



School Name:	Waipa Christian School	School Number:	266
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Strategic Aim:	<p>Strategic Aims for 2020</p> <ol style="list-style-type: none"> 1) Developing systems and procedures around behaviour management (2018 - 2022) 2) To implement and embed a culturally responsive local curriculum that reflects the special character of Waipa Christian School (3 - 5 years).
Annual Aim:	To raise the overall achievement levels of all students, with a specific focus on students identified as 'at risk'.
Target:	<p>Individual students were identified from December 2019 overall teacher judgments. A list was constructed using Curriculum Achievement Plans for Reading and Writing that helped to identify levels of support required. These individual students who achieved below, or well below the expected curriculum level made up the following numbers as identified at the start of the year (2020). These students came from a range of year groups.</p> <p>Reading: 10 Writing: 14 Mathematics: 19</p>
Baseline Data:	<p>Data from Overall Teacher Judgments as at December 2019.</p> <p>Reading All students: 68/82 (83%) At, or above expected curriculum level Maori students: 11 /16 (69%) At, or above expected curriculum level NZ European / Pakeha / Other European / Other: 55/64 (86%) At, or above expected curriculum level Asian: 2/2(100%) At, or above expected curriculum level Boys: 36/44 (82 %) Girls: 34 /38 (89 %)</p> <p>Writing All students: 67/82 (82%) At, or above expected curriculum level Maori students: 14/16 (87.5%) At, or above expected curriculum level NZ European / Pakeha / Other European / Other: 51/64 (80%) At, or above expected curriculum level Asian: 2/2(100%) At, or above expected curriculum level Boys: 33 /44 (75%)</p>

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Girls: 34/38 (90 %)

Numeracy:

All students: 60/82 (72%) At, or above expected curriculum level

Maori students: 8 /16 (50%) At, or above expected curriculum level

NZ European / Pakeha / Other European / Other:49 /64 (77%) At, or above expected curriculum level

Asian: 2/2(100%) At, or above expected curriculum level

Boys: 36 /44 (82 %)

Girls: 24/38 (63%)

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>PB4L programme (Year 2, Tier 1) We continued our review of school-wide behaviour development systems.</p> <p>Accelerated Literacy Learning (ALL) - year 3</p> <p>Target students were identified, received extra tuition, and were monitored for progress over two teacher-led inquiry cycles.</p> <p>Our teacher was supported by the University of Waikato</p> <p>Our teacher involved with the ALL programme was asked to lead a few staff meetings to share her success and what worked well in class. We started discussions around feedback (peer & teacher)</p> <p>Accelerated Learning in Mathematics (ALiM) - Year 1</p> <p>Target students were identified, received extra tuition, and were monitored for progress over two teacher-led inquiry cycles.</p> <p>Our teacher was supported by the University of Waikato .</p>	<p>Reading All students: 64 /83 (77%) At, or above expected curriculum level</p> <p>Maori students: 10 /10 (100%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 54/73 (74%) At, or above expected curriculum level</p> <p>Asian: 0/0(0%) At, or above expected curriculum level</p> <p>Boys: 37/47 (79%) Girls: 27 /36 (75%)</p> <p>Writing All students: 65 /83 (78%) At, or above expected curriculum level</p> <p>Maori students: 10/10 (100%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 55/73 (75%) At, or above expected curriculum level</p> <p>Asian: 0/0(0%) At, or above expected curriculum level</p> <p>Boys: 35 /47 (75%) Girls: 30/36 (83 %)</p>	<p>Using Curriculum Achievement Plans for literacy to identify target students and the required level of intervention helped to make referrals and seek help where needed.</p> <p>We ended the year with 83 students. Another blessed year of positive roll growth.</p> <p>Covid-19, lockdowns and home learning resulted in a spike in behavioural incidents. For some, this was detrimental to their progress. General attendance after lockdown was satisfactory.</p> <p>We are pleased with an overall progress in mathematics achievement when compared to previous years with 84% of all students achieving at, or above the expected curriculum level.</p> <p>Maori Student achievement We've noticed very pleasing results for our Maori students in reading, writing and mathematics. (see 2nd column for results)</p> <p><i>Note: The end of 2020 data includes all students - even those with ORS funding and those who have not yet been at school for 40 weeks.</i></p>	<p>Actions in 2021 Charter / Annual Plan</p> <p>We will continue to work with the across- and within school teachers for our Kahui Ako with a Major focus on Culturally Responsive Pedagogies. The Kahui Ako has decided to contract Bethlehem Tertiary Institute for Professional Development in this area. A Shalom approach is in line with the Special Character of our schools. We'll use our action plan as a starting point for professional development in this area.</p> <p>We will continue to refine school-wide systems and processes as a PB4L school with an emphasis on consistency.</p> <p>We are due for a Special Character Audit, which should prompt some areas of development. A Principal's inquiry will seek to find out what works well in other Christian Schools in order to take Waipa Christian School forward in this fundamental area of our school.</p> <p>Target students will be identified at the start of the year, tracked, monitored, and reported on (to the Board of Trustees) throughout the year.</p> <p>An emphasis on consistency in classroom practice and high expectations on teachers and students should continue to</p>



<p>We adopted a Curriculum and Achievement Plan for Mathematics which will help us identify priority learners and appropriate interventions.</p> <p>Our teacher on the programme led a few staff meetings on 'what worked well' for his target group.</p> <p>Cultural Relationships for Responsive Pedagogies (CRRP)</p> <p>We used baseline data from Rongohia te Hau (community consultation) to identify our next steps on this journey. Our Kahui Ako's across school, and our within school teachers co-constructed an action plan for our school.</p> <p>Learning Support Coordinator (LSC)</p> <p>We were allocated an LSC for 1 day per week. She has assisted with making a number of referrals including 2 to RTLB. A welcome support.</p> <p>STEPS targeted support programmes continued for students achieving well below their chronological age.</p> <p>RTLB support for 2 students.</p> <p>RtLit support for 1 student.</p> <p>ESOL support - 7 students received support from our ESOL trained teacher</p>	<p>Mathematics: All students: 70/83 (84%) At, or above expected curriculum level</p> <p>Maori students: 9/10 (90%) At, or above expected curriculum level</p> <p>NZ European / Pakeha / Other European / Other: 61 /73 (84%) At, or above expected curriculum level</p> <p>Asian: 0/0(0%) At, or above expected curriculum level</p> <p>Boys: 39 /47 (83 %) Girls: 31/36 (86%)</p>		<p>lift the bar of achievement through God's grace.</p>
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<p>Counselling - We were blessed with locally raised funding to pay for counseling for 6 students throughout the year.</p>			
<p>Planning for next year:</p>			
<p>Funding for annual goals will come from the Board of Trustees and Kahui Ako generated funds.</p>			