

**Port Ahuriri School  
Governance Manual  
(Part One)  
2022 - 2024**

MoE Number 2648



**The School Charter**

## Our Vision

*Empowered  
Learners  
in a  
Stimulating  
Inclusive  
Environment*

**Empowering is** to take ownership of our learning processes, children, staff and community. To empower is to enable, build confidence, provide leadership, develop a sense of independence, and increase resilience strategies.

**Stimulating is** at the heart of the learning programmes we develop and provide for all learners: children, staff and community, involving aspects of: excitement, engagement, motivation, challenge, self-direction, safety and risk, positivity, curiosity, wonder, awe, intrigue and fun.

**Inclusive is** the context for learning. The four dimensions of 'wholeness' (Durie, 1994) influence the context for learning for; the individual, peers, families, cultures, across local, national and global learning concepts.

- |             |                |                  |
|-------------|----------------|------------------|
| • Emotional | Taha hinengaro | } Whare Tapa Wha |
| • Physical  | Taha tinana    |                  |
| • Social    | Taha whanau    |                  |
| • Spiritual | Taha wairua    |                  |

## Our Supporting Values

**Be Kind:** Happy, Caring, Helpful, Empathetic

**Be Respectful:** Reliable, Relationships, Encouragement, Aware

**Be a Learner:** Risk taker, Independent, Collaborative, Creative, Problem solver, Cooperative, Resilient and a Contributor

## The School and its Community

Port Ahuriri School is a state contributing primary school of approximately 285 Year 1-6 students situated in the Ahuriri area of Napier. The original school was built in 1866 making it the oldest school in Napier. The school clearly identifies with the Ahuriri and Hospital Hill areas of Napier. The school is significantly supported by families from the wider Napier area because of convenient childcare before and after school, Montessori education and the quality of educational opportunities provided. The Board adopted an enrolment scheme in 2009 to manage roll growth.

We recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into our curriculum. The school curriculum encourages students to understand and respect the different cultures which make up New Zealand. Te Reo lessons ensure our students are familiar with greetings, social phrases and instructions and emphasise the bi-cultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instructions in Te Reo Maori in light of the school's resourcing and with due consideration at the time the request is received.

Our aim at Port Ahuriri School is to embed a learning culture where all students:

- are confident in their identity, culture and language,
- are socially and emotionally competent,
- are successful lifelong independent learners and thinkers,
- participate and contribute confidently in a range of contexts.

# Port Ahuriri School Strategic Plan 2022-2024

To Tatou Tirohanga  
Our Vision

## Empowered Learners in a Stimulating Inclusive Environment

To Tatou Uara  
Our Values

**Be Kind**  
Kia Ngākau Mahaki

**Be Respectful**  
Kia Ngākāu Whakaute

**Be A Learner**  
Kia Whai Kaha Ki Te Ako

To Tatou Whāinga  
Our Goals

**Students have Ownership of their Learning**

**Staff are Empowered and Inspired**

**Safe and Inspirational Learning Spaces**

**Positive Relationships through Whanau Involvement**

A Tatou Kaupapa  
Rautaki  
Our Strategic Initiatives

Implement learning programmes to increase student ownership over their learning pathway  
Embed learning progressions in reading, writing and mathematics to allow children to see a visual pathway of their learning  
Embed learning profiles for each hub.

Design hub profiles on collaborative learning.  
Staff learning and development in:

- Aotearoa NZ Histories / Social Sciences review and the Treaty of Waitangi and how they relate to our school, our curriculum and our practice.

Design a school curriculum that integrates to tatou tirohanga and to tatou uara using the reviews of:

- Social Sciences 2022
- Mathematics, English and Science 2024

Internal/external professional development for staff in:

- Aotearoa NZ Histories and the principles of the Treaty of Waitangi in practice.
- Refresh curriculum within the Port Ahuriri School local curriculum document focussing on consistency and progression

Opportunities for targeted consultation  
Refine parent reporting through Hero SMS to allow real time reporting on student progress

To Tatou Angitu  
Our 2024 Success Metric

Learning progressions in use across hubs so that children are able to discuss their learning pathway

Collaborative teaching, learning and achievement tracking systems are consistent and progressive schoolwide  
Coaching and mentoring used to enable growth in personal growth and performance plans.

Port Ahuriri curriculum refreshed  
Curriculum document reflects individualised progressive nature of learning through and across hubs

Parents and staff using real time reporting for student achievement  
Targeted interviews as required

## Three Year Success Metrics

### Students

#### 2022:

Literacy and Maths assessment review. Literacy/Maths progressions confirmed as school model

Measure: Student survey results indicate understanding and use. Evidence within appraisal observations.

#### 2023:

All Aoraki/Piki children using Literacy / Maths progressions in conferencing with teachers.

Measure: Student voice indicates children understand their ongoing learning programme from the progressions. Evidence within observations.

#### 2024:

**Hub learner profiles** outlining student ownership expectations school wide complete.

Measure: Evidence of process through documentation

All Piki / Aoraki children using learning progressions to discuss their learning pathways

Measure: Student voice indicates understanding and use. Evidence within appraisal observations.

#### Impact:

Effective learning evidenced through student achievement.

### Staff

#### 2022:

Culturally Responsive and Relational Pedagogy model developed schoolwide – added in to PAS curriculum

Measure: Evidence of staff/community discussions. Agreed documentation available. Embedded in Curriculum Document  
Tracking systems: learning, achievement, collaboration, model developed.

i.e: Hapara, Seesaw, Hero,  
Measure: Agreed documentation. Evidence of areas of consistency.

#### 2023:

Tracking systems: learning, achievement, collaboration. Refine / Embed  
i.e: Hapara, Seesaw, Hero,

Measure: Agreed documentation. Evidence of areas of consistency.  
CRRP: schoolwide set of dispositions reflecting Maori metaphors embedded.  
Measure: Agreed documentation. Evidence of use in class observations. In PAS Curriculum documentation.

#### 2024:

Flexible tracking systems embedded and used by all teaching staff. Hero being used to full capacity – Seesaw and School App dropped.

Measure: Tested for workability  
CRRP: Integral part of Growth and Performance plans  
Measure: Evidence in planning schoolwide. Evidence through student studies.

#### Impact:

Effective evidence-based teaching and learning.

### Curriculum

#### 2022:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Estuary.

Measure: Agreed statements in school curriculum documentation. Parent display on Estuary

Kahui Ako Initiatives:

- CRRP: Agreed dispositions
- Place Based STEM

Measure: Evidence through 'within school' teachers appraisal discussions and reports. Participation in place based PLD

#### 2023:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Mataruahou

Measure: Agreed statements in school curriculum documentation. Parent display on Mataruahou

Testing curriculum refresh: Maths, Science, English

Measure: Evidence in appraisal observations/interviews. Evidence in staff survey.

#### 2024:

AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Waterways/Otatara

Measure: Agreed statements in school curriculum documentation. Parent display on Waterways/Otatara

Testing curriculum refresh: Technology, The Arts, Health and PE

Measure: Evidence in appraisal observations/interviews and staff survey

#### Impact:

Effective student and staff learning through AotearoaNZ Histories

### Community

#### 2022:

Consultation: Mathematics (DMIC)

Inform: CRRP Dispositions

Display: Estuary  
Production

Measure: participation rate: 35%

#### 2023:

Consultation: Maori whanau hui on CRRP/ANZ Histories, dispositions and journey  
Bangers & Bytes Amazing Race  
Health and PE

Hero: Reports via app complete

Measure: 35% participation rate.

#### 2024

Consultation: Maori whanau hui  
Forums based on curriculum refreshes: English, Science  
Hero Realtime reporting established

Display: Production

Measure: 40% participation rate

#### Impact:

Effective relationships evidenced through participation rates.

## 2022 Annual Plan

Goal / Initiatives	Time / Cost	Action / Resourcing	Responsibility
<p><b>Students.</b>  <b>Students Have Ownership of their Learning</b>                      Literacy and Maths assessment review.                      Literacy/Maths progressions confirmed as school model.                      Measure: Student survey results indicate understanding and use.                      Evidence within appraisal observations.</p>	<p>Complete T4                       Complete T4                      KA 0.8 W/S FTTE</p>	<p>Kahui Ako 'within school' teacher staff meetings for staff input.                      Kahui Ako 'within school' teacher conduct student interviews                      Kahui Ako 'within school' teacher to complete in class observations and discussions with staff and students.</p>	<p>Kahui Ako: within-school teacher</p>
<p><b>Staff.</b>  <b>Staff who are Empowered and Inspired</b>                      Culturally Responsive and Relational Pedagogy model developed schoolwide                      Port Ahuriri RRP curriculum refresh                      Measure: Evidence of staff/community discussions.                      Agreed dispositions                      Embedded in Curriculum Document                      Tracking systems: learning, achievement, collaboration, model developed.                      i.e: Hapara, Seesaw, Hero,                      Measure: Agreed documentation.                      Evidence of areas of consistency.</p>	<p>Complete T3                      KA 0.8 W/S FTTE                       Complete T2</p>	<p>Staff meetings                      Kahui Ako PLD</p>	<p>Kahui Ako: within-school teacher                      Staff                      Principal</p>
<p><b>Curriculum.</b>  <b>Safe and Inspirational Learning Spaces</b>                      AotearoaNZ Histories: Staff collate local history: Mataruahou, Ahuriri, Otatara. Develop resource on Estuary.                      Measure: Agreed statements in school curriculum documentation.                      Parent display on Estuary                      Kahui Ako Initiatives:  <ul style="list-style-type: none"> <li>• CRRP: Agreed dispositions</li> <li>• Place Based STEM</li> </ul>                     Measure: Evidence through 'within school' teachers appraisal discussions and reports.                      Participation in place based PLD</p>	<p>Complete T4                      KA 0.8 W/S FTTE</p>	<p>Staff meetings                      Internal professional development and discussions                      Kahui Ako PLD contracts: Cultural Capabilities / Place Based STEM</p>	<p>Staff                      Kahui Ako: within-school teacher</p>
<p><b>Community.</b>  <b>Positive Relationships through Whanau Involvement</b>                      Consultation: Mathematics (DMIC)                      Inform: CRRP Dispositions                      Display: Estuary                      Production                      Measure: Participation rate: 35%</p>	<p>\$15,000.00</p>	<p>Develop consultation protocols                      Parent evenings: DMIC, Estuary, Production</p>	<p>Principal                      Senior management team                      Staff</p>

## 2021 Analysis of Variance Whole School Cohort

Reading	Below		At		Above		Total		Total at/above				NZE at/above		Maori at/above	
	Number		Number		Number		Number		B	G	Total					
	B	G	B	G	B	G	B	G								
Year 1			3	3	8	9	11	12	11/11	12/12	23/23	100%	18/18	100%	5/5	100%
Year 2	5	3	13	22	7	6	25	31	20/25	28/31	48/56	77%	35/43	81%	10/13	77%
Year 3	1	2	15	10	11	17	27	29	26/27	27/29	53/56	93%	39/42	93%	13/14	93%
Year 4	3	1	10	7	8	10	21	18	18/21	17/18	35/39	90%	29/33	88%	5/6	83%
Year 5	1		6	4	11	9	18	13	17/18	13/13	30/31	97%	25/26	96%	5/5	100%
Year 6	2		11	12	7	6	20	18	18/20	18/18	36/38	95%	30/32	94%	5/6	83%

Writing	Below		At		Above		Total		Total at/above				NZE at/above		Maori at/above	
	Number		Number		Number		Number		B	G	Total					
	B	G	B	G	B	G	B	G								
Year 1			10	10	1	2	11	12	11/11	12/12	23/23	100%	18/18	100%	5/5	100%
Year 2	6	2	18	25	1	4	25	31	19/25	29/31	48/56	86%	35/43	81%	8/13	62%
Year 3	2	1	19	23	6	5	27	29	25/27	28/29	53/56	95%	39/43	90%	13/14	93%
Year 4	5	3	14	10	2	5	21	18	16/21	15/18	31/39	79%	25/33	76%	4/6	67%
Year 5	5		11	8	2	5	18	13	13/18	13/13	26/31	84%	21/26	81%	4/5	80%
Year 6	5	1	10	9	5	8	20	18	15/20	17/18	32/38	84%	26/32	81%	5/6	83%

Maths	Below		At		Above		Total		Total at/above				NZE at/above		Maori at/above	
	Number		Number		Number		Number		B	G	Total					
	B	G	B	G	B	G	B	G								
Year 1			9	9	2	3	11	12	11/11	12/12	23/23	100%	18/18	100%	5/5	100%
Year 2	4	4	17	23	4	4	25	31	21/25	27/31	48/56	86%	35/43	82%	11/13	85%
Year 3	2	2	10	17	15	9	27	28	25/27	26/28	51/55	93%	37/41	90%	13/14	86%
Year 4	3	1	12	12	6	5	21	18	18/21	17/18	35/39	90%	29/33	88%	5/6	83%
Year 5	4		8	7	6	6	18	13	14/18	13/13	27/31	87%	22/26	85%	4/5	80%
Year 6	5	1	9	14	6	3	20	18	15/20	17/18	32/38	84%	26/32	81%	5/6	83%

### Maori Student Achievement

48 children (19%) of our student population are acknowledged by their parents as identifying as Maori.

Maori student achievement remains at a positive as compared to their NZ European counterparts in reading and mathematics. Maori children overall achieve at a higher rate than New Zealand European (NZE) children in mathematics. However, Maori children do not fare as well in writing with overall 73% achieving at/above their expected standard as compared to NZE children at 84%. The main trend emerging is in year two and four writing and this is the same for NZE children as well. This is an obvious target group across 2022. Our work in 2022 looking at cultural capabilities and responsiveness will need to be geared towards recognising and addressing this equity issue. As well, we need to be mindful of the information we gathered during our 'Science Writing' Teacher Led Innovation Fund project where we could demonstrate an improvement in both content, style, and enjoyment of writing with boys when given specific 'real life' episodes to write about. We should be further mindful that 'structured literacy' may not be the answer for these children hence why they will become the hub target children for 2022 so that we can monitor progress and pivot their programme as necessary.

### Student Achievement Comment

Our achievement success measure is a target of 85% and above the individual child's expected level at year end. This has remained a constant measurement point for us for 10 years. However, while we can look solely at pure statistics on a page,

these numbers are children and so we also consider the programming that has surrounded them this year that has impacted on their achievement levels, looking at trends and patterns to see if there are areas of concern where something different might need to be considered.

**Reading.** The achievement rates for the general cohort overall very good. There are eight students in year two who are becoming of concern and will need quite careful monitoring over 2022. Five out of the eight in this group also feature as of concern in writing and four in mathematics as well. Reading has always been of strength in the school. The results for NZE children are commensurate with those of 2020 and those for Maori are significantly higher. The school has recently taken on the new 'structured literacy' approach to reading where a more formal, phonics-based structure is used in instruction. Whether this has had a bearing on Maori student achievement in this area is probably too early to say but we will be watching and comparing 2022 data with interest to see whether the results have held up.

**Writing.** The general pattern established over a number of years, with girls achieving a higher rates than boys at their expected levels across the school continues. There is no general pattern of drop off, however the numbers do increase slightly and remain constant from year four and up. The percentages here are a little misleading due to the small number of children involved in some groups. For example, while it appears that Maori students are achieving at between 67 and 83% in years four to six, in each individual cohort we are only talking about at the very most two children.

Writing is generally lower in the achievement statistics right across the board. We have focused in the last 12 to 18 months very heavily on reading and relied on the writing component of 'structured literacy' to be the writing programme for the children. It remains to be seen if this is the right approach as it takes away some critical components such as writing for meaning and purpose and different non-fiction genres, all of which are critical to the success of boys writing. The overall effect on writing in 2022 will need to be carefully monitored by both teachers and senior management.

The overall picture of student achievement school wide is very robust. The year 2 cohort in reading and writing requires ongoing monitoring as do the eight year four children in writing. Individual children will continue to be targets in the hubs and reported on three times by hub leaders in 2022. Given the upside-down year that children and learning programmes have had, with COVID issues and building interruptions, our children and staff have pulled off a significant accomplishment here and both children, their parents and staff should feel very pleased with the results.

Looking to 2022 we plan to:

- Work with some of our Kahui Ako schools on professional learning and development developing culturally responsive and relational pedagogies and field-based STEM, both of which should enhance our delivery of AotearoaNZ histories.
- Continue though at a reduced level our contact in the Kahui Ako DMIC contract
- Continue with the identification and reporting of hub target children as a component of our teaching and learning management process
- Collect and robustly analyse data from each hub twice per term. This allows the progress of each individual child to be tracked and tiered interventions put in place in a timely manner
- Actively seek community input into the redevelopment of our school curriculum so that it reflects what all of our community believe to be the best outcomes for the children at Port Ahuriri School.

## 2021 Learning Hub Target Groups

2021 saw each hub looking at their children and determining the individuals' targeted needs within each hub. This enabled a greater focus on each child on a constant and consistent basis across the year with all teachers within the hub being responsible for these children and their progress.

Poipoi	B	G	Curriculum Area	Why Were These Students Chosen?
5 year 2 students who are below in reading NZE - 5	4	1	Reading	We have chosen these students as they are slightly below in reading for year 2 students. We feel that with intervention and close tracking these students will make/exceed the necessary progress in their reading.
<p><b>What is the plan to accelerate these children across the year?</b></p> <ul style="list-style-type: none"> <li>-Phonics assessments every two weeks to see if there is progress in letter sound knowledge</li> <li>-Reading assessments to observe reading behaviour every two weeks. This can be used on TEPiL (Structured Literacy) sentences made from the letter sounds they have learned as well as PM/readers.</li> <li>-Increase confidence and attitude by making students feel successful and allowing them time to reflect on this.</li> <li>-Use structured literacy to focus on letter/chunk sounds and decoding focus</li> <li>-Collect student voice about their attitude towards learning and how they feel about reading</li> <li>-Teacher modelling structured literacy through poem and big book</li> <li>-Focusing on: Accuracy - Automaticity - Fluency and Blending letters and sounds in order to learn how to read rather than knowing to read. These children will also be the leaders and front loaded with their knowledge and be able to show off their skills to the other classrooms to build their mana.</li> <li>-Extra read with a buddy/ Teacher Aide</li> <li>-Intertwine their learning in play-based learning eg: writing letter sounds, small words on the concrete in chalk, writing and reading menus with the letter sounds knowledge.</li> </ul> <p><b>How are we tracking this cohort?</b></p> <ul style="list-style-type: none"> <li>-Using letter sound assessments from TEPiL</li> <li>-Using reading assessments in the form of PM readers and/or sunshine decodable readers and/or Little learners readings</li> <li>-Using the reading behaviour that occurs from the reading assessments to observe what the students are doing as they are reading</li> <li>-Using a "Feelings about Reading" to see how children feel about reading at the beginning, middle and end of the term.</li> </ul> <p><b>Success prediction</b></p> <ul style="list-style-type: none"> <li>-That all students will progress in reading ability, reading behaviour and/or reading attitude.</li> <li>-That all students will know how to identify the 26 letter sounds from set 1 - set 3 following the Sunshine decodable series.</li> <li>-That all students will be able to read cvc, ccvc words by firstly, sounding out the letters and then blend letters together and then read the word.</li> <li>-All 5 students will be reading at the expected level by the end of the year which is level 16 - 17 at a PM OR at the end of Set 4/beginning of set 5 with decodable books.</li> </ul>				
<p><b>End of Year</b></p> <p>Term Two results for this group showed that four out of the five children were working at their expected level. One child had ESOL needs and speech requirements and had not made as much progress as the other children. The result of our work showed that all students now understand that they must learn the sounds first, then when reading a word, they do not guess the sound each letter out, then blend this. Accuracy, Automaticity and Fluency is the key. This has increased all of their confidence in order to read and write. To continue their progress, we will be:</p> <ul style="list-style-type: none"> <li>• continuing with our structured literacy 4-5 times a week.</li> <li>• contacting parents and give resources to assist child's work at school.</li> <li>• continuing to incorporate these learnings into play based and across the curriculum.</li> <li>• children will be buddy reading words and/or books that are related to their level and current learning status in literacy.</li> </ul> <p>As a result of the progress of these children at the end of term two we changed our target group. We focused on a group of 16 year one children (8 boys, 8 girls) who were showing signs of falling behind in their expected level at a very early stage. End of year results show that 8/ 16 will reach their expected curriculum level. The eight children who are currently working as below are all boys. There are a number of influencing factors for these children and staff to overcome. There are language barriers as English is not their first language at home and they are working with a speech and language therapist. External supports such as IWS and RTL/RTLit are involved. There is a diagnosis of dyslexia/ADHD pending and there has been an overriding factor of these children requiring more time to settle in and low school confidence levels.</p>				



Piki	B	G	Curriculum Area	Why Were These Students Chosen?
7 year four children who are below in writing	3	4	Writing	<p>Seven children are currently achieving below the expectations in writing. Specific issues with phonological awareness slows down the accuracy, flow and speed of their writing.</p> <p>Five of these children have been through the Reading Recovery programme at PAS and two have further diagnosed learning requirements.</p> <p>One child was reclassified across the year which brought their levels into the expected band and off the target group.</p>

**What is the plan to accelerate these children across the year?**

- Exploring the latest research into TEPIIL, science of reading and writing, dyslexia and use these strategies to enhance progress.
- Extra small group writing focus group over and above usual classroom writing
- Teaching explicitly surface features: handwriting, spelling, punctuation and grammar.
- Teaching children phonological awareness skills so they can break up unknown words and record the sounds with increasing accuracy.
- Teaching behaviours of how to write more fluently including using word sources (dictionaries and word cards).
- Use the skills and knowledge of our fourth teacher who is currently teaching the TEPIIL programme in the Poipoi Hub.

**How are we tracking this cohort?**

Through regular assessment (writing observation and samples, Essential Spelling Words testing), TEPIIL observation, and recording against the Literacy Learning Progressions.

**Success prediction.**

We aim for all children to make progress in their literacy skills and knowledge so that they are writing confidently within L2 curriculum level by the end of the year.

**End of Year**

The target students are all able to write independently with ease. Five of the six have made sufficient progress to be achieving within the year four expected curriculum level ranging from 22% to 44% of this level. One child remains in the year two curriculum level. This child has a range of diagnosed external learning issues. Within this group, the children's greatest barrier to accuracy continues to lie in spelling. The target children have made progress against the rest of their LLP goals, such as writing about their topic with detail and length, varying sentence beginnings and length. Their goal remains the same as term two; spelling knowledge and editing, to make their writing legible and accurate, in accordance with the PAS Literacy Learning Progressions for writing. One child has begun using assistive technology, under the guidance of RTLB. The technology eliminates the barrier faced of struggling to form letters.

The level of confidence and participation, of the target students, has increased throughout the year due to the structure and scope of the structured literacy programme. They are articulating sounds, find comfort in the predictability of the lessons structure and support each other with their attempts.

Aoraki	B	G	Curriculum Area	Why were these students chosen?
Year 4 - 2 (1B-1G) Year 5 - 2 (2B) Year 6 - 7 (6B-1G)	9	2	Writing	These children have difficulty with accuracy and fluency issues using surface features in writing in particular phonological awareness (spelling). This impacts on learning and hinders progress because communicating ideas is laboured and it slows down the process of writing as they don't know how to successfully spell.
<p><b>What is the plan to accelerate these children across the year?</b></p> <ul style="list-style-type: none"> <li>Teaching phonological awareness skills so the children can decode unknown words in reading and writing.</li> <li>Explicitly teach surface features: handwriting formation, letter/sound knowledge application in spelling, punctuation knowledge and application,</li> <li>Follow the structured literacy programme 'The Code' which creates consistency from the literacy programme in previous hubs.</li> <li>Deliberate focussed teaching and learning: phonics, handwriting, sentence structure, punctuation.</li> <li>Structured small group lessons.</li> </ul> <p><b>How are we tracking this cohort?</b> Assessments in:</p> <ul style="list-style-type: none"> <li>Pseudo Word Test</li> <li>Running Records / Probe Testing</li> <li>Writing Assessments and samples</li> <li>Handwriting Samples</li> </ul> <p><b>Success Prediction.</b></p> <ul style="list-style-type: none"> <li>Increased success (automaticity, accuracy, and fluency) with spelling</li> <li>Increased automaticity, accuracy, and fluency with handwriting</li> <li>Increased automaticity, accuracy, and fluency with punctuation</li> </ul>				
<p><b>End of Year</b></p> <p>The target children started from very low curriculum levels in writing. Year 4 students were operating between mid-year two and early year three. Year 5 children were operating in beginning year four. Year 6 children were operating in bands between mid-year four and mid-year five. Progress indicates three of the 11 children operating within their expected curriculum level. Of the remaining eight, three are working outside of their curriculum level with the remaining five working within the early stages of their expected level. Significant accelerated progress has been made by eight students across the year and high hopes are held for these children to be able to work well within their expected curriculum bands in 2022. Lesson confidence and participation has increased, due to the quick and snappy nature of being in a small group structured literacy programme. 2021 focus was to increase accuracy and fluency with handwriting and spelling. Continuing these foci in 2022 will assist the tamariki who have not reached their targets in writing.</p>				

Montessori	B	G	Curriculum Area	Why We Choose These Children.
Year 3/4 Year 6	5 3	3	Writing	The year 3/4 students are slightly below or just at, in writing. They need to cement their phonological awareness and secure the essential words for their stage before moving onto deeper features. Year 6 students need to address surface features, especially spelling, and to become comfortable at producing texts in a range of genres.

**What is the plan to accelerate these children across the year?**

- Focus on a phonogram sound each week and see how one sound can be made in a number of ways, eg., ai, ay, a-e, ei (train, play, wake, skein). Students will record a list of words containing each sound and choose a few from each list to write in sentences.
- Choose a spelling pattern rule to explore each week and provide a list of words that demonstrate the rule, eg., double the end consonant of cvc words when adding a suffix (dig-digging, hop-hopped) Students will be expected to create a paired list to practise the rule and choose a set number to put in sentences.
- Test the essential words and provide each student with a list that they can highlight when they have learnt it. Students will select words to focus on Mondays and get tested by a peer on Fridays.
- Encourage students to use the supporting word sources when writing to check spelling is correct.
- Check that the word study activities are rolling over into their written texts through editing their own work for spelling, punctuation and grammar.

**How are we tracking this cohort?**

- Lessons are presented to students in age-appropriate groups and a timeframe is set. At the next lesson in this field, workbooks are checked and recorded on a class list.
- Essential word tests to show the unknown words.
- Writing samples and assessments.

**Success Prediction.**

- That students will cement their knowledge of phonograms.
- Students will increase the number of essential words they know.
- Students will develop their grammatical knowledge and fluency with writing through creating sentences using the set words.

**End of Year**

The year six boys are all meeting the writing standards and their confidence to write in a range of genres has developed. We have covered reports, explanations, procedures, arguments, recounts, and narratives throughout the year in conjunction with our integrated curriculum. All three have great oral language which guides the content of their writing and their humour surfaces when appropriate.

The eight year three/ four students have all shown improvements in both surface and deeper features. These students have also written in a range of genres, especially recounts, reports, procedures, book reviews and narratives.

Editing and reworking the text is an ongoing learning curve for these students. The five boys are operating within their expected curriculum level. Two girls are also within their expected curriculum level, and one is operating above.

## 2021 Annual Plan Analysis of Variance

### Literacy

#### 2021 Success Metrics

- Hub learner profiles outlining student ownership expectations complete schoolwide
- All year 3-6 children using independent tracking system in reading

What 2021 initiatives are now complete?

- Nil

What initiatives are still in progress?

Both initiatives are still being completed. 2021 was a disrupted year and the curriculum refresh has begun to develop the individual hub profiles. These are 60% complete and will be completed in 2022.

The year 3-6 reading tracking system has been held up at both school and Kahui Ako level. The within-school teacher assigned to completing this task will be able to get the Port Ahuriri version of the reading literacy learning progressions developed and integrated into the school curriculum in 2022. This will require some further work on making sure it aligns to the assessments in our structured literacy programmes.

What changes have been required or are needed to keep our progress on track?

Working with the Kahui Ako literacy team to strengthen the information the school has around reading learning progressions so that in 2022 as a school we can make the decision as to whether these are appropriate for our use and suit our school structure or whether we go with a new approach based solely on structured literacy assessments.

Are you on track to achieve end of year success?

No. The literacy initiatives are a continuum that we will continue to shape to form a usable, ongoing and pragmatic approach to writing progressions and a self-directed learning function.

Is there anything that you have added or need to add to your initiative?

Staff meeting time for sharing of good practice across the school in 2022.  
Ongoing participation in the Kahui Ako literacy team.

Is there anything further you need, to assist you towards your end of year success?

Continued collaboration with Kahui Ako on reading progressions for 2022. We have introduced these during 2021 and started trialing them as an assessment tool.

School wide review of writing progressions to embed in our local curriculum. Hubs to meet and discuss this during Hub planning days in Term 1 2022.

### Mathematics

#### 2021 Success Metrics

- DMIC mathematical communities integrated into maths planning and teaching
- DMIC / Maths progressions integration in staff planning year 3-6
- Parent consultation evening on mathematics school wide

What 2021 initiatives are now complete?

DMIC integrated planning school wide.  
Collaborative planning in place

What initiatives are still in progress?

Community consultation on mathematics teaching school wide – this has been moved to 2022 due to COVID time constraints

Completion of DMIC assessment exemplars using Port School examples

What changes have been required or are needed to keep your progress on track?

Change of date for parent consultation meeting due to COVID. This has been changed to 2022 and work is in progress as to whether it is an open class session or roadshow type activity.

Are you on track to achieve end of year success?

No. The depth of achievement was impacted by COVID and some of our metrics are now to be completed in 2022.

Is there anything you have added or need to add to your initiative?

No

Is there anything further you need to assist you towards your end of year success?

Continue the mentoring of staff and reflections process of DMIC exemplars

### **Digital Technologies**

2021 Success Metric

Digital Technology strand embedded in the wider curriculum / unit planning school wide.

What 2021 initiatives are now complete?

Digital Technology strand implemented as per legislation. As with all curriculum areas it is a continuing work in progress.

What initiatives are still in progress?

Digital Circus is working regularly in the school, working closely with staff in relation to their personal digital fluency needs, guiding and supporting.

What changes have been required or are needed to keep your progress on track?

Team meetings are now used per each hub for facilitator to do a targeted question and answer session. This allows the pd to be more age specific.

Are you on track to achieve end of year success?

Yes

Is there anything you have added or need to add to your initiative?

Yes. Parent information event on what, how digital technologies are used across the school.

Is there anything further you need, to assist you towards your end of year success?

No

### **Community**

2021 Success Metrics

- Maori whanau consultation on school curriculum development
- Localised curriculum event
- Community forum on curriculum and collaborative learning pedagogy.
- Ahuriri curriculum underpinned by principles of Treaty of Waitangi complete

This initiative involves the review of our localised curriculum. The bulk of our work in this initiative is scheduled for community forum and staff input. COVID-19 events has thrown this way behind schedule particularly in the community forums. In fact to be fair we really just parked this one for this year. The local curriculum work has picked up with staff again and it is hoped that some community forums might be possible before the end of the year to inform our Teacher Only Day discussions. One community event is planned for early 2022 in DMIC to show our community what it really is, how it works and the research behind it.

Current Status: In progress. Roll Over into 2022

### **Staff**

2020 Success Metrics

- Collaborative learning profiles written – three pods. This was held over from 2020. We are writing these as hub teams and with consultation across the other hubs. Hubs have been working together to formulate their 'why' and 'how' of their hub teaching and learning. We have been following the Simon Sinek Golden Circle process so that each hub has an intrinsic understanding of why they do what they do, how they do what they do and moving into 2022, what they do in each hub area to deliver the NZ curriculum in a unique way to Port Ahuriri School. Community forum will inform and enhance our thinking and planning, especially in the 'why' phase.

Current Status: In progress. Continue rollover into 2022.

## RECENT CONSULTATION PROCESSES

2017

- Charter – Strategic Goals / Targets / Annual Plan
- Children: Wellness survey  
School Community Groups
- Parents and Friends
- Hawke's Bay Montessori Education Trust
- Ahuriri After School Care Trust

2018

- Charter – Strategic Goals / Targets / Annual Plan
- Student Wellness Survey
- Staff Wellness Survey  
School Community Groups
- Parents and Friends of Port Ahuriri
- Hawke's Bay Montessori Education Trust
- Ahuriri After School Care Trust
- School Community: PB4L Survey on school values

2019

- School Charter – Annual Plan
- Student Wellness Survey
- Staff Wellness Survey  
School Community Groups
  - Parents and Friends of Port Ahuriri School
  - Hawke's Bay Montessori Education Trust
  - Ahuriri After School Care Trust
- School Community:
  - Education Outside the Classroom
  - Social Media
  - Science Curriculum

2020

- School Charter – Annual Plan
- Student Wellness Survey
- Staff Wellness Survey  
School Community Groups
  - Hawke's Bay Montessori Education Trust
  - Ahuriri After School Care Trust
- School Community:
  - Reporting

2021

- School Charter – Annual Plan
- School Community Groups
  - Hawke's Bay Montessori Education Trust
  - Ahuriri After School Care Trust
- School Community:
  - Health and PE curriculum.