



**School Charter  
Strategic and Annual Plan for**

**PAHOIA SCHOOL**

**2017 - 2020**

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# SCHOOL DESCRIPTION

Pahoia School is a Decile 9 rural primary school situated 20kms north of Tauranga on the corner of State Highway 2 and Esdaile Road. It is a contributing school catering for New Entrant to Year 6 students.

86% of our students are NZ European with the remainder identified as Maori (8%), British/Irish (3%), Indian (2%) and other (1%).

Pahoia School's present staff is:

- 1 Principal
- 1 Deputy Principal/ Special Educational Needs Co-ordinator (SENCO)
- 9 Teachers
- 2 Part time Curriculum Release Teachers
- 2 Teacher Aide
- 1 Librarian / Teacher Aide
- 1 Office Administrator
- 1 Part Time Sports Administrator / Teacher Aide
- 1 Part Time Caretaker.

The estimated end of year December 2017 roll is 225.

The school's official enrolment zone is from Youngson Road and Omokoroa Beach Road to the east, the Wainui River to the west, the Tauranga Harbour to the north and the Kaimai Range to the south.

Approximately half of our pupils use the Pahoia School bus service. The remainder (apart from the few who walk or bike) are driven to school.



# MAJOR HISTORICAL DEVELOPMENTS

1927	School opened on Pahoia Road
1934	Relocated to present location - 2 classrooms
1945	Principal's house built
1957	Swimming pool built
1972	Year 7 and 8 pupils sent to Katikati College
1983	Third classroom added
1984	Fourth classroom added
1986	Library built
1987	Staffroom and sick bay re-modeled.
1993	Fifth classroom added
1996	Sixth classroom added
1998	Two more classrooms added (8 at present)
1999	Staffroom upgrade
2000	School house re-modeled into new library, kitchen and music room
2003	Nature area planted
2005	Re-development of swimming pool changing sheds, toilets and fence
2006	Car park, new PE shed and solar heating for pool installed
2007	Astroturf installed
2011	Construction of Community Hall on site.
2013	Open learning environment in junior classrooms developed.
2014	All classrooms changed to a collaborative approach, with the school structuring around team teaching.

# VISION

## Mission Statement:

Preparing learners for now and the future.



Pahoia is a school and a community. We aspire to see our tamariki achieve great things in the future. The artwork above tells the story of a community that is growing its children, each represented by a seed in the soil. We recognise the importance of understanding our heritage, knowing what it means to be a 'Kiwi', living in bi-cultural New Zealand, in a multicultural society. The painting tells the story of three flax kete. The first being a repository of knowledge, the second highlighting the cycle of growth from seedlings to great trees, and the third has the seeds spread far and wide. The images highlight our vision to see our children connected to a global community, with the skills, knowledge and understanding to be able to effectively engage with society, for now and the future.



## Vision

To be a community of globally aware and locally grounded, confident, life-long learners.

<b>Collaborative Learners</b>	<b>Active Learners</b>	<b>Innovative Learners</b>	<b>Life-long Learners</b>
<p><b>Globally Connected</b> <i>I learn with and from others around the world</i></p>	<p><b>Ownership of our learning</b> <i>I know what I'm learning and know how to get there</i></p>	<p><b>Creative</b> <i>I dream, imagine, explore and build</i></p>	<p><b>Self-motivated</b> <i>I learn because I want to</i></p>
<p><b>Know about ourselves and others</b> <i>I understand where I fit in the world</i></p>	<p><b>Real life learners</b> <i>I learn anytime, anywhere, any pace</i></p>	<p><b>Inquisitive</b> <i>I'm curious, I want to know more</i></p>	<p><b>Critical Thinkers</b> <i>I know how to think, not what to think</i></p>
<p><b>Contributors</b> <i>I help others to be successful</i></p>	<p><b>Effective Communicators</b> <i>I use tools and skills to communicate with others</i></p>	<p><b>Risk Takers</b> <i>I'm not afraid to try new things</i></p>	<p><b>Literate and Numerate</b> <i>I use language and maths to inform my learning</i></p>
<p><b>Strength of Character</b> <i>My character is reflected in my words and actions</i></p>	<p><b>Reflective</b> <i>I look back to look forward</i></p>	<p><b>Resilient</b> <i>I bounce back</i></p>	<p><b>Resourceful</b> <i>I know what to do when I don't know what to do</i></p>

# PRINCIPLES

Curriculum delivery is underpinned by and consistent with the principles outlined in the New Zealand Curriculum.

## **High expectations:**

Learners are encouraged to do their 'personal best'.

Teachers convey and reinforce high expectations of achievement and behaviour.

Learners are encouraged to use their creativity, imagination and problem solving skills.

High expectations also apply to staff.

## **Treaty of Waitangi:**

Learners benefit from rich learning experiences that enable them to understand and value the bicultural heritage of New Zealand.

## **Cultural diversity:**

Staff and pupils are knowledgeable of others' cultural backgrounds and are sensitive to a range of beliefs and practices.

## **Inclusion:**

Learners identities, interests, abilities and learning styles are recognised and celebrated.

Our professional practice is non-sexist, non-racist and non-discriminatory.

## **Learning to learn:**

Learners receive feedback that helps them to understand their own strengths and weaknesses and their next learning steps.

Learners are aware of learning intentions and success criteria.

A variety of learning styles are catered for.

## **Community engagement:**

Learning connects with learners' lives outside of school and involves their families and the wider community.

## **Coherence:**

Students are offered a balanced education that makes links across all learning areas.

Opportunities to learn new skills, inquire, question and apply creativity are embedded in our practice.

## **Future focus:**

Learners are encouraged to look to the future and consider a range of issues that will impact on themselves and others in our community and around the world.



# KEY COMPETENCIES

Key Competencies are developed through our school culture, classroom practice and learning activities. The following understanding of 'key competencies' has been developed with our learners.

## **THINKING**

We believe this means: using creative and critical thinking to problem solve, ask questions, make decisions and reflect on our learning.

## **USING LANGUAGE, SYMBOLS AND TEXTS**

We believe this means: using words, numbers, pictures and technologies to communicate our ideas, experiences and information.

## **MANAGING SELF**

We believe this means: being self-motivated, making good decisions, striving for excellence, being resourceful and resilient, managing our time, setting goals and taking steps to achieve them.

## **RELATING TO OTHERS**

We believe this means: working collaboratively with each other, sharing ideas, playing fair, being an active listener and showing respect and kindness with our words and actions.

## **PARTICIPATING AND CONTRIBUTING**

We believe this means: being an actively involved and supportive member of our community, helping others to be successful.

# Our Beliefs About Teaching and Learning (1)

The following beliefs form the link between our vision and classroom practice. They are 'What really counts around here.'

## **FOUNDATION LEARNING**

We believe that with high levels of competency in literacy and numeracy, where students will be able to take full advantage of any future learning opportunities. We see the foundation skills as interactive tools that our learners use to engage with all areas of the NZ Curriculum, and to prepare them for now and the future.

### Therefore we will:

- Put into practice agreed literacy and numeracy programmes.
- Work towards achieving set literacy and numeracy targets/standards.
- Provide feedback and 'feed-forward' to help set learning goals and scaffold students' learning.
- Identify students at risk and provide appropriate teaching, resources and monitoring.
- Integrate literacy and numeracy skills in all learning areas.
- Adhere to agreed presentation skills / standards for book work.

## **STUDENTS AND STAFF TAKE OWNERSHIP OF THEIR LEARNING**

Successful learners are able to select from a range of strategies to achieve tasks they undertake. We want our learners to take a growing responsibility for their own learning, be aware of a range of strategies available and make the right choices. 'Knowing what to do when you don't know what to do' will be an important future skill.

### Therefore we will:

- In all interactions support students to take responsibility for their own choices.
- Provide opportunities for students to use their talents, interests and backgrounds in their learning.
- Ensure all learners know what is expected in any task and what success looks like.
- Support learning with appropriate thinking tools.
- Learners are supported to develop goals and reflect against negotiated success criteria.
- Encourage and support parents to be actively involved and aware of the next learning steps in their children's learning.



# Our Beliefs About Teaching and Learning (2)

## STAFF AS ACTIVATORS OF LEARNING

The teacher's role is to cause learning, engaging children by hooking into their passions, skills, talents and interests. Through this student creativity, independence and ownership of their learning is supported and developed.

Therefore we will:

- Know our learners and aim to provide hooks into learning, through passions, strengths, backgrounds and needs.
- Use the NZ Curriculum, plan a range of rich themes and contexts for learning.
- Make use of the immediate environment and community resources.
- For each theme, engage in a range of tasks which foster the learner's curiosity, creativity and independence.
- Support students to gain a sense of pride through their success and to learn the value of personal effort.
- Have clear learning intentions, negotiate learning goals with students and provide timely 'feedback' and 'feed-forward'.
- Have a co-constructivist approach to negotiating learning, challenging students' thinking and exposing them to new ideas.
- Know learners abilities and have high expectations for them.
- Ensure students are aware of expectations, and have opportunity to negotiate and own their learning goals.

## SAFE, STIMULATING AND INFORMATIVE CLASSROOMS

Students need emotionally and physically safe classrooms and predictable routines to allow them to work independently and allow the teacher to work with groups or individuals.

Therefore we will:

- Ensure that all classrooms reflect the school's vision, values and key competencies.
- Develop clear classroom expectations with students to develop a sense of ownership of their own learning community.
- Ensure students have skills for independent group tasks in order to allow the teachers to focus on supporting groups or individuals.
- Display evidence of the process of student learning and celebrate creativity and thinking in all learning areas—their personal best.

# Supporting Students with Special Educational Needs

At Pahoia School we are committed to providing an inclusive learning environment where differences are valued and celebrated and high expectations are held for all learners. As a school we are committed to developing best practice for all students. We recognise that some learners have particular educational requirements to support learning, communication, social/emotional, behaviour, sensory, physical, health needs and/or abilities. We understand and value that it is our school's role to ensure we identify, support and foster the needs of those students:

- who are not achieving
- who are at risk of not achieving
- who have special educational needs, including those who have specific learning difficulties and those who are gifted or talented

in order that they may reach their potential and experience success and a sense of achievement in their learning and interactions with others.

## Key Principles:

- Special education needs are highly individual. They can be specific or complex, mild or severe, short or long term.
- Teachers have a responsibility for providing adequate teaching and learning support for all students in their care including those with specific learning difficulties and those in at risk learner groups.
- Learning preferences are identified and celebrated with strengths recognised – as opposed to focusing on learning disabilities, deficiencies and deficits. Teachers notice learning differences and adjust their practice.
- Learning environments are responsive to the needs of all learners, learners feel safe and valued, are engaged and motivated.
- All staff develop strong partnerships with parents and whanau to strengthen pathways to learning.
- Early identification and intervention is vital in order for the learner to access the curriculum.
- Internal and external support personnel and agencies (i.e SENCO, Teacher Aides, Resource Teacher Learner and Behaviour (RTL), Resource Teacher of Literacy RTLit), Group Special Education (GSE), Speech and Language Therapist (SLT), Occupational Therapist (OT) work alongside teachers to adjust and improve practice so that best practice can be embedded and benefit all learners.
- Most learners will be catered to through differentiated programmes within the classroom, while some may require provision beyond the classroom such as a modified classroom programme, an in school programme for specific learning needs targeted teacher aide time, and specific parent involvement and support. In some instances an Individual Education Plan (IEP) or a Group Learning Plan (GLP) will be developed and implemented by all necessary parties.
- Commitment to ongoing assessment of personnel, physical and other resources to meet the specific needs of our learners with special educational needs.
- Regular review of special needs practices to ensure changing needs are appropriately met.



# Cultural Diversity and Maori Dimension

Pahoia School encourages students to show an understanding of and empathy with others. We recognise the unique place of Maori culture within New Zealand society and all cultures represented in the school and wider community. The school's plans and policies are implemented in ways that are sensitive to the cultural backgrounds and values of students and their families.

## **How our school will reflect New Zealand's cultural diversity**

As a school we recognise and celebrate the range of cultures and diversity that we have in our own community. Will look to celebrate this by providing students with opportunities to share and understand their own cultural heritage and explore the diversity of other cultures. We also acknowledge that as a school we do have a limited mix of cultures within our cohort. Therefore we are also deliberate in looking for opportunities to expose our students to the bi-cultural country and multi-cultural society that we live in.

## **How our school will reflect the unique position of the Maori culture**

The Treaty of Waitangi and the values it underpins are foundational to New Zealand society. We appreciate the importance of these values being embedded into our school. This will be achieved through Te Reo and Tikanga being integrated into classroom and whole school activities. We look for children to display a positive attitude towards Maori culture, language and protocols, and to recognise them as fundamental to our New Zealand identity.

Te Reo and Tikanga will be integrated into the school by:

1. Deliberate learning plan for Te Reo and Tikanga Maori across the school.
2. Participating in Maori art and craft through integrated studies or as stand alone units.
3. Engaging with local Maori history and legends.
4. Considering Maori cultures and customs during school events, meetings, special occasions.
5. Having a physical environment that reflects Maori culture and language.

## **Higher levels of Te Reo or Tikanga Maori**

No specific Te Reo programme is currently available. Should a parent, however, request instruction in Te Reo Maori, the school will pursue local alternatives and support parents in their various options.



# Strategic Goals 2017 - 2020

	Strategic Goals		Core Strategies for Achieving Goals 2017 - 2020
Effective Teaching and Learning	Engaged, successful learners	(a) Learners to take ownership of their learning by setting their own learning goals, and know the next steps required to achieve them.	<ul style="list-style-type: none"> <li>★ Continue to provide a broad and balanced curriculum.</li> <li>★ Embed our shared learner language, increasing student ownership of learning.</li> <li>★ Collect student voice regarding learning and engagement.</li> <li>★ Assessment for Learning strategies implemented across the school for teaching and learning.</li> <li>★ Look for opportunities to engage outside expertise to critique, consult and support our professional learning and practice.</li> <li>★ Further development of teacher understanding around effective modern learning practices.</li> <li>★ Continued development of teacher self review and appraisal processes.</li> </ul>
	Effective teaching practices	(b) Teachers are reflective and responsive to their learner's needs. Teachers know their impact on learning outcomes.	
School Culture	Safe and inclusive school.	(a) Fostering a caring environment that is emotionally, socially and physically safe for all, and appreciates individuality and uniqueness.	<ul style="list-style-type: none"> <li>★ Continue to unpack and embed the Pahoia learner qualities of our graduate profile.</li> <li>★ Provide opportunities for our learners to physically and culturally connect with their local environment.</li> <li>★ Further development of Maori culture and language in our classrooms and learning.</li> </ul>
	Strong sense of belonging	(b) Recognise and value the unique position of Maori culture in New Zealand.	
Engaging with Community and Whanau	Whanau as active partners	(a) Engaged families / community who actively contribute to the learning process.	<ul style="list-style-type: none"> <li>★ Offer a range of opportunities for parent engagement and contribution to learning.</li> <li>★ Regular collection of community feedback.</li> <li>★ Effective home- school communication.</li> </ul>
	Effective home-school relationships		
Governing, Leading and Managing	Effective Self Review	(a) Effective self review procedures in place which influence decisions and direction.	<ul style="list-style-type: none"> <li>★ Ongoing community consultation</li> <li>★ Regular self-review of Board of Trustees core processes.</li> <li>★ Allocate resourcing to allow equitable accessibility to technology.</li> <li>★ Development of outdoor learning spaces.</li> <li>★ Ongoing review of property plan with specific focus on effective learning environments.</li> </ul>
	Commitment to quality learning environments	(b) Resourcing provided to enable effective and innovative learning environments and practice.	



**Annual Plan**

**PAHOIA SCHOOL**

**2017**

# Strategic Goals - Key Improvement Strategies

	Strategic Goals		2017 Action Points
Effective Teaching and Learning	Engaged, successful learners	(a) Learners to take ownership of their learning by setting their own learning goals, and know the next steps required to achieve them.	<ul style="list-style-type: none"> <li>★ Development of a school wide platform for gathering evidence of learning.</li> <li>★ Creation of a Pahoia continuum of reading progressions and next steps.</li> <li>★ Develop a professional learning plan that aligns with and responds to school wide goals and changing needs.</li> <li>★ Build teacher capacity to use the Teaching as Inquiry Model.</li> <li>★ Create Data Walls as a visual tool for staff to monitor target learners.</li> </ul>
	Effective teaching practices	(b) Teachers are reflective and responsive to their learner's needs. Teachers know their impact on learning outcomes.	
School Culture	Safe and inclusive school.	(a) Fostering a caring environment that is emotionally, socially and physically safe for all, and appreciates individuality and uniqueness.	<ul style="list-style-type: none"> <li>★ Engage external supports to assist with classroom strategies such as Circle Time.</li> <li>★ Strengthen teacher/learner relationships through guardian group engagement at beginning and end of each day.</li> <li>★ Continue to unpack and embed the Pahoia learner qualities during a weekly school hui.</li> <li>★ Undertake a school review around cultural responsiveness using Hautu.</li> <li>★ Engage external support to provide sustainable Kapa Haka opportunities for learners.</li> <li>★ School wide focus around Te Reo, Tikanga and Matariki.</li> </ul>
	Strong sense of belonging	(b) Recognise and value the unique position of Maori culture in New Zealand.	
Engaging with community and whanau	Whanau as active partners	(a) Engaged families / community. They contribute to the learning process.	<ul style="list-style-type: none"> <li>★ Increased communication with parents of students who are target learners.</li> <li>★ Review community feedback around adopting a compulsory school uniform.</li> <li>★ Encourage parents as experts or support during 'My Time'.</li> <li>★ Host community curriculum/ teaching practice workshops.</li> <li>★ Develop new website incorporating a school app to engage our community.</li> <li>★ Adopt Seesaw digital portfolio/blogging platform for sharing learning celebrations and Pod events and communications.</li> </ul>
	Effective home-school relationships		
Governing, Leading and Managing	Effective Self Review	(a) Effective self review procedures in place which influence decisions and direction.	<ul style="list-style-type: none"> <li>★ Review property plan, including cyclical maintenance.</li> <li>★ Regular student, teacher and community voice captured as part of self review.</li> <li>★ Review community feedback related to Cool Bananas.</li> <li>★ Develop strategies to increase engagement between the Board of Trustees and our wider community.</li> <li>★ Develop a strategic plan that provides for the ongoing replacement of technology.</li> <li>★ Review policies and procedures in line with the Vulnerable Childrens act.</li> <li>★ Review and communicate concerns and complaints procedure</li> </ul>
	Commitment to quality learning environments	(b) Resourcing provided to enable effective and innovative learning environments and practice.	

# Improvement Plan - Writing

<b>Strategic Goal:</b> Engaged, successful learners.			
<b>Annual Goal:</b> By the end of 2017, our Pahoia learners will have made accelerated progress in Writing so that 80% are achieving at or above the appropriate National Standard for Writing.		<b>Baseline Data:</b> Analysis of Writing data at all levels of the school at the end of 2016 shows that currently 70% of our learners are writing at or above the appropriate National Standard. The target learners transcend the boundaries of gender and ethnicity.	
<b>Key Improvement Strategies</b>			
<b>What</b>	<b>Who</b>	<b>When</b>	<b>Tracking/ Evidence</b>
<p><b>Create a Professional Learning Plan</b></p> <p>Staff meetings Team meetings Follow-up observations (including student voice)</p> <p><b>Focus Areas</b></p> <ul style="list-style-type: none"> <li>• Ownership of learning (learner agency)</li> <li>• Clarify learning focus and Co- constructing criteria)</li> <li>• Clarify assessment for learning strategies</li> <li>• OTJ's- Good Practice, Consistency</li> <li>• Agree on common learner language</li> <li>• Written language</li> </ul>	Sue and Mike	Term 1, Week 1 and 2	
<p><b>Data collection, analysis and use</b></p> <p>Create Data Wall:</p> <ul style="list-style-type: none"> <li>• Each pod is to create a data wall focussing on target students</li> <li>• Discussed at pod meetings at least twice a term</li> <li>• Discussed at school level twice a term</li> <li>• Review of what is/isn't working and why/why not</li> </ul> <p>Student voice:</p> <ul style="list-style-type: none"> <li>• Student voice gathered on specific focus areas after PLD</li> </ul> <p>Teacher Observations</p>	Sue	Term 1, Week 1 and 2  Ongoing	

# Improvement Plan - Writing contd.

Moderation for accuracy and consistency for writing judgements	Team and Curriculum Leaders All teachers	Termly	
Creation of 'Pahoia Way' Writing curriculum document. (Outline of good practice in the area of writing at Pahoia School, our philosophy and expectations to ensure consistency of this approach).	Mike, Sue and Curriculum Leaders	By end of 2017	
Looking at a variety of ways to motivate and engage learners in writing	All teachers within Teaching as Inquiry	Ongoing	
Collecting feedback from parents around their child's interests and strengths	All Teachers	Term 1	
Targeted withdrawal breakout groups	All Teachers	Ongoing	
Parent workshop	Mike, Sue and Curriculum Leaders	Term 1, Week 10	
Celebrating Writing -find and use platforms to provide authentic purpose and audience and to share successes in writing	All Teachers	Ongoing	
Using Community resources / local authors	All Teachers	Ongoing	

# Improvement Plan - Mathematics

**Strategic Goal:** Engaged, successful learners.

**Annual Goal:**

By the end of 2017 our Pahoia Learners will have made accelerated progress with Number Knowledge to the extent that their baseline data (Term 1) and EOY Data (Term 4) shows that a minimum of 50% of Student's in each Year Level have moved from either Well Below Standard to Below Standard and/or Below Standard to At Standard and/or At Standard to Above Standard.

**Baseline Data:**

Analysis of Mathematics data over time has shown a trend of all school levels needing growth and development in Number Knowledge. Further data to be collected in term 1 of 2017.

## Key Improvement Strategies

What	Who	When	Tracking/ Evidence
Create a Number Knowledge tool	Sheena and Mike	Week 1 and 2	
Collect baseline data	Teachers	Week 4	
Analysing data and identify patterns and trends	Teachers	Week 5	
Devising PLD sessions to support teachers	Sheena	Termly	

# Analysis of Variance - Target 1: Year 1 Readers

**Strategic Goals:** Engaged, successful learners.

**Annual Goal:** Teachers are reflective and responsive to learners. They know their impact on learning outcomes.

**Annual Target:** Students identified as reading *below* or *well below* the standard 'after 1 year at school' in 2015 will have made more than one years progress towards being *at* or *above* the reading standard at the end of 2016.

**Baseline Data:**

Analysis of reading data for children After One Year at School (2015) highlighted a significant group of learners who are at risk in their reading progress. 45% of all Year One students were *below* (14) or *well below* (3).

Actions	Outcomes	Reasons for the variance.	Evaluation
<ul style="list-style-type: none"> <li>• Assessment data reviewed with staff to determine the particular learning needs of target students.</li> <li>• Regular monitoring in team meetings to discuss progress of target students.</li> <li>• Professional learning for junior level teachers around reading difficulties as well as the analysis of Observation Survey (6 Year net) data and effective use of data to inform teaching.</li> <li>• Consistent use of wedge graphs to record personalised running record data, analysis of learner progress, monitoring of target learners and to adjust teaching practice in response to needs.</li> <li>• Reading Recovery support for specific identified learners.</li> <li>• Booster groups for additional identified learners with specific needs in reading.</li> </ul>	<p>Analysis of the 2016 end of year national standards data shows that there had been accelerated gains in the year 2 cohort in reading with 86% of learners either achieving at or above the expectation, which was an increase from 55% achieving at the expected level at the end of 2015.</p>	<p>The impact on target learners can be attributed to increased professional and content knowledge of the teachers, consistent monitoring of the target learners, a collaborative problem solving approach, and deliberate programmes implemented to accelerate progress.</p>	<p>The improvement of our at risk learners was significant with a reduction of 14 learners 'Below' and 3 'Well Below' in 2015 to 4 learners 'Below' and 2 'Well Below' in 2016.</p> <p>Our next step is to create a Pahoia continuum of reading progressions with next steps to assist teachers with breaking down the literacy progressions in order continue to build teacher capacity around next steps for learning as well as providing our children with a platform to assist with ownership of their learning in reading.</p>

# Analysis of Variance - Target 2: Mathematics

**Strategic Goal:** Engaged, successful learners

**Annual Goal:** Teachers are reflective and responsive to learners. They know their impact on learning outcomes.

**Annual Target:**

1. Widen the range of effective teaching strategies being used in classrooms, with teachers able to articulate their purpose.
2. Use of eAsTTLe to inform next steps for learning in Mathematics.
3. Improve student ownership of next learning steps.

**Baseline Data:** Classroom observations and professional discussions have highlighted a wide variety of teaching practices in the area of Mathematics. The need to develop a shared understanding of effective teaching and learning of Mathematics is clear. The use of formative assessment as part of the learning process is not consistent or reflected clearly in planning or delivery.

Actions	Outcomes	Reasons for the variance.	Evaluation
<ul style="list-style-type: none"> <li>• 2015 assessment data reviewed and outcome of school-wide review and work with staff to determine areas of mathematics instruction upon which to focus Inquiries and select groups of target students.</li> <li>• All teaching staff to undertake formal eAsTTLe training in order to use effectively as a formative assessment tool and improve student understanding and ownership of next learning steps.</li> <li>• Research and review effective teaching and learning strategies of mathematics. Trial strategies discovered thorough research and professional learning. Regular review cycle of strategies implemented</li> <li>• Ensure teachers are well resourced and assist them to explore their use in effective mathematics teaching.</li> </ul>	<p>Observations of mathematics lessons across all levels of the school indicated a consistent approach to assessment, planning and teaching of maths and increased use of engaging strategies and materials.</p>	<p>Effective use of:</p> <ul style="list-style-type: none"> <li>• eAsTTLe to inform teaching and to improve student ownership of next learning steps.</li> <li>• research to create a shared understanding around best practice and approach in mathematics.</li> <li>• assessment data to focus Inquiries and select groups of target students.</li> </ul>	<p>Development of the Cumulative Record of Maths document (CROM), our Pahoia continuum of Mathematics progressions, alongside the professional development around eAsTTLe as a formative assessment tool, and professional learning around effective teaching and learning strategies resulted in shared understanding of best practice in mathematics teaching.</p>