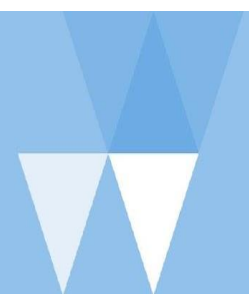




<b>School Name:</b>	Waipa Christian School	<b>School Number:</b>	266
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<b>Strategic Aim:</b>	<p><b>Strategic Aims for 2021</b></p> <ol style="list-style-type: none"> <li>1) Developing systems and procedures around behaviour management (2018 - 2022)</li> <li>2) To implement and embed a culturally responsive local curriculum that reflects the special character of Waipa Christian School (3 - 5 years).</li> </ol>	
<b>Annual Aim:</b>	To raise the overall achievement levels of all students, with a specific focus on students identified as 'at risk'.	
<b>Target:</b>	<p>Individual students were identified from December 2020 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 (2021). These students came from a range of year groups.</p> <p><b>Reading:</b> 12 <b>Writing:</b> 12 <b>Mathematics:</b> 5</p>	
<b>Baseline Data:</b> From December 2020 OTJ's	<p><b>Reading:</b> 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 &amp; all Other: 54 /73 (74%) At, or above expected curriculum level</p> <p>Boys: 37 /47 ( 79%) At, or above the</p>	



expected curriculum level  
Girls: **27 /36 (79 %)** At, or above the  
expected curriculum level

**Writing:**

All students: **65 /83 (78%)** At, or above  
expected curriculum level

Maori students: **10/10 (100%)** At, or above  
expected curriculum level

NZ European & all Other: **55/73 (75%)** At,  
or above expected curriculum level

Boys: **35/47 (75 %)** At, or above the  
expected curriculum level  
Girls: **30 /36 ( 83%)** At, or above the  
expected curriculum level

**Mathematics:**

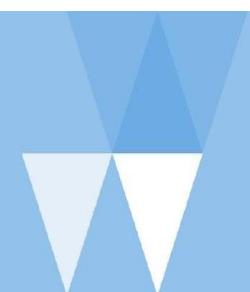
All students: **70/83 (84%)** At, or above  
expected curriculum level

Maori students: **9/10 (90%)** At, or above  
expected curriculum level  
NZ European & all Other: **61/73 (84%)** At,  
or above expected curriculum level



## Tātaritanga raraunga

	<p>Boys: 39/47 (<b>83 %</b>) At, or above the expected curriculum level Girls: <b>31/36 ( 86%)</b> At, or above the expected curriculum level</p>	
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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened - end of 2021 (OTJ's)</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>PB4L programme (Year 3, Tier 1)</b> We elaborated on our school values and these are now displayed in all classrooms. House point systems were refined to reinforce and acknowledge positive behaviour and learning. We appointed house leaders who helped build positive culture in the school.</p> <p><b>Cultural Relationships for Responsive Pedagogies (CRRP)</b></p> <p>Our journey continued through our Kahui Ako. We were supported by Bethlehem Tertiary Institute - our professional development partner.</p> <p>Further development of Te Reo and Tikanga Maori in all Kahui Ako schools</p> <p><b>Reading Together</b></p> <p>Our school presented it's first series of the reading together workshops for parents of Junior students.</p> <p><b>Learning Support Coordinator (LSC)</b></p> <p>Continued support from our LSC has ensured that we could monitor students throughout the year. She assisted with referrals to various agencies and development for teachers.</p> <p><b>STEPS</b> targeted support programmes continued for students achieving well</p>	<p><b>Reading</b> <b>All students: 63 / 66 (95%)</b> At, or above expected curriculum level</p> <p><b>Maori students: 10 /10 (100%)</b> At, or above expected curriculum level</p> <p><b>NZ European / Pakeha / Other European / Other: 44/47 (94%)</b> At, or above expected curriculum level</p> <p><b>MELAA 2/2 (100%)</b> At, or above expected curriculum level</p> <p><b>Asian: 7/7(100%)</b> At, or above expected curriculum level</p> <p><b>Boys: 34/36 (94%)</b> <b>Girls: 29 /30 (97%)</b></p> <p><b>Writing</b> <b>All students: 58/66 (88%)</b> At, or above expected curriculum level</p> <p><b>Maori students: 8/10 (80%)</b> At, or above expected curriculum level</p> <p><b>NZ European / Pakeha / Other European / Other: 42/47 (89%)</b> At, or above expected curriculum level</p> <p><b>Asian: 6/7(86%)</b> At, or above expected curriculum level</p> <p><b>MELAA: 2/2 (100%)</b> At, or above expected curriculum level</p>	<p>We ended the year with 70 students (4 were at school for less than a term). A drop in numbers from previous years.</p> <p>Covid-19, lockdowns and home learning resulted in very little time to complete our usual cycle of assessments in order to write more comprehensive reports. However, we did manage to issue each child with an achievement report at the end of the school year.</p> <p>Therefore, even though the data looks very positive, we'd be keen to get back to regular uninterrupted face-to face teaching and learning in 2022.</p> <p><b>Maori Student achievement</b> We've noticed very pleasing results for our Maori students in reading, writing and mathematics. (see 2nd column for results)</p>	<p><b>Actions in 2022 Charter / Annual Plan</b></p> <p><b>CRRP</b> We will continue to work with the across-and within school teachers for our Kahui Ako with a Major focus on Culturally Responsive Pedagogies. This professional development will be supported by Bethlehem Tertiary Institute.</p> <p><b>Special Character Development - Local Curriculum</b> A Special Character Audit in April 2021, followed by visits to 7 Christian Schools in the North and South Island signalled the need for a Biblically-based integrated local curriculum. The development of unit plans (internal) in Social Studies, Science and Technology from a Biblical perspective will be a major focus over the coming years.</p> <p><b>Principal's Professional Development</b> The Principal has been accepted onto the Strategic Leadership programme of The Springboard Trust for 2022. This process should help the Board and community set a strategic vision for the future after consultation.</p> <p><b>Assessment</b> A minor focus for the year will involve the review of assessment tools, and the data it provides for teaching and learning.</p> <p>Target students will be identified at the start of the year, tracked, monitored, and</p>

# Tātaritanga raraunga



<p>below their chronological age.</p> <p><b>RTL</b> support for 3 students.</p> <p><b>RtLit</b> support for 3 students.</p> <p><b>ESOL support</b> - 5 students received support from our ESOL trained teacher</p> <p><b>Counselling</b> - We were blessed with locally raised funding to pay for counseling for 3 students throughout the year.</p>	<p><b>Boys: 30 /36 ( 83%)</b> <b>Girls: 28/30 (93%)</b></p> <p><b>Mathematics:</b> <b>All students: 63/66 (95%)</b> At, or above expected curriculum level</p> <p><b>Maori students: 9/10 (90%)</b> At, or above expected curriculum level</p> <p><b>NZ European / Pakeha / Other European / Other: 45 /47 (96%)</b> At, or above expected curriculum level</p> <p><b>Asian: 7/7 (100%)</b> At, or above expected curriculum level</p> <p><b>MELAA: 2/2 (100%)</b> At, or above expected curriculum level</p> <p><b>Boys: 35 /36 (97%)</b> <b>Girls: 28/30 (93%)</b></p>		<p>reported on (to the Board of Trustees) throughout the year.</p>
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**Planning for next year:**

Funding for annual goals will come from the Board of Trustees and Kahui Ako generated funds.