



FAITH
CITY SCHOOL

Te Kura Hāpori o te Whakapono

Values

Respect for God

Respect for Others

Respect for Self

Respect for Environment

Faith City School Strategic Plan

2022- 2024

Motto— To learn, grow and serve the Lord.

Mission Statement

Faith City School—teaching with a Christian

Goal 1 : Hauora and Wellbeing- encouraging students to become the best version of themselves

Outcomes

students developing a strong Christian Character & relationship with God.

Student identity is found in God freeing to recognise their God-given abilities.

Healthy relationships allow students to flourish and achieve their God-given potential.

Students have a sense of belonging unhampered in their development. A student's level of wellbeing at school is indicative of their satisfaction with life at school, their engagement with learning and their social emotional

Own and live out Christian values.

Continue to walk with the Lord when they leave Faith City School

Strategies

To teach Christian values as an integral part of school programmes

To provide opportunities for students to serve others

To teach from a Christian World View via CEP and wider curriculum

Key Competencies

Managing Self - James 3:13 - Who is wise ..among you? Let him show it by his good life, by deeds done in humility.

Participating and Contributing - Ephesians 4:16 From him the whole body, joined and held together grows and builds itself up in love, as each part does its work.

Relating to others - Luke 6:31 Do to others as you would have them do to you.

Thinking - Romans 12:2 Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.

Using Language, Symbol and Text - Psalm 19:14 May the words of my mouth and the meditation of my heart be

Principles

Learning about God

Learning about the World.

Learning about People

Developing Faith & Character

Integrating Learning

Building Community

Developing Thinking Skills

Goal 3 :To Promote equitable outcomes at Faith City School—enabling students to become independent life-long learners

Outcomes

Te Tiriti - Encourage and grow our ability to give practical effect to Kawanatanga

Informed inclusive community where Maori learners feel a strong sense of belonging

Maori and all students can participate in te ao Maori and the wider world

Students sense of belonging where all feel they can contribute. As informed decision makers

As critical & creative thinkers

Equipped to confidently engage the world

Having a love for learning and the skills to learn.

Strategies

To strengthen Local Curriculum

Te Tiriti Review and monitor our performance through relationship and accountability to whanau

To strengthen understanding of Christian world view as tanagata Whenua

To provide opportunities for Maori Learners where identity language, and culture is prevalent daily.

To teach them the skills to be confident & resilient risk takers who are strong in their own cultural identity

To develop students ability to research, analyse and reflect on their learning

To teach key competencies & values from a Christian perspective.

.Proverbs 22 verse 6

"Train up a child in the way he should go, and when he is old he will not depart from it"

Faith City School – Strategic Plan

Goals	2022	2023	2024
Goal 1 : Hauora and Wellbeing-encouraging students to become the best version of themselves	- Teacher and staff receive PLD regarding Development of curriculum that envelops Christian principals and values (COL)Big COL Day - Begin CEP and Evaluate the Christian Education Teaching Programme - Values: Respect—Continue programme based on PB4L & build on Restorative practice initiatives	- Continue Christian Education Teaching Programme - Values: Respect - Continue values programme based on PB4L and build on Restorative Practices - Continue to participate, develop and assess the Achievement Goals in Christian Schools Col—LNICOL	- Principal & DP Attend NZACS Leadership Conf - Values: Respect—Continue programme based on PB4L - Integrated Christian Education Teaching Programme into the school curriculum - Continue values programme based on PB4L and build on Restorative Practices
Goal 2: For students to experience academic success through effective pedagogy - allowing students to experience excellence in all areas of school life	Strengthen Numeracy and Literacy —Target Groups Teaching As Inquiry—Writing —Individual Goal Setting Plan with whanau, students and teachers Develop PACT Continue Teaching and Assessment in Mathematics—via PLD programme Review other Curriculum areas assessment and delivery Strengthen Digital Technologies and IT capabilities —Digital Technology capabilities via Digital Circus PLD - Embed Chrome Books using Google classroom, Hapara to assist individual learning plans in senior school -Investigate & purchase resources to assist with Development of Digital Technology	- Continue to set, assess and evaluate targets for student improvement. - Review and Evaluate IEP Goal Setting with whanau, students and teachers - Continue investment in IT - Review and refine our Technology curriculum statement and teaching programme - Review and refine assessment in Technology - Teaching As Inquiry—TBA - Further develop and embed student directed learning - Further developing of Digital Technology curriculum	- Continue to set targets for student improvement. - Continue Individual Goal Setting Plan with whanau, students and teachers - Year C — Faith City School Reviewed Curriculum - Investigate & purchase resources for IT - Review and refine our Arts curriculum - Review and refine assessment in Arts - Continue to use TAI – - Embedding and reviewing Digital Technology
Goal 3 : To Promote equitable outcomes at Faith City School—enabling students to become independent life-long learners	Build capability to teach Localised Curriculum - access PLD via Takitini Hauora Kahui Ako and Whanganui Kaumatua Widen the students' perspective of Christian World View Strengthen Teacher and staff capabilities in Te ao Maori, Pasifika and other cultures - Weekly PLD sessions with Maori Tutor—Whaea Christine -Develop an environment where staff feel supported and safe to engage in new learning -Most staff can articulate the mihi (story) for their kura, past, present and future	Build capability to teach Localised Curriculum - access PLD via Takitini Hauora Kahui Ako and Whanganui Kaumatua Widen the students' perspective of Christian World View Strengthen Teacher and staff capabilities in Te ao Maori, via Te ahu o te reo Māori - Management Unit to teacher to over see Te ao Māori, Aotearoa Histories -Develop an environment where staff feel supported and safe to engage in new learning -Most staff can articulate the mihi (story) for their kura, past, present and future	Build and Embed capability to teach Localised Curriculum - access PLD via Takitini Hauora Kahui Ako and Whanganui Kaumatua Widen the students' perspective of Christian World View Strengthen Teacher and staff capabilities in Te ao Maori, via Te ahu o te reo Māori - Management Unit to teacher to over see Te ao Māori, Aotearoa Histories -Develop an environment where staff feel supported and safe to engage in new learning -Most staff can articulate the mihi (story) for their kura, past, present and future

Physically Students will display healthy attitudes towards their own and others wellbeing.	• Teach students the Restorative language for Chats, Classroom and whanau hui • Keeping Ourselves Safe Programme • EOTC Leadership event to Palmerston for Yr 8 • Technology programme Y7 & 8 programme to new provider—Whanganui Girls College • School Camp • Red Cross Training in First Aid for Year 6, 7 & 8 • Construction of back field, cycle & scooter track on back field • Pasifika Cultural Day	◆ Teach students the Restorative language for Chats, Classroom and whanau hui ◆ Puberty Programme for Year 7 & 8 ◆ EOTC event to Wellington for Yr 7 & 8 ◆ School wide Marae visit ◆ Technology programme Y7 & 8 ◆ Bike skills on back field, cycle & scooter track on back field ◆ Cultural Day	• Keeping ourselves safe programme • Technology programme Y7 & 8 • Red Cross Training in First Aid for Year 6, 7 & 8 • School Camp
Socially Students will promote personal, Interpersonal and community wellbeing.	• Tier 2 of PB4L programme • Restorative Language development for Students • Continue in-depth Te Reo programme with outside provider, & provide learning for staff & students. • Kapa Haka Group—opportunities in the community • Seniors – 20 hour famine • Inclusive Senior Student leaders Team • Student Leaders Team to Leadership Training Day	◆ Tier 3 PB4L programme ◆ Continue in-depth Te Reo programme with outside provider, & provide learning for staff & students. ◆ Kapa Haka Group ◆ Inclusive Senior Student leaders Team ◆ Student Leaders Team to Marae	• Evaluate and refine PB4L programme • Continue in-depth Te Reo programme with outside provider, & provide learning for staff & students. • Kapa Haka .Group • Seniors – 20 hour famine

	2022	2023	2024
Goal 3 : For our students to become independent life-long learners	- EOTC/Camp Programme - Restructure of Yr 1-2 classes and development of Team/Collaborative teaching approach across junior school - Plan & Purchase new ICT devices as per purchase plan - Investigate BYOD and/or rent to own devices - Develop Digital Technology with regarding to student accessing individual learning plans—across senior school - Include Place-Based learning in Curriculum delivery - Teach French Yr. 7 & 8 - Careers - Three way Mid year Conferences school wide	- Focus on Dance, Drama, Tech, Visual Arts & Music - Strengthen Team/Collaborative teaching approach across junior school - Purchase new ICT devices as per purchase plan. - Develop Digital Technology with regarding to student accessing individual learning plans—across senior school - evaluate Place-Based learning in Curriculum - Teach French to Year 7 & 8 - School-wide Musical - Three way Mid year Conferences	- Possible new format for PrEP programme - Focus on cultural study - Teach a second language to Yr. 7 & 8 French - Purchase new ICT devices as per purchase plan. - Develop Digital Technology with regarding to student accessing individual learning plans—across senior school - Careers
Goal 4: To Promote a strong family community at Faith City School	- Faith City Parent and Community Picnic/BBQ tea - Strengthening Communication systems with parents via SMS, other web based systems - Annual Church Service at Faith City Church - Phonological/decodable texts and The Code with parents + start evaluation process - Establish Pasifika Support group for students and parents—dance etc - Parent Forum Continued - Pasifika & Maori - Up-date Website and FCS Facebook page - Developing communication of Student progress to parents—Edge - Reach out/service to the community - Parent/Whanau Survey - Parent help with Musical - Service to the community - Revisit Restorative Practice within the school - Establish relationship with local Kaumatua	- Faith City Parent and Community Picnic/BBQ tea - Bi-annual Yearly Church Service at Faith City Church - Phonological/decodable and The Code texts + evaluation process - Live Reporting—Will be communicating Student progress to parents—Edge - Establish Pasifika Support group for students and parents - Parent Forum—curriculum - Encourage Parent help with Camp - Parent/Whanau Survey - Service to the community - Big Picture Meeting	- Informal Community Picnic - Twice Yearly Church Service at Faith City Church - Parent Forum—curriculum - Service to the community - Live Reporting—Will be communicating Student progress to parents—Edge - Encourage parent help with cultural study—include Hangi & umu - Parent help with revisited PrEP programme

Professional Development & Staff Well being	- Introducing/developing Staff Well Being Programme (COL) - PLD Cont. for all staff on PB4L—Tier 2 - PD in Writing with RTLB support - PD on how to use Google Docs - Trialling new assessment in Maths - Evaluate and continue counselling programme - Professional Growth Cycle will be completed with new guidelines - Principal continue to be part of Professional Learning Group. - Principal's appraisal programme with Appraiser	- Cont. development—lead by staff re: Staff Well Being Programme - Evaluation of SW-PB4L PD programme for all staff - PD as Part of Christian School Community of Learning. - Individual PD to suit teachers needs - Develop assessment for Social Science - Continue counselling programme - First Aid Training for all staff - Evaluate new guidelines for Professional Growth Cycle - Principal continue to be part of Professional Learning Group. - Assess Principals appraisal and decide on appraiser for 2023	- PD as Part of Christian School Community of Learning and/or Takatini - Develop assessment for Technology - Individual PD to suit teachers needs - Principal continue to be part of Professional Learning Group. - Assess Principals appraisal and decide on appraiser for 2023 - Staff Well Being programme
Buildings & Maintenance BOT	- Renovate Room 6—breakout space—replace carpet - Admin House renovation into sickbay area - Wash Carpets— Rm 1, 2, 3, & 5 Rm 4 & 6—Traffic areas - Fund-raise for Equipment for sports equipment - Fund-raise for Scooter & bike park. - Investigate break out space room 2/3	- Paint Rm 4 & Staffroom - Investigate MLE furniture	- Wash Carpets Rm 1, 2, - Paint Rm 2 & 3—Interior - Investigate senior playground - Fund-raise for Senior playground
Buildings & Maintenance Proprietors	- Develop project to use Essential Property Maintenance Package (EPMP) - New sand pit and renovate junior sun shaded lunch area. - Health & Safety—signage around school developed - Rm 2 & 3—Cloak bay redevelopment to break out space - Renovate Lunch area. - Develop back field - Renovate server/changeroom/office space next to room 6 - New fence side of back field + plant boundary back field	- Rm 6 & 3— Carpet Replaced - Repaint windows Rm 6. - Replace Carpets Rms 1, 4, 5 & Offices. - New Staff room - 10 year plan proposal	- Extend roof outside room 4 10 year plan proposal to redevelop Admin/ staff room and library

Faith City School Annual Plan 2023

School Development Goal - Promoting Cultural Diversity

Goal 3 :To Promote equitable outcomes at Faith City School—enabling students to become independent life-long learners

Targets are :

- Data improvement school wide through Faith Based curriculum that supports learning in Literacy, Numeracy and other curriculum areas
- Quality teaching time related to Faith Based Programme, including prayer, worship, devotion, Bible study and via other curriculum based topics
- 90% of students complete Memory Verse. 30% complete Extras verses
- Increase in Dojo and Respect points
- Improved schoolwide incident referrals through analysis of Big Five data
- Christian Education Programme taught 1.5 hours each week through the year, displayed in classrooms and emphasised in classroom programmes - Science, Social Sciences, Technology, & Health based on Curriculum.

Background Data:

- Significant improvement of Big Five data at the end of 2022.
- We have now consistently taught the respect values in our PB4L school-wide matrix
- Students are rewarded with respect points in the classroom and house tokens in the playground.
- The majority of students are responding really well to the reward system. Staff are restorative in their approach—this will be re-covered in 2021
- Our school PB4L TFI received 100% in Term 3 2021.
- More consistency between teachers as to the delivery and time spent on a Faith Based Programme with introduction of Christian Education Publication curriculum

Who is Responsible - Principal & All Staff + PB4L-SW team

Budget: Resources - \$1500 Teacher Support via the CoL

Strategy

- Review and develop a consistent and structured localised curriculum that suits the needs and culture of Faith City School through LNIC and Takatini Haurora (Kahui Ako)
- To teach students to care for themselves, relate to others and become equipped with Christian values and build resiliency among the students
- Build a closer relationship with the Proprietor, who will input to the review and also instigate a school wide review of our Christian Education programme

Areas of Strength

- Experienced and committed Christian Educators and SLT who are experienced in Restorative Practice
- 100% of staff are committed to the PB4L-SW programme
- We are a Christian school with a strong values based Christian environment
- Strong PB4L-SW team has been set up

Planned Actions for Lifting Achievement

- Evaluate Faith Based Edn. Programme inside other curriculum areas with support via COL
- Tier 2 of the programme reviewed and regenerated with support PB4L-SW with Targeted Resilience programme
- Principal will investigate curriculum based Christian worldview
- We will as a school community collect and collate data using the SWISS +Big 5 report will be analysed and shared with Staff monthly.
- All staff will teach weekly lessons reinforcing the respect values in the matrix and reward students using class Dojo in the classroom
- Build closer relationship with the Proprietor for guidance and support and review



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Faith City School Annual Plan 2023

Student Achievement Goal - Writing

Goal 2: For students to experience academic success through effective pedagogy - allowing students to experience excellence in all areas of school life

Targets:

- Boys— Increase boys results by 15% at expected curriculum level in Writing by the end 2022
- Maori — Improve Maori results by 15% at expected curriculum level in Writing by the end 2022
- Pasifika—Improve Pasifika results by 15% at expected curriculum level in writing

Background Data 2022:

- 49% of boys are at or above the expected Curriculum level.
- 43% of Pasifika Students are at or above the expected Curriculum level.
- 66% of Maori Students are at or above the expected Curriculum level.
- Overall 61% are at or above the expected curriculum level in Writing

Areas of Strength

- Within School CoL Teachers provide mentoring for teachers as requested and extra support for target students
- 94% of year 8 students were at or above the expected curriculum level in writing
- 85% of year 8 boys & 100% girls were at or above the expected curriculum level in writing
- 100% Maori and Pasifika at year 8 were at or above expected curriculum level in writing
- All staff received in depth writing PD via the COL with C Braid in 2019
- ESOL & Reading Support given by experienced Teacher Aide.
- Syndicate Leaders have strength in writing who are supporting teachers

Budget: Resources - \$500 Teacher Support—hours PD CoL (hrs TBC)

Strategy

- Engage closely in the English Curriculum Refresh in 2023
- Introduce and develop use of PaCT exemplars to support and make consistent decisions about students' achievement in reading, writing—PLD lead by outside provider and MOE support
- Use The Code as a sequential spelling programme to improve writing outcomes
- Within School Teachers working with teachers on the learning progressions as they align with the Curriculum levels and its development in the curriculum refresh
- Teachers engage in PLD related to Local Curriculum via Kahui ako and build curriculum that also incorporates meaningful Te reo Maori and tikanga and provide opportunities to build on them.
- Reading/Writing groups for students with neuro diverse learning
- Target groups will focus on students who are not reaching expected curriculum levels in writing

Planned Actions for Lifting Achievement

- Continued internal PLD and support focused on Learning progressions.
- All teachers will teach a quality targeted writing programme. Planning and assessment support from Tls
- Teachers will develop their use of Read&Write as a tool with specific focus on neuro-diverse learners
- All classes will continue with the Phonological Awareness Programme/Decodable Texts.
- Within School COL Teachers will provide on-going support to classroom teachers.
- Lessons will be videoed and discussed
- Individualised learning plans including use of IT to assist learning
- Classroom observations will be completed 1x a term and new targeted goals will be set.
- Teachers will set up target groups with a focus on Boys, Pasifika and Maori students.
- Use localised learning to inspire students and make learning relevant
- Teachers will develop strategies for their target groups and report data to the Principal mid year and end of year
- Teachers will develop strategies for their target groups and report on progress to the Team Leaders on a regular basis
- Teachers will prioritise and give time to specific teaching of writing on a daily basis
- We will refer students to RTLB for extra support as necessary.
- Team teaching in classes

Who is Responsible—All teachers - WSL Sue Little & Maree Lewis. + PD facilitator + Principal

Student Achievement Goal - Mathematics

Goal 2: For students to experience academic success through effective pedagogy - allowing students to experience excellence in all areas of school life

Targets

- 15 % increase in students being at or above the expected curriculum level by the end of 2023
- 10 % increase in Maori students being at or above the expected curriculum level by the end of 2023
- 15% increase in Pasifika students being at or above the expected curriculum level by the end of 2023

Background Data 2022

- 70% of our students were at or above the expected Curriculum level. (An overall increase)
- 20% were working towards the expected curriculum level.
- 10% were below the expected curriculum level.
- 75% of our Māori Students were at or above the expected Curriculum level. (An overall increase)
- 11% were working towards the expected curriculum level
- 14% were below the expected
- 46% of our Pasifika students were at or above the expected curriculum level. (An overall increase)
- 23% were working towards the expected curriculum level.
- There was a percentage increase in the number of students above stanine 5 of 31.82% (PAT)
- Increase of 48.48% of Maori students above stanine 5 (PAT)
- decrease of 48.72% Pasifika students below stanine. 5 (PAT)

Areas of Strength

- Experienced Math's Lead supporting staff and working with Charlotte Wilkinson.
- Final PLD (MOE) for Math's focused on teaching and assessment practices for 2022
- 75% of our Maori students at or above the expected curriculum level,
- 94% of year 8 students in 2022 were at or above the expected curriculum level.

Strategy

- Continue to use PaCT exemplars to support and make consistent decisions about students' achievement in Maths—PLD lead by outside provider and MOE support
- All classes will have target groups in Math's and set individual learning plans for these students.
- From carrying out the assessment screen in years 3 – 8, an area of weakness has been highlighted in student understanding of place value. Teachers of years 3 – 8 will make this area of Mathematics a targeted component of their planning.
- Teachers engage in PLD related to Local Curriculum via Kahui Ako and build curriculum that also incorporates meaningful Te reo and tikanga and provide opportunities to build on them.
- Target groups will focus on students who are not reaching expected curriculum levels in Maths including our Pacifica and Maori Students
- Students who are well-below will receive extra support—TA lead Maths Groups
- C Wilkinson, our PD provider continued support for teachers to assist them in developing understanding of the Curriculum Refresh
- Teachers will share twice a term on progress of target students and we will discuss ways these students can be assisted to make accelerated progress.

Planned Actions for Lifting Achievement

- All teachers will teach a quality targeted mathematics programme.
- Develop localised Curriculum that engages Maori. To build awareness and expectations among teachers that build on akonga strengths as Maori.
- Teachers will teach Maths in groups to support neurodiverse
- There will be target groups in Maths in all classes—including Maori students and Pacifica
- Maths leader and PD provider will support staff develop and use PACT exemplars
- Classroom observations will continue.
- We will refer students to RTLB for extra support as necessary + Maths Learning Support

Who is Responsible—All teachers + Mathematics Leader + PD Provider + Principal

Budget: Resources —Teacher Support — PLD as arises, PLD via LNIC



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Faith City School Annual Plan 2023

School Development Goal—Hauora/Well-being & PB4L—SW

Goal 1 : Hauora and Wellbeing- encouraging students to become the best version that they were created to be

Targets of PB4L-SW are :

- Improved schoolwide incident referrals through analysis of Big five data
- Defiance and Classroom Disruption will decline by 20% in 2023
- Physical incidents will decline by 20% in 2023
- Develop resilience programme with support from RTLB—students year 4-8

Background Data:

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

PB4L takes the approach that opportunities for learning and achievement increase if:

- The school environment is positive and supportive
- Expectations are consistently clear
- Students are consistently taught desired behaviours.
- Students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way.

2022

Abusive language fell by 57.9%

Bullying fell from 3 cases to 1 (minor case) which was a 66.66% decrease

Physical contact and physical aggression fell by 46.27%

Property misuse fell 68.75%

from 20 cases in 2021 = 5% increase

Disrespect fell by 61%

Disruption also fell by 45.61

We embedded Tier 2 of the programme.

We have now and taught the respect values in our PB4L school-wide matrix for two years.

Students are rewarded with respect points in the classroom and house tokens in the playground.

The majority of students are responding really well to this programme. Staff are very proactive and restorative in their approach.

Who is Responsible - Principal & All Staff + PB4L-SW team

Budget: \$1000.00 + allocation of PLD time

Strategy

- To teach students to care for themselves, relate to others and become responsible contributors to society through our respect Values
- To develop policies and programmes that promote a stimulating, safe and caring environment

Areas of Strength

- 100% of staff are committed to the PB4L-SW programme
- We are a Christian school with a strong values based Christian environment.
- Strong PB4L-SW team has had experience and are working well together
- Senior staff proactive in developing and using resource to support student Hauora

Planned Actions for Lifting Achievement

- This year we will evaluate and reinvigorate Tier 2 of the programme and investigating/developing Resilience Programme with support from RTLB
- PB4L-SW new teachers will attend professional development courses
- Principal will continue to identify Big 5 data and make adjusts with staff input as necessary
- We will as a school community collect and collate data using the SWISS programme—this will be reviewed twice per term as staff and instigate action plan as a result.
- All staff will teach weekly lessons reinforcing the respect values in the matrix. Plus in Monday Devotion.
- All staff will reward students using class Respect Points in and outside the classroom
- Better use SMS for pastoral Care and parental communication
- A report will be prepared & presented to the BOT.

Analysis of Variance Reporting



School Name:	Faith City School	School Number: 00422
Strategic Aim:	All students can access the New Zealand Curriculum as evidenced by achievement	
Annual Aim:	To increase the number of students achieving at or above the expected Curriculum level in Maths	
Target:	An increase in the number of students at or above the expected curriculum level by 10% by the end of 2022 An increase in the number of Maori Students at or above the expected curriculum level by 10 % at the end of 2022 An increase in the number of Pasifika students at or above the expected curriculum level by 15% by the end of 2022	
Baseline Data:	Background Data 65% are at or above the expected curriculum level in Mathematics. 36% of our Pasifika students are at or above the expected curriculum level. 69% of our Māori students are at or above the expected curriculum level in Mathematics.	

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>
Data from 2021 end-of-year results were discussed with staff and the Board of Trustees. Following discussion and analysis of data, The Board of Trustees decided Maths would continue to be a priority for PLD in 2022 An application for MOE hours was placed. 40 Hours were allocated with Charlotte Wilkinson being the PD Facilitator. Principal and Lead Maths Teacher met with PD Provider and discussed areas of concern from data analysis and self-review. All teachers completed data analysis to have a clear understanding of the needs of their class. These were discussed with the Principal. Goals were set in discussion with teachers, PD Facilitator, and Lead Teacher.	Target: An increase in the number of students at or above the expected curriculum level by 10% by the end of 2022 Result: 70% of our students were at or above the expected Curriculum level. (An overall increase) 20% were working towards the expected curriculum level. 10% were below the expected curriculum level. Target: An increase in the number of Māori Students at or above the expected curriculum level by the end of 2022 Result: 75% of our Māori Students were at or above the expected Curriculum level. (An overall increase) 11% were working towards the expected curriculum level 14% were below the expected	A focus on Mathematics with a PD Facilitator and Lead Teacher. Teachers understand that Professional development and collaboration to ensure culturally responsive practices, and contexts for learning within our school are required to further develop effective practice. Our student voice collected from two classes on progress shows students who were less engaged in mathematics now have a better attitude towards maths and are more engaged in learning and are showing pleasing progress. During mathematics Teacher's focus on problem solving, moving locus of control to students but supporting their learning through questioning. Thinking groups give students the opportunity to reflect, revoice and learn from their peers.	Data collected will be discussed and analysed to set future direction in Mathematics. Teachers will identify their target groups for 2023 including Maori, and Pasifika students who are below the expected curriculum level. Maths Lead will support staff to meet the needs of the students and accelerate progress in Mathematics. Rooms 1 & 2 and some of Rm 3 will cross-group in 2023 and are exploring new grouping practices within their classrooms. Use strand maths as a way to consolidate number knowledge Develop our skills at teaching maths across the curriculum (e.g. with our Science focus)

PLD with our Provider has taken place to encourage Teachers to have excellent pedagogical content knowledge i.e. understanding mathematical learning progressions, and signposts. Teachers have targeted use of data to inform teaching. Each classroom teacher identified the children who were in their overall target group at the beginning of the year with a focus on Maori and Pasifika students. Target students' progress was discussed at team meetings, staff meetings and with the Lead Teacher throughout the year. Gaps in learning were identified early term 1. Individual learning goals were set with the students in target groups. SPRING groups were formed and worked with Teacher Aide to support classroom teaching of maths. PGC's were set up with individual teachers around Maori, Pasifika students, and the teaching of Mathematics. These were discussed with the Principal.	curriculum level. Target: An increase in the number of Pasifika students at or above the expected curriculum level by 15% by the end of 2022 Result: 46% of our Pasifika students were at or above the expected curriculum level. (An overall increase) 23% were working towards the expected curriculum level. 31 % were below the expected curriculum level. PAT Testing: There was a percentage change decrease in the number of students below stanine 5 of 63.89% between 2021 and 2022 There was a percentage increase in the number of students above stanine 5 of 31.82%	Teachers strengthened their own practice in mathematical problem solving and scaffolding students from where they are at, to where they need to go. Teachers used authentic or real world problems, making math a living curriculum. Some teachers are more aware of the importance of teaching mathematical concepts rather than isolated knowledge and/or strategies. Staff are more confident in the use of the Wilkie Way website and Maths Aotearoa Teachers Handbook Teachers reflected on the data and formed the next steps for akonga and their own learning. Teacher Aide, trained in the use of 'Spring into Maths' worked with groups of up to 4 students to provide 4 extra Numeracy sessions of 20 minutes on top of their classroom Maths programme. Regular classroom observations and feedback and setting of new goals.	Staff are now embedding into their teaching the skills and strategies developed in 2022 for Maths. Staff with Lead Teacher will unpack the new Maths Curriculum and Learning Progressions further. The BOT have allocated funding for the purchase of required maths resources. Senior leadership team will revise the reporting to parents in 2023 in line with the New Mathematical Curriculum.
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Team Teaching with the PD Facilitator and Lead Teacher took place regularly. Classroom observations from PD Facilitator and the Lead Teacher occurred throughout the year. Feedback and next steps were identified. PD Facilitator, Principal, and Lead Teacher held regular meetings discussing progress and next steps for each teacher. Management reported to the Board mid-year and at the end of the year around the gains made. Extra classroom support was given to teachers as necessary. Trialled a new assessment schedule that provides a more accurate picture of the development of mathematical knowledge and skills and the use of mathematics to solve problems across the school The Wilkie Way screen test was used as a knowledge-based test at the beginning of term 1 and then in term 4 to measure progress. This progress was discussed with team leaders.	There was a percentage change in students at stanine 5 of 20.83% <i>Maori PAT:</i> Decrease 63% of Maori students below stanine 5 Increase of 48.48% of Maori students above stanine 5 and Increase of 28.57% of those at stanine 5 <i>Pasifika PAT:</i> 11 students below st. 5 in 2021 4 students below in 2022 = decrease of 48.72% below st. 5 1 student above st. 5 in 2021 and 3 students above in 2022 = 328.57% 2 were at st5 in 2021 and 3 in 2022 <i>Boys:</i> Decrease of 78.85% of boys below stanine 5 Increase of 56.10% of boys above stanine 5 Increase of 21.74% of boys at st. 5	
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PMAT testing took place in term 2 and term 4 Results of testing were analysed and discussed at midyear. Parent interviews and extra support set up as necessary. PAT Maths in term 4 Use of the PACT tool for making OTJ's and developing understanding at the end of the year. We introduced the Mathematics Aotearoa Teacher handbooks for all levels. Used Mathletics (Yr 7 & 8) and study Ladder Junior and middle school, as tools to motivate learners and consolidate learning between home and school. Budget allocation to purchase resources to support classroom programmes.		
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Planning for next year:		
- Identify specific strengths and weaknesses and use the data for targeted intervention. - Continue to develop a play-based environment that is focused on student learning to ensure necessary mathematical knowledge and skills are developed as well as giving a broad conceptual foundation to build on in the Yr. 1 / 2 classes. - Focus on cultural responsiveness by analysing and adjusting practices to communicate and teach in ways that value cultural identity while raising achievement in mathematics. -The lead teacher will continue to work with staff and undertake classroom observations during the year. Discussion after the observation will give feedback and set next steps. -Target groups will be formed with a focus on Maori and Pasifika students and those who are below the expected Curriculum level in Maths. -PLD on the new Maths Curriculum and development of this for our school. -Use strand maths and maths across the curriculum (e.g. with the Science topic) to continue to extend students in maths.		



School Name:	Faith City School	School Number: 00422
Strategic Aim:	All students are able to access the New Zealand Curriculum as evidenced by achievement	
Annual Aim:	WRITING To increase the number of students achieving at or above the expected level in writing	
Target:	Increase boys results by 20% at or above the expected curriculum level for writing 2022 Improve Maori results by 15% at or above the expected curriculum level for Writing 2022 Improve Pasifika results by 20% at or above the expected curriculum level in writing 2022	
Baseline Data:	Background Data Writing - At the end of 2021 in writing 62% of the students in the school were working at or above the expected curriculum level for their year level. 65% of Maori students were working at the expected curriculum level or above. 20% of Pasifika were working at the expected curriculum level or above. 53% of boys were working at the expected curriculum level or above.	

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>
Data from 2021 end of year results, was collected on writing. Results were analysed and discussed as a staff and BOT Each classroom teacher identified the children who were in their overall target group at the beginning of the year with a focus on Pasifika and Maori students. Target groups and progress were discussed at team meetings throughout the year. Some teachers received classroom support during the year as requested or required. School-wide moderation took place two times during the year. Our two junior classes team-taught students for writing. Classroom observations took place in some classrooms. Staff were given time to consolidate their teaching practise in writing in line with previous PD. Read and write programme was introduced to students and staff.	2022: Target: Increase boys results by 20% at or above the expected curriculum level for writing 49% of boys are at or above the expected Curriculum level. This is a decrease in numbers of boys at the expected level. Target: Improve Pasifika results by 20% at or above the expected curriculum level in writing. 43% of Pasifika Students are at or above the expected Curriculum level. This is an increase in Pasifika students who achieved at or above the expected curriculum level. Target: Improve Māori results by 15% at or above the expected curriculum level for Writing 66% of Maori Students are at or above the expected Curriculum level. This has improved by 1% on 2021 data.	One new Year 1 staff member received extra support in Writing for the three terms she was at FCS One teacher changed year levels at the beginning of term 2. Some teachers find it difficult to extend or accelerate students. Some teachers have moved away from targeted group teaching to whole-class teaching. In some classes there was a lack of coverage of text types and skills being taught and quantity of writing produced.	Data has been collected and analysed by Management and staff to set future direction in Writing. This will be discussed with our BOT. Future goals will be set and will include a Pasifika, Maori and boys focus. Senior Leaders will work alongside teachers who require support in developing a quality programme. Teachers will identify their target groups for 2023 including Pasifika, Maori, and boys who are below the expected curriculum level. Classroom observations will happen with discussion and next steps developed. Senior Leaders will work with teachers on planning expectations to ensure coverage. Teachers will revisit our school-wide Learning Progressions for all year levels to ensure the appropriate skills are being taught in line with the New Curriculum progressions.

Staff visited another school and spent time observing another classroom teacher at their year level.

Overall 61% are at or above the expected curriculum level in Writing.

This has dropped by 1% on the 2021 year.

BOT have funded a Teacher Aide in the Junior rooms to work alongside teachers in reading and Writing.

Planning for next year:

- We will explore outside PLD for writing
- Senior Management will work alongside teachers to set goals, make observations, and encourage teachers in writing delivery.
- Teachers will identify an area of teaching of writing that they require support in. This will be their focus for Senior Management support. This will be reviewed each term.

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Analysis of Variance Reporting – Hauora

School Name:	Faith City	School Number: 00422
Strategic Aim:	For students to strive towards excellence in all areas – socially, students will promote personal, interpersonal and community wellbeing.	
Annual Aim:	To teach students to care for themselves, relate to others and become responsible contributors to society To develop policies and programmes that promote a stimulating, safe and caring environment Undertake PB4L –SW Tier 2 programme with Ministry of Education support	
Target:	Targets of PB4L-SW are : • Improved schoolwide incident referrals through analysis of Big five data • Disruptive incidents will decline by 20% in 2022 • Physical incidents in the classroom will decline by 50% in 2022	
Baseline Data:	2021: At the end of 2021 Abusive language decreased by 56% from 2020 Defiance rose by 16% from 2020-2021 Disrespect rose by 8.6% in 2021 Property misuse decreased by 44.8% Bullying stayed the same – however there were only 3 reported incidents of bullying. In 2021 the Major Problem Behaviours were: Defiance = 13 Physical aggression = 13 Disrespect = 9 Disruption = 7 Abusive language = 6 incidents	

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>
Coach and Lead undertook Tier 2 training of PB4L-SW completed Staff completed PLD on restorative practice, internally with the Principal Coach and Lead revisited PD on check in and check out, data input and analysis. Principal provided drill down and the use of Edge data to present big 5 to the staff for discussion. Coach and Lead revisited and presented all Tier 2 documentation to staff including classroom problem solving, behaviour support plan, daily report card (check in and check out) Staff used check in and check out during the year. We revised the matrix with all staff and made appropriate changes. We discussed 'major and minor behaviours and made appropriate adjustments.	Staff response to behaviour is more consistent Embedding Tier 2 as a staff after and staff were consistent with following behavioural expectations. All staff, students and parent community are aware of the school values and school expectations Some parents are using the school weekly focus as a focus in the home. The tiered reward system was successful with the students intentionally working towards achieving their next reward. PB4L staff transition documents were redeveloped. All new staff were transitioned through the PB4L programme New behaviour focus for the week in class. This was followed up in the classroom with lessons being taught and the use of modelling books.	Consistent approach to behaviour management across all staff. The teaching of behaviour and expectations through the PB4L lessons occurred across the school. Staff supported and empowered to deal with tricky situations Staff have good knowledge around PB4L –SW Use of restorative approach to conflict Classroom respect points based on the school values according to the matrix were popular with the students. Rewards when a certain number of respect points were earned were incentives for the children. Defiance, and disrespect have improved significantly over time Defiance rose by 5% at the end of 2022 by small amount. Disrespect decreased significantly by 61%.	Continue with the work of PB4L SW tier 1 + 2 Continue to monitor behaviour and deliver lessons according to the Big 5 results Ensure data is entered consistently by all staff for both major and minor behaviours. Discuss this data regularly at scheduled staff meetings. Make sure staff are aware of areas and students of concern around classroom incidents. Develop strategies for students and staff to ensure defiance and disrespect continue to fall. A new tier 1 & 2 team in 2023 has been established with appropriate roles allocated. Staff will require ongoing training in these roles. Restorative practice will be revisited with all staff. Revisit Classroom behaviour techniques to manage disrespect/defiance.

We discussed and adapted the Behavioural flowchart. Termly overviews of expected and taught behaviours were sent home in the school newsletter. Staff in consultation with the students revised respect points (Class Dojo) We updated our staff handbook and new family pack to include information about PB4L We continued to use Edge as a data collection Values consistently displayed around the school and referred to. PB4L was discussed regularly at staff meetings / team meetings. Report presented to the BOT during 2022	Students in both Junior and Senior school continued 'check in and check out'. The adapted 'check in and check out' forms were used to better suit the students. At the end of 2022 Abusive language fell by 57.9% Bullying fell from 3 cases to 1 (minor case) which was a 66.66% decrease Physical contact and physical aggression fell by 46.27% Property misuse fell 68.75% Defiance increased to 21 cases from 20 cases in 2021 = 5% increase Disrespect fell by 61% Disruption also fell by 45.61% Incidents happened reasonably evenly through the day; with a bit of a spike between 11-12.pm representing break and start of middle block The number of classroom events decreased by 54.18%	Abusive language continued to decrease significantly. We will focus back on disobedience and off task behaviour during class. RTLB + social worker worked with one girl at Tier 3 to provide strategies for managing social relationships and escalating behaviours RTLB and Life to the Max worked alongside whanau when necessary.	Revisit active supervision in the playground to ensure staff are vigilant and referring students to our respect values. Ensure staff are on duty straight away when the bell rings. Ensure staff revisit the school matrix before each break time with focus students.
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	While the number of playground incidents fell by 17.57%	
Planning for next year:		
Tier 1 roles for all staff...discussed and reappointment of roles. Tier 2 embedded. Discuss strategies with staff to decrease disrespect, disruption and minor disrespect and continue to reduce physical aggression and abusive language in the classroom. Put new strategies into place in Term 1 2023 Drill down data and present to staff twice a term. Discuss problem areas and set strategies to help in those areas.		