33 students from Early Level 1 (7 to 9 Indicators) to Late Level 1 (12 to 17 Indicators) by the End of Year 2 (including priority Māori or Pacifica students)
<b>Year 3</b>	41 students from Late Level 1 (10 to 14 Indicators) to Early Level 2 (6 to 10 Indicators) by the End of Year 3 (including priority Māori or Pacifica students)
<b>Year 4</b>	36 students from Early Level 2 (4 to 8 Indicators) to Late Level 2 (15 to 18 Indicators) by the End of Year 4 (including priority Māori or Pacifica students)
<b>Year 5</b>	38 students from Late Level 2 (8 to 15 Indicators) to Early Level 3 (6 to 10 Indicators) by the End of Year 5 (including priority Māori or Pacifica students)
<b>Year 6</b>	38 students from Early Level 3 (4 to 9 Indicators) to Late Level 3 (12 to 16 Indicators) by the End of Year 6 (including priority Māori or Pacifica students)
<b>Teachers</b>	70% of teachers (22 individuals) who are confidently using Assessment for Learning pedagogies across multiple areas of their practice (rating themselves between a 6 to 8 out of 8) 29% of teachers (9 individuals) who are becoming more confident using Assessment for Learning pedagogies in at least reading and writing practice (rating themselves at a 5 or 6 out of 8)

Furthermore, we will achieve 23% of Lead Teachers (7 individuals) who are confidently using peer observation and practice analysis to enhance teacher practice and sustain evaluative capacity for sustainability post support from the External Contractor (Trish at Evaluation Associates).

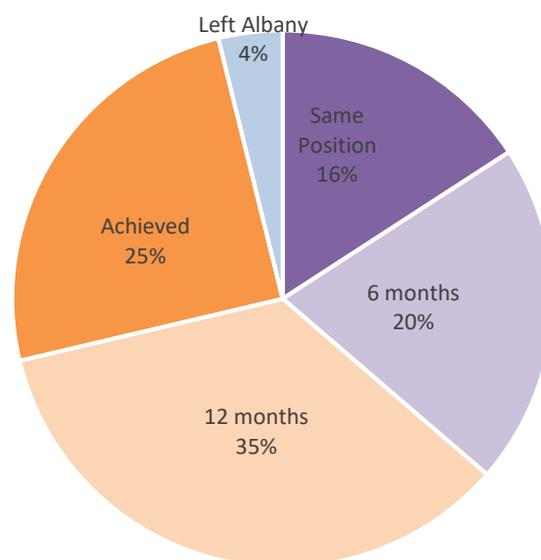
### Where are we at now

At the completion of the End of Year Progress and Reporting updates which were completed in November 2021, we have current data available for 201 of the students as 8 students have left Albany Primary which were identified in the above target. It is important to note that our total number of students at Albany has risen to 823 students when compared to the 741 from February 2021.



Below is the collated whole school data outlining the current progress and achievement of the 209 students identified in the 2021 Writing Target. These students were identified at risk of remaining below their year level expectation despite achieving a whole year's progress based on their current rate of achievement.

Albany Primary - Writing Target 2021 (n=209 students)

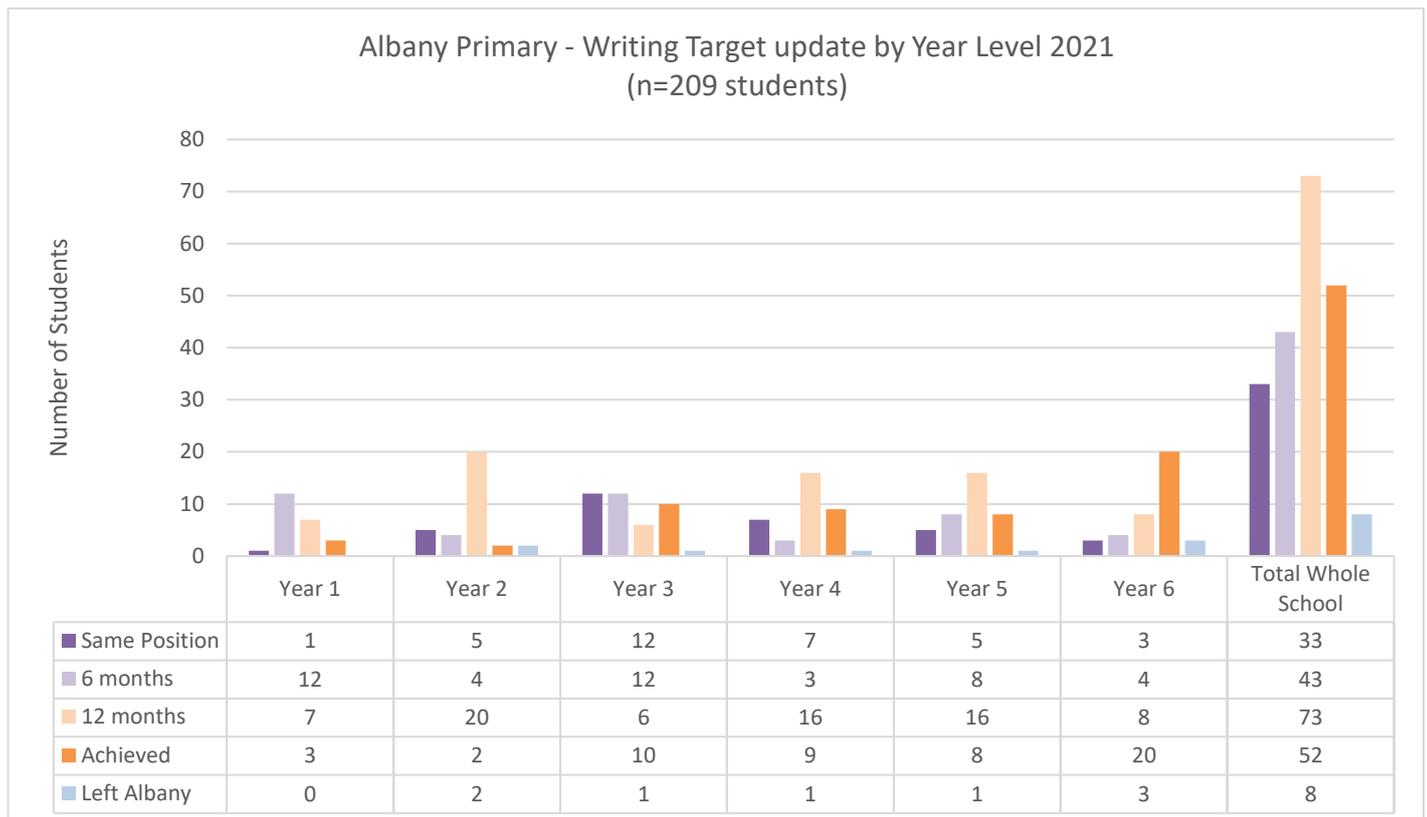


■ Same Position ■ 6 months ■ 12 months ■ Achieved ■ Left Albany

The above graph shows that:

- 1) 25% or 52 students have achieved accelerated progress and are now 'At' the expected year level expectation to bring them into line with their cohort which is 16% greater than at the mid year update.
- 2) 35% or 73 students have achieved accelerated progress and are now on track to achieve the expected year level expectation by the end of 2022, given another years accelerated progress which will bring them into line with their cohort showing yet another 12 months progress in the next 10 months at school.
- 3) 20% or 43 students have achieved some progress in relation to their previous achievement levels and are forecasted to still be 'Below.'
- 4) 16% or 33 students have achieved little progress in relation to their previous achievement levels and are forecasted to still be 'Below' or even 'Well Below.'
- 5) 4% or 8 students have left Albany Primary School and information has been passed onto their new school to support effective transitions and reduce any disruption to learning programs

Below is a break down of the year level data outlining the current progress and achievement of the 209 students identified in the 2021 Writing Target.



The above graph shows that in the past 10 months:

- 1) in Year 1, 4% of targeted students are in a similar position to where they were in mid 2021, 52% of targeted students have made some progress (up to 6 months), 30% of target students have made progress (up to 12 months), leaving 13% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Late Level 1 with 11 to 14 indicators
- 2) in Year 2, 15% of targeted students are in a similar position to where they were in mid 2021, 12% of targeted students have made some progress (up to 6 months), 60% of target students have made progress (up to 12 months), leaving 6% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Late Level 1 with 12 to 17 indicators
- 3) in Year 3, 29% of targeted students are in a similar position to where they were in mid 2021, 29% of targeted students have made some progress (up to 6 months), 15% of target students have made progress (up to 12 months), leaving 24% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Early Level 2 with 6 to 10 indicators
- 4) in Year 4, 19% of targeted students are in a similar position to where they were in mid 2021, 8% of targeted students have made some progress (up to 6 months), 44% of target students have made progress (up to 12 months), leaving 25% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Late Level 2 with 15 to 18 indicators
- 5) in Year 5, 13% of targeted students are in a similar position to where they were in mid 2021, 21% of targeted students have made some progress (up to 6 months), 42% of target students have made progress (up to 12 months), leaving 21% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Early Level 3 with 6 to 10 indicators

- 6) in Year 6, 7% of targeted students are in a similar position to where they were in mid 2021, 10% of targeted students have made some progress (up to 6 months), 20% of target students have made progress (up to 12 months), leaving 52% of targeted students that have made accelerated progress (up to 15 months) and have achieved their end of 2021 Curriculum Level at Late Level 3 with 12 to 16 indicators

There are very similar trends across all year levels with an identified shift in progress being measured between our data collection and mid-year progress update report and the 9 weeks before going into lockdown in August 2021. We acknowledge the very complex situation accurately measuring and reporting against those students who were able to be onsite in bubble school for the 27 days in the Term 3 and Term 4 lockdown, those who were at home fully engaging in distance learning and those who have been unable to engage given the complex family circumstances.

Given this information, we will continue to track the Year 1 to Year 5 students identified into 2022 and provide a progress update in late Term 1 once we have been able to fully assess all students in person and once they have settled back into learning in at school.

Looking specifically at the two groups (Year 1 and Year 6) who have less than 10% of students in the 'same position,' we have been able to identify for the Year 1 group growth across the curriculum was in supporting students to develop the mechanics' of how to write and for the Year 6 group growth was displaying ability to apply their knowledge and skills writing across the curriculum for a range of authentic purposes.

It is important to remember that as a student moves through the school each year, their ability to be identified as 'Above', 'At', 'Below' or 'Well Below' also expands in relation to their cohort and curriculum level expectations. This aligns with the specific targets identified in the table above. The curriculum level students are working at may have remained the same and it is important to recognise that movement across a curriculum level can take two years, and movement through half a curriculum level (i.e. early into late within a curriculum level, or from late one level into early in the next level) can take a full year.

### **Has there been any measurable shift in Teacher Pedagogy during 2021**

*"Looking at the past must only be a means of understanding more clearly what you and who you are – so you can more wisely build the future," Paulo Freire.*

Through ongoing conversations we can clearly identify that:

- 1) 38% of teachers (12/31 teachers) are confidently using Assessment for Learning pedagogies in their practice (rating themselves at a 7 or 8 out of 8),
- 2) 45% of teachers (14/31 teachers) are becoming confident using Assessment for Learning pedagogies in their practice (rating themselves at a 5 or 6 out of 8),
- 3) 16% of teachers (5/31 teachers) are still experimenting with this pedagogy through the Reading and Writing curriculum for 2021 (rating themselves at a 3 or 4 out of 8).

Furthermore, we have achieved our target of developing 8 teachers who are confidently using peer observation and practice analysis to enhance teacher practice and sustain evaluative capacity for sustainability moving into 2022.

### **What did we identify that is working**

Team Leaders and Senior Management coming together to share what is working has shown that the culture of learning, focused around developing and enhancing powerful learning focused relationships has been critical. The professional development provided by Trish Manson (Evaluation Associates – through A4L) and a professional reading 'Clarity in the Classroom' by Michael Absolum has again highlighted that being clear with the students about:



- what they are learning,
- why they are learning it,
- what they need to remember to be successful,
- how they will know when they are successful,

provides transparency for the students but also to share the ownership in learning which we know is best aligned with agentic learners and the fundamental principles of Ako. There was also increased opportunity and visibility for teachers to learn both formally and informally from one another.

The second factor which was identified to be having the greatest impact on student outcomes was being precise when identifying the next steps for writing progress. This included what was of interest to them, intended purpose and audience, and identifying which exemplars' or models best suited the learning needs of the targeted students. We found this really engaged the students and helped with clarity for students, empowering them to become 'experts' and apply recent learning they had undertaken, sharing with other students who were still yet to master the concept by 'learning together.' Given the shift back into distance learning from August, teachers also identified the choice of writing topic and pre-recorded videos were a significant tool, enabling parents to play such a key role in minimising disruption to full time learning and reusable resource.

The third factor which was identified to have impact on student outcomes was the support groups being offered by Tracy Moody and Christine Templeton for Literacy support groups. These were specifically targeted to provide booster programs in addition to the classroom programme and timetables were carefully changed to allow for this to remain the priority for these interventions.

### **What did we identify that is not working**

We acknowledge the ongoing disruption of Covid-19 has really slowed down the direct influence teaching and learning programs have had on achieving the 'best' outcomes for students. Teachers are continuing to be adaptive and are making it a real priority to sustain high education standards for all learners.

Teachers are constantly looking at what the potential barriers are and what it is that they can do, change or provide to make the best out of every opportunity that is available (e.g. running small and targeted writing workshops in comparison to whole class lessons).

Given the past 4 months of restricted travel, experiences, trips and events that families are able to enjoy, teachers are finding the need to create real and authentic learning opportunities at school to enable students to explore events together. This is very important in the first 4 years of school as students write best about actual events or experiences, remembering how they felt, who was there and what they saw.

Teachers have also identified that it is critical to look carefully at what the individual needs for these target students are. How they can target lessons by precisely planning for the delivery of learning programmes and then by reflecting on what they can do differently to accelerate learning outcomes.

There is always a need to explore each individual students' learning journey and to work together (with students and families) to make this plan interesting, meaningful and focused on achieving the highest educational outcomes as this will enable them to reach their potential.

If the opportunities arise, exploring New Zealand and discovering new experiences as a family will support the students to develop their oral language, take photos they can use in class or even send a postcard or email to the classroom that can be used when they return to school.

### **Where to next moving into Term 1 2022**

With only 3 weeks to go until the end of 2021, the ongoing uncertainty of Covid-19 Alert Level changes and specifically honing in on the 30 students who are not yet on track to achieve their End of Year level expectations:



- 1) We are already looking more closely at the 39 students who have been identified as only making some progress (up to 6 months) for their expected learning levels. This includes a continued structured approach remains focused on enhancing individual teacher inquiries, the Assessment for Learning (A4L) professional development and individual team and school intervention.
- 2) Senior Leadership, supported by Team Leaders and teachers are working through the process of organising student distribution for 2022. Moving forward into classes next year, teachers will update writing assessments, complete gap analysis to identify priorities for Term 1 2022 and determine appropriate next steps for their Professional Development and growth.
- 3) Across the Year 3 to 6 classes, teachers are exploring different writing examples/models that are of high interest showing the students next steps that they can also explore and unpick collaboratively, alongside exploring a range of technological tools that may support reluctant writers or students with identified learning needs.



**ALBANY PRIMARY SCHOOL**  
Where learning makes a difference ...

# **ANNUAL GOALS**

## **2022**

## Annual Goal One:

### Excellence in Learning, Teaching and Leading (Students, Teachers, Parents, Community, Community of Learning)

#### a) Albany Primary Curriculum (APC)

To continue developing teacher knowledge and understanding of the eight learning areas (with the transition from Achievement Objectives to Progress Outcomes)

To explore and understand the 'newest strands' located in specific learning areas of the NZ Curriculum (Digital Curriculum, Relationships and Sexuality Education, Aotearoa New Zealand's Histories)

#### b) Teacher Pedagogy (PGC / A4L / Growth Coaching / te reo & Tikanga / Collaboration)

To continue developing Teacher Effectiveness by active participation in Assessment for Learning (A4L) sessions to consolidate the Albany language and pedagogy expected in Reading, Writing and Maths

To embed best practice for all teachers through our Performance Growth Cycle (PGC) and working collaboratively using a Growth Coaching approach to measure teachers against the Albany quality practice statements

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

#### c) Middle Management (Mentors / Team Leaders / Project Leaders / Collaboration)

To build and sustain high trust relationships, professional community and collective leadership

To build evaluative capability and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

## Expected Outcomes:

All staff are developing a deeper understanding of the revised learning areas of the NZ Curriculum (across all curriculum levels and progress outcomes, through exploration at team level and schoolwide)

All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students' ability to discuss their learning and achievements

All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes, through moderation, at team level and schoolwide)

All staff are actively engaged in a Performance Growth Cycle and professional development is targeted to support individual and group needs

Updated job descriptions, expectations and systems are available and being implemented and utilised across the school

Specialised professional development and transparent pathways are constructed to support collective leadership and empower professional learning communities (and potential development / career pathways)

### **Annual Goal Two:**

#### **Honouring Te Tiriti o Waitangi (Treaty of Waitangi) - To learn, work and grow together (Students, Teachers, Parents, Community, Community of Learning)**

To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (and true partnership) of Te Tiriti o Waitangi (all three articles), and being Culturally Responsive to all staff, students and their families

To develop Teacher and Staff Effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)

To enrich Teacher and Staff Effectiveness by developing the use of te reo and tikanga Māori

To engage with teachers, parents, whānau and iwi in a collaborative way to:

- (i) understand the aspirations that our communities have for our tamariki
- (ii) explore hauora and hautū as they underpin the unique culture of our school
- (iii) establish high expectations for all tamariki to reach their full potential

### **Expected Outcomes:**

All staff using appropriate, Culturally Responsive teaching practices (also linked to Goal 1b)

All staff maintaining a welcoming, inclusive and collaborative learning environment

All students receiving access to te reo Māori, in and through, education

Engaging authentically with parents, families, iwi, hapū and whānau, and providing appropriate support, information, and advice

All staff being able to identify deliberate changes in response to children and parents of different cultures within classes and with the community (also linked to Goal 1b)

All students and staff being able to celebrate our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa

### **Annual Goal Three:**

#### **Uplifting Environments that reflect identity and belonging: (Students, Teachers, Parents, Community, Community of Learning & Collaboration)**

##### *Uplifting Environments:*

To explore, utilise and evaluate the effectiveness, educative purpose and use of learning environments. Through a range of lenses (physical, cultural and interactive), environments should be reviewed and reflected upon to ensure spaces are designed to meet the needs of today's and tomorrow's learners

##### *Pedagogy:*

To provide staff professional learning and networking opportunities to encourage genuine and purposeful collaboration. There should be a focus on pedagogical growth

### **Expected Outcomes:**

Learning design is complimented and extended by the physical space, it is adaptable and agile, rather than the space hampering motivation or creativity

Teachers developing learner centred and focused relationships, with deliberate acts of teaching and learning to foster a culture of

and deliberate acts of teaching and learning to foster culturally rich and learner centred environments

*Physical Space:*

To understand the physical design and layout of a space through the eyes of the learners within the room. Teachers will know how external and environmental factors (e.g. heat, colour and light) can have a significant impact on the learning outcomes

*Cultural Climate:*

To create and develop the concept of a culturally competent space where learners can see themselves within the boundaries of the learning area and feel a sense of kotahitanga and belonging

*Interactive:*

To know a learning environment should promote interactive relationships between space and people

collaboration. Empowering students to connect and bring visibility to their learning

Spaces have clear boundaries and fluid movement of students. There are shared rules but also opportunity for choice and a chance to express individuality within their learning outcomes (agency focus) Students understanding their role and place within their environment, they feel a sense of belonging and ownership

Staff are comfortable in their understanding of the spectrum of the locus of control, accepting that to meet the needs of their learners

Whānau see the environment as welcoming and exciting, a place they can walk into and see their own child's voice, choices and culture reflected in the displays, layout and language used

Teachers begin to understand the relationship between space and collaboration, independence and interdependence

**Annual Goal Four:**

**National Administration and Education Guidelines (Business as Usual)**

New Board members will have key documents (including the NAGS and NEGS) shared with them, in relation to meeting these requirements (with the Principal, SLT and teachers). Board members will have identified project or work stream roles (e.g. health and safety, finance) linked to these guidelines

The Board will be aware of the statement of National Education Learning Priorities (NELP) and time frame for implementation, with regard to future (2023) Charter requirements. Community consultation will be inclusive of all voices of our school

Board members will participate in and be committed to extending their knowledge of Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)

**Expected Outcomes:**

An informed Board whose collaborative and individual roles and strengths ensure highly effective governance, with our ultimate goal to ensure every student is able to attain his or her highest standard in educational achievement

The schools 2022 Strategic Plan will reflect the transition to the NELP's with evidence of clear links to the school goals and priorities

A board who are cognisant of the relevance Te Tiriti o Waitangi has to the governance of our school, and a commitment to meeting the responsibilities in our kura



**ALBANY PRIMARY SCHOOL**  
Where learning makes a difference ...

# **ANNUAL PLAN**

## **2022**

**Annual Goal One:  
Excellence in Learning, Teaching and Leading (Students, Teachers,  
Parents, Community, Community of Learning)**

**a) Albany Primary Curriculum (APC)**

To continue developing teacher knowledge and understanding of the eight learning areas (with the transition from Achievement Objectives to Progress Outcomes).

To explore and understand the 'newest strands' located in specific learning areas of the NZ Curriculum (Digital Curriculum, Relationships and Sexuality Education, Aotearoa New Zealand's Histories).

**b) Teacher Pedagogy (PGC / A4L / Growth Coaching / Te Reo & Tikanga / Collaboration)**

To continue developing Teacher Effectiveness by active participation in Assessment for Learning (A4L) sessions to consolidate the Albany language and pedagogy expected in Reading, Writing and Maths

To embed best practice for all teachers through our Performance Growth Cycle (PGC) and working collaboratively using a GROWTH Coaching approach to measure teachers against the Albany quality practice statements

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

**c) Middle Management (Mentors / Team Leaders / Project Leaders / Collaboration)**

To build and sustain high trust relationships, professional community and collective leadership

To build evaluative capability and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

**Expected Outcomes:**

All staff are developing a deeper understanding of the revised learning areas of the NZ Curriculum (across all curriculum levels and progress outcomes, through exploration at team level and schoolwide)

All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students' ability to discuss their learning and achievements

All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes, through moderation, at team level and schoolwide)

All staff are actively engaged in a Performance Growth Cycle and professional development is targeted to support individual and group needs

Updated job descriptions, expectations and systems are available and being implemented and utilised across the school

Specialised professional development and transparent pathways are constructed to support collective leadership and empower professional learning communities (and potential development / career pathways)

Actions	Timeframe	Responsibility
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a) Curriculum - Teacher Only Day sessions and Termly Staff Meetings	Term 1, 2, 3 and 4	SLT (appropriate DP)
b) Assessment for Learning (A4L) - Teacher Only Day sessions, twice termly staff meetings and twice termly self / peer observation sessions	Term 1, 2, 3 and 4	Helen Furness / Trish Manson (A4L Facilitator)
a & c) Mathematics Curriculum Development - twice termly sessions including staff meeting, team meetings and in class support	Term 2, 3 and 4	SLT (appropriate DP's) and facilitators (Jo Knox and Marie Hirst)
a & b) ACCORD Day planning, Curriculum Development and Moderation (linked to annual goals)	Term 1 and 2	SLT (appropriate DP)
b & c) Project Teams formed, termly staff meetings and Lead Team development	Term 1, 2, 3 and 4	SLT (appropriate DP and Lead Team / Project Leaders)
b & c) Middle Leadership mentoring and growth program (PCT and WSLs)	Term 1, 2, 3 and 4	SLT (appropriate DP's) / WSLs
b & c) Team Leader development and guidance (Professional Growth and Performance Growth Cycle)	Term 1, 2, 3 and 4	SLT (appropriate DP's)
a & b) Twice yearly Information reports for Board (inc Curriculum, Assessment and Annual Goal updates)	Term 2 and 4	SLT (appropriate DP)
<p><b>Annual Goal Two:</b>  <b>Honouring Te Tiriti o Waitangi (Treaty of Waitangi) - To learn, work and grow together (Students, Teachers, Parents, Community, Community of Learning)</b>  To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (and true partnership) of Te Tiriti o Waitangi (all three articles), and being Culturally Responsive to all staff, students and their families</p> <p>To develop Teacher and Staff Effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)</p> <p>To enrich Teacher and Staff Effectiveness by developing the use of te reo and tikanga Māori</p> <p>To engage with teachers, parents, whānau and iwi in a collaborative way to:</p> <ul style="list-style-type: none"> <li>(i) understand the aspirations that our communities have for our tamariki</li> <li>(ii) explore hauora and hautū as they underpin the unique culture of our school</li> <li>(iii) establish high expectations for all tamariki to reach their full potential</li> </ul>	<p><b>Expected Outcomes:</b></p> <p>All staff using appropriate, Culturally Responsive teaching practices (also linked to Goal 1b)</p> <p>All staff maintaining a welcoming, inclusive and collaborative learning environment</p> <p>All students receiving access to te reo Māori, in and through, education</p> <p>Engaging authentically with parents, families, iwi, hapū and whānau, and providing appropriate support, information, and advice</p> <p>All staff being able to identify deliberate changes in response to children and parents of different cultures within classes and with the community (also linked to Goal 1b)</p> <p>All students and staff being able to celebrate our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa</p>	
<b>Actions</b>	<b>Timeframe</b>	<b>Responsibility</b>

<p>Maintain a welcoming, inclusive and collaborative learning environment through:</p> <ul style="list-style-type: none"> <li>&gt; Enrolment Interviews and Procedures</li> <li>&gt; Pōwhiri (school engagement and teacher development)</li> <li>&gt; Partnership Meetings (community engagement)</li> <li>&gt; Student Conferences (three way partnerships)</li> <li>&gt; Community Meetings and Whānau Hui (community engagement and collaborative opportunities)</li> </ul> <p><i>** some actions are also intertwined into Goal 1 and Goal 3**</i></p>	<p>Ongoing</p> <p>Terms 1, 2, 3 and 4</p> <p>Term 1</p> <p>Terms 2 and 3</p> <p>Ongoing / As Needed</p>	<p>Admin and Senior Leadership Deputy Principal and Sub Committee SLT and All Teachers SLT and All Teachers Senior Leadership and Board</p>
<p>To enrich our knowledge of Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa).</p> <ul style="list-style-type: none"> <li>&gt; Professional Development on 'Te Tiriti o Waitangi' and NZ Histories resources</li> <li>&gt; Introduction of the Aotearoa Histories to the Social Sciences Curriculum</li> <li>&gt; Te reo and Tikanga teaching for all classes</li> <li>&gt; Exploration of te reo and Tikanga teaching for all staff</li> </ul> <p><i>** some actions are also intertwined into Goal 1 and Goal 3**</i></p>	<p>Term 1 and 2 - ongoing into 2023</p> <p>Terms 2, 3 and 4</p> <p>All Terms and Ongoing</p> <p>All Terms and Ongoing</p>	<p>SLT (appropriate DP's)</p> <p>SLT (appropriate DP), Project Team and WSL Specialist te reo / Tikanga Kaiako Senior Leadership / Kāhui Ako Collaboration</p>
<p><b>Annual Goal Three:</b> <b>Uplifting Environments that reflect identity and belonging: (Students, Teachers, Parents, Community, Community of Learning &amp; Collaboration)</b></p> <p><i>Uplifting Environments:</i> To explore, utilise and evaluate the effectiveness, educative purpose and use of learning environments. Through a range of lenses (physical, cultural and interactive), environments should be reviewed and reflected upon to ensure spaces are designed to meet the needs of today's and tomorrow's learners</p> <p><i>Pedagogy:</i> To provide staff professional learning and networking opportunities to encourage genuine and purposeful collaboration. There should be a focus on pedagogical growth and deliberate acts of teaching and learning to foster culturally rich and learner centred environments</p> <p><i>Physical Space:</i> To understand the physical design and layout of a space through the eyes of the learners within the room. Teachers will know how external and</p>	<p><b>Expected Outcomes:</b></p> <p>Learning design is complimented and extended by the physical space, it is adaptable and agile, rather than the space hampering motivation or creativity</p> <p>Teachers developing learner centred and focused relationships, with deliberate acts of teaching and learning to foster a culture of collaboration. Empowering students to connect and bring visibility to their learning</p> <p>Spaces have clear boundaries and fluid movement of students. There are shared rules but also opportunity for choice and a chance to express individuality within their learning outcomes (agency focus) Students understanding their role and place within their environment, they feel a sense of belonging and ownership</p>	

<p>environmental factors (e.g. heat, colour and light) can have a significant impact on the learning outcomes</p> <p><i>Cultural Climate:</i> To create and develop the concept of a culturally competent space where learners can see themselves within the boundaries of the learning area and feel a sense of kotahitanga and belonging</p> <p><i>Interactive:</i> To know a learning environment should promote interactive relationships between space and people</p>	<p>Staff are comfortable in their understanding of the spectrum of the locus of control, accepting that to meet the needs of their learners</p> <p>Whānau see the environment as welcoming and exciting, a place they can walk into and see their own child's voice, choices and culture reflected in the displays, layout and language used.</p> <p>Teachers begin to understand the relationship between space and collaboration, independence and interdependence.</p>	
Actions	Timeframe	Responsibility
<p><b>To develop teacher understanding of collaborative practice within a shared space, designing learning opportunities that are agile and adaptable to student needs through:</b></p> <ul style="list-style-type: none"> <li>• Designing learning workshops supporting an opt-in approach for students, championing ownership and choice</li> <li>• Deepening understanding of collaborative practice through shared and concept driven inquiry, supported by the WSL team.</li> <li>• Co-planning the use of space with students as equal stakeholders through personalised or individualised inquiry</li> </ul>	<p>Ongoing</p> <p>Terms 2</p> <p>Terms 1-4</p> <p>Term 3</p>	<p>SLT and all Teachers</p> <p>WSL leads/all teachers/DP Liaison</p> <p>SLT and all Teachers</p>
<p><b>To work as a whole staff to define what teaching and learning in 2022 looks, feels and sounds like when meeting the needs of 21c learners.</b></p> <ul style="list-style-type: none"> <li>• Unpacking concept based learning with the APS inquiry model. What does it mean for deliberate acts of teaching?</li> <li>• Teams continue to explore tools and methodologies to support deep learning, collaboration and connection in the online space, supporting distance learning practices where needed</li> <li>• Leadership team to explore the use of platforms to access knowledge for use in a flipped learning model</li> <li>• Explore how we can access knowledge for children without a device or those unable to work independently</li> </ul>	<p>Ongoing</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1</p>	<p>Inquiry Leader/DP for curriculum</p> <p>Digital Curriculum Team/SLT</p> <p>SLT</p>
<p><b>Through a Māori worldview, teachers will begin to deepen their cultural competency and focus on the creation of inclusive environments that support individual identity.</b></p> <ul style="list-style-type: none"> <li>• Continue to utilise resources provided by Tamsin Hanly to build on links to Whare tapa wha, tikanga and Māori World View</li> <li>• Embed the planning and connections with specialist CRT release teacher into the wider curriculum concepts and vice versa</li> <li>• Ongoing use and linking of the school karakia and values, unpacking from a conceptual Māori perspective, a NZ Pākeha perspective and</li> </ul>	<p>Ongoing (and tied to G2)</p> <p>Term 1, 2, 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SLT and all teachers</p>

<p>the perspectives of multiple cultures within the class e.g. What does Manaakitanga look/sound/feel like in NZ European / Māori / Chinese / European whanau?</p>		
<p><b>To create stronger partnerships with whānau and consistently develop class culture that reflects the background of the individuals within the room.</b></p> <ul style="list-style-type: none"> <li>• Build intentional opportunities for parents to become part of learning programmes using knowledge and culture collected during partnership meetings and ongoing experiences</li> <li>• To explore the concept of a community skills bank, beginning to look at how our skills can support different members of the community, as well as how theirs can support ours.</li> </ul>	<p>Ongoing (and tied to G2)</p> <p>Early Term 2</p> <p>Term 3</p>	<p>SLT and all teachers DP/Team Leaders</p>
<p>To support the learning design and pedagogy of teaching spaces and environments, resources (physical and digital) will be identified and provided to be utilised to support and complement the teaching and learning in these environments</p>	<p>Ongoing Terms 1-4</p>	<p>SLT, Lead Team and teaching staff</p>
<p><b>Annual Goal Four: National Administration and Education Guidelines (Business as Usual)</b></p> <p>New Board members will have key documents (including the NAGS and NEGS) shared with them, in relation to meeting these requirements (with the Principal, SLT and teachers). Board members will have identified project or work stream roles (e.g. health and safety, finance) linked to these guidelines.</p> <p>The Board will be aware of the statement of National Education Learning Priorities (NELP) and time frame for implementation, with regard to future (2023) Charter requirements. Community consultation will be inclusive of all voices of our school.</p> <p>Board members will participate in and be committed to extending their knowledge of Te Tiriti o Waitangi (celebrating our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa).</p>	<p><b>Expected Outcomes:</b></p> <p>An informed Board whose collaborative and individual roles and strengths ensure highly effective governance, with our ultimate goal to ensure every student is able to attain his or her highest standard in educational achievement.</p> <p>The schools 2022 Strategic Plan will reflect the transition to the NELP's with evidence of clear links to the school goals and priorities.</p> <p>A board who are cognisant of the relevance Te Tiriti o Waitangi has to the governance of our school, and a commitment to meeting the responsibilities in our kura.</p>	
<p><b>Actions</b></p>	<p><b>Timeframe</b></p>	<p><b>Responsibility</b></p>
<p>The Board approve the 2022 - 2025 Strategic Directions (as part of the 2022 Charter) with the understanding of the links to the NELP's. Engage with the Education Review Office to align external and internal review processes with school strategic planning and reporting, internal evaluation and continuous improvement</p>	<p>Terms 1- 4</p>	<p>Principal, Board and ERO Evaluation partner</p>

Complete Board Assurance policy statements	Term 1	Principal and DP's
The Board will circulate the Te Tiriti Curriculum Programme Resource (Tamsin Hanly) to strengthen their own knowledge of the historical perspectives of the Te Tiriti o Waitangi	Term 1	Principal and Board
The Board will be aware of the new Aotearoa New Zealand history curriculum (as part of APS Curriculum review)	Term 3	Principal and Board

# Albany Primary School 'Writing Target Term 1 2022 – Whole School revised from 2021'

**FOCUS: School Wide  
'Writing Term 1'**

*Where Learning Makes a Difference...*

**ANNUAL GOAL 2021:**

**Annual Goal One: Excellence in Learning, Teaching and Leading (Students, Teachers, Parents, Community, Community of Learning)**

b) Teacher Pedagogy (PGC / A4L / Growth Coaching / Te Reo & Tikanga / Collaboration)

- Continue developing Teacher Effectiveness by active participation in Assessment for Learning (A4L) sessions to consolidate the Albany language and pedagogy expected in Reading, Writing and Mathematics
- Embed best practice for all teachers through our Performance Growth Cycle (PGC) and work collaboratively using a GROWTH Coaching approach to measure teachers against the Albany quality practice statements

c) Middle Management (Mentors / Team Leaders / Project Leaders / Collaboration)

- Build and sustain high trust relationships, professional community and collective leadership
- Build evaluative capability and robust systems for tracking, review and evaluation of how effective and consistent practice enhances 'in learner outcomes'

**Expected Outcomes:**

- i) All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students' ability to discuss their learning and achievements
- ii) All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes, through moderation, at team level and school wide)
- iii) All staff are actively engaged in a Performance Growth Cycle and professional development is targeted to support individual and group needs

**Writing - BASELINE  
DATA**

**Term 4 2021**

➤ **End of Year Level**

Overall Student achievement data from the **Term 4 2021 End of Year Curriculum Report – in Writing:**

- 56% of ALL students are working 'At' or 'Above' Expected Curriculum Level for Writing
- 42% of ALL students are working 'Below', with 2% of these students working 'Well Below' expected Curriculum Level for Writing.

In Writing our NZ European (51%), Māori (31%) and Other (33%) categories are lower than the Albany average of 56% achieved 'At' and 'Above' curriculum level.

**Year Level Breakdowns for Writing In relation to Expected New Zealand Curriculum Level:**

Year Level	Above		At		Below	
<b>Year 0</b>	1		37			
38 Students	0 Male	1 Female	21 Male	16 Female		
<b>Year 1</b>	57		49			
106 Students	29 Male	28 Female	22 Male	27 Female	<b>Below</b>	
<b>Year 2</b>	15		73		48	
136 Students	7 Male	8 Female	38 Male	35 Female	29 Male	19 Female

Year Level	Above		At		Below		Well Below	
<b>Year 3</b>	0		51		82			
133 Students	0 Male	0 Female	20 Male	31 Female	42 Male	40 Female	<b>Well Below</b>	
<b>Year 4</b>	2		29		91		10	
132 Students	1 Male	1 Female	11 Male	18 Female	55 Male	36 Female	9 Male	1 Female

Year Level	Above		At		Below		Well Below	
<b>Year 5</b>	9		55		46		2	
112 Students	3 Male	6 Female	32 Male	23 Female	27 Male	19 Female	2 Male	0 Female
<b>Year 6</b>	10		56		66		4	
136 Students	1 Male	9 Female	29 Male	27 Female	43 Male	23 Female	4 Male	0 Female

**Overall Teacher Capability:**

Through ongoing conversations, linked to our Performance Growth Cycle and through targeted observations - we can clearly identify that:

- 38% of teachers (12/31 teachers) are confidently using Assessment for Learning pedagogies in their practice (rating themselves at a 7 or 8 out of 8)
- 45% of teachers (14/31 teachers) are becoming confident using Assessment for Learning pedagogies in their practice

(rating themselves at a 5 or 6 out of 8)

- 16% of teachers (5/31 teachers) are still experimenting with this pedagogy through the Reading and Writing curriculum (rating themselves at a 3 or 4 out of 8)

**Carry over from Writing Target Report - Term 4 2021:**

Looking wider into our initial goal of also achieving 85% of all learners school wide having 'At' or 'Above' expected curriculum level by the End of 2021 we can link the final results for 2021 from the Curriculum Progress and Achievement Report showing this was not accomplished with only 56% meeting this expectation. Given this information, we will continue to track the Year 1 to Year 5 students (already identified in 2021) into 2022 and provide a progress update in Term 2 once we have been able to fully assess all students in person and once they have settled back into learning at school.

**TARGET Term 1 2022:**

<b>Year 2</b>	23 students from Early Level 1 to Late Level 1 (13 to 16 Indicators) by the End of Term 1 (including priority Māori or Pacifica students)
<b>Year 3</b>	31 students from Level 1 to Early Level 2 (4 to 7 Indicators) by the End of Term 1 (including priority Māori or Pacifica students)
<b>Year 4</b>	40 students from Level 1 to Early Level 2 (8 to 12 Indicators) by the End of Term 1 (including priority Māori or Pacifica students)
<b>Year 5</b>	35 students from Level 2 to Early Level 3 (4 to 7 Indicators) by the End of Term 1 (including priority Māori or Pacifica students)
<b>Year 6</b>	37 students from Level 2 to Early Level 3 (6 to 10 Indicators) by the End of Term 1 (including priority Māori or Pacifica students)

**TEACHING AND LEARNING PROGRAMME FOCUS**

A school wide focus on enhancing increased teacher capability in:

- Developing pedagogy to promote student agency (embedding Assessment for Learning)
- Understanding what is needed to raise student achievement in Writing (gap analysis, targeted groups and Teacher/Leader PD)
- Lifting the level of student talk and increasing resilient learners (cultivating a culture of and shared language of learning)
- Leadership practice in observations and practice analysis conversations
- Leadership coherence in building sustainable systems and processes to ensure quality teaching and learning
- Teaching with cultural responsiveness

**ACTION PLAN**

Break down the above points to an action plan with time frames and identified tracking points

- a) Whole school data collection and analysis (**Student, Teacher and Leadership – Week 3 Term 1 and ongoing**)
- b) Individual Class Targets Identified (**by Week 4 Term 1**), monitored and ongoing tracking regularly (Termly)
- c) Termly Whole Staff Meetings to explore the A4L capabilities (along with unpicking 'Clarity in the Classroom' by Michael Absolum):
  1. Building Learning-focused relationships
  2. Being clear about what is learnt

	<ol style="list-style-type: none"> <li>3. Assessment Literacy</li> <li>4. Promoting further learning</li> <li>5. Active reflection</li> <li>6. Clarity about next learning steps</li> </ol> <p>d) Twice Termly Syndicate Meetings to share what is being tried, what is working, what is not working and what is our focus next (including regular monitoring on target student progress).</p> <p>e) Termly peer observations (and practice analysis conversations) with a Lead Teacher and the A4L Facilitator to enhance teacher practice and Leadership capabilities (including group observations also).</p> <p>f) Lead Teacher workshops to enhance Leadership capabilities and evaluative capacity <b>(twice termly)</b></p> <p>Include how parents will be informed and clear ways that they can support their child in achieving Through ongoing conversations, meetings, conferences (Term 2 and Term 3) and written reports (Term 2 and Term 4); all families will be engaged in the learning partnership and informed about what their child is learning, why they are learning it, what they need to remember to be successful and how they can assist their child at home.</p> <p>We are also continuing the development of multilingual resources to support community understanding of learning processes, curriculum and ways in which they can help.</p>
<p><b>STAFF AND PERSONAL PROFESSIONAL DEVELOPMENT</b></p>	<p>If staff knowledge and pedagogy appears to be a gap, identify how this will be addressed so that the children can achieve. A school wide focus on enhancing increased capability in:</p> <ul style="list-style-type: none"> <li>• Developing pedagogy to promote Student Agency (embedding Assessment for Learning)</li> <li>• Understanding what is needed to raise student achievement in Writing (Gap Analysis, targeted groups and Teacher/Leader PD)</li> <li>• Lifting the level of student talk and increasing resilient learners (Cultivating a Culture of and embedding a Language of Learning)</li> <li>• Leadership through observations and practice analysis conversations for Lead Teachers (and selected leaders and mentors)</li> <li>• Leadership coherence in building sustainable systems and processes to ensure quality teaching and learning</li> <li>• Teaching with Cultural Responsiveness and Competency</li> </ul>
<p><b>ASSESSMENT</b></p>	<p>Identify Assessments to be used and why.</p> <ul style="list-style-type: none"> <li>➤ 2021 Term 4 End of Year Curriculum Levels for Writing (OTJ's) used for annual tracking, reporting and support group identification.</li> <li>➤ Albany Writing Indicator rubric and class tracking and gaps identification, teaching and learning, Teacher PD and reporting.</li> <li>➤ 2022 Term 2 and Term 4 Curriculum Levels for Writing (OTJ's) used for annual tracking, reporting and support group identification.</li> </ul>

**Mathematics -  
BASELINE DATA**

**Term 4 2021**

➤ **End of Year Level**

Overall Student achievement data from the **Term 4 2021 End of Year Curriculum Report – in Mathematics:**

- 72% of ALL students are working 'At' or 'Above' Expected Curriculum Level for Mathematics
- 27% of ALL students are working 'Below', with 1% of these students working 'Well Below' expected Curriculum Level for Mathematics.

In Mathematics our NZ European (68%), Middle Eastern, Latin American and African (MELAA 68%), Pacifika (67%), Māori (44%) and Other (67%) categories are lower than the Albany average of 72% achieved 'At and Above' curriculum level except Asian (77%).

**Year Level Breakdowns for Mathematics In relation to Expected New Zealand Curriculum Level:**

Year Level	Above		At		Below		Well Below	
<b>Year 0</b> 38 Students	1		37					
	1 Male	0 Female	20 Male	17 Female				
<b>Year 1</b> 106 Students	31		75					
	21 Male	10 Female	30 Male	45 Female				
<b>Year 2</b> 136 Students	30		60		46			
	21 Male	9 Female	28 Male	32 Female	25 Male	21 Female		

Year Level	Above		At		Below		Well Below	
<b>Year 3</b> 133 Students	16		67		50			
	11 Male	5 Female	33 Male	34 Female	18 Male	32 Female		
<b>Year 4</b> 132 Students	16		65		45		6	
	14 Male	2 Female	35 Male	30 Female	22 Male	23 Female	5 Male	1 Female

Year Level	Above		At		Below		Well Below	
<b>Year 5</b> 112 Students	29		49		33		1	
	21 Male	8 Female	31 Male	18 Female	11 Male	22 Female	1 Male	0 Female
<b>Year 6</b>	28		64		42		2	

136 Students	15 Male	13 Female	39 Male	25 Female	21 Male	21 Female	2 Male	0 Female	
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**TARGET Term 2, 3 and 4 2022:**

Working collaboratively with leadership, team leaders, class teachers and our lead facilitator from Evaluation Associates we will complete updated Mathematics assessments (including OTJs, Knowledge Assessments and Year 4 to Year 6 PATs).

This will then be used to identify specific Year level targets and to create an action plan weaving Mathematics and Assessment for Learning pedagogy together for the remainder of 2022, and this will be presented to the Staff and Board in Term 2.

**New Zealand Curriculum Expectations:**

Students are expected to be working within their Learning Level, in relation to the NZC, as indicated in the table below:

Early Level 1	Late Level 1	Early Level 2	Late Level 2	Early Level 3	Late Level 3	Early Level 4	Late Level 4
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8