

Seatoun School

TE KURA O KIRIKIRI TATANGI

SEATOUN SCHOOL

2020

CHARTER

To Be the Best We Can Be

Ministry of Education I.D Number: 2987

Contents

Page	
1	2020 Charter - cover
2	Contents
4	Our Educational Approach
5	Our Educational Approach and Shared Values
6	Seatoun School Core Beliefs about Teaching and Learning <ul style="list-style-type: none"> ● Passion, Joy and Celebration ● High Expectations and Personal Best ● Foundation Learning in Place
7	<ul style="list-style-type: none"> ● Strategic Learners ● Quality Teaching ● Powerful Learning
7	<ul style="list-style-type: none"> ● Cooperation and Teamwork ● A Safe, Welcoming Environment
11	The New Zealand Curriculum
12	Introductory Section <ul style="list-style-type: none"> ● School/Community description Procedural Information <ul style="list-style-type: none"> ● Community consultation
13	<ul style="list-style-type: none"> ● Catering for cultural diversity and the unique position of Maori ● Supporting Learners with Special Education Needs:
15	<ul style="list-style-type: none"> ● Planning and reporting timeline and process ● Addendum – meeting new strategic planning requirements
17	Strategic Plan Overview
19	Seatoun School Review Cycle 2018-2022
21	Strategic Plan <ul style="list-style-type: none"> ● Current state of student learning ● New Zealand Curriculum ● Curriculum Principles
22	NZC – From the NZC to the School Curriculum
24	Comparison: NZ Curriculum Key Competencies & Seatoun School Shared Beliefs & Values
27	Objectives for improvement and achievement until December 2020

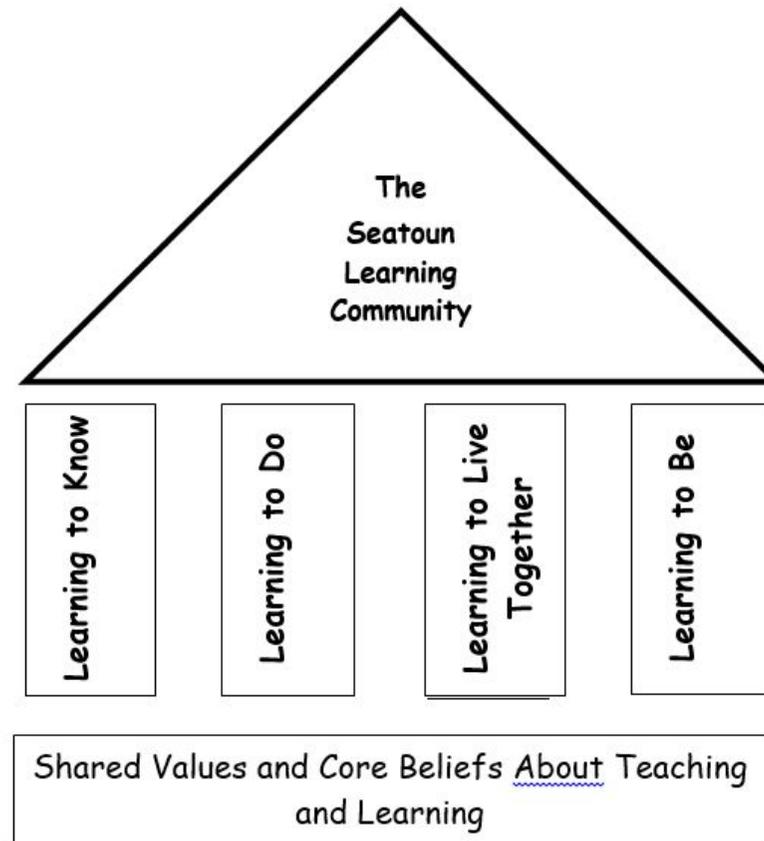
28	<ul style="list-style-type: none"> ● Meeting community aspirations and contributing to national educational priorities ● Curriculum development and implementation priorities ● Financial objectives and meeting financial responsibilities ● Medium term strategic issues <ul style="list-style-type: none"> ○ Political ○ Ministry of Education
29	<ul style="list-style-type: none"> ○ Economic ○ Environmental ○ Social ○ Technological ○ Other
30	2019 Board of Trustees Meetings Core Agenda Items
31	Seatoun School Annual Plan 2020 Context
32	Goal 1 School Culture
34	Goal 2 Teaching & Learning
36	Goal 3 Communication
36	Goal 4 Planning and Review
37	Goal 5 Resourcing
38	Goal 6 Our People
39	Goal 7 Property &
40	Goal 8 Sustainability
43	2020 Student Progress & Achievement Targets
64	Monitoring Timetable

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 believe in equity and excellence in student outcomes.

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”.



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

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

Passion, Joy and Celebration

“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

High Expectations and Personal Best

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

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:

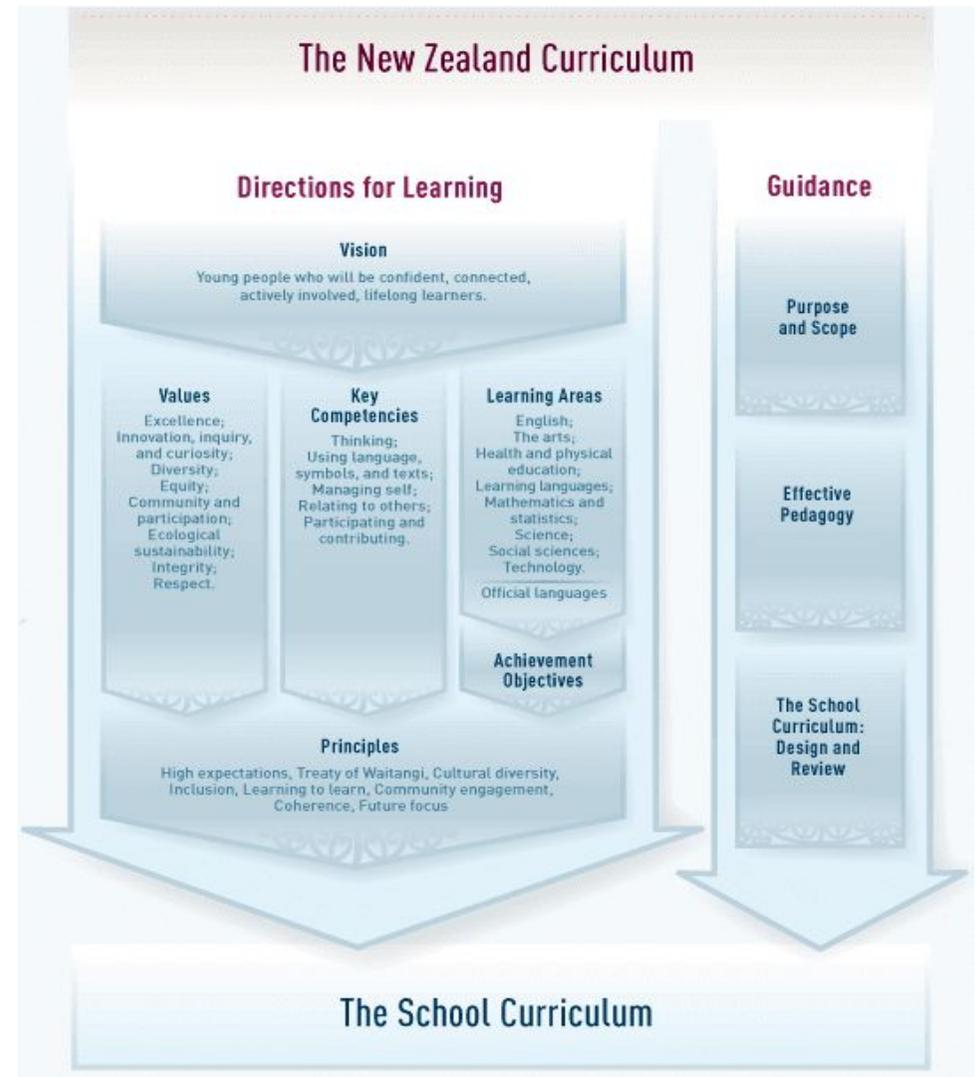
- Provide a secure, supportive environment
- Promote and celebrate risk taking
- Encourage a climate of asking for help
- Ensure communication between students, staff and parents is timely, clear and focuses on positive outcomes for all
- Share and celebrate efforts and achievement

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



v 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

Our most recent parent surveys have been 2016/2018 and 2019. The same or higher 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 the 2019 survey as well as 50 parents giving an hour to be part of focus groups. We will run this process again in 2021 and include parent focus groups, which we introduced in 2019.

The two most recent staff survey's 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

We will run a staff survey again in 2020.

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 2020, 01Feb1 roll return recorded 26/385 (7%) 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 is now 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 2020.

Addendum:

The Ministry of Education has delayed the implementation of changes outlined in The Education (Update) Amendment Act 2017, which required 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.

In 2018 and 2019 the school completed the NZCER Wellbeing at Schools survey for all Year 4-8 learners. In addition the school surveyed all Year 7&8 learners about their school.

Since 2016, the school has surveyed students using the KiVa antibullying identification tool.

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

<p style="text-align: center;">OUR CORE BELIEFS ABOUT EFFECTIVE TEACHING & LEARNING</p> <ul style="list-style-type: none"> ● Passion, joy and celebration ● High expectations and personal best ● Foundation learning in place ● Strategic learners ● Quality teachers ● Powerful learning ● Cooperation and teamwork ● A safe, welcoming environment 	<p style="text-align: center;">OUR VALUES</p> <ul style="list-style-type: none"> ● 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
--	--

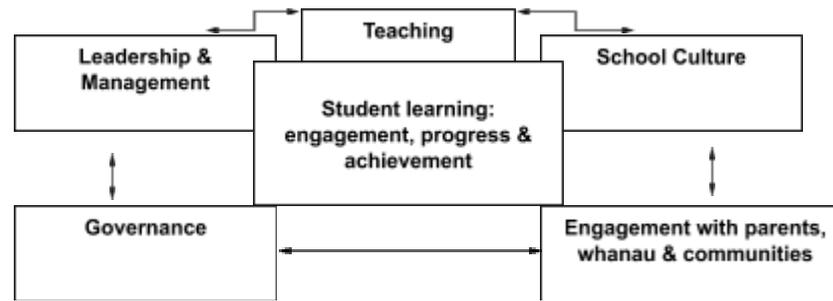
OUR FOUR PILLARS OF EDUCATION

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



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 any new policies resulting from 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 <ul style="list-style-type: none"> 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 improve effectiveness and student 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 1 st Year planning cycle
Identified Achievement Targets	English Mathematics Self Responsibility	National Standards – reading, writing, mathematics TRUMP evaluation	Reading, writing, mathematics targets reflecting 2010 baseline data	Reading, writing, mathematics targets reflecting 2011 summative data enhanced by 2012 baseline information	Reading, writing, mathematics targets reflecting 2012 summative data enhanced by 2013 baseline information	Reading, writing, mathematics targets reflecting 2013 summative data enhanced by 2014 baseline information	Reading, writing, mathematics targets reflecting 2014 summative data enhanced by 2015 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 Family Fun Day Review of Strategic Plan Community/staff surveys National Election Probable ERO Review Introduction of after school care programme	School Centenary Celebration	School Fair/Family Fun Day
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. Local Curriculum Kahui Ako WST focus areas: 1. Learner Agency 2. Learner Wellbeing	Teacher Inquiry into developing learner wellbeing Local Curriculum Kahui Ako WST focus areas: 3. Cultural Competency 4. Learner Wellbeing		
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	Parent Survey and Curriculum review	Staff Survey Health Curriculum Survey		
BOT NAG	Board election & induction of new trustees Review Finance 2 nd Year planning cycle	Review Property & Health & Safety Final year planning cycle Develop 2018-2020 Strategic Plan	Review Personnel 1 st year planning cycle	Board election & induction of new trustees Review Finance 2 nd Year planning cycle	Review Property & Health & Safety Number of property projects Final year planning cycle Develop 2020-2022 Strategic Plan	Review Personnel 1 st Year planning cycle	Review Personnel
Identified Achievement Targets	Reading, writing, mathematics targets reflecting 2015 summative data	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	Reading, writing, mathematics targets reflecting 2021 summative data

	enhanced by 2016 baseline information					enhanced by 2021 baseline information	enhanced by 2022 baseline information
--	--	--	--	--	--	--	--

2. STRATEGIC PLAN: 2019 - 2021

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	<p style="text-align: center;">Seatoun School</p> <p>Our curriculum practice is underpinned and consistent with the NZC through performing the following actions:</p>
<p>High expectations</p> <p>The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p>	<p>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.</p>
<p>Treaty of Waitangi</p> <p>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.</p>	<p>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.</p>
<p>Cultural diversity</p> <p>The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p>	<p>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</p>
<p>Inclusion</p> <p>The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>	<p>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.</p>
<p>Learning to learn</p> <p>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<p>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.</p>
<p>Community engagement</p> <p>The curriculum has meaning for students, connects with their wider lives, and engages</p>	<p>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.</p>

<p>the support of their families, whānau, and communities.</p>	
<p>Coherence</p> <p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<p>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.</p>
<p>Future focus</p> <p>The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation</p>	<p>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.</p>

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
<p>Principles Schools able to clearly demonstrate their commitment to the principles & to articulate how they are given effect in teaching & learning.</p>	<p>We are able to demonstrate that our practice is underpinned & consistent with the NZC.</p>
<p>Values Are to be encouraged, modelled and explored by students.</p>	<p>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.</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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.'</p>
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p>
<p>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.</p>	<p>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</p>
<p>Learning Pathways 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.</p>	<p>A planned and consultative process has been followed to develop school-wide approaches to 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</p>

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 <ul style="list-style-type: none"> • Equity • Community & Participation • Ecological Sustainability
<p>Managing Self</p> <p>Self-motivating 'Can Do'. Enterprising, reliable, resilient. Set personal goals, make plans, manage projects, set high standards. Can lead, follow & act independently</p>	<p>Learning to Be</p> <p>Act with greater autonomy, judgement, personal responsibility. A holistic approach to educating the whole person</p>	<p>Courage Responsibility Perseverance Self-Control Honesty</p>	<p>High Expectations & personal Best</p> <p>Passion, Joy & Celebration</p>	<p>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</p>	<p>Excellence Integrity</p>	
<p>Relating to Others</p> <p>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</p>	<p>Learning to Live Together</p> <p>Understanding of others, interdependence, respect of others, manage conflict</p>	<p>Responsibility Respect Compassion Giving</p>	<p>Co-operation & Teamwork</p> <p>A safe, Welcoming Environment</p>		<p>Diversity Respect</p>	
<p>Participating & Contributing</p> <p>Have a sense of belonging & confident to participate within new contexts. Understand rights & responsibilities; contribute to quality, sustainable social, cultural, physical & economic environments</p>				<p>Ask questions Contribute Listen</p>		
<p>Thinking</p> <p>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.</p> <p>Using Language, Symbols and Text</p>	<p>Learning to Know</p> <p>Combine broad general knowledge with specific knowledge. Learning to learn, lifelong.</p> <p>Learning to Do</p>		<p>Powerful Learning</p> <p>Strategic Learners</p> <p>Foundation Learning</p>	<p>Use initiative</p>	<p>Innovation Enquiry Curiosity</p>	

	Competence in many situations, learning in context formally & informally. By self & in teams.					
--	---	--	--	--	--	--

Objectives for improvement and achievement until December 2020

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 2020 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
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
- Reward and retention issues within the teaching profession
- Teacher workload and sustainability

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
2020 BOARD OF TRUSTEES MEETINGS (7 + Planning Day + Whānau Consultation Day) CORE AGENDA ITEMS

Date	Curriculum	Other
Term 1 20 February		<ul style="list-style-type: none"> ● Actions from last 2019 Board Meeting ● Principal performance appraisal & process ● Update Property projects ● Elect Chair ● 2020 Annual Report – Variance & Financial Statements ● Confirmation of 2020 Charter to MOE ● Ratify 2020 budget ● Ratify 2020 school organisation ● Appoint new MoE approved Property Manager ● 2021 School Dates
2 April	2020 Student achievement targets Support Programmes	<ul style="list-style-type: none"> ● Progress against Annual Plan ● Report back on KiVa survey results ● Enrolment Scheme – annual review of appropriateness
Term 2 30 April	PE/Sport Integration/Health Green Footprint Library e-Learning /ICT (BYOD)	
18 June	Enrichment Programmes Food & Fabric Technology Second language Learning Māori Arts	
26 June	Whanau Consultation Meeting - before Hui	Board to decide who from the Board will attend
Term 3 20 August	Learning Outcomes <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Planning Day (planning day options)
24 September	Review Annual Plan	Final planning for Planning Day
Term 4 31 October (Saturday)	PLANNING DAY (Exact time tbc)	
19 November		Planning Day Output Material 2021 Annual Plan & Budget Calendar for 2021 Draft 2021 school organisation

SEATOUN SCHOOL ANNUAL PLAN 2020

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

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

1. 2015 Education Review Office Report
2. Charter 2019 - 2021
3. 2020 Budget
4. School Docs Policies and Procedures
5. 2019 curriculum plans and documentation
6. 2019 Parent Survey
7. 2019 NZCER Wellbeing survey and Kāhui Ako Year 5-8 student survey
8. 2018 Staff Survey
9. Long term property documentation

Principal's Contextual Statement:

2020 is the last 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
- Continue to focus on supporting our students to live our school values

- Meet the goals and objectives of the Motu Kairangi Kāhui Ako including the goal of equity and excellence in student achievement.

The 2016/2018/2019 survey's 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. In 2019 we also ran focus groups where around 50 parents gave one hour of their time to talk in groups about our school and assist us to know what questions to ask in our 2019 survey.

As part of our 2019 Planing Day, staff, BoT and FoSS representatives evaluated our 2019 Annual Plan to inform our thinking for the development of the 2020 plan.

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 2020 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 with a focus on learner wellbeing
- Ensure new staff receive a comprehensive induction programme and ongoing support
- Continuation of e-learning across the curriculum. Use as an enabler to assist and where appropriate transform teaching and learning.
- Commence teaching of Digital Technology Curriculum
- Support BYOD programme and provide ongoing feedback to parents
- Further embed our special programmes (KiVa, Zones of Regulation and Pause Breath Smile)
- Support parents by offering parenting programmes
- Complete identified building projects
- Continue to support Kāhui Ako progress and in particular the 4 focus areas.

For planning purposes, a roll of 422 students has been predicted. This is higher than the MoE provisional staffing entitlement of 404. We expect to have the following roll numbers

End of Term 1: 389 End of Term 2: 402 End of Term 3: 414 End of Term 4: 422

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	<p>School Vision & Values</p> <ul style="list-style-type: none"> • 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 	<p>Charter</p> <p>Core Beliefs & Values</p> <p>Staff Handbook</p>	<p>All</p>	<p>February, then on-going</p>	
2	<p>Maintain an inclusive culture for Māori students and whanau</p> <ul style="list-style-type: none"> • 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 	<p>Charter</p> <p>Core Beliefs Teaching & Learning</p> <p>2019 Planning Day Outputs</p>	<p>All teaching staff</p> <p>BoT</p>	<p>On-going</p> <p>On-going</p>	
3	<p>Be an inclusive school – supporting learners with special education needs and recognising and celebrating the diverse cultures represented in our school</p> <ul style="list-style-type: none"> • 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 	<p>Charter</p> <p>Core Beliefs Teaching & Learning</p> <p>2015 ERO Report</p> <p>2019 Planning Day Outputs</p>	<p>All teaching staff</p> <p>BoT</p> <p>Students & families</p>	<p>On-going</p>	
4	<p>Friends of Seatoun School</p> <p>Fully support the FoSS</p>	<p>School Calendar</p>	<p>All</p>	<p>March, then on-going</p>	
5	<p>Celebration</p> <p>Celebrate and communicate the achievements of individuals, groups and the school</p>	<p>Core Beliefs Teaching & learning</p> <p>Most recent community survey and focus groups</p> <p>Most recent staff survey</p> <p>Appraisal documentation</p> <p>2019 Planning Day Outputs</p>	<p>All</p> <p>Complete Staff survey in 2020</p>	<p>On-going</p>	

Goal 2 Teaching & Learning: To deliver learning programmes that 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	<p>New Zealand Curriculum (NZC) & School Curriculum (unchanged):</p> <p>Ensuring our approaches to teaching and learning are consistent with the requirements and intent of the NZC (including National Standards)</p> <p>Considerations will include:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • <i>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?</i> <p>Using teacher Inquiry to improve teacher effectiveness and student achievement is the key school-wide PLD initiative in 2020.</p> <p>To take deliberate actions to develop my capability to:</p> <ul style="list-style-type: none"> • enhance student wellbeing • develop cultural responsiveness 	<p>Personal development plans & budgets</p> <p>Appraisal documentation</p> <p>Meeting agendas, minutes and action plans</p> <p>Curriculum Budgets</p> <p>Raising Achievement in Primary School. ERO, June 2014</p> <p>Minutes from Team leader/member review meetings</p>	All teaching staff	On-going -final review December	
2	<p>Support Programmes:</p> <ul style="list-style-type: none"> • 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 	<p>Support Programme Information booklet</p> <p>IEP Guidelines</p> <p>GATE Guidelines</p>	All teaching staff External Agencies	On-going As appropriate	

3	<p>Achieve the agreed goals identified in all curriculum plans and 2020 Planning Day Reports i.e.</p> <ul style="list-style-type: none"> 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 	<p>Most recent Planning Day reports</p> <p>Most recent curriculum implementation plans</p>	<p>Curriculum Team leaders</p>	<p>As stipulated in plans</p>	
4	<p>Technology Curriculum:</p> <ul style="list-style-type: none"> Review current practice & programmes and plan/implement school-wide PLD & resource acquisition to address any identified needs. Provide PD and support for introduction of Digital Technology strand 	<p>Technology report</p>	<p>Marion Hair</p>	<p>As per implementation plan</p>	
5	<p>e-Learning & ICT:</p> <ul style="list-style-type: none"> Build on current practice to effectively use e-Learning/ICT to improve the quality of teaching & student learning 	<p>eLearning Plan & Reports</p> <p>Planning Day material</p>	<p>Curriculum Team</p> <p>SLT</p> <p>All staff</p>	<p>T1 / on-going</p> <p>T2 - Nov</p>	
6	<p>General:</p> <ul style="list-style-type: none"> Teachers are supported to ensure the learning needs of all students are catered for Student achievement targets are effectively monitored & reported 	<p>2019 Planning Day output notes & team meeting minutes</p> <p>2019 Planning Day papers</p>	<p>Individual teachers & team leaders</p>	<p>On-going</p>	

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	
3	Events, Issues & Achievement: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 2020 Annual Plan:	Charter Previous years Curriculum & Planning Day reports Previous years Student achievement data Previous years 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: <ul style="list-style-type: none"> • Monitor all budgets and adjust as required and ensure expenditure reflects planned priorities <ul style="list-style-type: none"> o Continue to support to curriculum team leaders to build the capacity to independently manage and monitor their portfolio(s) • Develop a 2020 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: Monitor current & future student number to achieve optimal school operation	Enrolment Zone	Principal BOT	On-going	
3	Audit: No significant issues will be identified	Annual accounts	Principal Office Manager	Confirmed date of audit	

Fundraising: Budgeted figures will be meet or exceeded- <ul style="list-style-type: none"> • 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	Seatoun Hub - internal website Staff handbook School Docs Appraisal documentation Curriculum Guidelines	Principal & Leadership team Tutor teachers Buddy teachers All staff	Teacher Only Days, then on-going	
2	Staff Development: Provide relevant professional development and growth opportunities to meet both school priorities and individual requirements	Appraisal documents 2019 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	Staff Survey NZCER staff wellbeing survey Previous years 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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	<p>Health & Safety [including civil defence]</p> <p>All requirements met, including</p> <ul style="list-style-type: none"> • Maintenance 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 	<p>Property handbooks</p> <p>Maintenance schedules</p> <p>Hazard Identification Register</p>	<p>Leadership team</p> <p>BoT</p> <p>Property Personnel</p> <p>Health & Safety Officer</p>	<p>On-going</p>	
2	<p>Maintenance & Property Development</p> <p>Address all maintenance & capital works matters in a timely, efficient and effective manner</p> <ul style="list-style-type: none"> • On-going maintenance of all playground structures & equipment • 5 Year Property Projects – heating and ventilation; hall carpet replacement, classroom modernization, wind lobbies for entrances, toilets upgrade 	<p>10YPP</p> <p>5 Year Property Agreement</p>	<p>Principal</p> <p>Property Personnel</p>	<p>On-going</p> <p>As per p[planned schedules</p>	

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	<p>Green Footprint Plan</p> <p>Complete all actions within the timeframes and resources allocated</p>	<p>Curriculum Plan</p>	<p>Team Leader</p>	<p>As per timeframes set</p>	

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	
	1	2	3	4	5	6	7	8	1	2	3	4				
LITERACY																
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 of year	Inform teaching & summative judgements	Teacher Records LincEd LincEd	
PAT Listening			*	*	*	*	*	*	Wk 5					PAT	Formative & summative to inform Teacher Judgements	LincEd

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	*	*	*	*	*	*	*	*	Wks 1-3 (all)	Wks 1-3	Wks 1-3	Wks 1-3 (all)	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
Phonics													On-going as required		
Inquiry	*	*	*	*	*	*	*	*	*	*	*	*	Team moderation and evaluation	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
PAT Science			*	*	*	*	*	*	Wk 5				PAT		
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
	1	2	3	4	5	6	7	8	1	2	3	4			
MATHEMATICS															

Strategy Level Observations	*	*	*	*	*	*	*	*	*	*	*	*	JAM, NumPa or GLOSS diagnostic Interview, as appropriate	Inform teaching and summative judgements	LincEd final end of year
		*	*	*	*	*	*	*	*	*	*	*	Teacher observation during guided maths lessons		
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' End of Term 1 Goal setting meeting T2 Mid-Year student/parent/teacher conferences	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 LincEd
	*	*											Ongoing reporting as per Reporting Timetable After 1 month & 1 year at school		

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	

Seatoun School 2020 Achievement Targets

Year 1 and 2 Targets 2020

Demographic

	Boys	Girls	Total	
Year 1 from 2019	9	15	24	36
New 2020	8	4	12	
Year 2 from 2019	18	25	43	44
New 2020	1		1	
Total				80
Maori Students		2		

Year 1 and 2: Reading Target 2020

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

Baseline Data:

November 2019 data showed that 93% (40/43) of students who were in Y1 who moved to Y2, were reading at or above the expected level. 7% (3/43) were achieving

below the expected level. One new student arrived at the beginning of 2020. There are 2 Māori students included in this year group, neither of them are in any target groups.

In 2019, Yr 0 cohort, there 7 were children who had been at school for 20 weeks or longer who were all identified as being at or above the expected level. Four students (11%) were identified as needing extra focus to ensure they achieve at the expected level by the end of their first year at school. All the other students had less than 20 weeks at school.

In addition to the 7- Year 1 and Year 2 (2020) students that are achieving below the expected level there are 10, Year 2 students, and 4 - Year 1 students who either just at the expected level or we have concerns about them meeting the curriculum expectations. We would like these students to maintain and consolidate reading at the expected level. There are no Māori students included in these targets.

Target 1: The group of seven students, 3 Year 2 students, and 4 Year 1 students identified as achieving below the expected level, will be reading at the expected level as assessed by Teacher Judgements in November 2020.

Target 2: The group of fourteen students including 10 Year 2 students, and 4 Year 1 students, will maintain or achieve reading at the expected level, as assessed by Teacher Judgements in November 2020.

Actions	Resource	When
As per contextual statement		
Continue to target children using the Reading Eggs computer programme	Ensure access to upgraded i-pads able to run the programme successfully.	Terms 2
Continue to develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	Time to assess and discuss against the Learning Progressions Framework	Team release day Term 1 and 4
Identify target students to the school librarian so she can support book selections	Access to regular library times.	Weekly

Year 1 and 2: Writing Target 2020

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

Baseline Data:

November 2019 data showed that 91% (39/43) of students in Year 1, were writing at or above the expected level. All these children moved to Year 2 in 2020. 9%

(4/43) were achieving below the expected level. One new student joined the school in 2020.

In 2019, Year 0 cohort, there were 9 students who had been at school for 20 weeks or longer who were identified as being at the expected level. 1 student was identified as being below.

We have a number of children across both Year groups who are only just achieving at the expected level that are at risk of not making the expected progress to achieve the curriculum expectations. Therefore, our target includes a number of children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of 5 Year 1 and 2 students, which comprises, 4 Year 2 students and 1 Year 1 student, who are below the expected level, will achieve writing at the expected level as assessed by Teacher Judgements in November 2020.

Target 2: The group of 16 Year 1 and 2 students, which comprises, 9 Year 2 students (identified as achieving at the expected level) and 7 Year 1 students (who were either identified as achieving at the expected level or did not have a Teacher Judgement during 2019 as they had been at school less than 6 months) will maintain writing at the expected level as assessed by Teacher Judgements in November 2020.

Actions	Resource	When
As per contextual statement		
Continue to read own writing to buddy during buddy reading time.	Designated buddy reading time	Term 1 then ongoing
Explore incorporating poetry into the programme in a more in-depth way across the week.	Allocation of time in the classroom programme	Term and ongoing
Ensure authentic contexts for writing and the publication of 3 pieces of writing a term.	Ensure avenues for sharing writing.	All year
Make adaptations to writing in books for those needed.	Supply appropriate books for learner	All year
Continue to maintain handwriting in the programme as it is important to write fluently.	Time allocation	
Ensure low targeted students receive intensive use of support teacher time. Use Learning Assistants with more able students so the teacher can focus on lower students.	Literacy Support Teacher Hours	
Continue to develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	Access to the Learning Progressions Framework	Term 1 and 4

Year 1 and 2

Mathematics Target 2020

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

Baseline Data:

November 2019 data showed that 93% (40/43) of the Year 1 students were achieving at or above the expected level in mathematics. 3 students were below the expected level. All students moved to Year 2.

In 2019, Year 0 cohort, there were 8 students who had been at school for 20 weeks or longer who were identified as being at the expected level. 2 students were identified as being below the expected level.

There were 5 Year 1 students in 2019 who were only just achieving at the expected level who are at risk of not making the expected progress to achieve at the appropriate level of the curriculum for the following year. Therefore, our target covers children achieving at the expected level who we would like to maintain this achievement.

Target 1: The group of five Year 1 and 2 students, identified as achieving below the expected level, will achieve at the expected level, as assessed by Teacher Judgements in November 2020.

Target 2: The group of five Year 2 students, identified as achieving at the expected level, will maintain achievement at this level, as assessed by Teacher Judgements in November 2020.

Actions	Resource	When
As per contextual statement		
Continue to develop teachers' knowledge of the maths learning progression framework to accurately notice what student learning. Monitor target students using the Learning Progressions Framework.	Maths learning progression framework team discussions	Term 1 and 2
Investigate aspects of well-being which may support these students to learn better	Incorporate regular mindfulness/ developmental programme/brain break ideas into programmes Monitor the effectiveness of incorporating	

	practices to improve overall well-being into the classroom programme	
Review the maths bug programme.		Term team meeting

Year 3 and 4 Targets 2020

Demographic

	Boys	Girls	Total	
Year 3 from 2019	24	19	43	48
New 2020	4	1	5	
Year 4 from 2019	27	16	43	48
New 2020	3	2	5	
TOTAL			Total of 96	
NZ Maori Learners	Year 3: 2 Year 4: 2	Year 3: 1 Year 4: 2	7	

Year 3 and 4: Mathematics Target 2020

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

Baseline Data: November 2019 data shows 12% of current Year 3 students (6/48 students) and 4% of current

Year 4 students (2/48 students) were identified as achieving below the expected level in mathematics. 8 of the students are female and 4 of the students are male. There are 4 Maori students included in this data.

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 2020

Actions	Resource	When
As per contextual statement		2020 ongoing
Introduce specific skills programmes and train Learning Assistants to work one-to-one with students on these programmes	<ul style="list-style-type: none"> ● Train and support teacher-aides in SPRING maths ● Provide support teacher-aide time (3x a week)- using SPRING Maths programme ● Provide PD for Learning Assistant and SENCO in Numico programme ● Provide NUMICON resources and time to implement one-to-one sessions with target students 	Feb/March then ongoing
Investigate aspects of well-being which may support these students to learn better	<ul style="list-style-type: none"> ● Incorporate regular mindfulness sessions (from the Pause, Breather, Smile Programme) into classroom programmes ● Monitor impact on learning of incorporating practices to improve overall well-being into the classroom programme 	TOD-Term1 Ongoing
Maintain teacher inquiry into developing competency in the teaching of maths and continue to implement changes to programme as required	<ul style="list-style-type: none"> ● Familiarise teachers with the Learning Progressions Framework and use to monitor/assess progress ● Investigate/research dyscalculia to build teacher knowledge ● Regular team discussions/moderation/peer observations ● Monitor progress of students 	Ongoing
Explore further e-learning opportunities to enhance teaching and learning	<ul style="list-style-type: none"> ● Provide one-to-one support to individual students to maximise use of Mathletics as a tool ● Implement use of Maths tasks through Seesaw ● Implement learning about coding to support the Digital Technologies Curriculum ● Use of e-Learning PD time in meetings 	Ongoing

Year 3 and 4: Writing Targets 2020

Target 1:

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

Baseline Data: November 2019 data showed that 8% of current Year 3 students (4/48 students) and 4% of current Year 4 students (2/48 students) were identified as writing below or just at the expected level. 2 of the students are female and 4 of the students are male. There is one Maori student included in this data.

Target: The group of Year 3 and 4 students, identified as achieving below or just at the expected level in writing, will be writing at the expected level as assessed by Teacher Judgements in November 2019.

Actions	Resource	When
As per contextual statement		2020
Investigate aspects of well-being which may support these students to learn better	<ul style="list-style-type: none"> • Incorporate regular mindfulness sessions (from the Pause, Breathe, Smile Programme) into classroom programmes • Monitor impact on learning of incorporating practices to improve overall well-being into the classroom programme 	TOD-Feb Ongoing
Identify and target students with specific needs- eg spelling, handwriting/punctuation /generating and sequencing ideas	<ul style="list-style-type: none"> • Use e-asTTle rubrics, PAT testing, Essential Word Lists and phonics testing to identify spelling needs • Analyse our target students' writing, using the Learning progressions tool and monitor progress against this tool • Provide time in team meetings to analyse and discuss data, and form programmes in response 	Term 1 ongoing
Adapt classroom and support programmes to target needs	<ul style="list-style-type: none"> • Group students within classes and across team for specific programmes (eg phonics) • Use teacher-aid time for teachers to work one-to-one with identified students targeting needs (eg dictation, Hearbuilder and handwriting programmes) • Introduce assistive technology where appropriate (eg speech to text) 	
Continue to develop staff knowledge of Curriculum Progress tools to support planning and assessment.	<ul style="list-style-type: none"> • Provide access to the Learning Progressions Framework • Provide PD and time to familiarise teachers with the framework 	Term 1 and 4

	<ul style="list-style-type: none"> • Monitor target students using the Learning Progressions Framework. 	
--	--	--

Target 2:

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

Baseline Data: November 2019 data showed that 21% of current Year 3 students (10/48 students) and 25% of current Year 4 students (12/48 students) were identified as writing at but reading above the expected level. 6 of the students are female and 16 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 2020.

Actions	Resource	When
As per contextual statement		2020
Identify and target specific areas within writing where support is needed	<ul style="list-style-type: none"> • Identify areas of need using the Learning Progressions framework and e-asTTle • Target areas of weakness through specific teaching in small groups 	Term 1
Link writing more closely and explicitly to reading	<ul style="list-style-type: none"> • Create explicit connections between what they like to read and what makes a good writer • Teacher PD around how to support able writers to extend themselves eg ways to unpack reading more for students 	Ongoing
Create an online community that involves peer feedback and sharing with Google Docs	<ul style="list-style-type: none"> • Set up Google Doc access (Hapara) • Set expectations for students and teach children to use Author Circles competently to give peer feedback • Provide teacher models of feedback, and make feedback more explicit 	Term 3 and 4
Motivate students' using expertise from the community	<ul style="list-style-type: none"> • Arrange for authors to share with children- how they edit/where they get ideas etc • Use expertise of librarian to motivate students' as regards "good" writing 	Ongoing
Support students to identify their own next steps more independently	<ul style="list-style-type: none"> • Use e-asTTle tool on a twice-yearly basis to track target learners and share results with students 	Terms 2/3

	<ul style="list-style-type: none"> • Help students to set personal goals using exemplars 	
Continue to develop staff knowledge of Curriculum Progress tools to support planning and assessment.	<ul style="list-style-type: none"> • Provide access to the Learning Progressions Framework • Provide PD and time to familiarise teachers with the framework • Monitor target students using the Learning Progressions Framework. 	Term 1 and 4

Year 3 and 4: Reading Target 2020

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

Baseline Data: November 2019 data showed that 6% of current Year 3 students (3/48) and 4% of Year 4 students (2/48) were identified as reading 'below' the expected level. 2 of these students are female and 3 of the students are male. One of these students is Maori.

Target: The group of Year 3 and 4 students, identified as achieving below or just at the expected level in reading, will be reading at the expected level as assessed by Teacher Judgements in November 2020.

Actions	Resource	When
As per contextual statement		2020
Investigate aspects of well-being which may support these students to learn better	<ul style="list-style-type: none"> • Incorporate regular mindfulness sessions (from the Pause, Breather, Smile Programme) into classroom programmes • Monitor impact on learning of incorporating practices to improve overall well-being into the classroom programme 	TOD-Feb Ongoing
Communicate clearly with parents about how to help their child learn to read.	<ul style="list-style-type: none"> • Encourage parents to attend the "helping your child read" evenings 	Terms 2/3
Provide daily reading mileage for these students	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Use literacy support time from reading recovery teacher, where possible 	Term 1 and ongoing

these students		
Improve reading motivation for these students	<ul style="list-style-type: none"> • Provide team PD in meetings around ways to motivate reluctant readers • Use expertise of librarian to motivate readers 	From Term 2
Share resources	<ul style="list-style-type: none"> • Build shared resources to scaffold students • Share successful ideas from Sheena Cameron Book • Build up and use dyslexia-friendly books in school library 	Term 1
Continue to develop staff knowledge of Curriculum Progress tools to support planning and assessment.	<ul style="list-style-type: none"> • Provide access to the Learning Progressions Framework • Provide PD and time to familiarise teachers with the framework • Monitor target students using the Learning Progressions Framework. 	Term 1 and 4

Year 5 and 6 Targets 2020

Demographic

	Boys	Girls	TOTAL	
YEAR 5 (Y4 from 2019)	27	11	38	41
New 2020	2	1	3	
YEAR 6 (Y5 from 2019)	20	30	50	50
New 2020	1	1		
Total				91

NZ Maori Learners	Year 5: 3 Year 6: 3	Year 5: 0 Year 6: 2	8	
-------------------	------------------------	------------------------	---	--

Year 5 and 6: Reading Target 2020

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

Baseline Data:

November 2019 data shows that 5% of current **Year 5 students** (2 students - 2 Boys) are identified as achieving below and well below the expected level. One of the identified students is Maori.

November 2019 data shows that 10% of current **Year 6 students** (5 students - 3 Girls / 2 Boys) are identified as achieving below the expected level.

Target 1: The Year 5 students currently achieving below and well below the expected level respectively, will be achieving at, or just below the expected level as assessed by Teacher Judgements in November 2020.

Target 2: The Year 6 students currently achieving below and well below the expected level respectively, will be achieving at, or just below the expected level as assessed by Teacher Judgements in November 2020.

Background: Of these **7 students**, 2 are ESOL, 1 has RTLB intervention and 1 is ORRS funded.

Actions	Resource	When
As per contextual statement		
Ensure daily reading mileage to increase fluency and reinforce learning	<ul style="list-style-type: none"> Implement programme aimed at listening to students read for 5 minutes daily 	Term 1-4
Find ways to increase enjoyment of personal reading	<ul style="list-style-type: none"> Communicate regularly to closely monitor personal reading programme Work closely with the school librarian Purchase books to motivate readers 	Ongoing

Build decoding/comprehension skills	<ul style="list-style-type: none"> • Share research/effective teaching at team meetings • Provide targeted teacher-aide support • Purchase dyslexia friendly reading resources as needed 	Ongoing
Build punctuation knowledge	<ul style="list-style-type: none"> • Research/share strategies 	Ongoing
e-asTTle Reading	<ul style="list-style-type: none"> • Use of e-asTTle tool to triangulate against Probe data 	T1/2/3
Develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	<ul style="list-style-type: none"> • Access to the Learning Progressions Framework 	Term 1 and 4

Year 5 and 6: Writing Targets 2020

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

Baseline Data:

November 2019 data shows that 5% of **Year 5 students** (2 students - 2 boys) are achieving below or well below the expected level in writing. One of the identified students is Maori.

November 2019 data shows that 14% of **Year 6 students** (7 students - 5 boys, 2 girls) are achieving below the expected level in writing.

Target 1: 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 2020.

Background: Of these **9 students**, 1 is ESOL, 1 has RTLB intervention and 1 is ORRS funded.

Actions	Resource	When
As per contextual statement		

Build oral language skills	<ul style="list-style-type: none"> Identify/address needs 	Ongoing
Make explicit connections between types of communication- talking, reading, writing, visuals	<ul style="list-style-type: none"> Visuals/acronyms etc to prompt connections 	Ongoing
Explore ways to motivate writers	<ul style="list-style-type: none"> Share research/effective teaching practices at team meetings Monitor student attitudes Share engaging books/authors Aid recording of ideas, as appropriate eg digitally 	Ongoing
Implement editing strategy	<ul style="list-style-type: none"> Trial/share ideas within team Use of Read / Write and Draftback Chrome Extensions BYOD scheme allows instant Assistive technology 	Term 1-4
Ensure word study/spelling/punctuation programmes to target needs	<ul style="list-style-type: none"> Identify needs using a range of assessments-Blackwells, Pseudo Word Phonics, PAT tests Provide time to administer and analyse results Implement strategies to address needs in the class 	Term 2-4
e-asTTle Writing	<ul style="list-style-type: none"> Use of e-asTTle tool on a termly basis to track target learners. Sharing consoles with learners and target setting alongside A3 exemplar templates. 	T1/2/3
Ensure handwriting is a regular part of the programme	<ul style="list-style-type: none"> Time in class programme; systems Handwriting resources 	Ongoing
Develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	<ul style="list-style-type: none"> Access to the Learning Progressions Framework 	Term 1 and 4

Target 2

Baseline Data:

November 2019 data shows that 20% of **Year 5 students** (8 students - 7 boys, 1 girls) are achieving above the expected level in reading, but at the expected level in writing.

November 2019 data shows that 20% of **Year 6 students** (12 students - 6 boys, 6 girls) are achieving above the expected level in reading, but 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 2020.

Background: The needs of these **20 students** centres mainly on effective use of structure and language (deeper features) 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	<ul style="list-style-type: none"> ● MOE Literacy Learning Progressions-deeper and surface features ● Provide targeted teaching 	Term 1-4
Raise the profile of writing	<ul style="list-style-type: none"> ● Invite authors to speak to students ● Liaise with librarian/discuss displays 	Term 2-4
Promote effective editing strategies	<ul style="list-style-type: none"> ● Trial/share ideas within team 	Term 1-4
Implement programmes to extend language features/vocabulary, spelling	<ul style="list-style-type: none"> ● Provide time within the class programme ● Resources to aid teaching 	Term 2-4
Create an online community to promote sharing and peer feedback via Google Docs	<ul style="list-style-type: none"> ● Google Doc access/Set student expectations 	Term 2-4
Sharing progressions and co-construction of deeper feature success criteria with the students.	<ul style="list-style-type: none"> ● A transparent, and shared set of deeper feature success criteria are visible on classroom walls 	Term 1- 4
Develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	<ul style="list-style-type: none"> ● Access to the Learning Progressions Framework 	Term 1 and 4

Year 5 and 6 Mathematics Target 2020

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

Target 1:

Baseline Data:

November 2019 data shows that 12% of **Year 5 students** (5 students - 3 boys and 2 Girls) are currently achieving below the expected level in mathematics. One of the identified students is Maori.

November 2019 data shows that 8% of **Year 6 students** (5 Students - 2 boys and 3 girls) are currently achieving below the expected level in mathematics. Two of the identified students are Maori.

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 2020.

Background: Of these **10 students**, two are on an IEP, one has an RTLB referral and one is ORRS funded.

Actions	Resource	When
As per contextual statement		
Continue to develop use of Maths Whizz as an online teaching and assessment tool	<ul style="list-style-type: none"> • PD/discussion • Hold a parent workshop on 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	<ul style="list-style-type: none"> • Provide knowledge and strategy support programmes in addition to class programme • Provide for extra teacher time 	Term 1-4

Undertake teacher inquiry into developing capability at raising student achievement in mathematics	<ul style="list-style-type: none"> • Survey/monitor student attitudes • Continue to build growth mindsets as per previous teacher inquiries; problem-solving approach • Build professional knowledge, collaborate, observe others • Use digital learning and assessment tools, including Learning Progressions Framework 	Term 1-4
e-asTTle Mathematics	<ul style="list-style-type: none"> • Use of e-asTTle tool to strengthen data for strand mathematics. 	T1/2/3
Develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework.	<ul style="list-style-type: none"> • Access to the Learning Progressions Framework 	Term 1 and 4

Mathematics Target 2

Baseline Data:

November 2019 data showed that 33% of Year 5 students (14 students - 12 boys, 2 girls) are currently achieving above the expected level in mathematics.

November 2019 data showed that 23% of Year 6 students (14 students - 7 boys, 7 girls) are currently achieving above the expected level in mathematics.

Target: The group of **28 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 Teacher Judgements in November 2020.

Actions	Resource	When
As per contextual statement		
Provide focussed teaching and learning opportunities for 'above' students	<ul style="list-style-type: none"> • Make organisational changes eg cross-grouping • Provide problem-solving; rich tasks; paired/peer approach • Provide extension opportunities 	Terms 2/3
Mathswell / External competitions	<ul style="list-style-type: none"> • Coaching learners from T1 onwards to build problem solving and 	T1-3

	collaboration confidence.	
Develop the use of Maths Whizz as an online teaching and assessment tool	<ul style="list-style-type: none"> • PD/discussion • Hold parent workshop on how to assist their child at home and access student reports • Support and monitor student progress-use Maths Whizz online data 	Term 1-4
Develop staff knowledge on Curriculum Progress tools to support planning and assessment. Monitor target students using the Learning Progressions Framework and exemplars.	<ul style="list-style-type: none"> • Access to the Learning Progressions Framework 	Term 1 and 4

Year Y 7-8 Targets

Demographic

	Boys	Girls	TOTAL	
YEAR 7 (Y7 from 2019)	30	33	33	66
New 2020		3	3	
YEAR 8 (Y8 from 2019)	18	28	46	49
New 2020	2	1	3	
Total				115
NZ Maori Learners	Year 7: 3 Year 8: 2	Year 7: 4 Year 8 :0	9	

Writing Target

Aim: To maintain the number of Year 7 students working at the expected level and to increase the number of students working below the expected level, by the end of the year.

Baseline data: Data from November 2019 shows that (42 students) of the current Year 7 cohort are achieving at or below the expected level.

34 are achieving at and 8 are achieving below.

There are 5 Maori students in this data.

Targets 1: The group of 37 Year 7 students identified as achieving at the expected level will be achieving at or above the expected level, and the 8 students who are below to be working at the expected level as assessed by Teacher Judgements in November 2020.

Actions	Resources	When
As per contextual statement		2020
Collaboration	<ul style="list-style-type: none">● Across the team so we get fresh ideas with regards to designing our classroom programmes● Differentiated planning● Take time to observe each others classrooms● Collaborative planning	T1-T4
Increase enjoyment!	<ul style="list-style-type: none">● Find out what students enjoy in writing and using that to engage● Give purpose and make activities rich● Give the students creative choice around writing topics● Reducing pressure by:<ul style="list-style-type: none">- using writing buddies- group writing- Using devices as writing aides	

Teaching skills and strategies	<ul style="list-style-type: none"> • Give students regular opportunities to write across a range of genre • Imbed the author-cycle with all students and share how each class uses this model • Use of e-AsTTle rubric for self, peer and teacher assessment and moderation. Also share more between classes will spread new ideas for ways we can use this • Scaffold structure with planners • Teaching students tools such as speech to text 	
Model	<ul style="list-style-type: none"> • Use of novel studies to make explicit connections between authors techniques within texts and with students own writing processes and strategies. • WAGOLL - Visual examples of good work • Using digital and physical spaces for students to share good work 	
Teacher PD	<ul style="list-style-type: none"> • Continue to develop teacher capability with BYO devices to engage, motivate, scaffold and extend target students in writing. This year we will utilise Book Creator and Seesaw as a place to capture published writing and other media in order to summarise and synthesise learning 	

Y7&8 Reading Target

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

Baseline data: Data from November 2019 shows that 51 of the current Year 7/8 students are achieving above, 51 are achieving at the expected level and 8 students are achieving below. We have not included the 5 new students at this stage.

Target: The group of 51 students, Y7-8 students identified as achieving at the expected level will be achieving above the expected level, and the 8 students currently achieving below to be achieving at the expected level, as assessed by Teacher Judgements in November 2019.

Actions	Resources	Timeframe
As per contextual statement		2020
<ul style="list-style-type: none"> • Utilise our library and skilled librarian 	<ul style="list-style-type: none"> • To allow better links with programme • Structure reading goals and link to personal reading choice • Continue to purchase and provide books and material that students find engaging 	T1-T4

<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • With parents, where necessary to ensure they are reading and discussing text regularly • Encourage students to actively work towards their goals both at home and at school 	
<ul style="list-style-type: none"> • Model good reading 	<ul style="list-style-type: none"> • Reading to the students regularly • Global read aloud 	
<ul style="list-style-type: none"> • Increase enjoyment 	<ul style="list-style-type: none"> • Foster a love of reading • Time for students to read and share good books in class 	
<ul style="list-style-type: none"> • Widen interest 	<ul style="list-style-type: none"> • Use the “Readaloud” as a topic to engage students in new texts • Teacher, librarian and learners to recommend good books 	
Develop skilled readers	<ul style="list-style-type: none"> • Develop reading for inference through encouraging students to think deeply about text • Support students to break down and analyse good text • Use word studies to encourage students to increase vocab and understand a range of language features 	

Y7&8 Maths Target

Aim: To maintain the number of Year 7 students achieving at and above by the end of the year.

Baseline data: Data from November 2019 shows that 29 year 7 students are achieving above the expected level and 30 year 7 students are achieving at in mathematics.

Target: For year 7 students achieving at and above to maintain those judgements, as assessed by Teacher Judgements in November 2020.

Actions	Resources	Timeframe
As per contextual statement		2020
Increase enjoyment!	<ul style="list-style-type: none"> Time in class to review set tasks with students to further clarify understanding and increase engagement. 	T1-T4
Teaching flexible thinking	<ul style="list-style-type: none"> Dedicating a good portion of our programmes to giving our learners tasks that require flexible thinking and collaboration 	
Scaffold and support	<ul style="list-style-type: none"> Run the extension and Alim maths programmes Running in-class support as an option, rather than taking students out 	
Collaboration	<ul style="list-style-type: none"> Give opportunities to observe each other to help hone our own programmes Collaboration: Sharing successes at team meetings Opportunities to attend sessions and for other teachers to upskill by observing and discussing each others practices. Time as a team to discuss and help each other build a positive learning culture within our syndicate 	
Safe Environment	<ul style="list-style-type: none"> Well-being: running the pause, breathe, smile programme. KiVA: Help students to be socially settled and more likely to take risks Flexibility around testing to allow learners to grow and show what they know in other ways We aim to focus more on building a growth mindset with these learners. We will achieve this by focusing on what they can already do. Goal setting with parents, monitoring progress and have ongoing discussions with these learners and building a positive and inclusive class culture. 	
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> E-AsTTle maths tests will be used for pre and post testing, and the reports generated are used to give kids feedback on areas to improve 	

2020 Monitoring Timetable

Measures	Class Level								When Term				What	Why & Expectation	Where
	1	2	3	4	5	6	7	8	1	2	3	4			
LITERACY									1	2	3	4			
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 Term				What	Why & Expectation	Where
	1	2	3	4	5	6	7	8	1	2	3	4			
MATHEMATICS															
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 & 1 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

	TERM ONE			TERM TWO			TERM THREE			TERM FOUR		
Subject	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						E L L P					