



2019 CHARTER, STRATEGIC & ANNUAL PLAN *WITH ANALYSIS OF VARIANCE*



P: (04) 939 8558
E: office@christian.school.nz
W: www.christian.school.nz

41 Camperdown Road
Miramar
Wellington 6022

Our Mission

For each learner, the school community will provide quality learning opportunities that encourage Christian perspectives and affirm Biblical principles.

Our Vision

To provide and promote a Christ centred environment where students experience God. To develop personal commitment that is expressed through their Godly **Character** which allows the student to excel (**Excellence**) and is expressed through their involvement with the **Community**.

Our Values

Character We honour God.	Excellence We lead for God	Community We serve God
We value developing Godly character and integrity in our lives. We value God's involvement in our lives.	We value the giving of our best and the development of excellence. We value the talents, gifts and abilities that are unique to each learner. We value learning; the acquisition and application of knowledge, in the context of a Biblical world view.	We value justice and mercy. We value cultural diversity and inclusiveness. We value being good stewards of the resources in our community. We value making a difference in our school, local and wider community.

Curriculum Principles for Miramar Christian School

These principles underpin why we teach what we teach.

Miramar Christian School Principles to underpin the design of our school’s curriculum	NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC
Treaty of Waitangi Our curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.	Treaty of Waitangi The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
Cultural Diversity Our curriculum reflects Wellington’s cultural diversity and in particular the diversity present at Miramar Christian School. We value the histories and traditions and arts of all our families and communities. We celebrate and support the different ethnicities in our school whenever we can. (Community)	Cultural Diversity The curriculum reflects New Zealand’s cultural diversity and values the histories and traditions of its entire people.
Community Engagement At Miramar Christian school we welcome and engage the support of our whanau and community, ensuring that the curriculum is meaningful for all students. We encourage the pastors and leaders of the children’s churches in particular to support the members of their community at our school.(Community)	Community Engagement The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.
High Expectations Our curriculum supports and empowers all students to achieve success in all aspects of school life. (Excellence)	High Expectations The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
Learning to Learn Our curriculum encourages all students to reflect on their own learning, set goals, take risks and respond to feedback as active members of a learning community. (Excellence)	Learning to Learn The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

<p>Miramar Christian School Principles to underpin the design of our school’s curriculum</p>	<p>NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC</p>
<p>Coherence Our curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. It is set in the context of the Bible whereby links are made to the teachings of Jesus where appropriate. (Character)</p>	<p>Coherence The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>
<p>Inclusion Our inclusive curriculum recognises and acknowledges the needs of all students in a non-discriminatory environment. (Community)</p>	<p>Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students’ identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>
<p>Future Focus Our curriculum teaches students that their actions today affect tomorrow. Sustainability, global connections, citizenship, creativity and innovation are explored through integrated learning. (Community)</p>	<p>Future Focus The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>

Prioritising Inclusion

Miramar Christian School welcomes all learners to our community. Learners with special education needs are supported to attend our school, engage in all school activities, and achieve against the key competencies and learning areas of the NZC.

Strategic Plan 2019 - 2021

Area	Strategic Goals
CHARACTER (Faith)	A vibrant Kingdom culture where all learners are growing in their identity and destiny in Christ.
EXCELLENCE (Academic Excellence)	Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21 st century.
COMMUNITY (Culture)	Powerful partnerships with parents, whanau, churches and community work cohesively to strengthen positive outcomes for our students.
GROWTH	A visible and thriving faith-based learning community is welcoming new families.

ANNUAL PLAN 2019

CHARACTER

Baseline information: In 2018 students received regular devotion times in class. The Year 8 students who graduated in 2018 were confident and equipped young Christian leaders. They fitted the graduate profile. However many of the Year 4-6 boys did not engage in in worship singing respectfully. These students are the leaders of the school in 2019.

Rational We wish all students to engage in faith based activity with respect especially those who are the oldest in the school. The oldest students set the tone of the school and are leaders. Explicit teaching of the gospel will aide understanding and experience of the Christian faith.

Area	Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
CHARACTER (Faith) A vibrant Kingdom culture where all learners are growing in their identity and destiny in Christ.	Students are given opportunity to learn about and experience God.	<ul style="list-style-type: none"> Bible is shared with students. Invite in different people to teach worship songs in English and te reo. Soaking practice used in classes. Invite young interns from large churches to come and share testimony, devotions with students. 	<ul style="list-style-type: none"> Students express their faith. Students will sing worship songs in a variety of genre with respect. Students see faith as for all people young and old, male and female, different ethnicities etc. and them. 	Teachers All teaching staff All teaching staff	Term 1 Term 1 Term 2	T1 Bible is shared in all classes. Kowhai hears a chapter of the children's Bible daily. T1 -3 PC lead worship songs in English and (T1) Jodi lead worship songs in te Reo. And staff lead both. T1-4 Soaking used regularly in Tōtara and Kauri. T2 DM from Salvation Army shared information about what work the Salvation Army with students.
	Provide explicit gospel teaching	<ul style="list-style-type: none"> Make gospel teaching explicit x1 per term. 	<ul style="list-style-type: none"> Students have the opportunity to respond to gospel invitation without cohesion. By the end of their schooling all students will be very clear about what being a Christian means. 	Staff to organise external person to present the gospel	Easter	T1 Presentation of Easter story has been held. Plus, Jesus died for our sins and is raised to bring us eternal life. Easter community event not held as co-ordinating venues and speakers not aligned.

CHARACTER

Baseline information: In 2018 students received regular devotion times in class. The Year 8 students who graduated in 2018 were confident and equipped young Christian leaders. They fitted the graduate profile. However many of the Year 4-6 boys did not engage in in worship singing respectfully. These students are the leaders of the school in 2019.

Rational We wish all students to engage in faith based activity with respect especially those who are the oldest in the school. The oldest students set the tone of the school and are leaders. Explicit teaching of the gospel will aide understanding and experience of the Christian faith.

Area	Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
			<ul style="list-style-type: none"> Students will begin taking ownership for their own faith. 			T2 Gospel discussed in relation to great commission memory verse.
	Equip students to relate positively	<ul style="list-style-type: none"> Teach social skills and what Godly character looks like. 	<ul style="list-style-type: none"> Create peaceful classrooms Students will be equipped with positive ways to relate 	Teachers	Term 2-3	<p>Expectations as outlined on the PB4L matrix have been taught. Incidental social skills have been taught to address issues students having in the playground.</p> <p>T2 The school partook in Bullying Free New Zealand week Activities. There were many positive activities provided for the week and in some classes activities were continued over two weeks. Learnings from these have been referred back to as required.</p> <p>T3-4 PB4L lessons explaining what types of behaviour are expected in MCS have been taught in all classes. This includes lessons on considering others, and including people in play.</p>

COMMUNITY

Baseline information In 2018 there was a turnover of staff. For a significant period of time the DP was also acting principal while new staff was sought. A number of families left the school. This means the ethos of the school has changed. Students and parents miss people who were an integral part of the small community and were their friends. Approximately 50% of parents attended the 'Meet the Teacher' night. In Feb 2018, 9/32 students attended the school commissioning service (this was more than the previous year).

Rational While acknowledging the difficulty of loss and change we wish to enable community members to regain a positive perception of the school feel and connectedness in the school community.

We will deliberately foster positive thought patterns and create spaces/events where new connections and relationships can develop.

Area	Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
COMMUNITY Powerful partnerships with parents, whanau, churches and community work cohesively to strengthen positive outcomes for our students.	Students enjoy advantages of being in a tightly knit community	<ul style="list-style-type: none"> Staff use image of family to promote the school as this is a way to positively see small. Train students to usher parents around the school. Develop across school activities. 	<ul style="list-style-type: none"> A sense of family among the students. Tuakana- Teina relationships evident. Students are comfortable working and playing with students from other classes. All students know the names of all other students. 	Year 6-8 teacher	Term 2	T1-4 For Kiwi Hoop, swimming and the school divided into group Y1-4 and Y4-8. T2 Y6-7 students have been trained to usher visitors around the school. T2 Whole school trip to police station. Whole School Matariki event. T3 Whole school concert T4 Prizegiving event and Christmas Party.
	The church and school work together in partnership	<ul style="list-style-type: none"> Students and staff attend commissioning service at the Gateway Baptist Church. School will invite Gateway Pastor to do sessions of PD. 	<ul style="list-style-type: none"> Active faith is evident in the school culture. Students are comfortable in a church and see 	Gateway Pastor, Families Pastor, Principal Other Local Pastors.	Term 1	T1 Largest number of students attended in 3 years (10 students approx. 30%). Principal requested help from Church to partner – parishioners are helping with reading, garden and praying. - Pastor PC lead PD and devotional.T1-2.

		<ul style="list-style-type: none"> Continue to have Families Youth Pastor come in to do Friday devotions for seniors. Churches invited to help, visit MCS. The school seek ways to support church. 	<ul style="list-style-type: none"> church as a normal part of life. School and church benefit from a mutual relationship. 		Term 2	<ul style="list-style-type: none"> - DM from Salvation Army has lead devotions - Devotions continued by Youth Pastor- Youth Pastor helping with Chess Club. Principal attended Miramar combined churches rayer days (x2) and Gateway to continue to establish links. A combined Christmas Party/Gala was held in term 4. The school is continuing to look for ways to support the church.
	Whanau and school partnership together.	<ul style="list-style-type: none"> Provide points of fun and celebration for the whole school. Let parents know about ways they can help in the school. 	<ul style="list-style-type: none"> Parents are engaged in Miramar Christian School community. 	Principal and staff	X 1 Per Term	<ul style="list-style-type: none"> T1 Parents invited to assemblies. Parents helping with library and recovering Reading book boxes. T2 Parents invited to join prayer group, nominate for BOT, join parent committee to create community events etc. APT did not function for terms 1-2 however it iis about to be relaunched.
	Have effective communication systems	<ul style="list-style-type: none"> Join Skool Loop- encourage all new and existing parents to join up with this. Train teachers how to put up messages for their class Train office manager to use the permission forms 	<ul style="list-style-type: none"> Whanau is informed about all things that affect them. 	Skool Loop staff, Principal and staff	Term 1	<ul style="list-style-type: none"> T1 Most families signed up to Skool Loop. Teachers trained to put up messages. T2 Office Manager trained to put up messages. T4 Yet to do training for permission forms.

GROWTH

Baseline information In 2018 our roll dropped significantly

Rational We wish to curb the decline and instead increase the roll. By doing this we will retain our staff.

Area	Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
GROWTH <small>A visible and thriving faith-based learning community is welcoming new families.</small>	Increase the visibility of MCS	<ul style="list-style-type: none"> Marketing team develops the vision required to bring us forward. Regular updates of school activity to be placed in Facebook. Training for Principal and the Office Manager in updating the website. Once a term share news worthy events through local paper. Fence that can be seen through and clear signage so people know we are here. 	<ul style="list-style-type: none"> Positive messaging about the school developed. Positive talk about the school in the community. People seeking to find out about Christian schooling for their children can find us. We are seen by people who visit Weta workshops. ROLL GROWTH! 	<ul style="list-style-type: none"> BoT Chair, reps from Peniel Trust, Principal School Staff Marketing team Marketing team Principal and staff Peniel Trust 	Term 1 Term 1	T1- Marketing strategy developed. T2 Landing Page developed, Open Day held. Principal increased school visibility though networking with preschools, local pastors and local schools, introduced self to school neighbours and other Christian Schools. Facebook: 37 posts made in T1 (compared to 6 over whole of 2018) These have continued throughout the year. Newspaper term 1- International Playday. Local newspaper closed at end term 1. Fence to be completed in July holidays. Signage... June staff trained to work on the website. NB Local paper has folded in Term 2. Fence completed in July
	Welcome visitors and whanau into the MCS	<ul style="list-style-type: none"> Develop ways to invite parent community to come together. 	<ul style="list-style-type: none"> Strengthen school community Parents develop relationships with 	<ul style="list-style-type: none"> Staff Marketing Committee 	Term 1 Term 2	T1 Didn't have school community gathering term 1 as coordination of help fell over. T2 Students have experienced a powhiri at Christian Schools

		<ul style="list-style-type: none"> • Senior students learn how to greet, take visitors on a tour and host visitors. • Welcome prospective parents, i.e. Open Day x2+ per year 	others in school community.			<p>Sports Day and Snr girls have experienced a poroporoaki. We are looking towards hosting Marantha School and Hawera Christian School with a powhiri.</p> <p>T3 Welcomed and hosted teachers from Seigakuin Primary School – Japan.</p> <p>T4- Welcomed Hawera Christian School and hosed for an afternoon.</p>
	Students will be proud of their school	<ul style="list-style-type: none"> • Encourage students to recognize and speak positively about their school e.g. Reflect on day and offer prayers of thankfulness before departing. • Encourage students to take pride in their uniform. 	<ul style="list-style-type: none"> • Students will share positive messages about the school. • Students will wear their uniform correctly and with pride. 	<ul style="list-style-type: none"> • Teaching staff 	Term 1	<p>T4 Students are generally more positive about the school.</p> <p>Uniform standards are to be addressed.</p>

EXCELLENCE

<p>Baseline data There is a large age and ability range in each of our classes. This makes some teaching strategies more effective than others.</p> <p>Student Leadership- Traditionally our Year 8 students carry out multiple leadership rolls. This year there are no Year 8 students and only 4 Year 7 students to do this.</p> <p>We have no formal document containing a graduate profile</p>	<p>Rational While we have great teacher student ratios we can focus more closely on the needs of individual students. Finding strategies that work within our context is crucial. We will look to our PLD provider and use inquiry to ascertain best practice in our context. No matter what strategies are employed teachers need to be responsive to the students’ needs. New teachers will learn about their students.</p> <p>Student Leadership - This means the Year 6-7 need to step up and take on the school student leadership roles. There will need to be some explicit training to do this as only the Year 7s have seen how the school systems operated in the previous year.</p> <p>A graduate profile - teachers would be able to design programmes activities etc to move students towards meeting the graduate profile. A profile would give parents an understanding about why teachers use and value certain types of activities.</p>
--	---

Area	Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
EXCELLENCE (Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21 st century	Teachers use best practise to meet the social and academic needs of students in their care.	<ul style="list-style-type: none"> • Teachers will receive professional development with a PLD provider. • Teachers explicitly teach students to have a growth mindset. • Teachers will be responsive to student needs – notice what students are doing and adjust activities so all can access learning. • Teachers will use a range of teaching strategies when designing and adapting programmes and IC, keeping best practice, the range 	<ul style="list-style-type: none"> • Students gain knowledge and skills in an engaging environment. • Students perceive themselves as learners. • Students make at least one year’s progress in a year. • A greater percentage of boys achieve at their curriculum level in reading and writing. 	PLD provider Principal and class teachers	Term 1-4	T1-2 PLD provider worked with staff on mathematics. T2 Responsive teaching observed in Maths observations. T1 Teachers experimented with a range of new teaching practises- e.g. New strategies – talk moves, group role cards. T3 Notice and Adjust sheets have been used for target learners. Procedures around

		<p>and learning needs of students in mind.</p> <p>Teachers will call on specialist assistance and advice as required.</p>				<p>frequency of using these will be developed in 2020</p> <p>T4 Boys have improved their success rate in reading and writing however there is still a large gap between girls and boys achievement in these areas. Growth mindset touched on in some classes but needs to be consistent across the school.</p>
	Provide leadership opportunities for senior school	<ul style="list-style-type: none"> All Year 6-8 students are to be given the following rolls <ul style="list-style-type: none"> - Be on the Student Council - take turns running school assemblies - be a house leader Opportunities to serve in classes (e.g. class duties) and the school community (e.g. Sports shed monitor). Students taught how to run meetings, host and welcome visitors. 	<p>Senior students are role models in the school.</p> <p>Senior students learn leadership skills.</p> <p>Senior students value others.</p>	Senior Class Teacher	Term 1-4	<p>T1-2- Students received PALs leadership training from Energise.</p> <p>T2 Students went to National Young Leaders Day.</p> <p>T1-4 Students had leadership opportunities in assemblies, mihi whakatau and in service activity</p> <p>T2 Y6-7 taught how to welcome visitors. Nearly all students have had an opportunity to welcome visitors.</p>
	Draft a Graduate profile	<ul style="list-style-type: none"> Draft a graduate profile In consultation with parents, staff, Bot reps adapt amend and/or endorse the draft graduation profile. 	<ul style="list-style-type: none"> The graduate profile guide teachers and students towards the aspirational goal of developing Christian leaders for the 21st century. 	Principal Staff	Term 2	Not complete

EXCELLENCE – Succeeding in Reading

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2018 Baseline data

In 2018 the biggest disparities were between male and female students and Maori and non-Maori students.

Overall 70% of students were at or above the appropriate curriculum level.

57% (8/14) of male students were at or above in reading while 79% (18/23) of female students were at or above the appropriate curriculum level.

57% (4/7) of Māori students were at or above in reading while 89% (8/9) of European students were at or above the appropriate curriculum level.

2019 Targets: To increase the percentage of **male students** reading at or above the appropriate curriculum level from 57% to 70%.

To increase the percentage of **Maori students** reading at or above the appropriate curriculum level from 57% to 70%.

Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
To increase the percentage of male students reading at or above the appropriate curriculum level from 57% to 70%.	<ol style="list-style-type: none"> 1. Teachers identify target students and what movement is required to get students to the appropriate level. 2. Teach growth mindset. 3. Teachers select materials that engage boys' interest. 4. Invite men to come and read with and to students as male role models 5. Deliberately scaffold the reading of texts by introducing vocabulary 	<p>Boys will see reading as a relevant activity for boys.</p> <p>Boys will engage with written word.</p> <p>Boys will make at least a year's progress in a year.</p>	Teachers	Term 1	Mid year 50% of boys were reading at or above the expected level and 61% of girls were reading at or above. This was a drop and again showed a large disparity between girls and boys. Teachers put in many interventions, e.g. Buddy reading extra opportunities for mileage and support. At the end of year 61% of boys were reading at or

	<p>students may not know before reading.</p> <p>6. Continue to seek specialist support for students who have not made expected gains with standard approaches</p> <p>7. Continue with 'Reading Eggs' for mileage.</p> <p>8. Review the effectiveness of 'Reading Eggs' – for boys (survey)</p>		<p>Teachers / SENCO</p> <p>Principal</p>	<p>above- which while not at the target set is an improvement. (92% of girls were at or above).</p> <p>Actions carried are highlighted.</p> <p>2. 3. Not carried out consistently across school.</p> <p>8. Review Reading Eggs – Survey- decided to stop using reading eggs 2020 as school entered donation scheme and needed to chose between mathletics and reading eggs.</p>
<p>To increase the percentage of Maori students reading at or above the appropriate curriculum level from 57% to 70%.</p>	<p>1. Teachers identify target students and what movement is required to get students to the appropriate level</p> <p>2. Teach growth mindset.</p> <p>3. Select material that is relevant to Māori students. Allow Māori students who relate to chosen texts to be experts about the information/ideas in the text and to tell others about their experiences.</p> <p>4. Deliberately scaffold the reading of texts by introducing vocabulary students may not know before reading.</p> <p>5. Continue to seek specialist support for students who have not made expected gains with standard approaches.</p> <p>6. Continue with 'Reading Eggs' for mileage.</p> <p>7. Review the effectiveness of 'Reading Eggs' for Maori students (survey)</p>	<p>Maori will see reading as a relevant activity for Maori</p> <p>Maori will engage with written word.</p> <p>Maori will make at least one year's progress in a year</p>	<p>Teachers</p> <p>Teachers/SE NCO</p> <p>Principal</p>	<p>Target achieved.</p> <p>83 % (5/6) Maori students were at or above at the end of the year.</p> <p>Actions carried are highlighted. Refer above</p>

EXCELLENCE – Succeeding in Writing

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2018 Baseline data

In 2018 the biggest disparities were between male and female students and Maori and non-Maori students.

Overall 60% of students were at or above the appropriate curriculum level.

39% (5/13) of male students were at or above in writing while 74% (17/23) of female students were at or above the appropriate curriculum level.

60% (3/5) of Māori students were at or above in writing while 78% (7/9) of European students were at or above the appropriate curriculum level.

2019 Targets: To increase the percentage of **male students** reading at or above the appropriate curriculum level from 39% to 55%.

To increase the percentage of **Maori students** reading at or above the appropriate curriculum level from 60% to 70%.

Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
To increase the percentage of male students writing at or above the appropriate curriculum level from 39% to 55%.	1. Teachers identify target students, their barriers to learning and what movement is required to get students to the appropriate level.	Boys will see writing as a relevant activity for boys. Boys will engage in writing activities Boys will make at least one year's progress in a year	Teachers Teachers/ SENCO	Term 1	Target Achieved 54 % boys were at or above at the end of the 2019 year. Actions carried are highlighted. Others to be applied consistently across the school or started.
	2. Teach growth mindset				
	3. Teachers select topics that engage boys' interest.				
	4. Read examples of good texts written by male and female authors as male role models- enjoy these and discuss what makes them good writing.				
	5. Invite boys to share their writing in class- point out good elements of work.				
	6. Continue to seek specialist support for students who have not made expected gains with standard approaches.		Principal		

EXCELLENCE – Succeeding in Mathematics

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2018 Baseline data

Overall 63% of students were at or above the appropriate curriculum level.

In 2018 the biggest disparities were between Maori and non-Maori students.

40% (2/5) of Māori students were at or above in writing while 88% (8/9) of European students were at or above the appropriate curriculum level.

61% of male students were at or above in mathematics and 62% of female students were at or above the appropriate curriculum level.

However 19% (4/22) of girls were well below and 7% (1/13) of boys were well below in mathematics.

This makes girls a target group.

2019 Targets: To reduce the percentage of **female students achieving** mathematics well below their appropriate curriculum level from 19% to 0%.

To increase the percentage of **Maori students achieving** mathematics at or above the appropriate curriculum level from 40% to 60%.

Annual Goal for 2019	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
To reduce the percentage of female students achieving mathematics well below their appropriate curriculum level from 19% to 0%.	<ol style="list-style-type: none"> Teachers identify target students, their barriers to learning and what movement is required to get students to the appropriate level. - strategies to achieve this this could be the basis for teaching "inquiry". Teachers will teach growth mindset, a range of recording methods and teach problem solving strategies through a range of relevant word problems. Teacher will use mixed ability groupings, -These do not need to be the whole class or every day. 	<p>Girls will see mathematics as a relevant activity for them.</p> <p>Girls will engage in mathematics activities that stretch their abilities.</p>	<p>Teachers</p> <p>Teachers</p> <p>Principal</p>	Term 1	<p>19% (4/22) female students were well below the standard in 2018. 25% (3/12) female students were well below at the end of 2019. One of these students was new to the school partway through the year.</p> <p>Actions carried are highlighted.</p>

	<ol style="list-style-type: none"> 4. Teacher increase their repertoire of strategies for teaching mathematics. 5. Teachers use the PACT tool for Assessment – different sections at the end of each term 				Others to be applied consistently across the school or started
<p>To increase the percentage of Maori students achieving mathematics at or above the appropriate curriculum level from 40% to 60%.</p>	<ol style="list-style-type: none"> 1. Teachers identify target students, their barriers to learning and what movement is required to get students to the appropriate level. - strategies to achieve this this could be the basis for teaching “inquiry”. 2. Teachers teach growth mindset, a range of recording methods and teach problem solving strategies through a range of relevant word problems. 3. Teacher will use mixed ability groupings, -These do not need to be the whole class. 4. Teachers explicitly teach mathematics vocabulary. 5. Teacher increase their repertoire of strategies for teaching mathematics. 6. Teachers use the PACT tool for Assessment – different sections at the end of each term. 7. Maintain a stable teaching staff throughout the year. 	<p>Maori will see mathematics as a relevant activity for them</p> <p>Maori will engage in mathematics activities that stretch their abilities</p>	<p>PLD provider Teachers</p> <p>Principal</p>		<p>Not achieved</p> <p>50% (3/6) Māori students achieved at or above The expected level. This is an increase from 2018.</p> <p>Actions carried are highlighted. Others to be applied consistently across the school or started</p>