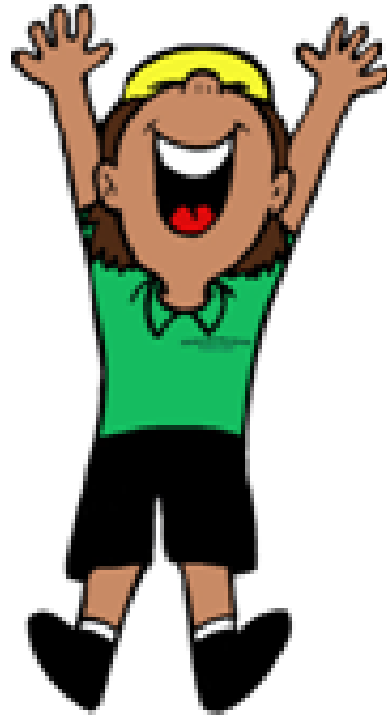




Horohoro School

Kia Kaha, Kia Manawanui

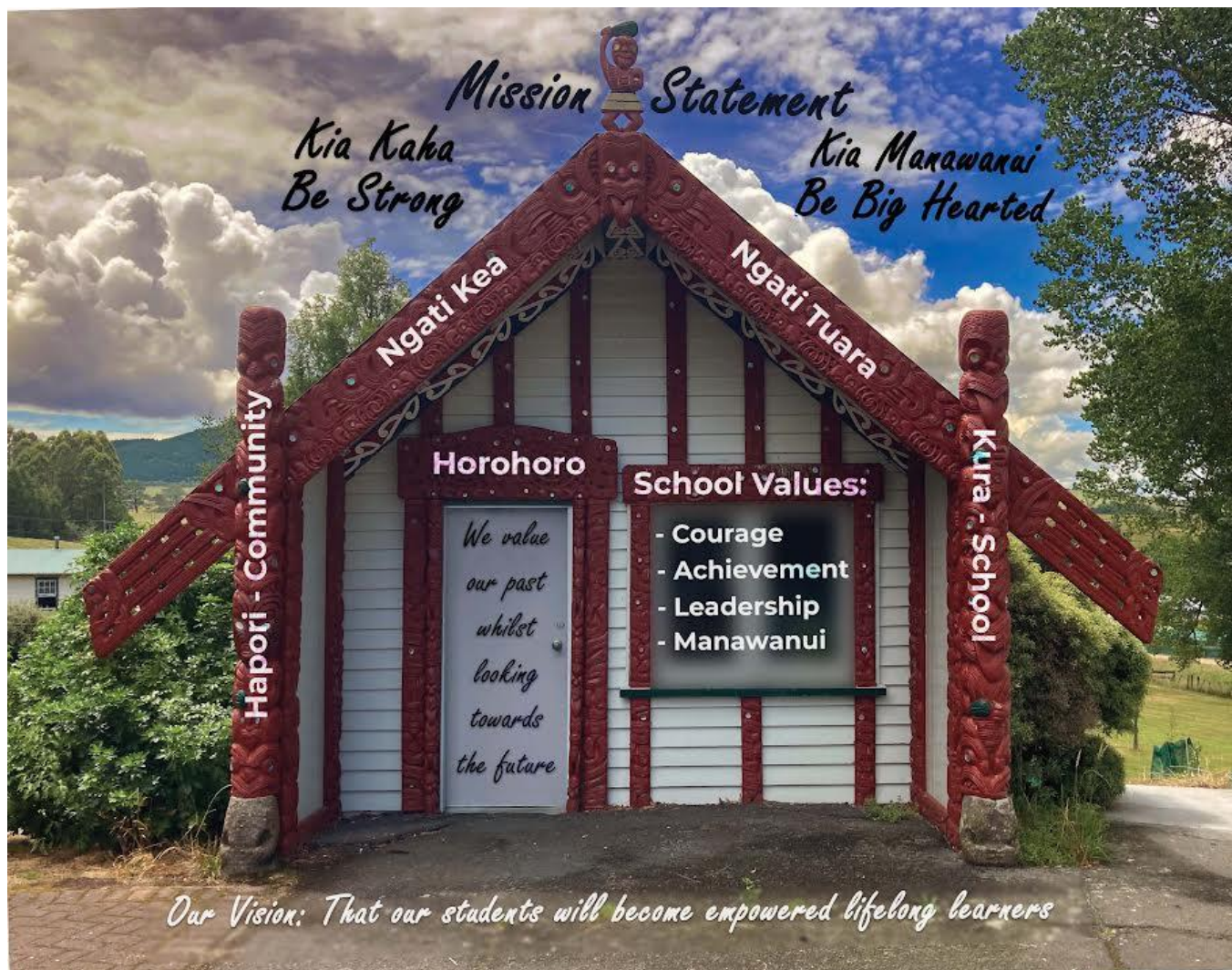


HOROORO SCHOOL CHARTER 2021-2023

Includes:

- Mission Statement, Vision and Values
- School Description, National Goals, Local Goals and Beliefs about Learning
- Strategic Plan
- Annual Planning and Targets for Improving Student Success
- We are a PB4L School

Ratified by the Horohoro School Board of Trustees November 30th 2021



SCHOOL DESCRIPTION

Horohoro School is a PB4L School. We show our calm values everyday – Courage, Achievement, Leadership and Manawanui.

Horohoro School is a full primary school situated 15km SW of Rotorua. It is presently graded U2 with a decile rating of 2. There are currently 53 students.

There are currently 3 mainstream classrooms, an administration building, swimming pool and two garages situated behind the school buildings for storage and P.E gear, a reading recovery teaching space and “Taimona”.

The school employs a principal, three fulltime classroom teachers, a principal release teacher 0.5, a reading recovery teacher 0.2 as well as a 0.8 teacher aide and 0.2 secretary (one employee).

We have a supportive Board of Trustees. We have a strong whānau atmosphere and parents/caregivers are welcome to come into the school and work alongside their children at any time. The children are supportive of each other and we have fostered a uniquely supportive environment amongst our tamariki.

The school roll is 84% Māori and 16% Pākehā/New Zealand European. Local children make up 20% of the roll, with the other 80% travelling from the city each day. The majority of the city students have close whānau links with the school and either Rongomaipapa Marae or Kearoa Marae. Many parents are former students of Horohoro School themselves; some of the students are the 5th generation at the school. Our community are proud of their school and we are proud of our students.

NATIONAL GOALS

Horohoro School follows the National Education Guidelines that include the National Administration Guidelines and the New Zealand Curriculum Framework.

NEW ZEALAND'S CULTURAL DIVERSITY

Through our Social Sciences Programme Horohoro School students will have the opportunity to learn about our heritage and how our heritage (Māori, European and other ethnicities) influences our world today.

Programmes will recognise the multicultural society in which we now live encouraging and supporting a mutual respect for cultural differences and beliefs.

This learning also arises in other areas of learning and will be supported and modelled through teachers' attitudes, respect and acceptance of New Zealand's cultural diversity.

THE UNIQUE POSITION OF THE MĀORI CULTURE

Horohoro School is situated in a special position between two local marae, Kearoa and Rongomaipapa. Many of our students have links to these marae which go back many generations.

There is a strong local community relationship and Horohoro School is committed to continue to strengthen and foster this relationship through on-going consultation and whānau involvement.

A yearly showcase is held for parents at Taharangi Marae.

Students at Horohoro School learn about the local area, history, traditions and language of the local iwi Ngati Kea, Ngati Tuara.

WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MĀORI (MĀORI CULTURE AND PROTOCOL) INTO THE SCHOOL'S CURRICULUM?

At present Tikanga Māori is incorporated into the school's programme through daily Reo Māori, weekly Kapa Haka lessons, Marae study, mihi/pepeha, powhiri and poroporoaki. As well, each term the school has one main focus reflecting one aspect of Māori (Te Reo and/or Tikanga) and is supported through appropriate resources. The school participates in the local Primary School's Cultural festival every year.

WHAT WILL THE SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO MĀORI (MĀORI LANGUAGE) FOR FULL TIME STUDENTS WHOSE PARENTS REQUEST IT?

Through community consultation there was a clear indication that there were a number of families that would support a bilingual or immersion classroom. Unfortunately Horohoro School's resourcing is unable to fund an immersion classroom.

In the case of parents choosing not to enrol their child at Horohoro School due to the lack of an immersion or bilingual option assistance will be given to families in finding and selecting a suitable kura or rumaki provider.

WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF THE SCHOOL'S MĀORI COMMUNITIES?

This is a priority for the Board of Trustees. The Board has one Māori representative to assist with iwi liaison and consultation. Consultation will involve meetings, newsletters and where appropriate surveys to ascertain the views and concerns of the school's Māori communities. Meetings are able to be held on the local marae and if necessary in the city to cater for our families who do not live locally. In all instances there will be sufficient notification given of our intention to meet and the opportunity given for clarification and discussion.

BELIEFS ABOUT LEARNING

Horohoro School has the following core beliefs about children's learning:-

1. All students can learn and have the right to do so
2. Learning happens most effectively when assessment information, learning intentions and success criteria are shared
3. Students learn best when they are supported by the teacher to take ownership and responsibility for their learning
4. Some students need assistance to support their learning.
5. Learning is a shared experience
6. Through the principles of "Kia Hiwa Ra" our staff and students support one another in learning.

LOCAL GOALS

1. To help children become aware of the uniqueness of our local district
2. To foster Taha Māori across the curriculum
3. To provide effective learning assistance for children with identified special needs and abilities
4. To maintain a positive partnership with the school and local community
5. To provide a range of well-designed experiences outside of the classroom to help the children foster an appreciation of their environment.

Horohoro School Strategic Plan 2021

AIMS

The Horohoro School Board of Trustees aims to develop its students in four broad aspects;

1. Academic
2. Social
3. Emotional
4. Physical

For each of these four categories we have identified a number of characteristics we see as desirable traits in a graduating year 8 student.



From the Academic category there are a number of broad academic goals that are used in target setting.

HOROHO SCHOOL ANNUAL PLAN

BROAD DIRECTIONS FOR HOROHO SCHOOL

	2022	2023		
SCHOOL ORGANISATION	Three classrooms funded by the Ministry of Education with additional resourcing provided through Ngati Whakaue to support our New Entrants Learning Initiative (NELI) Iwi Re-engagement Initiative – Ngati Kea, Ngati Tuara PB4L – Whole school Healthy Active Schools, Kiwi Can, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Life Education	Maintain three classrooms and continue with NELI Programme Continue our training with PB4L Healthy Active Schools, Kiwi Can, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Life Education		
ORAL LANGUAGE	On-going Oral language training with Resource Teacher of Learning and Behaviours (RTLb) for junior teachers. Continue to share new learning with full staff.	On-going Oral language training with Resource Teacher of Learning and Behaviours (RTLb) for junior teachers. Continue to share new learning with full staff.		
READING	Reading Together Programme Reading Recovery Continue Duffy books in schools Continue using e-AsTTle for year 3-8 students. Students who have anomalies will use PROBE. Continue using PM running records when needed for year 0-3 students.	Portfolio Format / Reporting to Parents. Continue Duffy books in schools.		
WRITING	Developing greater clarity and student agency in writing. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff. Increase teacher understanding of the curriculum. (through LPF - Professional Learning and Development) PLD funding for in-depth development of Assessment for learning with writing.	Portfolio Format / Reporting to Parents. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff.		
MATHEMATICS	Continue using e-AsTTle for appropriate students in year 6-8. Students who have anomalies will use GloSS. Continue using JAM for appropriate students in year 0-3. Continue using GloSS for appropriate students in year 3-5. Continue to moderate data as a staff	Portfolio Format / Reporting to Parents Continue to moderate data as a staff		
ASSESSMENT / REPORTING TO PARENTS	Revamp new reporting template for parents. Create and share new portfolio formatting for community feedback. Implement the new assessment schedule. PaCT training. Construct a graduate profile for end of year eight student at Horohoro School.	Continue using the current assessment schedule. Explore the creation of a graduate profile for junior and middle school students at Horohoro School.		
ENVIRONMENT	Property – Draft 10YPP in consultation with Barry Reid – Property Advisor from the MoE and Helen Brumby from APL Property. Pouhaki – Restoration Bay Decorators – Repaint the school	Upgrade the playground.		

BOARD OF TRUSTEES / USE OF RESOURCES				
	Board training as appropriate Attend NZSTA training	Board training as appropriate Attend NZSTA training		
	STAFF DEVELOPMENT	Assessment PB4L Digital Technology Developing localised curriculum with Ruth Tate from EA Reporting to parents Healthy Active Facilitator		
	COMMUNITY DEVELOPMENT	Community consultation for learning and localised curriculum Community engagement review Community consultation for reporting to parents Reading Together Programme in consultation with Ministry of Education Boxing programme with Rotovegas Gym Construct a graduate profile for end of year eight student at Horohoro School.	Community consultation for learning and localised curriculum Community engagement review Community consultation for reporting to parents Reading Together Programme in consultation with Ministry of Education Boxing programme with Rotovegas Gym Community engagement to construct graduate profile for junior and middle school.	
	LEADERSHIP	Ensuring an orderly and supportive environment Leading professional learning	Ensuring an orderly and supportive environment Leading professional learning	
	ASSESSMENT FOR LEARNING	Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways.	Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways.	
	WELL-BEING	Leadership to support staff and students to manage workload. Strong and supportive home and school partnership. Healthy lunches in schools programme Healthy active schools	Leadership to support staff and students to manage workload. Strong and supportive home and school partnership. Healthy lunches in schools programme	
	SELF REVIEW	Review annual plan Review policies and procedures Review and update strategic plan. ERO visit.	Review annual plan Review policies and procedures Review and update strategic plan.	

Supporting Documents:

Horohoro School Curriculum, Self-Review framework, Horohoro School Policies and Procedures Handbook

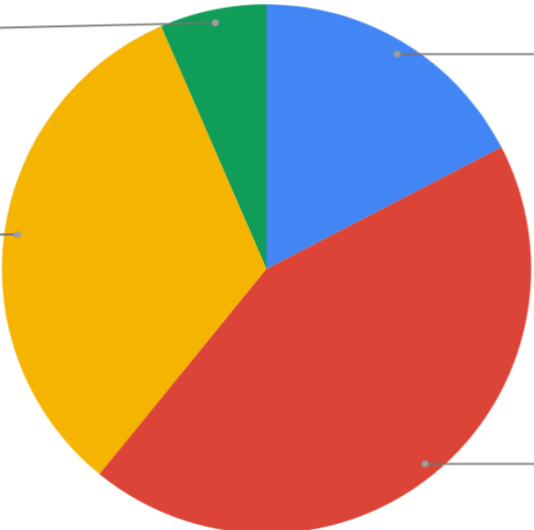
HOROHOLO SCHOOL ANNUAL PLAN

	What	Who	Timeframe	Budget
SCHOOL ORGANISATION	<ol style="list-style-type: none"> Support our New Entrants Learning Initiative (NELI) Iwi Re-engagement Initiative – Ngati Kea, Ngati Tuara PB4L across the school. Healthy Active Schools, Bible in Schools, Lunches in Schools, Kickstart Breakfast, Kids Can Life Education Kiwi Can 	<ol style="list-style-type: none"> Ministry of Education with additional resourcing provided through Ngati Whakaue Ngāti Kea Ngāti Tuara and MoE Ministry of Education Classroom teachers Classroom teachers Classroom teachers 	<ol style="list-style-type: none"> Term 1 – 4 Term 1 Term 1-4 Term 1-4 Term 2 Term 1-4 	<ol style="list-style-type: none"> Ngati Whakaue Funding Ministry of Education Ministry of Education Ministry of Education \$289 \$2425
ORAL LANGUAGE	<ol style="list-style-type: none"> Oral language training with Resource Teacher of Learning and Behaviours (RTL) for junior teachers. School wide sharing of new learning 	<ol style="list-style-type: none"> RTL Sarah Price(Share new findings from oral language meetings with the staff) 	<ol style="list-style-type: none"> Term 1-3 Term 1-3 	Self funding
READING	<ol style="list-style-type: none"> Reading Together Programme Reading Recovery Duffy books in schools Continue using e-AsTTle for year 3-8 students. Students who have anomalies will use PROBE. Continue using PM running records when needed for year 0-3 students. 	<ol style="list-style-type: none"> Rachell Wheeler/Sarah Price Angela Hossack Susan Winwood Classroom teachers 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 Term 1-4 Term 1-4 	<ol style="list-style-type: none"> No cost 0.2 of her salary \$900 No cost
WRITING	<p>Developing greater clarity and student agency in writing. Continue using e-AsTTle for the whole school. Continue to moderate data as a staff. Increase teacher understanding of the curriculum. (through LPF - Professional Learning and Development) PLD funding for in-depth development of Assessment for learning with writing.</p>	<ol style="list-style-type: none"> Pirihira Brown in consultation with Wendy Moore (PLD Facilitator) 	<ol style="list-style-type: none"> Term 1-4 	<ol style="list-style-type: none"> PLD hours
MATHEMATICS	<p>Continue using e-AsTTle for appropriate students in year 6-8. Students who have anomalies will use GloSS. Continue using JAM for appropriate students in year 0-3. Continue using GloSS for appropriate students in year 3-5. Continue to moderate data as a staff</p>	<ol style="list-style-type: none"> Classroom teachers 	<ol style="list-style-type: none"> Term 1-4 	<ol style="list-style-type: none"> No cost
ASSESSMENT / REPORTING TO PARENTS	<ol style="list-style-type: none"> Revamp new reporting template for parents. Create and share new portfolio formatting for community feedback. Implement the new assessment schedule. PaCT training. Construct a graduate profile for end of year eight student at Horohoro School. 	<ol style="list-style-type: none"> Pirihira Brown and staff members Pirihira Brown and staff members Pirihira Brown Pirihira Brown in consultation with Wendy Moore (PLD Facilitator) Pirihira Brown and staff members 	<ol style="list-style-type: none"> Term 1 Term 1 Term 1 Term 1 Term 1 	<ol style="list-style-type: none"> No cost No cost No cost PLD hours No cost

ENVIRONMENT	<ol style="list-style-type: none"> Property – Draft 10YPP in consultation with Kiri Cheetham – Property Advisor from the MoE and Helen Brumby from APL Property. Pouhaki – Restoration Bay Decorators – Repaint the school 	<ol style="list-style-type: none"> Pirihira Brown in consultation with Barry Reid and Helen Brumby Pirihira Brown in consultation with Jim Schuster Pirihira Brown 	<ol style="list-style-type: none"> Term 1-3 Term 1-2 Term 1-2 	<ol style="list-style-type: none"> Ministry of Education Funding from Charity Organisations Cost unknown
BOARD OF TRUSTEES / USE OF RESOURCES	<ol style="list-style-type: none"> Board training as appropriate Attend NZSTA training 	<ol style="list-style-type: none"> Pirihira Brown in consultation with board of trustees members. Pirihira Brown in consultation with board of trustees members. 	<ol style="list-style-type: none"> Term 1-4 	<ol style="list-style-type: none"> No cost No cost
STAFF DEVELOPMENT	<ol style="list-style-type: none"> Assessment PB4L Digital Technology Developing localised curriculum with Ruth Tate from EA Reporting to parents Healthy Active Facilitator 	<ol style="list-style-type: none"> Pirihira Brown in consultation with Wendy Moore (PLD Facilitator) Pirihira Brown in consultation with all staff Pirihira Brown in consultation with all staff and PB4L facilitator Rachell Wheeler Pirihira Brown in consultation with all staff members Pirihira Brown in consultation with all staff members and Healthy Active School Advisor 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 1-4 	<ol style="list-style-type: none"> No cost No cost No cost Cost unknown No cost No cost
COMMUNITY DEVELOPMENT	<ol style="list-style-type: none"> Community consultation for learning and localised curriculum Community engagement review Community consultation for reporting to parents Reading Together Programme in consultation with Ministry of Education Construct a graduate profile for end of year eight student at Horohoro School. 	<ol style="list-style-type: none"> Pirihira Brown Pirihira Brown Pirihira Brown Rachell Wheeler/Sarah Price Pirihira Brown Pirihira Brown in consultation with all staff members 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 1-4 	<ol style="list-style-type: none"> No cost No cost No cost No cost No cost
LEADERSHIP	<ol style="list-style-type: none"> Ensuring an orderly and supportive environment Leading professional learning 	<ol style="list-style-type: none"> Pirihira Brown Pirihira Brown in consultation with Wendy Moore, Carmel Hoetawa and Tony Pope 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 	<ol style="list-style-type: none"> No cost No cost
ASSESSMENT FOR LEARNING	<ol style="list-style-type: none"> Teacher judgements about progress and achievement across the curriculum, are shared with the learner. Students are involved in assessment processes and can identify their learning pathways. 	<ol style="list-style-type: none"> Pirihira Brown in consultation with all staff 	<ol style="list-style-type: none"> Term 1-4 	<ol style="list-style-type: none"> No cost
WELL-BEING	<ol style="list-style-type: none"> Leadership to support staff and students to manage workload. Strong and supportive home and school partnership. Healthy lunches in schools programme Healthy active schools 	<ol style="list-style-type: none"> Pirihira Brown Pirihira Brown Pirihira Brown and Cecelea Ihaia Pirihira Brown in consultation with all staff members and Healthy Active School Advisor 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 Term 1-4 	<ol style="list-style-type: none"> \$500 No cost No cost
SELF REVIEW	<p>Review annual plan Review policies and procedures Review and update strategic plan. ERO visit.</p>	<ol style="list-style-type: none"> Pirihira Brown and board of trustees members Pirihira Brown and Rachell Wheeler 	<ol style="list-style-type: none"> Term 1-4 Term 1-4 	<ol style="list-style-type: none"> No cost No cost

Horohoro School Annual Targets

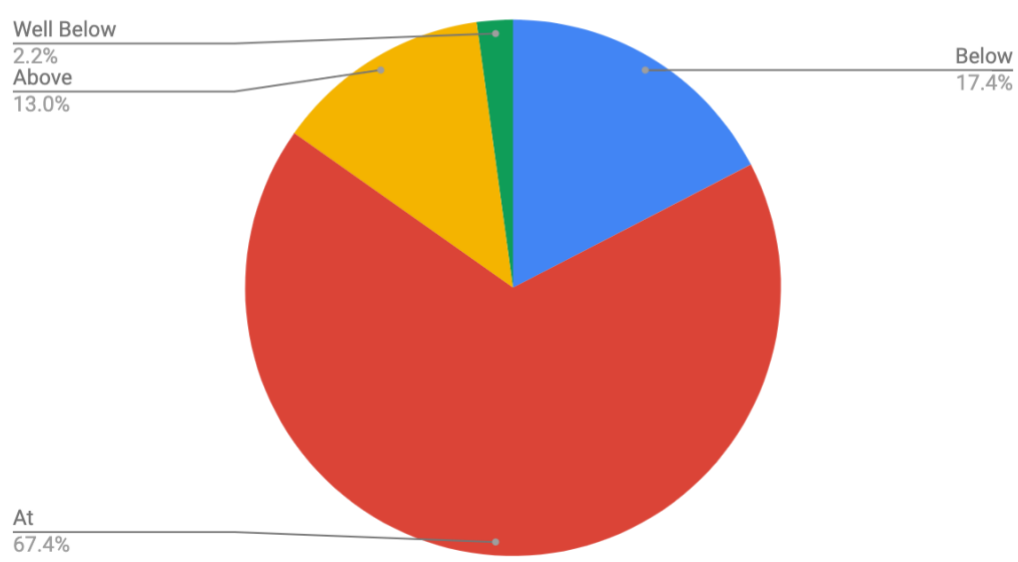
Target for Raising Student Achievement - WRITING

End of year Summary of data	<p>At the end of 2020 data showed; 9.8% students are well below expected progress/against New Zealand Curriculum 36.1% students are below expected progress/against New Zealand Curriculum 41% students are at expected progress/ against New Zealand Curriculum 13.1% students are above expected progress/ against New Zealand Curriculum</p> <p>At the end of 2021 data showed; 6.5% students are well below expected progress/against New Zealand Curriculum 17.4% students are below expected progress/against New Zealand Curriculum 43.5% students are at expected progress/ against New Zealand Curriculum 32.6% students are above expected progress/ against New Zealand Curriculum</p>												
2021 data	<p>At the end of 2021 the data showed;</p> <div style="text-align: center;"> <p>End of year writing data 2021</p>  <table border="1" style="margin: 10px auto;"> <caption>End of year writing data 2021</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>6.5%</td> </tr> <tr> <td>Below</td> <td>17.4%</td> </tr> <tr> <td>At</td> <td>43.5%</td> </tr> <tr> <td>Above</td> <td>32.6%</td> </tr> </tbody> </table> </div>			Category	Percentage	Well Below	6.5%	Below	17.4%	At	43.5%	Above	32.6%
Category	Percentage												
Well Below	6.5%												
Below	17.4%												
At	43.5%												
Above	32.6%												
Summary of Results	<p>These results show that over half of the students are working at their expected curriculum level and 32.6% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 17.4% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>												
How Will Improvements be Achieved	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 1. Improving Writing content knowledge 2. Formative assessment 3. Use of digital devices to enhance learning 4. Student Involvement in their learning (shared learning responsibility) 5. Literacy Progression Framework 6. Writing PLD funded by the Ministry of Education <p>Improvements in leadership</p> <ol style="list-style-type: none"> 1. Principal/professional leader feedback to teachers is useful, informative and manageable 2. Regular observation and feedback sessions 												
Who Will Lead Improvements	Wendy Moore (MoE PLD) Pirihiira Brown, Principal Classroom Teachers	Costs and Resourcing	Ministry of Education PLD										
Conclusion	<p>Therefore our targets for 2022 will be; Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.</p>												

Target for Raising Student Achievement - WRITING

Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)

Target for Raising Student Achievement – Mathematics

<p>End of year Summary of data</p>	<p>At the end of 2020 data showed; 1.6% students are working below expected progress/against New Zealand Curriculum 13.1% students are below expected progress/against New Zealand Curriculum 67.2% students are at expected progress/ against New Zealand Curriculum 18% students are above expected progress/ against New Zealand Curriculum At the end of 2021 data showed; 2.2% students are working below expected progress/against New Zealand Curriculum 17.4% students are below expected progress/against New Zealand Curriculum 67.4% students are at expected progress/ against New Zealand Curriculum 13% students are above expected progress/ against New Zealand Curriculum</p>											
<p>2021 data</p>	<p>At the end of 2021 data showed;</p> <div style="text-align: center;"> <p>End of year maths data 2021</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>2.2%</td> </tr> <tr> <td>Above</td> <td>13.0%</td> </tr> <tr> <td>At</td> <td>67.4%</td> </tr> <tr> <td>Below</td> <td>17.4%</td> </tr> </tbody> </table> </div>		Category	Percentage	Well Below	2.2%	Above	13.0%	At	67.4%	Below	17.4%
Category	Percentage											
Well Below	2.2%											
Above	13.0%											
At	67.4%											
Below	17.4%											
<p>Summary of Results</p>	<p>These results show that over half of the students are working at their expected curriculum level and 13% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 17.4% of students who are identified as working below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>											
<p>How Will Improvements be Achieved</p>	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 1. Improving mathematics content knowledge 2. Formative assessment 3. Use of digital devices to enhance learning 4. Student Involvement in their learning (shared learning responsibility) <p>Improvements in leadership</p> <ol style="list-style-type: none"> 1. Principal/professional leader feedback to teachers is useful, informative and manageable 2. Regular observation and feedback sessions 											
<p>Who Will Lead Improvements</p>	<p>Pirihira Brown, Principal Classroom Teachers</p>	<p>Costs and Resourcing</p> <p>Ministry of Education PLD/internal secondary curriculum focus for 2020 PLD.</p>										
<p>Conclusion</p>	<p>Therefore our targets for 2022 will be; Target 1: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning</p>											

Target for Raising Student Achievement – Mathematics

challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)

Target for Raising Student Achievement - READING

End of year Summary of data

At the end of 2021 data showed;

1.6% students are well below expected progress/against New Zealand Curriculum
 24.6% students are at below progress/ against New Zealand Curriculum
 42.6% students are at expected progress/ against New Zealand Curriculum
 31.7% students are above expected progress/ against New Zealand Curriculum

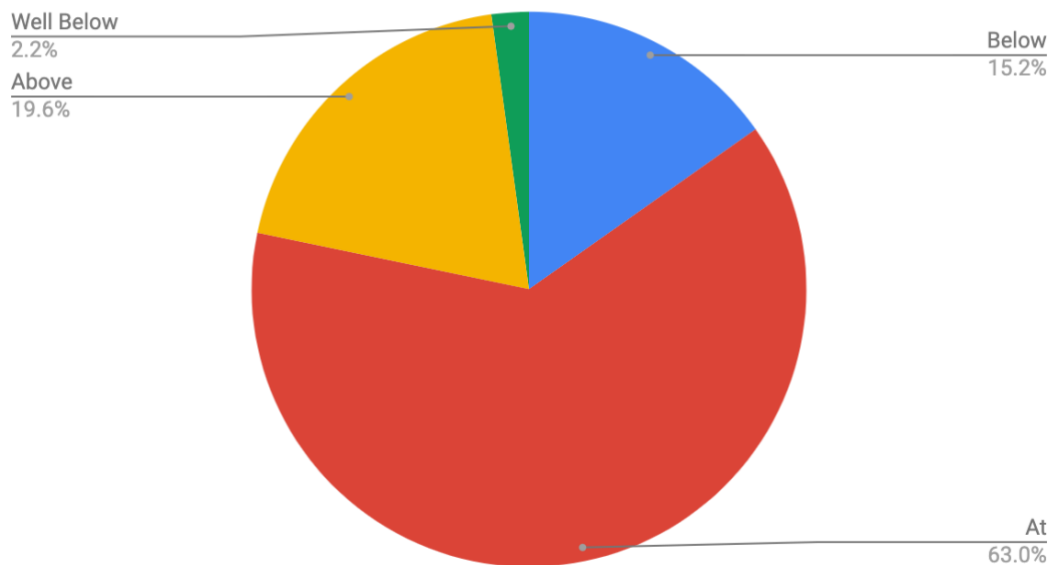
At the end of 2021 data showed;

2.2% students are well below expected progress/against New Zealand Curriculum
 15.2% students are at below progress/ against New Zealand Curriculum
 63% students are at expected progress/ against New Zealand Curriculum
 19.6% students are above expected progress/ against New Zealand Curriculum

2021 data

At the end of 2021 data showed:

End of year reading data 2021



Summary of Results

These results show that 63% of students are working at their expected curriculum level and 19.6% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 15.2% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on teachers OTJ, which is really great to see.

How Will Improvements be Achieved

Reading Recovery and Reading Together™ programmes will target reading (in the junior school in particular).
 Formative assessment and strong focus on the programme.

Who Will Lead Improvements

Pirihira Brown
 Angie Hossack, Reading Recovery Teacher
 Classroom Teachers

Costs and Resourcing

Reading Recovery Ministry of Education funding
 Reading Together Ministry of Education funding

Conclusion

Therefore our targets for 2020 will be;

Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.

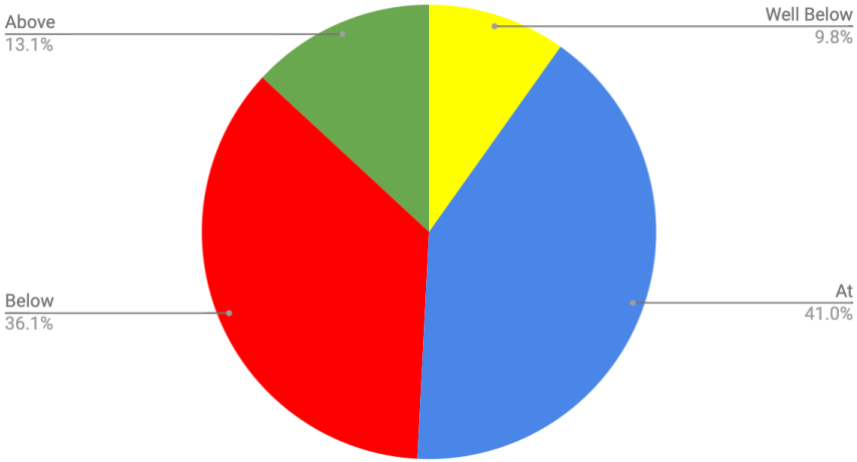
Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning

Target for Raising Student Achievement - READING

challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)

Horohoro School Annual Targets

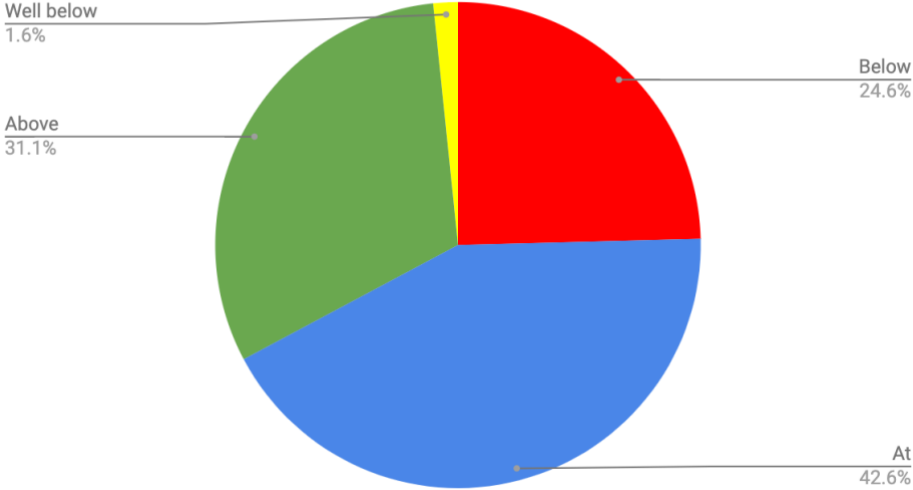
Target for Raising Student Achievement - WRITING

End of year Summary of data	<p>At the end of 2019 data showed; 11.3% students are well below expected progress/against New Zealand Curriculum 18.9% students are below expected progress/against New Zealand Curriculum 66% students are at expected progress/ against New Zealand Curriculum 3.8% students are above expected progress/ against New Zealand Curriculum</p> <p>At the end of 2020 data showed; 9.8% students are well below expected progress/against New Zealand Curriculum 36.1% students are below expected progress/against New Zealand Curriculum 41% students are at expected progress/ against New Zealand Curriculum 13.1% students are above expected progress/ against New Zealand Curriculum</p>												
2020 data	<p>At the end of 2020 the data showed;</p> <p style="text-align: center;">End of Year Writing Data for Horohoro School 2020</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At</td> <td>41.0%</td> </tr> <tr> <td>Below</td> <td>36.1%</td> </tr> <tr> <td>Above</td> <td>13.1%</td> </tr> <tr> <td>Well Below</td> <td>9.8%</td> </tr> </tbody> </table>			Category	Percentage	At	41.0%	Below	36.1%	Above	13.1%	Well Below	9.8%
Category	Percentage												
At	41.0%												
Below	36.1%												
Above	13.1%												
Well Below	9.8%												
Summary of Results	<p>These results show that over half of the students are working at their expected curriculum level and 13.1% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 9.8% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>												
How Will Improvements be Achieved	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 7. Improving Writing content knowledge 8. Formative assessment 9. Use of digital devices to enhance learning 10. Student Involvement in their learning (shared learning responsibility) 11. Literacy Progression Framework 12. Writing PLD funded by the Ministry of Education <p>Improvements in leadership</p> <ol style="list-style-type: none"> 3. Principal/professional leader feedback to teachers is useful, informative and manageable 4. Regular observation and feedback sessions 												
Who Will Lead Improvements	Wendy Moore (MoE PLD) Pirihiira Brown, Principal Classroom Teachers	Costs and Resourcing	Ministry of Education PLD										
Conclusion	<p>Therefore our targets for 2021 will be;</p> <p>Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.</p> <p>Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)</p>												

Target for Raising Student Achievement – Mathematics

End of year Summary of data	<p>At the end of 2019 data showed; 21.2% students are below expected progress/against New Zealand Curriculum 69.2% students are at expected progress/ against New Zealand Curriculum 9.6% students are above expected progress/ against New Zealand Curriculum</p> <p>At the end of 2020 data showed; 1.6% students are working below expected progress/against New Zealand Curriculum 13.1% students are below expected progress/against New Zealand Curriculum 67.2% students are at expected progress/ against New Zealand Curriculum 18% students are above expected progress/ against New Zealand Curriculum</p>												
2020 data	<p style="text-align: center;">At the end of 2020 data showed;</p> <div style="text-align: center;"> <p>End of Year Maths Data for Horohoro School 2020</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>End of Year Maths Data for Horohoro School 2020</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>At</td> <td>67.2%</td> </tr> <tr> <td>Above</td> <td>18.0%</td> </tr> <tr> <td>Below</td> <td>13.1%</td> </tr> <tr> <td>Well Below</td> <td>1.6%</td> </tr> </tbody> </table> </div>			Category	Percentage	At	67.2%	Above	18.0%	Below	13.1%	Well Below	1.6%
Category	Percentage												
At	67.2%												
Above	18.0%												
Below	13.1%												
Well Below	1.6%												
Summary of Results	<p>These results show that over half of the students are working at their expected curriculum level and 18% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now. 13.1% of students who are identified as working below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on the teachers OTJ, which is really great to see.</p>												
How Will Improvements be Achieved	<p>Improvements to teacher pedagogy;</p> <ol style="list-style-type: none"> 5. Improving mathematics content knowledge 6. Formative assessment 7. Use of digital devices to enhance learning 8. Student Involvement in their learning (shared learning responsibility) 9. Literacy Progression Framework <p>Improvements in leadership</p> <ol style="list-style-type: none"> 3. Principal/professional leader feedback to teachers is useful, informative and manageable 4. Regular observation and feedback sessions 												
Who Will Lead Improvements	Pirihira Brown, Principal Classroom Teachers	Costs and Resourcing	Ministry of Education PLD/internal secondary curriculum focus for 2020 PLD.										
Conclusion	<p>Therefore our targets for 2020 will be; Target 1: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)</p>												

Target for Raising Student Achievement - READING

End of year Summary of data	<p>At the end of 2019 data showed; 7.5% students are well below expected progress/against New Zealand Curriculum 18.9% students are at below progress/ against New Zealand Curriculum 49.1% students are at expected progress/ against New Zealand Curriculum 24.5% students are above expected progress/ against New Zealand Curriculum</p> <p>At the end of 2020 data showed; 1.6% students are well below expected progress/against New Zealand Curriculum 24.6% students are at below progress/ against New Zealand Curriculum 42.6% students are at expected progress/ against New Zealand Curriculum 31.7% students are above expected progress/ against New Zealand Curriculum</p>												
2020 data	<p>At the end of 2020 data showed:</p> <p style="text-align: center;">End of Year Reading Data for Horohoro School 2020</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Well below</td> <td>1.6%</td> </tr> <tr> <td>Above</td> <td>31.1%</td> </tr> <tr> <td>At</td> <td>42.6%</td> </tr> <tr> <td>Below</td> <td>24.6%</td> </tr> </tbody> </table>			Category	Percentage	Well below	1.6%	Above	31.1%	At	42.6%	Below	24.6%
Category	Percentage												
Well below	1.6%												
Above	31.1%												
At	42.6%												
Below	24.6%												
Summary of Results	<p>These results show that 42% of students are working at their expected curriculum level and 31.1% are working above their expected curriculum level. This is amazing to see that these students have made so much progress from the beginning of the year to now.</p> <p>1.6% of students who are identified as working well below their expected curriculum have learning challenges. However, they are still making minor shifts throughout the year based on teachers OTJ, which is really great to see.</p>												
How Will Improvements be Achieved	<p>Reading Recovery and Reading Together™ programmes will target reading (in the junior school in particular).</p> <p>Formative assessment and strong focus on the programme.</p>												
Who Will Lead Improvements	Angie Hossack, Reading Recovery Teacher Classroom Teachers	Costs and Resourcing	Reading Recovery Ministry of Education funding Reading Together Ministry of Education funding										
Conclusion	<p>Therefore our targets for 2020 will be;</p> <p>Target 1: With continued support from Dr Wendy Moore (MoE PLD Facilitator) we are aiming for students all students to make one year's progress within three terms. We will measure this progress using e-AsTTLe scale scores.</p> <p>Target 2: Teachers will continue to track their target students from their teaching inquiry who are achieving more than 2 sublevels behind expectation, but not students with identified learning challenges. We will monitor these students carefully and reflect on their progress and hope to have made one year's progress within three terms (as above)</p>												