



2023 Annual Plan

VISION: Learning today for a better tomorrow

MISSION: To provide a positive, holistic learning environment which promotes success for all students and encourages a partnership between home, school and the community.

VALUES:

Kotahitanga:

All students engage in reciprocal, learning centred relationships

Manaakitanga:

All students experience an enabling learning environment

Whanaungatanga:

All students experience a responsive curriculum

Rangatiratanga:

All students experience success

SCHOOL CONTEXT

Baseline Data															
Student Learning and Engagement	Reading (% at or above NZC expectation)					Writing (% at or above NZC expectation)					Mathematics (% at or above NZC expectation)				
	2017	2018	2019	2020	2022	2017	2018	2019	2020	2022	2017	2018	2019	2020	2022
	44	51	63	54	49	39	50	55	44	43	48	50	61	54	44
<p>Due to extended Covid-19 disruption in the second half of 2021 there was no end of year, student data.</p> <p>Student attendance: In 2022 the overall student attendance rate was 75.0%, this is 6-7% lower than the previous 3-4 years. However, due to Covid-19 lockdowns in 2020 and 2021 attendance rates were not reflective of time spent at school. Getting students back to school consistently following Covid-19 lockdowns and illnesses continues to be challenging. The transience (student mobility) percentage for 2022 was 21.8% (29.6% on average 2014 - 2017 and 22.5% on average 2018 - 2020). In December 2022 only 28.5% (14/49) of the Year 8 cohort had completed all their previous primary schooling at Wiri Central School.</p> <p>As at February 2023 we have 6 ORS funded students enrolled, 5 classified as high needs and 1 classified as very high needs.</p>															
Special character: Māori medium and Samoan medium	<p>Wiri Central School has a Māori bilingual unit (Mōkai Āwhina) working at Level 1 MLP. In 2023 there will be three classes covering the range Year 0 - Year 8. There are 42 students in Mōkai Āwhina as at February 2023.</p> <p>Wiri Central School has a Samoan bilingual unit (Fofoa i Vaoese). In 2023 there will be four classes covering the range Year 0 - Year 8. There are 73 students in Fofoa i Vaoese as at February 2023. Our goal is that by the end of Year 8 these students will be bilingual and biliterate.</p>														
Review of Charter and Consultation	<p>School syndicate teams undertook regular termly review of the strategic plan which was shared and informed strategic review and future goal setting with school management team and BOT. Ongoing community consultation is undertaken to gather perspectives and aspirations for Māori and Pasifika students. In 2022 consultation occurred through informal opportunities during school or roopu events and a parent survey was conducted mid year. Information gathered during consultation informs strategic decision making.</p>														

Baseline Data

This data is relevant to both Strategic Goal 1 and Strategic Goal 2

Reading (% at or above NZC expectation)

2017	2018	2019	2020	2022
44	51	63	54	49

Writing (% at or above NZC expectation)

2017	2018	2019	2020	2022
39	50	55	44	43

[Link to 2022 Literacy Analysis of Variance](#)

Mathematics (% at or above NZC expectation)

2017	2018	2019	2020	2022
48	50	61	54	44

[Link to 2022 Numeracy Analysis of Variance](#)

Attendance data:

Attendance data for 2018, 2019: the school target for student attendance is 90% or above

	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	All years
90% +	70% 30%	50% 32%	55% 38%	60% 40%	62% 55%	56% 54%	64% 55%	54% 53%	75% 42%	60% 46%
2022	33%	20%	12%	11%	18%	24%	19%	15%	25%	19%

Year	Whole school attendance %	90% or greater attendance	Fewer than 4 days absence	20 or more days absence
2018	84.1%	60%		
2019	83.5%	46%	8% (29)	56% (210)
2020	81.8%	40% (149)	6% (21)	56% (209)
2022	75.0%	19% (71)	5% (19)	68% (252)

2022 Observations by WCS Attendance Officer - In Terms 3 and 4 there has been a significant improvement in parents communicating with the school regarding absences. There are some students for whom attendance at school has been a serious concern but this has improved through the communication, actions and support

delivered. A number of students who have very poor/erratic attendance live outside of our school zone. When classroom teachers also follow up regularly with parents about student absences, attendance frequently improves.

WWW data: 2018, 2019, 2020, 2022

In 2018, there were 908 incidents entered. In 2019 there were 706 incidents entered (22% reduction). In 2020 there were 468 incidents entered (33% reduction on 2019). Due to Covid-19 staggered breaks were introduced and at times there was lower attendance. These factors are likely to have had an influence on the data. In 2022 (to 18/11) there were 436 incidents recorded.

Of the incidents entered:

- 375 incidents happened in class with most happening in the second block (164)
- 314 incidents happened in class with most happening in the second block (127)
- 237 incidents happened in class with most happening in the second block (117)
- 186 incidents happened in class (186) spread throughout the day
- In the playground most incidents happened during the second half of lunch break (227) (159) followed by morning tea break (160) (110). In 2021 most incidents happened at morning tea (85) and slightly fewer in the lunch break (74). In 2022 most incidents happened between 12.30 and 1.00pm (93) followed by 1.00 - 1.30pm(74). These times represent the two staggered lunch breaks however some incidents may have occurred in classrooms at these times. There were 62 incidents between 10.30 - 11am (morning tea breaks)
- In the playground most incidents happened on the senior playground (116) (65) followed by junior playground (56) and turf (54). In 2021 most incidents happened on the senior playground (58) followed by the turf (31) In 2022 most incidents (61) happened on the senior playground, followed by outside (41) and the turf (30)
- In 2018 the most common behaviours managed by staff were non-compliance (292), inappropriate physical contact (289) and inappropriate language (280)
- In 2019 the most common behaviours managed by staff were inappropriate language (229), non-compliance (219) and inappropriate physical contact (203).
- In 2020 the most common behaviours managed by staff were inappropriate language (175), non-compliance (163) and inappropriate physical contact (137).
- In 2022 the most common behaviours managed by staff were inappropriate language (133), non-compliance (122) and inappropriate physical contact (107).
- The most common behaviour requiring support was physical fighting (197) (93). This is a 52% reduction. In 2020 the most common behaviour requiring support was abusive language (23). Physical fighting recorded 17 incidents. This is an 81% reduction. In 2022 the most common behaviour requiring support was physical fighting (43). Abusive language recorded 35 incidents. Both have increased since 2020.
- In 2018 there were 213 incidents requiring support, there were 162 in 2019. This is a 25% reduction. In 2020 there were 41 incidents requiring support, this is a 74% reduction on 2019. In 2022 there were 90 incidents requiring support.
- 602 (402) (320) (340) incidents involved peers and most were considered to be motivated by students wanting to obtain peer attention (345) (241) (140) (177)
- More incidents involved boys (412) than girls (56) across all settings.
- There were 4 stand downs in 2020. There were 8 stand downs in 2022

- More incidents involved Year 6 students than any other year level.

PB4L SET (School Evaluation Tool) Data (percentages)

	2016	2017	2018	2019	2020	2021	2022
Expectations Defined	75	75	75	100	100	Not collected in 2021	Not collected in 2022
Expectation Taught	50	60	40	70	80		
Reward System	50	0	100	100	83		
Violations System	25	75	87.5	65	100		
Decision Making	37.5	50	75	100	100		
Management	87.5	100	100	87.5	69		
MOE Support	100	100	100	100	100		
Average	60.7	65.7	82.5	88.9	90.2		

Improvement Plan – Strategic Goal 1

Build professional capability and collective capacity to ensure all students are engaged in educationally powerful connections and relationships and able to experience a responsive curriculum, effective teaching and opportunity to learn

Annual Goal	Indicators of effective practice
<p>Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets</p>	<ul style="list-style-type: none"> ● The professional community: <ul style="list-style-type: none"> ○ shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing ○ gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective practice ○ engages in systematic, evidence-informed professional inquiry to improve outcomes for students
<p>Organisational structures, processes and practices enable and sustain collaborative learning and decision making</p>	<ul style="list-style-type: none"> ● Clear plans for improvement incorporate multiple professional learning opportunities and monitoring of anticipated changes in teacher practice and student outcomes. ● Leaders and teachers: <ul style="list-style-type: none"> ○ use evidence of student learning and progress as a catalyst for professional dialogue ○ participate in regular, purposeful classroom visits and observations and provide formative feedback (coaching). ○ engage in open-to-learning conversations as they identify and investigate problems of practice, set goals and develop evidence-based solutions, asking themselves what works (practical insight) and why (theory) ○ work collaboratively to plan curriculum, design tasks and activities, and assess and evaluate - inclusive of students with learning support needs ○ develop and share resources, materials and smart tools ○ monitor and evaluate the impact of actions on student outcomes ● Leaders and teachers seek evidence about the effectiveness of professional learning processes in terms of teacher practice and student outcomes

Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i> When <i>When will this happen?</i>	Who will lead this?	Resourcing <i>Money/time needed? Who will help us?</i>	Indicators of Progress: <i>What will we see? (Measureable changes in trustee's behaviours and in student outcomes).</i>
<p>1A. Identify specific target students for attendance (Term 1). Monitor regularly, build learning focused relationships with whānau through regular home contact and develop student self efficacy (ongoing).</p> <p>1B. Gather and use student and whānau voice to refine teaching and learning programmes including students with Learning Support needs. Implement teacher professional learning on how to do this:</p> <ul style="list-style-type: none"> ➤ Assessment for Learning PLD - daily reflection/plenary, sharing assessment information with students and whānau, IEPs, listening to and observing students, anecdotal records (ongoing) <p>1C. Design activities that:</p> <ul style="list-style-type: none"> ➤ Are informed by relevant assessment information and data (teacher noticing and responding to student needs) <ul style="list-style-type: none"> ○ Implement teacher professional learning on how to make and moderate OTJs, understand the connection between formative and summative assessment information and use this to support planning (Term 1-2) ➤ are challenging and achievable for all students. Students are aware of learning expectations, goals and their next steps (supported by checklists) 	<p>Teachers Monitored by Senior Staff (SS)</p> <p>Teacher and roopu Monitored by Senior Staff (SS)</p>	<p>Time and access to phone Timely reports Attendance Officer, Truancy Service, SWiS, SLT</p> <p>Teaching colleagues (internal and external), LSC PLD facilitators including MOE, RTLB, external courses AfL student capabilities matrices Wider community as appropriate Staff and team meeting time, teacher release time</p>	<p>1A. Evidence of staff engagement with school systems for addressing attendance seen in roopu/SS/SLT minutes, pastoral care documents, teacher use of etap data, attendance spreadsheets. increased number of students with 90%+ attendance. 25%+ improvement in annual attendance for target students. 80%+ overall attendance rate for 2023</p> <p>1B/C. Target students are making at least expected progress in literacy and numeracy. All students are making progress (academic, social and emotional). Students leading their own learning e.g. collated student voice and/or AfL student capabilities matrices. Quality teacher planning reflected through:</p> <ul style="list-style-type: none"> ● Use of school planning document, regular sharing and moderating of teacher planning ● Roopu moderation (minutes) including regular, ongoing reflection

<ul style="list-style-type: none"> ➤ incorporate simple UDL principles and/or ESOL strategies ➤ deliberately provide opportunities for students to experience and present learning in culturally sustaining ways ➤ Are inclusive of all cultures and learning abilities and disabilities <p>Teachers regularly reflect on own teaching practice in relation to above (ongoing).</p> <p>1D. Teachers individually use AfL Capabilities Matrix to identify and set goals for teaching. Goals are monitored regularly through cycles of observation, feedback, professional conversations and planning (Term 1-3)</p>	<p>Teachers Monitored by Senior Staff (SS)</p>	<p>AfL Capabilities Matrix AfL workshops Clarity in the Classroom Release to observe best practice</p>	<ul style="list-style-type: none"> ● Feedback from leaders and/or colleagues ● Integration with AfL and TAI and associated classroom observations and feedback ● Inclusion of specific strategies to support students including those with LS needs/ESOL <p>1D. Achievement of teacher AfL goals evidenced by individual AfL teacher capabilities matrices and feedback from classroom observations.</p>
<p>1E. Teachers engage in regular professional conversations about target students, groups of students or individuals in a range of settings, e.g. roopu, schoolwide. Conversations are informed by evidence, e.g. individual student assessments, T&M information, evaluation of planning/annecdotal notes etc</p> <ul style="list-style-type: none"> ➤ Use eTAP to track and monitor student achievement - provide ongoing teacher support in use of eTAP (Term 1 and ongoing) ➤ Continue to build teacher understanding of student assessment tools (ongoing) 	<p>Teachers supported by Senior Staff (SS)</p>	<p>Student assessment data/evidence and teacher records</p>	<p>1E. Improved student achievement and progress indicated by T&M data and standardized assessment information and OTJs. Professional records (roopu/SS/staff minutes, IEPs, Professional Review records, anecdotal notes on planning) reflect engagement with data and planning for next steps.</p>
<p>1F. Implement Wiri Whānau Way (WWW) consistently so that it is understood and implemented by staff, students, parents and whānau.</p> <ul style="list-style-type: none"> ➤ Fortnightly focus identified by data, shared at weekly communication meeting and assembly, teaching values and expectations as evidenced in weekly planning, implementing rewards consistently (ongoing) ➤ Regular communication with whānau about WWW – expectations shared, promotion and celebration of achievements, integrated into schoolwide theme of “Connection” (ongoing) 	<p>WWW team, Whānau leaders and all staff</p>	<p>External facilitator, SLT, LSC, SWiS PD workshops Whānau programme HAL PD & resources</p>	<p>1F. Roopu/SS/Staff meeting minutes, pastoral care documents reflect analysis of data each term at all levels of the school. Links between data analysis and teacher planning can be seen. Individualised plans monitored by teachers and LoLs, shared with SLT. Improved student behaviour/learning observed and identified by data.</p>

<ul style="list-style-type: none"> ➤ Individualised plans put in place for students identified through data (ongoing) ➤ Review of IYT training for all teaching staff (Term 2) 			<p>20% decrease in major incidents (from 2022 data - physical fighting 43 incidents, abusive language 35 incidents). School newsletters/website/signage reflect information shared with whānau. Feedback gathered from whānau.</p>
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Monitoring: *How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Improvement Plan – Strategic Goal 2	
Use evaluation, inquiry and knowledge building for improvement and innovation	
Annual Goal	Indicators of effective practice
Coherent organisational conditions promote evaluation, inquiry and knowledge building	<ul style="list-style-type: none"> ● Leaders and teachers recognise the importance of student and community voice and use it as a key resource when deciding priorities for inquiry and improvement
Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation	<ul style="list-style-type: none"> ● Leaders and teachers are data literate: posing focused questions, using relevant data, clarifying purpose(s), recognising sound and unsound evidence, developing understanding of statistical and measurement concepts, and engaging in thoughtful interpretation and evidence-informed conversations ● Generation of solutions, decision making, and strategy implementation all draw on research evidence about how to most effectively improve outcomes for learners ● Participation in evaluation, inquiry and knowledge building activities contributes to changes in thinking and behaviour and builds inquiry habits of mind

- Engaging in evidence-based decision making increases teacher efficacy and agency

Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

What (examples) *Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices*
When *When will this happen?*

Who will lead this?

Resourcing
Money/time needed? Who will help us?

Indicators of Progress: *What will we see? (Measureable changes in leaders' and teachers' behaviours and in student outcomes).*

2A. Participate in collaborative inquiry related to schoolwide areas of priority:

1. Language for Literacy
 - a. Developing oral language (Term 1-4)
 - b. Structured literacy approach - Liz Kane programme at Y0-3, Agility with Sound at Y4-8 (Term 2-4)
2. Whānau Engagement (Term 1-4)
3. Assessment practices (Term 1-3)

- Discuss/interrogate data to identify next steps at all levels – schoolwide, roopu, class, individual (ongoing)
- Engage with current research/theory in order to develop shared understanding of effective teaching practices and implement in classroom practice (ongoing)

Principal Leaders of priority areas and their team members Supported by SS

PD workshops
 External and internal facilitators/expertise
 Specific budgets
 Release for leaders as required

2A. Improvement plans are in place and are monitored and evaluated regularly. Evidence of positive changes in teacher practice observed. Evidence of collaborative inquiry/schoolwide priorities in teacher planning, roopu, SS, staff meeting minutes.

2B. Implement an improvement focused, collaborative, problem solving based approach to planning/teaching and learning at all levels - schoolwide, roopu, classroom, individual, which includes:

- development of strong professional and collegial relationships (Term 1 and ongoing)
 - teacher-teacher
 - teacher-student
 - teacher-whānau

Principal with SS

PD opportunities
 LoL release
 T release if required

2B. Improved student achievement and progress indicated by T&M data and standardised assessment information. Teacher records (roopu/SS/staff minutes, IEPs, notes on planning) reflect engagement with data and planning for next steps. Termly Strategic Plan reviews provides evidence of progress and identifies next steps for roopu.

<ul style="list-style-type: none"> ○ teacher-leader ➤ building teacher knowledge of assessment – tools, purpose, consistent implementation, and analysis of data (Term 1-3) <ul style="list-style-type: none"> ○ Implement teacher professional learning on how to make and moderate OTJs, understand the connection between formative and summative assessment information and use this to support planning (Term 1-2) ➤ making clear links between data and poutama and planning (ongoing) ➤ regular moderation of student achievement through data conversations roopu and schoolwide, supported by evidence of student learning <ul style="list-style-type: none"> ○ Use eTAP to track and monitor student achievement - provide ongoing teacher support in use of eTAP (Term 1 and ongoing) ○ Continue to build teacher understanding of student assessment tools (ongoing) ➤ engagement in observation and feedback cycles (Term 1-3) <ul style="list-style-type: none"> ○ teacher or leader initiated ○ shared clarity around observation focus ○ next steps/actions identified and monitored through next observation and professional conversations ➤ professional conversations and observations support identification of PD needs (ongoing) <p>2C. Engage in Teacher Professional Growth Cycle/Professional Review with a focus on improvement which incorporates:</p> <ul style="list-style-type: none"> ➤ implementation of AfL practices in classrooms (ongoing) ➤ teacher inquiry (TAI) linked to school priorities (ongoing) ➤ engagement with Tātaiako/Tapasā cultural competencies (ongoing) 	<p>Principal with SS</p>	<p>PD workshops – internal and external as required Professional Review folder and documents</p>	<p>Improved practice evidenced by Professional Review records, student achievement data, student and parent voice, observation and feedback records.</p> <p>2C. Improved practice evidenced by Professional Review records, student achievement data, student and parent voice, observation and feedback records.</p>
<p>Monitoring: <i>How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?</i></p>			

Analysis of variance - Literacy 2023

Strategic Goal 1: Build professional capability and collective capacity to ensure all students are engaged in educationally powerful connections and relationships and able to experience a responsive curriculum, effective teaching and opportunity to learn

Strategic Goal 2: Use evaluation, inquiry and knowledge building for improvement and innovation

ANNUAL GOALS

From Strategic Goal 1:

1. Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets
2. Organisational structures, processes and practices enable and sustain collaborative learning and decision making

From Strategic Goal 2:

1. Coherent organisational conditions promote evaluation, inquiry and knowledge building
2. Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation

2022 Recommendations

School-wide Language for Literacy (L4L)

Continue to use L4L strategies for oracy and begin to work on the reading process.

Junior school Y1-3 Eng-medium phonemic awareness included in all classes as part of literacy programmes

Junior school MĀ and FiV use the PLD providers that were available and develop networks

School-wide writing process to be implemented that ensures continuity from one year to the next i.e. the process is the same and new skills are added to each learner's kete.

School-wide moderation in writing - this needs to be happening continuously within teams and across teams at least once a year.

Assessment for Learning (AfL) AfL is a key tool for teachers and learners. We must increase the connections between AfL theory, L4L and planning for learning. Teachers need to learn how these go together to make great learning experiences across the curriculum.

Identification and tracking of target learners needs to be strengthened.

PCK increase - personal learning. Teachers need to take increased responsibility for their professional learning. In roopū Leaders of Learning need to drive the professional development for their teams. This needs to be specific and targeted to needs, planned and minuted.

Targets and results -WRITING

TARGET for 2023 is 60% of all students will be working AT or ABOVE the expected curriculum level in writing.

Writing results	2022	2023 target	2023
ALL	43	60	
Māori	34		
Pasifika	47		
Boys	35		
Girls	54		
ESOL	49	65	
FIV	72	75	
MĀ	43	55	

Writing results	2022	2023 target	2023
Y1	100	100	
Y2	21	70	
Y3	53	50	
Y4	39	70	
Y5	63	60	
Y6	22	75	
Y7	26	50	
Y8	35	50	

Targets and results -- READING

TARGET for 202 is 70% of all students will be working AT or ABOVE the expected curriculum level in reading.

Reading results	2022	2023 target	2023
ALL	49	70	
Māori	43		
Pasifika	49		
Boys	44		
Girls	60		
ESOL	53	75	
FiV	69	75	
MĀ	65	75	

Reading results	2022	2023 target	2023
Y1	100	100	
Y2	25	70	
Y3	70	50	
Y4	62	85	
Y5	62	80	
Y6	26	80	
Y7	30	50	
Y8	43	55	

Targets and Results - English for bilingual learners E4BL (number of students)

Reading					Writing				
(67)	Y5 (13)	Y6 (20)	Y7 (18)	Y8 (16)	(67)	Y5 (13)	Y6 (20)	Y7 (18)	Y8 (16)
Target 46 % (31)	0	30 (7)	60 (11)	80 (13)	Target 36 % (24)	0	20 (4)	45 (8)	75 (12)

Result					Result				
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Targets and results- Mōkai Āwhina Te Reo Māori				Targets and results - Fofoa i Vaoese Gagana Samoa			
<p><u>Kōrero</u></p> <p>TARGET for 2022 65% of all Mōkai Āwhina students will achieve at/above the expected curriculum level in kōrero.</p>				<p><u>Tautala</u></p> <p>Currently there is no assessment available in Gagana Samoa.</p> <p>TARGET for 2023 is to 'find' and use an assessment suitable to Fofoa i Vaoese students.</p>			
Kōrero	2022	2023 target	2023				
ALL	58	65					
Boys	-						
Girls	-						

Reasons for variance (Why did this happen?)	Evaluation (Next steps)

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Analysis of Variance and Improvement Plan - Numeracy 2023

- Strategic Goal 1: Build professional capability and collective capacity to ensure all students are engaged in educationally powerful connections and relationships and able to experience a responsive curriculum, effective teaching and opportunity to learn**
- Strategic Goal 2: Use evaluation, inquiry and knowledge building for improvement and innovation**
- Strategic Goal 3: Ensure all students experience governance and leadership that works strategically and collaboratively to improve outcomes for all stakeholders**

Annual Goals:	Targets	Results
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From Strategic Goal 1:

1. Systematic, collaborative inquiry processes and challenging professional learning opportunities align with the school vision, values, goals and targets
2. Organisational structures, processes and practices enable and sustain collaborative learning and decision making

From Strategic Goal 2:

1. Coherent organisational conditions promote evaluation, inquiry and knowledge building
2. Collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation

From Strategic Goal 3:

1. The board actively represents and serves the school and education community in its stewardship role
2. The board scrutinises the effectiveness of the school in achieving valued student outcomes

Overall Mathematics

Overall Results %	2019	2020	2022
ALL	61	54	44 (Main)
MĀ	71	55	54
FiV	88	67	69

2021-No overall data collected in 2021.

Further analysis of some end of year 2022 data: (Y0-7)**'Basic Facts'**

- 76% of students are working at 'well below' or 'below' in basic facts. **(English Medium)**
- 96% of Y6s are at 'well below' in basic facts **(English Medium)**
- Around 60% of students are working at 'well below' or 'below' in basic facts. **(FiV)**
- Around 70% of students are working at 'well below' or 'below' in basic facts **(MA)**

Why are 'basic facts' important:

- They are like the building blocks for maths.
- The more fluent and accurate a child is with these, the more confident they will be working through more difficult problems.
- 'Thinking' and 'energy' is 'freed up' to do more challenging problems.
- It is needed to support the learning of strategies.
- Requires lots and lots of repetition to become embedded in long term memory. (FUN is of course important!!)
- Teachers need to apply a systematic approach- i.e. regular tracking and formative assessment; Numeracy books provide an excellent systematic framework in learning these.

Maths	2023 %	Variance
ALL (Main)	60%	
MĀ	60%	
FiV	75%	

Global Strategy (Students most advanced strategy)

Year (Mains.)	2022 At or above	2023	Variance
Y1	33%		
Y2	19%		
Y3	56%		
Y4	64%		
Y5	40%		
Y6	27%		
Y7	6%		
Y8	n/a*		
MA	42%		
FiV	30%**		

*Note: 2022 Y8 students no longer attend Wiri Central School

**Note: The Global strategy data for FiV is inaccurate in this table.

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Analysis and next steps for 2023:

- **1) Thorough tracking and monitoring-** for 2023 we will be encouraging more use of our school reporting system 'Etap'. This is where teachers enter data. There are quite a few useful tools and graphs on here that can be used to track student progress throughout the year. After every term teachers **could be entering an OTJ** (end of Term 1 and End of Term 3 markbooks would need to be set up) Regular discussions in teams and as a Senior Staff will help keep our focus on the learning and on the target students (those at below) We need to keep data at the forefront and etap is a useful tool to help track it.
- **2) Improving teacher pedagogy in maths-** through having a **'balanced maths diet'** - **'Making thinking visible'** / **AFL Assessment for Learning** (show steps, modelling books, display strategies and student work), **'Building procedural fluency'** / **'Basic Facts Knowledge'** (applying procedures, justifying use and connecting to real life contexts), **'Engaging in discourse'** / **LFL Language for Literacy** (share ideas with each other (students), talk to each other, communicate with each other), **'Questioning and Feedback'** / **AFL** (encourage explaining, make connections with big ideas, feedback that supports next steps), **'Focus on the big ideas'** / **AFL** (knowing maths skills and concepts are interconnected), **'Rich tasks'**

(connect to big ideas, allow multiple entry points, can be solved in various ways) and finally '**Varied learning experiences**'/ **LfL** (opportunities to work in pairs, collaboratively, individually and whole class).

- **3) Basic facts & Number Knowledge- (See above also)** End of year data clearly shows poor results in basic facts knowledge. Time needs to be spent on these in class; and just as importantly the knowledge of students needs to be accurately tracked.