



<b>School Name:</b>	Lincoln Heights School	<b>School Number:</b>	1341
<b>Strategic Aim:</b>	<b>School Improvement 2021 Plan</b>		
<b>School Goal:</b>	Improve outcomes for all students, particularly Māori, Pasifika and children with special educational needs.		
<b>Strategic Aim:</b>	To raise student achievement to 70% 'At' or 'Above' in core curriculum areas and increase student engagement (to 80% in every class) for ALL learners.		
<b>Strategic Aim:</b>	To ensure that the school has a strategic direction, the SLT decided to continue to use the targets set out in the Achievement Challenge of the Kāhui Ako. This set out the goals for our data to reflect the national average of achievement by 2023.		
<b>Target:</b>	To increase student achievement in Mathematics, Reading and Writing through an increased focus on and response to student need. Goals: Reading - 70% at or above curriculum expectation Writing - 70% at or above Maths - 70% at or above		
<b>Baseline Data:</b>	ALL STUDENTS ACHIEVING BELOW TO MAKE ACCELERATED PROGRESS		
	<b>Longitudinal and Baseline Data</b>		
	<b>Reading 2017 Data - At or Above</b>		
	59% All	57% Māori all	60% Pacific all
		58% Boys all	49% Year 2 all
	<b>Reading 2018 Data</b>		

53% All	52% Māori all	47% Pacific all	46% Boys all	32% Year 2 all
<b>Reading 2019 Data</b>				
56% All	55% Māori all	48% Pacific all	49% Boys all	48% Year 2 all
<b>Reading 2020 Data</b>				
51.5% All	46.9% Māori all	42.8% Pacific all	47.6% Boys all	40.5% Year 2 all
<b>Reading 2021 Data</b>				
40.4% All	31.9% Māori all	30.4% Pacific all	38.7% Boys all	19.3% Year 2 all
<b>Writing 2017 Data - At or Above</b>				
51% All	43% Māori all	53% Pacific all	49% Boys all	35% Year 5*
<b>Writing 2018 Data</b>				
53% All	46% Māori all	55% Pacific all	43% Boys all	26% Year 6*
<b>Writing 2019 Data</b>				
53% All	48% Māori all	51% Pacific all	45% Boys all	38% Year 7*
<b>Writing 2020 Data</b>				
64.8% All	46.5% Māori all	51.9% Pacific all	54% Boys all	40% Year 8*
<b>Writing 2021 Data</b>				
40.3% All	31.9% Māori all	35.5% Pacific all	36.1% Boys all	28% Year 8*
<b>Mathematics 2017 Data</b>				
50% All	37% Māori all	45% Pacific all	48% Boys all	35% Year 5*
<b>Mathematics 2018 Data</b>				
47% All	37% Māori all	49% Pacific all	51% Boys all	23% Year 6*
<b>Mathematics 2019 Data</b>				
53% All	52% Māori all	40% Pacific all	51% Boys all	21% Year 7*
<b>Mathematics 2020 Data</b>				
50% All	45.2% Māori all	40.1% Pacific all	50% Boys all	23.3% Year 8*
<b>Mathematics 2021 Data</b>				
37.6% All	22.5% Māori all	33.2% Pacific all	38.4% Boys all	36% Year 8*

\* Indicates results for the year level cohort – boys only

### Target Students 2021

There are 99 children in the Target Student cohort **Reading** 'Below' expectation (based on 2019 end of year data). As a school we believe that there needs to be increased urgency to shift these learners. We will do this through targeted



PLD (AforL and Reading content), improved learning support, deliberate and effective acts of teaching, explicit and shared expectations and increased whanau engagement.

<b>All 2020</b>	25% (100 children) All	29% (64 children) Boys	22% (36 children) Girls
<b>All 2021</b>	33.8% (68 children) All	38.5% (39 children) Boys	27.6% (29 children) Girls
<b>Māori 2020</b>	29% (29 children) All	32% (20 children) Boys	23% (9 children) Girls
<b>Māori 2021</b>	29% (29 children) All	32% (20 children) Boys	23% (9 children) Girls
<b>Pacific 2020</b>	30% (51 children) All	33% (33 children) Boys	25% (18 children) Girls
<b>Pacific 2021</b>	30.8% (39 children) All	37.5% (24 children) Boys	20% (15 children) Girls

Four Target students (achieving below) in both Maths and Writing (72 children per curriculum area) will be selected by each class teacher (with support from TL and or SLT) and their progress monitored throughout the year.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
Use our LSC to support teachers to implement learning supports	Review of Learning Support <ul style="list-style-type: none"> <li>- Development of Learning support register</li> <li>- Improved transition process</li> <li>- Increased number of children receiving learning support</li> </ul> Development of new programmes <ul style="list-style-type: none"> <li>- Roll out of Quick 60 programme</li> </ul>	Programme was disrupted by lockdowns and level 2 – didn't gain the traction that was expected.  Attendance was an issue pre and post lockdowns for a number of children – particularly Māori and Pacifica.  Many children were unable to access online learning during the first lockdown due to either lack of device or internet access. This was	<ul style="list-style-type: none"> <li>- Continuation of Boys only class with focus on developing strategies for self-regulation.</li> <li>- Structured Literacy to be trialled in year 3/4</li> <li>- Formal spelling programme (The Code) to be introduced across the school – what must be taught.</li> <li>- Review of TA work flow – ensuring we have consistent people and are able to build momentum.</li> </ul>

	<p>Better systems around student identification and intervention – more timely response to student need and access to learning supports</p> <p>Better applications and increased numbers of children receiving learning support</p>	<p>improved in the August lockdown, but engagement in zoom sessions was on average &lt;50% in all classes. Lack of engagement was particularly high amongst our Māori and Pacifica boys.</p> <p>Learning support staff – 1 full-time 2 part time. This model may need to be reviewed to ensure best outcomes for students.</p>	<ul style="list-style-type: none"> <li>- Increased number of Learning Support Staff to ensure increased engagement in learning and opportunities for success.</li> <li>- Raised expectations for engagement</li> <li>- Check and Connect introduced</li> </ul>
<p>Increase expectations in planning and assessment</p>	<p>PALS established 2019 and implemented across the school at the start of the 2020 year</p> <p>Planning templates and process was redefined with better school wide expectations</p> <p>PALs PLD to inform OTJs</p>	<p>Online planning was implemented alongside a change in report timing and content. While this was set to reduce teacher time and stress, with the interruptions to meetings and increased learning around online teaching, it wasn't as effective in reducing stress as hoped.</p> <p>There was an increased use of the PAL to support making OTJs and this may have led to children being more accurately assessed.</p>	<ul style="list-style-type: none"> <li>- Embed PALS</li> <li>- Monitor student progress over time to ensure that children are making consistent progress and not 'scaloping'.</li> <li>- Increase expectations and high standards for planning, student feedback and book expectations</li> <li>- Implement TL Handbook</li> <li>- Ensure smaller class sizes &lt;25</li> <li>- BoT to overstaff a teacher</li> <li>- SLT to lead planning and ensure there is consistency of overviews</li> </ul>
<p>Continue with PLD in AforL – check for consistency</p>	<p>Work with Selena and Brian continues</p> <p>Increased expectation for teachers to use AforL across the curriculum – R/W/M</p>	<p>Local Curriculum established, however, COVID interrupted a full implementation.</p> <p>Teacher practise monitored against the matrix – some improvement evident.</p> <p>Improved AforL pages in the PAL</p>	<p>Trial Local Curriculum – review planning format</p> <p>AforL content to be in Literacy in 2022</p> <p>Team Leaders to continue to monitor Teacher practise in reading to ensure that AforL expectations continue.</p> <p>Introduction of Maths no Problem in 2022</p>

<p>Increase Teacher knowledge of acceleration in Maths and Literacy through involvement in MST</p>	<p>MST – GH</p> <p>Sharing of strategies with wider school</p>	<p>PAL acceleration pages used to support OTJ</p> <p>Greater clarity for developing OTJ – led to some downward shifts, but will lead to improved consistency over time.</p> <p>COVID impacted on the delivery of ALiM and ALL. This and reduced attendance reduced the outcomes for students.</p>	<ul style="list-style-type: none"> <li>- Second year MST</li> <li>- Strategies for acceleration to be included in PAL</li> <li>- Continued PLD around differentiation</li> </ul>
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## 2021 End of Year data

DATA	NARRATIVE
<p><b>Year 1</b></p> <p><b>READING at and above</b></p> <p>All = 15.8%    M = 20%    F = 11.1%    Maori = 0%    Pacifica = 0%</p> <p><b>WRITING</b></p> <p>All = 51.7%    M = 58%    F = 44.4%    Maori = 53.8%    Pacifica = 40%</p> <p><b>MATHS</b></p> <p>All = 51.7%    M = 54.9%    F = 48.1%    <b>Maori = 61.5%</b>    Pacifica = 44%</p>	<p>2022 assessment needs to be adapted to reflect the BSLA foundational learning cycle and expectations.</p> <p>Many of these students attended school for less than 12 weeks of face to face teaching.</p> <p>They would have also experienced a disruption to ECE schooling.</p> <p>Online learning was challenging for them as they were difficult to engage and attendance through zoom was irregular. Most found the online learning through Google classroom difficult and required a commitment from whanau to complete.</p> <p>Staff did their best to be available, but data shows that there are significant gaps to fill for these learners moving forward.</p> <p>Poor enrolment numbers in the latter half of the year have impacted on our start of year roll numbers, but they are steadily climbing.</p> <p>Maori students are achieving above their peers in the year 1 cohort, with more 61% of Maori achieving at or above in maths.</p>
<p><b>Year 2</b></p> <p><b>READING</b></p> <p>All = 19.3%    M = 7.6%    F = 30.8%    Maori = 0%    Pacifica = 5%</p> <p><b>WRITING</b></p> <p>All = 21.6%    M = 12%    F = 30.8%    Maori = 18.8%    Pacifica = 15%</p> <p><b>MATHS</b></p> <p>All = 26.9%    M = 19.2%    F = 34.6%    Maori = 6.3%    Pacifica = 19%</p>	
<p><b>Year 3</b></p> <p><b>READING</b></p> <p>All = 35.9%    M = 31.8%    F = 41.2%    Maori = 30%    Pacifica = 15.8%</p> <p><b>WRITING</b></p> <p>All = 22.5%    M = 9.1%    F = 38.9%    Maori = 20%    Pacifica = 5%</p> <p><b>MATHS</b></p>	

<p>All = 23.1%    M = 13%    F = 37.5%    Maori = 20%    Pacifica = 0%</p> <p><b>Year 4</b></p> <p><b>READING</b></p> <p>All = 47.4%    M = 51.7%    F = 35.7%    Maori = 35%    Pacifica = 46.2%</p> <p><b>WRITING</b></p> <p>All = 43.9%    M = 48.3%    F = 39.3%    Maori = 35%    Pacifica = 46.2%</p> <p><b>MATHS</b></p> <p>All = 38.6%    M = 37.9%    F = 39.3%    Maori = 20%    <b>Pacifika = 46.1%</b></p>	<p>Whanau were generally engaged with staff, however learning was not completed with any consistency and zoom sessions were poorly attended.</p> <p>Although not a great result, Samoan students are performing better than Maori in Maths and above the cohort.</p>
<p><b>Year 5</b></p> <p><b>READING</b></p> <p>All = 65.2%    M = 56.7%    <b>F = 81%</b>    <b>Maori = 77.8%</b>    Pacifica = 45.5%</p> <p><b>WRITING</b></p> <p>All = 63%    M = 50%    <b>F = 87.5%</b>    <b>Maori = 77.8%</b>    Pacifica = 50%</p> <p><b>MATHS</b></p> <p>All = 50%    M = 50%    F = 50.1%    Maori = 33.3%    Pacifica = 45.5%</p>	<p>It is interesting to note that girls and Maori are performing significantly higher than the rest of the cohort in literacy, and Pacifica students are performing higher in mathematics.</p>
<p><b>Year 6</b></p> <p><b>READING</b></p> <p>All = 47.7%    M = 50%    F = 44.8%    Maori = 40%    <b>Pacifika = 50%</b></p> <p><b>WRITING</b></p> <p>All = 41.6%    M = 38.9%    F = 44.8%    Maori = 25%    <b>Pacifika = 45%</b></p>	

<p><b>MATHS</b></p> <p>All = 44.6%    M = 50%    F = 37.9%    Maori = 25%    <b>Pacifika = 50%</b></p>	<p>Although these students had the greatest capacity to independently access online learning it was probably the least engaged group, with many students 'opting out' particularly those in year 8.</p> <p>This group of year 8s are of great concern as they move to high school with large gaps in their learning and irregular attendance over the last 2 years. Some are yet to enrol in highschool.</p>
<p><b>Year 7</b></p> <p><b>READING</b></p> <p>All = 48.9%    M = 45.8%    F = 52.4%    Maori = 46.7%    Pacifika = 33.3%</p> <p><b>WRITING</b></p> <p>All = 35.6%    M = 29.2%    F = 42.9%    Maori = 20%    Pacifika = 33.3%</p> <p><b>MATHS</b></p> <p>All = 28.9%    M = 33.3%    F = 23.8%    Maori = 6.7%    Pacifika = 16.7%</p>	<p><b>Year 8</b></p> <p><b>READING</b></p> <p>All = 46.6%    M = 40%    F = 55%    Maori = 38.5%    Pacifika = 38.9%</p> <p><b>WRITING</b></p> <p>All = 37.8%    M = 28%    F = 50%    Maori = 23.1%    Pacifika = 44.4%</p> <p><b>MATHS</b></p> <p>All = 28.9%    M = 36%    F = 20%    Maori = 15.4%    Pacifika = 27.8%</p>
<p><b>MOEMOE FOU</b></p> <p><b>READING</b></p> <p><b>0-2</b></p> <p>WB = 83%    B = 0%    At = 16%    Ab = 0%</p> <p><b>2-4</b></p> <p>WB = 75%    B = 25%    At = 0%    Ab = 0%</p>	<p>There was generally higher levels of engagement for Moemoe Fou than in other areas of the school. This could be because of high whanau expectations or greater consistency from staff. There were still some children who did not participate fully or regularly and there will be gaps needed to be filled to ensure the children make ongoing progress.</p> <p>The PALS have supported with developing consistency for moderation of student achievement. This is an area we haven't looked at for Moemoe Fou before.</p>



5-8

WB = 12.5% B = 43.75% At = 37.5% Ab = 6.25%

#### WRITING

0-2

WB = 66% B = 16% At = 16% Ab = 0%

2-4

WB = 38% B = 62% At = 0% Ab = 0%

5-8

WB = 6.25% B = 68.75% At = 18.75% Ab = 6.25%

#### MATHS

0-2

WB = 83% B = 0% At = 16% Ab = 0%

2-4

WB = 31% B = 69% At = 0% Ab = 0%

5-8

WB = 6.25% B = 50% At = 37.5% Ab = 6.25%

#### General Observations:

Attendance was greatly affected by COVID-19 in 2020 - 2021. When we look at the general trends of attendance in the period we are tracking, it is clear that this would impact on student achievement and engagement. One of the things we noticed is the attendance of our Maori students has been significantly impacted by COVID. See the attached attendance report.

In 2022 we need to work with the Moemoe Fou team to develop some learning progressions for our Samoan language achievement to ensure there is consistent assessment across the team – especially for Writing and Reading in years 0-5. In years 6-8 we can use assessments in English to monitor achievement and progress.

This piece of work is more complex than just copying the English progressions as there is no existing framework or matrix we can refer to.

Discussions with Tessa Kite have raised some questions around reviewing the vision, developing the learning progressions and strengthening the practice in Moemoe Fou.

Moemoe Fou had some great learning occur through distance learning and there was consistent attendance from many families.

Building on relationships with other schools with bilingual units and contributing Samoan ECE will be a priority in 2022.

## Planning for next year:

**While we still aspire to reach the National average for achievement set out by the Kahui Ako, we realise that with 3 years of disruption, that this goal is getting increasingly more challenging. With that in mind, we have amended our school goal to 70% achievement (At or Above) and 80% engagement (in class attending to the learning).**

In 2022 we aim to raise student achievement to 70% 'At' or 'Above' in core curriculum areas and increase student engagement (to 80% in every class) for ALL learners.

Although we didn't achieve our goals in 2021 we believe that COVID and the disruption to learning (more than 6 months of lost 'face to face' learning) was a significant factor in this and that with solid teaching in foundation skills and knowledge we can accelerate student progress. While we acknowledge 'well-being' as an important component to student achievement and a teacher's sense of efficacy, we also recognise that success and engagement will also improve well-being, school culture and morale.

Each Team has a particular area of further development for 2022 alongside our whole school PLD in Mathematics.

**Pohutukawa** is continuing to strengthen their skills in Phonics teaching and we believe this will positively impact on our data moving forward.

**Nikau** is also looking at foundational literacy as there are a large group of children who are well below in this cohort. This team is also looking at developing Mathematics Teaching with 'Maths No Problem'.

**Totara and Kauri** are focussing on accelerating progress in Literacy and developing Mathematics Teaching with 'Maths No Problem'.

Each team is also undertaking an inquiry each 5-10 weeks, looking at implementing strategies which will impact on student learning.

### **Kahukura**

Refine IEP process to align with SSP recommendations and report against IEP goals to BoT and whanau.

### **Moemoe Fou**

Explore assessment opportunities to better reflect progress in MMF

Bilingual PLD – to develop a Lincoln Heights Samoan Progression of learning

Increase engagement with ECE