Seatoun School

TE KURA O KIRIKIRI TATANGI

SEATOUN SCHOOL

2019

CHARTER

To Be the Best We Can Be

Ministry of Education I.D Number: 2987

Contents

Our Educational Approach

We aim to create a co-operative teaching and learning environment that is inclusive, relevant, purposeful and challenging. We believe students need support to take risks and become independent learners.

We place a strong emphasis on the core areas of literacy and numeracy, but also recognise and value the importance of all the essential learning areas and skills.

We encourage and recognise effort, progress and achievement and value creativity, innovation and fun. The diagram below is based on the "Four Pillars of Education" as presented by the International Commission on Education for the Twenty-First Century Report to UNESCO, "Learning: The Treasure Within".

The
Seatoun
Learning
Community

| Lear ning to Know | Learni ng to Do | Learni ng to Live Togeth er Togeth | Lea rnin g to Be |
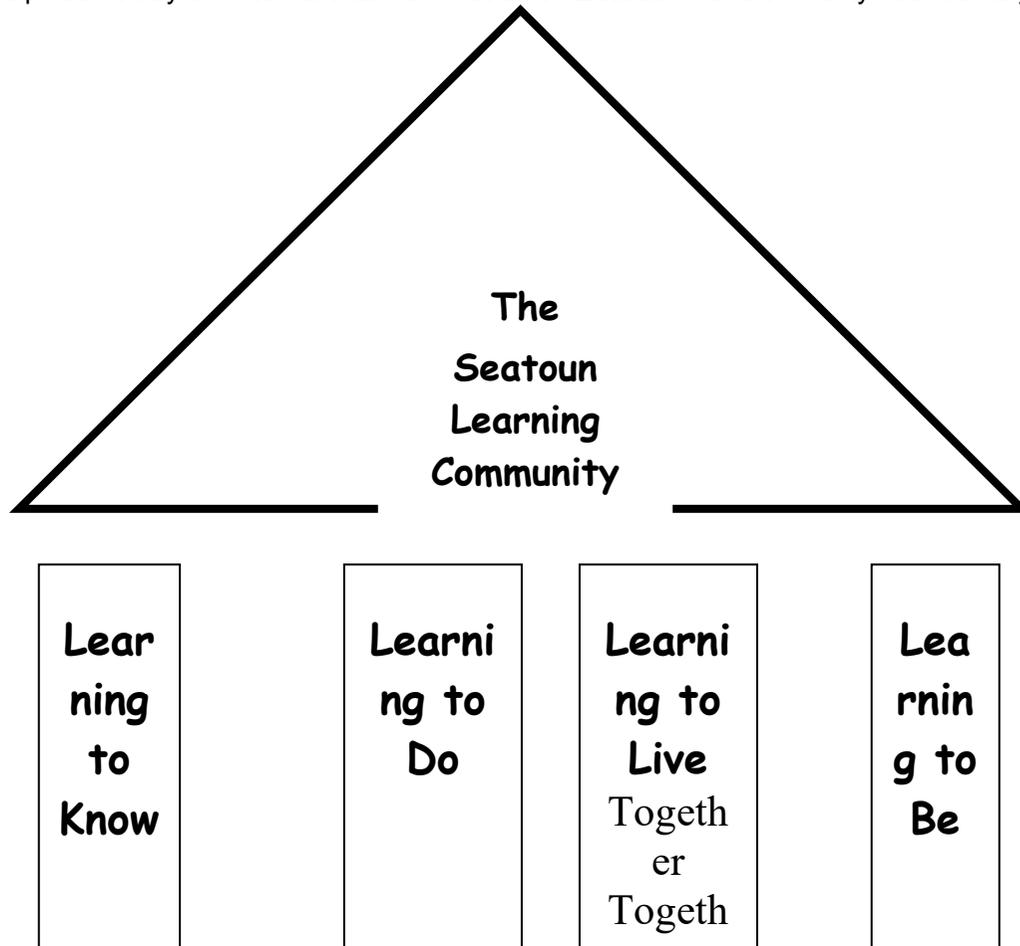
Shared Values and Core Beliefs About Teaching and Learning

Learning to know, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

Learning to do, in order to acquire not only occupational skills but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences, both formal and informal.

Learning to live together, by developing an understanding of other people and an appreciation of interdependence, carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace.

Learning to be, to better develop one's personality and be able to act with even greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Great value is placed on the importance of each student's self-esteem and self-appraisal. Personal responsibility and pride are values we hold strongly. With professional guidance, students are helped to take increased responsibility for themselves and their decisions.

Education is a life-long process. Opportunities are provided for children to develop their curiosity and interests. Learning that happens at school is transferred and vice-versa. We are fortunate that our children receive a wealth of experiences on which to build their knowledge, values and attitudes. We endeavour to work closely with parents to maximise every opportunity.

The Four Pillars upon which our learning community is constructed, learning to know, do, live and be are embedded in a foundation of shared values and core beliefs about teaching and learning. These values and beliefs provide a common language of expectations to achieve our vision, whilst acknowledging the importance of individual initiative and creativity.

Shared Values

- Respect – to treat self, others and property with consideration and care
- Responsibility – accepting to conscientiously fulfil a task or duty which one is entrusted
- Positivity – being optimistic and concentrating on what is good living with gratitude rather than entitlement

- Perseverance – to persist; to maintain an effort and stick to a task until it's done
- Empathy– show compassion and understand that we are all different and unique. Can consider other points of view and perspectives.
- Giving – to make available to another; kindness and sharing provided freely without asking or expecting anything in return
- Self-control – being able to control your own feelings and behaviour, to live within the limits mutually agreed upon and established personally
- Honesty – being truthful in words and actions, honouring the trust others place in you
- Courage – even when afraid , being brave to do what you think is right

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│            Core Beliefs about Effective Teaching and Learning             │
│                                                                           │
│  Pathways to achieve our vision:                                          │
│        ● Passion, joy and celebration                                     │
│        ● High expectations and personal best                              │
│        ● Foundation learning in place                                     │
│        ● Strategic learners                                               │
│        ● Quality teachers                                                 │
│        ● Powerful learning                                                │
│        ● Co-operation and teamwork                                        │
│        ● A safe, welcoming environment                                    │
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│                                                                           │
│                       Passion, Joy and Celebration                        │
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"Good teaching is not just a matter of being efficient, developing competence, mastering technique and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with desire; with pleasure, passion, creativity, challenge and joy." Hargreaves, Andy 1994.

We will:

● Savour the moment – appreciate the need for flexibility and spontaneity
● Encourage students and teachers to share their passions and ignite learning for others
● Foster a love of learning for the pleasure of understanding, knowing and discovering
● Value humour, joy and celebration

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│                      High Expectations and Personal Best                  │
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A sense of pride in all we do is our over-riding aim.

We will:

- Hold the highest expectations for all to do their best
- Ensure students, teachers and parents understand the need for quality over quantity
- Help students understand and appreciate the intrinsic value of personal effort
- Recognise the importance of time for reflection and review
- Provide specific criteria in terms of content and presentation, to achieve quality outcomes

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Foundation Learning in Place

Effective learning is built on core skills and knowledge in:

- Literacy – listening, speaking, reading, writing, viewing and presenting
- Numeracy
- Essential health and fitness
- Essential values and attitudes for life

We will:

- Implement school-wide literacy and numeracy programmes
- Endeavour to achieve school literacy and numeracy achievement targets
- Identify students at risk and focus programmes accordingly
- Ensure all children have the essential health and fitness skills
- Ensure all children demonstrate the essential values and attitudes for life

Strategic Learners

Strategic learners are equipped to identify and seize learning opportunities throughout life. They take increasing responsibility for their own decisions and learning

We will:

- Help students to see the 'big picture' of their learning
- Teach thinking skills – creative thinking, systems thinking, decision making, problem solving, reasoning and questioning skills and the use of planners and graphic organisers
- Help students to recognise different learning styles and match appropriate learning style to task
- Provide opportunities for students to demonstrate knowledge, strategies and skills in realistic settings
- Ensure students use school-wide essential 'learning to learn' skills and strategies

Quality Teaching

Quality teachers can justify what they do, why they do it and show they make a difference. They are committed to, and enjoy their job

We will:

- Demonstrate comprehensive knowledge of effective learning and teaching, curriculum and resources
- Know our students and families
- Follow school-wide guidelines and formats for planning, processes, monitoring and assessment and reporting
- Ensure teaching is focussed – we are able to state where the student is at, how we know and what the next learning steps will be
- Ensure learning is focussed within meaningful contexts, engages students and is made explicit to the learner
- Scaffold learning to ensure all students experience personal success

- Provide timely focussed feedback, acknowledge efforts and celebrate success
- Reflect on our practice, participate in personal and school professional development and support colleagues

Powerful Learning

Powerful learning challenges students to experience learning as a dynamic, engaging and empowering activity

We will:

- Assist students to understand and build on their experiences to make sense of the world
- Integrate the curriculum to help learners make meaningful connections
- Provide opportunities for students to work with a variety of technologies and support them to choose and apply technology appropriate to the task, and care for equipment
- Plan and teach a range of 'rich topics' that cover broad concepts through an integrated, coherent approach
- Promote higher-order thinking
- Foster curiosity, creativity and innovation
- Encourage self-reflection and self-reliance when problem solving to empower students to become independent, self-motivated learners

Co-operation and Teamwork

Co-operation and teamwork, valuing diversity and respecting the beliefs, ideas and contributions of others is critical to a learning organisation

We will:

- Model, practise and apply our school values
- Create an environment characterised by collaboration and collegiality
- Teach effective communication skills
- Teach co-operative skills, explaining the purpose and benefits of working in a team; and the roles, responsibilities and procedures necessary for teams to operate effectively
- Teach trust-building, conflict resolution and negotiation skills

A Safe, Welcoming Environment

Seatoun School is intentionally inviting to all and has a culture of encouragement, safety and shared responsibility

We will:
- Provide a secure, supportive environment
- Promote and celebrate risk taking
- Encourage a climate of asking for help
- Ensure communication between students, staff and parents is timely, clear and focuses on positive outcomes for all
- Share and celebrate efforts and achievement

The New Zealand Curriculum

The intent of the document is to provide a clear statement of what New Zealanders deem important in education. It includes a set of principles on which to base curriculum design; and values that are to be encouraged and explored. Five key competencies are defined, as are each of the learning areas.

"The New Zealand Curriculum is a statement of official policy relating to teaching and learning in English-medium NZ state schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum." The NZ Curriculum. Pg 6; MOE, Learning Media 2007

The New Zealand Curriculum

Directions for Learning

Vision

Young people who will be confident, connected, actively involved, lifelong learners.

Values

Excellence;
Innovation, inquiry, and curiosity;
Diversity;
Equity;
Community and participation;
Ecological sustainability;
Integrity;
Respect.

Key Competencies

Thinking;
Using language, symbols, and texts;
Managing self;
Relating to others;
Participating and contributing.

Learning Areas

English;
The arts;
Health and physical education;
Learning languages;
Mathematics and statistics;
Science;
Social sciences;
Technology.

Official languages

Achievement Objectives

Principles

High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus

Guidance

Purpose and Scope

Effective Pedagogy

The School Curriculum: Design and Review

The School Curriculum

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1. INTRODUCTORY SECTION

School and Community Description:

Seatoun School was established in 1916 as a 'side school' of Worser Bay. In 1921 Seatoun was recognised as a separate school and in April 2002 the school was relocated onto its present site, the old Fort Dorset army base. The building of the new school was the responsibility of the Board of Trustees and whilst primarily funded by the Ministry of Education considerable community funding was necessary to complete the project.

The school has an optimal roll of around 435 students and this figure is sustained by accepting out-of-zone, should it be required. In 2019 the school is provisionally (September 2018) staffed and funded on a roll of 421, in 2018 it was 404, in 2017 it was 428 students. For 2019, we have taken very few out of zone enrolments. For the second year, we will run four Year 7&8 classrooms as we are continuing to see substantially less Year 6 students leave our school. We are predicting that the closing roll will be approximately 438 students.

In 2002 Seatoun Kindergarten was relocated immediately next door to the school. A strong relationship has been developed, for example children from the kindergarten visit the school library on a weekly basis and a shared civil defence plan operates. In 2017 we started a daily lunchtime visit programme where a small number of our students will spend their lunchtime at the Kindy. There is a broad range of early childhood providers on the peninsular and Wellington CBD which contribute children to Seatoun School.

We are slowly building our relationship and communication with the local Kura, Te Kura Kaupapa Māori O Nga Mokopuna and will continue to work on ways to collaborate and assist each other.

Seatoun School caters for students from new entrant to year eight. It is classified as a decile 10 school. Schools with this classification receive the lowest level of Government funding and assistance. There is an expectation that schools located in high socio-economic areas will substantially subsidise their operation by community fundraising and parent donations [financial and expertise]. Historically, the community contributes around one third of the total school operating grant every year. In addition, most of the capital expenditure that is allocated to enhance the school environment, facilities and teaching equipment is funded by the community e.g. computer hardware, playground structures/equipment, musical instruments, PE equipment. The willingness of parents (and community) to be involved and support the school to such an extent are key factors in the school's on-going success.

Procedural Information:

Community Consultation
Seatoun School consults its school community, including its Māori community on a regular basis. Consultation includes:
- Community surveys and questionnaires – general and focused on specific initiatives e.g. reporting, health
- Meetings – operational and financial issues, curriculum delivery, parent partnership in learning
- Regular Friends of Seatoun School (FoSS) meetings

- Opportunities to attend Board meetings
- Information sharing through the fortnightly school newsletter and termly syndicate/class newsletters.
- Informal meetings, discussions, phone contact
- FoSS involvement in strategic planning day
- Parent involvement in school initiatives
- Opportunity to provide written feedback as part of fortnightly school newsletter.

Developing a new strategic plan to span the period 2018 - 2020 was a key task for the Board and staff in 2017. In addition to the on-going self-review process [e.g. analysis of student achievement data, regular reports to the Board and planning day discussion] feedback from the community, staff and inclusive school surveys; and from the whānau meeting was used to inform and shape thinking. We have a well-developed feedback system to ensure we hear as many stake-holders opinions as possible/

The 2014 broad parent survey aimed to ascertain the level of understanding and support of such things as the school's strategic direction and values, curriculum and learning emphasis, leadership and management and effectiveness of communication. There was a 62% (172/275 families) response rate to the survey
What we learnt:
- The vast majority of the school community is happy with the overall performance of the school
- The school community believes the school is achieving its strategic objectives and demonstrating the core values

In 2016 we completed a second parent survey. The same or higher exceptional levels of satisfaction and support of the school's strategic direction, school leadership and teachers, remain. There was a 60% (166 families) response rate to this survey. We will run this process again in early 2019.

The 2015 and 2017 staff survey focused on areas such as school direction and leadership, support, professional development opportunities, staff satisfaction levels and school culture. There was a 75% and 77% respectively response rate to the survey
 What we learnt:
- The vast majority of the staff believe the school leadership is strong from a strategic to operational level
- The Charter objectives are being achieved and should remain the focus for the next three years to enable further improvement
- Our core beliefs for effective teaching and learning are delivered very well
- Staff are satisfied in their role and morale is high

Māori parents are invited annually to a Hui convened to share and discuss Māori student achievement information and any other issues around how the school caters for the learning needs of its Māori students and informal feedback indicated a high level of satisfaction from our Māori parents and whanau. After considerable and lengthy consultation with the community and Iwi, In 2017 the Board approved Te Kura O Kirikiri Tatangi as a Māori name to go alongside Seatoun School. This name refers to the sound of gravel moving with the waves on Seatoun Beach.

The findings of the November 2015 ERO review strongly endorsed the school's own self review process to the level where the next review has been extended out to the maximum four-five year period. This outcome recognises the review office's confidence in the school's self-review processes, the quality of governance and leadership, the outstanding work of staff, the positive involvement of parents and the high levels of engagement, attitude and achievement of students.

Catering for New Zealand's cultural diversity and the unique position of Māori

Seatoun School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture. The 2017, 01 July roll return recorded 34/405(8%) of students identified as Māori. Yearly consultation has been carried out with the tangata whenua and a positive relationship has been established between the school and the local Kaumatua. An appropriate Kaupapa has been established for formal school occasions. Whilst the school has high expectations of all students in terms of achievement and behaviour, school achievement data identifies any disparity in achievement between Māori and non-Māori students as a tool to help ensure their learning success.

In recognising the unique position of the Māori culture, Seatoun School will:
● Maintain the positive relationship with the tangata whenua and whanau
● Maintain the use of Te Reo and Tikanga as appropriate in formal school ceremonies e.g. assemblies
● Incorporate Te Reo in everyday communications e.g. greetings
● Integrate Māori language and culture across the curriculum
● In 2016 we held our first Pōwhiri welcoming new families. These are now held twice yearly. In 2018 we held our first Matariki community celebration, which will now become an annual event.

Seatoun School also acknowledges and celebrates its cultural diversity. Students and families with Pasifika, European, South African, Indian, Greek, Asian and other backgrounds enrich our school and where possible these cultural differences are shared in order to enhance learning and understanding

Supporting Learners with Special Education Needs:

Seatoun School has a well-established reputation as being an inclusive school. Effective programmes and systems are embedded which allow staff to work in partnership with parents, whanau and outside agencies to ensure all learners, including those with special needs; attend, engage, participate and make progress at school. The Special Education Grant (SEG) component of the annual Operating Grant (2019: $15,751.00) is woefully inadequate for the Board to meet the Ministry of Education 'Inclusive School' legislative requirements, the school's vision or community expectations. A significant portion of locally raised funds are allocated to supporting special needs programmes. Funding (e.g. On-going Resourcing or High Health) for individual special education needs students is also inadequate and must be subsidised e.g. funding for only 39 weeks, no provision for holiday pay, dirty work allowances or Collective Agreement pay scales - special needs funding advice slips state that it is only a 'contribution towards' supporting the student. The unwritten expectation is the school will be responsible to make up any shortfall.

Planning Timeline and Process

The annual self-review process is shown in the Strategic Plan section of the Charter. The Annual Plan falls out of the Planning Day held annually in late September-early October. As a result the following year's draft budget and Annual Plan are prepared and presented no later than the December Board meeting. The drafts are confirmed at the February Board meeting when the December accounts have been processed and other updated information is available. The complete updated Charter which includes the student achievement targets for the year; and the previous year's Variance Report will be submitted to the Ministry of Education before 01 March deadline each year.

The Annual Plan is reviewed at each Board meeting. Curriculum teams, management and board sub-committees also meet as required to review and report against agreed goals and objectives. Student achievement against set targets is generally reported twice per year. Baseline data is collected in Term One and then comparative data collected in Term Four.

The Annual Report is the formal mechanism by which the Board and management report to its community and the Ministry. The timeframe for this process is set in legislation.

The Education Review Office undertakes a formal school review on behalf of the Ministry of Education. This normally follows a three-year cycle, but policy introduced in 2009 allows for schools with a record of consistently good reviews to be reviewed at four or five year intervals, and this is the current cycle for Seatoun School. The school can expect its next review in 2019-2020.

Addendum:
The Education (Update) Amendment Act 2017 requires that, in the future, school boards will have to develop a strategic plan rather than a charter. From 1 January 2020, a board's existing 2019 charter will automatically become its "first strategic plan".

Since 2001 Seatoun School has followed a three year strategic planning cycle which is revised annually. In each of those three years, the annual plan is revised and modified to achieve the three year strategy.

Overview of Seatoun School's Strategic Planning process:

Our process involves informing a broad strategic direction by:
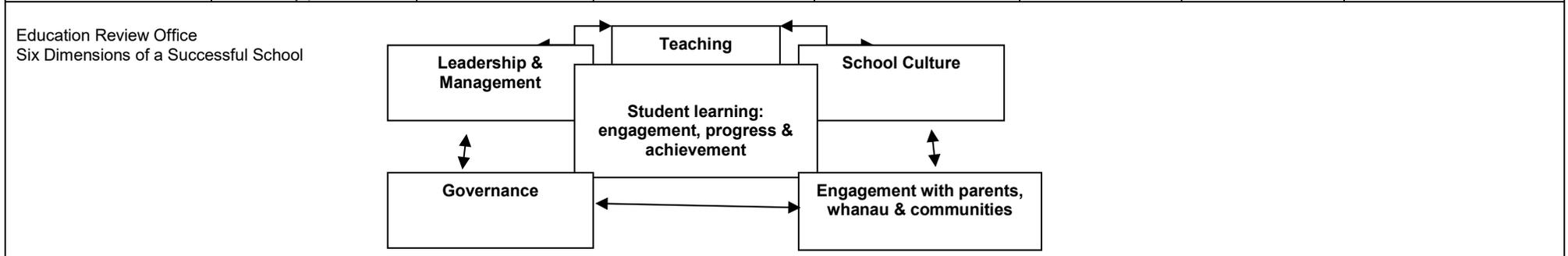- Using data collected from parent/whanau/ present students and past students, and staff surveys
- Using ERO school review information (latest ERO Review was 2015, where we received a five year review cycle)
- Undertaking an environmental scan to assess strengths, weaknesses, opportunities and threats at community, national and global levels
- Reviewing progress/outcomes against the goals and objectives set

An annual Plan is formulated to implement the broad strategic direction. A number of other plans (e.g curriculum, property, e-Learning/IT) are developed and implemented to support the Annual Plan. These plans are continually monitored and regularly reviewed and reported against over the course of the year. A summative review is conducted as part of the 'Planning Day' process and decisions made as to how plans may need to be modified, changed or enhanced to meet contextual changes and school needs. The budget is then developed to support identified priorities and needs.

The timing of the three year process has been formulated to give new board members a year in office to 'get their feet under the table' and come to grips with the many complexities of the role prior to them having to work with staff and management to develop a new three year strategy. The Board also undertakes a review of key school operations (including policy and operational guidelines) over the three year period.

SEATOUN SCHOOL STRATEGIC OVERVIEW

OUR VISION **TO BE THE BEST WE CAN BE**
OUR PURPOSE To provide excellent education

OUR CORE BELIEFS ABOUT EFFECTIVE TEACHING & LEARNING	**OUR VALUES**
● Passion, joy and celebration ● High expectations and personal best ● Foundation learning in place ● Strategic learners ● Quality teachers ● Powerful learning ● Co-operation and teamwork ● A safe, welcoming environment	● **Respect** – we treat others and property with consideration and care ● **Responsibility** – we conscientiously complete tasks and duties with which we are entrusted ● **Positivity** – we are optimistic and concentrate on what is good ● **Perseverance** –we persist and maintain our effort until the job is done to the best we can ● **Empathy**– compassion and understand that we are all different and unique and can consider other points of view and perspectives. ● **Giving** – we are kind and share without asking or expecting anything in return ● **Self-control** – we can control our own feelings and behaviour, and live within limits mutually agreed upon or established personally ● **Honesty** – we are truthful in word and actions, honouring the trust others place in us ● **Courage** – even when afraid, we are brave and do what we think is right

OUR FOUR PILLARS OF EDUCATION			
LEARNING TO KNOW	**LEARNING TO DO**	**LEARNING TO LIVE**	**LEARNING TO BE**

OUR GOAL

School Culture	Teaching & Learning	Communication	Planning & Review	Resourcing	Our People	Property	Sustainability
To maintain and further enhance our culture of pride, positive relationships and physical & emotional safety	To deliver learning programmes that exceed National Curriculum requirements, meet individual needs & community priorities	To provide timely and effective communication to all our stakeholders	To effectively undertake school-wide planning, implementation & review against agreed goals	To identify & prioritise needs, to manage available resources effectively, & to generate sufficient funds to fulfil our vision	Seatoun school will be the employer of choice for all employees	To ensure school property & the environment is safe, well maintained & supportive of our vision, purpose and values	To respect our environment & work towards a sustainable school community for current & future generations

Education Review Office
Six Dimensions of a Successful School

Leadership & Management

Teaching

School Culture

Student learning: engagement, progress & achievement

Governance

Engagement with parents, whanau & communities

SEATOUN SCHOOL REVIEW CYCLE 2009 - 2022

Year	2009	2010	2011	2012	2013	2014	**2015**
Significant Factors	T3 Arts Celebration Major 'social' fundraiser e.g. Ball Change of class level for many staff World financial crisis Extension of Navigator Room into junior classroom & alterations in Falkirk Room	School Fair Father's Day celebration BOT Election Requirement to introduce National Standards Major remedial maintenance programme begins	T3 Arts Celebration Social fundraiser e.g. Ball ERO Review of Strategic Plan National Election Remedial maintenance programme continues New SMS	School Fair Father's Day celebration Decade in new school MOE 5 Year property allocation Remedial property work completed	T3 Arts Celebration BOT Election	School Fair Review of Strategic Plan Community/staff surveys National Election	T3 Arts Celebration Implementation of an new policies resulting outcome of national election ERO – 2015
Annual Review	**Health & Sexuality; Achievement Targets; Resource Allocation**						
Special Focus	Virtual Records Broadening staff responsibilities Managing workload & expectation Green footprint Emphasis on senior school Y5-8	Distributed leadership	ERO National Focus Areas [Focus on student achievement; and to build on the school's current processes of self review] Distributed leadership continued	e-Learning / IT ● MoE contract: Blended e-Learning ● To enhance teaching & learning. ● SMS – student profiles & achievement data (individual/school-wide) ● SMS – school administration Building leadership capability			Teacher inquiry to im effectiveness and stu achievement
Curriculum	Consolidation (teachers at new levels) New Curriculum ICT English review	Consolidation NZC National Standards & 'Plain English' Reporting ICT	Spelling/Reading – phonics programme Introduce digital whiteboards x5 classes. Staff development Syndicate teams set, monitor & report own achievement targets	Writing – moderation/OTJ's; use of AsTTle Spelling/phonics ICT as a tool to enhance learning	Writing – moderation/OTJ's; use of AsTTle e-Learning / IT as a tool to enhance learning	e-Learning / IT as a tool to enhance learning Writing	
BOT NAG	Roll growth/maintenance Building project – new teaching spaces Implementation of new strategic plan Grounds Development Plan [with PTA]	Board election & induction of new trustees Review Finance Principal sabbatical T3	Review Property & Health & Safety Develop 5 Year Property Plan (possibly on hold due to remedial works programme)	Review Personnel Review Property & Health & Safety (carried over from 2011) Develop 5 Year Property Plan & annual school maintenance programme NAG changes gazetted re National Standards data & Charter requirements	Review Finance Board election & induction of new trustees Mandate electronic upload of NS data & NAG2A requirements	Review Property & Health & Safety Develop 2015-2017 Strategic Plan PaCT Tool roll-out as a prototype ?	Review Personnel 1st Year planning cyc
Identified	English	National Standards –	Reading, writing, mathematics	Reading, writing, mathematics	Reading, writing,	Reading, writing,	Reading, writing,

Achievement Targets	Mathematics Self Responsibility	reading, writing, mathematics TRUMP evaluation	targets reflecting 2010 baseline data	targets reflecting 2011 summative data enhanced by 2012 baseline information	mathematics targets reflecting 2012 summative data enhanced by 2013 baseline information	mathematics targets reflecting 2013 summative data enhanced by 2014 baseline information	mathematics targets reflecting 2014 summ data enhanced by 20 baseline information

	2016	2017	2018	2019	2020	2021	2022
Significant Factors	School Fair Father's Day celebration BOT Election Review of Strategic Plan Community survey	T3 School Production Review of Strategic Plan Staff surveys National Election	School Fair Father's Day celebration Kāhui Ako	T1 Kaitiakitanga (land and water) T3 Arts Celebration (dance) BOT Election ERO this year or early 2020	School Fair Review of Strategic Plan Community/staff surveys National Election Possible ERO Review	**School Centenary Celebration**	School Fair
Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation						
Special Focus	Teacher inquiry to improve effectiveness and student achievement through the lens of mathematics Ako tanga programme introduced to school	Introduction of new Student Management System Develop teacher Te Reo capability	50 Year Anniversary of Wahine Disaster Term 1 Begin planning and communication re Centenary Develop teacher Te Reo capability	Kāhui Ako Teacher Inquiry into the teaching of the technology curriculum, including digital technology.			
Curriculum	Introduction of BYOD programme for Year 7&8 Teacher inquiry into teaching of mathematics	Towards Transformation Project Reporting to parents changes implemented	Environmental Focus Reporting to parents changes implemented - Year 2 Towards Transformation programme	Staff Survey Parent Survey and Curriculum review			
BOT NAG	Board election & induction of new trustees Review Finance 2nd Year planning cycle	Review Property & Health & Safety Final year planning cycle Develop 2018-2020 Strategic Plan	Review Personnel 1st year planning cycle	Board election & induction of new trustees Review Finance 2nd Year planning cycle	Review Property & Health & Safety Final year planning cycle Develop 2020-2022 Strategic Plan	Review Personnel 1st Year planning cycle	Review Personne Mandated use of PaCT Tool
Identified Achievement Targets	Reading, writing, mathematics targets reflecting 2015 summative data enhanced by 2016 baseline information	Reading, writing, mathematics targets reflecting 2016 summative data enhanced by 2017 baseline information	Reading, writing, mathematics targets reflecting 2017 summative data enhanced by 2018 baseline information	Reading, writing, mathematics targets reflecting 2018 summative data enhanced by 2019 baseline information	Reading, writing, mathematics targets reflecting 2019 summative data enhanced by 2020 baseline information	Reading, writing, mathematics targets reflecting 2020 summative data enhanced by 2021 baseline information	Reading, writing, mathematics targ reflecting 2021 summative data enhanced by 202 baseline informat

2. STRATEGIC PLAN: 2019 - 2020

Overview of Current State of Student Learning:

Student learning and achievement is central to our vision, values and local goals. The Board's aim is to create a learning community where school staff, students and parents work together to improve learning outcomes. To create and sustain our learning community we have identified 'four pillars of education' – learning to know, learning to do, learning to live and learning to be. These pillars stand upon a foundation of shared values and beliefs about teaching and learning

We place a strong emphasis on literacy and numeracy and have compiled over time comprehensive data to show that our students as a whole are achieving as well as, or better than, other New Zealand students including those in other schools of a similar decile. We also value and recognise effort, achievement, creativity, innovation and fun and can show that these elements are part of the fabric of Seatoun School.

New Zealand Curriculum:

The New Zealand Curriculum (revised) was designed to ensure that all young New Zealanders are equipped with the knowledge, competencies and values they will need to be successful citizens in the twenty-first century.

Unlike its predecessors this document also contains a section focussing on effective pedagogy; calling upon the evidence about the kinds of teaching approaches and practices that consistently have a positive impact on student learning.

The Seatoun School Curriculum is consistent with the Vision, Principles, Values, Competencies, Learning Areas, Assessment Rationale and Teaching Approaches advocated in the New Zealand Curriculum.

The following tables outline the similarities between the revised NZC and what has been developed and is followed at Seatoun School.

1. **CURRICULUM PRINCIPLES:**

Seatoun School's Curriculum is underpinned and consistent with the Principles of the NZ Curriculum

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making. These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored. All curriculums should be consistent with these eight statements

New Zealand Curriculum	Seatoun School **Our curriculum practice is underpinned and consistent with the NZC through performing the following actions:**
High expectations The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.	Staff encourages and support students to achieve to the best of their ability. This includes communicating the importance of intrinsic motivation & personal effort, time for personal reflection and the balance of quality v quantity. A key strategy is to provide specific criteria (and modelling) in terms of content & presentation to achieve quality outcomes.
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.	The school endeavours to maintain positive relationships with tangata whenua and whanau. All students are provided with opportunities to acquire knowledge of te reo Maori and incorporate this knowledge into everyday communications. Teachers aim to appropriately integrate te reo and tikanga Maori across the curriculum.
Cultural diversity The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.	Staff actively recognises the cultural diversity of NZ and the background, traditions and values of the children and families that make up our school. Opportunities are sought to utilise and share the many rich cultural backgrounds and experiences into learning programmes
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.	Students and staff are expected to make our school intentionally inviting to all. There is a shared responsibility to create and maintain a culture of encouragement and safety that promotes a climate of risk-taking, asking for help when needed and celebration of achievement. Students are encouraged to be proud of who they are and where they come from without fear of discrimination or prejudice. Teachers know their students, forge positive relationships with them. Individual needs are catered for through planned, focused teaching that engages the student and ensures challenge is balanced with success.
Learning to learn The curriculum encourages all students to reflect on their own learning processes and	Students are supported to take increasing responsibility for their own learning and to use our 'learning to learn' skills and strategies. Recognition of different learning styles and their appropriateness to different learning tasks is incorporated into programmes. Self and peer evaluations, student goal setting, student-parent-teacher conferences and end-of-year self-reviews are firmly embedded.

to learn how to learn.	
Community engagement The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.	Learning experiences connect to children's' lives. Opportunities are provided for students to demonstrate knowledge, skills and competencies in realistic and meaningful settings. We endeavour to work in partnership with parents to maximise learning opportunities.
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.	Students are assisted to see the 'big picture' of their learning and to build upon previous experiences to make sense of the world. An integrated approach helps learners make meaningful connections between learning areas and competencies.
Future focus **The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation**	Our curriculum emphasises that learning is a life-long process that occurs in a range of contexts and situations. Opportunities are provided for children to develop their curiosity and interests. We aim to provide a diverse and holistic education that fosters a love of learning – Learning to know, do, be and live.

NZC – From the NZC to the School Curriculum

The NZC sets the direction for teaching & learning. It is a framework, rather than a detailed plan. Schools are required to base their curriculum on principles of the NZC, to encourage & model the values, and to develop the key competencies at all year levels.

NZC	Seatoun School
Principles Schools able to clearly demonstrate their commitment to the principles & to articulate how they are given effect in teaching & learning**.**	We are able to demonstrate that our practice is underpinned & consistent with the NZC.
Values Are to be encouraged, modelled and explored by students.	Our school values are closely aligned to those in the NZC. They are integral to our curriculum and are monitored by means such as student self-review, staff and community surveys, Board annual review and ERO school reviews.
Key Competencies Schools need to consider how to encourage and monitor the development of the competencies. Their meanings need to be clarified for students. With appropriate guidance & feedback, all students to develop strategies for self-monitoring & collaborative evaluation of their performance in relation to suitable criteria.	Our documentation and practice is well established and aligns with the competencies. Examples include; Individual goal folders, student involvement in mid-year 3 way progress conferences, formal, written end of year self-review, Steeple Rock Home Learning Programme, opportunities for students to assume positions of responsibility
Learning Areas Curriculum statements are a starting point for developing programmes of learning suited to students' needs and interests. Schools must have a clear rationale for decisions of emphasis. Links between learning areas should be explored. Future Focus – making connections across learning areas, values and competencies that are relevant to students' futures e.g. sustainability, citizenship, enterprise & globalisation.	Our curriculum is relevant to the children. It engages and challenges them. We have a strong focus on English and mathematics and use an inquiry approach to explore rich topics. The key competencies and values are woven through learning programmes. Parent survey feedback indicates a strong level of support for our 'school curriculum.'
Achievement Objectives Achievement objectives are chosen from each area to fit the learning needs of students. Important that schools provide clear statements of learning expectations that apply to particular levels or across a number of levels. A curriculum is well designed when: ● Teachers can show what it is they want students to learn & how the curriculum is designed to achieve this ● Students are helped to build on existing knowledge (including special needs & extension) ● The long view is taken. Ultimate learning success more important than coverage of particular learning objectives	School-wide achievement expectations have been set. These both align with national curriculum levels and reflect the generally higher levels of achievement found at our (and similar types) school. Teachers can articulate where each student is at, what the next learning steps are and how they plan to achieve these. Programmes build on existing knowledge & experience. A good balance of challenge & success is maintained. Remedial & extension needs are catered for. A holistic view is taken, using strengths to build confidence to take risks. Programmes aim for depth and breadth.
Assessment Information for: learning (student & teacher); future learning (next teacher); partnership (parent/whanau); school review & development; governance (BOT); stewardship (MOE). Effective when – benefits student, involves student, supports teaching & learning goals, is planned & communicated, suited to purpose, valid & fair.	Most assessment is formative and used to inform future teaching & learning. Students are involved in the process. Teachers use a range of assessment tools and contexts over time with the aim of ensuring validity and fairness. Information is clearly communicated to parents, whanau and the board

Learning Pathways	A planned and consultative process has been followed to develop school-wide approaches to
Each stage of the student's 'journey' prepares them well & connects them with the next. **Y1-6:** fosters relationships with teachers & peers, affirms identity; builds on the learning the child brings; considers the whole school experience; welcoming of family & whanau. **Y7-10:** recognises rapid physical development.; positive relationships with adults, opportunities for community involvement & authentic learning, continued focused teaching in literacy & numeracy	planning; assessment and reporting, and all teachers use these. Language, approaches and conventions are consistent across levels and classrooms. Information is shared. Relationships are positive and respectful. Success is celebrated and transitions planned to maximise success. Parents and whanau are made welcome, kept informed and participate to a high level in all aspects of the school's operation

Comparison: NZ Curriculum Key Competencies & Seatoun School Shared Beliefs & Values

New Curriculum Key Competencies	Seatoun 4 Pillars	Seatoun Values	Seatoun Beliefs about Teaching & Learning	Seatoun Essential Learning to Learn Skills	New Curriculum Values	New Curriculum Values already woven through what we do ● Equity ● Community & Participation ● Ecological Sustainability
Managing Self Self-motivating 'Can Do'. Enterprising, reliable, resilient. Set personal goals, make plans, manage projects, set high standards. Can lead, follow & act independently	**Learning to Be** Act with greater autonomy, judgement, personal responsibility. A holistic approach to educating the whole person	Courage Responsibility Perseverance Self-Control Honesty	High Expectations & personal Best Passion, Joy & Celebration	Take risks, trial & error Follow instructions Remain focused Refer to criteria, reflect & act Realistic goals Self-improvement Persevere Ask for help Know how I learn best Be well organised, meet deadlines	Excellence Integrity	
Relating to Others Interacting effectively with diverse range of people in different contexts. Actively listen, recognise differing views, negotiate & share ideas. Aware of how they impact on others. Able to co-operate & work effectively with others	**Learning to Live Together** Understanding of others, interdependence, respect of others, manage conflict	Responsibility Respect Compassion Giving	Co-operation & Teamwork A safe, Welcoming Environment		Diversity Respect	
Participating & Contributing Have a sense of belonging & confident to participate within new contexts. Understand rights & responsibilities; contribute to quality, sustainable social, cultural, physical & economic environments				Ask questions Contribute Listen		

Thinking Intellectual Curiosity Thinkers & problem solvers actively seek, use & create knowledge. Reflect on own learning, draw on personal knowledge, ask questions & challenge the basis of assumptions & perceptions. Using Language, Symbols and Text	**Learning to Know** Combine broad general knowledge with specific knowledge. Learning to learn, lifelong. **Learning to Do** Competence in many situations, learning in context formally & informally. By self & in teams.		Powerful Learning Strategic Learners Foundation Learning	Use initiative	Innovation Enquiry Curiosity	

Objectives for improvement and achievement until December 2019

The improvement and achievement objectives identified below are already referred to in our statements of intent i.e. 4 Pillars, School Values, Beliefs about Teaching and Learning and the Essential Learning to Learn Skills. However, their specific identification serves to highlight for us where to place greater focus, energy and emphasis. These objectives will be reviewed at the 2019 Planning Day and as a result of this process they may be refined or changed to better reflect identified needs and aspirations.

1. Provide success and appropriate challenge for all students
2. Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
3. Improve [identified] student achievement in literacy and numeracy
4. Further develop students' independent inquiry [questioning, thinking and information literacy] skills
5. Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
6. Encourage students to take risks and display a 'can do' attitude
7. Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
8. Continue to seek ways to incorporate the 'Green Footprint' into programmes and the fabric of the school
9. Continue to seek ways to incorporate Tikanga Māori into programmes and the fabric of the school
10. Continue to seek ways to recognise and celebrate cultural diversity into programmes and the fabric of the school
11. Provide opportunities for staff to develop greater personal expertise and confidence in e-Learning / IT to enhance their teaching and efficiently undertake administrative requirements
12. Provide opportunities and support for all teaching staff to develop greater confidence and consistency when making overall teacher judgements (OTJ's) when assessing student work
13. Provide opportunities and support to all teaching staff to refine pedagogy, differentiate programmes and increase their curriculum knowledge as a means to engage all students and improve learning outcomes
14. Provide staff with meaningful opportunities to build leadership capability and capacity
15. Continue to focus on supporting our students to live our school values and in particular empathy and respect towards others
16. Meet the goals and objectives of the Motu Kairangi Kāhui Ako including the goal of equity and excellence in student achievement.

The Board will achieve these objectives by:

● Providing a safe physical and emotional environment for all students and staff.
● Maintaining a positive school culture that emphasises the values expressed in the Charter.
● Using assessment data to evaluate programmes and student progress and to use this information to make informed teaching and learning priorities for the future.
● Reporting to students and their parents on individual student and school- wide achievement.
● Using the on-going process of self-review and strategic planning to identify priorities, allocate resources, implement strategies and evaluate progress against agreed goals and objectives.
● Appointing staff with strengths and skills to meet identified school priorities.

- Providing focussed professional development [and performance appraisal] to staff that will support them to meet school and personal professional goals.
- Identify building enhancements that will add value to the learning experiences of our children.

Meeting community aspirations and contributing to National Educational Priorities:

The Board attempts to gauge and meet community aspirations through an on-going and transparent process of consultation, and information sharing. Information meetings, questionnaires and surveys, invitations to participate in focus groups and newsletters are all methods employed to include and involve parents in their school. Strategic planning and self-review are well established, as is parental expectation in terms of consultation, collaboration and involvement.

The Board of Trustees, through the principal and staff, is committed to implementing its curriculum in accordance with the priorities set out in the National Education Goals and National Education Guidelines. This is evidenced by the school's established commitment to the National literacy, numeracy and physical activity priorities.

Our longer-term curriculum development and implementation priorities:

The Board's longer-term curriculum development and implementation priorities are shown in the Seatoun School Review Cycle.

Financial objectives and meeting financial reporting and auditing responsibilities:

The Board and management remain concerned about the level of operational funding. Our reliance on parent donations and community fund-raising to meet community aspirations, strategic objectives and government compliance remains at around 36%. The commitment to being an inclusive school, and the level of support offered, attracts parents with special education needs children. As described previously in this document, this places considerable strain on resources, especially personnel.

Teaching and learning is the only avenue of discretionary expenditure, and is allocated as part of the strategic planning process to support school priorities. Financial controls and guidelines are in place to safeguard money and meet financial reporting and auditing responsibilities. An annual budget is set and included in the Annual Plan. This is reported against at each monthly Board meeting. Planned expenditure is reviewed regularly to reflect any changes in income or priorities.

Medium term strategic issues (Initially identified at the October 2011 Planning Day & up-dated as required):

The following factors have been identified as possibly impacting on the operation of our school. The list is not exhaustive and many were identified in our previous strategic plan.

Political
- Funding and resourcing
- The politicisation of education – the agenda behind the introduction of new reforms and professional and/or community resistance to some of these

- MMP -additional workload caused by politicking and initiatives implemented to secure the support of other parties
- Economic cuts to core public sector
- <mark>Reward and retention issues within the teaching profession</mark>
- <mark>Teacher workload and sustainability</mark>

Ministry
- New initiatives and pressure on schools to participate
- Increasing layers of bureaucracy and compliance requirements
- Increasing centralisation (especially property and student achievement data)

Economic, whilst improving, remains volatile
- Personnel costs e.g. support staff
- Long-term school projects – e.g. implications if fundraising drops off
- Increasing demands for immediate & comprehensive communication between schools and their communities – high cost
- Roll balance and sustainability – class sizes and the balance between sustaining an optimal roll without too much room for 'unders and overs'
- Cost of special programmes and meeting government expectations e.g. inclusive schools & special needs

Environmental
- Environment harsh – with age of the building we are seeing increasing implications for property maintenance
- 'Green Footprint' and recycling. Being an Enviro-School at a time when broader economic issues continue to dictate local, national and international commitment

Social
- On-going impact of uncertainty in the global economy – unemployment, financial strain and resulting impact on family well-being
- Work/life balance – staff burnout, high [unrealistic] parental expectations of students and teachers
- Level of public scrutiny – community and media, small things can rapidly become big issues
- People- change of leadership and personnel. Need for succession planning
- Demographics – roll growth and zone
- Changes to family dynamics, pressures on families living in our community, pressure and expectations placed on our students, 'older' parents, marriage breakdowns
- Litigation trends – EOTC, bullying, special needs, etc.
- Fears of global security & terrorism

Technological
- Globalisation,
- ICT –cost, security, speed of change, technological support, new opportunities, staff training, impact on social fabric, etc.

- Balancing parent expectations, government strategy & rhetoric, staff expertise and resource realities
- Website development and on-going maintenance
- 'Digital Natives' – gap between where some students are operating and where their teachers and/or parents are operating

Other
- Communication – getting clear information and messages across effectively e.g. strategic direction, sports and arts opportunities, student achievement
- Competition from private education providers, especially for boys, if public confidence of local secondary schools is diminished

SEATOUN SCHOOL
2019 BOARD OF TRUSTEES MEETINGS (7 + Planning Day + Whānau Consultation Day) CORE AGENDA ITEMS

Date	Curriculum	Other
Term 1 21 February	2018 student achievement outcomes 2019 Student achievement targets	• Actions from last 2018 Board Meeting • Principal performance appraisal & process • Update Property projects • Elect Chair • 2019 Annual Report – Variance & Financial Statements • Confirmation of 2017 Charter to MOE • Ratify 2019 budget • Ratify 2019 school organisation • Report back on KiVa survey results
4 April	Support Programmes	• Progress against Annual Plan • • Enrolment Scheme – annual review of appropriateness
Term 2 23 May	PE/Sport Integration/Health Green Footprint Library e-Learning /ICT (BYOD)	
20 June	Enrichment Programmes Food & Fabric Technology Second language Learning Māori Arts	
28 June	Whanau Consultation Meeting - before Hui	Board to decide who from the Board will attend
Term 3 22 August	Learning Outcomes • Analysis of T1 baseline data/mid-year OTJs - English & Mathematics • Progress against team achievement targets • Report back on Health consultation with community	Review Annual Plan, includes: • Planning Day (planning day options)
26 September	Review Annual Plan	Final planning for Planning Day

Term. 4 2 November (Saturday)	**PLANNING DAY (Exact time tbc)**	
22 November		Planning Day Output Material 2020 Annual Plan & Budget Calendar for 2020

John/strategicplanning/2017

SEATOUN SCHOOL ANNUAL PLAN 2019

This plan is to be read in conjunction with the following documents:

1. 2015 Education Review Office Report
2. Charter 2018 - 2020
3. 2019 Budget
4. School Docs Policies and Procedures
5. 2019 curriculum plans and documentation
6. 2016 Parent Survey
7. 2019 NZCER Wellbeing survey and Kāhui Ako Year 5-8 student survey
8. 2019 Staff Survey
9. Long term property documentation

Principal's Contextual Statement:

2019 is the second year in the 2018 - 2020 strategic planning cycle. The objectives for improvement and achievement that we set out to achieve over this period, and the means by which we will achieve them, are stated on page 21 of our Charter. The objectives are restated here to ensure that they remain at the forefront of our thinking and action.

- Provide success and appropriate challenge for all students
- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Improve [identified] student achievement in literacy and numeracy
- Further develop students' independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a 'can do' attitude

- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Continue to seek ways to incorporate the 'Green Footprint' into programmes and the fabric of the school
- Continue to seek ways to incorporate Tikanga Māori into programmes and the fabric of the school
- Continue to seek ways to incorporate cultural diversity into programmes and the fabric of the school
- Provide opportunities for staff to develop greater personal expertise and confidence in ICT to enhance their teaching and efficiently undertake administrative requirements
- Provide opportunities and support for all teaching staff to develop greater confidence and consistency when making overall teacher judgments (OTJ's) when assessing student work
- Provide opportunities and support to all teaching staff to refine pedagogy, differentiate programmes and increase their curriculum knowledge as a means to engage all students and improve learning outcomes
- Provide staff with meaningful opportunities to build leadership capability and capacity

The 2016 community survey and subsequent planning day discussions strongly endorsed the direction and philosophy of the school; and expressed high levels of satisfaction against all the key objectives and performance indicators.

The number of objectives have been increased from 12 to 14 as the result of changes to Objective 8. Previously this was a broad objective that encompassed Green Footprint, Tikanga Māori and Cultural Diversity being proactively incorporated into programmes. In this plan, each is identified as a separate objective in its own right. Each objective has also been broadened to include the 'fabric of the school.

Key initiatives and objectives planned for 2019 are:
- Increased focus on meeting the intent and objectives of Ka Hikitia, Māori achieving education success as Māori and extending Tikanga knowledge of all students and staff
- Using teacher inquiry to improve teacher effectiveness and student achievement:
- Embed our new Student Management System (Linc – Ed) including the 3rd year of implementing reporting to parent changes.
- Continuation of e-learning across the curriculum. Use as an enabler to assist and where appropriate transform teaching and learning.
- Support the introduction of Year 5&6 Bring Your Own Device (BYOD) programme and continue to provide ongoing parent education and support, including digital citizenship
- Teacher Inquiry into the teaching of the technology curriculum, including digital technology.
- Further embed the KiVa Programme and values education.
- Support parents by offering parenting programmes.
- Prioritise school grounds and building enhancements and determine what will be actioned in 2019 and 2020.

- Continue to support Kāhui Ako progress and in particular 4 focus areas.
- Embed school appraisal process and systems.
- Run a successful BoT election

For planning purposes, a roll of 422 students has been predicted. This is the same as the MOE 2019 provisional entitlement. I expect to have a roll of 413 by the end of Term 1 and reach 422 by the end of Term 2. From Term 3 we should be incrementally receiving additional staffing and funding. Neither of which have been included in budget calculations.

John Western

Principal

Goal 1 School Culture: *To maintain and further enhance our culture that instills pride, promotes positive relationships, & is physically & emotionally safe.*

All staff, students and parents are expected to take personal and joint responsibility to continually build a school culture & environment that reflects our Vision, Purpose, Values and Beliefs
All staff and Board members are expected to be public advocates & ambassadors of our school & actively support & celebrate its programmes & achievements

	Objective	Reference to other school document	Action	By when
1	**School Vision & Values** ● Ensure our Vision is prominent and a living part of our school culture ● Maintain the prominence of School Values through targeted communication and incorporation into school and classroom programmes ● Ensure all staff, students and parents have a shared understanding of expectations and take personal responsibility to adhere to these	Charter Core Beliefs & Values Staff Handbook	All	February, then on-going
2	**Maintain an inclusive culture for Maori students and whanau** ● Appropriate recognition of Maori cultural values ● Maori learners, and their whanau, are engaged in school. Learners fully participate in all aspects of school life, achieving, making progress and enjoying success	Charter Core Beliefs Teaching & Learning 2016 Planning Day Outputs	All teaching staff BoT	On-going On-going

	Objective	Reference to other school document	Action	By when
3	**Be an inclusive school – supporting learners with special education needs and recognising and celebrating the diverse cultures represented in our school** ● Learners with special education needs will be supported (in conjunction with the MoE, other agencies & parents & caregivers) ● Diversity is recognised, celebrated & reflected in our school culture	Charter Core Beliefs Teaching & Learning 2015 ERO Report 2016 Planning Day Outputs	All teaching staff BoT Students & families	On-going
4	**Friends of Seatoun School** Fully support the FoSS	School Calendar	All	March, then on-going
5	**Celebration** Celebrate and communicate the achievements of individuals, groups and the school	Core Beliefs Teaching & learning 2014 staff & 2016 community surveys Appraisal documentation 2016 Planning Day Outputs	All Complete Staff survey in 2017	On-going

Goal 2 Teaching & Learning: _To deliver learning programmes those exceed national curriculum requirements and meet community priorities._

Core Values & Beliefs will be reflected in all aspects of our teaching & learning programmes

	Objective	Reference to other school document	Action	By when	🗹
1	**New Zealand Curriculum (NZC) & School Curriculum (unchanged):** Ensuring our approaches to teaching and learning are consistent with the requirements and intent of the NZC **(including National Standards)** Considerations will include:	Personal development plans & budgets Appraisal documentation	All teaching staff	On-going -final review December	

	● Rationalisation – establishing the learning priorities for our students in a 'balanced curriculum & being clear about what are we choosing to teach and why
	
	● Localisation – effectively interpreting and tailoring the NZC to suit our students and school
	
	● Community engagement – effectively communicating the NZC to parents and encouraging/supporting parents & whanau to engage with their children's learning (also refer to TRUMP Challenge)
	
	● Effective Pedagogy – all teaching staff are employing an Inquiry model to review and evaluate their teaching practice. Key Questions:
	
	    ● *What impact does my teaching having on student learning? What do I need to know in order to become more effective? How will I know that my strategies/interventions are making a difference?*
	
	Using teacher Inquiry to improve teacher effectiveness and student achievement is the key school-wide PLD initiative in 2016. It will involve investigating deliberateness in teacher (& teacher-aide) & leader actions to improve outcomes and evaluate impact.
	
	● Set prioritised student achievement targets against 2016 baseline data
	
	    o Agree upon strategies & support/resources required to achieve targets
	
	    o Maintain an on-going self-review/monitoring process of progress against set targets and implement any modifications as needed
	
	    o Reporting outcomes to parents, BoT & MoE as required
		Meeting agendas, minutes and action plans
		
		Curriculum Budgets
		
		Raising Achievement in Primary School. ERO, June 2014
		
		Minutes from Team leader/member review meetings		

2	**Support Programmes:** ● Maintain an inclusive culture that provides quality learning programmes tailored to suit individual student needs. ● Maximise available resources (including other agencies) to provide focused support to improve the learning outcomes for identified students ● Communicate & clarify to parents how our support programmes work and the emphasis placed on home/school partnership	Support Programme Information booklet IEP Guidelines GATE Guidelines	All teaching staff External Agencies	On-going As appropriate
3	**Achieve the agreed goals identified in all curriculum plans and 2016 Planning Day Reports i.e.** ● English, e-Learning /IT, Mathematics, Library & Information Literacy, Integrated Learning (including Technology, Enrichment, Home Learning & Health), Maori, Physical Education (including EOTC & Developmental), Green Footprint, The Arts ● Support Programmes	2016 Planning Day reports 2016 curriculum implementation plans	Curriculum Team leaders	As stipulated in plans

	Objective	Reference to other school document	Action	By when	
4	**Technology Curriculum:** ● Review current practice & programmes and plan/implement school-wide PLD & resource acquisition to address any identified needs	2016 Technology report	Marion Hair	As per implementation plan	
5	**e-Learning & ICT:** ● Build on current practice to effectively use e-Learning/ICT to improve the quality of teaching & student learning ● Investigate BYOD for implementation in 2016	IT Plan & Reports Planning Day material	Curriculum Team SLT All staff	T1 / on-going T2 - Nov	
6	**General:** ● Teachers are supported to ensure the learning needs of all students are catered for ● Student achievement targets are effectively monitored & reported	2016 Planning Day output notes & team meeting minutes 2016 Planning Day papers	Individual teachers & team leaders	On-going	

Goal 3 Communication: *To provide effective communication*

	Objective	Reference to other school document	Action	By when	
2	**Parent Information Meetings:** Provide meetings as required	Curriculum plans Planning Day outputs	Personnel as appropriate	On-going	

	Objective	Reference to other school document	Action	By when	
3	**Events, Issues & Achievement:** ● Effectively communicate school events, issues and student/teacher achievements (refer Culture Objective #5) ● Effectively communicate school programmes & initiatives		All	On-going	

Goal 4 *Planning and Review:* To effectively undertake school-wide planning, implementation and review against agreed goals

	Objective	Reference to other school document	Action	By when	
					☐
1	**Lodge up-dated Charter & Report on Annual Targets with the MOE**		Principal BOT	01 March	
2	**Monitor and evaluate planned progress against objectives set in:** ● Annual Plan [Charter] ● Curriculum plans ● Student achievement targets ● Staff personal development plans ● Property Plans	Specified plans BOT Meeting Schedule - Core Agenda Items	BOT Identified responsibility holders Leadership Team (incl. curriculum leaders) Principal	On-going, as per Board schedule	

3	**Policy:** Undertake review of Property/Health & safety (carried over from 2014) and Personnel as per the review cycle	School Review Cycle	BOT	November	
4	**Develop 2018 Annual Plan:**	Charter 2017 Curriculum & Planning Day reports 2017 Student achievement data 2017/18 budget	BOT Curriculum leaders SLT	November	

Goal 5 Resourcing: _To identify and prioritise needs, to manage available resources effectively, and to generate sufficient funds to fulfil our vision_

		Objective	Reference to other school document	Action	By when	
1		**Budgets:** ● Monitor all budgets and adjust as required and ensure expenditure reflects planned priorities o Continue to support to curriculum team leaders to build the capacity to independently manage and monitor their portfolio(s) ● Develop a 2019 budget that reflects agreed priorities as determined in the Strategic/Annual Plan	All implementation plans & budgets Individual PLD plans & appraisal documentation Planning Day Reports & self- review documents	Principal, admin team, SLT & curriculum leaders Principal Principal	On-going February, then on-going November	
2		**Roll:**	Enrolment Zone	Principal	On-going	

		Reference to other school document	Action	By when	
	Monitor current & future student number to achieve optimal school operation		BOT		
3	**Audit:** No significant issues will be identified	Annual accounts	Principal Office Manager	Confirmed date of audit	
4	F**undraising:** Budgeted figures will be meet or exceeded- ● Parent donations ● Activity fees ● Other fund-raising initiatives	Parent Information Pack School Newsletter	BoT PTA All	On-going	

Goal 6 Our People: Seatoun School will be the employer of choice for all employees

	Objective	Reference to other school document	Action	By when	⯐
1	**Induction of new staff and/or existing staff to new roles & responsibilities** Programmes are planned and targeted to successfully meet individual needs Clarification of expectations – shared responsibility of all parties	Staff handbook Appraisal documentation Curriculum Guidelines Feedback 2017 staff survey & 2017	Principal & Leadership team Tutor teachers Buddy teachers	Teacher Only Days, then on-going	

	Objective	Reference to other school document	Action	By when	
		Planning day	All staff		
2	**Staff Development:** Provide relevant professional development and growth opportunities to meet both school priorities and individual requirements	Appraisal documents 2017 Planning Day reports & output notes	Leadership team Curriculum team leaders Tutor teachers	Term 1, then on-going. Evaluate T4 Appraisal	
3	**Support all staff to achieve a realistic work/life blend**	2011 Staff Survey 2014 Planning Day	Leadership team BOT All staff	On-going	
4	**Continue to maintain associations with other schools, early child-hood centres and other educational institutions & providers** Professional Level e.g. ● Leadership support & development ● Curriculum support & development – Inquiry/Integration; Library, Mathematics, English ● Affiliations – Literacy Association, Sports Committee, Principal Cluster & Association, Library Cluster Programme Level e.g. ● Sports & Cultural interchanges	Curriculum Plan Personal appraisal documentation	Appropriate staff	On-going	

Goal 7 Property: _To ensure school property and the environment is safe, well maintained and supportive of our vision, purpose and values_

	Objective	Reference to other school document	Action	By when	
					🗆
1	**Health & Safety [including civil defence]**	Property handbooks	Leadership team	On-going	

		Objective	Reference to other school document	Action	By when	
		All requirements met, including ● Installation of 'Tsunami stairs' and subsequent evacuation drill ● Regular earthquake, fire and lockdown drills ● Updating staff first-aid qualifications ● Ensuring staff are well briefed & trained to safely support all students with specified health needs ● School guidelines are adhered to – dealing with injuries, EOTC experiences, etc	Maintenance schedules Hazard Identification Register	BoT Property Personnel Health & Safety Officer		
2		**Maintenance & Property Development** Address all maintenance & capital works matters in a timely, efficient and effective manner ● On-going maintenance of all playground structures & equipment ● 5 Year Property Projects – ply dado classroom block & library; internal painting; classroom carpet replacement	5 Year Property Plan	Principal Property Personnel	On-going As per p[planned schedules	

Goal 8: Sustainability: **To respect our environment and work towards a sustainable school community for current and future generations.**

		Objective	Reference to other school document	Action	By when	
						▯
1		**Green Footprint Plan** Complete all actions within the timeframes and resources allocated	Curriculum Plan	Team Leader	As per timeframes set	
2		Personnel continue to investigate sustainable practices and consistently follow agreed guidelines & practices e.g. lights, closure of doors, recycling of paper	2014 Planning Day report, staff meeting agendas, minutes	All	On-going	

School Assessment Timetable

Measures	Class Level								When Term				What	Why & Expectation	Where
LITERACY	1	2	3	4	5	6	7	8	1	2	3	4			
School Entry Survey	*								On entry (first month)				School	Entry information & formative assessment	LincEd Year 1,2, database
Reading & Writing	*	*							At age 6				Six Year Observation Survey	Formative & summative data to inform Teacher Judgements	LincEd Year 1,2, database
Reading Judgement mid yr/end of yr after 1 yr after 2 yrs after 3 yrs	* *	* * *	* * *	* *	*	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 40 weeks +	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	LincEd
PAT Read Comp PAT Vocab PAT Punct/Gram				*	*	*	*	*	Wk 5				PAT	Formative & summative data to inform Teacher Judgements	LincEd
Reading comprehension & vocab	On-going as required												Running record/Probe/observation of reading behaviour & attitude Y5/6 1 Probe per year/as needed Y7/8 Probe as required Ex Reading Recovery Students- Running Record, Burt and Word test- end or year	Inform teaching & summative judgements	Teacher Records LincEd LincEd
PAT Listening			*	*	*	*	*	*	Wk 5				PAT	Formative & summative to inform Teacher Judgements	LincEd

Assessment													Tool / Moderation	Purpose	Recording
Writing-Judgements **Mid yr/end of yr** **After 1 yr** **After 2 yrs** **After 3 yrs**		* *	* * *	* * * *	* * *	*	*	*	Wk 4		Wk 5		Moderation of writing samples	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	LincEd(upload?) eAsTTle website
Phonics	On-going as required												Stages 1-7 (as appropriate)	Formative assessment	Teacher records
Spelling Phonics	*	*	*	*	*	*	*	*	Wks 1-3 (all)	Wks 1-3	Wks 1-3	Wks 1-3 (all) On-going as required	NZCER Spell-Write Essential Lists Years 1-4 Blackwells (Y5-8)	Assess dependent on class level Inform teaching and to show progress Summative data	Student LincEd 2x a year(Yr1-4) X - file
Inquiry PAT Science	*	*	* *	* *	* *	* *	* *	* *	* Wk 5	*	*	*	Team moderation and evaluation PAT	To inform consistency of Teacher Judgements To assess curriculum specific knowledge and progress. To assess learning across curriculum and competencies.	Teacher planning Student self evaluations in X-file
ICAS Australasian Assessments - Digital Tech Science, Maths, Spelling, Writing, English				*	*	*	*	*	*	*					Enrichment opportunity. Students selected by teacher or by parent request.	Teacher records High/Distinction on LincEd-awards
Individual Education Plans (I.E.P)	*	*	*	*	*	*	*	*	*		*	* Transition)	Teacher/parent/agency review of identified 'high need student 'progress & develop next steps	Formative assessment & review	LincEd (Support programmes) Copy on Drive

Measures	Class Level								When Term				What	Why & Expectation	Where
MATHEMATICS	1	2	3	4	5	6	7	8	1	2	3	4			
Strategy Level Observations	*	*	*	*	*	*	*	*					JAM, NumPa or GLOSS diagnostic Interview, as appropriate Teacher observation during guided maths lessons	Inform teaching and summative judgements	LincEd final end of year
		*	*	*	*	*	*	*	*	*	*	*			
PAT Mathematics				*	*	*	*	*	Wk 5				PAT	Formative & summative information	LincEd
Maths TJ mid yr/end of yr after 1 yr after 2 yrs after 3 yrs	* *	* * *	* * *	* * *	* *	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	LincEd
Mathematics			*	*									NEMP Task Addition and Multiplication-Year 3/4	To inform teaching and for student reflection	X – files Teacher records
Number Knowledge			*	*	* *	* *	* *	* *	*	*	*	* *	Basic Facts Ladders IKAN	To inform teaching and for student reflection	X – files Linc-ed Teacher records
Mathematics Problem Solving						*	*	*	*	*	*		Otago Problem Solving Competition	Application of knowledge and strategies. Enrichment opportunity.	Otago Problem Solving Website Teacher Records Linc Ed

																awards(special)
Formal Meeting/reporting to parents	*	*	*	*	*	*	*	*	0	10		8	Prior to start of T1 'Meet the Teacher' T2 Mid-Year student/parent/teacher conferences Ongoing reporting as per Reporting Timetable After 1 month & I year at school	Opportunity to meet & parent to share information Opportunity to discuss the child's progress, achievement and future learning needs Plain language information outlining the child's progress & achievement for the year Opportunity to discuss the child's progress, achievement and future learning needs	Student cumulative file
		*		*												
Student Self-evaluation	*	*	*	*	*	*	*	*	*	*	*	*	On-going self-monitoring process X-file/digital portfolios	Opportunity for student to self evaluate & goal set Opportunity to share with parents and whanau	X-File Digital self-reflections
										*		*			
Equity Gender/Ethnic Achievement Balance across school									When assessments are done				Analysis data, consider possible causes & actions	All students are achieving to their potential	Analysis of Variance

2018 STUDENT IMPROVEMENT TARGETS

Strategic Aim (This remains unchanged): All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Curriculum Levels and National Standards.

Equity: We aim for high levels of success for all students. It is expected that there will be no significant difference in the achievement of boys and girls; or that of Maori, Pasifika and other ethnic groups and children of European descent.

Context: Each year, we set student achievement targets, based primarily on the previous year's end-of-year data. Early Term One assessment information, especially in regards students new to the school, is used to supplement the previous year's summative information.

Historical data shows that overall student achievement and engagement is high. The percentage of students meeting National Standard and Curriculum Level achievement expectations is consistently above national results. School data also replicates national data with the highest overall achievement being in reading, followed by mathematics and then writing. When comparing 2012 and 2013 school achievement data against other schools in the area and similar Wellington schools, it is noted that fewer Seatoun School students are assessed as achieving 'above the expected level'. We believe that this reflects the validity and robust nature of our assessment and moderation practice, rather than lower student achievement.

The quality of teaching practice, student engagement and attendance, and parent involvement are all high at Seatoun School. The largest proportion of the budget is allocated to teaching and learning, with a significant investment allocated to employing teacher-aides to support learning programmes. Staff PLD is on-going, effective and highly-valued. There is a strong culture of collegiality and shared responsibility for supporting all students to make progress and enjoy success. The school has a reputation for being inclusive and supportive of students with special needs. Many of these students are our lower achieving students which has an impact on aggregated student achievement. It also impacts on resource allocation, especially in the actual time commitment required of staff to support these students.

Our strategic aim remains the same – we want students to make progress, achieve as highly as they can and enjoy learning. The actions, strategies and interventions we can implement to lift student achievement and achieve this aim are, in the main, well-established - there are no magic bullets. It is superfluous to repeatedly state these actions every year for each target. Outlined below are the key strategies/actions the school will implement for all targets. The reader is advised that only specific actions relevant to particular targets will be recorded; in some instances there may be nothing additional to add.

Key interventions for lifting student achievement:
· Use assessment data to prioritise needs and identify students
· Develop an action plan with consideration given to:
  o any needs or considerations specific to achieving this target that fall beyond established interventions and focussed teaching
  o resource acquisition/allocation & budget implications
  o communication/participation of parents
  o parent workshops/information
  o PLD implications for staff (includes Learning Assistants) – individual, team, school-wide
  o use of any outside agencies/expertise
  o on-going monitoring & assessment, review and evaluation – teacher & student
  o time-frames
  o summative assessment & reporting
· Consider next steps and implications for the following year for individual students/whanau, staff and school.
  o any needs or considerations specific to achieving this target that fall beyond established interventions and focussed teaching

- resource acquisition/allocation & budget implications
- communication/participation of parents
- parent workshops/information
- PLD implications for staff (includes Learning Assistants) – individual, team, school-wide
  - Continued use of writing/maths e-asTTle
  - Introduction of reading e-asTTle in senior classes

- use of any outside agencies/expertise

- on-going monitoring & assessment, review and evaluation – teacher & student
  - time-frames
    Continuation of online PAT assessments

- summative assessment & reporting
· Consider next steps and implications for the following year for individual students/whanau, staff and school.

Seatoun School 2017 Achievement Targets

Year 1 and 2 Targets 2017

Year 1 and 2:   Reading Target 2017

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Reading.

Baseline Data:
November 2016 data showed that 87% (34/39) of students in Y1, were reading at or above the expected level. All these children moved to Year 2 in 2017. 10% (4/39) were achieving below the expected level. In the 2016, Yr 0 cohort, there was one child identified as below the expected level. In addition to the total number of 5 students that are achieving below the expected level there are 6 Year 2 students, and 8 year 1 students who either just at the expected level or we have concerns about them meeting the standard for 'after 1 year at school'. We would like these students to maintain and consolidate reading at the expected level.

Target 1: The group of 5 students comprising four Y2 students, and one Year 1 student, identified as achieving below the expected level, will be reading at the expected level as assessed by Overall Teacher Judgements in November 2017.

Target 2: The group of thirteen students including six Y2 students,and seven Year 1 students, will maintain reading at the expected level, as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Continue to target children using the Reading Eggs computer programme	Reading Eggs to put added to all Ipads	Terms 1/2
Communicate clearly with parents on how to help their child learn to read.	Offer sessions for parents to observe their child reading .	

December Update:

Target 1: Five students were identified in February 2017 as being below the expected level. According to OTJ's made in December of the current 5 target students:
- 60% of Year 1/2 target students are now at the expected level (3/5).

- 40% of Year 1/2 target students are below the expected level (2/5).

Target 2:
The group of 13, Y1/Y2 students, will maintain reading at the expected level. According to OTJ's made in December:
- 3 students (23%) have slipped to below the expected level.
- 8 students (62%) remain at the expected level.
- 2 students (15%) are above the expected level

Reading Target Comment:
- Students are achieving well in Year 1 and 2.
- Non-fiction and fiction reading material was purchased suitable for boys that connected with our topics.
- Teachers have observed Reading Recovery lessons and there is a strong practice of sharing knowledge across the team.
- Reading Eggs has been integrated into the classroom programme as well as being a home programme.
- All the students achieving below have received Reading Recovery.
- Some of these students have had extra oral language support.
- Junior Associates have supported students with reading.
- Online listening post has been used with some students and links have been sent to parents.
- Parents have observed teacher giving instructional reading.
- Many parents attended the 'listening to your child' read workshop.
- 5 students, who started school in December of 2016 were identified during the year as not making the expected progress. After one year at school these 5 students are now below the expected level and will be targeted in 2019.

Year 1 and 2: Writing Target 2017

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Writing.

Baseline Data:
November 2016 data showed that 94% (37/39) of students in Y1, were writing at or above the expected level. All these children moved to Year 2 in 2016. 6% (2/39) were achieving below the expected level. We also have a Y1 student who is not achieving at the expected level. We have a significant number of children who are only just achieving at the expected level that are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target includes a large number of children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of 3 students comprising two, Y2 students, and one Y1 student identified as achieving below the expected level, will be writing at the expected level as assessed by Overall Teacher Judgements in November 2017.

Target 2: The group of 20 students, which comprises, thirteen Y2 students (identified as achieving at the expected level) and , seven Y1 students (who were either identified as achieving at the expected level or did not have an OTJ at the end of 2016 as they had been at school less than 6 months) will maintain writing at the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Revise spelling programme in Year 2	Time allocated in team meetings to discuss.	Term 1
Ensure support personnel working with students communicate effectively to ensure streamlined programme	Communication books and some meeting times.	Term 1
Ensure inquiry/ writing topics are motivating for boys but also ensuring the small number of Year 2 girls are not overlooked.	Allocate space/time in the curriculum for all genders.	All year
Explore 'book creator app for producing writing.	Need all ipads to have book creator and teachers/learning assistants to have PD on using it.	Term 1
Ensure authentic contexts for writing and the publication of 3 pieces of		All year

writing a term		
Introduce reading own writing to buddy during buddy reading time.		Term 1 then ongoing
Continue to maintain handwriting in the programme as it is important to write fluently.		

December update:

Target 1:
Three students were identified as achieving below the expected level. According to OTJ's made in December of the 3 target students:
- 100% of target students remain below expected level (3/3).

Target 2:
Twenty students, which comprised, thirteen Y2 students (identified as achieving at the expected level) and seven, Y1 students (who were either just at the expected level or did not have an OTJ at the end of 2016 as they had been at school less than 6 months) have been targeted to maintain writing at the expected level.
- 100% of the Year 2 students remain working at the expected level (13/13)
- 71% of the Year 1 students have now received an OTJ as being below the expected level (5/7)
- 29% of the Year 1 students continue to achieve at the expected level (2/7)

Writing Target Comment:
- Although the three students from target one are all still writing below the expected level they have all made significant progress through classroom programmes, Reading Recovery and intensive Learning Assistant support. Two of these students are currently on IEP's. All have specific learning needs.
- Teachers have liaised closely with parents of these students and encouraged the use of picture prompts to help generate writing. This has also extended to coordinating with private tutors (if the students have them).
- We have continued to use many of the strategies that have been implemented in previous years.
- New staff have received PD in phonics.There has been cross grouping to support phonics teaching.
- We have introduced Book Creator and many of the Year 2 students are able to use this with independence. Learning Assistants have become confident

supporting students using Book Creator.
- Digital technology is increasingly being used as a tool for writing.
- The 5 students that are below continue to be of concern and will be targeted in the 2018 targets.

Year 1 and 2   Mathematics Target 2017

Aim: To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Mathematics.

Baseline Data:

November 2016 data showed that 95% (37/39) of Y1 students, were achieving at or above the expected level in mathematics.   All students moved to Year 2. There are some children who are only just achieving at the expected level who are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target covers children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of 3 students, which includes two, Year 2 students and one, Year 1 student who are below the expected level will achieve closer to the expected level as assessed by Overall Teacher Judgements in November 2017. It is expected the Year 2 students will be successfully working at 'after 1 year at school' and the Year 1 student will also be at this level.

Target 2: The group comprising three Y2 students, identified as achieving just at the expected level in maths, and three Y1 students who had not yet had an OTJ as they had been at school for less than 6 months, will achieve at the expected level in mathematics as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Continue to incorporate games/activities to support children in home activities	Further develop the shared files across the team to include fraction work	Term 1 and 2
Undertake a teacher inquiry into developing students skills in maths.	Team discussions	Term 2 and 3

December Update:

Target 1:

Three students (Two Year 2 students and one Year 1 student) were identified in February 2017. According to OTJ's made in July of the 3 target students:

- 67% of target students continue to be below expected level (2/3).
- 33% of target students are at the expected level (1/3)

Target 2:

Six students were identified in February 2017 as achieving just at the expected level. One extra Year 2 student has been included into this group, and 3 additional Year 1 students to be monitored resulting in 10 target students.
According to OTJ's made in December of the 10 target students:

- 80% of target students are at the expected level (8/10).
- 20% of target students are below the expected level (2/10).

Comment:

- The three students from target one have significant learning needs and two are currently on IEP's. These three students have needs across the curriculum with all three also on Reading Recovery.
- There has continued to be a strong focus on providing support for parents to assist their children at home. A resource compiled last year, has continued to be used that provides activities/games/songs. These can be used at home to support their child's maths learning. They are linked to the Maths Bugs.
- Purposeful maths opportunities were discussed with parents so the relevance of maths was identified to children.
- Studyladder was set up for home use for the Year 2 students.

Year 3 and 4 Targets 2017

Demographic

From 2016	Boys	Girls		Total
Year 3	16	29	45	115
Year 4	34	36	70	

Mathematics Targets

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Maths

Baseline Data: November 2016 data shows 2% of current Year 3 students (1/45 students) and 17% of current Year 4 students (12/70 students) were identified as achieving below the expected level in mathematics. 7 of the students are female and 6 of the students are male.

Target: The group of Year 3 and 4 students identified as achieving below the expected level in maths will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2017

Actions	Resource	When

As per contextual statement		2017 ongoing
Maintain teacher inquiry into developing competency in the teaching of maths and continue to implement changes to programme	• Individual team members to continue to implement personal inquiry goals from 2016 • Undertake further PLD as appropriate- eg observations and reading-t talk moves, positive norms, ALIM strategies • Regular team discussions • Monitor progress of students	Ongoing
Increase time spent working with 'below" students to build confidence/mileage	• Provide support teacher time, once per week,to enable teachers to be released to work with these students	Ongoing
Explore further e-learning opportunities (including Mathletics) to enhance teaching and learning ,	• Further Mathletics PD for teachers • Provide one-to-one support to individual students to maximise use of Mathletics as a tool • Investigate use of iPad apps for these students in maths • Use of e-Learning PD time in meetings	Ongoing
Build parent capacity to support students in maths	• Run a parent workshop re supporting with maths at home • Use parent resource box to support	Ongoing

Target 2:

Aim: To increase the number of Year 3 and 4 students achieving above the National Expected Level in Maths

Baseline Data: November 2016 data shows 11% of current Year 3 students (5/45 students) and 27% of current Year 4 students (19/70 students) were identified as achieving above the expected level in mathematics. 11 of the students are female and 13 of the students are male.

Target : The group of Year 3 and 4 students identified as achieving above the expected level in maths will be continuing to achieve above the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When

As per contextual statement		2017- ongoing
Explore opportunities to provide focused teaching to "above" students in mathematics	• Use additional support teacher time to provide extension maths for these students • Cross-grouping across team- one teacher to work with "above" students	Term 1 From Term 2
Explore further e-learning opportunities (including Mathletics) to enhance teaching and learning ,	• Further Mathletics PD for teachers • Use of e-Learning PD time in meetings	Term 1 Ongoing
Use of peer-teaching strategies to build mathematical competencies	• Peer teaching	Term 2
Teachers to build on last year's independent inquiries into improving the effectiveness of their own practice	• Individual team members to review personal inquiry goals • Undertake PLD as appropriate • Maintain and promote a problem-solving approach in the class	Term 2 and 3

December Update:

Target 1

13 students (one Year 3 and 12 Year 4s) were identified in February 2017. According to OTJ's made in December, of these target students:
- 69% (9/13) of the students remain below the expected level (1/1 Year 3 and 8/12 Year 4)
- 31% (4/13) of the students have moved to at the expected level (0/1 Year 3 and 4/12 Year 4s)

Comments:
- All students have progressed. The emphasis on creating an attitudinal change has meant that many show increased confidence.
- 4 of the students have significant needs- all 4 are on IEPs;1 is ORSS-funded; 1 is working with RTLB support; 2 are below the expected level in reading; Support for these students in areas other than maths impacts on their maths learning
- Teachers in the team maintained aspects of their personal inquiry into mathematics teaching and continue to have discussions across the team around best practice in maths, to support all students to achieve in maths.
- There has continued to be a strong focus on providing support for parents to assist their children at home. Evidence suggests that those who maintain regular practice at home, do make more marked improvement

- Daily, focussed Basic Facts practice sessions have helped some students to show marked improvement in their recall of Basic Facts. Next steps are to build their ability to apply this knowledge
- Teachers and teacher-aides continued to upskill themselves in use of Mathletics to provide targeted support for students. Some iPad apps were introduced in Terms 3 and 4
- In Term 3, Susan Kliffen worked with our "below" students in maths, to target their needs

Target 2

24 students (5 Year 3s and 19 Year 4s) were identified in February 2017. One Year 4 student has left the school. Of the remaining target students, according to OTJ's made in December:

- 78% (18/23) of the Year 3 and 4 target students (3/5 Year 3s and 15/18 Year 4s) remain above the expected level. Two of these are identified as well above
- 22% (5/23)of the students (2/5 Year 3s and 3/18 Year 4s) have moved to at the expected level. All of these students are identified as "confidently at" the expected level

Comments:

- A few students have had a conservative judgement of "at the expected level" made for them, as it is more difficult to reach an "above" standard in Level 2 maths, than in Level 1. At Level 2, students need to not only have a strong knowledge base, but also be very confident at using a range of strategies independently
- The Year 3 students have been judged on an anniversary assessment, but OTJs also have to take into account whether they will reach the Year 4 target by the end of Year 4 (children will have anywhere between 6 months and 18 months to reach this standard)
- We continued to focus on encouraging risk-taking, questioning and making connections and worked on strategies to develop growth mindsets, build positive norms, and provide challenging problems in authentic contexts. Our programmes focussed on "rich tasks" which required students to be more explicit about the range of strategies they were using and more selective about the approaches they used in mathematics (which encouraged self-efficacy for these students).
- In Terms 1 and 2, we used additional support teacher time to provide an extension maths programme for these students
- Peer teaching is something we would like to investigate further. We did work very closely with our colleagues on planning and implementing programmes and used opportunities to observe each other to build mathematics teaching capabilities.

Writing Targets

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Writing.

Baseline Data: November 2016 data showed that 11% of current Year 3 students (5/45 students) and 11% of current Year 4 students (8/70 students) were identified as writing below the expected level. 2 of these students are female and 11 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving below the expected level in writing, will be writing at the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		2016
Identify and target students with poor spelling skills	● Use e-asTTle rubrics, Essential Word List testing and phonics testing to identify spelling needs ● Provide time in team meetings to for spelling PD and adapt classroom and support programmes to target needs ● Provide dictation excercises with a teacher-aide 2x per week to identified group	Term 1 ongoing
Identify and target students with poor handwriting skills	● Use teacher-aide time for teachers to work one-to-one with identified students targetting handwriting (and other fine-motor skills) ● Investigate introducing assistive technology where appropriate (eg speech to text)	Term 1 Ongoing
Identify and target students with poor punctuation skills	● Use PAT Punctuation and Grammar and anecdotal data to identify needs ● Provide time in team meetings to analyse and discuss data, moderate writing and form programmes in response ● Group students and provide specific small-group teaching to needs	Term 1 Ongoing

Target 2:

Aim: To increase the number of Year 3 and 4 students achieving above the National Expected Level in Writing.

Baseline Data: November 2016 data showed that 24% of current Year 3 students (11/45 students) and 30% of current Year 4 students (21/70 students) were identified as writing at but reading above the expected level. 14 of these students are female and 18 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving at the expected level in writing, but above the expected level in reading, will be both writing and reading above the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Link writing more closely and explicitly to reading	- Create explicit connections between what they like to read and what makes a good writer - Teacher PD around ways to unpack reading more for students	Ongoing
Create an online community that involves peer feedback and sharing with Google Docs	- Set up Google Doc access (Hapara) - Set expectations for students - Provide teacher models of feedback	Term 3 and 4

December Update:

Target 1

13 students (5 Year 3s and 8 Year 4s) were identified in February 2017. Of these target students, according to OTJ's made in December:
- 46% (6/13) of the target students (2/5 Year 3s and 4/8 Year 4s) remain below the expected level. One of these is now identified as "just below"
- 54% (7/13) of the students (3/5 Year 3s and 4/8 Year 4s) have moved to "at" the expected level

Comments:
- All students have continued to make progress, with the exception of one child, who has made little progress, despite multiple interventions over a number of years
- Several of the students have significant needs- 3 are on IEPs; 1 is ORSS-funded and 1 is working with RTLB support; 6 are also below the expected level in reading
- Support teacher time has been used to allow teachers more opportunities to work one-to-one with identified students to target needs
- The target students all have different needs in writing- these have been identified and targeted:
  - Regular handwriting practice and some teacher-aide support to address handwriting issues
  - Spelling support within classroom programmes and by cross-grouping across the team for phonics. Trialling of a range of spelling programmes
  - Support with planning/organisation of ideas and expanding of ideas
  - Support with social and self-management skills
  - Support with auditory processing skills, through the Hearbuilder programme
  - Increased expectations re mileage

Target 2

32 students (11 Year 3s and 21 Year 4s) were identified in February 2017. Two of these students have left the school. Of the current target students, according to OTJ's made in July:
- 40% (12/30) of the students (2/10 Year 3s and 10/20 Year 4s) have met the target of reading AND writing above the expected level
- 40% (12/30) of the students (6/10 Year 3s and 6/20 Year 4s) remain as "reading above, writing at" the expected level. Of these 2 students were identified as "confidently at" the expected level in writing
- 20% (6/30) of the students (2/10 Year 3s and 4/20 Year 4s) are now identified as "reading AND writing at the expected level". Of these 2 students were identified as "confidently at" the expected level in reading (*For some students, it becomes more difficult to assess them as "above" readers, as the focus is increasingly on "reading to learn", with deeper thinking skills required*)

Comments:
- We recognise that this is an "aspirational" target. Reading is a less complex task than writing, and the goal of aligning students' ability to also write above the expected level is challenging.
- Most of these students have worked with a support teacher (Susan Kliffen) for literacy this year. She has run an enrichment programme with these students, focussing on strengthening connections between reading and writing, and building vocabulary.
- Repeated teaching to target individual needs, and fostering increased self-responsibility for progress underpins all writing programmes
- The use of the E-asTTle tool for marking and moderating writing has continued to prompt further discussion and increased consistency in teaching and

assessment of writing
- A focus going forward may be to create an online writing community, in order to share writing and provide peer feedback within Google Docs.

Reading Targets

Aim: To increase the number of Year 3 and 4 students achieving at the National Expected Level in Writing.

Baseline Data: November 2016 data showed that 4% of current Year 3 students (2/45 students) and 9% of current Year 4 students (6/70 students) were identified as reading 'below' the expected level. 1 of these students are female and 7 of the students are male.
In addition, 2% of current Year 3 students (1/45 students) and 4% of current Year 4 students (3/70 students) are identified as achieving "just at" the expected level. (2 female, 2 male). We would like these students to maintain and consolidate reading at the expected level.

Target 1: The group of Year 3 and 4 students, identified as achieving below the expected level in reading, will be reading at the expected level as assessed by Overall Teacher Judgements in November 2017.

Target 2: The group of Year 3 and 4 students, identified as achieving just at the expected level in reading, will continue to achieve at the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		2016
Communicate clearly with parents on how to help their child learn to read.	- Encourage parents to attend the "helping your child read" evenings	Terms 2/3
Provide **daily** reading mileage for these students	- Set up daily "5-minute read" with teacher/ teacher-aide /parent helper for these students, in addition to the usual reading programme	Term 1 and ongoing
Provide time for more focussed group teaching for these students	- Use support teacher time to reduce class size during literacy programme to allow for more focussed group teaching time by classroom teacher - Use literacy support time from reading recovery teacher, where possible	Term 1 and ongoing

Improve reading motivation for these students	● Provide team PD in meetings around ways to motivate reluctant readers ● Use expertise of librarian to motivate readers	From Term 2

December Update:

Target 1

8 students (2 Year 3s and 6 Year 4s) were identified in February 2017. According to OTJ's made in December:
- 50% of the students (0/2 Year 3 and 4/6 Year 4 student) are below the expected level in reading
- 50% of the students (2/2 Year 3s and 2/6 Year 4s) have moved to at the expected level in reading

Target 2

4 students (1 Year 3 and 3 Year 4s) were identified in February 2017. Of these target students, according to OTJ's made in December:
- 100% of the students (1/1 Year 3 and 3/3 Year 4s) are at the expected level
- 1/4 target students remain just at the expected level. 3/4 students have moved to at the expected level

Comments:
- Most of these students made significant progress in reading. Many also made significant progress in other areas of learning, which is likely to affect future progress in reading.
- Two of the target students are on IEPs and one has RTLB support
- Our Reading Recovery teacher continues to monitor a number of these students, who are ex Reading Recovery, and provide literacy support where appropriate and possible
- Support teacher time was used to reduce class sizes during the literacy programme, allowing for more focussed group teaching time by classroom teacher
- The support of our librarian continues to be key to increasing enjoyment of reading for these students and helping them to find books that are engaging and at an appropriate level
- A change to our organisation during literacy times, allowed for a stronger focus on focussed guided reading (critical thinking and discussion) and fewer written activities
- A daily "read-aloud" programme (involving reading aloud 3x a day with an adult) was instigated, to support reading mileage. This made a big difference for

67

some students, in terms of confidence and progress.
- Students were supported with online programes such as "Sunshine Online" and "EPIC", which provide extra opportunities to build reading skills. One child was enrolled in the "Reading Eggs" programme
- The Hearbuilder (auditory processing) programme was introduced to support many of these students, with a likely impact on their reading progress
- Teachers communicated clearly with parents about how to help their child learn to read, and parents were encouraged to attend the 'Listening to Your Child Read" seminar.

Year 5 and 6 Targets 2017

<u>**Demographic**</u>

From 2016	Boys	Girls	Total	
Year 5	20	27	47	101
Year 6	27	27	54	

Year 5 and 6: Reading Target 2017

Aim: To increase the number of Year 5 and 6 students achieving at the National Expected Level in reading.

Baseline Data: November 2016 data shows that 4% of current Year 5 students (2 students-1 boy, 1 girl) and 7% of Year 6 students (4 students-3 boys and 1 girl) are identified as achieving below the expected level. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target 1: The Year 5 and 6 students currently achieving below the expected level, will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2017.

Background: Of these 6 students, 2 are on an IEP and 3 are below the expected level in reading, writing, and mathematics. All students display decoding and comprehension needs.

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Actions	Resource	When
As per contextual statement		
Ensure daily reading mileage to increase fluency and reinforce current learning	- Implement programme aimed at listening to students read for 5 minutes daily - Liaise with junior syndicate re opportunities to increase reading mileage/buddy reading	Term 1-4
Communicate regularly with each student to find ways to increase enjoyment of personal reading	- Monitor personal reading programme - Work closely with the school librarian - Purchase books to motivate readers	Ongoing
Build comprehension skills	- Share research/effective teaching at team meetings - Purchase resources as needed	Ongoing
Build punctuation knowledge	Use strategies, including 'Read' punctuation	Ongoing

December 2017 Update

6 students were identified in February 2017 as achieving below the expected level. This target group now comprises 5 students as one Year 5 student has since left the school. According to OTJ's made in December:
- 60% of the Year 5 and 6 target students (Y5 1/2; Y6 2/4) remain below the expected level (of which one is well below the expected level)
- 40% of the Year 5 and 6 target students (Y5 0/2; Y6 2/4) are achieving at the expected level

Comments
- All students show progress
- All students, except one, have continued to receive weekly support from a learning assistant over the year. Having the same learning assistants as previous

years, has enabled sequential programmes to target needs, and a consistent approach in terms of teaching tools and strategies.
- Our librarian does much to support enjoyment of reading and the sourcing of appropriate books for individual students

Year 5 and 6:   Writing Targets 2017

Aim: To increase the number of Year 5 and 6 students achieving at and above the National Expected Level in writing.

Target 1
Baseline Data: November 2016 data shows that 17% of Year 5 students (8 students - 5 boys, 3 female) and 11% of Year 6 students (6 students - 5 boys, 1 girl) are achieving below the expected level in writing. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target: The group of students in Year 5 and 6 achieving below the expected level in writing will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2017.

Background: Of these 14 students, 7 are on an IEP and 3 are below the expected level in reading, writing, and mathematics. This group comprises significantly more boys than girls (10 boys to 4 girls). All students display both deeper and surface feature needs.

Actions	Resource	When
As per contextual statement		
Build oral language skills	● Ascertain/address needs	Ongoing
Make explicit connections between types of communication- talking, reading, writing, visuals	● Visuals/acronyms etc to prompt connections	Ongoing

Ensure handwriting is a regular part of the literacy programme	• Time in class programme;systems • Handwriting resources	Ongoing
Aid recording of ideas, as appropriate	• Laptops	Ongoing
Ensure word study/spelling/punctuation programmes to target needs	• Use a range of assessments to identify specific needs- Blackwells, Pseudo Word Phonics, PAT tests • Time to administer/analyse results	Term 2-4
Explore ways to motivate boys/reluctant writers	• Share research/effective teaching practices at team meetings • Monitor student attitudes • Ensure engaging books as needed	T2-4

December 2017 Update

Writing Target 1

14 students were identified in February 2017 as achieving below the expected level. This target group now comprises 13 students as one Year 5 student has since left the school. According to OTJ's made in December:

- 77% of the Year 5 and 6 target students (Y5 5/7; Y6 5/6) remain below the expected level (of which one is well below the expected level)
- 23% of the Year 5 and 6 target students (Y5 2/7; Y6 1/6) are achieving at the expected level

Comments

- All students show progress
- 7/13 students are on an IEP; 2/13 rather than 4/13 students read below the expected level
- All students received weekly support from a learning assistant
- Emphasis is placed on oral language, and a 'Think, say, then write" approach to writing
- Students respond well to frequent opportunities for 'bite-size' writing tasks across the curriculum
- Spelling needs are being met
- Repeated teaching to target needs, and fostering student responsibility for progress underpins programmes

Target 2

Baseline Data: November 2016 data shows that 23% of Year 5 students (11 students - 6 boys, 5 girls) and 24% of Year 6 students (13 students - 8 boys, 6 girls) are achieving above the expected level in reading and at the expected level in writing.

Target: The group of Year 5 and 6 students identified as achieving above the expected level in reading, will also be achieving above the expected level in writing as assessed by Overall Teacher Judgements in November 2017.

Background: The needs of these 24 students centres mainly on effective use of structure and language to achieve a clear, succinct and informative message, aided by correct surface features.

Actions	Resource	When
As per contextual statement		
Create an online community that involves peer feedback and sharing via Google Docs	● Google Doc access/Set student expectations ● NZCER Smartwriter on-line programme	Term 2-4
Make explicit connections between being a reader and a writer through reading to identify how effective authors achieve impact	● MOE Literacy Learning Progressions-deeper and surface features	Term 1-4
Raise the profile of writing	● Invite authors to speak to students ● Liaise with librarian/discuss displays	Term 2-4
Implement editing strategy	● Trial/share ideas within team	Term 1-4
Implement appropriate extension programmes re language features, vocabulary and spelling	● Time within the class programme ● Resources to aid teaching	Term 2-4

December 2017 Update
Writing Target 2
24 students were identified in February 2017 as reading above the expected level, and writing at expected level. The target group now comprises 23 students as one student left the school. According to OTJ's made in December:

- 78% of the Year 5 and 6 target students (Y5 7/10; Y6 11/13) are reading above the expected level, and writing at the expected level
- 9% of the Year 5 (2/10) target students were reassessed as reading and writing at the expected level
- 13% of the Year 5 and 6 target students (Y5 1/10; Y6 2/13) are reading and writing above the expected level

Comments
- All students show progress
- Links between being a reader and a writer are made explicit
- Students are set purposeful writing tasks across the curriculum
- Students share their writing in a number of ways; they publish as appropriate
- An e-asTTle writing task has continued to prompt team discussion and consistency in assessment of writing
- 8/23 students are involved in the on-line Smart Writer programme to raise engagement, knowledge and skills
- Spelling/word study programmes target needs, and operate as class/home-learning
- Emphasis is placed on students taking responsibility for their goals and progress
- The leap to writing above the expected level is challenging

Year 5 and 6   Mathematics Target 2017

Aim: To increase the number of Year 5 and 6 students achieving at and above the National Expected Level in mathematics.

Target 1:
Baseline Data: November 2016 data shows that 9% of Year 5 (4 students - 2 boys, 2 girls) and 11% of Year 6 students (6 students - 3 boys, 3 girls) are currently achieving below the expected level in mathematics. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target: The Year 5 and 6 students currently achieving below the expected level in mathematics, will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2017.

Background: Of these 10 students, 6 are on an IEP, 3 are below the expected level in reading and another is just below the expected reading level.

Actions	Resource	When

As per contextual statement		
Develop use of Maths Whizz as an on-line teaching and assessment tool	• Maths Whizz online data • PD/discussion in team meetings • Communicate clearly to parents about how to access student reports and assist their child at home	Term 1-4
Provide targeted teaching to meet individual needs	• Support programmes • Extra teacher time	Term 1-4
Continue to develop growth mindsets as per 2016 teacher inquiry	• Monitor student attitudes/progress	Term 1-4

December 2017 Update
Mathematics Target 1
10 students were identified in February 2017 as achieving below the expected level. According to OTJ's made in December:
- 60% of the Year 5 and 6 target students (Y5 3/4; Y6 3/6) remain below the expected level (of which one Year 5 and one Year 6 student is well below the expected level)
- 40% of the Year 5 and 6 target students (Y5 1/4; Y6 3/6) are achieving at the expected level

Comments:
- All students show progress and increased confidence
- 5 students are on IEPs; 3 students are below the expected level in reading
- All students received weekly support in Term 1 and 2 from the same staff as previous years, enabling a sequential programme to target needs, and a consistent ALiM style approach in terms of teaching tools and strategies. The Term 2 ALiM support was in addition to class mathematics programmes. The main emphasis has been on building number knowledge (ie order, place value, fractions, basic facts)
- Teachers continue to use positive classroom norms and growth mindsets as per 2016 teacher inquiries
- Teachers received PD in the use of the Maths Whizz programme introduced last year and have continued to upskill themselves; students received training; a parent information afternoon was held, and various Maths Whizz videos have been sent out to parents via Signmee

- Repeated teaching to target needs, and fostering student responsibility for progress, underpins programmes

Mathematics Target 2

Baseline Data: November 2016 data showed that 32% of Year 5 students (15 students - 8 boys, 7 girls) and 54% of Year 6 students (29 students - 17 boys, 12 girls) are currently achieving above the expected level in mathematics.

Target: The group of Year 5 and 6 students identified as currently achieving above the expected level in mathematics will continue to achieve above the expected level as assessed by Overall Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Consider cross-grouping, and problem-solving/paired peer approach to enhance teaching and learning	- PD - Team discussion/plan	Terms 2/3
Develop the use of Maths Whizz as an on-line teaching and assessment tool	- Maths Whizz online data - PD/discussion in team meetings - Communicate clearly to parents about how to access student reports and assist their child at home	Term 1-4
Engage in team moderation to monitor student achievement re National Mathematics Standards	Time in team meetings	Terms 2/3
Continue to develop growth mindsets as per 2016 teacher inquiry	Monitor student attitudes/progress	Term 1-4

December 2017 Update

Mathematics Target 2

44 students were identified in February 2017 as achieving above the expected level. This target group now comprises 42 students as two students have left the school. According to OTJ's made in December:

- 93% of the Year 5 and 6 target students (Y5 13/14; Y6 26/28) remain above the expected level
- 7% of the Year 5 and 6 target students (Y5 1/14; Y6 2/28) are achieving confidently at the expected level

Comments
- All students show progress
- Four of the five students re-assessed at mid-year as achieving at the expected level are back to achieving above the expected level
- Teachers continue to use positive classroom norms and growth mindsets as per 2016 teacher inquiries
- Teachers received PD in the use of the Maths Whizz programme introduced last year and have continued to upskill themselves; students received training; a parent information afternoon was held, and various Maths Whizz videos have been sent out to parents via Signmee
- Skills of problem-solving via a paired/peer approach are practised in an ongoing way
- An e-asTTle mathematics task prompted team discussion and consistency around assessment of measurement
- As yet, cross-grouping has not been seen as necessary to cater for the range of student abilities, and does not easily allow for students attending production rehearsals
- Student awareness of learning needs and responsibility for progress is actively fostered

Year 7&8 Writing Targets

Demographic

2017	Boys	Girls		Total	
Year 7	21	*22*	43	91	
Year 8	22	26	48		

Aim: To increase to the number of Year 7 and 8 children working at or above the national expected level

Baseline data: Data from November 2016 shows that 7.7% (7 students) of the current Year 7/8 cohort are achieving below or well below the expected level in writing. There is no significant difference between gender.

24% (22 students) are achieving above in reading, but only achieving at in writing.

There is a significant gender difference between writers who are achieving above, with only 6/22 (27%) of these students being boys.

Targets

(1) The group of the Y7-8 students identified as achieving below the expected level will be achieving @ the expected level, and the students identified as achieving well below, to be achieving below or at the National Standard, as assessed by Overall Teacher Judgement in Nov 2017.

(2) Children achieving above the expected level in reading, to be also writing above the National Standard, by the end of the school year, as assessed by Overall Teacher Judgement in Nov 2017.

Actions	Resources	When
As per contextual statement		2017
- Time with children during class time to go over feedback - Differentiated planning, small group focused teaching with clear WALTs - Giving students regular opportunities to write across a range of genre - Feedback systems where writers are receiving feedback from other writers with more expertise in that area. - Use of easTTle rubric for self, peer and teacher assessment and moderation. - Fortnightly writing assignments to give children an opportunity to work on personal writing goals.		T1-T4

● Make explicit connections between authors techniques within texts and with students own writing processes and strategies ● Developing teacher capability with BYO devices to engage, motivate, scaffold and extend target students in writing, particularly for boys.		

December Update:

Target 1:
Seven students were identified in February 2017 as being below the expected level. According to OTJ's made in July of the current 7 target students:
- 74% of target students remain at the expected level (5/7)
- 26 % of target students are now at the expected level (2/7)

Target 2:
Twenty five (including the 3 new students) Y7/8 students were identified as achieving above in reading and at in writing. According to OTJ's made in July:
- 19/25 (76%) of students met the target.

Writing Targets Comments:
- The BYOD programme provided students with a digital option that has helped with handwriting frustrations, as well as acted as a dictionary, thesaurus and research tool
- The introduction of new apps such as ibook creator, pages, numbers and Aurasma has given the students new ways to present their written work
- The easTTle assessment rubric has allowed us to give targetted feedback to students outlining strengths and next steps
- Google docs remains a powerful tool that allows students to continue work either at home or at school. It's also an effective way for students to ask for and receive feedback on their work

Target 1:
- Although only 1 student reached the target, all the students progressed.
- We are considering adjusting our support structure for target students next year. With more of a little and often approach.

Target 2:

- It was pleasing to see such a high number of our target students show enough evidence, across the curriculum, to make the target. Many of these students were tracking to make the target by midyear
- Giving students opportunity to show their progress across the curriculum, was also key in being able to assess them as being "above".

Y7&8 Maths Target

Aim: To increase the number of Year 7 and 8 students achieving at or above the national expected level in Mathematics.

Baseline data: Data from November 2016 shows that 8.8% of the current Year 7/8 students (8 students) are achieving below the expected level in mathematics.

Target: Target children achieving below the National Standard, to be achieving at or above the National Standard by the end of the school year.

Actions	Resources	Timeframe
As per contextual statement		2017
● Continuation of the ALIM strategies	Opportunities for teachers to upskill by observing and discussing each others practices.	T1-T4
● Cross Class Grouping	Children will be ability grouped 2 days a week in order to better meet the needs of all of our students.	T2
● Teacher inquiry	Teachers to take on independent inquiries into improving the effectiveness of their own practices	

		From T1

December 2017 Update
Mathematics Target 2
8 students were identified in December 2016 as achieving below the expected level. 1 / 8 (87.5%) of the target students has made the target. 7 remain below the expected level.

Comments
- 2 new students have joined this target group
- All students showed progress
- The Alim programme runs 2 days a week. It continues to build confidence within students to actively participate in classroom maths programmes and help consolidate core ideas in maths. Most of the target students really enjoy this programme
- Teachers continue to use positive classroom norms and growth mindsets as per 2016 teacher inquiries
- e-asTTle mathematics has helped us to target specific areas in both statistics and algebra
- By providing variety of programme structures (mixed ability and cross-grouping) has enabled students to learn in different ways.

Seatoun School 2019 Achievement Targets
This sectino will be updated once we have end of 2018 data analysed. Below is 2018 Achievement Targets

Year 1 and 2 Targets 2018

Demographic

	Boys	Girls	Total	
Year 1 from 2017	15	8	23	38
New 2018	7	8	15	
Year 2 from 2017	28	17	45	46
New 2018	1	0	1	

Year 1 and 2:   Reading Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the expected level in reading.

Baseline Data:

November 2017 data showed that 73% (33/45) of students who were in Y1 who moved to Y2, were reading at or above the expected level. 27% (12/45) were achieving below the expected level. One new student arrived at the school in 2018 who is achieving below the expected level.

In the 2017, Yr 0 cohort, there were 9 children who had been at school for 20 weeks or longer who were all identified as being at the expected level.

In addition to the 13 students that are achieving below the expected level there are 4, Year 2 students, and 7 Year 1 students who either just at the expected level or we have concerns about them meeting the standard for 'after 1 Year at school'. We would like these students to maintain and consolidate reading at the expected level.

Target 1: The group of thirteen Y2 students, identified as achieving below the expected level, will be reading at the expected level as assessed by Overall Judgements in November 2018.

Target 2: The group of eleven students including four Y2 students,and seven Year 1 students, will maintain reading at the expected level, as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Continue to target children using the Reading Eggs computer programme	Allocate Reading Eggs term by term basis to maintain focus and enthusiasm of children.	Terms 1/2
Communicate clearly with parents on how to help their child learn to read.	Offer sessions for parents to observe their child reading .	

Year 1 and 2:   Writing Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the expected level in writing.

Baseline Data:
November 2017 data showed that 82% (37/45) of students in Y1, were writing at or above the expected level. All these children moved to Year 2 in 2017. 18% (8/45) were achieving below the expected level. We also have a Y1 student who is not achieving at the expected level. We have a significant number of children who are only just achieving at the expected level that are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target includes a large number of children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of 10 students comprising nine, Y2 students, and one Y1 student identified as achieving below the expected level, will be writing at the expected level as assessed by Overall Teacher Judgements in November 2018.

Target 2: The group of students, which comprises, eight Y2 students (identified as achieving at the expected level) and , six Y1 students (who were either identified as achieving at the expected level or did not have an OTJ during 2017 as they had been at school less than 6 months) will maintain writing at the expected level as

assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Use ear muffs for some students to avoid distraction and be able to focus while writing.	Purchase ear muffs	Term 1
Continue to use 'book creator app for producing writing.	Ensure all Learning Assistants are knowledgeable in using "Book Creator"	Term 1
Ensure authentic contexts for writing and the publication of 3 pieces of writing a term	Ensure avenues for sharing writing.	All year
Continue to read own writing to buddy during buddy reading time.	Designated buddy reading time	Term 1 then ongoing
Continue to maintain handwriting in the programme as it is important to write fluently.	Time allocation	

Year 1 and 2   Mathematics Target 2018

Aim: To increase the number of 5 and 6 year old students achieving at and above the expected level in mathematics.

Baseline Data:

November 2017 data showed that (41/45) of Y1 students, were achieving at or above the expected level in mathematics.   All students moved to Year 2. There are some children who are only just achieving at the expected level who are at risk of not making the expected progress to achieve the standard either 'after 1' or 'after 2' years at school. Therefore, our target covers children achieving at the expected level who we would like to maintain this achievement. Three Year 0 students who are now Year 1, were identified from 2017. We are concerned these 3 students will not achieve at the expected level after 1 year at school.

Target 1: The group of four Y2 students, identified as achieving below the expected level, will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Target 2: The group of ten students comprising seven Y2 students, and three Year 1 students, will maintain achievement at the expected level, as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Teachers to develop knowledge of the maths learning progression framework to accurately notice what students learning	Maths learning progression framework Workshops and team discussions	Term 1 and 2
Undertake a teacher inquiry into developing students skills in maths.	Team discussions	Term 2 and 3

Year 3 and 4 Targets 2018

Demographic

From 2017	Boys	Girls		Total
Year 3	29	10	39	76
Year 4	14	23	37	

Mathematics Targets

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the expected level in maths

Baseline Data: November 2017 data shows 5% of current Year 3 students (2/39 students) and 5% of current Year 4 students (2/37 students) were identified as achieving below the expected level in mathematics. In addition, there is one new Year 4 student who is achieving below the expected level in maths. 3 of the students are female and 2 of the students are male.

Target: The group of Year 3 and 4 students identified as achieving below the expected level in maths will be achieving at the expected level as assessed by Teacher Judgements in November 2018

Actions	Resource	When
As per contextual statement		2018 ongoing
Follow a teacher inquiry into developing competency in the teaching of maths and implement changes to programme	● Individual team members undertake an inquiry into their practice to develop capability at raising student achievement in mathematics ● Become familiar with the Learning Progressions Framework and use to monitor/assess progress ● Undertake further PLD as appropriate- eg observations and reading- visit to Corinna School, Roberta Hunter Maths DMIC Short Course ● Regular team discussions ● Monitor progress of students	Ongoing
Increase time spent working with students to build confidence	● Provide support teacher-aide time (3x a week)- working on Number knowledge (Belinda/Angela)	Ongoing
Explore further e-learning opportunities to enhance teaching and learning	● Further Mathletics PD for teachers ● Provide one-to-one support to individual students to maximise use of Mathletics as a tool ● Investigate other programmes-eg Sumdog ● Investigate use of iPad apps for these students in maths ● Use of e-Learning PD time in meetings	Ongoing
Build parent capacity to support students in maths	● Use parent resource box to support	Ongoing

Target 2

Aim: To increase the number of Year 3 and 4 students achieving above the expected level in maths

Baseline Data: November 2017 data shows 25% of current Year 3 students (10/39 students) and 9% of current
Year 4 students (4/37 students) were identified as achieving confidently at the expected level in mathematics. 6 of
the students are female and 8 of the students are male.

Target: The group of Year 3 and 4 students identified as confidently at the expected level in maths will be
achieving above the expected level as assessed by Teacher Judgements in November 2018

Increase engagement of students	• Engagement survey at beginning of year and end of year to monitor • Extend use of rich tasks in meaningful contexts, in the teaching and learning programme, to further engage students in problem-solving	March/Nov
Increase rates of Basic Facts knowledge in students	• Prioritise times to focus on basic facts learning within classroom programme	Ongoing
Follow a teacher inquiry into developing competency in the teaching of maths and implement changes to programme	• Individual team members undertake an inquiry into their practice to develop capability at raising student achievement in mathematics against the New Zealand Curriculum • Become familiar with the Learning Progressions Framework • Undertake further PLD as appropriate- eg observations and reading- talk moves, positive norms, ALIM strategies, visit to Corinna School, Roberta Hunter Maths DMIC Short Course • Regular team discussions • Monitor progress of students	Ongoing
Increase critical thinking skills and risk-taking mindset in students	• Build collaborative skills for working with learning buddies • Teach and encourage growth mindset, through deliberate actions	Ongoing

Writing Targets

Target 1:

Aim: To increase the number of Year 3 and 4 students achieving at the expected level in writing.

Baseline Data: November 2017 data showed that 5% of current Year 3 students (2/39 students) and 5% of current Year 4 students (2/37 students) were identified as writing below the expected level. In addition, there is one new Year 4 student who is achieving below the expected level in writing . 2 of these students are female and 3 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving below the expected level in writing, will be writing at the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		2018
Identify and target students with poor spelling skills	- Use Essential Word List testing and phonics testing to identify spelling needs - Provide time in team meetings for spelling PD and adapt classroom and support programmes to target needs - Provide dictation exercises with teacher-aide 2x a week to identified group	Term 1 ongoing
Identify and target students with poor handwriting skills and punctuation skills	- Provide time in team meetings to analyse and discuss data, moderate writing and form programmes in response - Use teacher-aide time for teachers to work one-to-one with identified students targeting needs - Investigate introducing assistive technology where appropriate (eg speech to text)	Term 1 Ongoing
Identify and target students requiring support with generating and sequencing ideas	- Use e-asTTle rubrics to identify needs - Group students and provide specific small-group teaching to needs	Term 1 Ongoing

Target 2:

Aim: To increase the number of Year 3 and 4 students achieving above the expected level in writing.

Baseline Data: November 2017 data showed that 41% of current Year 3 students (16/39 students) and 40% of current Year 4 students (15/37 students) were identified as writing at but reading above the expected level. 14 of these students are female and 17 of the students are male.

Target: The group of Year 3 and 4 students, identified as achieving at the expected level in writing, but above the expected level in reading, will be both writing and reading above the expected level as assessed by Teacher Judgements in November 2017.

Actions	Resource	When
As per contextual statement		
Identify and target specific areas within writing where support is needed	● Teach children to use Author Circles competently	
Link writing more closely and explicitly to reading	● Create explicit connections between what they like to read and what makes a good writer ● Teacher PD around ways to unpack reading more for students	Ongoing
Create an online community that involves peer feedback and sharing with Google Docs	● Set up Google Doc access (Hapara) ● Set expectations for students ● Provide teacher models of feedback	Term 3 and 4

Reading Targets

Aim: To increase the number of Year 3 and 4 students achieving at the expected level in reading.

Baseline Data: November 2017 data showed that one current Year 3 student (1/37= 3%) was identified as reading 'below' the expected level. In addition, one new Year 4 student has been identified as achieving below the expected level. 1 of these students is female and 1 of the students is male.
In addition, 8% of current Year 3 students (3/37 students) and 8% of current Year 4 students (3/39 students) are identified as achieving "just at" the expected level. (2 female, 4 male). We would like these students to maintain and consolidate reading at the expected level.

Target 1: The group of Year 3 and 4 students, identified as achieving below the expected level in reading, will be reading at the expected level as assessed by Teacher Judgements in November 2018.

Target 2: The group of Year 3 and 4 students, identified as achieving just at the expected level in reading, will continue to achieve at the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		2018
Communicate clearly with parents on how to help their child learn to read.	● Hold a "Listening to your child read" evenings	Terms 2/3
Provide **daily** reading mileage for these students	● Set up daily "5-minute read" with teacher/ teacher-aide /parent helper for these students, in addition to the usual reading programme	Term 1 and ongoing
Provide time for more focussed teaching for these students	● Use literacy support time from reading recovery teacher, where possible	Term 1 and ongoing
Improve reading motivation for these students	● Provide team PD in meetings around ways to motivate reluctant	From Term 2

		readers ● Use expertise of librarian to motivate readers	
Share resources		● Build shared resources to scaffold students ● Share successful ideas from Sheena Cameron Book	Term 1

Year 4, 5 and 6 Targets 2018

Demographic

	Boys	Girls	TOTAL	
Year 4 from 2017	5	7	12	Year 4 **12**
Year 5 from 2017	32	35	67	Year 5 **67**
Year 6 from 2017	20	25	45	Year 6 **55**
Year 6 NEW 2018	3	7	10	
TOTAL	**60**	**74**	**134**	**134**

Year 5 and 6: Reading Target 2018

Aim: To increase the number of Year 5 students achieving at the expected level in reading.

Baseline Data: November 2017 data shows that 7% of current Year 5 students (5 boys) are identified as achieving below the expected level. A Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target 1: The Year 5 students currently achieving below the expected level, will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Background: Of these 5 students, 2 are on an IEP and 2 are also below the expected level in writing and mathematics. All students display decoding and comprehension needs.
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Actions	Resource	When
As per contextual statement		
Ensure daily reading mileage to increase fluency and reinforce current learning	- Implement programme aimed at listening to students read for 5 minutes daily - Liaise with junior syndicate re opportunities to increase reading mileage/buddy reading	Term 1-4
Communicate regularly with each student to find ways to increase enjoyment of personal reading	- Monitor personal reading programme - Work closely with the school librarian - Purchase books to motivate readers	Ongoing

Build comprehension skills	• Share research/effective teaching at team meetings • Purchase resources as needed	Ongoing
Build punctuation knowledge	• Use strategies, including 'Read' punctuation	Ongoing

Year 5 and 6:   Writing Targets 2018

Aim: To increase the number of Year 4, 5 and 6 students achieving at and above the expected level in writing.

Target 1
Baseline Data: November 2017 data shows that 9% of Year 5 students (6 students -5 boys,1 girl) and 16% of Year 6 students (9 students - 3 boys, 6 girls) are achieving below the expected level in writing. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.
Background: Of these 15 students, 7 are on an IEP and 2 are below the expected level in reading and mathematics. All students display both deeper and surface feature needs.

Target: The group of students in Year 5 and 6 achieving below the expected level in writing will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Build oral language skills	• Ascertain/address needs	Ongoing

Make explicit connections between types of communication- talking, reading, writing, visuals	● Visuals/acronyms etc to prompt connections	Ongoing
Explore ways to motivate reluctant writers	● Share research/effective teaching practices at team meetings ● Monitor student attitudes ● Ensure engaging books	Ongoing
Implement editing strategy	● Trial/share ideas within team	Term 1-4
Aid recording of ideas, as appropriate	● Laptops	Ongoing
Ensure word study/spelling/punctuation programmes to target needs	● Use a range of assessments to identify specific needs-Blackwells, Pseudo Word Phonics, PAT tests ● Time to administer/analyse results	Term 2-4
Ensure handwriting is a regular part of the literacy programme	● Time in class programme;systems ● Handwriting resources	Ongoing

Target 2
Baseline Data: November 2017 data shows that 25% of Year 4 students (3 students - 1 boy, 2 girls), 24% of Year 5 students (16 students -6 boys, 10 girls) and 18% of Year 6 students (10 students -5 boys, 5 girls) are achieving above the expected level in reading and at the expected level in writing.

Target: The group of Year 5 and 6 students identified as achieving above the expected level in reading, will also be achieving above the expected level in writing as assessed by Teacher Judgements in November 2018.

Background: The needs of these 29 students centres mainly on effective use of structure and language to achieve a clear, succinct and informative message, aided by correct surface features.

Actions	Resource	When
As per contextual statement		

Make explicit connections between being a reader and a writer through reading to identify how effective authors achieve impact	• MOE Literacy Learning Progressions-deeper and surface features	Term 1-4
Raise the profile of writing	• Invite authors to speak to students • Liaise with librarian/discuss displays	Term 2-4
Promote effective editing strategies	• Trial/share ideas within team	Term 1-4
Implement appropriate extension programmes re language features, vocabulary and spelling	• Time within the class programme • Resources to aid teaching	Term 2-4
Create an online community that involves peer feedback and sharing via Google Docs	• Google Doc access/Set student expectations	Term 2-4

Year 5 and 6   Mathematics Target 2018

Aim: To increase the number of Year 4, 5 and 6 students achieving at and above the expected level in mathematics.

Target 1:
Baseline Data: November 2017 data shows that 8% of Year 4 students (1 boy), 9% of Year 5 students (6 students-4 boys, 2 girls) and 13% of Year 6 students (7 girls) are currently achieving below the expected level in mathematics. Another Year 6 student, achieving at well-below the expected level, is being supported in a variety of ways and will not be included in this target.

Target: The Year 5 and 6 students currently achieving below the expected level in mathematics, will be achieving at the expected level as assessed by Teacher Judgements in November 2018.

Background: Of these 14 students, 5 are on an IEP and 2 are also below the expected level in reading and writing.

Actions	Resource	When
As per contextual statement		
Continue to develop use of Maths Whizz as an on-line teaching and assessment tool	- PD/discussion - Hold a parent workshop about how to assist their child at home and access student reports - Support and monitor student progress-use Maths Whizz online data	Term 1-4
Provide targeted teaching to meet individual needs	- Support programmes in addition to class programme - Extra teacher time	Term 1-4
Maintain teacher inquiry into developing capability at raising student achievement	- Monitor student attitudes - Continue to develop growth mindsets as per previous teacher inquiries - Build professional knowledge, collaborate, observe others	Term 1-4

Mathematics Target 2

Baseline Data: November 2017 data showed that 42% of Year 4 students (5 students -1 boy, 4 girls), 40% of Year 5 students (27 students -14 boys, 13 girls) and 33% of Year 6 students (18 students -11 boys, 7 girls) are currently achieving above the expected level in mathematics.

Target: The group of 50 Year 4, 5 and 6 students identified as currently achieving above the expected level in mathematics will continue to achieve above the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resource	When
As per contextual statement		
Make opportunities to provide focussed teaching and learning	Cross-grouping	Terms 2/3

opportunities for 'above' students	• Problem-solving, paired/peer approach	
Develop the use of Maths Whizz as an on-line teaching and assessment tool	• PD/discussion • Hold a parent workshop about how to assist their child at home and access student reports • Support and monitor student progress-use Maths Whizz online data	Term 1-4
Provide targeted teaching to meet individual needs	• Support programmes in addition to class programme	Term 1-4
Maintain teacher inquiry into developing capability at raising student achievement	• Monitor student attitudes • Continue to build growth mindsets, and develop problem-solving approach • Build professional knowledge, collaborate, observe others • Use digital learning and assessment tools	Term 1-4

Year 7&8 Writing Targets

Demographic

2017	Boys	Girls	Total	
Year 7	30	26	56	98

Year 8	*20*	22	42	

Aim: To increase to the number of Year 7 and 8 children working at or above the national expected level.

Baseline data: Data from November 2017 shows that 9% (9 students) of the current Year 7/8 cohort are achieving below the expected level in writing. Seven of the nine students are boys.

33% (32 students) are achieving above expected levels in reading, but only achieving at expected level in writing. There is no difference between genders.

Targets 1: The group of 9 Y7-8 students identified as achieving below the expected level will be achieving at the expected level, as assessed by Teacher Judgements in November 2018.

Target 2: The group of 32 students achieving above the expected level in reading, will also be writing above the expected level, by the end of the school year, as assessed by Teacher Judgements in November 2018.

Actions	Resources	When
As per contextual statement		2018
- Time with children during class time to go over feedback - Differentiated planning, small group focused teaching with clear WALTs - Giving students regular opportunities to write across a range of genre - Feedback systems where writers are receiving feedback from other writers with more expertise in that area. - Use of easTTle rubric for self, peer and teacher assessment and moderation. - Fortnighty writing assignments to give children an opportunity to work on personal writing goals. - Make explicit connections between authors techniques within texts and with students own writing processes and strategies	Time	T1-T4

Actions	Resources	Timeframe
● Developing teacher capability with BYO devices to engage, motivate, scaffold and extend target students in writing. ● For those students working below the expected level: Targeted support 2 to 3 times a week.	PD and time to investigate new online tools	

Y7&8 Maths Target

Aim: To increase the number of Year 7 and 8 students achieving above the expected level in mathematics.

Baseline data: Data from November 2017 shows that 42% of the current Year 7/8 students (42 students) are achieving at the expected level in mathematics and 43% (43 students) are achieving above the expected level.

Target: The students achieving at the expected level will move to be achieving above the expected level, and those achieving above the expected level will continue to be above the expected level as assessed by Teacher Judgements in November 2018.

Actions	Resources	Timeframe
As per contextual statement		2018
PD: at least 2 teachers to attend a masters paper/short course focussing on "Developing Mathematical Learning Communities" in maths.	Opportunities to attend sessions and for other teachers to upskill by observing and discussing each others practices.	T1-T4
Cross Class Grouping	Children will be ability grouped 2 days a week in order to better meet the needs of all of our students.	
Teacher inquiry	Teachers to use the Progressions to get a better idea of students next developmental step.	T2

Further integration of Mathletics and improvement in engagement in maths home-learning	Time in class to review set tasks with students to further clarify understanding and increase engagement.	From T1

2019 Monitoring Timetable

Measures	Class Level	When	What	Why & Expectation	Where

Measure	1	2	3	4	5	6	7	8	T1	T2	T3	T4	What	Why & Expectation	Where
									Term						
LITERACY	1	2	3	4	5	6	7	8	1	2	3	4			LITERACY
School Entry Survey	*								On entry (first month)				School MOE	Entry information & formative assessment	Linc-Ed Year 1,2,3 database
Reading & Writing	*	*							At age 6				Six Year Observation Survey	Formative & summative data to inform OTJ's	Linc-Ed Year 1,2,3 database
Reading OTJ ● mid yr/end of yr ● after 1 yr ● after 2 yrs ● after 3 yrs	* *	* *	* * *	* * * *	* *	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 40 weeks +	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Linc-Ed Year 1,2,3 database
Reading comp & vocab			*	*						Wk 2			STAR	Formative & summative data to inform OTJ's	Linc-Ed
Reading – Comp. & Vocab.			*	*	*	*	*		Wk 4				PAT	Formative & summative data to inform OTJ's	Linc-Ed
Reading comprehension & vocab	On-going as required												Running record/probe/observation of reading behaviour & attitude	Inform teaching & summative judgements	Teacher Records Linc-Ed
Listening			*	*	*	*	*	*	Wk 4				PAT	Formative & summative to inform OTJ's	Linc-Ed
Writing- OTJ ● mid yr/end of yr ● after 1 yr ● after 2 yrs ● after 3 yrs		* *	* * *	* * * *	* *	*	*	*		Wk 6		Wk 5	Moderation of writing samples	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Linc-Ed Year 1,2,3 database
Phonics	On-going as required												Stages 1-7 (as appropriate)	Formative assessment	Teacher records
Spelling	*	*	*	*	*	*	*	*	Wks 1-3			Wks 1-3	NZCER Spell-Write Essential Lists	Assessments dependant on class level. Inform teaching and to show progress Summative data	Linc-Ed X - file
Inquiry	*	*	*	*	*	*	*	*	*	*	*	*	Team moderation and evaluation	To inform consistency of OTJ. To assess curriculum specific knowledge and progress. To assess learning across curriculum and competencies.	Teacher planning Student self evaluations in X-file
Australian Competitions - computer, science, maths, spelling, writing, English			*	*	*	*	*	*	*	*				Enrichment opportunity. Students selected by teacher or by parent request.	Teacher records Linc-Ed (pastoral)
Individual Education Plans (I.E.P)	*	*	*	*	*	*	*	*	*		*	*	Teacher/parent/agency review of identified 'high need student 'progress & develop next steps	Formative assessment & review	Linc-Ed Student folder & copy on server
Team Description	*	*	*	*	*	*	*	*	Wk 8		Wk 4		Teacher overview of class strengths & needs	Teacher to reflect and consider strategies to meet the specific needs of the students in their class	Teacher records Copy to team leader & principal

Measures	Class Level		When	What	Why & Expectation	Where

MATHEMATICS	1	2	3	4	5	6	7	8	Term 1	2	3	4			
Strategy Level Observations	*	*	*	*	*	*	*	*					NumPa diagnostic Interview NumPa diagnostic (As required) Gloss (As required) Teacher observation during guided maths lessons	Inform teaching and summative judgements entered into NZ maths	NZ maths Linc-Ed
		*	*	*	*	*	*	*	*	*	*	*			
Mathematics number, statistics, geometry, measurement, algebra				*	*	*	*	*	Wk 4				PAT	Formative & summative information	Linc-Ed
Maths OTJ ● **mid yr/end of yr** ● **after 1 yr** ● **after 2 yrs** ● **after 3 yrs**	* *	* * *	* * *	* * *	* *	*	*	*		Wk 6		Wk 5	Teacher judgement against national curriculum expectations for all children at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	Linc-Ed Year 1,2,3 database
Mathematics			*	*	*	*	*						NEMP Task Addition and Multiplication (as required)	To inform teaching and for student reflection	X – files Teacher records
Number Knowledge			*	*	* *	* *	* *	* *	*	*	*	*	Basic Facts Ladders IKAN	To inform teaching and for student reflection	X – files Linc-Ed Teacher records
Mathematics Problem Solving						*	*	*	*	*	*		Otago Problem Solving Competition	Application of knowledge and strategies. Enrichment opportunity.	Otago Problem Solving Website Teacher Records Linc-Ed
Formal Meeting/reporting to parents	* *	* *	*	*	*	*	*	*	0	11		8	Prior to start T1 'Meet the Teacher' T2 Mid-Year student/parent/teacher conferences T4 Written summative report – student & teacher After 1 month & I year at school	Opportunity to meet & parent to share information Opportunity to discuss the child's progress, achievement and future learning needs Plain language information outlining the child's progress & achievement for the year Opportunity to discuss the child's progress, achievement and future learning needs	Student cumulative file
Student Self-evaluation	*	*	*	*	*	*	*	*	*	* *	*	* *	On-going self-monitoring process X-file home	Opportunity for student to self evaluate & goal set Opportunity to share with parents and whanau	X-File
Equity Gender/Ethnic Achievement Balance across school									When assessments are done				Analysis data, consider possible causes & actions	All students are achieving to their potential	Analysis of Variance

Assessment timetable

Subject	TERM ONE			TERM TWO			TERM THREE			TERM FOUR		
	February	March	April	May	June	July	August	September	October	November	December
Maths	Maths PAT Y4+ One strand Y1/2 Maths bugs Basic Facts Ladders			One strand JAM Y1-3 Y1/2 Maths bugs IKAN Y4+			One strand Y1/2 Maths bugs IKAN Y4+ Gloss			One strand JAM Y1-3 Y1/2 Maths bugs IKAN Y4+		
Oral language	Listening comprehension PAT Y3+						Speech and Poetry					
Reading	Y1-2 : As needed Alphabet testing Basic words Phonics Running records Essential lists Y3+ Running record Y3 PROBE Y4+ Reading comprehension PAT Y4+ Reading vocabulary PAT Y4+			Y1-2 : As needed Alphabet testing Basic words Phonics Running records			Y1-2 :As needed Alphabet testing Basic words Phonics Running records Essential lists Y3+ Running record Y3 PROBE Y4+			Y1-2 Alphabet testing Basic words Phonics Running records		

Writing	Analysed writing sample			Analysed writing sample		
Y1-2	School entry survey and Six year observation when applicable					
ELLs	ELLP					ELLP