



# 2023

## Charter and Strategic Plan



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## **Section 1**

# **Vision, Values and Goals**



# Strategic Plan 2023-2025

## Vision; To provide Education with a Heart

### PB4L School Values

**Respect - Resilience - Responsibility - Excellence**  
**Whakaute - Manawaroa - Takohanga - Kairangatira**

As a school, we aim to be;		As a school, we aim to be;	
Providing a personalised journey through PMPS which maximises everyone's potential	Providing inclusive, contemporary learning opportunities	Enhancing the wellbeing of all in our community	
If we are successful;		If we are successful;	
Deliberate acts of teaching measurably impact on the achievement of all our learners	Our curriculum offers all students a range of contemporary curricular and extra curricular opportunities	PMPS is impacting positively on the wellbeing of everyone in our school community	
To achieve success, we will;		To achieve success, we will;	
<p><b>Initiative 1</b> Strengthen teacher self-evaluative capacity Teacher inquiry into practice meets the needs of individuals</p> <p><b>Initiative 2</b> Establish best practice which accelerates learner achievement</p> <p><b>Initiative 3</b> Monitor and grow the effectiveness of interventions for priority learners Specific interventions measurably elevate outcomes for learners</p>	<p><b>Initiative 1</b> Develop a PMPS Local Curriculum Our curriculum reflects our PMPS community, our unique location, and our ākonga</p> <p><b>Initiative 2</b> Grow the number and range of extra curricular opportunities on offer</p> <p>Diverse extra curricular opportunities are offered for students</p> <p><b>Initiative 3</b> Initiate links that provide opportunities for local, national and international learning Opportunities improve outcomes for our learners</p> <p><b>Initiative 4</b> Integrate Te reo and Tikanga Māori meaningfully in our school</p> <p>Our school enacts the principles of Te Tiriti and reflects Aotearoa's bicultural heritage</p>	<p><b>Initiative 1</b> Explicitly teach our 4 school values Our community applies our values in a variety of contexts</p> <p><b>Initiative 2</b> Develop deliberate actions that promote wellbeing for our learners and community Wellbeing is enhanced, taught and measured</p> <p><b>Initiative 3</b> Establish a cohesive school community which enhances learning</p> <p>A genuine partnership exists between school and whanau</p>	



## **Section 2**

# **Description of the School**

## **Cultural Diversity and Treaty Obligations**





## Description of the School

Pigeon Mountain Primary School is a Decile 8 contributing State Primary School, catering for students between Year 0 to Year 6. Under the new Equity Index rating system, the school has been calculated to have an index number of 358 for 2023.

The school was established in 1979 and initially comprised 3 variable teaching areas positioned to promote variable space teaching wherever possible. Fifteen classrooms have been added in subsequent years to cater for roll growth. There are large deck areas outside classroom blocks which provide additional multi-purpose learning spaces. In 2017, school modernised 2 clusters of classrooms as the initial phase of the 10 Year Property Plan, creating open plan, flexible spaces conducive to collaborative, mixed age learning. In order to provide learning capacity during these refurbishments, two 'portable' spaces were also added in 2017 and were purchased outright by the board in 2021. Further learning areas were redeveloped using Ministry funding in the 2022 year. A major focus of this development was the alteration of Area F to incorporate folding doors and decks from classrooms into the school orchard.

A modern library space was constructed in 2005 and is automated, well stocked and managed by a fully qualified librarian, overseeing over 30,000 issues each year. The resource is open before school, and at lunchtime, as well as during classroom hours. School's resources are well-managed and accessed through a computer database. Each classroom has networked computers and a network upgrade has been completed to provide fibre based, ultra fast broadband through a robust wireless network. A student 'Bring Your Own Device' programme has operated for 4 years for senior students, and major investment in portable devices means the school is well-resourced with digital technologies. An upgrade to the school's wireless network is planned through N4L in 2023.

The school site is shared with Bucklands Beach Intermediate School. The majority of Pigeon Mountain Primary School students graduate to either Bucklands Beach or Farm Cove intermediate schools and then move into Macleans College or Pakuranga College. Each of these schools sits within 3km of one another. A major redevelopment of the former Waimokoia School adjoining the Pigeon Mountain site into retirement housing is likely to recommence in 2023 after 3 years of inactivity. Pigeon Mountain Primary School has an enrolment scheme to avoid overcrowding. This zone is shared in parts with both Wakaaranga and Macleans Primary schools. This zone is also split between the zones of both local intermediates and colleges.

In late-2022, the Pigeon Mountain School Board opted to join the recently formed 'Te Awa Bucklands Beach' Kahui Ako group. This has yet to be ratified or resourced by the Ministry of Education. The group was formed in 2020 and consists of Macleans College, Bucklands Beach Intermediate, Macleans Primary School, Bucklands Beach Primary School, Owairoa Primary School (Howick) and Mellons Bay School.

## Special School Character

Our Vision and Values are at the forefront of all we do at Pigeon Mountain Primary School. A values programme operates in the school through the PB4L initiative. The focus on pastoral care and values was noted as a strength during the most recent ERO review of the school in November 2017.

Community feedback in subsequent years has also affirmed the role the 4 school values play in everyday life at PMPS. The enactment of these values, as well as the family-feel and sense of community were common responses when parents were asked about the 'points of difference' they associated with the school. Surveys of the community in 2020 and 2021 during and after COVID-enforced lockdown also indicate high levels of support for the school and recognition of the school's enactment of the vision *'To provide Education with a Heart'*.

A Before and After School care service operates from 7am to 6pm daily, including some holiday periods. There are an average of 20 students in the morning and afternoon.

Teachers and parents share high expectations of students, and focus strongly on achievement. Parents regularly provide learning support in classrooms, with sport and around school. The school's most recent ERO review (November 2017) noted the strong connections between school and a very engaged community who wish to participate in the strategic direction of the school. There are strong links to local kindergarten and childcare groups, and school representatives visit regularly to promote connections between educators. This feeds into the weekly 'Off to a Good Start' programme which operates on a free basis for prospective new entrant enrolments and parents as an induction to Pigeon Mountain Primary School.

The longstanding Parent-Teacher Association (PTA) was dissolved in 2021 owing to the impact of COVID-19 on its activities and on parents who would generally be involved with the group.

The provisional staffing entitlement for 2023 is based on a roll of 545. The roll is anticipated to grow to around 630 students by the end of the year, though the intensification of housing in the zone is likely to make this less predictable than in previous years. The proximity to other highly effective schools is a major factor driving roll growth. Following to the impacts of COVID and border closures, it is likely that there will be a return to hosting international students (FFP) as was the case prior to the global pandemic.

At the conclusion of the 2022 year, the student roll is composed of 58% Chinese, 16% NZ European, 6% African origin, 3% Indian, 2.5% NZ Māori, 1% Pasifika, and there are in excess of 20 different nationalities in total. There are a growing number of students enrolled in the school (25%) who have limited or no English language skills and require ESOL support. Provision for these students has increased significantly during the past 2 years, and will climb further in 2023.

In line with the 'Education with a Heart' motto and the school's 6 Learning Principles, Pigeon Mountain Primary School introduced a whanau structure in 2017, comprising of 6 mixed-age group teams (Years 1-3 and Years 4-6). This was noted during the ERO review (November 2017) and a number of positive outcomes of the structure on student learning were identified. This structure enters its 7th year in 2023, having seen the first complete set of graduates of the model leave us in 2022.

## **Cultural Diversity and Treaty Obligations**

In accordance with the Education and Training Act 2020, Pigeon Mountain Primary School will give effect to Te Tiriti o Waitangi by focusing on matters for learners and their whānau.

The Members Board will:

- ensure school governance is underpinned by Te Tiriti o Waitangi and relevant student rights;
- ensure the physical and emotional safety of students and staff; and
- ensure that Pigeon Mountain Primary School is inclusive and caters for students with differing needs and give effect to Te Tiriti o Waitangi

The School will:

- work towards ensuring our plans, policies and local curriculum reflect local tikanga, mātauranga Māori and te ao Māori (emphasizing the importance of local histories and practices);
- develop strategic initiatives which promote meaningful integration of Te Reo and Tikanga Māori in our learning
- take all reasonable steps to make instruction available in tikanga and te reo Māori; and
- achieve equitable outcomes for Māori students

For our parents who request that their children are taught in Māori, we advise them that the closest Kura (Te Kura Kaupapa Māori o Puau Te Moananui-a-Kiwa) is located at **26A Farringdon Street, Glen Innes**. Another option is to register a dual-enrolment with the Correspondence School.



## **Strategic Priorities for 2023**

Priority 1. Provide a personalised learning journey for all at Pigeon Mountain.

Priority 2. Provide inclusive, contemporary learning opportunities.

Priority 3. Supporting the wellbeing of all in our community.

## **Consultation Programme**

Community-wide Surveys took place in both 2012, 2014, 2016, 2018 and again in 2021 and further specific feedback was sought in 2022 in relation to;

- Health Education Curriculum
- Māori Community Hui
- Student Led Conferences
- Aotearoa Curriculum Refresh / Local Curriculum at PMPS
- Policy Reviews (SchoolDocs Annual Cycle)
- Valuing Diversity at PMPS (ERO – Embracing Diverse Ethnicities)

Student feedback was sought in 2022 in relation to;

- Wellbeing@School (NZCER)
- Graduate Vision for Learners at PMPS

Student achievement and school targets are reported to the Board of Trustees at their meetings and subsequently relevant information is shared with the community via newsletters, our website, and social media outlets. Individual student achievement data is stored electronically and is reported to parents via three-way conferences and written summative reports. An online parent portal was launched in 2017 and is being continually refined to provide parents with further access to learning, achievement and attendance information.

## **Equal Opportunities**

Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. Pigeon Mountain Primary School maintains, and complies with our school's Equal Employment Opportunities policy.

To achieve this, the board annually monitors compliance and:

- appoints a member to be the EEO officer – this role may be taken by the principal
- performs and reports on an annual EEO questionnaire
- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, and conditions of service
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude

- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias.



## **Section 3 – Annual Section**

### **1. NAG Reporting**

### **2. Analysis of Variance 2022**



# Schoolwide National Standards/ Achievement Trends Data

2018 National Standards

2019–2022 Expected Curriculum Levels

## Reading

Reading	2018		2019		2020		2021		2022	
	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%	At or Ab	%
All	460	85.3	449	85.4	452	79.2	482	82.1	426	75.1
Girls	195	81.9	222	88.8	202	77.4	215	82.1	207	80.0
Boys	265	88.0	227	82.2	250	80.6	267	82.2	219	70.9
Māori	5	75	6	66.7	7	70	7	77.8	6	35.3
Pasifika	7	77.8	8	72.7	7	77.8	5	83.3	5	83.3
Asian	305	84.9	296	85.3	318	81.7	346	85.2	317	79.6
NZ Euro	105	89.7	78	91.8	70	74.4	72	75.8	58	68.2
After 1 Year	65	78.3	43	79.6	34	46.5	35	53.0	37	57.8
After 2 Years	89	93.7	50	80.6	59	72.8	66	75.8	47	68.1
After 3 Years	72	87.8	81	86.2	61	75.3	66	84.6	44	53.7
End of Year 4	62	82.7	104	91.2	114	90.5	42	82.6	85	84.1
End of Year 5	84	79.2	69	81.2	104	89.6	120	86.3	87	81.4
End of Year 6	88	89.8	102	87.2	80	85.1	114	95.8	126	87.5

## Writing

Writing	2018		2019		2020		2021		2022	
	At or Above	%	At or Above	%	At or Above	%	At or Above	%	At or Above	%
All	450	83.5	426	80.9	474	83.0	489	83.3	447	78.9
Girls	201	84.4	210	84.0	223	85.4	231	88.2	224	86.8
Boys	249	82.7	216	78.3	251	80.9	258	79.4	223	72.2
Māori	6	75	7	77.8	7	70	6	66.6	5	29.4
Pasifika	7	77.8	7	63.6	9	100	4	66.6	3	50.0
Asian	307	85.5	293	84.4	333	85.6	354	87.2	342	85.9
NZ Euro	93	79.5	67	78.8	75	79.8	73	76.8	55	64.7
After 1 Year	71	85.5	46	85.2	63	86.3	52	78.8	53	82.8
After 2 Years	84	88.4	48	77.4	73	90.2	72	82.8	55	79.7
After 3 Years	63	76.8	76	80.9	58	71.6	70	89.7	59	72.0
End of Year 4	58	77.3	91	79.8	104	82.5	76	77.5	80	79.3
End of Year 5	82	77.4	69	81.2	97	83.6	112	80.5	85	79.4
End of Year 6	92	93.9	96	82.1	79	84.1	107	89.9	115	79.9

## Maths

Maths	2018		2019		2020		2021		2022	
	At or Above	%	At or Above	%	At or Above	%	At or Above	%	At or Above	%
All	479	88.9	462	88.3	480	84.1	505	86.0	490	86.4
Girls	202	84.9	213	85.2	205	78.5	216	82.4	218	84.5
Boys	277	92.0	252	91.2	275	88.7	289	88.9	272	88.1
Māori	6	75.0	7	77.7	6	60	6	66.7	7	41.1
Pasifika	4	44.4	7	63.6	6	66.7	4	66.7	4	66.7
Asian	341	94.9	323	93.9	341	87.7	372	91.6	368	92.5
NZ Euro	97	82.9	73	85.9	75	79.8	66	69.4	64	75.3
After 1 Year	80	96.4	52	96.3	60	82.1	55	83.4	59	92.2
After 2 Years	85	89.5	56	91.8	70	86.4	75	86.2	62	89.8
After 3 Years	71	86.6	82	89.1	58	71.6	57	73.1	57	69.5
End of Year 4	61	81.3	93	81.6	115	91.3	86	87.8	87	86.1
End of Year 5	92	86.8	72	84.7	99	85.3	126	90.6	94	87.9
End of Year 6	90	91.8	107	91.4	78	82.9	106	89.1	131	91.0

## Cohort Performance 2018–2022 (% Students At/Above Expectation at End of Year)

	2022				2021				2020				2019				2018			
	NoS	R	W	M	NoS	R	W	M	NoS	R	W	M	NoS	R	W	M	NoS	R	W	M
<b>2023 Year 6</b>	107 (Y5)	81.4	79.4	87.9	98 (Y4)	82.6	77.5	87.8	81 (Y3)	75.3	71.6	71.6	62 (Y2)	80.1	77.4	91.8	83 (Y1)	78.3	85.5	96.4
<b>2023 Year 5</b>	101 (Y4)	84.1	79.3	86.1	78 (Y3)	84.6	89.7	73.1	81 (Y2)	72.8	90.2	86.4	54 (Y1)	79.6	85.2	96.3				
<b>2023 Year 4</b>	82 (Y3)	53.7	72	69.5	87 (Y2)	75.8	82.8	86.2	73 (Y1)	46.5	86.3	82.1								
<b>2023 Year 3</b>	69 (Y2)	68.1	79.7	89.8	66 (Y1)	53	78.8	83.4												
<b>2023 Year 2</b>	64 (Y1)	57.8	82.8	92.2																
<b>2023 Year 1</b>																				

## Performance in External Competitions

### ICAS Examinations – (*International Competitions and Assessments for Schools*).

Students from Pigeon Mountain School participated this year in the International Competitions and Assessments for Schools (ICAS) in 2022. Students whose achievement was outstanding were awarded Certificates of Credit, Distinction and High Distinction. There are over 1.7 million entries worldwide, participating in examinations that were performed online using students' own, and school devices. Congratulations to all students who participated in large numbers for our school.

#### Mathematics 2022 (2021 Results in Brackets)

	HD	D	C	M	P	Total
<b>Y4</b>	1 (0)	9 (9)	7 (10)	3 (1)	11 (11)	31 (31)
<b>Y5</b>	1 (1)	5 (11)	11 (11)	2 (7)	11 (10)	30 (40)
<b>Y6</b>	3 (1)	15 (10)	12 (14)	5 (2)	7 (11)	42 (38)

#### English 2022 (2021 Results in Brackets)

	HD	D	C	M	P	Total
<b>Y4</b>	1 (2)	5 (6)	5 (10)	3 (2)	12 (12)	26 (32)
<b>Y5</b>	1 (1)	5 (3)	9 (17)	2 (4)	9 (15)	26 (40)
<b>Y6</b>	0 (0)	3 (5)	9 (12)	5 (2)	18 (15)	35 (34)

#### Digital Technologies 2022 (2021 Results in Brackets)

	HD	D	C	M	P	Total
<b>Y4</b>	1 (1)	1 (6)	4 (5)	0 (1)	5 (6)	11 (19)
<b>Y5</b>	2* (0)	3 (6)	4 (7)	1 (3)	7 (8)	17 (24)
<b>Y6</b>	0 (3)	1 (7)	11 (4)	1 (6)	10 (4)	23 (24)

\*Includes Medal winner for highest scoring student in NZ

#### Science 2022 (2021 Results in Brackets)

	HD	D	C	M	P	Total
<b>Y4</b>	1 (1)	1 (3)	12 (8)	0 (0)	6 (12)	20 (24)
<b>Y5</b>	0 (1)	5 (6)	9 (10)	3 (3)	4 (8)	21 (28)
<b>Y6</b>	0 (0)	4 (3)	12 (13)	5 (2)	11 (11)	32 (29)

### Olympiad Problem Solving.

The APSMO Junior Olympiad is an annual mathematical problem solving competition organised and administrated by the Australian Problem Solving Maths Olympiad. Participants compete in a series of 5 sets of 5 questions across the year. Prior to 2022, the challenge was designed for



Year 7 and Year 8 students; since 2022, the challenge has been designed for Year 6 and Year 7 students, but students selected for the PMPS Mathex group are entered into the competition.

<b>Score (Max 25)</b>	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>&gt;20</b>
2020 Students	0	2	9	0	1
2021 Students	0	0	7	14	0
2022 Students	3	21	19	8	2

The APSMO Maths Games Junior is an annual mathematical problem solving competition organized and administrated by the Australian Problem Solving Maths Olympiad. Participants compete in a series of 5 sets of 5 questions across the year, which follow on from a set of practice questions on specific strategies. The challenge is designed for Year 6 and Year 7 students, but students selected for the PMPS Mathex group are entered into the competition.

<b>Score (Max 25)</b>	<b>0-5</b>	<b>6-10</b>	<b>11-15</b>	<b>16-20</b>	<b>21-24</b>	<b>25</b>
2022 Students	1	7	11	25	7	1

### **OTAGO Problem Solving.**

Otago Problem Solving is an annual mathematical problem solving competition organised and administrated by the University of Otago. Participants compete in a series of 5 sets of 5 questions across the year. The challenge is designed for Year 7 and Year 8 students, but students selected for the PMPS Mathex group are entered into the competition.

	<b>Participation</b>	<b>Merit</b>	<b>Excellence</b>
Year 4 Students	4	1	0
Year 5 Students	8	6	1
Year 6 Students	8	11	14

For the first time this year, Year 6 students were allowed to participate in the Final Challenge. Two students qualified for this by achieving an overall score of at least 19 and attended the sitting of the test at BBI in late October. One student achieved second place in the whole of New Zealand.

### **Australian Maths Competition**

AMC is an annual one-off Maths examination organised and administrated by the Australian Maths Trust. Participants compete in a single examination designed for gifted mathematicians, aligned with Australian middle primary (MP) and upper primary (UP) year groups.

*(Comparative 2021 results are in brackets)*

	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Proficiency</b>
Year 4 Students (Paper – 3MP)	0	3	2	0
Year 5 Students (Paper– 4MP)	0 (1)	1 (4)	2 (1)	3 (0)
Year 6 Students (Paper– 5UP)	2 (1)	11 (3)	14 (7)	5 (0)

The year 4 students' mean score of 72.8 exceeded the NZ mean score of 53.47 by 19.33 marks, year 5 students' mean score of 67.93 exceeded the NZ mean score of 62.11 by 5.82 marks, and the year 6 student's mean score of 72.41 exceeded the NZ mean score of 58.67 by 13.74 marks.

### **APSMO Maths Olympiad**

The Maths Olympiad is organised by APSMO for very able mathematicians– generally in years 7 and 8. The Mathex group is entered each year to participate. The Olympiad is a series of 5 tests across terms 2 and 3, and sees students from schools across Australia and South-East Asia tested on their problem solving skills.

The top 10 scorers from each school are combined to create a team score. The PMPS team score of 120 ranked our school in the top 25% of all participating schools.

<b>53 students participated (19)</b>	<b>Ranking</b>
2 students (2)	Ranked in top 10% of all participants
A further 5 students (6)	Ranked in top 20% of all participants
A further 2 students (3)	Ranked in top 25% of all participants
A further 3 students (4)	Ranked in top 30% of all participants
A further 10 students (2)	Ranked in top 40% of all participants

### **Kiwi Maths Competition**

Kiwi Maths Competition is an annual one-off online Maths examination organised and administrated by the Centre for Assessment and Monitoring at the University of Canterbury. Participants compete in a single examination designed for gifted mathematicians.

(2021 Outcomes are recorded in brackets)

### **General Entries – Maths**

	<b>Particip'n</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>	<b>Distinction</b>
Year 5 Students	5 (6)	1 (5)	5 (4)	6 (4)	0 (0)
Year 6 Students	3 (3)	8 (6)	7 (5)	6 (4)	0 (0)

### **Kiwi Science Competition**

Kiwi Science Competition is an annual one-off online Science examination organised and administrated by the Centre for Assessment and Monitoring at the University of Canterbury. The assessment is held online and is open to any family or child wishing to participate.

(2021 Outcomes are recorded in brackets)

	<b>Particip'n</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>	<b>Distinction</b>
Year 5 Students	4 (7)	5 (3)	2 (4)	3 (3)	0 (0)
Year 6 Students	9 (5)	4 (11)	3 (3)	2 (3)	1* (1)

**\*Includes Prize for the highest scoring student in NZ**

### **Kiwi English Competition**

Kiwi English Competition is an annual one-off online English examination organised and administrated by the Centre for Assessment and Monitoring at the University of Canterbury. The assessment is held online and is open to any family or child wishing to participate.

(2021 Outcomes are recorded in brackets)

	<b>Particip'n</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>	<b>Distinction</b>
Year 5 Students	3 (9)	7 (5)	2 (5)	4 (1)	0 (0)
Year 6 Students	10 (8)	9 (7)	6 (6)	1 (4)	0 (0)



## Schoolwide Achievement Data 2022

Reading All students Years 1 – 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	25	8.1%	65	21.0%	131	42.4%	88	28.5%	309
	Female	11	4.3%	40	15.5%	119	46.1%	88	34.1%	258
	Total	36	6.3%	105	18.5%	250	44.1%	176	31.0%	567
Maori	Male	6	46.2%	4	30.8%	2	15.4%	1	7.7%	13
	Female	1	25.0%	0	0%	3	75.0%	0	0%	4
	Total	7	41.2%	4	23.5%	5	29.4%	1	5.9%	17
Pasifika	Male	1	33.3%	0	0%	1	33.3%	1	33.3%	3
	Female	0	0%	0	0%	2	66.7%	1	33.3%	3
	Total	1	16.7%	0	0%	3	50.0%	2	33.3%	6
Asian	Male	6	2.7%	43	19.5%	96	43.6%	75	34.1%	220
	Female	4	2.2%	29	16.2%	75	41.9%	71	39.7%	179
	Total	10	2.5%	72	18.0%	171	42.9%	146	36.6%	399
MELAA	Male	4	19.0%	6	28.6%	8	38.1%	3	14.3%	21
	Female	2	10.5%	5	26.3%	9	47.4%	3	15.8%	19
	Total	6	15.0%	11	27.5%	17	42.5%	6	15.0%	40
Other	Male	0	0%	3	33.3%	3	33.3%	3	33.3%	9
	Female	1	8.3%	0	0%	10	83.3%	1	8.3%	12
	Total	1	4.8%	3	14.3%	13	61.9%	4	19.0%	21
NZ/European	Male	8	18.6%	9	20.9%	21	48.8%	5	11.6%	43
	Female	3	7.3%	6	14.6%	20	48.8%	12	29.3%	41
	Total	11	13.1%	15	17.9%	41	48.8%	17	20.2%	84

Writing All students Years 1 – 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	21	6.8%	65	21.0%	177	57.3%	46	14.9%	309
	Female	4	1.6%	30	11.6%	158	61.2%	66	25.6%	258
	Total	25	4.4%	95	16.8%	335	59.1%	112	19.8%	567
Maori	Male	6	46.2%	5	38.5%	2	15.4%	0	0%	13
	Female	0	0%	1	25.0%	3	75.0%	0	0%	4
	Total	6	35.3%	6	35.3%	5	29.4%	0	0%	17
Pasifika	Male	0	0%	2	66.7%	1	33.3%	0	0%	3
	Female	0	0%	1	33.3%	1	33.3%	1	33.3%	3
	Total	0	0%	3	50.0%	2	33.3%	1	16.7%	6
Asian	Male	8	3.6%	34	15.5%	139	63.2%	39	17.7%	220
	Female	1	0.6%	14	7.8%	108	60.3%	56	31.3%	179
	Total	9	2.3%	48	12.0%	247	61.9%	95	23.8%	399
MELAA	Male	3	14.3%	7	33.3%	9	42.9%	2	9.5%	21
	Female	2	10.5%	4	21.1%	12	63.2%	1	5.3%	19
	Total	5	12.5%	11	27.5%	21	52.5%	3	7.5%	40
Other	Male	0	0%	2	22.2%	5	55.6%	2	22.2%	9
	Female	0	0%	1	8.3%	10	83.3%	1	8.3%	12
	Total	0	0%	3	14.3%	15	71.4%	3	14.3%	21
NZ/European	Male	4	9.3%	15	34.9%	21	48.8%	3	7.0%	43
	Female	1	2.4%	9	22.0%	24	58.5%	7	17.1%	41
	Total	5	6.0%	24	28.6%	45	53.6%	10	11.9%	84

Mathematics All students Years 1 – 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	9	2.9%	27	8.7%	142	46.0%	131	42.4%	<u>309</u>
	Female	4	1.6%	36	14.0%	132	51.2%	86	33.3%	<u>258</u>
	Total	13	2.3%	63	11.1%	274	48.3%	217	38.3%	<u>567</u>
Maori	Male	3	23.1%	6	46.2%	3	23.1%	1	7.7%	<u>13</u>
	Female	0	0%	1	25.0%	3	75.0%	0	0%	<u>4</u>
	Total	3	17.6%	7	41.2%	6	35.3%	1	5.9%	<u>17</u>
Pasifika	Male	1	33.3%	0	0%	1	33.3%	1	33.3%	<u>3</u>
	Female	0	0%	1	33.3%	2	66.7%	0	0%	<u>3</u>
	Total	1	16.7%	1	16.7%	3	50.0%	1	16.7%	<u>6</u>
Asian	Male	1	0.5%	13	5.9%	94	42.7%	112	50.9%	<u>220</u>
	Female	2	1.1%	15	8.4%	81	45.3%	81	45.3%	<u>179</u>
	Total	3	0.8%	28	7.0%	175	43.9%	193	48.4%	<u>399</u>
MELAA	Male	2	9.5%	2	9.5%	13	61.9%	4	19.0%	<u>21</u>
	Female	1	5.3%	7	36.8%	10	52.6%	1	5.3%	<u>19</u>
	Total	3	7.5%	9	22.5%	23	57.5%	5	12.5%	<u>40</u>
Other	Male	0	0%	0	0%	6	66.7%	3	33.3%	<u>9</u>
	Female	0	0%	1	8.3%	11	91.7%	0	0%	<u>12</u>
	Total	0	0%	1	4.8%	17	81.0%	3	14.3%	<u>21</u>
NZ/European	Male	2	4.7%	6	14.0%	25	58.1%	10	23.3%	<u>43</u>
	Female	1	2.4%	11	26.8%	25	61.0%	4	9.8%	<u>41</u>
	Total	3	3.6%	17	20.2%	50	59.5%	14	16.7%	<u>84</u>





## Analysis of Variance – 2022 Valued Outcome Targets

### Focus: Standards in Numeracy

**Strategic Aim:** We aim to be providing a personalised journey through PMPS which maximises everyone's potential.

**Annual Aim:** (1.1) Strengthen teacher self-evaluative capacity  
(1.3) Monitor and grow the effectiveness of intervention programmes

**Baseline Data:** Students identified as a 2022 Priority Learner

KEY A-Asian, NZE-NZ Euro, NZM-NZ Māori, Af-African, ME-Middle Eastern, P-Pasifika

#### Junior Students (14)

Puriri (3)	Manuka (2)	Pohutukawa (9)
2 CW (B) A 2 AZ (B) A 3 MT (WB) NZE	6 RN (B) A 7 HM (B) A	9 FC (B) NZM 9 HF (B) NZE <b>10 BI (B) NZE</b> <b>10 KS (B) NZE</b> <b>10 DS (B) NZE</b> <b>10 AH (A) NZE</b> <b>10 AL (A) A</b> <b>10 AL (A) A</b> <b>10 DW (A) NZE</b>

#### Senior Students (38)

Kauri (9)	Kahikatea (12)	Titoki (17)
12 VL (B) A 12 EY (B) A <b>13 GS (B) A</b> <b>13 KS (A) NZE</b> <b>13 AS (A) A</b> <b>14 TH (A) Af</b> <b>15 LAH (B) ME</b> <b>15 MH (B) NZE</b> 15 JQX (B) A	<b>20 BC (B) A</b> 20 WH (B) NZE 20 EM (B) A <b>20 KS (B) P</b> 21 DA (B) A 21 SH (B) NZE 21 AH (B) NZE 21 JR (B) NZE 21 AS (B) NZE <b>24 KP (A) A</b> <b>24 EW (A) A</b> <b>24 MT (A) A</b>	16 AC (B) A <b>16 IC (B) NZE</b> 16 LF (B) NZE 16 LVN (B) Af <b>17 RT (B) Af</b> <b>17 EC (A) NZE</b> <b>18 LC (B) NZE</b> <b>18 SD (B) NZE</b> <b>18 DK (B) A</b> 18 EP (B) NZE <b>19 KB (B) Af</b> 19 EG (B) NZE 19 LW (B) A <b>22 ZA (B) A</b> <b>22 CC (B) A</b> <b>22 KH (B) Af</b> <b>22 JA (A) NZE</b>

Names in **BOLD** were part of the 2021 Priority Learner group

2021 End of Year Teacher Judgment is shown in (brackets) alongside room number and initials

**The group of 52 priority learners is comprised of:**

14 Junior and 38 Senior students.

1 Well Below, 39 Below, and 12 At expectation students.

The group is comprised of 26 students who were in the 2021 Priority Learner group, and 26 who have been added in 2022 after being judged Below or Well Below expectations at the end of 2021.

Of the 26 students remaining in the group since 2021, 12 were assessed At expectations in Maths at the end of 2021, and 14 were assessed as being Below.

**The ethnicities of the priority students are:**

*Of the 14 Junior students;*

NZE 7, NZM 1, A 6

*Of the 38 Senior students;*

NZE 15, A 16, Af 5, ME 1, P 1

*Overall 52 students;*

NZE 22, A 22, NZM 1, Af 5, ME 1, P 1

**Targets:**

-For 26 or more of the 40 B or WB Priority Learners to make accelerated progress (>66%)

-For ALL 12 At expectation learners to remain At expectations at the end of the year (100%)

*(Accelerated achievement is equivalent to a student making more than one year's progress in one academic school year. The simplest measure of this would be a student lifting in their Overall Teacher Judgment from Well Below to Below standard, or Below standard to At standard in the subject.)*

**Success looks like:**

-More than 66% of the B or WB Priority Learners who complete the 2022 year make accelerated progress

-None of the 2021 Priority Learners who were assessed At expectations at the end of 2021 return to Below or Well Below expectations in Maths at the end of 2022

-Teachers are able to make direct links between their personal teaching and coaching goal to improved learner outcomes

**Outcomes - Team by Team:****Puriri (3)**

End of 2021

2 students BELOW expectations

1 student WELL BELOW expectations

End of 2022

1 BELOW student now AT expectations

1 WELL BELOW student now BELOW expectations

1 BELOW student left PMPS

**Manuka (2)**

End of 2021

2 students BELOW expectations

End of 2022

2 students remain BELOW expectations

**Pohutukawa (9)**

End of 2021

5 students BELOW expectations

4 students AT expectations

End of 2022

1 BELOW student now ABOVE expectations

1 BELOW student now AT expectations

2 BELOW students remain BELOW expectations

		1 BELOW student left PMPS 2 AT students now BELOW expectations 2 AT students remain AT expectations
<b>Kauri (9)</b> End of 2021 6 students BELOW expectations 3 students AT expectations  End of 2022 2 BELOW students now AT expectations 1 BELOW student left PMPS 3 BELOW students remain BELOW expectations 1 AT student now ABOVE expectations 2 AT students remain AT expectations	<b>Kahikatea (12)</b> End of 2021 9 students BELOW expectations 3 students AT expectations  End of 2022 6 BELOW students now AT expectations 3 BELOW students remain BELOW expectations 2 AT students remain AT expectations 1 AT student now BELOW expectations	<b>Titoki (17)</b> End of 2021 15 students BELOW expectations 2 students AT expectations  End of 2022 2 BELOW students now WELL BELOW expectations 9 BELOW students now AT expectations 4 BELOW students remain BELOW expectations 2 AT students remain AT expectations

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**Overall, of the 52 priority students in the group, 49 completed the year. Three students considered to be BELOW expectations left during the course of 2022.**

**This left:**

12 Junior and 37 senior students  
1 WELL BELOW, 36 BELOW and 12 AT expectations students

**By the end of 2022:**

1 of 1 WELL BELOW student had accelerated to BELOW expectations  
1 of 36 BELOW students had accelerated to ABOVE expectations  
19 of 36 BELOW students had accelerated to AT expectations  
14 of 36 BELOW students remained BELOW expectations  
2 of 36 BELOW students had dropped to WELL BELOW expectations

**Overall, 22 of 37 BELOW or WELL BELOW students had experienced accelerated progress (59%)**

1 of 12 AT students had accelerated to ABOVE expectations  
8 of 12 AT students remained at AT expectations  
3 of 12 AT students had dropped to BELOW expectations

**Overall, 9 of 12 AT students had remained at, or accelerated from AT expectations. (75%)**

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## **Summary of Outcomes**

### **Success looks like:**

-More than 66% of the B or WB Priority Learners who complete the 2022 year make accelerated progress

OUTCOME

**Overall, 22 of 37 BELOW or WELL BELOW students finishing the year had experienced accelerated progress (59%)**

-None of the 2021 Priority Learners who were assessed At expectations at the end of 2021 return to Below or Well Below expectations in Maths at the end of 2022

OUTCOME

**Overall, 9 of 12 AT students had remained at, or accelerated from AT expectations (75%)**

-Teachers are able to make direct links between their personal teaching and coaching goal to improved learner outcomes

OUTCOME

**Confirmed through Attestation process. All teachers referenced PGC and use of video enhanced peer coaching to impact on student outcomes in Maths.**

## **Actions (What did we do?)**

### **Schoolwide:**

- Appointment of Maths subject leaders for Senior and Junior school with management units allocated. Leaders responsible for attending PLD, monitoring student progress, and providing expert support and assistance to teachers in the area of Maths.
- Video-enhanced Peer Coaching PLD and structures put in place to enable all teachers to devise a Maths specific goal for their teaching practice in 2022. All teachers focusing on Maths pedagogy through year as part of their Professional Growth Cycle. Having a schoolwide focus on Maths pedagogy driven through coaching conversations was advantageous.
- Weekly check-in at team meetings schoolwide about progress of priority learners in this focus group including pedagogy and teaching approaches.
- Utilising existing team events (assemblies, gatherings etc) to withdraw target students to enable additional 1-to-1 or small group teaching opportunities with priority learners.
- Utilising existing resources in innovative ways (during SSR time, during assemblies etc) for priority learners- Matific, Ludi Basic Facts, eAko, Twinkl, Compass, Prodigy etc for recap and additional Maths practice.
- Switched to Student-Led conference format in Term 4 to provide more authentic student voice in the reporting process. Feedback from parents about this change was almost exclusively positive.
- Utilise TA trained in Spring into Maths programme to work with priority learners on weekly basis throughout 2022.
- Parent/Community Maths evening event (invitation only for parents of priority students). Continuing to work with parents of priority learners and maintain high level of communication between home and school.

- In-school PLD workshops in Maths (termly) to support teachers of priority learners.
- Utilise Maths-specialist (Mathex) teacher – Mandy Attard – to work with VERY low priority students on weekly basis during Term 4.

#### **Team Specific:**

- (Kah) Mixed ability grouping to assist with student confidence and for promoting qualitative as well as quantitative gains.
- (Kah) Holding number-talk circles in classrooms to generate wider student engagement and involvement in sessions.
- (Pur) Focusing on the use of materials in Maths with priority learner students.
- (Pur) Development of an online Google Sheet accessible to all team members to monitor progress and actions with priority learners in team.
- (Ti) Utilising online programmes to generate engagement and additional practice sessions for priority learners.

#### **What happened?**

**Overall, of the 52 priority students in the group, 49 completed the year. Three students considered to be BELOW expectations left during the course of 2022.**

#### **This left:**

12 Junior and 37 senior students

1 WELL BELOW, 36 BELOW and 12 AT expectations students

#### **By the end of 2022:**

1 of 1 WELL BELOW student had accelerated to BELOW expectations

1 of 36 BELOW students had accelerated to ABOVE expectations

19 of 36 BELOW students had accelerated to AT expectations

14 of 36 BELOW students remained BELOW expectations

2 of 36 BELOW students had dropped to WELL BELOW expectations

**Overall, 22 of 37 BELOW or WELL BELOW students had experienced accelerated progress (59%)**

1 of 12 AT students had accelerated to ABOVE expectations

8 of 12 AT students remained at AT expectations

3 of 12 AT students had dropped to BELOW expectations

**Overall, 9 of 12 AT students had remained at, or accelerated from AT expectations. (75%)**

---

#### **Summary of Outcomes**

#### **Success looks like:**

–More than 66% of the B or WB Priority Learners who complete the 2022 year make accelerated progress

OUTCOME

**Overall, 22 of 37 BELOW or WELL BELOW students finishing the year had experienced accelerated progress (59%)**

-None of the 2021 Priority Learners who were assessed At expectations at the end of 2021 return to Below or Well Below expectations in Maths at the end of 2022

OUTCOME

**Overall, 9 of 12 AT students had remained at, or accelerated from AT expectations (75%)**

-Teachers are able to make direct links between their personal teaching and coaching goal to improved learner outcomes

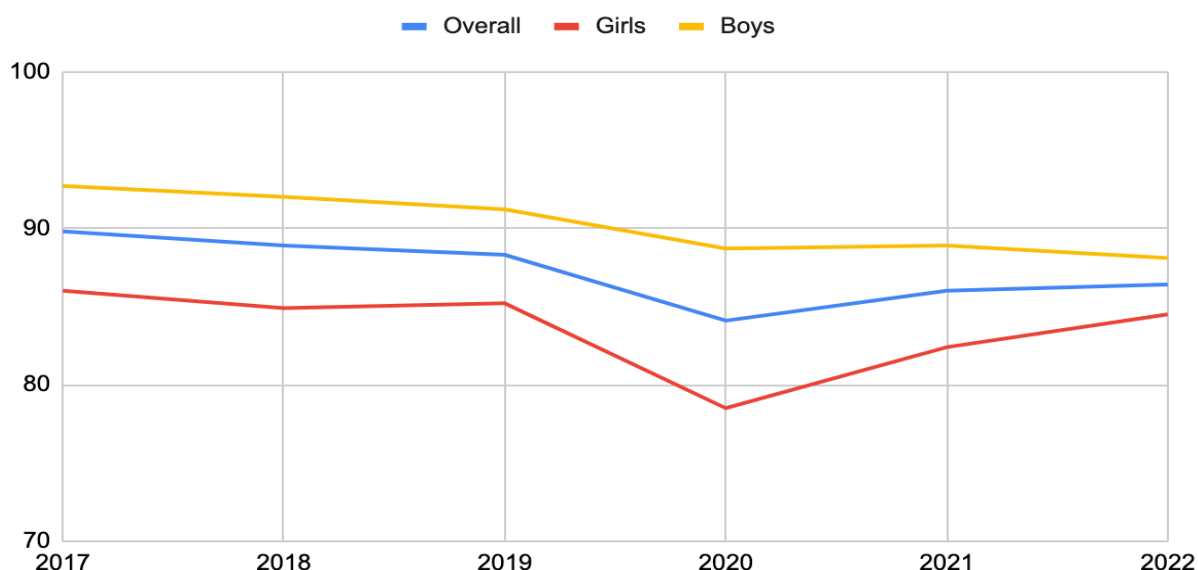
OUTCOME

**Confirmed through Attestation process. All teachers referenced PGC and use of video enhanced peer coaching to impact on student outcomes in Maths.**

### Additional Analysis

The gap in Boys/Girls achievement continues to close since exceeding 10% in 2020. Continued work into Girls' achievement has generated a 6% lift in the proportion of girls achieving At or Above expectations since a low in 2020.

### Girls and Boys - Maths Achievement Gap (% At or Above)



### Reasons for Variance

- Feedback from teachers indicates that they found the process of video-enhanced coaching very useful in analysing their teaching and learning programmes and their deliberate acts of teaching in the subject of Maths. **Whilst there was a great deal of focus to enhance coaching practice during the first 2 terms of the year, priorities changed during the second 2 terms, meaning less time was dedicated to coaching conversations and video analysis in Terms 3 and 4.** Coaching time will be protected in 2023 to enable the gains to be maintained.
- **The use of Swivl provided teachers with video evidence of their effectiveness, and the acts of teaching which were most effective, there was little sharing of**



**pedagogy beyond conversation and discussion.** A goal for 2023 would be the sharing of video objects, developing collaborative teaching, and promoting the use of release time to observe colleagues in-person.

- **Whilst the Parent Maths information evening was well attended and was considered by both parents and staff as a success, it was held relatively late in the year and as a standalone event, would have had only limited impact on outcomes.** It is our intention to increase the number of such events, and commence them earlier in the year to equip parents with skills and approaches to best support their children.
- Undoubtedly, the cumulative impact of previous lockdowns in 2020 and 2021 has impacted on the grasping of some core skills in the case of a number of our students. Absent staff owing to isolation and COVID illnesses, and absent students have not assisted our intention of accelerating the achievement of all our learners.

### What next?

#### Schoolwide:

- Retain Junior/Senior Maths leaders with Management units to oversee student learning in Maths and pedagogy in the subject.
- Continue focus on Maths pedagogy and increase level of coaching input to support teacher self-evaluative capacity in the subject and their professional practice. This includes the use of video-enhanced peer coaching and use of Swivl robot to record and analyse Maths sessions.
- Direct TA and Support Staff funding to provide small-group intervention programmes which have proved effective (Spring into Maths) with Priority Learners.
- Create horizontal working parties to develop year-group expectations in Maths to support teachers and the assessment of learners. Complete this work in conjunction with the ongoing Aotearoa Curriculum Refresh work and implementation of local curriculum at PMPS. Formulate series of specific learning intentions to support progression of learning and teaching at PMPS.
- Enhance the involvement of parents in the learning journey of priority learners in Maths.
- Formulate online tracking form with space to record and share deliberate acts of teaching.



## Analysis of Variance – 2022 Valued Outcome Targets

### Focus: Wellbeing

**Strategic Aim:** We aim to be growing the wellbeing of all in our community.

**Annual Aim:** (3.1) We use PB4L to embed our 4 school values in the community  
(3.2) We develop deliberate actions that promote wellbeing for our learners and our community  
(3.3) We establish a cohesive school community which enhances learning

**Baseline Data:** (Inc. Priority Learners)

**Indicator 1:** PB4L records indicate a fall in 'moderate' and 'severe' behaviour events being recorded on eTap (for equivalent terms in 2021)

**Indicator 2:** Wellbeing at School Survey 'At school, I am taught how to manage my feelings' to increase agree/ agree strongly responses by 10%  
(2018 response- 76%, 2019 response- 77%, 2022 target >86%)

**Indicator 3:** Wellbeing at School Survey 'I can say how I am feeling when I need to' to increase agree/ agree strongly responses by 10%  
(2018 response- 73%, 2019 response- 77%, 2021 target >86%)

**Indicator 4:** Wellbeing Group 2022 Survey 'Good pastoral care is provided for children' to increase agree/ agree strongly responses by 10%  
(2016 response- 70%, 2018 response- 79%, 2021 target >88%)

**Indicator 5:** Evidence of Wellbeing at PMPS is being taught with confidence and indicated in planning

*\*2020 discarded owing to impacts of COVID-19 and lockdowns*

#### Target:

By the end of the 2022 academic year, school has reached 5 key Wellbeing indicator goals.

#### Success looks like:

- Reduction in number of severe and moderate behaviour events being recorded on eTap on term-by-term basis when compared to 2020/2021 records
- Over 86% of students agree or strongly agree with the statement 'At school, I am taught how to manage my feelings' in 2021 NZCER Wellbeing Survey
- Over 86% of students agree or strongly agree with the statement 'I can say how I am feeling when I need to' in 2021 NZCER Wellbeing Survey
- Over 88% of respondents agree or strongly agree with the statement 'Good pastoral care is provided for children' in 2022 Wellbeing Group Survey for parents and caregivers
- Teachers have greater confidence in teaching explicit Wellbeing lessons and this is reflected in weekly planning in the School's Teacher Wellbeing Survey

## Outcomes:

Reduction in number of severe and moderate behaviour events being recorded on eTap on term-by-term basis when compared to 2020 records

**SUCCEEDED;** Owing to lockdowns and special school circumstances in 2020 and 2021, comparing numbers of records is not accurate, however analysis of the proportions of incidents recorded shows a reduction in the proportion of incidents being described as 'Major' according to our school classifications.

2022 – 35% of records classified as MAJOR

2021 – 36% of records classified as MAJOR

2020 – 41% of records classified as MAJOR

Over 86% of students agree or strongly agree with the statement 'At school, I am taught how to manage my feelings' in 2020 NZCER Wellbeing Survey

**NOT SUCCEEDED;** However, analysis of data from previous years for the same question indicates that the proportion agreeing or strongly agreeing is comparable.

2018 – 76%

2019 – 77%

2020 – 78%

2022 – 73%

It is anticipated that the impact of the MITEY programme in school will become more obvious into the second year of teaching it at PMPS.

Over 86% of students agree or strongly agree with the statement 'I can say how I am feeling when I need to' in 2021 NZCER Wellbeing Survey

**NOT SUCCEEDED;** This response has decreased year on year since the 2019 edition of the survey.

2018 – 73%

2019 – 77%

2020 – 67%

2022 – 52%

Analysis of other 'ProSocial Culture and Strategies' responses from the 2022 Wellbeing@School Survey can be read on P55 of this document. School has established a number of next steps in response to this data, including speaking with student leader groups to provide greater insight into the responses.

Over 88% of respondents agree or strongly agree with the statement 'Good pastoral care is provided for children' in 2022 Wellbeing Group Survey for parents and caregivers

**UNDECIDED;** Numerous surveys and consultations during the 2022 year for other focus areas meant that a parent Wellbeing survey was not conducted and will be deferred to the 2024 Community-wide Consultation Survey.

Teachers have greater confidence in teaching explicit Wellbeing lessons and this is reflected in weekly planning in the School's Teacher Wellbeing Survey

**SUCCEEDED;** Planning and monitoring indicates that explicit Wellbeing lessons are being planned and taught. The introduction of the MITEY programme at PMPS reinforces this judgement and staff have been involved in reviewing sessions and developing resources for the teaching of Wellbeing.

## Actions (What did we do?)

The following is a series of pages from the school Annual Plan (2022) outlining the actions of the SG3 Wellbeing team.

As a school, we aim to be				
Enhancing the wellbeing of all in our community				
Initiatives	2022 Actions	Indicators	Timeframe	Resp
<b>3.1</b> Use PB4L to embed our 4 school values in the community	<b>3.1.A</b> School Values are acknowledged through the PMPS community	<ul style="list-style-type: none"> <li>- PB4L Assemblies are taking place each week with the focus on values</li> <li>- PB4L celebration wall will be added to regularly</li> <li>- Social Media post each fortnight (ID)</li> </ul>	<ul style="list-style-type: none"> <li>- SG3 Team to discuss at PD Session - Wk7, T1</li> <li>- Teacher promote Wk11, T1</li> <li>- Social media post by Term 2, Wk2</li> <li>- Achieved by T2, 2022</li> </ul>	Team Leaders Teachers Ian Dickins...
	<b>Notes/Measures:</b>  <b>Actions Taken:</b> <ul style="list-style-type: none"> <li>- At each PB4L Assembly students from each team share with the school one of the four values they have demonstrated outside of school.</li> <li>- Celebrations of our school values have been shared within teams through class or team displays</li> <li>- Celebrations have been shared within the team community via the team's chosen communication platforms.</li> </ul>			
	<ul style="list-style-type: none"> <li>- Each team has been sharing with the Principal one student who is posted on our social media platforms - WeChat and Facebook</li> <li>- To gain traction in ensuring students and parents were sharing the school values they are displaying within the community, staff would encourage our parents/caregivers to share these with their teachers</li> <li>- Staff Value hearts are drawn each week with a winner. These are recorded and read aloud, then shared with PMPS staff. The winner of the week has their photo taken and the reason is shared via social media, with the teacher's permission. In turn, this helps with giving all staff members a greater profile.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Recognise the school values our Community members, volunteers or helpers show through sharing this on our social media and school newsletters.</li> <li>- To prepare students in advance to know when they will share a value they have shown outside of school at the PB4L assembly</li> </ul> <p>Overall, we feel 3.1A is no longer a need or focus and is busy as usual as it is embedded in our whakapapa/culture of the school.</p>			
	<b>3.1.B</b> PB4L lessons are explicitly taught each week	PB4L lessons are purposeful in planning and happening each week.	<ul style="list-style-type: none"> <li>- End of Term 1</li> </ul>	Classroom Teachers, TL when checking planning
	<b>Actions Taken:</b> <ul style="list-style-type: none"> <li>- Lessons have been timetabled in weekly planning and checked by the SG3 team.</li> <li>- Some lessons taught are displayed or evident within the classroom environment where possible</li> <li>- Students can articulate the values of the school and can give an example of each value when asked or questioned regarding the behaviours they display.</li> </ul> <b>Next Steps:</b> <ul style="list-style-type: none"> <li>- Involve students in helping to design some of these lessons to help build student agency</li> <li>- The SG3 team and student leaders to look at refreshing some lessons</li> <li>- Look to design some lessons that focus on EOTC and sports trips</li> <li>- To have experienced PB4L teachers model, the team teach to help other teachers who are less confident.</li> <li>- Gain deeper insight from staff and students around the lessons and their effectiveness.</li> </ul> <p>Overall, 3.1B is taking place and is 'business as usual.' Moving forward, the focus should be more around looking</p>			

at the PB4L lessons and seeing how these can link to the PE & Health curriculum and how this links with the Mitey curriculum once PMPS have designed its own Mitey curriculum.				
Yet to start		Underway		
Feb 22			Jul 22	Dec 22
Notes/Measures;				
Initiatives	2022 Actions	Indicators	Timeframe	Resp
3.2 Develop deliberate actions that promote wellbeing for our learners and community	3.2.A Ensure the academic and social Wellbeing of PMPS students are tracked.	<ul style="list-style-type: none"> <li>- All staff members can successfully and confidentially log an entry onto etap</li> <li>- Teachers are able to successfully track students</li> </ul>	Term 1, 2023	Alicia, Amanda, Brittany, Johnathan, Ian, Linda, e-Tap Team
	<p><b>Notes/Measures;</b></p> <ul style="list-style-type: none"> <li>- Team Puriri, Manuka, and Kahikatea will trial the develop system before it is rolled out to the whole school</li> <li>- Adjustments and amendments may need to be made based on the trial period (Term 2 - Term 3, 2022)</li> <li>- The e-Tap team needs to meet with a member or members of the SG3 team (Alicia, Amanda or Johnathan) to discuss the layout. Possibility in future for all teachers to have access to all students so that others can log in.</li> <li>- Before the rollout, this Professional Development is required to ensure that all PMPS staff members understand the purpose and functionality of this tool.</li> </ul> <p><b>Actions Taken:</b></p> <ul style="list-style-type: none"> <li>- On eTap, our school management system, we now have under 'Guidance' a place where staff members can record information on a student's Academic Wellbeing'. These entries help form a picture of the whole child and understanding their world in helping us understand how best we can support them to flourish at school and beyond.</li> <li>- We initially rolled this out with a few teams, and others are now beginning to record noticings.</li> </ul>			

<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- To focus on ensuring all staff are aware of the purpose, the why, in recording any noticings about students. This will be done during the SG3 Staff PD sessions. A member of the SG3 team will show Teacher Assistants and other staff members this.</li> <li>- The SG3 team need to look at data from entries every month</li> <li>- SG3 Lead to check that all key staff members are receiving the entries - For example: if a referral is made to the Councillor - they will receive this eTap entry</li> </ul> <p>Overall, 3.1A has started but a this needs to be monitored more and would be</p>				
	3.2.B Wellbeing is explicitly taught each week with confidence	<ul style="list-style-type: none"> <li>- Sharing of great teacher practice across school teams</li> <li>- Evidence of learning within the class environment and in weekly planning</li> <li>- Teacher survey</li> <li>- Outside schools model from how PMPS delivers Wellbeing lessons</li> <li>- Mitey Training</li> </ul>	<p>By end of 2022</p> <p>By end of Term 2</p> <p>T1 W7, T4 W4</p> <p>Term 2</p>	Brittany, Alicia, Amanda, Classroom Teachers, Mitey Organisation, Tina
	<p><b>Notes/Measures:</b></p> <ul style="list-style-type: none"> <li>- Share Wellbeing lessons and professional development around Wellbeing will be a focus within team meetings at least once a term</li> <li>- From Term 2 Mitey will be training all Classroom Teachers on how to effectively incorporate this programme into what we are focusing on within our school curriculum. A coach will be provided to the school.</li> <li>- When visitors walk through our school (not only in the classrooms), they should be able to see that Wellbeing is an important focus within our school</li> <li>- Asking Tina (School Librarian/Resource Teacher) to ensure resources are easily located and accessible for teachers to use when planning and delivering Well Being lessons. Tina ensures resources are easily located in the library for students to use.</li> </ul>			

	<p><b>Actions Taken:</b></p> <ul style="list-style-type: none"> <li>- We have had multiple staff meetings with Mitey coordinators to understand the Mitey platforms, units and how to deliver these lessons. For our first year, we decided to follow the lessons within the units that Mitey had already set. As a whole school, we started at Level 1.</li> <li>- Each teacher had a co-teaching lesson with a Mitey facilitator to observe and learn an array of strategies and approaches to delivering mental health lessons.</li> <li>- We have involved Student Leaders to help us understand their understanding of mental health. The same was done with staff.</li> <li>- A draft, which is yet to be shared and consulted with the PMPS community, of a shared understanding of Mental Health at PMPS was formed - <b><i>"We are mentally healthy when we can feel safe, be our authentic selves in a supportive environment, and have a strong sense of belonging and connection through positive relationships and interactions with others. Furthermore, we believe in creating a shared way of being through our school values of whakaute, manawaroa, takohanga and kairangatira."</i></b></li> <li>- As a school, we have been invited and accepted to work alongside the University of Auckland in being a model school and helping with research around delivering mental health education</li> <li>- Each classroom environment has visible lessons and learning around mental health displayed</li> <li>- Each class has a mood metre and regular check-ins on students' wellbeing is done by most classes each day; multiple times throughout the day.</li> <li>- We have had our second Wellbeing Review and have made some great progress - <a href="#">CLICK HERE</a> to view.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- To form a Pigeon Mountain Wellbeing Staff team. This is an element of Mitey where we focus deeper on the mental health needs of all our staff. Within the team, we want a broad representation from all areas, including a member of the Board of Trustees.</li> <li>- Have more student agency around mental health and look to have Wellbeing Student Leaders in Year 6</li> <li>- Make stronger links and connections to the PE&amp;Health curriculum</li> <li>- Share the draft of the PMPS Shared Understanding of Mental Health (as stated above) and ask for feedback.</li> <li>- Begin creating our own PMPS curriculum using the Mitey achievement objectives and make strong links to our units of inquiry</li> <li>- To focus on forming assessments to help us understand the needs of students and assess their learning around mental health.</li> </ul> <p>Overall, this is an area we must continue to work towards in 2024 and build momentum.</p>			
	3.2.C Offer external services and support to PMPS	- Beginning	TBC	

	Community	<p>Teachers have started the training with an MoE facilitator.</p> <ul style="list-style-type: none"> <li>- Incredible Years Parent course</li> <li>- Triple Parenting Course communication</li> <li>- Mitey training</li> </ul>	<p>15 March - 28 June By T1 W8</p> <p>Term 2</p>	
	<p><b>Notes/Measures:</b></p> <ul style="list-style-type: none"> <li>- Beginning Teachers attend Incredible Years Programme training</li> <li>- Parents are offered an opportunity (via newsletter and parent email) to attend Incredible Years Programme for Parents and the Triple P Parenting Course through Sowers Trust</li> <li>- From Term 2 <a href="#">Mitey</a> will be training all Classroom Teachers on how to effectively incorporate this programme into what we are focusing on within our school curriculum. A coach will be provided to the school.</li> <li>- SG3 Team will actively source PD where required</li> <li>- Sowers Trust Youth Workers TBC</li> </ul> <p><b>Actions Taken:</b></p> <ul style="list-style-type: none"> <li>- All our Beginning Teachers (in their first year of teaching) attended the Incredible Years Programme</li> <li>- Communication was given to our school community via our School Newsletter and to a selected group of parents around the Triple P programme through Sowers Trust.</li> <li>- Contact was made with Sowers Trust to have a Youth Worker working with a group of students with needs; however, they have now started to charge for the Youth Worker. The cost is \$720 a term for a max of eight students. We didn't proceed with it this year.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- We need to provide our community with a page with more information about external agencies and programmes they can attend that will assist them with helping their child. For example, the Sowers Trust, Youthline and other external agencies. There is a gap and need there.</li> <li>- It would be good to have an evening where an external agency can chat with our parents about the needs of our students - anxiety, neurodiversity, mental health etc.</li> </ul> <p>This is an area that needs to continue to be a focus for 2024.</p>			



	Yet to start										Underway				Complete			
	Feb 22				Jul 22						Dec 22							
Notes/Measures;																		
Initiatives		2022 Actions							Indicators			Timeframe		Resp				
<b>3.3</b> Establish a cohesive school community which enhances learning		<b>3.3.A</b> Regular communication between PMPS and community							<ul style="list-style-type: none"><li>- Community response/attendance rate from surveys and special events</li><li>- STPs check in team meetings where teachers provide evidence</li></ul>			Ongoing  Ongoing Achieved by end of 2022		All Classroom Teachers, Team Leaders				
		<b>Notes/Measures:</b> <ul style="list-style-type: none"><li>- Teachers and Teams are communicating regularly each week with whānau on a common platform (Class Dojo, Seesaw etc)</li><li>- Digital school newsletters (incentives to encourage parent engagement e.g. house points)</li><li>- Surveys</li><li>- Reports</li><li>- Special events (Meet the teacher, three-way conferences)</li><li>- Social media posts (Wellbeing Wednesday, reminders, PB4L, learning awards)</li><li>- Add a Wellbeing tab under the school website with all the information on what we do at school (Mitey, Wellbeing Wednesday tips, Student Counsellors, Mood Meter)</li></ul> <b>Actions Taken:</b> <ul style="list-style-type: none"><li>- There have been a number of staff members who are using ClassDojo to communicate with their parents, which seems to be effective. This is even happening in the Senior classes, where this has previously not been the case.</li><li>- We had our 3-Way Conferences in Term 1 and our Student-Led Conferences in Term 3. Our Student-Led Conferences were new to our community and were well received. We will continue to have this format again next year.</li></ul>																

	<ul style="list-style-type: none"><li>- Reports happened twice in the year. In the Term 4 reports, our Year 4 – Year 6 students wrote a small paragraph on the values they felt they have demonstrated and what value they can develop further.</li></ul> <p>As a team, we feel that communication with our community is effective and not an area that needs addressing. This will continue as ‘business as usual.’</p>		
	3.3.B Utilising the expertise of the community	<ul style="list-style-type: none"><li>- Teams have identified potential members of the PMPS community</li></ul>	By end of Term 2
	<b>Notes/Measures:</b> <ul style="list-style-type: none"><li>- Members of the community sharing their expertise with teams</li><li>- Drawing on the expertise of organisations within the local and wider community</li></ul> <b>Actions Taken:</b> <ul style="list-style-type: none"><li>- As school has returned to normal, we have seen a number of people in our community assist with learning and offering extracurricular activities – yoga classes, Māori/Pasifika art classes, a parent shared her experience with sailing from France to NZ based on the unit of inquiry her son’s team were focusing on, we had a Pakistani mother who came to do henna and teach other about the Pakistan culture.</li><li>- Chinese classes (CNNST) started in Term 4 and take place on Monday and Wednesday.</li></ul> <b>Next Steps:</b> <ul style="list-style-type: none"><li>- Share our units of inquiry in advance with our community to seek help/assistance in areas they are experts in or can help us connect with</li><li>- Use our Student Councillors (Community Team) to have greater input in seeking assistance and using our community to assist with learning</li><li>- Work alongside the SG2 team to focus on ways of making stronger connections to our local iwi</li><li>- Have workshops and educate our community on a regular basis. For example, our target students’ parents need to come along and listen to teachers on the best way to support their child at home</li><li>- Invite external providers and experts to kōrero with our families around needs</li><li>- Look to reestablish the PTA to help with building a school community that will help bridge home with school and help assist with learning.</li></ul>		

	<div> <div>Yet to start</div> <div>Underway</div> <div>Complete</div> </div>									
	Feb 22		Jul 22			Dec 22				

## What happened?

	First	Second	Third	First	Second
<b>School-Wide Climate and Practices</b> 14 questions	<i>Behaviours like hitting or bullying are not OK at school</i> <ul style="list-style-type: none"> <li>3% disagree</li> <li>13% agree</li> <li>83% strongly agree</li> </ul>	<i>Our school values are important to everyone</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>6% disagree</li> <li>35% agree</li> <li>57% strongly agree</li> </ul>	<i>Teachers get on well with students from different cultures and backgrounds</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>7% disagree</li> <li>53% agree</li> <li>37% strongly agree</li> </ul>	<i>Teachers are interested in my culture or family background</i> <ul style="list-style-type: none"> <li>4% strongly disagree</li> <li>37% disagree</li> <li>43% agree</li> <li>13% strongly agree</li> </ul>	<i>At school, everyone knows what to do if someone is being hurt or bullied</i> <ul style="list-style-type: none"> <li>7% strongly disagree</li> <li>28% disagree</li> <li>48% agree</li> <li>15% strongly agree</li> </ul>

- Behaviours like hitting or bullying are not OK at school - **96% agree/strongly agree**
- Teachers are interested in my culture or family background - although the lowest in this category **56% agree/strongly agree** with this statement and **41% disagree/strongly disagree**
- Caring and collaborative School (Mean Score) = 69.3%**
- Respect for culture (Mean Score) = 68.5%**
- Safe School (Mean Score) = 71.5%**

### Suggestions / Next Steps

- Perhaps, asking and engaging our students to understand how we can best show an interest in their culture. It would be worth unpacking this further as a staff and within teams. Furthermore, how does what we teach reflect all cultures in our class? Do our unit plans allow for this to take place, if not, what needs to change?

	First	Second	Third	First	Second
<b>Teaching and Learning</b> 13 questions	<i>At school, I learn what behaviours are OK and not OK</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>3% disagree</li> <li>37% agree</li> <li>57% strongly agree</li> </ul>	<i>Teachers always treat each other with respect</i> <ul style="list-style-type: none"> <li>5% disagree</li> <li>41% agree</li> <li>52% strongly agree</li> </ul>	<i>At school, I learn that it's OK to be different from other children</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>8% disagree</li> <li>31% agree</li> <li>58% strongly agree</li> </ul>	<i>Teachers treat all student fairly</i> <ul style="list-style-type: none"> <li>9% strongly disagree</li> <li>29% disagree</li> <li>39% agree</li> <li>21% strongly agree</li> </ul>	<i>Teachers often notice when students help each other</i> <ul style="list-style-type: none"> <li>5% strongly disagree</li> <li>29% disagree</li> <li>42% agree</li> <li>22% strongly agree</li> </ul>

- At school, I learn what behaviours are OK and not OK - **94% agree/strongly agree** with this statement
- Teachers treat all students fairly - although the lowest in this category **60% agree/strongly agree** with this statement and **38% disagree/strongly disagree** with this statement
- Caring teaching (Mean Score) = 68%**
- Caring learning (Mean Score) = 73.7%**

### Suggestions

- We need to try to understand why students feel teachers do not treat all students fairly. We will chat with our student leaders in to hope to gain a better understanding and awareness.



	First	Second	Third	First	Second
<b>Community Partnerships</b> 6 questions	<i>My parents and teachers respect each other</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>2% disagree</li> <li>35% agree</li> <li>61% strongly agree</li> </ul>	<i>My parents, family and whānau always feel welcome at school</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>8% disagree</li> <li>55% agree</li> <li>34% strongly agree</li> </ul>	<i>Teachers and parents work together</i> <ul style="list-style-type: none"> <li>3% strongly disagree</li> <li>13% disagree</li> <li>55% agree</li> <li>27% strongly agree</li> </ul>	<i>Outside school, I have a parent or adult who I can go to if I am upset</i> <ul style="list-style-type: none"> <li>9% strongly disagree</li> <li>13% disagree</li> <li>29% agree</li> <li>47% strongly agree</li> </ul>	<i>In the area where I live, people get on with each other</i> <ul style="list-style-type: none"> <li>5% strongly disagree</li> <li>15% disagree</li> <li>47% agree</li> <li>31% strongly agree</li> </ul>

- *My parents and teachers respect each other*– **96% agree/strongly agree** with this statement
- *Outside school, I have a parent or adult who I can go to if I am upset* – although the lowest in this category **76% agree/strongly agree** with this statement and **22% disagree/strongly disagree** with this statement
- **Home School Partnership (Mean Score) = 73.4%**

#### Suggestions

- Perhaps, as a school we need to teach our students around the importance of expressing themselves and having a trusted adult. Also, making them aware of Youthline who they can reach out to if they feel more comfortable.

	First	Second	Third	First	Second
<b>Pro-Social Student Culture and Strategies</b> 10 questions	<i>Students treat teachers with respect</i> <ul style="list-style-type: none"> <li>1% strongly disagree</li> <li>16% disagree</li> <li>56% agree</li> <li>25% strongly agree</li> </ul>	<i>If other children are mean to me, I know how to ignore them or walk away</i> <ul style="list-style-type: none"> <li>7% strongly disagree</li> <li>11% disagree</li> <li>46% agree</li> <li>34% strongly agree</li> </ul>	<i>If I have a problem with another child, I feel I can ask other students for help</i> <ul style="list-style-type: none"> <li>12% strongly disagree</li> <li>25% disagree</li> <li>36% agree</li> <li>25% strongly agree</li> </ul>	<i>Students treat each other with respect</i> <ul style="list-style-type: none"> <li>19% strongly disagree</li> <li>40% disagree</li> <li>42% agree</li> <li>6% strongly agree</li> </ul>	<i>Students always stand up for other children if someone is mean to them.</i> <ul style="list-style-type: none"> <li>14% strongly disagree</li> <li>35% disagree</li> <li>35% agree</li> <li>15% strongly agree</li> </ul>

- *Students treat teachers with respect* **96% agree/strongly agree** with this statement
- *Students treat each other with respect* – although the lowest in this category **48% agree/strongly agree** with this statement and **59% disagree/strongly disagree** with this statement
- **Prosocial Student Culture (Mean Score) = 53.5%**
- **Students' Social Strategies (Mean Score) = 57.4%**

#### Suggestions

- Perhaps, review both the Mitey and PB4L lessons to address respect, which is core value of PMPS. A great understanding of what respect means to each student and focusing on what respect might look like at school is needed.

	First	Second	Third	First	Second
<b>Aggressive Student Culture</b> 10 questions	<i>Do other students take or break your stuff in a mean way (e.g., money, pens or phone?)</i> <ul style="list-style-type: none"> <li>66% Never or Hardly Ever</li> <li>21% 1 or 2 times a year</li> <li>7% 1 or 2</li> </ul>	<i>Do other students use phones or social media to be mean to you (like sharing unwanted messages or pictures)?</i> <ul style="list-style-type: none"> <li>74% Never or Hardly Ever</li> <li>11% 1 or 2</li> </ul>	<i>Are other students mean to you because you learn in a different way from them?</i> <ul style="list-style-type: none"> <li>60% Never or Hardly Ever</li> <li>22% 1 or 2 times a year</li> <li>10% 1 or 2</li> </ul>	<i>Do other students put you down, call you names, or tease you in a mean way?</i> <ul style="list-style-type: none"> <li>26% Never or Hardly Ever</li> <li>20% 1 or 2 times a year</li> </ul>	<i>Do other students leave you out in a mean way?</i> <ul style="list-style-type: none"> <li>36% Never or Hardly Ever</li> <li>18% 1 or 2 times a year</li> <li>27% 1 or 2</li> </ul>

	<ul style="list-style-type: none"> <li>times a month</li> <li>3% 1 or 2 times a week</li> <li>1% almost everyday</li> </ul>	<ul style="list-style-type: none"> <li>times a year</li> <li>5% 1 or 2 times a month</li> <li>5% 1 or 2 times a week</li> <li>3% almost everyday</li> </ul>	<ul style="list-style-type: none"> <li>times a month</li> <li>4% 1 or 2 times a week</li> <li>3% almost everyday</li> </ul>	<ul style="list-style-type: none"> <li>22% 1 or 2 times a month</li> <li>16% 1 or 2 times a week</li> <li>14% almost everyday</li> </ul>	<ul style="list-style-type: none"> <li>times a month</li> <li>12% 1 or 2 times a week</li> <li>4% almost everyday</li> </ul>
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- Do other students take or break your stuff in a mean way (e.g., money, pens or phone?) – **87%** claim that this never or hardly ever happens or once or twice a year.
- Do other students put you down, call you names, or tease you in a mean way? – **30%** claim that this happens once or twice a week or almost everyday
- Aggressive Student Culture (Mean Score) = 24.4%** – Note: this is a score you want to see lower compared to other areas

### Suggestions

- Perhaps, check the PB4L lessons we provide or create more to help students understand the power of their words and affect it can have on others.

	First	Second	Third	First	Second
<b>New Content</b> 7 questions	<i>I can stand up for people if their culture is being put down</i> <ul style="list-style-type: none"> <li>2% strongly disagree</li> <li>17% disagree</li> <li>44% agree</li> <li>36% strongly agree</li> </ul>	<i>I can talk to my teachers about racist things (like people being mean to others because of their skin colour)</i> <ul style="list-style-type: none"> <li>9% strongly disagree</li> <li>16% disagree</li> <li>39% agree</li> <li>36% strongly agree</li> </ul>	<i>I know different ways to work through personal things I find hard</i> <ul style="list-style-type: none"> <li>12% strongly disagree</li> <li>18% disagree</li> <li>32% agree</li> <li>27% strongly agree</li> </ul>	<i>There is an adult at school I can talk to if I need support, or if I feel sad or angry.</i> <ul style="list-style-type: none"> <li>14% strongly disagree</li> <li>25% disagree</li> <li>43% agree</li> <li>17% strongly agree</li> </ul>	<i>At school, I feel supported if I'm having a hard time</i> <ul style="list-style-type: none"> <li>12% strongly disagree</li> <li>26% disagree</li> <li>39% agree</li> <li>22% strongly agree</li> </ul>

- I can stand up for people if their culture is being put down* – **80% agree/strongly agree** with this statement
- There is an adult at school I can talk to if I need support, or if I feel sad or angry* – although the lowest in this category **60% agree/strongly agree** with this statement and **39% disagree/strongly disagree** with this statement
- Fairness and Racism (Mean Score) = 63.3%**
- Resilience Strategies (Mean Score) = 57.9%**

### Suggestions

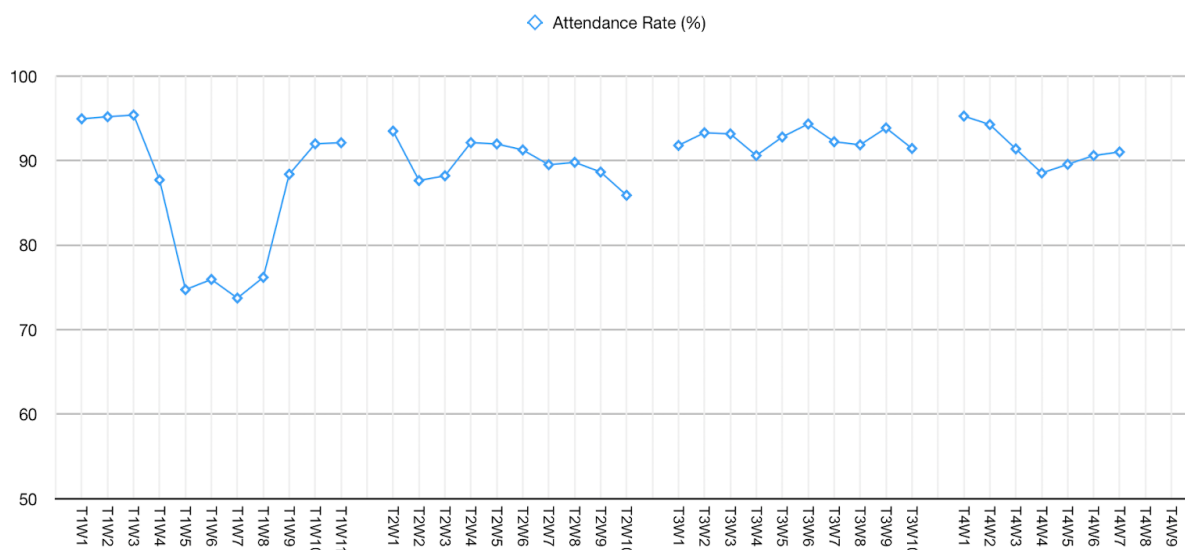
- Perhaps, more of an awareness needs to be brought to our students on the use of our Student Counsellors from our teachers or make it known via TV News etc.

### The main areas / perceptions that need to be addressed and improved are:

- 1st – Students treat each other with respect
- 2nd – Teachers are interested in my culture or family background
- 3rd – Teachers treat all student fairly

## Additional Analysis

In previous years, attendance had been used as a wellbeing indicator for SG3. Despite repeated lockdowns and prevalence of COVID in the community, the school attendance held up remarkably well in 2022, as it had in the 2 years beforehand.



Attendance rates are reported regularly to the Board, and the proportion of students returning to school was monitored to ensure that the impact of COVID-related absences were minimised. A comparison of the relative terms from the past 5 years is included below.

	Term 1	Term 2	Term 3	Term 4
<b>2022</b>	84.3%	89.8%	92.2%	91.2%
<b>2021</b>	96.1%	95.3%	95.4% (up to lockdown)	97.6%*
<b>2020</b>	87.3%	94.9%	95.6%	95.3%
<b>2019</b>	95.5%	92.2%	93.2%	93.2%
<b>2018</b>	95.3%	93.5%	92.8%	93.6%

\*Includes students opting to learn from home for final 4 weeks of term when school offered a split provision model.

### Reasons for Variance

See Outcomes and What Happened for detailed analysis of data and outcomes.

### What next?

See What Happened as well as 2022 Annual Plan for suggestions for next steps.



## **Section 4 – 2023**

### **Valued Student Outcome Targets**

#### **2023 Annual Implementation Plans for Strategic Goals 1, 2, 3**

#### **2023 Strategic Priority Workplan**



## 2023 Valued Outcome Targets

### Focus: Achievement in Maths

**Strategic Aim:** As a school, we aim to be 'Providing a personalised journey through PMPS which maximises everyone's potential.'

**Annual Aim(s):** 1.1 Strengthen teacher self-evaluative capacity, 1.2 Establish best practice which accelerates learner achievement, 1.3 Monitor and grow effectiveness of intervention programmes.

#### Context; Maths Achievement of Year 4 students.

The PMPS Board provided funding for an additional teacher over entitlement to enable us to reduce class sizes in the Year 4 group. This request was granted in order to provide teachers with optimum conditions for preventing what is perceived as an annual transition struggle for students moving from Junior to Senior programmes, which generally results in a fall in outcomes against expectations in Maths.

#### Baseline Data:

##### Team Kauri

3589		Y4	14	Kauri	Male	Chinese	Below
3467		Y4	14	Kauri	Male	NZ Maori	Below
3528		Y4	14	Kauri	Male	Indian	Well Below
3030		Y4	16	Kauri	Male	NZ European	Below
3040		Y4	16	Kauri	Female	Indian	Below
3100		Y4	16	Kauri	Female	NZ European	Below
3468		Y4	16	Kauri	Male	NZ Maori	Well Below

7 students

5 male, 2 female including 2 NZ Maori students

##### Team Titoki

3062		Y4	22	Titoki	Female	African/African Origins	Below
3153		Y4	22	Titoki	Male	NZ European	Below
3182		Y4	22	Titoki	Female	Other SE Asian	Below
3208		Y4	22	Titoki	Female	Chinese	Below
3371		Y4	22	Titoki	Female	NZ European	Below

5 students

1 male, 4 female

##### Team Kahikatea

3020		Y4	20	Kahikatea	Male	NZ European	Well Below
3069		Y4	20	Kahikatea	Male	Other Asian	Below
3657		Y4	20	Kahikatea	Female	NZ European	Below
3145		Y4	21	Kahikatea	Female	NZ European	Below

3314		Y4	21	Kahikatea	Male	Chinese	Well Below
3655		Y4	21	Kahikatea	Female	Other European	Below
3126		Y4	21	Kahikatea	Female	NZ European	Below

7 students  
3 male, 4 female

#### Total

**19 students**

(9 male, 10 female)

8 NZ European  
3 Chinese  
2 NZ Māori

#### Target:

-For 12 of the 19 BELOW or WELL BELOW expectation Y4 students to make accelerated progress and end 2023 AT expectations for Maths, based on OTJ.

-For all students to have made measurable progress (including Numeracy stage, GLOSS assessments, EAsTtle, PAT assessments) during 2023 academic year.

#### Actions / Driving Questions:

-Use input from 2022 teachers to identify likelihood of each student making accelerated progress in 2023.

#### **What is the likelihood that this student can make accelerated progress in Maths with our intervention?**

We now have greater confidence that we have identified the correct Y4 students for our target group, based on collaborative action from the Y4 teachers at the start of 2023 to review OTJs and summative assessment data from 2022, and align with the first 7 weeks of teaching and learning in 2023.

-Identify time of tenure at PMPS for all Priority Learners (2023).

#### **Does time at Pigeon Mountain relate to a student's likelihood of being a Maths Priority Learner?**

A significant number of Priority Students have completed their entire educational journey at PMPS. Included in this group were students who enrolled as Y0 and enjoyed additional time in school ahead of commencing Y1 (7 students- 37%). Another 4 of the Priority Students (21%) commenced their time at PMPS as Y1, completing a part-year before moving directly into Y2.

The remaining 8 Priority Students (42%) joined PMPS having started their education in another school. There are 3 of this group (16%) who joined Pigeon Mountain Primary this year.

-Investigate the rates of school attendance for students identified as Priority Learners in 2023.

#### **Is there a connection between underachievement and school attendance?**

Of the 16 students who have attended PMPS before 2023, only 3 (16%) had attendance rates below 90%. None of these students had attendance rates below 84%.

## **Action Plan; Maths Actions**

- School funded Matific online Maths learning platform to support priority learners and Maths intervention programmes
- Establish Junior and Senior position holders in Maths to ensure targeted interventions and support relevant to age/stage teaching.
- Teacher Aide resources used to deliver 'Spring into Maths' intervention programme for priority learners (Strategic Goal #1)
- 2023 Coaching programme built around solidifying 2022 teacher goals, focusing on pedagogy and raising measurable outcomes in Maths (Strategic Goal #1)
- Review of the use of differentiation as a teaching practice to address the needs of Priority Learners, and to develop consistent practice that meets the needs of individuals (Strategic Goal #1)
- Function and form of Maths planning changed in light of staff consultation. New system and format operational from start of 2023 (Strategic Goal #2)
- Review of in-school intervention programmes (Entrance criteria, graduation criteria, standardisation of practice) and their impact on student outcomes in Maths (Strategic Goal #1)
- Review of online platforms and applications used in Maths to measure effectiveness, suitability and Value For Money for lifting student outcomes (Strategic Goal #1)
- Maths curriculum to be reviewed during 2023 as part of Strategic Goal #2 in order to provide diverse, contemporary learning opportunities (Strategic Goal #2) and ensure there are no gaps in learning between Junior and Senior stages.
- Focus on community partnership and participation between school and parents, particularly relating to parents and whanau of priority learners in Maths (Strategic Goal #3)
- Regular team meetings reviewing progress and achievement data for Priority Learners and the effective practices being utilised to impact outcomes (Strategic Goal #1)
- Year group specific meetings to moderate expectations and share quality pedagogy across Year 4.

**See Strategic Goal #1 for other actions.**

As a school, we aim to be				
Providing a personalised journey through PMPS which maximises everyone's potential				
Initiatives	2023 Actions	Indicators	Timeframe	Resp
1.1 Strengthen teacher self-evaluative capacity  (teacher inquiry into practice meets the needs of individuals)	-Create more purposeful connections between coaching cycle, priority learners, STP's and attestation process.	<ul style="list-style-type: none"><li>- Agendas in Team Meetings reference use of VEPC clips</li><li>- Attestations (EoY) will reference connections to team-level processes</li><li>- Agendas in Team Meetings reference STP evidence discussions</li><li>- Agendas in Team Meetings reference priority learner discussions and DAT that impact outcomes</li></ul>	Weekly team meetings  Regular Team Leader meetings / Feedback	Teachers, Team Leaders
	<b>Notes/Measures;</b> -‘Model’ of PLD/Team Meeting shared at PLD session with all staff on March 7th 2023			
	-Publish overview/guide titled ‘Workplan 2023’ to give teachers greater clarity on STP/attestation process for 2023.	<ul style="list-style-type: none"><li>- Feedback from Teams that Workplan is effective guidance</li><li>- Team agendas</li></ul>	Publication February 2023	SGI Team, Team Leaders
		reference Workplan		
	<b>Notes/Measures;</b> -Flowchart published and shared at PLD meeting (March 7th 2023)			
	-Provide input and professional development to assist improvement in collective coaching capacity.	<ul style="list-style-type: none"><li>- Professional development sessions 2 x term to support and facilitate coaching</li><li>- Feedback from post-PLD sessions indicates value</li><li>- Optional coaching drop-ins and support offered</li></ul>	2 x Termly on PLD roster  Post-mtg survey  Termly drop in	SGI team
	<b>Notes/Measures;</b>			
	<div>Yet to start</div> <div>Underway</div> <div>Complete</div> <div><div>Feb 22</div><div></div><div></div><div>Aug 22</div><div></div><div>Dec 22</div><div>Mar 23</div><div></div><div></div><div></div></div>			
<b>Notes/Measures;</b>				
<b>Scheduled Conclusion: End T4 2023</b>				
1.2 Establish best practice which accelerates learner achievement	-Collaboratively develop Maths effective pedagogy checklists for use in VEPC process.	<ul style="list-style-type: none"><li>- Checklists are product of collaborative staff involvement</li><li>- Checklists are</li></ul>	T3/T4	SGI ST / AD



(Pedagogy measurably improves achievement)		<p>referenced as part of VEPC cycle</p> <ul style="list-style-type: none"> <li>- Team Priority Learner discussions reference checklists (DAT)</li> <li>- Subject Leader / PLD input reflects current research in Maths pedagogy</li> </ul>		
	<b>Notes/Measures;</b>			
	-Develop and employ 'Priority Learner Tracking Sheet' to track progress and relate to planned teacher interventions.	<ul style="list-style-type: none"> <li>- Priority learners established and recorded</li> <li>- Inquiry question (2023) is finalised to guide actions</li> <li>- Checklist is regularly updated and discussed at team level- indicated in agendas</li> </ul>	<p>By end of Term 1</p> <p>Monitored at regular team meetings</p>	<p>SGI Team</p> <p>Team Leaders</p>
	<b>Notes/Measures;</b>			
	-Integrate use of video extracts into team meetings and PLD meetings to enhance collaborative practice and professional discussion about teaching.	<ul style="list-style-type: none"> <li>- Video is used and minuted in Team Meetings</li> <li>- Use of video at team level is referenced in</li> </ul>	<p>2/3 x Termly on team meeting roster</p>	<p>Team Leaders</p>

		Attestation docs at end of year							
	Notes/Measures;								
	Yet to start					Underway		Complete	
	Feb 22		Aug 22		Mar 23				
Notes/Measures;									
Scheduled Conclusion: End T2 2024									
1.3 Monitor and grow the effectiveness of interventions for priority learners  (specific interventions elevate outcomes for priority learners)	-Establish universal expectations around content and format of teacher planning to assist monitoring and moderation.			- Expectation document is developed and published following Term 1 planning review - Termly monitoring by Team Leaders identifies evidence of 'good practice' in differentiated planning and learning		By end of Term 1		AP  Team Leaders	
	Notes/Measures;								
	-Clarify rationale and entry requirements for PMPS intervention programmes. -Establish monitoring processes for entry and measuring outcomes for Tier 2 interventions.			- Publication of overview outlining purpose and criteria for each of PMPS		By end of Term 2		DP / Senco  Team Leaders	

		intervention (Tier 2) programmes		
	Notes/Measures;			
	-Integrate commentary spaces to 'Priority Learner Tracking Sheet' to enable cross referencing between outcomes and teacher deliberate actions.	- Tracking sheet integrates commentary boxes, broadly outlining the teacher interventions which made most impact on outcomes	By end of Term 1  Being regularly updated at Team meetings	SGI Team
	Notes/Measures;			
	<div>Yet to start</div> <div><div>Feb 22</div><div></div><div>Dec 22</div><div>Mar 23</div><div></div><div></div><div></div><div></div><div></div><div></div></div> <div>Underway</div> <div>Complete</div>			
Notes/Measures; -Revision of SG 1.3 to remove perception of intervention 'programmes' being the main form of intervention (Mar 2023) Scheduled Conclusion: End T3 2023				



	<b>Notes/Measures;</b>				
	Yet to startUnderwayComplete				
	Feb 23		Jul 23		Dec 23
<b>Notes/Measures;</b>					
<b>2.2</b> Grow the number and range of extra-curricular opportunities on offer	<b>2.2.A</b> Devise an extra-curricular programme that utilises teacher skills and passions	<ul style="list-style-type: none"><li>- Have established extra curricular practices on a termly basis. (As afforded by CPF)</li><li>- Students participated in extracurricular activities during regular, timetabled, class sessions.</li></ul>	Term 1 start - ongoing	<b>All Staff</b>	
	Responses from the Local Curriculum survey highlight the need for more Year 1-3 extracurricular activities.	<ul style="list-style-type: none"><li>- More activities for Year 0-3 students. Activities are documented.</li><li>- Senior and junior activities are balanced</li><li>- House Captains run sports activities for juniors during lunchtimes.</li></ul>	Term 1 start - ongoing	<b>LL</b>	
	Create an Extracurricular page on the school website.	<ul style="list-style-type: none"><li>- Extra curricular page on school website created to inform our</li></ul>	Term 1 start - ongoing	<b>MO and House Captains</b>	
				<b>LL</b>	
	Team Planned rotations - weekly. Parents could come to help. Example - dance, drama, crafts, sports, knitting, coding, enviro, science.	community. <ul style="list-style-type: none"><li>- Team Kauri and Team Kahikatea to try implement in Term 2</li><li>- Students exposed to a wider range of skills and activities</li></ul>	Term 2	<b>Kauri and Kahikatea Team</b>	
	Explore the Walker/Discovery learning programme for Year 1 & 2 and to integrate this into Inquiry.	<ul style="list-style-type: none"><li>- Discovery learning is more meaningful and structured and planned.</li></ul>	Term 2 initiate	<b>LL and Year 1/2 Teachers (Layne and Sage)</b>	
	<b>Notes/Measures;</b>				
	<b>2.2.B</b> Design a program to build students leadership capacity and collaborate with students in school improvement, special events and community outreach.	<ul style="list-style-type: none"><li>- House captains have created House Competitions that provide students with diverse opportunities to participate and raise house spirit</li><li>- International cultural leaders have raised awareness of the cultures in our school</li><li>- Student councillors</li></ul>	Term 1 - ongoing	<b>MO</b>	
		Term 1 - ongoing	<b>ST</b>		
		Term 1 -	<b>JD</b>		

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	Notes/Measures;			
	2.4.B Develop the school language and culture that honours the mana of Te Tiriti o Waitangi	- Staff are upskilled using Te Reo in the classrooms	Ongoing	All Staff
		- Classrooms reflect our bi-cultural heritage	Ongoing	All staff
		- Staff are using the te reo lessons that have been put together by Jordan.	Ongoing	All staff
	Notes/Measures;			
<div>Yet to start<div>Feb 22<div></div><div></div><div></div><div></div><div>Jul 22<div></div><div></div><div></div><div>Dec 22<div></div><div></div></div></div></div>Complete</div>				
Notes/Measures;				

As a school, we aim to be									
Enhancing the wellbeing of all in our community									
Initiatives	2023 Actions				Indicators	Timeframe	Resp		
<b>3.1</b> Values are explicitly taught so that the whole community can apply these in a variety of contexts	3.1 A – Teachers are explicitly teaching the values giving a range of contexts and scenarios where these can be applied in everyday life.					<b>Feb 23 – Apr 23</b>	Alicia		
	<b>Notes/Measures:</b> <ul style="list-style-type: none"> <li>Lessons are visible in weekly planning with the hyperlink present</li> <li>Students are able to share their experiences from the lessons with others</li> <li>Communication with our parents around what is happening and being taught via ClassDojo etc</li> <li>Tier 1 PB4L teams will review and tailor PB4L lessons</li> </ul>								
	3.1 B – Classes can share what they are learning with the whole school at PB4L assemblies.					<b>Feb 23 – Dec 23</b>	Alicia		
	<b>Notes/Measures:</b> <ul style="list-style-type: none"> <li>Teachers to record their final PB4L lesson and share this with our community to help gauge conversation outside of school. This is to be shared with Ian to upload to social platforms.</li> <li>Each class will be rostered on a different week</li> <li>Feedback from our community around these presentations. Get feedback via social media by posing a question.</li> <li>Invite our parents of that class that are presenting to the PB4L assembly</li> <li>Planning checks by SG3 to see scheduled PB4L lessons – AL – Puriri/Titoki, CM – Manuka/Kahikatea and JD – Pohutukawa/Kauri</li> <li></li> </ul>								
Yet to start				Underway			Complete		
<b>Notes/Measures;</b>									

Initiatives	2023 Actions	Indicators	Timeframe	Resp
<b>3.2</b> Develop deliberate actions that promote wellbeing for our learners and community	3.2 A – Ensure the academic and social Well-being of PMPS students are tracked and monitored		Ongoing	
	<b>Notes/Measures;</b> <ul style="list-style-type: none"> <li>Upskill and rolling out Academic Wellbeing to the whole school. This will include admin staff and TAs</li> <li>Set expectations that this is on each agenda when teams meet</li> <li>Look at data and have discussions at a Team Leaders meeting to understand the need and track what is taking place around school.</li> <li>A review of the Mitey curriculum will take place and tailor these lessons around the Wellbeing survey from 2022.</li> <li>Every 5 weeks to look at data from Academic Wellbeing and PB4L with TL's to feed this down to teams.</li> <li>Check planning to ensure lessons are being taught each week – AD – Puriri/Titoki, CM – Manuka/</li> </ul>			
	3.2 B – Mitey and PB4L lessons are being explicitly taught weekly with confidence by staff		Ongoing	
	<b>Notes/Measures:</b> <ul style="list-style-type: none"> <li>Mitey and PB4L lessons are in planning and evident – individual weekly planning and where possible in inquiry planning.</li> <li>Explicit lessons taught around managing and expressing emotions/feelings</li> <li>Refer to the data for PB4L entries to understand what to teach</li> <li>Sharing the lessons and learning with our community through our regular platforms – ClassDojo etc</li> <li>Survey the staff on PB4L/Mitey lessons and track how this is going to learn if help is needed in the class. Furthermore, gain an understanding of how the Well-being Google Site is being used</li> <li>Swivel a variety of teachers in different years on teaching lessons and uploading this for staff. Put this on the Well-being Google Site</li> <li>Weekly discussions at Team levels around the lessons being taught – uploading to padlet, creating lessons together, sharing resources</li> <li>Time to share with Team Leaders to learn from each other. This could be done each fortnight.</li> <li>Observation/Walk around – looking at the class environment and asking students questions. Potentially have our Well-being Student Leaders walk around and asking questions of others</li> </ul>			
	3.2 C – Offer services and support to our PMPS community		Ongoing	
	<b>Notes/Measures;</b>			

	<ul style="list-style-type: none"><li>● Reach out to Kellie and ask about offering external services to our community</li><li>● Look to gain more knowledge about Mann Consultations to see what they offer and if this will be the right fit for our community</li><li>● Mitey/PB4L evenings for our community for them to understand what we do at school</li><li>● Have external agencies come to speak to our parents around Well-being</li><li>● Promoting counselling at school with community and students</li></ul>									
	Yet to start			Underway					Complete	
				Feb 23						
Notes/Measures;										
Initiatives	2023 Actions				Indicators		Timeframe		Resp	
3.3 Establish a cohesive school community that enhances learning	3.3 A - Teachers are communicating with their whānau weekly around learning						Ongoing			
	Notes/Measures: <ul style="list-style-type: none"><li>● During our conference, we will do a survey to help understand the level of satisfactory around communication to help us gain how we can improve</li></ul>									
	3.3 B - Establish a PTA						Ongoing			
	Notes/Measures: <ul style="list-style-type: none"><li>● Information on forming a PTA and speak to this at our Meet the Teacher evening on February 9th. Have one slide or takeaway for parents. This will also be sent out via our communication channels.</li><li>● Gather interest and then set expectations with this group</li><li>● Refer to guidelines - <a href="#">CLICK HERE</a></li></ul>									
	3.3 C - Utilize the expertise of the community						Ongoing			
	Notes/Measures: <ul style="list-style-type: none"><li>● To look at establishing relationships and tracking the parents/community who are getting involved with learning</li><li>● To attain contact details and information on eTap so we can draw on these experts in future</li><li>● Send out a <a href="#">survey</a> to your parent community to learn what our community can offer.</li></ul>									
	Yet to start			Underway					Complete	
	Feb 23									





**Pigeon Mountain School**  
Education with a Heart

## Vision; To provide Education with a Heart

