



ŌRĀKE I SCHOOL

Charter
2020 - 2022

ŌRĀKEI SCHOOL

Ōrākei School's charter clearly sets out the Board of Trustees aims and actions to improve each students achievement. The charter is clear and concise, and allows parents whanau and the community to easily understand and engage with the school's vision and values.

Ōrākei School overlooks the Waitemata harbour and is located in close proximity to Auckland's central business district. Close historical and cultural links exist with Ngati Whatua Ōrākei. With a roll of approximately 400 students our school places great emphasis on engaging our community, providing a welcoming and inclusive environment and creating a 'family' atmosphere.

Ōrākei School acknowledges the principles of the Treaty of Waitangi, the bi-cultural foundations of Aotearoa New Zealand and the ahi kaaroa (long relationship with the land) of Ngāti Whātua Ōrākei. All students have the opportunity to acquire knowledge of Te Reo and Tikanga.

Ōrākei School operates three different learning streams. This includes mainstream, Montessori and Rūmaki education. We are a school committed to meeting the needs of all our students in an inclusive and encouraging environment. We have a commitment to a resolution of one' teaching philosophy where students are aware of their learning journey and next steps.

We aim to be a school that meets the needs of our diverse community and embody our vision of **'Nurturing Excellence'**.



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VISION: NUR TURING EXCELLENCE Our vision embodies who we are. *To promote personal well-being so that we prepare our students / ākonga so that they are academically, socially, and emotionally ready for their next step in their learning journey.*

SIX CORE VALUES		SUPPORTING STATEMENTS
	RESPECT / Whakaute	Self Others Community Environment
	INQUIRING MINDS / Pākihi Hinengaro	Communicative Love of Learning Problem Solvers Critical, reflective thinkers
	SELF-BELIEF /Tōku whakapono	Confident Sense of Purpose Proud of whom we are Resilience Courage
	EXCELLENCE /Kairangi	Authenticity High expectations Aspiring Achieving Perseverance
	CREATIVITY /Auahatanga	Imaginative thinkers Individuality Dream Explore Expressive
	KINDNESS /Atawhai	Friendly Generous Considerate Caring

ŌRĀKEI SCHOOL STRATEGIC FOCUS AREAS 2020 TO 2022

We will deliver...	Because we will...	So that...
Curriculum Development	<ul style="list-style-type: none"> • Develop and deliver an authentic broad, rich local curriculum • Support and develop teaching and learning expertise to meet the needs of our students/ākonga 	We provide a local curriculum where opportunities are best in class at all levels and in all learning streams
Student Learning	<ul style="list-style-type: none"> • Empower akonga/students to develop a sense of agency over their learning • Develop and promote confidence in their own natural potential • Reflect our values through their choices and actions 	We provide life-long learning foundations with a focus on <ol style="list-style-type: none"> 1. Academic achievement 2. Student leadership 3. Wellbeing – PB4L
Partnership	<ul style="list-style-type: none"> • Develop and strengthen meaningful partnerships • Develop and strengthen the partnership Ōrākei School has with Ngāti Whātua Ōrākei 	We engage with all key stakeholders of all ages in our community to learn and develop our Ōrākei story with pride.

Digital Technology Development	<ul style="list-style-type: none"> Develop the knowledge for teachers to use digital technologies skillfully and meaningfully to implement effective teaching and learning programmes 	The Ōrākei school learning environment utilises digital technology safely to deliver learning efficiencies for all students and teachers.
COVID-19 Response Plan		Regular communications

	2020	2021	2022
Curriculum development	<p>Monitor and review progressions across core subjects to inform akonga/students, whānau/families and Kaiako/teachers of progress.</p> <p>Embed effective writing practices with support of Literacy leader and coaches</p> <p>Develop and implement OS local curriculum based on future focused pedagogy, learner agency, well-being curriculum, culturally responsive pedagogies and digital technologies</p> <p>Develop Level 1 professional capabilities and expectations around Te Reo Maori and Tikanga Maori</p>	<p>Embed progressions across core subjects to inform akonga/students, whānau/families and Kaiako/teachers of progress.</p> <p>Internal literacy leaders are supporting school-wide writing practice using our in-school support model</p> <p>Application and evaluation of OS local curriculum based on future focused pedagogy, learner agency and digital technologies</p> <p>Embed Level 1 professional capabilities and expectations around Te Reo Maori and Tikanga Maori and develop Level 2 professional capabilities and expectations</p>	<p>Community review of progressions across core subjects to inform students/ākonga, families/whānau and teachers/kaiako of progress.</p> <p>Review the OS curriculum based on future focused pedagogy, learner agency and digital technologies</p> <p>Embed Level 1 professional capabilities and expectations around te reo Māori and tikanga and develop Level 2 professional capabilities and expectations</p> <p>Understand what students and their families are looking for in terms of educational opportunities in Years 1 to 8.</p> <p>Develop an attractive and compelling Year 7 and 8 curriculum to retain existing</p>

	Support the growth of knowledge in regard to the history of Ngāti Whātua Ōrākei by incorporating Ngāti Whātua historical accounts and stories within the curriculum where appropriate by topic so children have an understanding of the relationship of Ngāti Whātua Ōrākei to this place.	Embed knowledge in regard to the history of Ngāti Whātua Ōrākei by incorporating Ngāti Whātua historical accounts and stories within the curriculum where appropriate by topic so children have an understanding of the relationship of Ngāti Whātua Ōrākei to this place.	students and encourage new enrolments at that level. Te Ahureinga o Te Aroha continue to develop specific teacher knowledge in defined vocabulary for Pāngarau, Tuhituhi and Panui i.e. align kupu hou with Kaupapa pangarau and compile vocabulary lists Develop targeted resources for TAOA
Student Learning	Develop student ability to reflect on their learning progress Develop an Ōrākei School graduate profile School values and learner profiles are reviewed and developed with all stakeholders to reflect our community and local context.	Embed student ability to reflect on their learning progress using tools e.g. SchoolTalk to reflect Evaluate Ōrākei School graduate profile School values and learner profiles are reviewed and embedded with all stakeholders to reflect our community and local context.	Embed teachers'/kaiako ability to use SchoolTalk to track student/ākonga learning progress. (focus on 4-6) Evaluate student/ākonga achievement against school values and learner dispositions Develop a structured approach to wellbeing and mental resilience for staff and students.
Partnership/Culture	Develop and strengthen links within our community Communicate and develop school values across the community Strengthen communication pathways and implement enhanced practices for home-school partnership Develop on-line reporting to parents	Review the effectiveness of existing relationships Embed school values across the community Review effectiveness of communication systems and practices for home-school partnership Review on-line reporting to parents	Develop and strengthen links within our community to support our students and their families. Review school values across the community Evaluate the effectiveness of communication systems and practices for home-school partnership

	<p>Develop transition pathways for all students entering and exiting Ōrākei School</p> <p>Build culturally responsive practice across school</p>	<p>Embed transition pathways for all students entering and exiting Ōrākei School</p> <p>Embed culturally responsive practices across school</p>	<p>Establish on-line reporting to parents</p> <p>Review the effectiveness of transitional pathways for all students entering and exiting Ōrākei School</p> <p>Establish a framework for how the school wishes to engage with the community</p> <p>Build towards being the school of choice for all in-zone families.</p> <p>Communicate the school's teaching and learning ethos at different year levels.</p> <p>Be the Orakei communities' immediate school of choice for all in-zone year 7 and Year 8.</p> <p><i>Investigate the creation of a bespoke programme for year 7 and year 8 that develop students leadership qualities. Some of these leadership opportunities may arise from unique experiences from interactions with our local community</i></p> <p>Involve identified stakeholders in the development and co-design of the 4-year strategic plan for Orakei School (from 2023-2026)</p> <p>Introduce SchoolTalk to parents/whānau as a tool for ongoing reporting and monitoring learning progress</p>
Digital Technology Development	Develop school wide approach to future focused technologies and digital technologies	Embed school wide approach to future focused technologies and digital technologies	Consistent school wide approach to future focused technologies and digital technologies

	Provide support using external facilitators to develop teacher pedagogy in planning their use of Digital technologies	Internal support developed to develop teacher pedagogy of digital technologies	Ensure the on-site infrastructure (wifi) is sufficient to manage the expected usage. Encourage or provide for every student in Years 4-8 to have a suitable device.
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2021 BASELINE DATA AND SCHOOL CONTEXT FOR 2021

<p>Mission Values Principles</p>	<p>Ōrākei School’s charter clearly sets out the Board’s aims and actions to improve student achievement.</p> <p>The charter is clear and concise, and allows parents, whanau and the community to easily understand and engage with the school’s vision and values.</p> <p>Ōrākei School overlooks the Waitemata harbour and is located in close proximity to Auckland’s central business district. Close historical and cultural links exist with Ngati Whatua Ōrākei.</p> <p>With a roll of approximately 400 students our school places great emphasis on engaging our community, providing a welcoming and inclusive environment, and creating a ‘family’ atmosphere.</p> <p>Ōrākei School acknowledges the principles of the Treaty of Waitangi, the bi-cultural foundations of Aotearoa New Zealand and the Ahi Kaaroa (long relationship with the land) of Ngati Whatua Ōrākei. All students have the opportunity to acquire knowledge of Te Reo and Tikanga.</p> <p>We are a school committed to meeting the needs of all our students in an inclusive and encouraging environment. We have a commitment to a ‘resolution of one’ teaching philosophy where students are aware of their learning journey and next steps. We aim to be a school that meets the needs of our diverse community and embody our vision of ‘Nurturing Excellence’ through our school values of Respect, Inquiring Minds, Self-Belief, Excellence, Creativity, and Kindness.</p>
<p>School Organisation and Structures</p>	<p>Ōrākei School offers three learning streams: Mainstream education, Rūmaki education – Te Ahureinga o te Aroha and Montessori education. Mainstream education offers learning programmes aligned with The New Zealand Curriculum and students are structured into single year levels in a variety of open plan and single cell learning space. Rūmaki education is a level 1 immersion Māori programme that aligns to Te Marautanga o Aotearoa curriculum. Montessori education is aligned to Montessori teaching and learning philosophies and aligns to The New Zealand Curriculum.</p>
<p>Review of Charter and Consultation</p>	<p>In developing the updated charter for Ōrākei School the board has consulted with the school community through:</p>

	<ul style="list-style-type: none"> • Ōrākei School Community Survey was conducted in Term 3, 2019 and results were analysed and reported to the Board, teaching staff and community. • Consultation was then conducted with our community over three meetings and these results were further analysed and reported • Consulting with Māori and Pasifika community regarding their aspirations for tamariki through hui
Bicultural Perspective	<p>New Zealand’s bicultural heritage is unique and at Ōrākei School we are committed to Te Tiriti o Waitangi.</p> <p>The school acknowledges the right of Tangata Whenua to determine the educational priorities of their tamariki mokopuna and to receive the resources necessary to achieve this. All classrooms in the school teach an introductory Māori language programme delivered by Kaiāwhina Reo and the classroom teacher. Te Ahureinga o Te Aroha provides education guided by Te Marautanga o Aotearoa curriculum and provides total immersion Maori education path for students in our school.</p> <p>The opportunity to learn Te Reo Māori is offered to staff members so that Te Reo me ona tikanga are regular parts of instruction in mainstream classes.</p> <p>School occasions/ events follow tikanga Māori and incorporate Te Reo. Curriculum planning and teaching practice support educational achievement for Māori students.</p> <p>Those working below expectations are prioritised to participate in interventions and teaching as inquiry projects.</p>
Multicultural Perspective	<p>Students from a range of cultural groups/ethnicities are present in our school.</p> <p>We will ensure that the way in which we operate and our teaching programmes by recognising and valuing the traditions, histories and languages of the cultures within New Zealand.</p> <p>Promote non-racist attitudes and behaviour within our school community and recognise that students may need to meet more than one set of cultural expectations.</p>

ŌRĀKEI SCHOOL ANNUAL PLAN 2021

Improvement Plan for Curriculum Development

Baseline Data: Assessment Data

Achievement By Year Level – Proportion of students ‘at’ or ‘above’ expectation at the end of 2019
Mainstream (including Montessori students) and Rumaki

Mainstream	% at/above	Rumaki	% at/above
		Reo a waha	88%
Reading	86%	Panui	97%
Writing	81%	Tuhituhi	97%
Mathematics	87%	Pangarau	86%

Reading: The data shows excellent progress in students achieving at Orakei School. Reading achievement in the Mainstream has increased from 80% to 86% and in Rūmaki from 83% to 97%.

Writing: The data clearly identifies that achievement gap when compared to Reading and Mathematics. Pleasing progress has been made in the Mainstream moving from 75% to 81% with Rūmaki making accelerated progress from 69% to 97%.

Mathematics: The data shows find progress in Mainstream (82% to 87%) and Rūmaki (78% to 86%).

Annual Learning Target for 2022:

By the end of 2022

READING TARGET 1 mainstream: To show accelerated progress for the 27 students who are identified as Below the expected curriculum level for their year.

READING TARGET 2 mainstream: To show accelerated progress for the 12 Maori and 5 Pasifika students who are identified as Below the expected curriculum level for their year.

READING TARGET 1 Rūmaki: To show accelerated progress for the 2 students who are identified as Below or Well Below the expected curriculum level for their year.

By the end of 2022

WRITING TARGET 1 mainstream: To show accelerated progress for the 65 students who are identified as Below the expected curriculum level for their year.

WRITING TARGET 2 mainstream: To show accelerated progress for the 21 Maori and 6 Pasifika students who are identified as Well below or Below the expected curriculum level for their year.

WRITING TARGET 1 Rūmaki: To show accelerated progress for the 2 students who are identified as Well below or Below the expected curriculum level for their year.

By the end of 2022

MATHEMATICS TARGET 1 mainstream: To show accelerated progress for the 48 students who are identified as Below the expected curriculum level for their year.

MATHEMATICS TARGET 2 mainstream: To show accelerated progress for the 17 Maori and 5 Pasifika students who are identified as Below the expected curriculum level for their year.

MATHEMATICS TARGET 1 Rūmaki: To show accelerated progress for the 9 students who are identified as Below or Well Below the expected curriculum level for their year.

Review Schedule for Board

Term 1 – February Meeting - Annual Report of progress 2021 Baseline data; Targets and goals for 2022.

Term 2 – 10 week Progress Whole School

Term 3 - Mid Year Report

Term 4 - Digital PLD Self Review

2022 Initiatives	ACTION	Who	When	INDICATORS OF SUCCESS
Develop teaching and learning expertise to meet the diverse needs of learners				
1.1 Community review of progressions across core subjects to inform students/ākonga, families/whānau and teachers/kaiako of progress.	a) Develop School-wide writing progression focus	SLT		Teachers are incorporating the writing progressions in their planning and programmes.
	b) Develop School-wide writing practice with support of in-school Literacy Lead and SLT	All Staff		SLT and Literacy Lead to review writing practices regularly.
	c) Teachers and students are using Writing progressions to identify where they are at and what their next steps are.	Lit Leader		Consistent practices across the school.
	d) Clear and simple guidelines for accessing and understanding the progressions/ curriculum levels for easy use by whānau and teachers	Lit Leaders		Students can articulate what they are learning and what their next steps using the Writing progressions.
	e) Embed phonics and handwriting as part of a balanced writing programme where needed.	SLT iCoL school lead		Guidelines for teachers and whānau have been created, explained and can be accessed online.
1.3 Review the OS curriculum based on future focused pedagogy, learner agency and digital technologies	a) Collaboratively create a robust local curriculum (2-year cycle), which incorporates input from all stakeholders using guidelines from Local Curriculum Design Toolkit and Ministry resources.	Literacy Team		Regular updates via school website and newsletter. Feedback collected from parents.
	b) Implement the Digital Technologies Curriculum across all learning areas.	SLT and All Staff		Local curriculum is developed which reflects Ōrākei School and our local context.
	c) Professional development is targeted as required for teaching staff to feel successful in the implementation of the Digital Technologies Curriculum.	DT Leader All Staff		Evidence of Digital Technologies Curriculum in planning and observations.

1.4 Embed Level 1 professional capabilities and expectations around te reo Māori and tikanga and develop Level 2 professional capabilities and expectations	<ul style="list-style-type: none"> a) Embed expectations around Te Reo and tikanga to include Level 1 and implement into classroom practice. b) Develop level 2 professional capabilities by increasing use of Te Reo Māori in our different settings 	All Staff					Staff are proficient in Te Reo Level 1
1.6 Understand what students and their families are looking for in terms of educational opportunities in Years 1 to 8.	<ul style="list-style-type: none"> a) Develop a clear understanding of what is important for families at Ōrākei School b) Review and enhance learning opportunities for ALL students 	SLT and All Staff					Local Curriculum and opportunities reflects the needs and wants of our community
1.7 Te Ahureinga o Te Aroha continue to develop specific teacher knowledge in defined vocabulary for Pāngarau, Tuhituhi and Panui i.e. align kupu hou with Kaupapa pangarau and compile vocabulary lists	<ul style="list-style-type: none"> c) Provide support and training for staff to continually develop their knowledge of defined vocabulary 	AP Rūmaki Rumaki staff					Staff are continually supported to develop their knowledge and use of vocabulary. Students develop their knowledge of academic terms and expressions
1.8 Develop targeted resources for TAOA	<ul style="list-style-type: none"> d) Review current resource levels and purchase additional resources as required 	Principal and Board					Resources are current and up-to-date

Improvement Plan for Student Learning/Agency

Baseline Data:

Agency tool survey results measure 6 areas for students in Year 4 - 6. The areas measured using the tool are self-awareness, resilience, taking action, assessment capability, collaboration and using tools and strategies. The 2019 end of year data showed improvements for ALL students in self-awareness and collaboration and identified that using tools and strategies and taking action as areas to improve. In 2020 a tool was in development to measure agency for Years 0-3. Both tools will be used in 2022.

Annual Learning Target for 2022:

All students will be able to identify and use resources that explicitly identify what they need to show in their learning
 All students in Year 4-8 (Rūmaki and Mainstream) use SchoolTalk progressions to track their learning and 'take action' to set their next learning goal
 Students are able to talk about their learning and next steps with teachers, peers and whanau

Review Schedule for Board

Term 2 – SchoolTalk Student Focus Group Review

Term 4 – SchoolTalk Student Focus and Parent Focus Group Review

2022 Initiatives	ACTION	Who	When				INDICATORS OF PROGRESS
Empower ākongā to develop a sense of ownership over their own learning and Build capacity of all students to reflect and set learning goals							
2.1 Embed teachers'/kaiako ability to use SchoolTalk to track student/ākongā learning progress.	a) Develop graduate profile focuses around core academic areas – reading, writing and mathematics and school values	Principal SLT					Graduate profiles will be developed across Year 1-8 in Mainstream and Rumaki
Reflect our values through choices and actions.							
2.2 Evaluate student/ākongā achievement against school values and learner dispositions	a) Continue to refine teachers ability to integrate and measure school values against planned rich learning opportunities	All Staff					Values are continually measured and completed using SchoolTalk

<p>2.3 Develop a structured approach to wellbeing and mental resilience for staff and students.</p>	<p>a) Develop and build a culture that promotes well-being for all (Students, teachers, family and community) b) Provide support opportunities for staff and students</p>	<p>Whole staff/ students</p>				<p>Students demonstrating kindness and empathy for one another. Teachers are offered and access support as needed. Resilience programme implemented</p>
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Improvement Plan for Partnership/Culture

Baseline Data:

Currently we communicate using school SchoolAppsNZ, Twitter and Facebook. Akonga academic performance is communicated twice yearly through school reports and in the Year 6-8 mainstream classes using SchoolTalk.

Annual Learning Target for 2022:

By the end of 2022, SchoolTalk will be the way that academic progress is communicated regularly to our community. SchoolTalk reports will be delivered online.
By the end of 2022, our school values and PB4L will be developed in our key community areas.

Review Schedule for Board

Term 3 - Review of communication systems

2022 Initiatives	ACTION	Who	When	INDICATORS OF PROGRESS
Develop and strengthen local and global relationships				
3.1 Develop and strengthen links within our community to support our students and their families.	a) Make connections between school houses and local Charities that they will support	Principal School student leads		House charity partners are identified
	b) Feedback from community	SLT PB4L Lead PB4L		All stakeholders surveyed.

3.2 Review school values across the community	Share our school values in our community	Principal and Board, House Leaders				Values communicated with key community stakeholders
3.3 Evaluate the effectiveness of communication systems and practices for home-school partnership Establish on-line reporting to parents	a) Huis and focus groups to review and feedback on school wide communication and how we improve partnerships	SLT Board				Reports are delivered online across the school Community voice is collected and evaluated to improve practices.
Collaborate with the community to strengthen learning pathways for all learners						
3.4 Review the effectiveness of transitional pathways for all students entering and exiting Ōrākei School	a) SLT involved in each of the four work streams: Learning Support Transition Curriculum Pathways Resilience & Well-Being.	SLT/ Kindergarten / Puna / Montessori/ Selwyn				Partnerships are developed and strengthened with transitions partners Feedback is collected and evaluated to improve practices.
3.5 Build culturally responsive practice across school	a) Continue with Te Reo tuition for our learners, teachers and Whānau.	SLT External Provider				An authentic resource is designed and shared across our school community. Integration of resources is evident in local curriculum.

	b) Planned professional learning around the Te Tiriti o Waitangi. Review key documents to support culturally responsive practices.	ALL STAFF					Consistent approach school-wide teaching of Te Reo and tikanga Māori. Greater understanding of the Te Tiriti o Waitangi and the Māori worldview.
3.6 Establish a framework for how the school wishes to engage with the community.	a) Through collaborating with Ngati Whatua o Ōrākei resources are created that celebrates local stories and history. The authentic connections with the local iwi will strengthen our local curriculum.	Board					Te Reo tuition is available. Resources are developed in collaboration with Ngāti Whatua o Ōrākei
3.7 Build towards being the school of choice for all in-zone families. Communicate the school's teaching and learning ethos at different year levels.	a) Communicate clearly our school's programs and teaching approaches b) Provide opportunities for our community to engage with our school	Board/Principal					Increased roll growth from within the Ōrākei School Zone
3.8 Be the Orakei communities' immediate school of choice for all in-zone year 7 and Year 8. Investigate the creation of a bespoke programme for year 7 and year 8 that develops students leadership qualities. Some of these leadership opportunities may arise from unique experiences from interactions with our local community	a) Review, refine and develop the opportunities offered to Year 7 and 8 learners at Ōrākei School. a) Enhance leadership opportunities at Ōrākei School that develop student leaders ability to effectively lead in our school.	Principal / AP Yr5-8					Enhance the programmes and offerings in Year 7/8 Retain more Year 6 students into Year 7
3.9 Involve identified stakeholders in the development and co-design of the 4-year strategic plan for Orakei School (from 2023-2026).	a) Develop a consultation plan for engaging with our community b) Create a strategic plan that is understood by all.	Board/Principal					Rich consultation would have occurred and strategic plan communicated clearly with organisational community

3.10 Implement regular hui to share learning journey with parents and whanau.	c) Timetable and communicate parent meeting opportunities	Whole School					Termly hub hui held with community
3.11 Offer opportunities and recognition for professional development to all staff that extends their professional skills and wellbeing/hauora.	a) Support staff to develop their professional skills at Post Graduate level b) Provide barrier free access to staff to support their development	Board					Staff supported to undertake post graduate learning
3.12 Introduce SchoolTalk to parents/whānau as a tool for ongoing reporting and monitoring learning progress	a) Communicate with parents how to access Schooltalk on a regular basis b) Provide training videos for parents to engage with the SchoolTalk tool	AP SchoolTalk, Community					Community using SchoolTalk to understand their childrens progress

Improvement Plan for Digital Technology

Baseline Data:

Currently we operate an optional BYOD policy for students in year 4-8 using Chrome books to support their learning. In 2019 we partnered with family zone to implement digital policies and procedures to ensure that our students were keeping themselves safe and using devices appropriately. Additionally, SchoolTalk is used by all learners to plan, track and report on the progress of their learning. iPads are used in our Year 0-3 classes and these are provided by the school. In 2021 we have enabled our captive portal for people utilising our wifi network using their personal devices.

Annual Learning Target for 2021:

By the end of 2021, all teachers will have developed Digital Technologies and future focused learning principles as part of their planning process

Review Schedule for Board

Term 4 – Review of digital technologies

2020 Initiatives	ACTION	Who	When	INDICATORS OF PROGRESS
Develop and strengthen digital and future focused learning pedagogy				
4.1 Consistent school wide approach to future focused technologies and digital technologies	a) Develop and target professional development as required for teaching staff to successfully integrate Digital Curriculum into their programmes.	Digital Lead PLD facilitator All Staff		Staff meetings, regular discussions at team level and resources investigated/created for teaching staff.
4.2 Improve teachers' ability to ensure and control safe use of digital technology at school.	Take steps to ensure the on-site infrastructure (wifi) is sufficient to manage the expected usage.	Digital Lead PLD facilitator All Staff		Activities are well planned and supported appropriately by digital resources

<p>4.3 Encourage or provide for every student in Years 4-8 to have a suitable device.</p>	<ol style="list-style-type: none"> 1. 1:1 devices in Year 6-8 2. 1:2 device in Years 4-5 3. iPad used in Years 0-3 	<p>Board, Principal, ICT Lead</p>					
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**Other Key Actions for 2021 to achieve our Strategic Vision
“Business as Usual”**

Personnel	Led by	Self Review Programme	Led by
<p>a) Continue to up-skill new Board members b) Appraisal of new Principal c) Appraisal of new Deputy Principals d) Induction of new staff e) Provisionally Certificated Teacher Induction and Mentoring Programme</p> <p>PLD for staff</p> <p>f) In-class support g) Literacy Leader: Sustaining Practice in writing: in class support; staff meetings; planning sessions h) PB4L: Tier 1 continues to embed; Staff PD meetings i) Te Reo Tuatahi: Lessons delivered 1 x per fortnight</p> <p>Partnership</p> <p>j) Ōrākei School will acknowledge the principles of the Treaty of Waitangi, the bicultural foundations of Aotearoa New Zealand and the ahikaaroa (long relationship with the land) of Ngāti Whatua Ōrākei. All students have the opportunity to acquire knowledge of Te Reo and Tikanga, particularly Ngāti Whatua Ōrākei and their history.</p>	<p>BOT External Mentor Ats</p> <p>MH</p> <p>MEG MoE RTL ES</p>	<p>Student Achievement reports for: See Reporting Schedule for Board.</p> <p>Triennial Policy Review Schedule T1: Responsibilities of the Principal, Staff/Role Description, The relationship between the Chair and the Principal T2: The relationship between the Board and the Principal, Trustees Code of Behaviour, Trustees Remuneration and Expenses T3: Appointments, Asset Protection T4: Board Induction/ Board Review, Board Roles and Responsibilities</p> <p>School generated self reviews Assessment and reporting</p>	<p>SLT</p> <p>BOT Team</p> <p>SLT</p>
Property, Health & Safety	Led by	Teaching and Learning	Led by
<p>k) SYA Projects: Refurbishment of office and staffroom l) Health and Safety Rep Training for team m) Build relationships with the local business i.e. Ōrākei Local Board and Ōrākei Rate Payer association to have a greater presence in our area and participate in local events. n) Update first aid certificates</p>	<p>BoT/SLT SLT SLT</p> <p>SLT</p>	<p>A range of parent information sessions are held:</p> <ul style="list-style-type: none"> ● Board Community Meeting ● Parent education: mathematics, literacy, digital technologies ● Celebrations of Learning ● Parent Interviews ● Hui / Fono for Māori / Pasifika / Asian families ● Inclusive practises ● AliM 	<p>BoT PL Teachers Teachers Rumaki All Staff Hub Teams</p>

ANALYSIS OF VARIANCE (A.O.V.) - READING

Analysis of Variance: READING

Strategic Aim:

All students can access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

Reflective Comment:

All students were able to access the NZC in reading. Students received a well-balanced, regular reading programme in line with Ōrākei School Curriculum documentation. Structured literacy was implemented in Years 0-3. The programmes were undoubtedly effected by COVID-19 lockdowns which saw us lose significant face to face teaching opportunities throughout the year.

Rūmaki Comment:

Achievement in Panui rose from 83% - 97% of students at or above the Curriculum level. This is an increase of 14%.

Annual Aim:

To increase the number of students who will be Reading at or above the expected curriculum level for their year.

Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in Reading is 86%. This is a increase of 6.9%.

Baseline Data:

- All students: At the end of 2020, 11/301 were identified as Well Below and 48/301 as Below the expected curriculum level for their year to end of 2021 18/310 Well Below and 27/310 Below
- Maori Mainstream students: At the end of 2020, 4/71 were identified as Well Below and 15/71 were identified as Below the expected curriculum level for their year to end of 2021 3/63 Well Below and 12/63 Below
- Pasifika students: At the end of 2020, 1/16 as Well Below and 5/16 as Below the expected curriculum level for their year to end of 2021 3/15 as Well Below 3/15 Below
- Rūmaki Students: At the end of 2020 8/65 students were identified as Below the expected curriculum level for their year to end of 2021 1/65 as Well Below 1/65 Below

2021 Targets:

READING TARGET 1: To show accelerated progress for the 59 students who are identified as Well Below or Below the expected curriculum level for their year.

READING TARGET 2: To show accelerated progress for the 19 Maori and 6 Pasifika students who are identified as Well Below or Below the expected curriculum level for their year

READING TARGET 3 Rūmaki: To show accelerated progress for the 8 students who are identified as Below or Well Below the expected curriculum level for their year

Actions What did we do?	Outcomes What Happened?	Reasons Why did it happen?	Evaluation What next?
<p>Staff and personal professional development:</p> <ul style="list-style-type: none"> School-wide professional development e-asTTLe workshops OTJ moderations Structured Literacy PL&D <p>Teaching and learning programme development and/or focus:</p> <p>Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies. This included the development of a kahui ako set of exemplars.</p> <p>Weekly team meetings were student achievement focused and tracked 'at risk' students. This focused on reading/panui twice a term to track and monitor priority students</p> <p>Teachers kept in-depth assessment evidence of targeted students and included reference to them throughout their planning.</p> <p>Systematic and in-depth observations of teacher practice and delivery of new teaching methods.</p>	<p>READING TARGET 1: 12/48 moved from Below to Well Below 11/48 remained the same and 14/48 moved from Below to At 10/48 students left the school</p> <p>READING TARGET 2: Maori Students 4/15 moved from Below to Well Below 3/15 moved from Below to AT 6/15 remained at Below 2/15 left the school</p> <p>Pasifika Students 2/5 moved from Below to Well Below 3/5 left the school</p>	<p>Comprehensive and on-going formative assessment processes. Minute by Minute approach.</p> <p>High expectations were set so that all students can achieve.</p> <p>Clear identification and review processes of targeted students.</p> <p>Board of Trustees have a clear focus on improving student outcomes.</p> <p>Use of e-Tap has been a significant tool to monitor, track and record student data.</p> <p>Use of SchoolTalk has been a significant tool to monitor, track and record student data.</p> <p>Teachers' professional development based on the Structured Literacy Approach.</p>	<p>Using school and community resources to create specific targeted interventions to address learning needs of target students.</p> <p>Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</p> <p>Regular reporting to the Board of Trustees.</p> <p>Greater support for teacher through in-class support and targeted development.</p> <p>Better engagement of parents in the learning journey of their children through upskilling and involvement.</p> <p>Provide more teaching sessions to Below students through our newly formed learning support department</p> <p>Develop student agency of their learning through the use of SchoolTalk to measure their progress against the progressions.</p> <p>Review the Structured Literacy Programme and <i>Whole Language</i> literacy programme currently delivered at Ōrākei School and investigate how they can work concurrently within our school.</p>

ANALYSIS OF VARIANCE (A.O.V.) - WRITING

Analysis of Variance: WRITING

Strategic Aim:

All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

Reflective Comment:

All students were able to access the NZC in writing. Students received a well-balanced, regular writing programme in line with Ōrākei School Curriculum documentation. Despite the disruption caused by COVID-19 results in the mainstream showed a significant improvement in 2021 writing results.

Rūmaki Comment:

Rūmaki achievement in writing rose from 69% to 97%.

Annual Aim:

To increase the number of students who will be writing at or above the expected curriculum level for their year in Writing.

Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in writing is 81%. This is an increase of 6%.

Baseline Data:

- All students: At the end of 2020, 13/301 Well Below and 64/301 Below the expected curriculum level for their year to end of 2021 13/310 Well Below and 65/310 Below
- Maori students: At the end of 2020, 3/71 Well Below and 18/71 Below the expected curriculum level for their year to end of 2021 9/63 Well Below and 9/63 Below
- Pasifika students: At the end of 2020, 1/16 Well Below and 5/16 Below the expected curriculum level for their year to end of 2021 3/15 Well Below 3/15 Below

2021 Targets:

Discussion:

WRITING TARGET 1: To show accelerated progress for the 77 students who are identified as Well Below or Below the expected curriculum level for their year.

WRITING TARGET 2: To show accelerated progress for the 21 Maori and 6 Pasifika students who are identified as Well below or Below the expected curriculum level for their year.

WRITING TARGET 1 Rūmaki: To show accelerated progress for the 10 students who are identified as Well below or Below the expected curriculum level for their year

Actions What did we do?	Outcomes What Happened?	Reasons Why did it happen?	Evaluation What next?
<p>Staff and personal professional development:</p> <ul style="list-style-type: none"> • Leadership and Assessment school-wide professional development • e-asTTLe workshops • OTJ moderations • Development of CoL Writing Exemplars <p>Teaching and learning programme development and/or focus:</p> <p>Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies.</p> <p>Weekly team meetings were student achievement focused and tracked 'at risk' students.</p> <p>Teachers kept in-depth assessment evidence of targeted students and included reference to them throughout their planning.</p> <p>Systematic and in-depth observations of teacher practice and delivery of new teaching methods.</p>	<p>WRITING TARGET 1: 1/13 moved from Well Below to At 2/13 moved from Well Below to Below 7/13 remained at Well Below 3/13 left the school 17/64 moved to Well Below 17/64 remained Below 12/64 moved to At standard 18/64 left the school</p> <p>WRITING TARGET 2: MAORI 2/3 remained Well Below 1/3 moved from Well Below to Below 6/18 moved from Below to Well Below 5/18 remained Below 3/18 moved to AT 4/18 left the school</p> <p>PASIFIKA 1/1 left the school 2/5 moved from Below to Well Below 3/5 left the school</p>	<p>Comprehensive and on-going formative assessment processes. Minute by Minute approach.</p> <p>High expectations were set so that all students can achieve.</p> <p>Clear identification and review processes of targeted students.</p> <p>Board of Trustees has a clear focus on improving student outcomes.</p> <p>Use of e-Tap has been a significant tool to monitor, track and record student data.</p> <p>Use of SchoolTalk has been a significant tool to monitor, track and record student data.</p>	<p>Using school and community resources to create specific targeted interventions to address learning needs of target students.</p> <p>Review targeted actions on a five week 'sprint-cycle' to understand the impact that changes to our practice is having for our students.</p> <p>Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</p> <p>Regular reporting to the Board of Trustees.</p> <p>Continue to develop our 'Celebrate and Adapt' PLC designed to inform our PD and budget allocation for the following term.</p> <p>Greater support for teacher through in-class support and targeted development.</p> <p>Better engagement of parents in the learning journey of their children through upskilling and involvement.</p> <p>Regular small group sessions utilizing our Learning Support Department to accelerate the students identified as Below the standard.</p> <p>Develop student agency of their learning through the use of SchoolTalk to measure their progress against the progressions.</p> <p>Introduce and review The Code Structured Literacy spelling programme.</p>

ANALYSIS OF VARIANCE (A.O. V.) – MATHEMATICS

Analysis of Variance: MATHEMATICS

Strategic Aim:

All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum level for their year.

Reflective Comment:

All students were able to access the NZC in mathematics. Students received a well-balanced, regular mathematics programme in line with Ōrākei School Curriculum documentation

Rūmaki Comment:

Students achieving at or above the expected curriculum level rose from 78% to 86% in 2020.

Annual Aim:

To increase the number of students who will be working at or the expected curriculum level for their year in Mathematics.

Reflective Comment:

The overall number of students working at or above the appropriate curriculum level for their age in mathematics is 87%. This is an increase of 1.4%.

Baseline Data:

- All students: At the end of 2020, 7/301 were identified as Well Below and 45/301 as Below the expected curriculum level for their year to end of 2021 7/310 Well Below and 48/310 Below
- Maori students: At the end of 2020, 3/71 were identified as Well Below and 15/71 were identified as Below the expected curriculum level for their year to end of 2021 3/63 Well Below and 17/63 Below
- Pasifika students: At the end of 2020, 1/16 were identified as Well Below and 5/16 Below the expected curriculum level for their year to end of 2021 1/15 as Well Below and 5/15 Below

2021 Targets:

Discussion:

The following targets have been set based on our current achievement data.

MATHEMATICS TARGET 1: To show accelerated progress for the 52 students who are identified as Well Below or Below the expected curriculum level for their year.

MATHEMATICS TARGET 2: To show accelerated progress for the 18 Maori and 6 Pasifika students who are identified as Well Below or Below the expected curriculum level for their year

MATHEMATICS TARGET 1 Rūmaki: To show accelerated progress for the 10 students who are identified as Below or Well Below the expected curriculum level for their year.

Actions What did we do?	Outcomes What Happened?	Reasons Why did it happen?	Evaluation What next?
<p>Staff and personal professional development:</p> <ul style="list-style-type: none"> Leadership and Assessment school-wide professional development e-asTTLe workshops OTJ moderations Accelerating Learning in Mathematics (AliM) embedded at Ōrākei School. Each hub had a teacher focused on running an AliM group in 2019. <p>Teaching and learning programme development and/or focus:</p> <p>Learning Communities guided teachers to focus on effective practice and pedagogy, and a sharing of successful strategies.</p> <p>Weekly team meetings were student achievement focused and tracked 'at risk' students.</p> <p>Teachers kept in-depth assessment evidence of targeted students and included reference to them throughout their planning.</p> <p>Systematic and in-depth observations of teacher practice and delivery of new teaching methods.</p>	<p>MATHEMATICS TARGET 1: 2/7 moved from Well Below to Below 3/7 remained Well Below 2/7 left the school 11/45 remained Below 13/45 moved from Below to AT 10/45 left the school 11/45 moved from Below to Well Below</p> <p>MATHEMATICS TARGET 2: MAORI 2/3 remained Well Below 1/3 moved from Well Below to Below</p> <p>4/15 moved to Well Below 3/15 moved from Below to At 6/15 remained Below 2/15 left the school</p> <p>PASIFIKA 1/1 left the school 2/5 moved from Below to Well Below 3/5 left the school</p>	<p>Comprehensive and on-going formative assessment processes. Minute by Minute approach.</p> <p>High expectations were set so that all students can achieve.</p> <p>Clear identification and review processes of targeted students.</p> <p>Board of Trustees has a clear focus on improving student outcomes.</p> <p>Use of e-Tap has been a significant tool to monitor, track and record student data.</p> <p>Teachers' professional development based on the Leadership and Assessment principles.</p> <p>Use of SchoolTalk has been a significant tool to monitor, track and record student data.</p> <p>Development of AliM trained leader and teachers across the school</p>	<p>Using school and community resources to create specific targeted interventions to address learning needs of target students.</p> <p>Continue to make reference to our student targets within our documentation and schedule systematic self-review opportunities through our team meetings.</p> <p>Regular reporting to the Board of Trustees.</p> <p>Continued 'Celebrate and Adapt' PLC designed to inform our PD and budget allocation for the following term.</p> <p>Greater support for teacher through in-class support and targeted development.</p> <p>Better engagement of parents in the learning journey of their children through upskilling and involvement.</p> <p>Continue to grow the number of AliM trained teachers across the school</p> <p>Develop student agency of their learning through the use of SchoolTalk to measure their progress against the progressions.</p>

