

Reefton Area School: Target Setting: Target 1 Reading 2020

<p>Focus</p> <p>Strategic Goals</p> <p>Annual Objectives for 2020</p> <p>Rationale</p> <p>Baseline Data 2019</p> <p>Targets 2020</p>	<p>Reading</p> <p>All learners make progress to achieve their goals All learners are active seekers, users and creators of knowledge. Engaging families/whānau and the wider community to support positive student learning outcomes.</p> <p>Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations. Students develop into self-managing, self-regulated learners. Effective teaching strategies and learning opportunities are used to engage learners and enrich learning. All members of our school community have opportunities to work in partnership with the school to support student learning and achievement.</p> <p>Reefton Area School is part of the Top of the South Island Kāhui Ako. A challenge area had been identified that targeted reading curriculum expectations after one year at school. Achievement data from 2018/2019 indicate that the achievement levels in the first two years at school required further attention, intervention, monitoring and support. Year 1, Year 2 and Year 3 student cohorts will be the focus for support.</p> <p>There were 11 students in the after 2 years cohort at Reefton Area School. 6 (55%) students were at the expected level, 5 (45%) were below the expected level. Of the 5 students, 3 have been at Reefton Area School for the 2 years. 3/3 Māori students were below the expected level 2/5 Male and 3/6 female students were below the expected level. There were 7 students in the after 1-year cohort at Reefton Area School. 4 (57%) were at the expected level, 3 (43%) were below the expected level. 1/1 Māori student was below the expected level. 3/5 (60%) of male students were below the expected level.</p> <p>Target 1 85% of our students will be at or above the reading curriculum expectation after 2 years at school. All students below the curriculum expectation will make accelerated progress. All students well below the curriculum expectation will make at least one years-progress.</p>
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Outcomes

33% of our students are reading at or above the expected curriculum level after 2 years at school. There were only 3 students in this cohort, and only 2 were at Reefton Area School at the end of both 2019 and 2020. One of these students will receive In Class Support funding from the MOE from the start of 2021. Of the 15 students who were here at RAS at the end of 2019 who were below the curriculum expectation and were still here at the end of 2020, four (26%) made accelerated progress and are now achieving at the expected curriculum level.

Two students who were well-below the expected level made at least one year's progress - one has ORS funding and one received RTLB support.

Actions to Achieve Targets

What are we doing?

Led By

Who is leading the work?

Budget

Is there a cost?

Timeframe

When will the work be completed?

Progress

Are we on track to meet the target?

What are we doing?	Led By Who is leading the work?	Budget Is there a cost?	Timeframe When will the work be completed?	Progress Are we on track to meet the target?
Workshops for parents/ family/ whānau to support children's' reading achievement.	Literacy Lead Teacher	Reading Together Resources	T.1 T.3	One workshop was completed with parent group. No other workshops were able to be completed.
Dialogue is to be maintained with early childhood providers in the Kāhui Ako on effective literacy practice	Deputy Principal Principal	Nil	T.4 Ongoing	One meeting happened between early childhood providers. Kāhui ako focus was disrupted.
Consolidation of the "Newcomers" concept. Ensure up-to-date and accurate information is gathered on learners on entry to school	Deputy Principal	Nil	T.4 Ongoing	"Newcomers" processes were maintained in the school. This greatly assisted with new enrolments in the school.
Maintain the resourcing and investment for Reading Recovery	Literacy Lead Teacher SENCO	Budget	T.1 Ongoing	The investment for Reading Recovery was maintained.
Provide teacher staffing to work with groups of target students in literacy.	Literacy Lead Teacher	Staffing	T.1 Ongoing	Designated teacher support was provided for groups of students with identified needs.
Maintain the special needs delivery systems	SENCO	Budget	T.1 Ongoing	The special needs delivery system has been maintained.
Explore play-based learning programmes for students who display learning developmental delay.	Deputy Principal SENCO	Nil	Term 2	Play-based learning programmes have been explored for those with developmental delay.

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Specific students will be targeted in class programmes. These will be students who have moved from "at" to "below" or "below" to "well-below" in their expected curriculum levels in reading.	Literacy Lead Teacher SENCO	Nil	Term 3 Ongoing	Specific students were targeted in class programmes. Ongoing monitoring happened through the year.
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Analysis of Variance

Actions (What did we do?)		Outcomes (What Happened?)		Reasons for the Variance (Why did it happen?)		Evaluation (Where to next?)	
Workshops for parents/ family/ whānau to support children's reading achievement.	One workshop was completed with parent group. No other workshops were able to be completed.	Disruptions to the school year significantly interrupted home and school initiatives.	Change in kāhui ako personnel has been a factor for the lack of action in this area.	Workshops to support effective literacy practice remain a priority focus for our parent community.			
Dialogue is to be maintained with early childhood providers in the Kāhui Ako on effective literacy practice	One meeting happened between early childhood providers. Kāhui ako focus was disrupted	These processes were followed with fidelity. Dialogue between home and school was very helpful on enrolment.		The kāhui ako collaboration has to ensure effective dialogue between providers.			
Consolidation of the "Newcomers" concept. Ensure up-to-date and accurate information is gathered on learners on entry to school	"Newcomers" processes were maintained in the school. This greatly assisted with new enrolments in the school.	Reading Recovery programme delivery remains a strength in the school setting.		The "Newcomers" process is to be maintained. Most importantly the initial contact with family and whānau.			
Maintain the resourcing and investment for Reading Recovery	The investment for Reading Recovery was maintained			The Reading Recovery programme is to be supported at current levels.			
Provide teacher staffing to work with groups of target students in literacy.	Designated teacher support was provided for groups of students with identified needs.	A designated teacher working with groups of students has been a successful initiative. Accelerated learning is happening for cohorts of students.		Targeted teacher support for cohorts of students with identified needs is to be maintained.			
Maintain the special needs delivery systems	The special needs delivery system has been maintained.	School systems are working effectively.		Ensuring effective collaboration with the Learning Support Coordinator is a priority.			
Explore play-based learning programmes for students who display learning developmental delay.	Play-based learning programmes have been explored for those with developmental delay.	Vocabulary development has been enhanced through the implementation of play-based learning.		The promotion of vocabulary development is to be supported through play-based learning programmes.			
Specific students will be targeted in class	Students have been targeted in	Students requiring support with		Rigorous exploration of teaching			

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<p>programmes. These will be students who have moved from “at” to “below” or “below” to “well-below” in their expected curriculum levels in reading.</p>	<p>class programmes.</p>	<p>classroom programmes have been identified. The school-wide monitoring process for target students has been effective.</p>
		<p>interventions is required.</p>

Recommendations / Planning for Next Year

Workshops to support effective literacy practice remain a priority focus for our parent community. The kāhui ako collaboration has to ensure effective dialogue between providers, especially in transition processes. The “Newcomers” process is to be maintained. Most importantly making initial contact with family and whanau and sustaining that dialogue. The Reading Recovery programme is to be supported at current levels. Targeted supplementary teacher support for cohorts of students with identified needs is to be maintained. Ensuring effective collaboration with the Learning Support Coordinator is a priority. The promotion of vocabulary development is to be supported through play-based learning programmes. Rigorous exploration of teaching interventions is required for those students who are not making accelerated progress.

W. Wright
January 2021

Reefton Area School: Target Setting: Target 2 Writing 2020

<p>Focus</p> <p>Strategic Goals</p> <p>Annual Objectives for 2020</p> <p>Rationale</p> <p>Baseline Data 2019</p> <p>Targets 2020</p>	<p>Writing</p> <p>All learners make progress to achieve their goals All learners are active seekers, users and creators of knowledge. Engaging families/whānau and the wider community to support positive student learning outcomes.</p> <p>Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations. Students develop into self-managing, self-regulated learners. Effective teaching strategies and learning opportunities are used to engage learners and enrich learning. All members of our school community have opportunities to work in partnership with the school to support student learning and achievement.</p> <p>Reefton Area School is part of the Top of the South Island Kāhui Ako. A challenge area had been identified that targeted writing achievement for Māori and boys from Year 1-10. The goal was to increase writing achievement at/above curriculum expectations to 85%. Achievement levels at Reefton Area School still remain below this threshold.</p> <p>93/126 (74%) of Year 1-10 students are at or above writing curriculum expectations 22/29 (76%) of Year 1-10 Māori students are at or above writing curriculum expectations. 38/61 (62%) of Year 1-10 Male students are at or above writing curriculum expectations. 55/65 (85%) of Year 1-10 Female students are at or above writing curriculum expectations. In 2019 there were 25 target students in Years 2-10. 6 target students left RAS through the year 4 of the 19 remaining students made accelerated progress and are now achieving at the expected curriculum level. 14 of the 19 remaining students made expected progress, however they remain below the expected curriculum level 1 student was identified as being below in 2018. The student is now well-below. There were 5 students in Year 1-10 well-below the expected curriculum level. Three students were supported by the Ongoing Resource Scheme. These students have met their IEP goals. One other student met their ITP goals.</p> <p>Target 2 70% of our Year 1-10 male students will be at or above writing curriculum level expectations. 85% of our Year 1-10 Māori students will be at or above writing curriculum level expectations. All Māori and male students below expectations will make accelerated progress of more than one-year progress. All Māori and male students well below the standard will make at least one-year progress.</p>
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Reefton Area School: Target Setting: Target 2 Writing 2020

Outcome
<p>39/60 (65%) of Year 1-10 male students are at or above writing curriculum expectations. 17/26 (65%) of Year 1-10 Māori students are at or above writing curriculum expectations.</p> <p>There were 24 target students in Year 2-10 at the start of 2020 - 19 male (79%). 5 female (21%) 7 Māori (29%) 1 student's ethnicity is identified as neither NZE or Māori (5%). There were two students who were working below the expected curriculum level at the start of 2020 who are neither male or Māori. Five target students left RAS during the year, all were male, and none were Māori.</p> <ul style="list-style-type: none"> • 7 of the 19 remaining target students made accelerated progress and are now achieving at the expected curriculum level. • 11 of the 19 remaining target students made expected progress, however they remain below the expected curriculum level. • 1 of the 19 remaining target students did not make the expected progress and is now well-below the expected curriculum level. • There was one male student well-below the expected curriculum expectations in writing and while making at least one year's progress this student remains well-below the writing curriculum expectations.

Actions to Achieve Targets	Led By	Budget	Timeframe	Progress
What are we doing?	Who is leading the work?	Is there a cost?	When will the work be completed?	Are we on track to meet the target?
Ongoing monitoring of students below the expected curriculum level in writing. Termly tracking system to be maintained. Targeted students will be the basis for teaching as inquiry practice.	Literacy lead teacher.	Nil	Termly Term 4	Termly monitoring of target students in writing took place. Writing practices were explored in teaching as inquiry investigations.
Parents, family and whānau will be involved in goal setting processes for target students	Leadership Team	Nil	Termly Term 1 Term 3	All parents and caregivers of target students were involved in goal setting processes.

Reefton Area School: Target Setting: Target 2 Writing 2020

Literacy working walls will be an essential component of literacy programmes in classrooms. An emphasis on effective feedback strategies will feature in learning programmes and in observations of classroom practice.	Literacy lead teacher	PLD	Term 1	Literacy working walls were established in classrooms delivering literacy programmes. Variability in the quality of these supports is apparent. Observations of effective feedback strategies used in classrooms did not occur.
Horizontal and vertical moderation practices will continue for OTJs in writing. Across cluster moderation will occur.	Leadership Team	Nil	Term 2/4	Moderation practices within the school setting were followed. There was little opportunity for across cluster moderation to occur.
Progressions and the expectations for teaching spelling will be reinforced through professional learning programmes	Literacy lead teacher	PLD	Term 3	Spelling programme expectations were outlined in professional learning programmes.
Achievement data is analyzed so strategies can be put into place to make a difference for students who are not making expected progress.	Senior Management Team	Nil	End of Term 2	Achievement data has been regularly analyzed. Strategies were modified in response to data presented.
Across cluster collaboration of writing lead teachers is established.	Literacy Lead Teacher.	PD Budget	End of Term 2	Across cluster lead teachers met on one occasion. This process needs to be strengthened.
PLD support provided for engaging male writers.	Literacy Lead Teacher.	PD Budget	End of Term 3	A comprehensive PLD support programme was put into place to engage male writers. The school intends to maintain this focus area.
Professional learning groups will be used to support student writing achievement.	PLG Team Leaders. Literacy Lead teacher	Meeting schedule	End of Term 3	PLGs were used to good effect to support student writing achievement.

Reefton Area School: Target Setting: Target 2 Writing 2020

Analysis of Variance			
Actions (What did we do?)	Outcomes (What Happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
Ongoing monitoring of students below the expected curriculum level in writing. Termly tracking system to be maintained. Targeted students will be the basis for teaching as inquiry practice.	Termly monitoring of target students in writing took place. Writing practices were explored in teaching as inquiry investigations.	Monitoring processes are embedded into school wide systems.	Monitoring meetings need to be strengthened. Full and frank discussions need to be based on data and effective practice. Deficit thinking needs to be challenged.
Parents, family and whānau will be involved in goal setting processes for target students	All parents and caregivers of target students were involved in goal setting processes.	In school processes ensure that the caregivers of target students are consulted with on learning goals and outcomes.	Regular updates are provided to caregivers on the progress towards learning goals.
Literacy working walls will be an essential component of literacy programmes in classrooms. An emphasis on effective feedback strategies will feature in learning programmes and in observations of classroom practice.	Literacy working walls were established in classrooms delivering literacy programmes. Variability in the quality of these supports is apparent. Observations of effective feedback strategies used in classrooms did not occur.	Staff members are given the professional freedom to make decisions they feel will make the most difference for students. Observations of classroom practice are required to ensure students learning needs are effectively being catered to.	Working walls to support literacy learning will be a requirement in classroom settings. Regular observations of literacy practice need to occur.
Horizontal and vertical moderation practices will continue for OTJs in writing. Across cluster moderation will occur.	Moderation practices within the school setting were followed. There was little opportunity for across cluster moderation to occur.	Kāhui Ako cluster meetings were infrequent.	Developing a cluster wide approach to moderation would be hugely beneficial for writing achievement within the Kāhui Ako.

Reefton Area School: Target Setting: Target 2 Writing 2020

Progressions and the expectations for teaching spelling will be reinforced through professional learning programmes	Spelling programme expectations were outlined in professional learning programmes.	Quality PLD using school resources was effective.	Spelling will be a focus for literacy programmes in 2021.
Achievement data is analyzed so strategies can be put into place to make a difference for students who are not making expected progress.	Achievement data has been regularly analyzed. Strategies were modified in response to data presented.	Target students were monitored through PLG sessions. Ideas for effective teacher practice were shared.	Close monitoring of student writing achievement will be maintained for students Year 1-10.
Across cluster collaboration of writing lead teachers is established.	Across cluster lead teachers met on one occasion. This process needs to be strengthened.	Other cluster priorities got in the way of this collaboration.	The school needs to ensure that cluster commitments don't put our own development in writing at risk.
PLD support provided for engaging male writers.	A comprehensive PLD support programme was put into place to engage male writers.	Research and professional readings were accessed supporting strategies to support boys' writing.	The school intends to maintain the focus on boys writing.
Professional learning groups will be used to support student writing achievement.	PLGs were used to good effect to support student writing achievement.	Staff members support and provide feedback to each other on effective practice.	Professional learning groups provide a professional and non-threatening setting to explore writing development.

Reefton Area School: Target Setting: Target 2 Writing 2020

Recommendations / Planning for Next Year

The disparity in writing achievement between male and female cohorts remains an issue for our setting. 39/60 (65%) of male students are at or above curriculum expectation compared to 52/63 (83%) of female students. Māori student achievement promotes concern. 17/26 (65%) of Māori students Year 1-10 are at or above curriculum expectation.

The following are recommendations for Reefton Area School.

- Monitoring meetings need to be strengthened. Full and frank discussions need to be based on data and effective practice. Deficit thinking needs to be challenged. Staff need to base judgments on reliable and valid data.
- Regular updates are provided to caregivers on the progress towards learning goals.
- Working walks to support literacy learning will be a requirement in classroom settings. Regular observations of classroom practice need to occur.
- Developing a cluster wide approach to moderation would be hugely beneficial for writing achievement within the Kāhui Ako
- Spelling will be a focus for literacy programmes in 2021.
- Close monitoring of student writing achievement will be maintained for students Year 1-10.
- The school needs to ensure that cluster commitments don't slow our own development in writing.
- The school intends to maintain the focus on boys writing.
- The school needs to keep a close focus on Māori student achievement in writing.
- Professional learning groups will provide the professional and non-threatening setting to explore writing development.

W. Wright
January 2021

Reefton Area School: Target Setting: Target 3 Mathematics 2020

<p>Focus</p> <p>Strategic Goals</p> <p>Annual Objectives for 2020</p> <p>Rationale</p> <p>Baseline Data 2019</p>	<p>Mathematics</p> <p>All learners make progress to achieve their goals</p> <p>All learners are active seekers, users and creators of knowledge.</p> <p>Engaging families/whānau and the wider community to support positive student learning outcomes.</p> <p>Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations.</p> <p>Students develop into self-managing, self-regulated learners.</p> <p>Effective teaching strategies and learning opportunities are used to engage learners and enrich learning.</p> <p>All members of our school community have opportunities to work in partnership with the school to support student learning and achievement.</p> <p>Reefton Area School is part of the Top of the South Island Kāhui Ako. A challenge area was identified that targeted Mathematics achievement in Year 4-8. The target was to improve mathematics achievement to 85% at or above curriculum level expectations. Although significant gains had been made, the achievement of Reefton Area School students remained below the Kāhui Ako target. Achievement in 2019 dipped to just 68% of Year 1-10 students at or above curriculum level expectations. Two cohorts were significantly lower than the rest. Year 2/3 (55%, 40%) and Year 7/8 (40%, 50%) These cohorts are to be the focus for school intervention.</p> <p>95/126 (68%) of Year 1-10 students were at or above curriculum level expectation</p> <p>25/29 (73%) of Year 1-10 Māori students were at or above curriculum level expectation</p> <p>46/61 (69%) of Year 1-10 male students were at or above curriculum level expectation</p> <p>49/65 (68%) of Year 1-10 female students were at or above curriculum level expectation</p> <p>Specific to the target stated:</p> <p>48/70 (69%) of Year 4-8 students are at or above the expected curriculum level.</p> <p>Influencing the overall data significantly:</p> <p>5/11 (45%) of Year 2 students were below curriculum level expectations</p> <p>6/10 (60%) of Year 3 students were below curriculum level expectations</p> <p>9/15 (60%) of Year 7 students were below or well below curriculum level expectations. 3/15 well below</p> <p>5/10 (50%) of Year 8 students were below curriculum level expectation.</p>
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Reefton Area School: Target Setting: Target 3 Mathematics 2020

Targets 2020

Target 3 There will be a 10% improvement in students being at or above curriculum level expectation in mathematics and statistics in Year 3/4 and Year 8/9.

Year 3 a shift from 55% to 65%

Year 4 a shift from 40% to 50%

Year 8 a shift from 40% to 50%

Year 9 a shift from 50% to 60%

All students will make a minimum of one-year progress in those cohorts.

All students below the expected level will make accelerated progress.

3 students well-below in Year 8 will meet their ITP goals.

Outcome

Year 3 data shows 50% of students are at or above the expected curriculum level in mathematics and statistics.

Target not met

There were 4 students who were at RAS for the full year. 3 of the 4 made expected progress. 1 student made accelerated progress and moved from below to at the expected level.

Of the 3 students below the expected level, 1 made accelerated progress and moved to at the expected level.

Year 4 data shows 71% of students are at or above the expected curriculum level in mathematics and statistics.

Target met

There were 14 students who were at RAS for the full year. 8 made expected progress. 3 made accelerated progress. 2 moved from below to at the expected level. One moved from at to above the expected level. 2 students did not make expected progress and dropped from below to well below expected levels. Of the 8 students below the level 3 students made accelerated progress and moved to at the expected level.

Year 8 data shows 43% of students are at or above the expected curriculum level in mathematics and statistics.

Target not met

12 students were at RAS for the full year. 7 made expected progress of one year. 2 made accelerated progress. 1 moved from below to at, 1 student moved from well-below to below. 3 students did not make the expected progress. 1 dropping from below to well-below. 2 dropping from at to below the expected level. Of the 3 students below the expected level at the start of the year, 1 made expected progress, 1 made accelerated progress to move from below to at. 1 did not make expected progress and dropped from below to well below the expected level.

Reefton Area School: Target Setting: Target 3 Mathematics 2020

	<p>Year 9 data shows 70% of students are at or above the expected curriculum level in mathematics and statistics. Target met.</p> <p>There were 7 students who were at RAS for the full year. 6 made expected progress. 1 made accelerated progress and moved from below to at the expected curriculum level. Of the 3 students below the expected level, 2 made expected progress and 1 made accelerated progress and moved to the expected level.</p> <p>The 3 students well-below the expected curriculum level in Year 8 all had individual teaching plans. 1 student met their learning goals fully, 1 met one learning goal and made progress towards the other, 1 student made significant progress and moved from well-below to below the expected curriculum level.</p>
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Actions to Achieve Targets What are we doing?	Led By Who is leading the work?	Budget Is there a cost?	Timeframe When will the work be completed?	Progress Are we on track to meet the target?
Online collaboration of numeracy/ mathematics lead teachers across the TOSI Kahui Ako community of learners.	Maths / Numeracy Lead teachers	PLD / Cluster Budget	Term 2 Ongoing	The online collaboration of numeracy/ mathematics teachers did not occur.
Workshops / open day opportunities are provided for parents/ family/ whānau to support children's mathematics achievement.	Maths / Numeracy Lead teachers	Nil	Term 3	Parents /caregivers of students involved in Accelerated Learning in Mathematics had the opportunity to provide support for children's achievement.
Implement the procedure for assessing curriculum level expectations. Across school's moderation to ensure OTJ consistency.	Maths / Numeracy Lead teachers	PLD / Cluster Budget	Term 2	The procedure for assessing curriculum level expectations was implemented across Year 1-8 settings.

Reefton Area School: Target Setting: Target 3 Mathematics 2020

Ongoing monitoring of students below the expected curriculum level in mathematics. Termly tracking system to be maintained. Targeted students will be the basis of teaching as inquiry projects.	Senior management team. Numeracy Lead Teachers	Nil	Term 3	Ongoing monitoring of target students took place. The termly tracking system was maintained. Teaching as inquiry projects were based on target students.
Overviews for each curriculum level will be fully implemented in class mathematics programmes.	Maths / Numeracy Lead teachers	PLD / Cluster Budget	Term 1	Curriculum overviews for each level were implemented.
The maintenance of rich task, parallel task, multiplicative thinking pedagogy in classroom programmes. Classroom observations of practices will occur.	Maths / Numeracy Lead teachers	PLD Budget	Term 2/3	Classroom observation of practice occurred. However, this process was significantly interrupted through the year.
Meet the requirements of Accelerated Learning in Mathematics development 2020. Target specific groups in Year 3/4 and Year 8/9	Math's / Numeracy Lead teachers	PLD Budget	Term 4	ALiM requirements were met through 2020. Year 3/4 and Year 8/9 cohorts were targeted.
Collaborative planning meetings for mathematics will occur.	Maths / Numeracy lead Teachers	Meeting Schedule	Term 1 Term 3	Collaborative planning meetings for mathematics were held throughout the year.
There will be parent/caregiver information sharing on learning goals set for target students and those students requiring Individual Teaching Plans	Maths / Numeracy lead Teachers	3-way conferences mapping	Term 1 Term 3	Parents were involved in learning goals set for target students and those requiring Individual Teaching Plans

Reefton Area School: Target Setting: Target 3 Mathematics 2020

Analysis of Variance

Actions (What did we do?)	Outcomes (What Happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
Online collaboration of numeracy/ mathematics lead teachers across the TOSI Kāhui Ako community of learners.	The online collaboration of numeracy/ mathematics teachers did not occur.	Cluster wide priorities were changed beyond the control of the school.	The school remains open to cluster wide professional support.
Workshops / open day opportunities are provided for parents/ family/ whānau to support children's mathematics achievement.	Parents /caregivers of students involved in Accelerated Learning in Mathematics had the opportunity to provide support for children's achievement.	With the 2020 interruptions planned parent/caregiver information evenings were unable to be held.	Workshops for parents/ caregivers / whānau should be planned for in 2021.
Implement the procedure for assessing curriculum level expectations. Across school's moderation to ensure OTJ consistency.	The procedure for assessing curriculum level expectations was implemented across Year 1-8 settings.	This was completed with fidelity by the teaching team.	Moderation practices should be maintained to ensure reliable and valid outcomes.
Ongoing monitoring of students below the expected curriculum level in mathematics. Termly tracking system to be maintained. Targeted students will be the basis of teaching as inquiry projects.	Ongoing monitoring of target students took place. The termly tracking system was maintained. Teaching as inquiry projects were based on target students.	Monitoring systems are embedded. Teaching as inquiry projects were based on target students.	Systems for the monitoring of student achievement are to be maintained.

Reefton Area School: Target Setting: Target 3 Mathematics 2020

Overviews for each curriculum level will be fully implemented in class mathematics programmes.	Curriculum overviews for each level were implemented.	The ALiM intervention supported this development.	The school will ensure curriculum level overviews are implemented effectively.
The maintenance of rich task, parallel task, multiplicative thinking pedagogy in classroom programmes. Classroom observations of practices will occur.	Classroom observation of practice occurred. However, this process was significantly interrupted through the year.	Reinforcement of mathematics pedagogy was supported through junior syndicate meetings.	Ongoing monitoring of classroom practices will be a feature of walk throughs and observations.
Meet the requirements of Accelerated Learning in Mathematics development 2020. Target specific groups in Year 3/4 and Year 8/9	ALiM requirements were met through 2020. Year 3/4 and Year 8/9 cohorts were targeted.	These requirements were met with fidelity. Excellent support was accessed through UC Education Plus facilitation.	Reefton Area School will apply for supplementary PLD support for ALiM.
Collaborative planning meetings for mathematics will occur.	Collaborative planning meetings for mathematics were held throughout the year.	Planning meetings encouraged collegial support for team members. An expectation had been set.	Teachers in the junior syndicate will collaboratively plan for mathematics and statistics.
There will be parent/caregiver information sharing on learning goals set for target students and those students requiring Individual Teaching Plans	Parents were involved in learning goals set for target students and those requiring Individual Teaching Plans	SENCO / learning support processes required parent/caregiver involvement.	Parent and caregiver information sharing on learning goals will be part of ITP processes.

Reefton Area School: Target Setting: Target 3 Mathematics 2020

Recommendations / Planning for Next Year

Through 2020 77/123 (63%) students were achieving at or above the expected curriculum level in mathematics and statistics. There was little variation in the achievement of male, female and Māori cohorts.

This data requires that mathematics and statistics remains as a target for improvement in our setting. A target of 70% at or above for Year 3-8 students should be set.

Consideration is to be given to specific strategies to cater to Year 9 / 10 students in 2021. The strategies are to enable students to meet the future numeracy requirements for NCEA studies.

The following recommendations should be in place:

- The school remains open to cluster wide professional support for staff and team leaders
- Workshops for parents/ caregivers / whanau should be planned for in 2021.
- Moderation practices should be maintained to ensure reliable and valid outcomes
- Systems for the monitoring of student achievement are to be maintained.
- The school will ensure curriculum level overviews are implemented effectively.
- Ongoing monitoring of classroom practices will be a feature of walk throughs and observations.
- Reefton Area School will apply for supplementary PLD support for ALiM.
- Teachers in the junior syndicate will collaboratively plan for mathematics and statistics.
- Parent and caregiver information sharing on learning goals will be part of ITP processes.

W. Wright
January 2021

Reefton Area School: Target Setting: Target 4 2020 Year 12/13 NCEA Achievement.

Focus	<p>Year 13 NCEA Achievement.</p> <p>Belonging Well-Being Success All learners make progress to achieve their goals All learners are active seekers, users and creators of knowledge. All learners develop competencies and values to successfully contribute to their communities and environment. Engaging families/whānau and the wider community to support positive student learning outcomes.</p>
Annual Objectives for 2020	<p>Pastoral and student support systems are enhanced to maximize the opportunities students have to be successful in their chosen pathway.</p> <p>Priority learners are identified and targeted to succeed. Accelerate the learning of students performing below expectations.</p> <p>Students develop into self-managing, self-regulated learners.</p> <p>Effective teaching strategies and learning opportunities are used to engage learners and enrich learning.</p> <p>Implement the school ICT strategy including Ultra Fast Broadband to develop 21st Century digital citizens.</p> <p>All members of our school community have opportunities to work in partnership with the school to support student learning and achievement.</p>
Rationale	<p>Reefton Area School is part of the Top of the South Island Community of Learning. A challenge area has been previously identified that targets NCEA Achievement at Level 2/3 and/or UE (retention and engagement) The challenge was to increase the percentage of leavers achieving NCEA Level 2 NCEA Level 3 and University Entrance requirements.</p> <p>In 2017 through to 2019 the achievement of Year 12/13 students was below expectation.</p> <p>7 Year 12 students started the 2019 school year. 6 students achieved level 2. 1 student completed level 1 before leaving.</p> <p>9 Year 13/14 students started the 2019 school year. 1 student left and went into fulltime employment. 6 students had completed level 3, 2 students were close to completing level 3 1 Year 13 student started in Term 2 with no NCEA qualifications. The student now has level 1 and is 2 credits off level 2</p>
Baseline Data 2019	

Reefton Area School: Target Setting: Target 4 2020 Year 12/13 NCEA Achievement.

	<p>3 students required UE for their respective pathway 3 students had gained UE. A 4th student may gain UE with external results.</p> <p>Attendance rates did not improve to over 90%. The school wide attendance rate was 85.2% The attendance level for students in Years 11/12/13 was 74.1% There was a direct link to the non-academic performance of students and their attendance rate.</p> <p><u>Well-being data did not show a significant improvement in pro social student culture and strategies.</u></p>
<p>Targets 2020</p>	<p>All Year 12 students completing a full year of study will achieve NCEA level 2 All Year 13 students completing a full year of study will achieve NCEA level 3 All Year 13 students requiring UE for their chosen pathway will achieve the requirement. Attendance rates will improve to over 85%. Well-being data will show a significant improvement in pro social student culture and strategies.</p>
<p>Outcome</p>	<p>Year 12 5/5 students who were at school for the full year achieved NCEA Level 2. Three students left school in June for full time employment and two of these students achieved NCEA Level 2 prior to leaving. Year 13 4/4 students who were at school for the full year achieved NCEA level 3. 2/2 students who were at school for the full year and had identified they wished to achieve University Entrance achieved U.E. Attendance rates through 2020 improved. Average attendance T.1 91.6%, T.2 93.9%, T.3 90.3% There were no detectable differences in well-being data demonstrating pro social student culture and strategies.</p>

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Actions to Achieve Targets What are we doing?	Led By Who is leading the work?	Budget Is there a cost?	Timeframe When will the work be completed?	Progress Are we on track to meet the target?
Enhanced goal-setting procedures for students in Year 9-13 (MAP- My Action Plan)	Senior Syndicate	Nil	Term 1	My Action Plan (MAP) goal setting was disrupted through the year.
Student/family/whānau involvement and partnership in decision-making with student pathways.	Senior Syndicate	Nil	Term 1 Ongoing	Student / family / whanau involvement occurred in decision making with student pathways. Trades Academy, Gateway programmes, STAR programmes and subject selection all required caregiver input.
Enhancement of mentoring system for Year 9-13 students linked to My Action Plan System. Develop a schedule of mentoring meetings with clear expectations of processes to be followed.	Senior Syndicate	Nil	Term 1 Ongoing	The mentoring system was disrupted through the year. Pastoral and academic support was provided by form teachers and transition education personnel.
Strengthen the roles of form teachers. Specific focus on attendance systems and SWPB4L initiatives.	Senior Syndicate	Nil	Term 2 Ongoing	Form teacher roles were strengthened for Year 12/13 students. Attendance monitoring was effective. SWPB4L initiatives were not a strong feature in the senior part of the school.
Explore opportunities for learning experiences in workplaces and tertiary environments to support chosen pathways.	Senior Syndicate	Nil	Term 3	Access to workplaces and tertiary environments proved difficult throughout the year. Planned experiences were postponed.

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Maintain online learning opportunities for senior students. I.e., Net NZ courses	Senior Syndicate	TOSI Net Resources	Term 2 Ongoing	Reefton Area School provided a course for Net NZ. Students had the opportunity to enroll in Net NZ courses.
Support the collaboration of senior secondary teachers across the TOSI community of learners.	Senior Syndicate	Cluster meetings.	Term 2 Ongoing	There was very little collaboration between senior secondary teachers in the TOSI Kāhui Ako.
Use senior assemblies as the main way of delivering PB4L and school wide communications.	Senior leadership	Senior student assemblies	Term 1 Ongoing	PB4L and school communications were delivered through senior school assemblies.
Ensure pastoral support is provided by the senior leadership team.	Senior leadership	Senior Syndicate Meetings	Term 1 Ongoing	The senior leadership team were heavily involved in pastoral support for senior secondary students.
Involve student leaders in important school decision making. Ensure senior student voice is listened to effectively.	Senior Leadership	Student leadership meetings	Term 1 ongoing	Senior student leaders were consulted with regularly with important school decision making. Regular Student Council meetings were held each term.

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Analysis of Variance

Actions (What did we do?)	Outcomes (What Happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
Enhanced goal-setting procedures for students in Year 9-13 (MAP- My Action Plan)	My Action Plan (MAP) goal setting was disrupted through the year.	The COVID-19 lockdown required a shift in approach. Reporting requirements were met.	My Action Plan procedures are to be maintained for senior students.
Student/family/whānau involvement and partnership in decision-making with student pathways.	Student / family / whanau involvement occurred in decision making with student pathways. Trades Academy, Gateway programmes, STAR programmes and subject selection all required caregiver input.	Parents and students are involved in important decision-making processes. Formal opportunities are well supported	Every effort is to be made to involve students, caregivers, family and whanau in decision making around pathways.
Enhancement of mentoring system for Year 9-13 students linked to My Action Plan System. Develop a schedule of mentoring meetings with clear expectations of processes to be followed.	The mentoring system was disrupted through the year. Pastoral and academic support was provided by form teachers and transition education personnel.	Formal mentoring sessions were sporadic. Getting the right people alongside students proved difficult. Staff availability and student commitments were issues.	Senior secondary students need to have an identified support person able to provide advice and guidance when required.
Strengthen the roles of form teachers. Specific focus on attendance systems and SWPB4L initiatives.	Form teacher roles were strengthened for Year 12/13 students. Attendance monitoring was effective. SWPB4L initiatives were not a strong feature in the senior part of the school.	Form teacher responsibilities were carried out with fidelity in the senior secondary school. PB4L systems are not applied thoroughly with senior students. A lack of buy in.	Form teacher roles need to be assigned carefully. Senior student support for PB4L initiatives is to be enhanced. Strong reward systems would attend to this.

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Explore opportunities for learning experiences in workplaces and tertiary environments to support chosen pathways.	Access to workplaces and tertiary environments proved difficult throughout the year. Planned experiences were postponed.	COVID-19 requirements meant worksite access was limited. Access to tertiary environments was problematic.	Ensure students have the opportunity to experience work / learning environments that are part of their pathway.
Maintain online learning opportunities for senior students. I.e., Net NZ courses	Reefton Area School provided a course for Net NZ. Students had the opportunity to enroll in Net NZ courses.	Few students took up the opportunity for online learning programmes.	Reefton Area School needs to maintain online learning opportunities to ensure students have access to a full curriculum.
Support the collaboration of senior secondary teachers across the TOSI community of learners.	There was very little collaboration between senior secondary teachers in the TOSI Kāhui Ako.	The Kāhui Ako seemed to have different priorities. Disruptions with key personnel had negatively impacted.	Senior secondary staff need to be able to network to access professional support.
Use senior assemblies as the main way of delivering PB4L and school wide communications.	PB4L and school communications were delivered through senior school assemblies.	Senior assemblies were more formalized. Important school communications were restated in assemblies.	Senior assemblies are to be used to support school wide communications.
Ensure pastoral support is provided by the senior leadership team.	The senior leadership team were heavily involved in pastoral support for senior secondary students.	An overview of student well-being was led by senior staff. Student interventions were accessed through the team	The Pastoral Care team is to be a designated role of the senior leadership team.
Involve student leaders in important school decision making. Ensure senior student voice is listened to effectively.	Senior student leaders were consulted with regularly with important school decision making. Regular student council meetings were held each term.	Effective leadership skills were displayed by senior students. They supported school wide initiatives.	Student voice is required in important school decision making.

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Recommendations / Planning for Next Year

While Year 12/13 students met with some success and targets were achieved, this target area needs to remain a focus for Reefton Area School. Provisional level 1 NCEA data indicates that 9/12 students achieved NCEA 1 in 2020. Close monitoring of Year 12/13 achievement is required

Key recommendations are:

- My Action Plan procedures are to be maintained and enhanced for senior students
- Every effort is to be made to involve students, caregivers, family and whanau in decision making around pathways
- Senior secondary students need to have an identified support person able to provide advice and guidance when required
- Form teacher roles need to be assigned carefully
- Senior student support for PB4L initiatives is to be enhanced. Strong reward systems would attend to this
- Ensure students have the opportunity to experience work / learning environments that are part of their pathway
- Reefton Area School needs to maintain online learning opportunities to ensure students have access to a full curriculum
- Senior secondary staff need to be able to network to access professional support
- Senior assemblies are to support school wide communications
- The Pastoral Care team is to be a designated role of the senior leadership team.
- Student voice is required in important school decision making

There is a need to ensure attendance levels are effectively monitored and targeted for at risk students.