

# *Normanby School Charter*

## *2018-2021*



Builder's Club



School Sport's Day



Swim Safe

## Normanby School

**Vision:** Titiro ki Runga **Mission:** To provide high quality education.

**Values:** For our students to be:  
Respectful, Responsible, Caring, Honest, Creative, Successful and to Persevere

### Goal One: Student Learning

For our students to demonstrate Normanby School values as they develop the skills and attitudes needed to become effective communicators, critical thinkers and to value learning.

### Goal Two: Collaboration

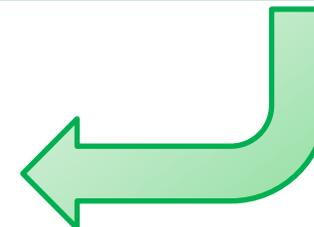
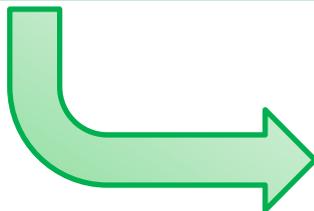
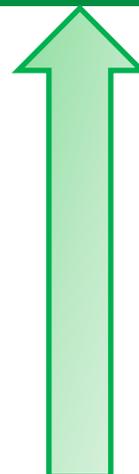
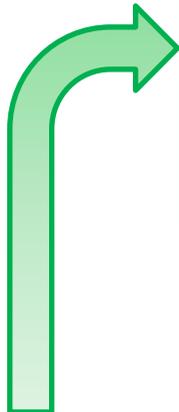
To value our people, in a supportive environment that encourages collaborative practices.

### Goal Three: Our Whanau

For our whanau to know that they are valued and have an important part to play in their children's learning.

### Goal Four: Our Resources

To provide our learners with stimulating resources in a safe and attractive learning environment.



## Normanby School Charter 2018-2021

### Consultation

In developing our Charter/ Annual plan the Board has consulted with the school community by:

- Holding a community chat evening;
- Board and staff collaborated to develop new goals based on community evening input;
- Providing documentation on the new goals for community feedback:
- As a component of the Board's self review cycle and charter development.

### Education Guidelines

The Normanby School Board of Trustees recognises the National Education Goals (NAGS), the National Educational Guidelines and the National Administration Guidelines (NAGS) and will meet all statutory obligations.

### Personnel, Finance and Property

Normanby School Board of Trustees will:

- Act as a good employer to teaching and non- teaching staff;
- Prepare a budget to monitor and control school expenditure;
- Allocate funds to meet the school's priorities so that students achievement is enhanced;
- Implement the 5 year/10 year property plans to ensure the school's facilities provide a safe, healthy learning environment.  
e.g. purchase classroom furniture, carpet, refresh painting on asphalt

### Recognising New Zealand's Cultural Diversity

Normanby School recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The Board demonstrates its recognition of New Zealand's cultural diversity through:

- Consultation with our Maori community on Charter development;
- Reflecting the unique place of Maori within our policy documentation and curriculum statements;
- The continuing development of policies and practices that reflect New Zealand's cultural diversity;
- Provide all students with experiences and understandings in cultural traditions, language and local history;
- Staff using commands and language in the classroom and when appropriate;
- Including a Maori dimension in curriculum planning documentation;
- Recognise the importance of Maori culture by allocating a management unit to this area of responsibility;
- Ensure that our kapa haka group has opportunity to develop and perform.
- Whole school visit to local marae bi-annually.

### Response to Request for instruction in Te Reo

The Board will respond to any request for instruction in Te Reo Maori by:

- Advising parents of the current level of Te Reo and Tikanga Maori available at Normanby School.

Offering to explore possibilities for extending the current provision including:

- Dual enrolment at Correspondence School
- Consulting with Resource Teacher: Maori
- Consulting with another school able to provide a higher level of Te Reo and Tikanga Maori.
- Advise parents where the nearest school is that provides a higher level of instruction in Te Reo and Tikanga Maori.

## Normanby School Strategic Plan 2018 – 2021

<b>GOAL ONE: STUDENT LEARNING</b>				
<b>Strategic Directions</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1A e-learning – use digital devices to develop personalised learning.	Maintain a dual platform. Consider the leasing of new portable devices. Ensure PD is provided for learning assistants and teachers as required.	Continue to move to Cloud based environment. Teachers to be part of the COL with the focus on digital fluency and moving through the e-learning framework to aim at empowerment. Build resource access to increase ratio of devices to students. Update laptops and iPads as budget allows through depreciation money. Students across all levels using a range of digital devices so that learning activities integrate digital technologies to develop digital literacy and build digital citizenship. Use Kāhui Ako resources to address staff needs Develop a digital citizenship profile to be implemented school wide.	Have a 1:2 portable device for student learning in rest of school. Have a 1:1 portable device for student learning in senior school. Dual platform maintained. Learning and teaching programmes empower students in authentic higher order collaborative learning. Final year of CoL with continued focus on staff expertise and sustainability of practice. The digital citizen profile to be implemented school wide after consultation.	Increase the number of devices within each classroom.  Increase the number of portable devices in the classes.  Review staff growth with Digital Fluency and devices using the ELP
1B Community of Learning - Digital Fluency	Put on hold for a year while we focus on Culture Counts	Identify a PLD provider. Identify base line starting point for teachers. (e-learning framework criteria) Establish in school lead teachers. Work within the cluster to develop teacher expertise.	Consolidate the process and learning for staff. Maori student achievement continues to improve, with an expectation that other students achievement will also improve. Student's digital fluency is also improved - data gathered as part of the COL	Final year of COL with continued focus on staff expertise and sustainability of practice. Student's digital fluency is also improved - data gathered as part of the COL. Review the current COL journey around Culture Counts. Check that sustainability and systems are in place. Continue building Maori achieving success as Maori.

1C To strengthen teachers' capability for effective and sustainable practice				
1D To develop the coaching and mentoring capacity of the senior leadership team				

**GOAL TWO: COLLABORATION**

Strategic Directions	2018	2019	2020	2021
<p>2A To continue to provide and develop collaborative practices throughout the school so there is cohesiveness in all year levels.</p> <p>To develop a cohesiveness and collaboration between staff, inclusive of new staff.</p>	<p>Transferring teacher planning, meeting minutes and all related day to day organisational matters to a Google platform. (I.e. PLM, LTM, Team meetings).</p>			→
	<p>Support children to develop relationships with trusted adults other than their own class teacher.</p>			→
	<p>Develop seamless transitions between schools, classes, and teachers. i.e. Network meetings, Intermediate transition, ECE to school transition, teacher to reliever transitions.</p>			→
	<p>Provide a reflection form for relievers to complete communicating and providing feedback and feedforward to class teacher and Principal,</p>			→
	<p>Continue to develop the tuakana / teina model for buddy systems. An older or more expert tuakana helps and guides a younger or less expert teina in a learning environment that recognises the value of Ako.</p>			→

**GOAL THREE: OUR WHANAU**

Strategic Directions	2018	2019	2020	2021
3A Community of Learning - “Culture Counts” Relationship based learning	Work with CoL schools to establish Across Schools Lead Teachers and in school roles. Processes and systems in place to support effective relationships. Link school wide targets and TAI to the primary aim of this PLD. Monitor Maori achievement regularly throughout the year. Increase teacher expertise in culturally responsive practices. .	Consolidate the process and learning for staff. Maori student achievement continues to improve with an expectation that other students achievement will also improve. Embed culturally responsive practises. Build student /teacher knowledge around being powerful learners.	Final year of CoL with continued focus on staff expertise and sustainability of practice. Maori achieving success as Maori.	Review the current CoL journey around Culture Counts. Check the sustainability and systems are in place.  Continue building Maori achieving success as Maori within the room.
3B Development of Student Leadership within the school	Develop a School Student Council and House Leaders. Attend National Young Leader Day. Students will take on ownership roles and responsibilities to enhance the school community. Opportunities will be provided for students to assume various roles e.g. assembly hosts, monitors etc. Real life models, exemplifying “leadership / Learning Heroes” will be identified.	Talents and strengths of students will be celebrated and valued within the school environment. Students will be competent thinkers and problem solvers actively seeking, using and creating knowledge.		

<b>GOAL FOUR: OUR RESOURCES</b>				
<b>Strategic Directions</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<p>4A Classroom Refurbishment</p> <p>4B Rebuild and repair the school pool complex</p>	<p>Work with Education Services to identify two classrooms to re-carpet and update the wall surfaces. 5YA expected cost: \$20,000.00</p> <p>Begin identifying pool faults and fundraising for potential repairs/upgrades</p>	<p>Continue with the classroom refurbishments. 5YA expected cost: \$20,000.00</p> <p>Update the carpet walls across the school to match the building work completed.</p> <p>Continue with pool repairs. Pool operational and able to be used. Depending on fundraising attempts look to provide a new shelter/changing sheds, solar panels, terraced seating, BBQ area and replace cobblestones with concrete.</p> <p>Encourage and seek community support to help with water blasting, painting and revitalising pool are environment.</p>		
<p>4C Development of Flexible learning spaces.</p>	<p>Work with the two Year 5 classes so that a range of flexible learning furniture items are available for their learners. Include personal storage solutions. Budget Costs: \$10,000 per classroom</p>	<p>Update furniture in two more rooms that allows for flexible learning</p>		

## Annual Plan for 2018

### Strategic Aim:

#### Goal One: Student Learning

For our students to demonstrate Normanby School values as they develop the skills and attitudes needed to become effective communicators, critical thinkers and to value learning.

All of our students to be able to experience success, with our **priority learners** being identified and specific support programmes implemented to support their progress in reaching the appropriate curriculum level as set out in the New Zealand Curriculum Document.

#### **2018 Process Aim**

- Teaching and Learning programmes will provide opportunities for our students to use a range of digital tools to enhance their learning.
- Students will have the opportunity to be actively involved in decisions about their learning.
- Students will develop thinking skills through the utilisation of a broad range of thinking tools and strategies, across all areas of the curriculum.
- Our students develop the skills to be self-regulated learners
- Our students will achieve at the curriculum level for their year group as set out in the New Zealand Curriculum, while continuing to develop sound skills in literacy and numeracy.
- All of our students to be able to experience success, with our priority learners being identified and specific support and programmes implemented to support their progress towards reaching expected levels of the curriculum.
- To review the Normanby School Curriculum Plan, converting updated content to Google Platform.
- To update our School Charter encompassing the next five year strategic plan.
- For our priority learners to receive specific targeted teaching to give them the opportunity of accelerated progress.
- For all school admin to be converted onto a Google Platform.
- To develop a Play Based Learning Programme in the Junior School.

#### Target:

- To develop teacher professional development through Culture Counts to have a better understanding and utilising of culturally responsive practices and the development of more positive learning relationships.
- To raise student's achievement in Mathematics and Writing.
- To increase parent involvement and support learning at home via "Seesaw App".
- To develop and refine a school wide framework that supports students' positive behaviour and learning.

	<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>
<b>1</b>	Attend all Kāhui Ako (Community of Learning) professional development courses with the focus being on relationship based programme "Culture Counts"	Principal and Guiding Coalition Group (Jude, Richard and Janelle)	Relievers for Richard and Jude: 8 x \$300 = \$2 400	Terms 1 to 4
<b>2</b>	Each teacher to identify in their class who their Maori students are and their levels of achievement. Record on class target sheets.	Principal, Senior Management		End of Term One
<b>3</b>	Teachers to present progress towards reaching targets, including reflections and next steps. Staff to provide support with other pedagogical approaches. Teachers to work with the target learners at least three times a week. Cumulative records kept and included in personal professional portfolio. (Arinui)	Principal, Senior Management	Professional Development for staff in effective mathematics and literacy practices.	End of every term
<b>4</b>	Utilise Edge pastoral programme to record behavioural incidents and support programmes	Principal, Senior Management and Kay	\$600 (PD Course in Term One in New Plymouth)	Term 1 and ongoing
<b>5</b>	TOD held on Tuesday 30 January. Develop a staff wide understanding of the School Behaviour Management System	Principal, Senior Management		Term 1 and ongoing reflection
<b>6</b>	Progress reports provided to Board.	Principal, Senior Management		End of Term 2 and 4
<b>7</b>	Analyse and reflect on year's work to inform progress and planning for the following year	Principal, Senior Management, Trustees		End of Year
<b>8</b>	Develop School Council and House Leaders – attend National Young Leaders Day in Palmerston North	Principal, Senior Management and Year 6 classroom teacher	\$600	Term One and continuing throughout 2018.
<b>9</b>	Develop Digital Citizenship profile and Cyber safety Unit for all students	ICT Leader, Principal, Senior Management		Term One
<b>10</b>	Encourage whanau and community to sign up to Seesaw so that children have a digital platform to share and talk about their learning.	ICT Leader, Principal, Senior Management and class teachers		Term One and ongoing throughout 2018
<b>11</b>	Staff to receive Professional	Principal, Senior Management	Professional Development for	2018 year

	Development on effective practices in Numeracy and Literacy to improve student outcomes.	Class teachers to set class targets	staff in effective mathematics and literacy practices.	
12	All staff to have professional development in Incredible Years Training or a Refreshers Course as required.	Principal, Senior Management	PD in Incredible Years – course, travel and reliever costs.	2018 year
13	Review Goals, Actions, Targets within existing Charter	Principal, Senior Management		Term 3 2018
14	Review Normanby Curriculum Plan, updating as necessary and converting to Google Platforms.	Principal, Senior Management		Term 2 / 3
15	Normanby Curriculum Plan - Consider assessment schedule, future direction for reporting progress	Principal, Senior Management		Term 2 / 3
16	Review and update action plan as set out in Normanby e-learning Strategic Plan	ICT Leader, Principal, Senior Management		Term 3 2018
17	Draft 2019 Charter, seek community input	Principal, Senior Management		Term 3 / 4
18	Review Draft Charter and Implement	Principal, Senior Management and BOT		Term 4
19	Develop a Play Based Learning Programme in the Junior School and communicate this with staff, BOT and community through information meetings and staff professional development	Lead teacher of Play Based Learning, AP and Principal	\$2 000	All of 2018.

**Strategic Aim:**  
**Goal Two: Collaboration**

To value our people, in a supportive environment that encourages collaborative practices.

**2018 Process Aim**

- To ensure our students are able to explore with empathy their own values and those of others.
- To display integrity which involves being honest and acting ethically.
- To share responsibility for the emotional, social and physical well-being of the community.
- To develop a school wide framework that supports students' positive behaviour and learning.
- For our learners to be able to identify with and talk about the vision of the school.
- To provide a greater emphasis on cooperative learning across year levels based on an ethos of tuakana teina and culturally responsive practices.
- Students will have the opportunity to be actively involved in decisions about their learning.
- Our Maori students feel that their language, culture and identity are acknowledged and valued, and that they are succeeding as Maori.
- To encourage teachers to use "Google Drive" as a means of collaborative planning

**Target:**

- To use the Pastoral Care database within Edge to assist in evidence based decision making to guide implementation of practices across the school.
- To develop inclusive school practices where all learners are valued and supported to reach their potential.
- To develop teacher professional development through Culture Counts to have a better understanding of culturally responsive practices and the development of more positive learning relationships.
- To use our School Newsletters, School Website, Facebook and Seesaw to communicate effectively with our school community.

	<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>
<b>1</b>	Attend all Culture Counts professional development courses	Principal and Guiding Coalition Group (Jude, Richard and Janelle)	Relievers 8 Days @ \$300 = \$2400	Terms 1 to 4
<b>2</b>	Utilise Edge pastoral programme to record behavioural incidents and support programmes	Principal, Senior Management and Kay	\$600	Term 1 and ongoing
<b>3</b>	TOD held on Tuesday 30 January. Develop a staff wide understanding of the School Behaviour Management System	Principal, Senior Management		Term 1 and ongoing reflection
<b>4</b>	Develop School Council and House Leaders – attend National Young Leaders Day,	Principal, Senior Management and Year 6 classroom teacher	\$600	Term One and continuing throughout 2018.

**Strategic Aim:**  
**Goal Three: Our Whanau**

For our whanau to know that they are valued and have an important part to play in their children's learning.

**2018 Process Aim**

- To ensure our students are able to explore with empathy their own values and those of others.
- To display integrity which involves being honest and acting ethically.
- To share responsibility for the emotional, social and physical well-being of the community.
- To develop a school wide framework that supports students' positive behaviour and learning.
- For our learners to be able to identify with and talk about the vision of the school.
- To provide a greater emphasis on cooperative learning across year levels based on an ethos of tuakana teina and culturally responsive practices.
- Our Maori students feel that their language, culture and identity are acknowledged and valued, and that they are succeeding as Maori.
- Our whanau/ families to have regular communication with their school.
- Opportunities are provided for our whanau to have input into the strategic direction of their school.
- Opportunities are sought to make contact with local marae.
- Consultation with our community will be both formal and informal and identified on the Board annual work plan.
- Increase the range of strategies to communicate with and involve our whanau/families in their school.

**Target:**

- To develop inclusive school practices where all learners are valued and supported to reach their potential.
- To develop teacher professional development through Culture Counts to have a better understanding of culturally responsive practices and the development of more positive learning relationships.
- To use our School Newsletters, School Website, Facebook and Seesaw to communicate effectively with our school community
- To support our entire staff to own the school's vision and mission so that our students have a better understanding.
- To support our staff to become increasingly effective practitioners.
- To provide professional learning opportunities for all staff to support the achievement of our school goals and to improve the skills in our staff so that they are able to learn with and from each other.
- To support our staff in developing their reflective practices in the spirit of inquiry.
- To support our staff in developing teaching and learning programmes that provide our students with a broad range of learning opportunities.
- Our staff to be culturally aware and responsive to the needs of our Maori students.
- To support staff in learning and using Te Reo and a deeper understanding of Tikanga.

	<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>
1	Attend all Culture Counts professional development courses	Principal, Senior Management	Relievers \$2 400	Terms 1 to 4
2	To support our staff in developing their reflective practices in the spirit of inquiry through the TAI process. Impact on student achievement targets will be evident e.g. writing and maths	Principal, Senior Management		All of 2018 Presentations at end of Term 4
3	To support our staff to become increasingly effective practitioners. Learning partners are now a given. Video observations linked to TAI. Deliberate actions within and cross the senior and junior schools for engagement and collaboration.	Principal, Senior Management	PD Courses as required. \$2 000	Terms 1 to 4
4	Increase the range of strategies used to communicate with and involve our whanau/families in their school. Current methods include Facebook, weekly newsletters, Meet the Teacher, 3 way conferences. Thank you morning tea. Whanau lunch, Seesaw	Principal		Teachers to keep a record of parents / whanau who come to their class to participate. Iwi present through the COL. A greater number of whanau at the thank you morning tea.
5	Consultation with our community will be both formal and informal and identified on the Board annual work plan. Consultation on our behaviour review and our curriculum to be carried out. Teachers to be proactive in encouraging whanau into the classrooms.	Principal and BOT		All 2018
6	To support our staff in learning and using Te Reo and acquire a deeper understanding of Tikanga through Professional Development	Te Reo lead Teacher, Principal		Throughout the year
7	To review the vision and curriculum implementation plan for Te Ao.	Te Reo lead Teacher, Principal	Release Days 4 x \$300 = \$1 200 Relievers Budget.	Throughout the year

**Strategic Aim:**  
**Goal Four: Our Resources**

To provide our learners with stimulating resources in a safe and attractive learning environment.

**2018 Process Aim**

- Implement and complete our 5 year property plan;
- To ensure that the external environment is maintained to a high standard;

**Target:**

- To replace carpet as necessary i.e. Classrooms and hallway
- To install air conditioning units in all classrooms and the Principal's Office over the next 5 years.
- To refurbish all classrooms with flexible learning furniture.

	<b>Actions to achieve targets</b>	<b>Led by</b>	<b>Budget</b>	<b>Timeframe</b>
<b>1</b>	To refresh painting on Asphalt	Principal	\$1 000	Term 1
<b>2</b>	To replace all old and worn carpet	Principal and BOT	\$20 000	2018
<b>3</b>	Action classroom upgrades including the installation of air conditioning units as finances become available.	Principal and BOT	\$60 000	2018 to 2022
<b>4</b>	Rebuild and repair the school pool complex	BOT and Principal	\$120 000	2018 / 2019
<b>5</b>	To refurbish classrooms so that they are more in line with the collaborative learning programmes teachers encourage i.e. Flexible learning environment furniture in every classroom.	Principal and BOT	\$10 000 per classroom x 8 = \$80 000	2019 onwards (as finances are available)

## Student Achievement Targets – 2018

Our student achievement targets have been established based on our participation in the South Taranaki CoL and the end of 2017 data. Our focus is on all of our Maori students aligned to culturally responsive practices and relationship based teaching. This will also have an impact on all of the other students.

**Charter Strategic Aim:** For our students to achieve at or above the expected level of the New Zealand Curriculum. For our students to develop sound skills in literacy and numeracy.

**Annual Aim:** Based on 2017 data: To reduce the number of Maori students we have in the well below/ below band of national standards and to increase the number of Maori students in the above band across all of the three core areas. To increase levels in mathematics and writing across the whole school.

### End of Year Summary Report 2017

#### Percentages of Students Who are At / Above

2017 n= 148                      Boys – 71    Girls - 77    Maori - 80

	Reading	Writing	Maths
End of 2015	73.1%	73.8%	75.5%
End of 2016	74 %	78.2%	77.8%
End of 2017	74.3%	70.3%	65.5%

#### 2017 Year Level percentages At / Above

	Reading	Writing	Maths
Year One	20%	100%	100%
Year Two	60.8%	78.6%	78.6%
Year Three	87%	73.9%	60.9%
Year Four	90.3%	74.2%	81.9%
Year Five	77%	50%	42.3%
Year Six	68.5%	31.4%	54.3%

#### 2017 Maori Achievement: Percentages At / Above

	Reading	Writing	Maths
Maori	70%	72.5%	66.3%
NZE	79.4%	67.6%	64.7%

**Gender / Ethnicity Comparisons**

Reading	WB			B			AT			AB		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Maori	7.8%	8.1%	12.5%	18.4%	17.5%	17.5%	22.8%	32.4%	30%	44%	41.8%	40%
Boys	6.4%	8.8%	9.8%	23.3%	20.2%	15.5%	24.6%	29.1%	28.2%	45.4%	40.5%	46.5%
Girls	6.9%	5.3%	10.4%	15.2%	18.6%	15.6%	19.4%	29.3%	31.2%	58.3%	41.3%	42.8%
All	6.7%	7.1%	10.1%	19.4%	18.8%	15.5%	22.8%	32.4%	29.7%	50.3%	41.5%	44.7%

Writing	WB			B			AT			AB		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Maori	2.6%	5.4%	7.5%	22.3%	12.1%	20%	60.5%	66.2%	60%	12.9%	16.2%	12.5%
Boys	6.4%	8.8%	9.8%	31.1%	17.7%	25.4%	57.1%	62%	54.9%	5.1%	11.3%	9.9%
Girls	5.5%	5.3%	6.5%	8.3%	10.6%	18.2%	68%	65.3%	62.3%	18%	18.6%	13%
All	6%	7.1%	8.1%	21.1%	14.2%	21.6%	62.4%	63.3%	58.8%	11.4%	14.9%	11.5%

Maths	WB			B			AT			AB		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Maori	3.9%	4%	10%	18.4%	21.6%	23.7%	69.7%	66.2%	56.3%	6.6%	8.1%	10%
Boys	3.8%	5%	11.3%	20.7%	15.1%	21.1%	24.6%	68.3%	57.7%	45.4%	11.3%	9.9%
Girls	6.9%	2.6%	10.4%	15.2%	21.3%	26%	27.8%	68%	55.8%	51.4%	8%	7.8%
All	6.7%	3.8%	10.2%	19.4%	18.1%	23.6%	22.8%	68.1%	56.8%	50.3%	9.7%	8.9%

<b>Targets for Raising Student Achievement in Writing</b>	
<b>Strategic Aim: Focus Area One</b>	All students have equitable opportunities to access the New Zealand Curriculum as evidenced by achievement in relation to Curriculum Levels.
<b>Strategic Objectives:</b> <ul style="list-style-type: none"> <li>• Improve teacher effectiveness, pedagogy and practice;</li> <li>• Develop teachers' confidence and ability in teaching writing;</li> <li>• Address the needs of students 'at risk' or cause for concern' in relation to the Curriculum Level for their year;</li> <li>• Continue to increase achievement in literacy for all students;</li> <li>• Monitor student achievement in literacy;</li> <li>• All teachers strive for excellence;</li> <li>• To increase student achievement in literacy.</li> </ul>	
<b>Curriculum Area:</b>	<b>Key Competencies:</b>
<ul style="list-style-type: none"> <li>• Writing (literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• Using language symbols and texts</li> <li>• Thinking</li> <li>• Managing Self</li> </ul>
<b>Annual Objectives and Aims:</b> <ul style="list-style-type: none"> <li>• All students who are at risk of underachieving in writing will make accelerated progress (i.e. more than a year's progress with a trajectory of achieving at / above the curriculum level for Year 6 (Level 3).</li> <li>• Increase the number of students achieving at or above the curriculum level for their year group in reading and writing. Our target is to at least have 80% of students achieving at or above their curriculum level.</li> </ul>	
<b>2018 Annual Targets</b> <ul style="list-style-type: none"> <li>• All students who were well below or below the National Standard for writing at the end of 2017 will make accelerated progress in relation to their specific end of year Curriculum Level.</li> <li>• In 2018 – our 29.7% of students in 2017 who are well below or below standard will be targeted in writing to be AT the National Curriculum level for their year groups.</li> <li>• We aim for 80% (<i>currently 70.3% in 2017</i>) of our student population to be at or above National Curriculum standard for their year group.</li> <li>• We aim for 20% (<i>currently 11.5% in 2017</i>) of our student population to be above the National Curriculum standard for their year group.</li> <li>• Excel the achievement of our Maori students to increase their representation in the above achievement band (<i>currently in 2017 12.7%</i>)</li> </ul>	

<b>Baseline Data</b>			
<ul style="list-style-type: none"> <li>• In writing 70.3% of students were at or above</li> <li>• 72.5% of Maori students were at or above</li> <li>• 64.8% of boys were at or above</li> <li>• 75.3% of girls were at or above</li> <li>• We have 12.5% of Maori students achieving above the standard</li> <li>• We have 9.9% of boys achieving above the standard</li> <li>• We have 11.5% of girls achieving above the standard</li> </ul>			
<b>Planned actions for 2018</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Resourcing</b>
Review assessment information with teachers and identify target learners	Week 1 to 6 Term 1	Principal Senior Management Lead Teacher of Literacy	Lead Teacher of Literacy
Identify target learners and their learning needs i.e. specific skills and concepts they need to focus on. Set priority learner plans for teachers "Target Students"	Week 1 to 6 Term 1	Lead Teacher of Literacy Teachers	
Weekly monitoring meetings to discuss progress of target learners – teaching as inquiry model – recorded in priority Profiles – what shift had happened? What interventions caused shift? Where to next?	Weekly Team Meetings	Week 6 onwards Junior Team Senior Team	
Work with parents and families around ways to support students' learning, and teachers using knowledge of the child to personalise teaching programmes.		Principal Senior Management Teacher	
Learning Assistants – How can best be used?		Principal Senior Management Teacher	

In school professional development regarding reading / writing across the curriculum Observation Format Pre-analysis discussion Observation Post Discussion – next steps	As needs arise from data discussion	All staff	Gail Loane “I’ve got something to say” Alison Davis “Effective Writing Instruction” Sheena Cameron “The Writing Book”
Professional Development	Professional Learning Meetings	Leader of Literacy - Share information and learning to all staff All Staff	Writing Workshops
Assessment Task developed across curriculum	At assessment points per calendar	Teachers	
Observations: Video Teaching Practice, class programme, rich rotational tasks Supported peer observations undertaken		Teachers Leader of Literacy Principal	Relief Teachers  Term 2 & 3
Analyse and reflect on end of year data to inform progress and planning for the following year.		Principal Senior Management	Term 4 End of year

<b>Targets for Raising Student Achievement in Mathematics</b>	
<b>Strategic Aim: Focus Area Two</b>	All students have equitable opportunities to access the New Zealand Curriculum as evidenced by achievement in relation to Curriculum Levels.
<b>Strategic Objectives:</b> <ul style="list-style-type: none"> <li>• Improve teacher effectiveness, pedagogy and practice;</li> <li>• Develop teachers' confidence and ability in mathematics teaching;</li> <li>• Address the needs of students 'at risk' or cause for concern' in relation to the Curriculum Level for their year;</li> <li>• Continue to increase achievement in mathematics for all students;</li> <li>• Monitor student achievement in mathematics;</li> <li>• All teachers strive for excellence;</li> <li>• To increase student achievement in mathematics.</li> </ul>	
<b>Curriculum Area:</b>	<b>Key Competencies:</b>
<ul style="list-style-type: none"> <li>• Mathematics (numeracy)</li> </ul>	<ul style="list-style-type: none"> <li>• Using language symbols and texts</li> <li>• Thinking</li> <li>• Managing Self</li> </ul>
<b>Annual Objectives and Aims:</b> <ul style="list-style-type: none"> <li>• All students who are at risk of underachieving in mathematics will make accelerated progress (i.e. more than a year's progress with a trajectory of achieving at / above the curriculum level for Year 6 -Level 3)</li> <li>• Increase the number of students achieving at or above the curriculum level for their year group in mathematics. Our target is to at least have 75% of students achieving at or above their curriculum level.</li> </ul>	
<b>2018 Annual Targets</b> <ul style="list-style-type: none"> <li>• Aim for all students, who were Well Below or Below the National Standard for mathematics at the end of 2017, to make accelerated progress in relation to their specific end of year Curriculum Level.</li> <li>• In 2018 – our 33.8% of students in 2017 who were well below or below standard will be targeted in mathematics to be AT the National Curriculum level for their year groups.</li> <li>• We aim for 75% (<i>currently 65.7% in 2017</i>) of our student population to be at or above National Curriculum Level for their year group.</li> <li>• We aim for 15% (<i>currently 8.9% in 2017</i>) of our student population to be above the National Curriculum Level for their year group.</li> <li>• Excel the achievement of our Maori students to increase their representation in the above achievement band (<i>currently in 2017 10%</i>)</li> </ul>	

<b>Baseline Data</b>			
<ul style="list-style-type: none"> <li>• In writing 65.7% of students were at or above</li> <li>• % of Maori students were at or above</li> <li>• % of boys were at or above</li> <li>• % of girls were at or above</li> <li>• We have 10% of Maori students achieving above the standard</li> <li>• We have % of boys achieving above the standard</li> <li>• We have % of girls achieving above the standard</li> </ul>			
<b>Planned actions for 2018</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Resourcing</b>
Review assessment information with teachers and identify target learners	Week 1 to 6 Term 1	Principal Senior Management Lead Teacher of Mathematics	Lead Teacher of Mathematics
Identify target learners and their learning needs i.e. specific skills and concepts they need to focus on. Set priority learner plans for teachers "Target Students"	Week 1 to 6 Term 1	Lead Teacher of Mathematics Teachers	
Weekly monitoring meetings to discuss progress of target learners – teaching as inquiry model – recorded in priority profiles – what shift had happened? What interventions caused shift? Where to next?	Weekly Team Meetings	Week 6 onwards Junior Team Senior Team	
Work with parents and families around ways to support students' learning, and teachers using knowledge of the child to personalise teaching programmes.		Principal Senior Management Teacher	
Learning Assistants – How can best be used?	Work with staff / LA's to ensure they are assisting the achievement of students in the best possible way.	Principal Senior Management Teacher	

<p>In school professional development regarding mathematics cross the curriculum          Observation Format          Pre-analysis discussion          Observation          Post Discussion – next steps</p>	<p>As needs arise from data discussion</p>	<p>All staff</p>	
<p>Professional Development</p>	<p>Professional Learning Meetings</p>	<p>Leader of Mathematics          Principal          All Staff</p>	
<p>Analyse and reflect on end of year data to inform progress and planning for the following year.</p>		<p>Principal          Senior Management</p>	<p>Term 4          End of year</p>