



# Te Kauwhata Primary School

## School Charter

### Strategic and Annual Plan

## 2017 - 2019

Principal's endorsement:	Vicki Saunders	H. Saunders	15.3.17
Board of Trustees' endorsement:	Grant Clegg	Bot Chair	15/3/17
Submission date to Ministry of Education: 16 March 2017			

Te Kauwhata Primary School 2017 - 2019  
Introductory Section ~ Strategic Intentions

<b>Mission Statement</b>	'Learning Together' ~ Kia Ngatahi te Ako
<b>Vision</b>	Developing confident, connected, actively-involved lifelong learners who C.A.R.E.
<b>Values</b>	We C.A.R.E. ~ Communicate ~ Aspire ~ Respect ~ Engage Manaakitia ~ Korerotia ~ Hokaka ~ Whakaute ~ Whakaware
<b>Maori dimension and Cultural Diversity</b>	<p style="text-align: center;"><u><b>Maori dimension</b></u></p> <p>Our curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full time students should their parents request it. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Te Reo and Tikanga is planned for</li> <li>• Te Reo is used effectively in daily classroom interactions</li> <li>• All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga</li> <li>• Local protocol / 'kawa' is respected and followed.</li> </ul> <p style="text-align: center;"><u><b>Cultural diversity</b></u></p> <p>Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Contexts for learning in English, The Arts and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.</li> <li>• Our school will offer opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.</li> </ul> <p style="text-align: center;"><u><b>Whanau Engagement</b></u></p> <p>Our curriculum will draw on and recognise the expertise and support of whanau and community through two, Whanau Support meetings and the continued growth and development of a Whanau Support Group.</p>

# Principles

## High Expectations

Our curriculum supports and empowers all staff and students to learn as they strive to achieve personal excellence, regardless of their individual circumstances.

### Indicators:

- Learners can talk about their strengths and weaknesses, and with support from teachers and/or family/whanau, set challenging but achievable goals for future learning.
- Teachers use rich assessment data to set meaningful 'growth' targets for future learning by all groups of learners.
- Teachers 'inquire' into the impact of their teaching (Teaching as Inquiry) and act appropriately to improve practice.

## Treaty of Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.

### Indicators:

- Te Reo and Tikanga are evident in teacher planning.
- Te Reo is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga.
- Local protocol / 'kawa' is respected and followed.

## Cultural Diversity

Our curriculum acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.

### Indicators:

- Contexts for learning in English, The Arts and Social Sciences reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school offers opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.

## Inclusion

All learners have equal opportunities to learn and succeed regardless of gender and /or ethnicity. Learning and success will be recognised and celebrated.

### Indicators:

- Individual learner's strengths are recognised and extended.
- Classroom and school programmes reflect the needs of all groups of learners.
- Learner progress is not hindered for reasons of gender, ethnicity or disability.
- Knowledge of, and opportunity to interact with diverse groups of learners is evident for all.

# Curriculum @ TKP

'Learning Together ~ We **C.A.R.E**'

'Kia Ngatahi te Ako ~ Manaakitia'



## Learning to Learn

All staff and students are reflective learners and take responsibility for their own learning processes, learning how to learn.

### Indicators:

- Teaching, learning and assessment reflects meta-cognitive and Key Competency development.
- Assessment for Learning practices are evident in all learning zones with all learners being able to drive and reflect on their learning.
- Planning incorporates e-learning approaches.
- Inquiry by all learners is built upon curiosity and the desire to discover!

## Community Engagement

Our curriculum reflects learning through current and topical events that connect with learner's wider lives, drawing on and recognizing the expertise and support of whanau and community.

### Indicators:

- Our school community is regularly consulted about the school curriculum and learning, including whanau support
- Support and skills of whanau and community are utilised wherever appropriate and possible.
- Student-led conferences are understood and supported by all the school community.
- Parents / caregivers and the wider school community are actively involved in school activities.
- Our 'open door' policy is maintained.

## Coherence

Our curriculum reflects a shared understanding and enables coherent transitions between all learning zones and teams while opening up pathways to further learning.

### Indicators:

- Our vision is shared and modeled by all.
- There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.
- Contexts for learning reflect the school's curriculum and annual plan.
- Further learning is evident through knowledge of and use of higher order thinking skills.
- Learning Zones are print rich environments and reflect current teaching and learning across the curriculum.

## Future Focus

Our curriculum encourages all learners to look to the future by exploring such issues as sustainability, citizenship, enterprise and globalization.

### Indicators:

- Learners understand the concept of 'sustainability' through the principles that underpin being an Enviro-School.
- Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.
- Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.
- Learners grow to become global citizens and understand the significance of this for today and the future.

## School Context - Baseline Data

### Student Learning

- National Standards
  - Overall improvement of 3% for maths; 1 % for writing. Drop of 1% in reading.
  - Writing continues as a priority as we enter 3rd year of ALL intervention.
  - Overall Maori achievement in maths has improved 5%
  - Gap between NZM and NZE achievement tracks at between 10 and 12 %
  - Focus also on accelerating and sustaining reading progress and achievement with particular focus on NZM and boys.

### Reading

#### At or above - %age (number)

	2014	2015	2016
All	72 (168)	75 (174)	74 (186)
Boys	61 (76)	67 (82)	66 (84)
Girls	85 (92)	85 (92)	82 (100)
NZE	77 (95)	80 (93)	79 (107)
NZM	66 (58)	73 (64)	69 (60)
Pas.	44 (4)	58 (7)	44 (4)

### Writing

#### At or above - %age (number)

	2014	2015	2016
All	57 (134)	69 (158)	70 (174)
Boys	43 (54)	56 (70)	59 (75)
Girls	74 (80)	82 (88)	81 (99)
NZE	63 (78)	72 (84)	74 (101)
NZM	50 (44)	64 (57)	62 (54)
Pas.	44 (4)	66 (8)	56 (5)

### Maths

#### At or above - %age (number)

	2014	2015	2016
All	69 (162)	74 (172)	77 (194)
Boys	66 (82)	70 (86)	70 (90)
Girls	74 (80)	80 (86)	85 (104)
NZE	77 (96)	83 (97)	82 (112)
NZM	65 (57)	67 (59)	72 (64)
Pas.	22 (2)	66 (8)	67 (6)

### Student Learning

- Punctuation (e-asTTle)
  - Overall 71% of all students at or above expectation
- Spelling (e-asTTle)
  - Overall 68% of all students at or above expectation
  - Schonell: 60% of students at or above CA at end of T3
- Closer analysis of the data indicates a need to focus on our boys in particular.

### Punctuation

e-asTTle	All students	As Year 3	As Year 4	As Year 5	As Year 6
T4 ~ 2015	62%	84%	64%	46%	55%
T4 ~ 2016	71%	88%	86%	63%	48%

### Spelling

e-asTTle	All students	As Year 3	As Year 4	As Year 5	As Year 6
T4 ~ 2015	54%	69%	50%	42%	55%
T4 ~ 2016	68%	77%	59%	70%	65%



<ul style="list-style-type: none"> <li>• Word Power <ul style="list-style-type: none"> <li>◦ 40% of Year 1 students are achieving at or above expectation</li> </ul> </li> </ul>	<p><u>Schonell:</u> At end of T3 60% of Y3-6 students were spelling at or above the Chronological Age.</p> <p>Girls: 60% at or above  Boys: 19% at or above</p> <p>NZM: 75% at or above      Girls: 74% at or above      Boys: 50% at or above  NZE: 30% at or above      Girls: 53% at or above      Boys: 15% at or above</p>	
<b>Priority Learners</b>	<p><b>Maori Learners</b>  (between 25 and 27% of school roll during 2016)</p>	<ul style="list-style-type: none"> <li>• Overall Maori achievement in National Standards is between 10 and 12% behind that of NZE learners.</li> <li>• Te Reo lessons continued in 2016 with the addition of an extension group for special event protocols and roles.</li> <li>• Kapahaka continued for years 4-6 students, with students having opportunity to perform at Whanau hui, assemblies and prizegiving.</li> <li>• Cultural competencies continue to be unpacked as part of teacher appraisal.</li> <li>• A whole school Marae visit took place in Term 3. Matariki was celebrated.</li> <li>• Active participation of principal in the Waikato Maori Achievement Collaborative</li> <li>• Cultural responsive pedagogy identified as an area for further professional learning.</li> </ul>
	<p><b>Learners with Special Education Needs</b></p>	<ul style="list-style-type: none"> <li>• Progress and achievement for all students is carefully monitored. Those with special learning needs received the following where appropriate: <ul style="list-style-type: none"> <li>◦ Extension writing and maths</li> <li>◦ ALL intervention</li> <li>◦ Oral Language intervention through HPP, speech and language groups, Talk to Learn programme</li> <li>◦ Spelling support through STEPs programme</li> <li>◦ CARP (Computer Assisted Reading Programme)</li> <li>◦ Targeted literacy and/or numeracy (in-class support)</li> <li>◦ Life Skills / Managing self experiences,</li> <li>◦ Outside agency interventions where appropriate.</li> </ul> </li> <li>• IEP meetings completed for those children who have one, with involvement of parent / caregivers and all stakeholders across the year.</li> </ul>
	<p><b>Pasifika Learners</b>  (between 1-3% of school roll during 2016)</p>	<ul style="list-style-type: none"> <li>• Our Pasifika roll has decreased over the past few years. Individual students are monitored carefully and regular communication is maintained with parents / caregivers.</li> <li>• Pasifika achievement is below that of our NZE and NZM students. Careful monitoring continues.</li> </ul>

Student Engagement	Overall student attendance was 92.2% for 2016.	
	Ethnicity	2015
	NZE	92%
	NZM	87%
	Pasifika	85%
	Overall student lateness was 3.6% for 2016.	
School Finance and Property	Property: <ul style="list-style-type: none"> <li>5YA projects completed:               <ul style="list-style-type: none"> <li>New carpet in Library, Rooms 5 and 12 completed</li> <li>All roof areas painted</li> <li>Heat pump replaced in library</li> </ul> </li> <li>Water tightness concerns in Rooms 6 and 8 have escalated. These along with caretaker shed will be a priority in 2017.</li> </ul>	
	Finance: <ul style="list-style-type: none"> <li>The school is in a sound financial position. Funds have been accumulated and remain on term deposit (\$200,000) towards a multi-purpose facility in the future.</li> <li>The Board continues to subsidise bus and travel costs for students through transport group direct resourcing funds.</li> <li>Funds have been set aside towards covering in the assembly area to add protection during wet and cold months.</li> </ul>	
Health and Safety	<ul style="list-style-type: none"> <li>Regular property checks are carried out</li> <li>Policies and procedures continued to be reviewed</li> <li>Vulnerable Children's Act policy implemented; Health and Safety and Sunsmart policies reviewed.</li> <li>New visitor sign in via tablet introduced, also used for students who are late or signing out during the day.</li> <li>Earthquake, fire and evacuation drills carried out.</li> </ul>	
Curriculum Review	'The Arts' curriculum was reviewed in Term 3, student and community voice sought. As a result a new initiative to introduce more drama, dance and music into our curriculum is being implemented during Terms 2 and 3 in 2017.	
Community Engagement and Consultation	Community Consultation was undertaken by the Board in T1/2 2016 with focus on relationships between whanau and staff; Bible in Schools, the Learning Hub concept, opinion on Boys only classes and curriculum in general. Bible in Schools did not go ahead following consultation. Further consultation around continuing a boys class was undertaken in T4, while there was interest school wide it was not sufficient in numbers to sustain with a growing roll.	

Strategic Overview 2017 - 2019		
Strategic Goals		Core Strategies for Achieving Goals
Student Learning	<ul style="list-style-type: none"> <li>Continue towards achieving the Government's education goal of 85% of students at or above National Standard by 2017, with particular priority on Boy's and NZM Literacy across the school.</li> <li>Raise student achievement in Spelling and Punctuation to support improved writing progress and achievement.</li> <li>Achieve improved acceleration of learning in reading, writing and maths.</li> <li>Improve 6 year Survey outcomes for After 1st year at school particularly in Writing Vocab; Oral Language and Concepts about Print. (1-2 stanines over 3 years) This will have a positive effect on Reading and Writing outcomes</li> <li>Students will develop and consolidate their Inquiry Learning attitudes and skills to support acceleration of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing targeted staff PLD both schoolwide and individual to meet teacher needs</li> <li>Increased coherence of teaching and learning programmes across the school through ongoing critical review of current practice schoolwide and through individual appraisal process.</li> <li>Further strengthen moderation processes school wide</li> <li>Create better links between the teaching of spelling and punctuation</li> <li>Development and implementation of Maths' Learning Progressions - implemented T3, 2016, continued evaluation of them.</li> <li>Involvement in Year 3 of Accelerated Literacy Learning intervention (MOE), involves all teachers for final year, 2017</li> <li>Transfer new knowledge acquired through ALL to reading and maths in relation to acceleration of learning.</li> <li>e-Learning and Inquiry professional learning teams (PLTs) inquire into how their respective fields can support acceleration of learning.</li> <li>Revise 'My Learning Journey @ TKP' portfolios to lead to greater coherent and smarter use of Reading, Writing and Maths progressions as well as more consistent standard of content and ownership by students.</li> <li>Ensure collation of assessment data is accurate and timely in line with formal assessment overview.</li> </ul>
Priority Learners	<p><b>Maori enjoying Educational Success as Maori</b></p> <ul style="list-style-type: none"> <li>Implementation of Maori Achievement and Engagement plan</li> <li>Maori learners will be engaged and connected with their school and community.</li> <li>Maori learner's progress and achievement will continue to improve, reducing the gap between progress and achievement of NZE learners</li> </ul> <p><b>Learners with Special Education Needs</b></p> <ul style="list-style-type: none"> <li>Learners with special needs will feel included and valued within the school community</li> <li>Learners with special needs and</li> </ul>	<p><b>Maori enjoying Educational Success as Maori</b></p> <ul style="list-style-type: none"> <li>Continue to support increased Whanau consultation and engagement with the school and student learning</li> <li>Ongoing commitment to fund Kapahaka and Te Reo programmes across the school, introduce option of extension Te Reo learning</li> <li>Professional learning for staff to increase cultural responsiveness and awareness.</li> <li>Increased communication and consultation with all local Marae,</li> </ul> <p><b>Learners with Special Needs</b></p> <ul style="list-style-type: none"> <li>Continue to monitor and track progress and achievement of learners with special needs both while receiving intervention programmes and beyond in the classroom</li> <li>Ongoing evaluation of intervention programmes to ensure they meet current needs of students.</li> <li>Make available PLD for teachers and support staff as necessary to support student needs</li> <li>Support teachers to integrate IEP goals and recommendations for</li> </ul>

	<p>abilities will progress and achieve at steady and in some cases accelerated rates as with other learners through teaching and learning programmes targeted to meet their needs</p> <ul style="list-style-type: none"> <li>Differentiated programmes will be enhanced for all high ability and high learning needs students.</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>Pasifika learners will be engaged with their learning, feel a sense of belonging and continue to make satisfactory progress and achievement.</li> </ul>	<p>maximum impact within the classroom programme</p> <ul style="list-style-type: none"> <li>Develop, in consultation with parents, differentiated programmes that support life skills through the Key Competencies for high learning needs students; and extension for high abilities.</li> <li>Provide information and knowledge workshops/ meetings for parents whose children are receiving learning intervention support.</li> </ul> <p><b>Pasifika</b></p> <ul style="list-style-type: none"> <li>Continue to monitor progress and achievement of our Pasifika learners maintaining regular communication with their parents / whanau.</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>Student absence rates will reduce by 5% over next 3 years</li> <li>The number of students arriving late to school will reduce to less than 1% over next 3 years</li> <li>Students will be engaged with school and learning, feeling emotionally and physically safe.</li> <li>Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day.</li> </ul>	<ul style="list-style-type: none"> <li>Review current absence procedures as well as gaining feedback from parents and students about how we can better work together to improve attendance, and the underlying reasons for some absences and student lateness.</li> <li>Use school assemblies, newsletters, Social Media and website to keep community informed and celebrate improvements regularly</li> <li>Recognise and acknowledge positive attendance rates more regularly (not just end of year prizegiving).</li> <li>Support parents / caregivers to have their child/ren at school on time, especially where circumstances beyond their control are impacting on this.</li> <li>Gather student and parent / caregiver voice around engagement. Use data to inform and plan future actions.</li> </ul>
<b>School Finance and Property</b>	<ul style="list-style-type: none"> <li>Complete 5YA projects as per agreement, includes painting of all buildings</li> <li>Prioritise building projects in line with water tightness considerations and urgencies.</li> <li>Refurbishment of library</li> <li>Expand Adventure playground equipment for all ages</li> <li>Continue to reserve funds towards multi-purpose facility</li> <li>Cover in assembly area along with astroturf on ground under it</li> </ul>	<ul style="list-style-type: none"> <li>Follow 5YA / 10 YPP guidelines and requirements. Keep abreast of MOE changes to procedures and requirements.</li> <li>Plan for cyclical painting of school buildings</li> <li>Follow MOE guidelines for school-funded projects where building changes may be made</li> <li>Follow MOE guidelines re. Water tightness concerns and issues.</li> <li>PTA fundraiser focus towards adventure playground equipment.</li> <li>20% of PTA fundraising donated to school multi-purpose building fund annually</li> <li>Continue to liaise with MOE Property regarding future multi-purpose facility for school.</li> <li>Liaise with MOE, but also local developers in regards to significant predicted roll growth in local area.</li> <li>Explore funding opportunities for covering in of assembly area.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>Ensure all policies and procedures are compliant of new legislation effective 4th April 2016, and review regularly with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Continued review of current policies and procedures</li> <li>Use of MOE Fact / Help sheets to guide process</li> <li>Purchase of any safety equipment needed to comply with legislation</li> <li>Ongoing health and safety audits and reviews; include a Health and Safety</li> </ul>



	<ul style="list-style-type: none"> <li>• Review and update current property check schedules</li> <li>• Review Caretaker guidelines for machinery to ensure alignment with Health and Safety Act</li> <li>• Review and update all EOTC policy and procedures in line with revised EOTC guidelines.</li> <li>•</li> </ul>	<p>focus to regular Thursday morning staff meetings</p> <ul style="list-style-type: none"> <li>• Review current EOTC practice in line with revised MOE guidelines</li> <li>• Review Health statement biennially</li> </ul>
<b>Curriculum Review</b>	<ul style="list-style-type: none"> <li>• Develop Inquiry Learning progressions linked to curriculum areas</li> <li>• Review the following curriculum areas: <ul style="list-style-type: none"> <li>◦ Social Sciences / Technology (2017)</li> <li>◦ Reading / Oral Language (2018)</li> <li>◦ Maths (2019)</li> </ul> </li> <li>• Ongoing review of Literacy and Numeracy programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Led by Inquiry PLT - ongoing across the 3 big inquiries based on Kath Murdoch text - The Power of Inquiry</li> <li>• Continue to invite parents to contribute to curriculum reviews via website response/ paper response / review meetings</li> <li>• Gather student voice during curriculum reviews</li> <li>• Make changes, where practical, to curriculum in light of consultation, community and student voice.</li> </ul>
<b>Community Engagement and Consultation</b>	<ul style="list-style-type: none"> <li>• Continue to review and implement changes where necessary in current pre-school to school transition programme.</li> <li>• As a Board consult more regularly with parent / Whanau community around policy, future school initiatives and Charter priorities</li> <li>• Continue to offer a variety of opportunities for parents / Whanau to engage with their children's school and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal visits with local child care centres and playcentre by key staff to observe children in action in respective environments</li> <li>• Review current transition programme, in consultation with prospective parents and local organisations to best meet needs of new children and/or whanau</li> <li>• Board consultation by revised planning for review and community consultation in line with school's annual priorities.</li> <li>• Grow concept of Whanau groups through appointment of a current staff member to co-ordinate and liaise regarding possible events and initiatives</li> <li>• Review current timings / arrangements for Student-led conferences to work towards improving participation at them, especially in T3</li> <li>• Introduce 'Help us know your child' profiles and meetings at beginning of Term 1 each year.</li> <li>• Develop Community Learning Gardens with students teaching community members as part of EnviroSchools goal of achieving Green-Gold award</li> </ul>

## Maori Student Achievement and Engagement Plan 2017 - 2019

Goal: To learn and work together to grow our Maori students enjoying Educational Success as Maori		
	Strategic Goals	Core Strategies for Achieving Goals 2017
<u>Ako</u> A two way teaching and learning process	<ul style="list-style-type: none"><li>Continue to grow staff confidence and capability using Te Reo as part of daily teaching and learning</li><li>Grow staff and student knowledge of local Maori history and significant places / events / stories</li><li>All staff and students will develop their personal Pepeha</li><li>Community engagement will be strengthened through x2 Whanau hui</li><li>All students will continue to receive weekly Te Reo and Tikanga lessons from an experienced Kaiawhina</li><li>Maori student achievement will be accelerated to decrease the gap between NZM and NZE.</li></ul>	<ul style="list-style-type: none"><li>Treaty of Waitangi policy to be written</li><li>Whole staff enrolling in He Papa Tikanga through TOWA, along with some whanau and members of community.</li><li>Leadership team undertaking course of three workshops - Maori Achieving Success as Maori, creating an action plan for 2017</li><li>Rigorous tracking of student progress and achievement</li><li>Whole staff participation in ALL, 3rd year</li><li>Review of Tataiako, as part of teacher appraisal, in line with revised document</li><li>Continued Te Reo lessons for all students, including opportunity for community members to work with our Kaiawhina</li><li>Staff Marae noho to start the year, learning more about our local history</li><li>Whole school focus on local history, developing sequential teaching and learning through inquiry, and Social Sciences review.</li><li>Community consultation T2 and T4</li><li>BOT: Further develop understanding of Hautu resource as a tool for school review</li></ul>
<u>Waananga</u> Classroom and school action	<ul style="list-style-type: none"><li>Further strengthen the place of Tataiako within the teacher as inquiry appraisal process</li><li>Develop school-wide progressions in Te Reo</li></ul>	
<u>Whanaungatanga</u> Relationships ~ Positive partnerships	<ul style="list-style-type: none"><li>Further develop staff understandings of what Culturally Responsive pedagogy looks, sounds and feels like</li><li>Continue to grow relationships with all local Marae drawing on whanau knowledge and expertise.</li></ul>	
<u>Manaakitanga</u> Values	<ul style="list-style-type: none"><li>Further unpack our school values of We C.A.R.E. to support and enhance Te Ao Maori through consultation with community and learners.</li></ul>	
<u>Resources and Reference documents to support strategies:</u> <ul style="list-style-type: none"><li>Tataiako</li><li>Ka Hikitia</li><li>Hautu</li><li>Te Takanga o Te Wa - Maori History</li></ul>		

## Achievement ~ baseline data EOY 2016 ~ National Standards

### Reading

	WB	B	At	Above
All	8% (20)	18% (46)	57% (143)	17% (41)
NZE (all)	9% (12)	12% (17)	57% (77)	22% (30)
Boys	12% (9)	18% (13)	51% (37)	19% (14)
Girls	5% (3)	6% (4)	64% (40)	25% (16)
NZM (all)	5% (4)	26% (23)	57% (51)	10% (9)
Boys	7% (3)	31% (14)	55% (25)	7% (3)
Girls	2% (1)	22% (9)	62% (26)	14% (6)

### Writing

	WB	B	At	Above
All	10% (26)	20% (50)	60% (149)	10% (25)
NZE (all)	12% (16)	14% (8)	62% (43)	12% (9)
Boys	18% (13)	15% (11)	57% (42)	10% (7)
Girls	5% (3)	13% (8)	68% (43)	14% (9)
NZM (all)	6% (5)	32% (28)	56% (49)	6% (5)
Boys	9% (4)	42% (19)	45% (20)	4% (2)
Girls	2% (1)	21% (9)	69% (29)	7% (3)

### Maths

	WB	B	At	Above
All	4% (10)	19% (48)	58% (147)	19% (47)
NZE (all)	2% (3)	15% (21)	60% (81)	23% (31)
Boys	4% (3)	23% (17)	45% (33)	28% (21)
Girls		7% (4)	77% (48)	16% (10)
NZM (all)	4% (4)	24% (21)	60% (53)	12% (11)
Boys	2% (1)	27% (12)	62% (28)	9% (4)
Girls	7% (3)	20% (9)	57% (25)	16% (7)

#### Notes:

Overall 69% of our NZM students have achieved at or above for reading, this is a 5% drop from 2015.

This has increased the gap between NZM and NZE students by 5%, to 12%.

Our NZM boys are achieving 8% behind our NZE boys; our girls 13% behind our NZE girls.

Our NZM girls are achieving 14% better than our NZM boys.

#### Notes:

Overall 62% of our NZM students have achieved at or above for writing, this is a 2% drop from 2015.

This has increased the gap between NZM and NZE students by 4%, to 12%.

Of particular priority is to raise the achievement of our Maori boys with 51% of them not meeting standard. Our Maori boys are achieving well behind our Maori girls, with our Maori girls 6% our NZE girls. Our NZM boys 18% behind our NZE boys.

#### Notes:

Overall 72% of our NZM students have achieved at or above for maths, this compares to 67% in 2015.

This has decreased the gap between NZM and NZE by 5%, from 16% in 2015 to 11% in 2016. Our Maori boys and girls are achieving at similar percentages.

There is a smaller gap between our NZM and NZE boys achievement (2%) but a larger gap between our girls achievement (20%).

Actions: Monitor reading carefully gathering increased student voice to determine suitable texts, interests and purposeful reasons for reading. Apply learning around accelerating learning in writing to reading. An improvement of 10% is desired. Showing progress is essential.

Actions: Target area for 2017 as part of the ALL intervention. Refer to annual plan.

Actions: We will continue to track all learners progress and achievement.

## Annual School Improvement Plan - Summary Overview

Domain	Strategic Goal	Target	Progress notes:																																																										
Student Learning ~ National Standards	Continue towards achieving the Government's education goal of 85% of students at or above National Standard by 2017, with particular priority on Boy's and NZM Literacy across the school.	<ul style="list-style-type: none"><li>77% of all students will be achieving at or above the National Standard by the end of 2017.</li><li>56% of those students achieving 'below' standard will be achieving 'at' standard or above by the end of the year.</li></ul>	<p><u>National Standards achievement:</u> Start of Year = 70% at or above standard</p> <p>Interim: = ___ on track to achieve</p> <p>End of Year: = ___ at or above</p>																																																										
Student Learning - Spelling and Punctuation		<ul style="list-style-type: none"><li>Overall there will be a further improvement of at least 10% in e-asTTle spelling and punctuation for Years 3-5 students across all cohorts. Boys achievement will improve by 20%.</li><li><u>Schonell spelling:</u> 75% of all students (years 2-6) will be spelling at or above Chronological age.</li></ul>	<p>%age at or above</p> <table><tr><th colspan="2">e-asTTle</th><th>SOY</th><th>T2</th><th>T4</th></tr><tr><td rowspan="4">Sp.</td><td>Y3</td><td>88</td><td></td><td></td></tr><tr><td>Y4</td><td>86</td><td></td><td></td></tr><tr><td>Y5</td><td>63</td><td></td><td></td></tr><tr><td>Y6</td><td>48</td><td></td><td></td></tr><tr><td rowspan="4">Pu.</td><td>Y3</td><td>77</td><td></td><td></td></tr><tr><td>Y4</td><td>59</td><td></td><td></td></tr><tr><td>Y5</td><td>70</td><td></td><td></td></tr><tr><td>Y6</td><td>65</td><td></td><td></td></tr></table> <p>%age at or above Chronological Age</p> <table><tr><th></th><th>SOY</th><th>T2</th><th>T4</th></tr><tr><td>Year 2</td><td>–</td><td></td><td></td></tr><tr><td>Year 3</td><td></td><td></td><td></td></tr><tr><td>Year 4</td><td></td><td></td><td></td></tr><tr><td>Year 5</td><td></td><td></td><td></td></tr></table>	e-asTTle		SOY	T2	T4	Sp.	Y3	88			Y4	86			Y5	63			Y6	48			Pu.	Y3	77			Y4	59			Y5	70			Y6	65				SOY	T2	T4	Year 2	–			Year 3				Year 4				Year 5		
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		<ul style="list-style-type: none"> <li>Word Power <ul style="list-style-type: none"> <li>As Y2 students there will be an improvement of at least 20% in achievement for all <u>boys</u>, thus raising overall achievement by at least 20%.</li> </ul> </li> </ul>	<table border="1"> <tr> <td>Year 6</td><td></td><td></td><td></td></tr> <tr> <td colspan="4">%age at or above expectation</td></tr> <tr> <td></td><td>SOY As Y1 2016</td><td>T2</td><td>T4</td></tr> <tr> <td>Boys</td><td>19</td><td></td><td></td></tr> <tr> <td>Girls</td><td>60</td><td></td><td></td></tr> <tr> <td>All</td><td>40</td><td></td><td></td></tr> </table>	Year 6				%age at or above expectation					SOY As Y1 2016	T2	T4	Boys	19			Girls	60			All	40		
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## Improvement Plan ~ Students' Learning ~ Writing

### Strategic Goals:

- Continue towards achieving the Government's education goal of 85% of students at or above National Standard by 2017, with particular priority on Boy's and NZM Literacy across the school.
- Raise student achievement in Spelling and Punctuation to support improved writing outcomes
- Achieve improved acceleration of learning in reading, writing and maths.
- Improve 6 year Survey outcomes for After 1st year at school particularly in Writing Vocab; Oral Language and Concepts about Print. (1-2 stanines over 3 years) This will have a positive effect on Reading and Writing outcomes
- Students will develop and consolidate their Inquiry Learning attitudes and skills to support acceleration of learning.

### Annual Goal:

85% of students at or above National Standard by 2017, with particular priority on Boy's and NZM Literacy across the school.

### Annual Target:

- 77% of all students will be achieving at or above the National Standard by the end of 2017.
- 56% of those students achieving 'below' standard will be achieving 'at' standard or above by the end of the year.

**Baseline Data:** 2016: 70% of all students achieving at or above National Standard in Writing; 59% of all boys; 62% of NZM students

### Key Improvement Strategies

When:	What:	Who:	Indicators of Progress:
T1 Wk 2 & 8	ALL meeting with Ruth Foulkes	Brian - ALL leader Gill - ALL teacher	Foci for intervention confirmed ALL plan shared and understood by all staff.
Wk 4:	Staff meeting to share ALL intervention foci	Classroom teachers ALL leader and teacher	Teaching and Learning overviews indicate target students
Wk 6:	Target students identified in each classroom / learning space; ALL intervention of support planned; tracking documentation shared; initial writing sample undertaken	Brian - ALL leader Gill - ALL teacher	Intervention update
Wk 10:	Create data wall to show and track overall progress and achievement	ALL Leader / Principal	Data wall established for tracking overall progress.
T2: Wk 2:	Staff meeting - Target children update - moderation  From end of T1 through to T3 regular scheduled meetings between all teachers, target learners and ALL teacher setting next steps to accelerate learning	Led by Literacy PLT	Further improved moderation outcomes and evidence of accelerated progress
T3/4 Wk	Staff meetings - Target children update - moderation; ALL final report and summary; reflection and evaluation to ensure improved learning is sustained. Literacy PLT - regular meetings x2 per term	Led by Literacy PLT	Further improved moderation outcomes and evidence of accelerated progress

**Monitoring:** TKP Curriculum Achievement Plan for guidance, expectations and intervention supports; Target student tracking; Writing progressions conversations; Data wall tracking; regular analysis and tracking of writing; specific focus on target learners; Feedback is acted upon and results in positive progress.

**Resourcing:** ALL intervention funding MOE; Release teacher employed to cover fortnightly teacher meetings with ALL teacher; Additional PLD opportunities available to teachers as appropriate

## Improvement Plan ~ Students' Learning ~ Spelling and Punctuation

### Strategic Goals:

- Continue towards achieving the Government's education goal of 85% of students at or above National Standard by 2017, with particular priority on Boy's and NZM Literacy across the school.
- Raise student achievement in Spelling and Punctuation to support improved writing outcomes
- Achieve improved acceleration of learning in reading, writing and maths.
- Improve 6 year Survey outcomes for After 1st year at school particularly in Writing Vocab; Oral Language and Concepts about Print. (1-2 stanines over 3 years) This will have a positive effect on Reading and Writing outcomes
- Students will develop and consolidate their Inquiry Learning attitudes and skills to support acceleration of learning.

### Annual Goal:

- Raise student achievement in Spelling and Punctuation to support improved writing progress and achievement

### Annual Targets:

- Overall there will be a further improvement of at least 10% in e-asTTle spelling and punctuation for Years 3-5 students across all cohorts. Boys will improve by 20%.
- Schonell spelling: 75% of all students (years 2-6) will be spelling at or above Chronological age.
- Word Power
  - As Y2 students there will be an improvement of at least 20% in achievement for all boys, thus raising overall achievement by at least 20%.

### Baseline Data:

Spelling: 68% of all Y3-6 students are achieving at or above expectation in e-asTTle spelling; 60% of all Y3-6 students are spelling at or above C.A. in Schonell spelling test  
Punctuation: 71% of all Y3-6 students are achieving at or above expectation in e-asTTle punctuation;  
Word Power: 40% of Y1 students are achieving at or above expectation - 19% boys; 60% girls.

### Key Improvement Strategies

When:	What:	Who:	Indicators of Progress:
Ongoing	The Joy Alcock spelling programme will be taught schoolwide.	Literacy PLT Classroom teachers	Students will be learning according to individual needs, records of learning will reflect this Records of learning will show progress and action on feedback given. Schonell spelling results will show acceleration of progress between T2 and T4. Improved use of punctuation across all writing Student word writing fluency improves along with complexity of the words they choose to write.
Ongoing	Learning programmes will provide meaningful opportunities for students to transfer learning if new skills and rules to their writing.	Classroom teachers	
Ongoing	School 'Punctuation Ladder' used schoolwide to ensure coherence of practice and consistent use of punctuation conventions	Classroom teachers	
Ongoing	Year 1/2 ~ Yolanda Soryl Phonics programme taught x4 per week across team	AP Classroom teachers Learning Assistants	

**Monitoring:** TKP Curriculum Achievement Plan for guidance, expectations and intervention supports; Schonell spelling test (Years 2-6), Term 2 and 4; e-asTTle writing (years 3-6) x2 per year; Records of learning reflect progress; Feedback is acted upon and results in positive progress.

**Resourcing:** Joy Alcock, Switched onto Spelling; Punctuation Ladder; Yolanda Soryl Phonics programme; Learning Assistant learning support

## Other 2017 Key Improvement Strategies to Achieve Strategic Goals

Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> <li>• Cyclical Maintenance - plan painting schedule of school to begin later in year</li> <li>• Prioritise water tightness issues in Rooms 6 &amp; 7 and caretaker shed.</li> <li>• Playground upgrade - continue to fundraise towards this. Visual display of what we are wish to erect.</li> <li>• Cover in assembly area and astroturf ground area under it</li> <li>• Review Property policy and procedures</li> </ul>		<ul style="list-style-type: none"> <li>• Operate school in line with budget priorities</li> <li>• Apply for funding for: <ul style="list-style-type: none"> <li>◦ Assembly area covering</li> <li>◦ Senior team end of year camp and Y5 leadership week</li> </ul> </li> <li>• Continue to grow, where possible, multi-purpose space savings fund, currently \$200,000</li> <li>• Review Finance policy and procedures</li> </ul>	
Health and Safety	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> <li>• Continue to review Health and Safety procedures at Board and staff level</li> <li>• Review and consult parents / whanau around EOTC guidelines and procedures.</li> <li>• Consult with parents / whanau about Health Statement</li> </ul>		<ul style="list-style-type: none"> <li>• Consultation around: <ul style="list-style-type: none"> <li>◦ Social Sciences</li> <li>◦ Technology</li> <li>◦ Health Statement</li> <li>◦ EOTC guidelines and procedures</li> <li>◦ Treaty of Waitangi policy</li> </ul> </li> <li>• Whanau Hui x2</li> <li>• 'Help us know your child' - T1</li> <li>• He Papa Tikanga certificate</li> <li>• PTA ~ School Gala T4</li> <li>• Reading Together programme</li> <li>• Parent workshops about learning interventions and how they can support their child</li> </ul>	
Student Engagement	Short Report	Curriculum review	Short Report
<p>Continue to monitor and promote attendance and punctuality</p> <p>Gather student and parent /</p>		<ul style="list-style-type: none"> <li>• Term - Social Sciences</li> <li>• Term - Technology</li> </ul>	

caregiver voice around engagement with school and learning.			
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e-Learning and ICTs ~ 2017		
Connectivity	Content	Confidence and Capability
<ul style="list-style-type: none"> <li>• Maintain infrastructure</li> <li>• Continue to grow use of Google Sites as way to collaborate and connect</li> <li>• IT Technician contracted 3 hours per fortnight</li> </ul>	<ul style="list-style-type: none"> <li>• Develop BYOD (or BOTD) policy and procedures</li> <li>• Develop school definition of e-learning</li> <li>• e-Learning PLT - inquire into how ICTs / e-Learning can support acceleration of learning</li> <li>• Grow local content on Listen Up 102fm</li> </ul>	<ul style="list-style-type: none"> <li>• Offer staff training on a needs basis to support personal growth and development using ICT tools</li> <li>• Use student strengths to support other students eg. senior students supporting junior students</li> <li>• U-Learn PLD opportunity for staff members - October, Hamilton</li> <li>• Support further use of ICTs / e-Learning across all classrooms</li> </ul>
Notes / Commentary:	Notes / Commentary:	Notes / Commentary: