

School Name:	Orakei School	School Number:	1402								
Strategic Aim:	Student Learning - Achievement										
Annual Aim:	<div>1. To increase the number of students who will be Reading at or above the expected curriculum level for their year.</div> <div>2. To increase the number of students who will be Writing at or above the expected curriculum level for their year.</div> <div>3. To increase the number of students who will be Maths at or above the expected curriculum level for their year.</div>										
Target:	<div>1. 80% of students making sufficient or accelerated progress in Reading</div> <div>2. 80% of students making sufficient or accelerated progress in Writing</div> <div>3. 80% of students making sufficient or accelerated progress in Maths</div>										
Baseline Data:											
	MID-YEAR	All Students Yr 0 - 8		Boys Yr 0 - 8		Girls Yr 0 - 8		Māori Students Yr 0 - 8		Pasifika Students Yr 0 - 8	
		Total	%	Total	%	Total	%	Total	%	Total	%
	READING										
	Students Achieving Within or Above	137	67	64	63	73	72	23	39	8	62
	Students Achieving Below	66	33	37	37	29	28	36	61	5	38
	Total	203		101		102		59		13	
	WRITING										
	Students Achieving Within or Above	118	58	50	50	68	67	17	28	6	46
	Students Achieving Below	84	42	50	50	34	33	43	72	7	54
	Total	202		100		101		60		13	
	MATHS										
	Students Achieving Within or Above	141	71	71	72	70	69	20	35	9	69
	Students Achieving Below	59	29	28	28	31	31	37	65	4	31
	Total	200		99		101		57		13	

## Actions

### What are we going to do?

#### Teams - Data analysis on Hero

- A key component of all team meetings is reviewing the progress of all students. Discussions around strategies that are working for students are shared as well as concerns for any students who are at risk of not making progress.
- Use the Ōrākei review template to track student progress weekly.
- We have a school wide focus on lifting student achievement and progress for our Maori learners in English mainstream. This aligns with our ERO action plan, with a strong focus on improving Māori achievement in Reading, Writing & Maths.

#### What interventions and strategies are working for our target students?

- Structured Literacy Intervention workshops with Rachel Baxter, student lists are updated by school SENCO
- **Texthelp** - a universal design for learning teaching tool, allowing students to read and write using over 20 tools to choose from, Read&Write allows you to create a richer and more engaging learner experience for everyone in the classroom. It provides many opportunities to remove barriers and make learning more accessible. Tools such as picture dictionaries, audio maker, and text-to-speech, Read&Write helps to make learning more equitable for every learner.
- Teachers cross group and target teaching approaches specific to student learning needs.

#### How can we ensure that accelerated progress is being made?

##### Early Intervention and Support:

Identify students who may benefit from accelerated progress early on and provide targeted support. Implement interventions at the first sign of academic challenges to prevent gaps from widening.

##### Student Goal-Setting on Hero:

- AKO model - Involve students in setting their own learning goals - learning intentions, success criteria and to reflect on their next steps.
- Foster a growth mindset and empower students to take ownership of their academic progress.
- Teams tracking and analysing their own team data and identifying collective actions.

#### Teacher Collaboration and Professional Learning Communities (PLCs)

##### Further embed effective teaching practice across the school

- Through the use of the AKO model, all teachers implement formative assessment and teaching practice.
- Common language of learning established across the school, teacher and student speak.
- Implement best practice, referencing the AKO model in all classes.
- Set clear goals and priorities for embedding best teaching practices based on the findings.
- Create a schedule for ongoing professional development opportunities.
- Form teaching and learning teams or professional learning communities (PLCs) to foster collaboration and shared learning

##### Professional Learning:

- Structured Literacy - Femke Castles - Liz Kane - - continue PD sessions with teachers and start implementing the CODE in the senior school
- Assessment for learning - Jana benson - developing a school wide learning model - AKO model - teachers to unpack and we are starting to align our school wide practice and expectations for how we teach and learn
- Maths Whizz - Term 3/4 - we have a school wide trial using maths whizz, students to use at home and at school.

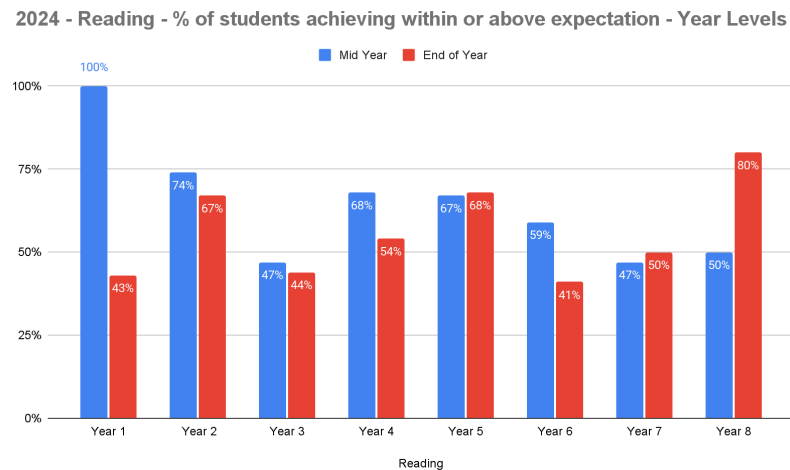
##### Learning Support:

- SENCO - identified students that required further support
- Literacy - students were supported through the Reading Recovery Program
- ESOL - Teachers identified students that required extra support and attended weekly ESOL sessions(ESOL and low readers)

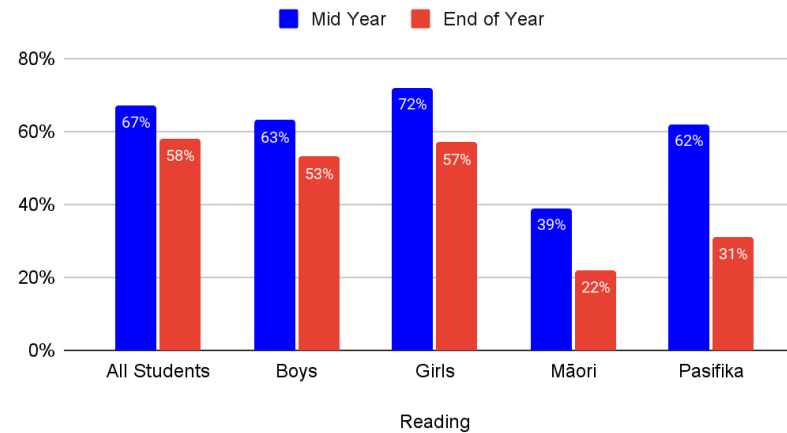
Outcomes

What happened?

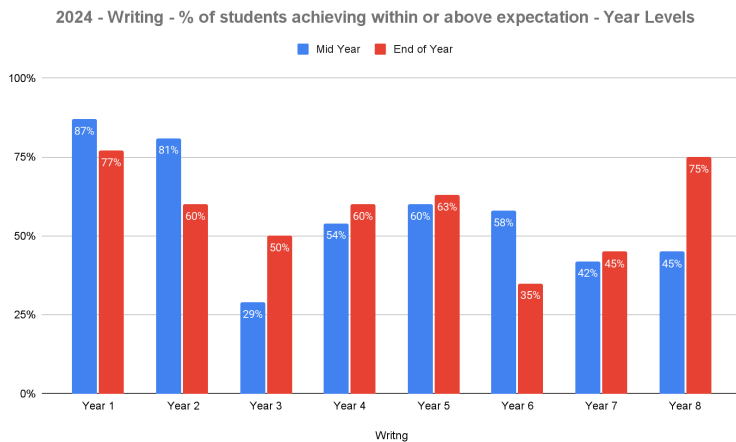
Reading - Mid to End of Year Achievement Data



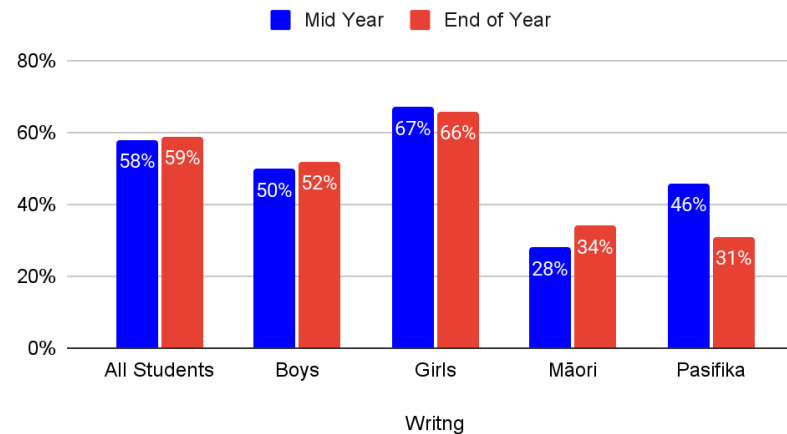
2024 - Reading - % of students achieving within or above expectation



Writing - Mid to End of Year Achievement Data

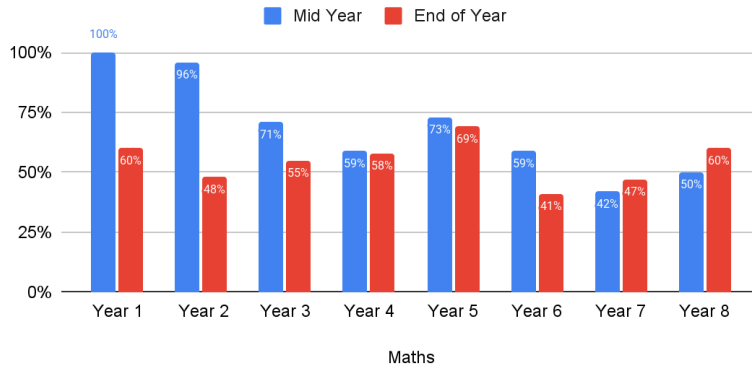


2024 - Writing - % of students achieving within or above expectation

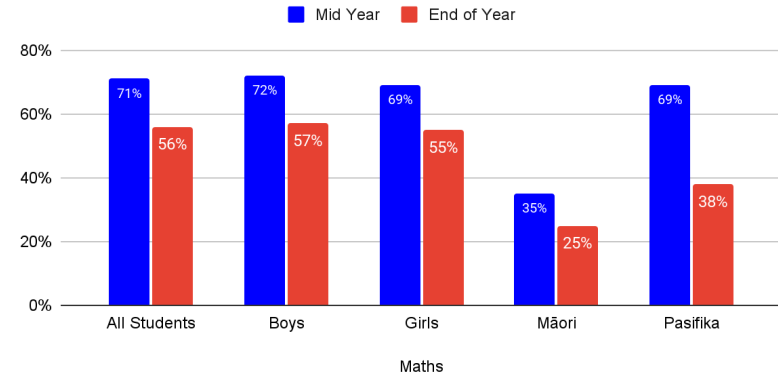


**Maths - Mid to End of Year Achievement Data**

**2024 - Maths - % of students achieving within or above expectation**



**2024 - Maths - % of students achieving within or above expectation**



[Summary of Data](#)

**How have we given effect to the Treaty of Waitangi**

Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.

Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

Achieving equitable outcomes for Māori students.

**Incorporating Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori:**

- Ōrākei School actively involve local iwi and Māori communities in the development of plans, policies, and the local curriculum. This ensures that the cultural values, traditions, and perspectives of Māori are integrated into the educational environment.
- Teachers and staff will be receiving professional development on tikanga Māori, mātauranga Māori (Māori knowledge), and te ao Māori (Māori worldviews) to enhance their understanding and ability to incorporate these elements into their teaching practices. This year we will be focussing on Mana potential, culturally responsive practice & our Rumaki kaiako will be supporting us in establishing strong protocols for pōhiri, waiata, karakia, kapa haka and celebration of key events on the Māori calendar.

**Instruction in Tikanga Māori and Te Reo Māori:**

- We are taking reasonable steps to make instruction available in tikanga Māori (Māori customs) and te reo Māori (Māori language).
- Offering language classes, integrating Māori language into daily routines, and creating opportunities for students to engage with and learn te reo Māori are essential steps.

**Equitable Outcomes for Māori Students:**

- As a school we prioritise achieving equitable educational outcomes for Māori students. This includes monitoring and addressing disparities in achievement, participation, and overall well-being.
- Implementing targeted support programs, providing cultural mentors, and fostering a culturally responsive teaching environment can contribute to improving outcomes for Māori students.

**Culturally Responsive Policies:**

- Through Schooldocs we ensure school policies reflect and respect the principles of the Treaty of Waitangi. This involves an ongoing review of policies to identify and eliminate any potential bias or discrimination against Māori students.
- Recognising and valuing diverse perspectives within the school community and fostering an inclusive environment that respects and celebrates Māori culture. This is evident in our strategic and annual plan, which was done in consultation with whānau and our wider school community.

**Partnership with Māori Communities:**

- Establishing and maintaining strong relationships with local iwi, Māori organisations, and the wider Māori community. This partnership ensures that the school is actively engaging with and responding to the needs and aspirations of Māori students and their families.
- We have established strong connections with Ngati Whatua Ōrākei and our lead Rumaki kaiako is supporting our school's vision to ensure tikanga maori is implemented in an authentic and culturally appropriate manner.

**Professional Development for Staff:**

- Providing ongoing professional development opportunities for teachers and staff to enhance their cultural competence and understanding of the Treaty of Waitangi. PLD will be provided by our Rumaki lead, focussing the Rumaki kaiako and tamariki, with Ngati Whatua centric curriculum.
- Encouraging reflective practice and continuous learning to ensure that educators are well-equipped to create an inclusive and culturally responsive learning environment.

Overall, the Treaty of Waitangi principles is woven into the fabric of the school's culture, policies, and practices to create an educational environment that respects and values Māori perspectives and contributes to the success of Māori students.