

Finlayson Park School



CHARTER 2020



Te Huringa Rumaki Reo

TE ROOPU REO RUA

CONTENTS

CHARTER

PAGE

1	<u>CONTENTS</u>
2	Chairperson's Annual Report 2020
3	Mission Statement
4	Vision
5	Student Progress and Achievement
6	Specific School Guidelines
7	Kaupapa - Our Commitment
8	Strategic 3 Year Plans (2020-2022)
9-15	Curriculum Achievement Goals

FINLAYSON PARK BOARD OF TRUSTEES

CHAIRPERSON'S REPORT 2020

Finlayson Park School is a unique educational model that builds its success upon an animated and committed team, who have the willingness to undertake professional development opportunities. This serves to offer all students the best possible educational outcomes, both academically and holistically. Guided by a visionary Principal, who nurtures bi-lingual education, the school continues to be recognised both nationally and internationally. We acknowledge the wider team - Senior Leadership, Board of Trustee members, teaching staff and our array of support staff - for sharing this vision.

The school has always supported and promoted balanced learning programmes underpinned by the NZ Curriculum, Te Marautanga o Aotearoa and specifically compiled programmes for each of the language units. Programmes also encompass the values identified by the schooling community through in depth consultation

- Common sense
- Consideration
- Co-operation
- Courtesy

Personnel

Staff turnover, in any organisation, is always an indication of the work environment. Turnover remains low at less than 5%, with those leaving usually taking on leadership roles in other schools. Over the past decade, the school has empowered over 20 staff members who have taken on Principal and Associate roles. We have continued to employ high quality staff that are nurtured and supported, so they can best serve the needs of our students.

The Principal, Senior Management team and Board members are all like-minded and recognise the importance and benefits of professional development. Whole-school needs-based professional development is undertaken to strengthen teacher knowledge and pedagogical practise within the classroom.

Finance

The annual budget is monitored closely by the Principal, Board Chairperson and Treasurer, with all Board Members receiving monthly updates. The Principal, Treasurer and Executive Officer liaise regularly on monetary matters. This has resulted in well managed finances which have been overseen by EDTECH on a Termly basis. Our Executive Officer is extremely competent and knowledgeable in all financial matters.

Monitoring of all budgetary areas of the school throughout the year also allows the Principal and Senior Management to identify areas in need of further financial support.

School Self Review

The review of achievement levels and informing the Board and community is continuous. It is important to recognise the entry levels of our students, as many of them are second language learners and students with no form of pre-school education. Progress is apparent after intense additive support programmes of learning and well-being.

We have recently undertaken School Docs, that provide an inclusive policy and procedure review process, along with legislative changes. The Board of Trustees have also adopted a portfolio model based on the Board Assurance Statement, which allows for a more comprehensive understanding of policies and their intent.

With six different language learning pathways it is essential that our self-reviewing is ongoing to ensure all levels of support are available to staff to maximise learning.

The school was also visited by ERO in the later part of Term 4, 2019. We still await our review document.

Multi-Cultural needs of Students

The Board of Trustees recognise the importance of Bi-Lingualism and what that means to the schooling community. An application for Designated Character was submitted to the Ministry of Education in 2018. Unfortunately that application was not approved, but the Board will take further action to seek it's preservation. We want to provide our parents with the assurance that Finlayson Park School's model will remain intact for many years to come.

Total Immersion Maori, Bilingual Maori, Samoan Bilingual and Tongan Bilingual Language Units and Nga Hau e Wha have continued to strengthen and accomplish learning pathways that suit our multicultural ethnicities. Our Total Immersion Unit Te Huringa bases their curriculum on the Te Marautanga o Aotearoa Curriculum document. Whanaketanga Pangarau for Te Huringa and Te Roopu Reo Rua has continued to be supported by University of Auckland facilitators on a Ministry of Education contract. Continuing staff development was undertaken in the use of Maori, Tongan and Samoan Assessment tools.

More recently, the Marawen unit has been established. This unit supports requests and consultation with the Kiribati community and the school's belief in bi-lingual educational pathway.

Te Reo Maori continues to be a high priority of learning for all staff. Weekly units of Te Reo learning have been implemented and free weekly Te Reo Maori classes are available for staff and community.

We maintain connections with past students and the schools and other educational facilities they progress on to, after leaving Finlayson Park School. Our students who have left the school have continued with Te Reo Maori studies at Secondary School and are gaining pleasing results in NCEA at senior levels and top academic awards in all year levels.

Following school philosophies, University study is an expectation for all staff. A number of staff members have undertaken extra-curricular study and work towards the completion TESSOL and Bi Lingual education papers.

Special Needs and Programmes

Students with special needs are very well catered for. Their needs can be identified and serviced through qualified practitioners that work as a multi-disciplinary team. The school supports the Hauora team and employs a school counsellor, two social workers and SENCO personnel. The team is able to engage specialist services as complexity dictates

e.g. RTLB, ORRS, Whirinaki, Hearing & Language Therapist, Physiotherapist, Public Health Nurse

Programmes are also available – as needs arise and have included withdrawal groups and support groups.

Achievement levels of these students have all shown progress at their own rate. Considerable funding was set aside to provide targeted programmes to cover our needs - valuing the "whole wellbeing of the child" approach and whanau engagement. With the ever increasing social needs of our families, numbers of students in these categories have escalated over the past few years.

All programmes were continually evaluated to ensure outcomes were successfully reached. All specialists employed by our school continued to assist students and staff to a high degree.

This specialist support has been fully utilised and have resulted in our students becoming more engaged in their learning environment. Involvement in the Rheumatic Fever Programme (in school) has been an excellent add on to continued good health monitoring for our students.

We have completed another year of the Arrowsmith Neuroscience Programme with twenty students. Our specially trained teachers have implemented this very intense programme and results have been extremely significant for every student in this programme.

Kiwi Can continues to build our students resilience, while Kids Can support the social needs of our students

Resources and Environment

Many programmes and equipment have been provided to enable the "wrap around" education systems we have in place.

Many improvements in buildings and grounds have been completed. Refurbishments and additions. Maintenance of grounds and buildings has been ongoing. We are now on our new 5YA plan and the 10YPP has been accepted and signed off.

General

The school is managed and lead very capably by our Principal and her Senior Managers and we feel very confident in their professional guidance and willingness to share their learnings and knowledge which benefits the Board greatly.

We are also heartened by the fact that we have been host to a number of national and international groups and dignitaries this year. There has always been huge interest in the successful operations of our school and the uniqueness of our philosophies of nurturing first languages, bilingual learning and the extensive wrap-around services we offer our students and whanau.

Our Board of Trustees elections gained two and all have worked together very capably. We have been blessed with high quality members who have supported each other and the school well. Thank you to them all again for their support and willing involvement.

The Board, Principal and staff continue to serve the school with enthusiasm and commitment. We remain open to possibilities of improving practice, but are proud of the job achieved thus far.

With impending Government elections, who knows what the future holds for the education system.

Name:

Shirley Maipi
Please print clearly

Signed by:

Position:

S Maipi
Principal

Date:

14/2/20

Name:

Jaylene Bell
Please print clearly

Signed by:

Position:

J Bell
Chairperson

Date:

17/2/2020



FINLAYSON PARK SCHOOL

SCHOOL GOALS: (Embodied in our Mission Statement)

MISSION STATEMENT

► At Finlayson Park School, we acknowledge, value and foster the diversity of our school community.

We strive for excellence within a safe and caring environment.



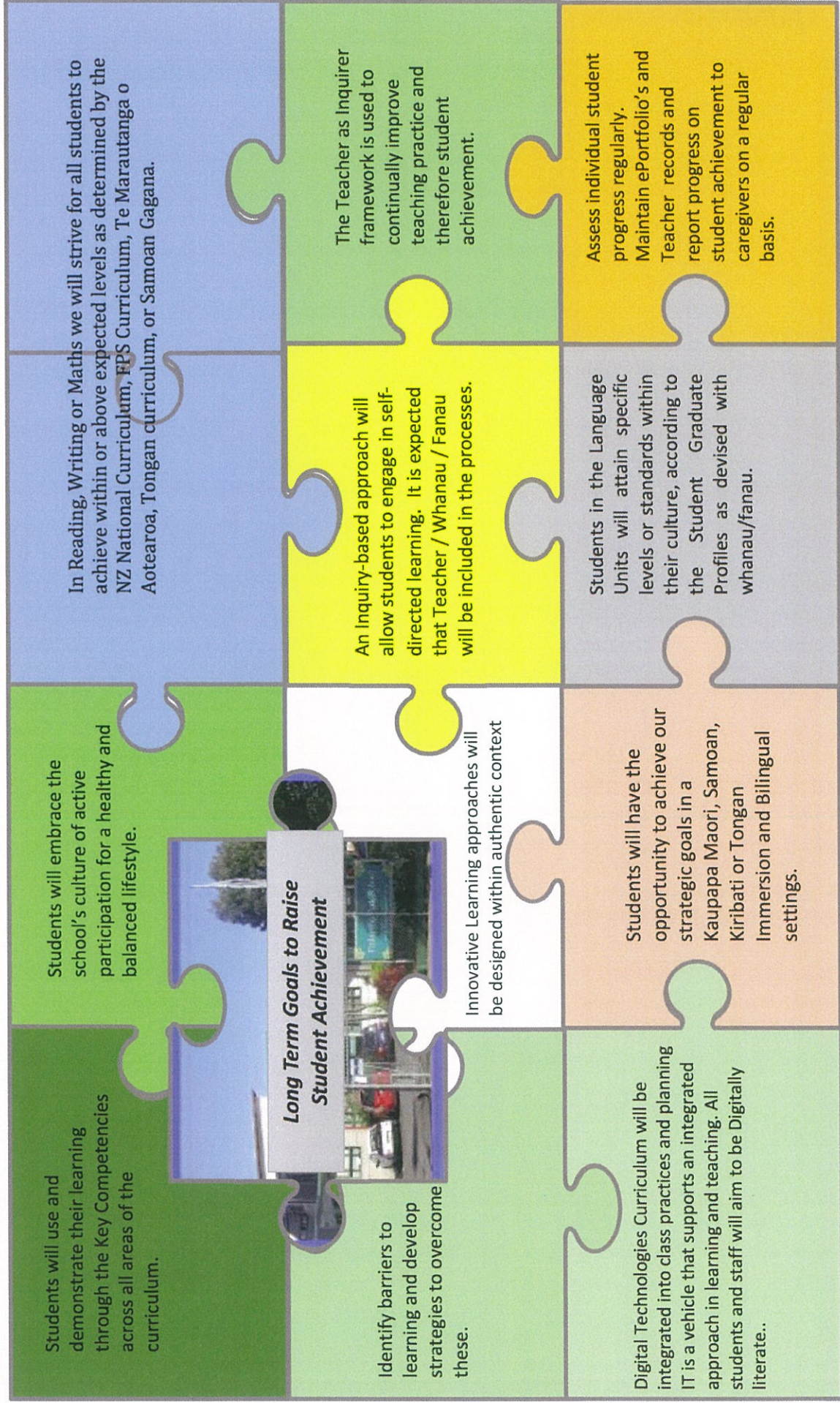
Te Huringa Rumaki Reo



TE ROOPU REO RUA



STUDENT PROGRESS AND ACHIEVEMENT



Finlayson Park School - Guidelines

PERSONNEL Employ high quality staff. Promote their effective performance and encourage their professional development. The Board will act as a Good Employer and comply with Collective Contracts for staff. It will be an Equal Opportunities Employer.

FINANCE Ensure the school's finances are managed in the best interests of staff, student's and community. Prepare an annual budget and maintain regular monthly reporting. Allocate funds to reflect the school's charter priorities, monitor and control income and expenditure, and ensure annual accounts are prepared and audited for the schools community and Ministry of Education.

SCHOOL SELF REVIEW For staff and Board of Trustees to continue to develop and maintain an ongoing programme of self review. Regular reporting and evaluating will be implemented. Plans and specific policies will be reviewed annually or on a cyclic basis and will inform and support future development.

MAORI AND CULTURAL DIVERSITY Enhance knowledge and appreciation of Tikanga Maori. Provide Maori Immersion, Maori Bilingual Samoan Bilingual and Tongan Bilingual learning for children whose parents request this. Be sensitive to the cultural diversity and ensure policies reflect this. Ensure that all students have equal access to all opportunities offered by the school.

PROPERTY AND RESOURCES Manage the schools renewable /non renewable resources. Provide a safe and healthy environment which recognises the educational and recreational needs of our staff, children and community. Monitor and action ongoing plans of property maintenance and development. Provide for specific resourcing of teaching of year 7/8 integrated Curriculum .

COMMUNITY CONSULTATION, PARTNERSHIP AND INVOLVEMENT Enhance student learning by establishing a strong partnership with the school's community and the promotion of ongoing involvement with all cultures.

STUDENT ASSESSMENT This school's designated character is planned within the philosophy of Bilingual Education. We have set achievement targets which underpin this methodology. We also nurture a student's first language even in the English medium section of our school. Most students' language development will be assessed by using English Language Learning Progressions tools.

Note: We may also use other nationally normed tools and these add to our knowledge of student capabilities, which then in turn enables moderation for overall teacher judgements. These result in being, more beneficial to learning for all our multicultural students. Also several other specifically designed tools measure competence in Maori, Samoan and Tongan.

KAUPAPA - OUR COMMITMENT

Finlayson Park School will ensure that the kaupapa statements listed will always be adhered to.	
Meet needs of multicultural learners	<ul style="list-style-type: none"> • support the kaupapa of all Language Learning Units. • use multi-cultural resources • in-class support by ESOL Leader and her team • support & strengthen whanau involvement (Whanau Tautoko) • on-going development of staff competence in Te Reo Maori. • Maori Language integration in all classrooms • acknowledge and value the first language of all students • promote learning of student backgrounds to enable more effective learning programmes
Encourage community interest & participation in school decision making	<ul style="list-style-type: none"> • involve the community in consultations related to the development of our school including the Language Units (HSP) • celebrate our learning by involving parents – Parent helpers, Team Whanau Hui, open mornings. • involve parents in 3 Way Conferencing • Provide the wrap around service through Te Roopu Hauora, Kiwican, HIPPY, Kiwi Sports, Study Centre, Radio Kowhai, school website, Out of School Care, Arrowsmith, Books in Homes, HPS, Attendance monitoring, Chaplain. School face book
Encourage and increase specialist programmes and staff interaction	<ul style="list-style-type: none"> • made every effort to foster a school climate where individual strengths and achievements are recognised and acknowledged. (Students & Staff) • encourage students and staff to be fully involved with specialist programmes • provide on-going professional development for all staff • implement special needs programmes through SENCO support • specific support for Year 7 & 8 students' academic achievement and specialised programmes.
Provide for the on-going professional development of staff	<ul style="list-style-type: none"> • provide Professional Development in curriculum as needed • provision for all teachers to continue to extend their knowledge of assessment • provide for staff to continue their proficiency in the use of ELLPs. • foster our professional learning community • provide for Bilingual Education University studies, Leadership skills. • involvement in Auckland Samoan Bilingual Education Cluster for Leadership skills, and teaching development • utilise the professional expertise of our staff and to share best practice in team meetings and whole school modules of choice • support for Senior Managers to attend professional development leadership conferences/training. • support staff who are in TESSOL training and ALL training • promote knowledge of Philosophy for Children and Restorative Practices
Ensure that curriculum development is on-going, relevant and current.	<ul style="list-style-type: none"> • support implementation of the language units schemes - Marau a kura (Te Huringa / Te Roopu Reo Rua) Ta'iala Galue (O Le Talala) and the Polokalama lea faka Tonga (Sia Mo'ui) Marawen te Rabakau (Kiribati) • ensure CWSA are specifically catered for within classrooms • review the Finlayson Park School Curriculum to ensure relevance
Ensure that resources needed to implement classroom programmes are available and well managed	<ul style="list-style-type: none"> • Summer Reading & Adult Learning grants will be sourced • upgrade in-class IT equipment on a cyclic basis to support Digital Technology requirements. • replenish classroom equipment to efficient levels • set an adequate and effective budget for all areas of responsibility • support the whole wellbeing of the child – Breakfast, lunch support EOTC.

STRATEGIC 3 YEAR PLANS 2020-2022

Policy Reviews	Whom:
<ul style="list-style-type: none"> School Docs inform mandatory changes Others on cyclic basis as listed in Annual BOT Workplan 	<ul style="list-style-type: none"> School Docs Snr Ldrs BOT

INNOVATION in

Teaching & Learning

- Class Programme changes
- All teachers
- Principal
- Board of Trustees

Bilingual Education:

- Bi/Ed University paper, funded by school for all teachers after 2 years employment
- Development of more depth in Te Reo Maori across the school
- Parents education in bilingual philosophy at Whanau hui
- Promotion of TESSOL study (MOE Funded)
- Language transfer skills in Maori medium

Whom:

- New teachers
- All staff
- Team Leaders
- ESOL Leader
- Team Leaders

Curriculum Development:

- DMIC – Maths continued to strengthen
- Literacy – Reading / Writing continued development
- Digital Technologies – across curriculum inclusion

Whom:

- Math Leader
- Contract facilitators
- Curriculum Leaders
- Digital Leaders

Property:

- Playground markings upgrade
- Childcare gates upgrade
- Classroom upgrades
- Childcare Sandpit cover
- Perimeter fence on Northside of school
- Lift renewal – Admin / Te Huringa
- Remodel buildings survey (roll growth)
- New classroom buildings
- Concrete upgrade by Resource Room
- Sun sails by TRRR9
- Deck cover strengthen NHeW2
- Pole murals (Big top)
- Plant more fruit trees

Community Partnerships

- Home and School Partnership – Topics as needed
- Open days / mornings – special activity involvement
- 3 Way Conferences
- Team Whanau hui / Fanau fono
- Parent helper programmes
- Parent education for Whanau / Fanau – Literacy, Numeracy, Study Skills for Drivers Licences, ESOL, Job Skills, Te Reo Maori, Budgeting, Home Maker skills
- Breakfast Club and Out of School Care
- Te Roopu Hauora / HIPPY (Pre-school), Budgeter
- Social Workers in school (SWIS)
- Community mural at Rugby Club

- Assessed needs in Reading, Writing, & Maths Digital Technologies as progress is made in 2020/2021.
- EOTC – New developments
- Languages as policy dictates
- Professional Development as teacher growth is diagnosed annually.

Finlayson Park School



Curriculum Achievement Goals 2020



Te Huringa Rumaki Reo



FINLAYSON PARK SCHOOL



READING KEY TARGETS FOR 2020

Strategic Aim

All students will progress according to their ability and high quality teaching programmes will provide opportunities for increased achievement.

Baseline Data

Analysis of school wide Reading data in November 2019 identified that Years 2, 3 and 4 are working below the expected level of the curriculum and did not make target.

Annual Aim

To increase the number of students achieving at or above expected levels with the support of high quality reading programmes to improve student achievement:

End of Year Reading Outcomes for Year 2, 3 and 4

Year level	2019 Targets	Below	At & Above % target not met	Total Students
2	75%	31 (25%)	69% (60)	11% (87)
3		28% (21)	72% (55)	9% (76)
4	80%	22% (18)	79% (55)	10% (83)

Key Targets for 2020

- Move (75%) Year 1 - 3 students to at or above by the end of year
- Move (80%) Year 4 – 8 of students to at or above by the end of year
- Move (75%) Year 3 and 4 female students to at or above by the end of year
- Move (80%) Year 5 female students to at or above by the end of year

Note: Targets for 2020 are set based on 2019 Reading data.

Reading data does not include students from the following

Te Huringa (Years1- 6), O Le Taiala (Years 1- 4) O.R.R.S (all year levels)

RECOMMENDATIONS FOR 2020

Actions to Achieve Targets

Teachers will use begin data to identify students that need extra reading support.

Data information will be collected in the form of E data book to track and monitor student progress for Reading, Writing and Maths.

Teachers will use the reading progressions framework and identify significant steps that students take as they develop their expertise in all aspects of reading.

During the year, the reading leader and reading experts will be timetabled in class for specific reading support especially for those teachers that have Year 2 students.

Reading leader will form an Accelerated Literacy in reading support programme for Years 3, 4 & 5 students (girls).

Year 2 and 3 teachers will receive professional development in teams to strengthen in class reading programme.

Reading professional development will be provided for all teachers to improve reading practice and approaches.

Individual Teams Senior Leader will lead teacher up-skilling of the Reading Progressions and specific comprehension strategies found in the FPS Literacy Tool Kit.

Reading Leader and Senior Leaders will analyse (begin, mid, end) data to inform progress and future planning.

Reading leader will submit to the Board of Trustees a Reading report/review at the Mid and End of year to show student progress and achievement.



FINLAYSON PARK SCHOOL

Key Targets for Mathematics 2020

Strategic Aim: All students will progress according to their ability and with the support of high quality teaching programmes will enhance achievement.

The data below is the beginning data for 2020 (*adopted from end data 2019*).

Begin Data for target areas.

	L4	L3	L2	L1	Total Below	Total At	Total Above	Total At & Above	Total Pupils
Y3		1% (1)	80% (91)	19% (22)	19% (22)	80% (91)	1% (1)	81% (92)	11% (114)
Y5	8% (11)	70% (100)	20% (29)	2% (3)	22% (32)	70% (100)	8% (11)	78% (111)	14% (143)
Y7	82% (80)	12% (12)	6% (6)		18% (18)	82% (80)	0%	82% (80)	10% (98)

Goals set for 2020:

School wide goal: 80% of the students in every class will achieve at their expected level.
All students will strengthen basic facts.

Key targets 2020:

All classroom teachers will have target groups however in Years 3, 5, and 7; there will be a major focus this year.

Year 3:

- By the end of 2020 all children must work on Level 2 or beyond.

Year 5:

- By the end of 2020 all children must work on Level 3 or beyond.

Year 7:

- By the end of 2020 all children must start working on Level 4.

2020 Recommendations:

- The whole school will implement methodology of 'Developing Mathematical Inquiry Communities' (DMIC).
- First year and second year Teachers will get support from DMIC tutors.
- Classroom teachers will have target groups to ensure they achieve at or above the expected level.
- Team leaders will track progress of target groups at their team meeting and offer strategies and advice.
- Maths leader will work with accelerated groups for Year 3/4, 5/6, and 7/8.
- Utilise maths experts in teams to support teachers to grow the community of inquiry.
- Maintenance of basic facts across the school will be a major focus this year.

FINLAYSON PARK SCHOOL



WRITING KEY TARGETS FOR 2020

Strategic Aim	Baseline Data
All students will progress according to their ability and high quality teaching programmes will provide opportunities for increased achievement.	Analysis of school wide writing data in November 2019 identified that Years 3, 5 and 7 are working below the expected level of the curriculum and did not make target.

Annual Aim	End of Year Writing Outcomes for Year 3, 5 and 7				
To increase the number of students achieving at or above expected levels with the support of high quality writing programmes to improve student achievement:	Year level	2019 Targets	Below	At & Above % target not met	Total Students
	3	80%	25% (15)	77% (53)	9% (68)
	5		32% (38)	68% (82)	16% (120)
	7	75%	34% (31)	66% (60)	12% (91)

Key Targets for 2020

- All students achieving below to be identified in target groups.
- Move 70% Year 6 Maori boys to at or above by the end of year
- Move 75% of students in Years 4, 6 and 8 to at or above by the end of the year.

Note: Targets for 2020 are set based on 2019 Writing data.

Writing data does not include

- Year 1 students in Nga Hau e Wha and Sia Moui who have attended less than one year at school.
- Te Huringa Years 1 to 6 and O le Taiala Years 1 to 4.

RECOMMENDATIONS FOR 2020

Led by

Actions to Achieve Targets

Raise the achievement level for all Maori boys and in particular those in Year 6.	Writing leader, teachers
To analyse end of year writing data, identify targeted learners working below and find what specific learning is needed to reach achievement targets.	Teachers, team leaders
To set student learning goals at the beginning of 2020 and put in place interventions to support learning needs of all targeted learners.	Team leaders and teachers
Set up a timetable to provide in class writing support in particular for the targeted students in Years 4, 6 and 8.	Writing leader and expert teachers
To form an all-boys writing group for the Years 6 Maori boys across the school.	Writing leader
Ensure there is sufficient writing support for all teachers so that all students make progress and end of year targets are met.	Teachers in Years 6 – 8 classes
To consistently track and monitor the progress of all targeted learners and to collect information and results in teachers E data book.	Team leaders and teachers
Continue to administer writing moderation and use school based exemplars found in the schools literacy tool kit.	Team leader, teachers and writing leader
Provide professional development throughout the year to improve teacher knowledge and planning for learning.	Writing leader, Senior Management



FINLAYSON PARK SCHOOL

DIGITAL TECHNOLOGY TARGETS FOR 2020	
STRATEGIC AIM	All students will progress according to their ability and high quality teaching programmes will provide opportunities for increased achievement.
ANNUAL AIM	To increase and support all students to develop their confidence and skill through the use of integrated digital technologies and innovation.
KEY TARGETS	<ol style="list-style-type: none"> 1. All students at Years 1 – 8, will develop knowledge, understanding and skills of the underlining concepts of computational thinking found in the Digital Technologies Curriculum. 2. To ensure that all students have the opportunity to become digitally capable individuals, moving beyond solely being users and consumers of digital technologies. 3. Our school continues to refine the digital programme so that students are building skills to be innovative creators of digital solutions.

ACTION TO ACHIEVE TARGETS	WHO? HOW?
1. To build a professional learning development plan responsive to the teachers needs to help deliver the Digital Technologies content.	Digital Leader, experts PLD provider.
2. Continue to explore ways to integrate the Digital Technologies curriculum content into the teachers 'teaching and learning' programmes.	Team leaders, Teachers and PD modules.
3. Provide PD modules to enable teachers to build confidence when using a range of digital equipment, platforms for computer designing and programming.	Teachers, experts
4. To provide 'tertiary study' opportunities for staff to help increase digital pedagogy and skills at postgraduate level. (Mind Lab Postgraduate Certificate, Unitec).	Senior leaders, teachers.



FINLAYSON PARK SCHOOL



Sia Mo'ui – 2020

Strategic Aim:

Students of Sia Mo'ui will develop their ability, skills and experience to use the Tongan Language appropriately and reasonably accurately to communicate meaningful messages according to the indicators of their reading, speaking and writing levels and classification.

Goals for 2020:

- To lift the achievements of Sia Mo'ui students in Tongan Reading from Below to 75% At and Above.
- Develop Tongan 6 year net assessments and begin to use it as soon as this assessment has been finalised.

Recommendations to achieve goals:

- *Teacher to develop more skills for improving learning support program.*
- *Continue to report back on the monitoring of target students in team meetings.*
- *Develop a Tongan 6 year net assessments by using English 6 year net test as a guideline.*
- *As students turn 6 year old this new assessment test will be used when finalised (term 3) .*

TIMETABLE FOR ACHIEVING THE GOALS:

Year 0-Year 8 Levels

No	Goal	Responsible	Expected Completion Time
1	Use Tongan Reading PM Benchmark Kit	SM Teaching Team and Students	Beginning of Term 1 & Middle of Term 4.
2	Develop Tongan 6 year net assessment for year one students	SM Teaching Team	By Term 3
2	Trial 6 year nets on students after one year at school.	SM Teaching Team	As soon as it is finalised from Term 3.



OLT WRITTEN LANGUAGE TARGET FOR 2020

- **STRATEGIC TARGET:** To increase the number of students achieving **At** or **Above** in the Samoan written language to 75%.
- **Target:** At all levels, move 75% of students who are working **Below** their expected levels to **At** or **Above**.

KEY TARGETS: Years 1-6 75%

Year 7&8 70%

BASELINE DATA

END DATA

Year levels	Begin Data AT/ABOVE	End Data	TARGET
Year 1	72%		75%
Year 2	50%		75%
Year 3	0%		75%
Year 4	33%		75%
Year 5	16%		75%
Year 6	32%		75%
Year 7	16%		70%
Year 8	10%		70%
Total Pupils	52		

RECOMMENDATIONS FOR 2020

- Teachers will identify students who are just below to target in group teaching.
- Oral and written vocabulary will be taught explicitly through authentic activities, songs and performing art.
- Team leaders will lead team PDs for writing moderations and specific teaching of different genres.
- Teachers in senior classes will identify boys who are reluctant writers to work with Team leader on her release day.



Te Huringa Rumaki Reo



Key Target Report - Te Huringa 2020

All Students to use Te Reo Māori as their first oral language.

Key Target 1 - Te Reo Matatini - Ā-Waha / Kōrero

Acceleration of new entrants in Te Reo Māori - Oracy:

- 6 ākonga have minimal Te Reo Māori
- 5 ākonga have reasonably good Te Reo Māori
- 3 ākonga have very good Te Reo Māori

Therefore our target will be to accelerate our new entrant students to reaching a very good oral level in Te Reo Māori by the end of the year.

Key Target 2 - Te Reo Matatini - Ā-Waha / Kōrero

Kaiako to be aware of unacceptability of Te Reo Pākehā in classroom environments

Students to kōrero Māori only, in and around Te Huringa classes

Recommendations:

- Applications and Programs in Te Reo Māori used regularly in classes... eg: Pipi mā, Kia Mau, Takaro Tribe...
- Pīpī Manu Kōrero - Māori Speech competition for Years 1-4 in Te Huringa and Te Rōpu Reo Rua
- Kaiako to be vigilant and monitor students closely, especially in the environment of Te Huringa
- Kaiako modelling Te Reo ā-waha in all areas of Te Huringa
- Kaiako implementing good sound oracy programmes in class
- Testing ākonga on the Reo ā-Waha test: Kia Tere Tonu, Takapiringa and Kōrerotia. This will gauge where ākonga are at.

Key Targets - 2020

Strategic Aim – All akonga in Te Roopu Reo Rua will make positive Te Reo a-waha progress.

Annual Goal: Akonga Te Reo-a-waha progress will be measured through pre, mid and post-tests. All akonga levels will be tested with 'Kia Tere Tonu' Te Reo Oral Language tool. At the end of 2020, 'Takapiringa' will be used to assess Years 4-6 at Level 2 and Year 7 & 8 will be assessed with 'Korerotia' at Level 3 of Te Marautanga o Aotearoa.

Teachers will promote daily use of Te Reo Maori through effective Oral language programs.

Kia Tere Tonu 2019 EoY Data 1) Identify 24 pictures in 30 seconds (Scored 1-24)

Yr 1-8	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total Pupils
Total pupils	6 % (10) (2)	1 % (2)	1 % (2)	3 % (5)	1 % (2)	1 % (2)	2 % (3)	3 % (5)	7 % (11)	3 % (5)	2 % (3)	3 % (4)	2 % (3)	6 % (9)	3 % (4)	2 % (3)	6 % (9)	2 % (3)	6 % (9)	4 % (7)	3 % (5)	5 % (8)	8 % (12)	4 % (6)	17 % (27)	100% (159)

2) Maramatanga / Understanding (Scored 1-3)

Yr 1-8	No Rating	1	2	3	Rated	Total Pupils
Total pupils	(61)	11 % (11)	38 % (37)	51 % (50)	(98)	100% (159)

3) Hanga Rerenga / Sentence structure (Score 1-3)

Yr1-8	No Rating	1	2	3	Rated	Total Pupils
Total pupils	(40)	27 % (32)	43 % (51)	30 % (36)	(119)	(159)

4) Pakari / Te Reo Competence / OTJ (Scored 1 -7)

Yr1-8	No Rating	1	2	3	4	5	6	7	Rated	Total Pupils
Total pupils	(19)	21 % (29)	9 % (13)	15 % (21)	14 % (20)	16 % (23)	14 % (19)	11 % (15)	(140)	100% (159)

Takapiringa – Level 2 Reo (Scored 1 -15)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total Pupils
Y7					6% (1)				6% (1)	13% (2)	6% (1)	13% (2)	6% (1)	31% (5)	19% (3)	94% (16)
Y8			100% (1)													6% (1)
Total pupils			6 % (1)		6 % (1)				6 % (1)	12 % (2)	6 % (1)	12 % (2)	6 % (1)	29 % (5)	18 % (3)	100% (17)

We will achieve the strategic goal for Te Reo Maori Oral language by:

- ✓ Scheduling and setting consistent dates for pre, mid and post data, checked by Leaders.
- ✓ Tracking and monitoring progress throughout the year at team meetings with evidence.
- ✓ Professional Development for all teachers to ensure correct administering of assessment tasks.
- ✓ Observations in classroom for Te Reo ā-waha programs to ensure effective Oral Language experiences have been planned and implemented to develop akonga into competent listeners and speakers.

- ✓ Utilizing Te Reo Oral language progressions in Te Marautanga o Aotearoa to inform planning and measure progress each term
- ✓ Leaders to adjust Te Reo a-waha levels on Etap to accurately reflect the criteria according to Te Marautanga o Aotearoa.

