

School Name:	Cloverlea School	School Number:	2350
---------------------	------------------	-----------------------	------

Strategic Aim:	<p>Maths Strategic Goal: To improve the teaching and learning in mathematics, in relation to the New Zealand Curriculum, by using the mathematics curriculum elaborations to implement flipped learning and improve teacher curriculum knowledge.</p> <p>Reading Strategic Goal To support and accelerate student achievement in reading, in relation to the New Zealand Curriculum.</p> <p>PB4L Strategic Goal To support the implementation of Tier 2 support programmes across the school, for students who need extra support socially and re teaching of LEGEND in multiple contexts. (those who engage in frequent low level undesired behaviour with of tier 1 supports delivered with fidelity, those who could benefit from extra attention and targeted support as a preventative approach)</p>
Annual Aims:	<p>Annual Target To target the 73.8% of Year 6 students and the 46.27% Year 4 students who were identified as working below at the end of 2021. Maori and Pasifika progress & achievement will be tracked and monitored through our SMS - HERO.</p> <p>Target Annual To accelerate the progress of our Year 2 and Year 3 target groups. Maori and Pasifika progress & achievement will be tracked and monitored through HERO.</p> <p>Annual Target To introduce a data collation system for behaviour data within the classroom context. To use the data to inform the referral / nomination process and decisions on which tier 2 supports are best for individual needs. For staff to use the Classroom Problem Solving process that will reduce identified classroom behaviour.</p>

	<p>To develop the Nurture Space based on key pedagogy, that supports students emotional and social needs.</p>
<p>Target</p>	<p>Maths Target</p> <ul style="list-style-type: none"> ● To accelerate the progress of the 73.8% (n = 34) of the Year 6 students working below expectation ● To accelerate the progress of the 46.27% (n = 24) of the Year 4 students working below expectation <p>Reading Target</p> <ul style="list-style-type: none"> ● To accelerate the progress of the 76.4% (n=28) of the Year 3 students working <u>below</u> or <u>well below</u> expectation ● To accelerate the progress of the 46.27% (n=24) of the Year 4 students working <u>below</u> or <u>well below</u> expectation <p>PB4L Target</p> <ul style="list-style-type: none"> ● To reduce incidences within the class through student engagement
<p>Baseline Data</p>	<p>Maths Baseline Data</p> <ul style="list-style-type: none"> ● 73.8% (n = 34) of the Year 6 students working below expectation at the end of 2021 ● 46.27% (n = 24) of the Year 4 students working below expectation at the end of 2021 <p>Reading Baseline Data</p> <ul style="list-style-type: none"> ● 76.4% (n = 28) of the Year 3 students are working <u>below</u> or <u>well below</u> expectation at the end of 2021 ● 46.27% (n = 24) of the Year 4 students are working <u>below</u> or <u>well below</u> expectation at the end of 2021

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Mathematics Across the School Analysed end of year (2021) data to identify trends and areas to target in learning. Finalised Curriculum Snapshot for Maths and share with teachers. Developed Whānau Snapshot for Maths for parents and families. Set up a whole school assessment schedule Began to develop the Mathematics Flipped Video website library Established a reporting to whānau on Seesaw schedule</p> <p>Professional Development Kaiako Using HERO milestone guidelines to make accurate OTJ and inputting accurate data. Kagan Collaborative Structures explicitly taught and then embedded in classroom mathematics practice to promote mathematical discussion. Content knowledge PLD through developing flipped learning library. Learning Assistants:</p>	<p>Maths Beginning of the year - Year 6: 73.8% of Year 6 students working just below or well below expectation (34 children). 61.9% of Year 6 students identified as “well below” from the end of 2021 data. 11.9% of Year 6 students identified as achieving “just below” from the end of 2021 data.</p> <p>2022 end of the year:</p> <ul style="list-style-type: none"> ● 8.89% students working above expectation ● 44.44% students working at expectation ● 13.33% students are ‘just below’ the end of 2022 ● 33.33% of students are ‘well below’ ● 28.57% less students are well below at the end of the year compared to the beginning of the year. <p>46.66% of Y6 students are working below expectations, 21 children (9 Maori and 1 Pasifika within the group)</p>	<p>Maths Learning support for mathematics has been more consistent this year but has still been affected by Covid restrictions and staffing shortages.</p> <p>Work around making accurate OTJs and assessment practices helped us identify that some students’ 2021 data wasn’t accurate and consistent and meant OTJs had been reported incorrectly. This has been fixed but means there are some inconsistencies across the data and it makes our end of year data look a lot lower than it would have using the previous milestones.</p> <p>Learning support was provided for learners who were just below in term 1 and then those needing targeted support in term 2, 3 and 4. A learning assistant worked with year 4 and year 6 groups of learners to try and help accelerate their progress.</p>	<p>Maths Professional Development: Through developing a flipped learning library...</p> <ul style="list-style-type: none"> ● Content knowledge and knowledge of the progression within maths learning will further develop. ● Pedagogical knowledge will be strengthened through clear expectations about video content - use of visual representations, links to real life, relevant contexts ● We can provide targeted Front Loading. ● Kaiako will have more time to work with learners that need additional support <p>Across the school Through implementing the use of the flipped learning library...</p> <ul style="list-style-type: none"> ● Akonga in all classes will receive consistently high quality, systematic and explicit maths instruction. ● Kaiako can provide targeted Front Loading.

Professional guidance in how to support targeted groups and develop an understanding of the new maths snapshot.

Regular guidance for Learning Assistant working with maths target learners. Maths Lead planned overall programme.

Improving Year 4 and 6 outcomes:

Maths learning support groups identified in the 2021 data set up targeting 'Just Below' children and children 'Needing Targetted Support'

Analysed PAT results to identify trends and key content knowledge to focus on - Years 4-6

Beginning of the year - Year 4

46.27% of Year 4 students working below or well below expectation (24 children). 17.91% of the Year 4 students identified as achieving "well below" from the end of 2021 data. 28.36% of the Year 4 students identified as achieving "just below" from the end of 2021 data.

2022 end of the year:

- 15.39% students working above expectation
- 26.92% students working at expectation
- 30.775% students are 'just below' the end of 2022
- 26.92% students are 'well below'

At the end of 2022, 59.18% of Y4 students are working below expectations, 30 children (including 9 Maori and 3 Pasifika within the group).

Overall School Achievement

Our goal was to have 25% of the Year 6 and Year 4 target students make accelerated progress, meaning 9 year 6 children and 6 year 4 children make more than one year's progress.

The middle team had a number of challenges this year with two PCTs. Behaviour management difficulties and gaps in teacher content and pedagogical knowledge impacted the year 4s' progress.

Senior team kaiako have worked collaboratively to analyse PAT data and use this to target gaps in our year 5 and 6. There has been some excellent progress as a result of their programme - around 30% made accelerated progress.

Teacher overall content knowledge is continuing to develop and the understanding of what each end of year level expectations looks like continues to be a focus. This has had an impact on the overall end of year teacher judgements.

Beginning work on our maths flipped learning library has increased teachers' content knowledge, by deliberately pairing up staff based on experience and maths confidence.

- Kaiako will have more time to work with learners that need additional support
- Kagan will be explicit in planning and used to enhance maths discussion.
- Time with the kaiako will be used for higher order thinking and building on learning from flipped videos.

Monitoring progress across the school.

- Hero will be using this system for across school tracking to improve learning outcomes
- Data analysed to identify targeted learners
- Team leaders will be monitoring progress across their team, with a focus on targeted learners.
- Teams to discuss student progress at meetings evidenced based

	<p>We have achieved this result with our year 6s but not with our year 4s.</p>		
<p><u>Reading</u></p> <p>Curriculum snapshot developed for literacy</p> <p>Whānau snapshot developed based on the curriculum snapshot and shared with the school community.</p> <p>This is given to all new whānau on enrolment and explained at our Little LEGENDs transition programme.</p> <p>Set up a whole school assessment schedule</p> <p>Seesaw reporting on literacy each term for every LEGEND using a consistent reporting method across our kura - <i>this is a change from end of year reporting only</i></p> <p>Implementation of the Cloverlea School Literacy Flipped Video Library. This involved lots of professional development as a staff and in teams to ensure it was adding onto the learning programmes within the kura. Kaiako identifies what flipped video would be relevant to their</p>	<p><u>Reading:</u></p> <p><u>Overall School Reading Achievement:</u></p> <ul style="list-style-type: none"> ● 21.5% students working 'above' the expectation ● 32.4% students working 'at' the expectation ● 18.5% students working 'below' the expectation ● 27.4% students working 'well below' the expectation <p>At the end of 2022 we showed a shift for our Year 2 students who were <u>below</u> or <u>well below</u> at the end of 2021 for reading. From 76.4% to 66.67% as Year 3s at the end of 2022.</p> <p>Unfortunately we saw a drop for the Year 3s who were <u>below</u> or <u>well below</u> at the end of 2021 for reading. From 42.6% to 52% as Year 4s at the end of 2022.</p> <p><u>Learning Programmes:</u></p> <p>Kaiako had lots of rich learning discussions during staff and team professional development around</p>	<p><u>Reading:</u></p> <p><u>Kaiako:</u></p> <p>Creating our bank of literacy flipped videos has increased staff literacy knowledge and skill.</p> <p>Now that the flipped video library is up and running we will be able to use it to upskill and induct new staff. (Kaiako and Learning Assistants)</p> <p>Multiple kaiako went on professional development to increase their knowledge of Liz Kane's 'The Code' throughout 2022</p> <p><u>Learning Support Programmes:</u></p> <p>Learning support for literacy has been inconsistent this year due to competing behaviour support priorities for learning assistants, staff shortages, lack of funding and COVID interruptions</p>	<p><u>Reading:</u></p> <p><u>Flipped Learning:</u></p> <p>Developing flipped learning pedagogy across our kura</p> <ul style="list-style-type: none"> ● The literacy library is not 'finished' it will continue to evolve ● Kaiako notice gaps in our literacy library and can create more video content as needed ● More mahi around the planning and implementation of flipped learning in the classroom programmes ● Constant updates of the Literacy Flipped Learning Video Library so that it is always current ● Sharing of the Literacy Library with our whānau community so that they can access this at home to help their tamaiti develop their literacy skills and knowledge ● Take new staff through the library so that they can quickly develop their

<p>LEGEND's literacy levels. LEGENDs receive teaching workshops with their kaiako after viewing and interacting with the flipped video. In this workshop space they can take the learning deeper with their LEGEND.</p> <p>Working with kaiako around what their planning looks like with flipped learning integrated into their programmes.</p> <p>Kaiako had the time and space in staff and team hui to develop flipped videos that incorporate our LEGEND values for each of the literacy levels</p> <p>Equipment was invested in so that we could properly implement flipped learning without barriers E.g. chromebooks, ipads, headphones, laptop stands, microphones</p> <p>Teams inquired into their own practice for their Professional Growth Cycles. Each team gathered evidence of the changes they made when implementing flipped learning in literacy</p> <p>Using HERO milestone guidelines to make accurate OTJs on literacy</p>	<p>the benefits of a flipped learning approach in order to enhance their literacy programmes</p> <p>Creating our flipped learning literacy video library has developed kaiako literacy content knowledge</p> <p>Implementing a flipped approach has enhanced the learning for LEGENDs because they are getting more teacher time (workshops with kaiako and individual learning on the flipped videos)</p> <p>We saw even our 5 year olds able to access and interact with our literacy flipped videos</p>		<p>own knowledge of how literacy is taught at our kura</p> <ul style="list-style-type: none"> ● New content specific videos created for our 'post structured literacy' learners <ul style="list-style-type: none"> ○ Comprehension strategy based flipped videos ○ Content specific videos <p><u>Structured Literacy:</u></p> <ul style="list-style-type: none"> ● Supporting staff to continue their PD journey around best practice in teaching structured literacy ● Induction of new staff
--	--	--	---

<p>Learning support groups run by learning assistants to accelerate literacy levels throughout the year</p> <p>Speech support implemented for individual LEGENDs who require additional speech intervention. Guided by the MOE Speech Language Therapist</p>			
<p>PB4L</p> <p>Tier one strengthened with significant induction of new staff</p> <p>New DPs with significant PLD prior to starting on site, with key research and evidence pedagogy unpacked.</p> <p>Data shared weekly via staff admin.</p> <p>Introduction of Circle Time</p>	<p>Regular hui with new staff, with a core focus on developing what LEGEND means.</p> <p>All staff understanding Tier 1 and having goals that were personal to ensure new staff were able to use the language quickly as easily.</p> <p>All staff are aware of what is happening across the school.</p> <p>Set goals across the school that link to behaviour data so this changed regularly</p> <p>Teams develop plans for individual students</p> <p>Data showed the end of day was an issue for students being settled.</p>	<p>Increase in some data due to staff learning around minor, major, crisis. New staff learning around using SWIS and that only lots of minors or a major is to be recorded.</p> <p><u>Data questions around:</u> How many times something is recorded if multiple students are involved?</p> <p>Staff aware of the functions of behavior and making some links to how this influences curriculum decisions</p>	<p>Circle Time made a difference with all classes being more settled, reflecting on learning and ensuring that our LEGEND values are being modelled for whanau.</p> <p>Observations of Circle Time and feedback to ensure reflection on what has been learnt and the alignment with LEGEND.</p> <p>Staff are on board and understand Tier 1, with Restorative Practices as a base. More knowledge around autism and trauma informed approaches would help strengthen the knowledge around the high numbers of needs.</p>

<p>Use of LEGEND in te reo</p> <p>More contact with whanau</p> <p>Through engagement, Kagan PLD for all staff</p>	<p>Research used to support the development of Circle Time and how this aligns with Tier 1</p> <p>Circle Time Snapshot developed as part of localised curriculum and Whanau Snapshot developed.</p> <p>All students and staff know the te reo equivalent for LEGEND</p> <p>More whanau hui to understand students better.</p> <p>All staff trained in Kagan, giving teachers pedagogy around set structures that can be used to engage learners within group settings.</p>		
---	--	--	--

Planning for next year 2023:

Maths

- Complete Geometry and Measurement flipped learning library and kaiako start using a flipped approach where it fits their maths programme.
- Start Statistics Flipped Learning Library.
- Ensure Kagan structures are being used across the school to enhance 'group space' and increase engagement

Reading

- Continue to develop the library of flipped videos for literacy so that all aspects of Liz Kane's 'The Code' are covered and there is a good range of flipped videos for seniors and juniors
- Develop more content specific flipped videos and comprehension based flipped videos

- Use of Kagan Structures in literacy to increase classroom engagement

PB4L

- Develop individual class goals in seniors
- Continue to further develop 'Circle Time'
- Develop LEGEND strategies across the school that link with each value, age and stage appropriate, that staff can refer to
- Create more signage that aligns with te reo being a focus and introduction of sign language in te reo
- Continue using the engagement puzzle piece and continue to unpack what each of the 4 components mean.
- Begin looking at Trauma Informed practices aligning with Tier 1