

# Port Ahuriri School Governance Manual

2016 - 2018

MoE Number 2648



## The School Charter

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## Introduction

### Governance

The board is entrusted to work on behalf of the stakeholders. It emphasises strategic leadership rather than administrative detail and ensures that it complies with legal and policy requirements. Enhancing student achievement is its focus.

### Management

- The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal. [For detail see Operational Policies]
- Education Act 1989, Section 75 and 76, and Section 65
- The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:
- s.75 Boards to control management of schools –
- Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.
- s.76 Principals –
  - (1) A school's principal is the board's chief executive in relation to the school's control and management.
  - (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
    - (a) Shall comply with the board's general policy directions; and
    - (b) Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

### The School and its Community

- Port Ahuriri School is a state contributing primary school of approximately 265 Year 1-6 students situated in the Ahuriri area of Napier. The original school was built in 1866 making it the oldest school in Napier. Students attending the school come from a wide geographical area. Most of the students travel to school each day by car.
- The school provides high quality educational opportunities for its students and as a result is well supported by the communities it serves. Because of the reputation the school has developed, the board is able to attract high quality staff.
- Port Ahuriri School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.
- The school clearly identifies with the Ahuriri and Hospital Hill areas of Napier. The school is significantly supported by families from the wider Napier area because of convenient childcare before and after school, Montessori education and the quality of educational opportunities provided. The Board adopted an enrolment scheme in 2009 to manage student roll growth.

### National Education Priorities

We recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into all curriculum areas. The school curriculum encourages students to understand and respect the different cultures which make up New Zealand. Regular Te Reo lessons ensure our students are familiar with greetings, social phrases and instructions and emphasise the bi-cultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instructions in Te Reo Maori in light of the school's resourcing and with due consideration at the time the request is received.

Port Ahuriri School recognises the Government's National Education Priorities:

- **Success for all.** All students at Port Ahuriri School have opportunities for success. Our planning is based on the aims and objectives of the NZ Curriculum.
- **A safe learning environment.** Port Ahuriri School provides a safe, stimulating learning and teaching environment for students and staff. Through planning, consultation and monitoring the Board and staff ensure that the physical and emotional environment is maintained and enhanced. Potential hazards identified through regular checks are minimised or eliminated.
- **Improving Literacy and Numeracy.** We place a high priority on improving student achievement particularly in Literacy and Numeracy. Special emphasis is placed on students whose education may be at risk through underachievement
- **Better use of student achievement information.** We collect comprehensive data on student progress, using this to

inform future teaching and learning priorities. Assessment is based on standardised and diagnostic tools, as well as teacher unit assessment against the achievement objectives of the NZ curriculum, teacher observation and anecdotal evidence.

- **Improving outcomes for students at risk.** Students identified as being at risk on the basis of reliable data, or students who have special learning needs are supported in a variety of programmes in our school. We offer individualised and/or group programmes involving teacher, teacher aide or external agencies, catering for achievement and/or social needs.
- **Improving Maori student outcomes.** Our Maori community is consulted with regard to school programmes, strategic planning and identification of goals and targets. On-going reporting identifies the achievements of Maori students against these targets.
- **Reporting.** Port Ahuriri School parents and families receive comprehensive student reports twice yearly including national standards reporting. The school has an open door policy, and staff/parent communication is regular and honest.
- **Inclusive Practices.**
  - All students at Port Ahuriri School are encouraged to have strong self-belief in their abilities and aspirations.
  - The school identifies and welcomes learners with special education needs and includes them in whole of school life.
  - Teaching programmes are structured to be appropriate to learners with special education needs.
  - The school works in partnership with whanau/families and with specialised service providers and other agencies.
  - Staff receive appropriate professional learning and development to cater for learners with special education needs.
  - The school monitors and reports on the progress of and budgets associated with learners with special education needs.
  - The school has an implementation plan to assist students with special education needs through identification, programming, data analysis and reporting to support their educational achievement.
  - The school identifies students who are not achieving, are at risk of not achieving, have special needs, and have needs in relation to specific areas of the curriculum and/or behavioural needs. The school then implements teaching and learning and/or social strategies to address these needs.

#### **What does Inclusive Practice look like at Port Ahuriri School?**

- Teachers develop positive relationships with the child, their families, and support agencies.
- Differentiated curriculum to suit needs of all learners in our school.
- Programmes are developed by the teacher, and may be assisted in implementation by support staff.
- Expectations from management that all teachers can teach all children, and there will be support offered when needed.
- Developing strong links between the whole school community.
- Specific programmes, eg. Reading Recovery, ALiM./MST, mentoring programme, ESOL programmes, target groups.
- Demonstrating that we value the cultural make up of our school through celebration in the arts and cultural performances, particularly pertaining to Maori, Pacific and Japanese students.
- Every child is included in Te Reo lessons.
- At Port Ahuriri School we believe that the relationships between the students and their teachers is the key to enhance learning.
- We keep an up to date special needs register, and a monitoring list in each class.
- We all take responsibility for the happiness and well-being of students.
- Developing school wide buddy programmes help all children feel that they belong.

#### **National Education Goals**

The school integrates the National Educational Goals (NAG's) and National Education Priorities (NEG's) at governance and operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are currently recognised as curriculum priorities in Years 1-6, (see strategic goals). Achievement results are analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes.

#### **Student Achievement**

- The school collects an extensive range of student achievement information analysed by level, gender and ethnicity and by area of special need.

- Implementation of the National Standards has been successful. The school recognises the Better Public Service target of “85% of students in years 1 – 10 will meet literacy and numeracy expectations by 2017” and is implementing school wide developments to achieve this.
- Teachers’ collaboratively moderate data, in teams, school wide, and with other schools, to improve the consistency and validity of their judgements about student achievement.
- School reported data indicates that high numbers of students achieve at or above the National Standards in reading, writing and mathematics.
- Students with special strengths and talents are recognised and a range of programmes are in place to extend and enrich their learning.
- Children with special education needs are integrated into class and individual learning programmes. The school demonstrates its inclusive practices through:
  - Having high ethical standards and leadership that builds on school culture,
  - Having well organised systems, effective staff collaborative practice that identify and support priority students,
  - Having a developed school implementation plan for special education needs students,
  - Using innovative and flexible practices that manage the learning and/or behavioural challenges of these students,
  - Reporting to the Board and community on the effectiveness of these programmes and expenditure incurred.
- Teachers use achievement data in literacy and numeracy to influence the style and level of teaching. They reflect on the usefulness of assessment tools and plan to make further changes to the tools used and how learning is assessed.
- Maori students are well engaged in learning, sporting and social and cultural events at Port Ahuriri School.
- Students are productively engaged in a wide variety of learning experiences relevant to their interests and needs. School wide topics are linked to current and local events.

### **Procedural Information**

The planning year for the board will be from 1 January to 31 December.

The school Charter, including national Standards data and analysis is lodged with the Ministry of Education by 1 March each year.

The annual report is lodged with the Ministry of Education by May 31 each year.

**Strategic Section.**

**School Vision**

To provide a happy environment, encouraging each child to discover and reach their unique potential.

**Strategic Objectives:**

- To develop each child's critical thinking skills, knowledge, values and creative ability for lifelong learning and citizenship.
- To develop a happy, safe, caring and stimulating environment for learning, thus developing each child's sense of worth and ability to achieve.
- To offer a wide range of social, cultural and sporting activities so that each child can contribute at an individual and group level.
- To encourage each child's sense of belonging and role in the school and thus the wider community and environment.
- To provide each child with the skills to relate to peers, adults and caregivers through having high ethical standards in leadership and teaching practice that focuses on a culture of an inclusive school.
- Learners with special education needs are supported to come to Port Ahuriri School, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum.

**Supporting Values:**

- Providing a caring and supportive environment where staff and students interact positively together and children enjoy learning.
- Provide an environment where learning is an enjoyable activity and where knowledge is valued.
- Be a place where every person is treated with respect and dignity.
- Encourage a sense of self-respect through attitudes of perseverance and solidarity with one another, and the school as a whole.
- Expect high behavioural standards from students, staff and the people in the wider community with whom we interact.
- Be a student centred school where all staff are optimistic that they can add values to students learning and engage with parents/whanau to support learning and teaching initiatives to improve all students' achievement.
- Focus on the development on positive relationships between staff, students, parents and the wider school community.

**2016 STRATEGIC GOALS**

**To provide a happy, safe, caring, stimulating and inclusive environment for learning, developing each child's sense of worth and ability to achieve.**

Outcomes:

- Implement teaching, resourcing and learning to ensure equity and inclusiveness
- Review school/Board practices in inclusive education. Survey children to increase teacher understanding of children's views in equity and inclusiveness
- Report on self-review data in November Board report

**To strengthen student achievement across the Literacy Curriculum.**

Outcome:

- By year end students identified as requiring assistance to accelerate their learning will have made progress in working towards the appropriate national standard.

**To strengthen student achievement in Mathematics.**

Outcome:

- To provide specialist programmes and teaching to assist in developing a mathematics skill set for those students who require accelerated learning, enabling them to achieve at the appropriate national standard in mathematics.

**For the Board to develop a greater partnership with the community through consultation and information sharing.**

Outcomes:

- Consult with Hawke's Bay Montessori Trust
- Consult with Parents and Friends Port Ahuriri School
- Consult with Ahuriri After School Care Trust
- Consult with school community on Charter strategic objectives, curriculum change and events directly impacting on student achievement, physical safety and/or emotional well being
- Consult with members of our wider Maori community.
- Consult with students on Strategic Goal One.

**Strategic Goal One 2016**

**Curriculum Area:** To provide a happy, safe, caring stimulating and inclusive environment for learning, developing each child's sense of worth and ability to achieve.

**Level:** All students.

**Focus Group:** All students

All children will develop skills and attitudes to interact socially and effectively in our classrooms and playgrounds, so that effective teaching and learning can take place in our school.

**Teaching and Learning Focus 2016:**

**Develop Models of Good Practice in Classrooms and Curriculum School Wide.**

- Implement Integrated Curriculum plan for even years
- Continue trial of the school self-assessment tool for assessing key competency development and achievement
- Use the key competencies as part of curriculum planning & integral school behaviour.
- Revise values and principles through discussion with children and community
- Continue the social skills resilience programme.
- Implement gifted and talented groups and provide specialist assistance in mathematics, IT and leadership
- Leadership focus for senior students to cater for all strengths and abilities. i.e. continue the 'buddy bear' programme, house groups. Tech and literacy challenges, PreP and other leadership opportunities to strengthen leadership capability of children in year 6
- Develop further unstructured play areas (Swing area)
- Hall upgrade to assist children's arts, drama and music activities, and to create a withdrawal room
- Continue class ICT upgrades through PD and asset purchases
- Annual review of effectiveness of school behaviour and mentoring plans
- Review our pedagogical practice through ongoing study and awareness of the principles of 'kahikatia' and 'ta taiako'
  - Implement MoE resource 'Hautu' with Board and staff
- Board and staff to undertake self-review identifying areas of good practice and need in inclusive education. Focus to be on:
  - Identification
  - Appropriateness of and effectiveness of learning programmes
  - Tracking and analysis of teaching programmes
  - Level of partnership we have with whanau/families and specialist agencies
  - Level of teaching and support staff knowledge and areas of training required
  - Review and practices for individual students and SEG budgets
  - Review of school implementation plan on special needs and special talents programmes
  - Report of data collected through self-review in Strategic Goal 1 November report to Board.

**Assessment.**

- Staff reporting on changes to teaching practice and assessment through use of inquiry approach and ICT use.
- Teachers learning portfolios to reflect on practice.
- Board reporting.
- Syndicate and whole school monitoring of planning and curriculum implementation.

**Professional Development and Resources.**

Individual and school wide with emphasis on:

- ICT skill development,
- Inquiry approaches to learning.

**Reporting**

Community Health/Children's survey results to Board and community.

Strategic Goal 1 report presented to Board in November.

Self-review of inclusive practices

SENCO and Gifted and Talented reports to Board in Term 3.

**Strategic Goal Two 2016**

<b>Strategic Goal:</b>	<b>To Improve Student Achievement across the Literacy Curriculum</b>
<b>Target Group:</b>	11 students who were identified at the end of 2015 as being below the appropriate NS in writing 10 students who were identified at the end of 2015 as being below the appropriate NS in reading
<b>Curriculum Area:</b>	Writing Reading
<b>Level:</b>	Year 3/4
<b>Target:</b>	By the end of the year all members of this group will have made accelerated progress towards achieving at the appropriate national standard.

**Teaching / Learning Foci:**

- Intervention based on 'over and above' principle while still working within the classroom
- Writing based around school inquiry / interest based writing.
- Implement a 'bloggers group' using these target students.
- Extra teacher support twice per week to support in class using:
  - one times per week withdrawal
  - authentic context transactional writing based programme
  - increased communication with whanau.
- Regular discussions and reflection during fortnightly team meetings, sharing of good practice, data wall. Whole team approach to this writing target. Dedicated time in team and staff meetings to discuss progress and effectiveness of programme.
- Targeted teacher aide support.
- Access writing workshop with Sheena Cameron
- Continual formal and informal assessment throughout the year for programme effectiveness.
- Use of ipads,/chrome books, cameras and other technology.
- Professional reading and research on success in writing interventions

**Assessments / Resources Required.**

- Class and student data
- Individual teacher e asttle trial with target children from Term 2 on.
- Staff knowledge and moderation with other teachers from our school and four local schools.
- Release time for appropriate PLD.
- 0.6 FTTE Specialist Teacher
- Teacher Aide assistance
- Specialist targeted support teacher through ALL PLD.
- i pads, chromebooks

**Reporting**

- Interim report to Board of Trustees in T2.
- Final report to Board of Trustees and community in T4
- Syndicate reporting across the year.

**2016 FOCI/ INTIATIVES AND MEASUREMENT**

- Continue to develop and extend recently reviewed and appropriate writing documentation; school curriculum document, NZC, Literacy Learning Progressions, National Standards.
- Extend continued school-wide moderation of writing across the school to ensure sustained development of teacher capability in making OTJs and making adjustments to suit needs. Continue to work with other local schools to cross-school moderate extending teacher knowledge and capacity.
- Continue to develop in-class targets as the "Teaching as Inquiry" component of our performance management process.
- Target support for children needing acceleration. Children identified and closely monitored through syndicate and school-wide monitoring.
- Continue regular reporting to Board and parents focusing on children who have special needs, are not meeting National Standards, and Maori and Pacifica.
- Access professional development based around effective teaching of writing
- Community of Learning (CoL) resources: 'Across School' and 'Within School' teacher support to work towards CoL achievement challenge in writing.

**Strategic Goal Three 2016**

<b>Strategic Goal:</b>	<b>To Strengthen Student Achievement in Mathematics</b>
<b>Level:</b>	Year 5
<b>Target Group:</b>	11 children identified at end of 2015 as operating below their National Standard in mathematics.
<b>Target:</b>	To increase mathematics knowledge so that they can make accelerated progress towards the appropriate National Standard in mathematics.

<p><b>Teaching / Learning Foci:</b></p> <ul style="list-style-type: none"> <li>○ Provide class teacher with external support, to observe teaching and learning behaviours in class to identify areas for improvement.</li> <li>○ Provide target students with four extra sessions of mathematics per week with specialist teacher</li> <li>○ Intervention based around targeting support within the class.</li> <li>○ Withdrawal programme for specific students using specialist teacher time</li> <li>○ Programme based on identified areas of need across all maths strands.</li> <li>○ Where possible programme based on proven ALiM principles:             <ul style="list-style-type: none"> <li>▪ a little and often</li> <li>▪ intensives</li> <li>▪ small groups</li> <li>▪ over and above</li> </ul> </li> <li>○ use of problem solving approach – rich question-based programme</li> <li>○ use of i pads, chrome books and other technologies to increase interest and engagement with mathematics tasks.</li> </ul> <p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Report to BoT in T2 and T4.</li> <li>• Time allocated to report on progress during staff and syndicate meetings.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Analysis of areas of strength and needs through detailed PAT analysis.</li> <li>• Numeracy Project assessment tools will be used to analyse student achievement.</li> </ul> <p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• Professional development budget</li> <li>• Curriculum – maths budget</li> <li>• Access external support through Te Toi Tupu (Waikato University) as/when required to assist in accelerating progress.</li> <li>• Staff knowledge, support and sharing.</li> <li>• Teacher aide support</li> <li>• 0.6 FTTE specialist teacher support</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing attendance at maths seminars throughout year by syndicate lead teachers.</li> <li>• Sharing of information across school through regular staff meetings, using MST teacher, continuing practise from ALiM/MST.</li> <li>• Professional reading.</li> </ul> <p><b>2016 FOCI INITIATIVES AND MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics. Continue moderating with other local schools also.</li> <li>• Continue to focus on making adjustments in programme and delivery to suit the different needs and learning styles of students.</li> <li>• Continue to develop class targets as the “Teaching as Inquiry” component of the performance management process.</li> <li>• Targeted support for children to accelerate learning. Children identified and closely monitored through syndicate and school-wide monitoring.</li> </ul>
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# The Governance Manual 2016-2018

# Part 1: The Charter

## PORT AHURIRI SCHOOL BOARD OF TRUSTEES STRATEGIC PLAN Self-Review 2016 – 2018

Term	Year 1 - 2016	Year 2 - 2017	Year 3 – 2018
One	<p><b>Charter Review / Strategic Plan</b></p> <ul style="list-style-type: none"> <li>NAG 7 Governance Manual The Charter (Part 1)</li> <li>Strategic Goals 2016 - 2018</li> <li>Self-Review Cycle</li> <li>Annual Development Plan</li> <li>Community Consultation: Parents/Friends, Afcare, Montessori Trust</li> </ul> <p><b>Curriculum – NAG 1</b></p> <ul style="list-style-type: none"> <li>Review Curriculum Policies</li> <li>Community Health Survey</li> </ul> <p><b>Policy: Vulnerable Children</b></p>	<p><b>Charter Review / Strategic Plan</b></p> <ul style="list-style-type: none"> <li>NAG 7 Governance Manual The Charter (Part 1)</li> <li>Strategic Goals 2017 - 2019</li> <li>Self-Review Cycle</li> <li>Annual Development Plan</li> <li>Community Consultation: Parents/Friends, Afcare, Montessori Trust, Health Curriculum Survey</li> </ul> <p><b>Finance and Property – NAG 4</b></p> <ul style="list-style-type: none"> <li>5YA development</li> </ul> <p><b>Trustees Code of Conduct</b></p>	<p><b>Charter Review / Strategic Plan</b></p> <ul style="list-style-type: none"> <li>NAG 7 Governance Manual The Charter (Part 1)</li> <li>Strategic Goals 2015 - 2017</li> <li>Self-Review Cycle</li> <li>Annual Development Plan</li> <li>Community Consultation: Parents/Friends, Afcare, Montessori Trust , Parents / NCC - Traffic Management</li> </ul> <p><b>Property / Maintenance / Asset Plans / Strategic Plan</b></p> <ul style="list-style-type: none"> <li>5 year property review.</li> </ul> <p><b>ERO Review</b></p>
Two	<p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Target Groups, EOTC Review</li> </ul> <p><b>Personnel NAG 3</b></p> <ul style="list-style-type: none"> <li>Policy Review</li> </ul> <p><b>BoT Elections</b></p> <p><b>Enrolment Scheme Review</b></p> <p><b>Maori Community Consultation</b></p>	<p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Target Groups, EEO Plan</li> </ul> <p><b>BoT Elections</b></p> <p><b>Health and Safety – NAG 5</b></p> <ul style="list-style-type: none"> <li>Policy Review</li> </ul> <p><b>Enrolment Scheme Review</b></p>	<p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Target Groups, EEO Plan</li> </ul> <p><b>Self-Review – NAG 2</b></p> <ul style="list-style-type: none"> <li>Governance Manual – Part 2</li> </ul> <p><b>Health and Safety – NAG 5</b></p> <ul style="list-style-type: none"> <li>Policy Review</li> </ul> <p><b>Enrolment Scheme Review</b></p>
Three	<p><b>Finance and Property – NAG 4</b></p> <ul style="list-style-type: none"> <li>5 year property review update</li> <li>Finance policies</li> </ul> <p><b>Annual Financial Report</b> August Budget Review</p> <p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented</li> </ul> <p><b>International Student Review</b></p>	<p><b>Legislation – NAG 6</b></p> <ul style="list-style-type: none"> <li>Review Legislation policies</li> </ul> <p><b>Annual Financial Report</b> August Budget Review</p> <p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented</li> </ul> <p><b>International Student Review</b></p>	<p><b>Curriculum Reports</b></p> <ul style="list-style-type: none"> <li>Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented</li> </ul> <p><b>Annual Financial Report</b> August Budget Review</p> <p><b>International Student Review</b></p> <p><b>Student Consultation</b></p>
Four	<p><b>Budget / Annual Agreements Afcare and Montessori</b> <b>Principal Performance Agreement / Staff Appraisals / Board Performance Review</b> <b>Curriculum / NAG 8 Analysis of Variance Reports</b></p> <ul style="list-style-type: none"> <li><b>NAG 2A</b> National Standards, Target Groups, Strategic Goals</li> </ul> <p><b>Annual Report - Principal</b></p>		

## The Governance Manual 2016-2018

### Documentation and Self-Review.

1. Establish 2016 Charter, Strategic Plan, Annual, Curriculum and Property plans
2. Review NAG 1
3. Develop action plan for achievement of targets in literacy and mathematics
4. Implement self-review practices with Board.
5. Implement school wide appraisal process for individual internal self-review.
6. Student consultation: school values and principles

### Legislative Requirements

1. Consult community on Charter objectives
2. Community review of Health curriculum
3. Report using MoE format on National Standards by 1 March.
4. Charter submission by 1 March.
5. Submit Annual Report by 1 May
6. Meet attendance, enrolment scheme and international student requirements.
7. Review Afcare and Montessori agreements

### Finance/Asset Management

1. Review NAG 4
2. Implement maintenance expenditure in manner that ensures student and staff health and safety, technology improvements and asset protection and asset building.
3. Liaise with MoE, Board and community on school property replacement project for Blocks B and E
4. Implement Board funded strategic property plan over 5 years to cover projects removed from 2012 5YA
5. Major property project completed for hall space
6. Modern Learning Environments. Continue asset replacement to support this in outside spaces.
7. Create on-going programme of greater shade spaces
8. Manage roll growth through enrolment scheme. Review enrolment scheme.

### Health and Safety.

1. Review NAG 5 to ensure compliance with 04 April changes.
2. Meet emergency evacuation requirements.
3. Continue regular hazard management checks and plans
4. Review classroom and playground behaviour management plans.
5. Continue school wide social skills and mentoring programmes.

## Part 1: The Charter

### Community Partnership.

1. Newsletter and Twitter communications.
2. Review website / Facebook pages.
3. Implement School Apps and Interview App programmes
4. Develop a social media strategy
5. Consult: Parents and Friends, Afcare Trust, Montessori Trust
6. Parents and Friends. Investigate formation of community grants application group.
7. Review Health Curriculum with community
8. COL. Work with community of schools cluster to inform community of our group, goals and challenges.

### ANNUAL DEVELOPMENT PLAN 2016



### Personnel

1. Review NAG 3
2. Apply performance management system based on Registered Teacher criteria and the 4 minute walk through process. Review performance management system for effectiveness.
3. Conduct staff and principal performance appraisals.
4. Staff Appointments – manage banked staffing and management units.
5. Provide professional development opportunities for staff in: leadership / writing moderation / pedagogical change / e learning / and individually identified areas through the PMS.
6. Increase teacher aide hours and numbers available for in-class programmes.
7. Employ 0.4 FTTE Reading Recovery and 0.6 ALIM/MST to ensure equity and inclusiveness in programmes

### Curriculum and Student Achievement.

1. Curriculum focus areas for development:  
Major e learning, accelerating literacy learning (ALL)  
Minor inter-school maths and literacy moderation
2. Identify and monitor students:  
- not achieving - at risk - with special needs/talents
3. Continue school wide planning, curriculum and assessment implementation systems.
4. Annual Reports to Board: NAG 2A, NAG 8 plus all related curriculum and student achievement areas.
5. Annual Report to community on student achievement, school processes
6. Review school values and principles to reflect community and student views. Includes school branding
7. Target resourcing and professional development to focus on school development plan 2016 requirements and target curriculum goals.
8. Provide resourcing to extension programmes – maths, IT and leadership.
9. Continue individual self-review process in performance management system.
10. Continue school wide mentoring programme for individual children.
11. Cultural focus across 2016 emphasising major NZ cultures and cultures contained within our schools.

**Port Ahuriri School  
Curriculum and Assessment Self-Review Schedule**

	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>TOD</b>	Social Skills Plan Playground and Behaviour Plan Charter Goals and Target Groups Schools Values and Statement RESPECT Philosophy / Branding	Social Skills Plan Playground and Behaviour Plan Charter Goals and Target Groups	Social Skills Plan Playground and Behaviour Plan Charter Goals and Target Groups
<b>Term One</b>	Effective Teaching Teaching as Inquiry Curriculum: Numeracy OTJ Moderation: Writing (internal) Student Consultation: Values/Philosophy	Key Competency: Participating and Contributing Curriculum: Integrated Topic OTJ Moderation: Writing (internal)	Maori / Pasifika Education Curriculum – Literacy OTJ Moderation: Writing (internal)
<b>Term Two</b>	Key Competency: Relating to Others Curriculum: The Arts Student Consultation: Wellness OTJ Moderation: Numeracy (internal)	Key Competency: Relating to Others ICT Strategy Curriculum: Technology / Social Sciences OTJ Moderation: Numeracy (internal)	Community Health Survey Curriculum: PE and Health e learning Curriculum: Science OTJ Moderation: Numeracy (internal)
<b>Term Three</b>	Teacher Appraisal Key Competency: Thinking / Using Language, Symbols and Text OTJ Moderation: inter-school	Teacher Appraisal Production OTJ Moderation: inter-school	Teacher Appraisal Key Competency: Managing Self Production OTJ Moderation: inter-school
<b>Term Four</b>	Curriculum: Gifted and Talented Graduate Profile OTJ: as required National Standards Target Groups 2016/2017 Appraisal 2017 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> <li>• Teaching Practice</li> <li>• Inclusive Programmes (RR/ T Aides)</li> <li>• Wider school practices (Soc Skills)</li> <li>• Wider school facilities (budget)</li> </ul>	Curriculum: Te Reo school wide Graduate Profile OTJ: as required National Standards Target Groups 2017/2018 Appraisal 2018 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> <li>• Teaching Practice</li> <li>• Inclusive Programmes (RR/ T Aides)</li> <li>• Wider school practices (Soc Skills)</li> <li>• Wider school facilities (budget)</li> </ul>	Inclusive Practice Assessment: From Data to Decisions (2011) OTJ: as required National Standards Target Groups 2018/2019 Appraisal 2019 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> <li>• Teaching Practice</li> <li>• Inclusive Programmes (RR/ T Aides)</li> <li>• Wider school practices (Soc Skills)</li> <li>• Wider school facilities (budget)</li> </ul>

## Property /Asset Replacement Strategic Plan 2016 - 2020

Aim: to ensure that property planning is strategically managed, developing modern learning areas and maintaining physical facilities to provide the best and safest physical environments that are financially possible for the school.

### Capital Works (Ministry of Education).

- 5YA (2012 – 2017)
  - Playground Safety Mating                   \$37,876
  - Fire / Alarm Upgrade                       \$59,179
  - SNUP   \$8,172
  - PMC Replacement                           \$297,635
- 10 YP (2017 – 2022)
  - Block A Roof
  - Block A Internal Refurbishment incl heat pumps
  - Caretakers Sheds

### Asset Management

Board Funded

2016	Project	Estimated Value
Classroom Equipment	Strategic Goal One	
	Strategic Goal 2 and 3 <ul style="list-style-type: none"> <li>• Library Book Replacements *</li> </ul>	\$4,000
ICT Equipment	Strategic Goal 2 and 3 <ul style="list-style-type: none"> <li>• Replacements *</li> <li>• Library Programme *</li> </ul>	\$2,000 \$5,000
	Office / Grounds Equipment	NAG 3 and 4 <ul style="list-style-type: none"> <li>• Chainsaw / Water blaster *</li> </ul>
Property	NAG 3, 4 and 5 <ul style="list-style-type: none"> <li>• Hall Internal Refurbishment – excl kitchen * original 2016 budget of \$50,000 for toilets/entrance</li> <li>• Junior Girls Toilets *</li> <li>• Pergola Extension *</li> <li>• Sandpit Shade Cover *</li> </ul>	\$100,000 – 120,000 \$25,000 \$5,000 \$9,500
	Total	\$152,000 – 172,000

\* denotes prior approval in 2016 budget

2017	Project	Estimated Value
Classroom Equipment	Strategic Goal One <ul style="list-style-type: none"> <li>• Furniture Replacement – incl staffroom</li> </ul>	\$15,000
	Strategic Goal 2 and 3 <ul style="list-style-type: none"> <li>• Library Book Replacements</li> </ul>	\$4,000
ICT Equipment	Strategic Goal 2 and 3 <ul style="list-style-type: none"> <li>• Replacement</li> </ul>	\$10,000
Office / Grounds Equipment	NAG 3 and 4 <ul style="list-style-type: none"> <li>• Pergola Roof</li> <li>• Dental Van Parking Area</li> </ul>	\$8,000 \$25,000
	Property	NAG 3, 4 and 5
Total		\$62,000

2018	Project	Estimated Value
Classroom Equipment	Strategic Goal One	
	<ul style="list-style-type: none"> <li>All Weather Courts (Shared with Parents and Friends)</li> </ul>	(\$55,000)
Classroom Equipment	Strategic Goal 2 and 3	
	<ul style="list-style-type: none"> <li>Library Book Replacements</li> </ul>	\$4,000
ICT Equipment	Strategic Goal 2 and 3	
Office / Grounds Equipment	NAG 3 and 4	
Property	NAG 3, 4 and 5	
Total		\$4,000

2019	Project	Estimated Value
Classroom Equipment	Strategic Goal One	
	Strategic Goal 2 and 3	
Classroom Equipment	<ul style="list-style-type: none"> <li>Library Book Replacements</li> </ul>	\$4,000
	ICT Equipment	Strategic Goal 2 and 3
Office / Grounds Equipment	NAG 3 and 4	
Property	NAG 3, 4 and 5	
Total		\$4,000

2020	Project	Estimated Value
Classroom Equipment	Strategic Goal One	
	Strategic Goal 2 and 3	
Classroom Equipment	<ul style="list-style-type: none"> <li>Library Book Replacements</li> </ul>	\$4,000
	ICT Equipment	Strategic Goal 2 and 3
Office / Grounds Equipment	NAG 3 and 4	
Property	NAG 3, 4 and 5	
Total		\$4,000

## Supporting Documentation

These annual school developments and targets are supported by the following documentation:

- School Curriculum Implementation Plans
- Curriculum and Property Review plans
- Performance Management Programme (including Principal and Staff Appraisal processes)
- EEO Plan
- Annual budget
- 10 Year Property Plan
- 5 Year Property Agreement
- Health and Safety Management Policies and Procedures
- Special Needs Programmes
- Special Abilities Programmes
- Management procedures including those for:
  - complaints
  - child protection
  - LEOTC
  - health & safety
  - compulsory police vetting
  - protected disclosures
- Appropriate Ministry circulars, Gazette Notices, NZSTA Administrative Advices

# Strategic Goal Reports.

(including Analysis of Variance)

## PORT AHURIRI SCHOOL CURRICULUM REPORT

Title: Strategic Goal One  
Date: November 2015  
Author(s): G France

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### Our Obligations.

To provide a happy, safe, caring and stimulating environment for learning, developing each child's sense of worth and ability to achieve.

**Level:** All students.                      **Focus Group:** All students

Have we met our obligations?      **YES / NO**

### Our Objectives.

- Implement revised Integrated Curriculum plan for odd years
- Continue the trial of the school self-assessment tool for assessing key competency development and achievement
- Use the key competencies and RESPECT as part of curriculum planning & integral school behaviour.
- Continue the social skills resilience programme.
- Implement gifted and talented groups and provide specialist assistance as required.
- Develop change in leadership focus for senior students to cater for all strengths and abilities rather than sporting focus. i.e. continue the 'buddy bear' programme, house groups and other leadership opportunities to strengthen leadership capability of children in year 6
- Develop further unstructured play areas (Swing area)
- Hall upgrade to assist children's arts, drama and music activities, and to create a withdrawal room
- Continue class ICT upgrades through PD and asset purchases
- Annual review of effectiveness of school behaviour plan
- Review our pedagogical practice through ongoing study and awareness of the principles of 'kahikatia' and 'ta taiako'
  - Use Ministry of Education guidance pack 'Ka Hikitia –Accelerating Success 2013 - 2017' to review school practice in Maori student success
- Continue the developments in implementing self-review processes across our school, in particular school inclusiveness practices. Board and staff to undertake self-review identifying areas of good practice and need. Focus to be on:
  - Identification
  - Appropriateness of and effectiveness of learning programmes
  - Tracking and analysis of teaching programmes
  - Level of partnership we have with whanau/families and specialist agencies
  - Level of teaching and support staff knowledge and areas of training required
  - Review and practices for individual students and SEG budgets
  - Review of school implementation plan on special needs and special talents programmes
  - Report of data collected through self-review in Strategic Goal 1 November report to Board.

Have we met our objectives?                      **YES / NO / Partially**

### Effectiveness.

Were our efforts effective this year?      **YES / NO**

### Comments:

- Implement revised Integrated Curriculum plan for odd years.
  - **Planning developed collegially and reviewed as part of both syndicate planning and school review process.**
  - **Range of topics implemented through integrated units have included:**
    - **Whanaungatanga – building relationships through shared experiences and work**
    - **Artist study**
    - **Light**
    - **Production**

- **Flight**
- **World Cup Rugby**
- **Kiwiana**
- **Financial Literacy**
- **Primary Enterprise Programme**
- **Optimist Yachting**
- **Te Reo**
- Revise use of curriculum principles under RESPECT as part of curriculum planning & integral school behaviour.
  - **Focus on the key competencies and integrating these within our RESPECT values. Continued social skills programme school wide which encompasses all key competencies. Made relevant top each term focus.**
  - **Values and Principles now imbued within each unit. Weighting dependent on the unit requirements.**
- Provide specialist assistance for students in gifted and talented and special needs areas as required.
  - **Released specialist teacher to work with a prepare gifted groups for upcoming competitions.**
  - **Release staff to run science extension groups**
  - **Release staff to run extension writing group**
  - **Timetable school break times to enable staff to run music and culture groups and sports that they have the skills and attributes in.**
  - **External providers used, groups and topics have included:**
    - **Sports:**
      - **Beach 5's**
      - **Barefoot 7's**
      - **Hockey – Emily Naylor Olympic Ambassador**
      - **Hawkes Bay Hockey – training and coaching**
      - **Rippa Rugby**
      - **Gymnastics – Festival Senior and Junior**
      - **Cricket – including Have a Go**
      - **Netball**
      - **Basketball including expert coaching**
      - **T Ball**
      - **Softball**
      - **Touch Rugby**
      - **Soccer – including PAS World Cup and NCR specialist coaching**
    - **Music including specific and whole school programmes around singing, instrumental and school production.**
    - **Leadership opportunities: PAL's, Road Patrol, Bear Buddies, Kapa Haka**
    - **Garden/ Enviro group**
    - **School Production**
    - **Kiwi Swim**
    - **NGHS Sports Coaches – Junior School**
    - **Rudd Kleinpaste**
    - **Science Inquiries**
    - **HGHS Kapa Haka**
    - **i pad animation**
    - **Meeting of the Minds (Aquarium)**
    - **NIS Cultural performance**
    - **Year 6 Big Day Out**
    - **Science Roadshow**
    - **Optimist Yachting**
    - **Garden Club**
    - **Crochet Club**
    - **Karaoke**
    - **Dance Club**

- Develop fitness trail and unstructured play areas.
  - **The garden area is an unstructured play area that is being well utilized by the children. The development of this is on hold pending the plans for the new classrooms.**
- Hall upgrade.
  - **This is now a Board funded project. Funding was allocated in the 2015 budget to lighting and ceiling repairs. It became obvious we needed to integrate the projects better to be more cost effective. This will be combined with 2016 funding to partially complete a full interior upgrade.**
- PLD
  - **Boys Education – Joseph Dreiseen – whole school PLD day focusing on what is effective practice for teaching and learning for boys.**
  - **e learning PLD contract developing staff capabilities to increase use of It in shared opportunities between staff and students.**
  - **ALL PLD contract to increase the effectiveness of literacy learning for staff leading to accelerated progress for children schoolwide.**
- Annual review of effectiveness of school behaviour plan.
  - **Completed February Teacher Only Day**
  - **Reviewed Mentoring list Term 1 and 3**
- Review our pedagogical practice through the study and awareness of the principles of 'kahikatea' and 'ta taiako'.
  - **Ongoing, though awareness of principles of cultural practice.**
  - **Included in school events and curriculum planning**
  - **Staff meeting review**
- Community Survey.
  - **Traffic Safety survey complete. The parent response was low. NCC have agreed to install flashing school zone signs in Lever Street and Battery Road.**
  - **Community Health survey was put on hold until next year. New website development will include a portal for community surveys. I will work with Nathan on new ways to engage our parents through social media for this to gain a greater parent response.**
- Continue implementing self-review processes across our school, in particular school inclusiveness practices. Staff to undertake self-review identifying areas of good practice and need. Focus to be on:
  - **Identification**
  - **Appropriateness of learning programmes**
  - **Tracking and analysis of teaching programmes**
  - **Level of partnership we have with whanau/families and specialist agencies**
  - **Level of teaching and support staff knowledge and areas of training required**
  - **Review and practices for individual students and SEG budgets**
  - **Review of school implementation plan on special needs and special talents programmes**
  - **We need to answer the question: “Do we have effective practices for identifying students in need of extra support or extension and do our programmes make a difference?”**
- Teachers development of learning portfolios to reflect on practice.
  - **These have been developed to show evidence of the twelve Registered Teaching Criteria being met. These have been a positive way for teachers to further demonstrate that they are meeting all twelve criteria. Teacher inquiry has become part of this folder, and has been a very successful development. Staff are very interested to now look at developing this in a digital environment. Mike is trialing a programme and will present this to staff in 2016.**

## Developments

What needs developing for next year?

- **Extending possibilities for leadership with senior students – diversify the focus for leadership to broaden the options available for working with younger children.**
- **ICT Staff Sharing – Nathan to lead staff sharing the IT use in their classrooms including apps, programmes for children and teachers, staff e portfolios for appraisals, google applications.**
- **Website and social media development. Nathan to lead these developments for the school including community survey for health and curriculum development. In the curriculum survey we are particularly interested in community opinion on the RESPECT motto and whether the over-riding principle of ‘Respect –for ourselves, for others, for the environment is still a relevant concept five years since we last asked.**
- **Continue to focus on the three inquiry levels – learning inquiry, focusing inquiry and teaching inquiry.**
- **Hall upgrade to assist children’s activities and make it a welcoming environment for the children. This is now an urgent project.**
- **School wide Garden Project. Continue with the success we have had this year with the garden / enviro club.**

**How will we meet our objectives?**

- Capital Works and Operational funding
- Professional Development: Ministry and internal provision
- Teacher Only Day programmes
- Performance Management System

G France

November 2015

**PORT AHURIRI SCHOOL  
ANALYSIS OF VARIANCE**

**TITLE:** Strategic Goal 2 Analysis of Variance  
Written Language  
**DATE:** Final Report - November 2015  
**AUTHORS:** G France and P Simmonds

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**Our Obligations.**

To monitor a group of identified students against progress as compared to the National Standards in written language.

Have we met our obligations? **YES / NO**

**Our Objectives.**

**Curriculum Area:** Written Language  
**Level :** Year 4 and 5  
**Focus Group:** 10 students identified at the end of 2013 as being below or well below in writing.  
**Target:** By year end, all members of this group will have made accelerated progress and be achieving at the appropriate National Standard.

Will meet our objectives? **YES / NO**

**Effectiveness.**

Comments:

- At the end of 2014 a group of eight identified students were working below, and two were working well below their appropriate National Standard.
- The students in this target group were involved in a programme with their class teacher, with some students assisted by the Resource Teacher of Literacy (Kate Roundtree).
- In November 2015, six of these students are now meeting the appropriate National Standard, three are working below and have significant global needs including two on medication, and one using assisted technology. One target student has left the school.

**Improvements.**

**Teaching / Learning Foci:**

- Trial of easTTle for students in ALL (Accelerating Learning in Literacy)
- Intervention based on “over and above” regular classroom teaching.
- Three of these students have been part of the ALL project (Accelerating Learning in Literacy), and have been part of a withdrawal group. These students are now meeting expectations. This programme involved another 6 students from the school also.
- Daily writing, based around class inquiry wherever possible.
- Purpose based writing in the senior school. This formed a focus area for team meetings and collaborative planning.
- Essential Spelling Lists used as class/home programme for some students.
- Use of learning methods to assist students to develop writing ideas. i.e. mind maps, planning formats
- Use of iPads for motivation and presenting ideas
- Emphasis on displays and publishing for authenticity

**Programme:**

- Shared reading based around the importance of purpose based writing, and other professional learning opportunities in team meetings.
- Each teacher has been involved in their own writing inquiry. These have been developed and shared throughout the year, with teachers taking on board new learning and ideas from each other's inquiry.
- Senior school team meeting focus on literacy, including planning and programmes. These students were identified as target students, and were regularly monitored during these syndicate meetings.
- Class writing was moderated against exemplars and National Standards.
- Target students were highlighted when planning teacher aide support in the classes.
- Two of these students worked with a teacher aide on spelling words from Essential lists in term 4.
- Specialist teacher (Resource Teacher of Literacy) worked with four of the students.
- A teacher aide worked with three students throughout the year through funding from RTLB (Resource Teacher of Learning and Behaviour), and school funding.
- Two classes had their writing inquiry focus around spelling, which is a need for the students in this target group.
- Providing sense of audience for students to develop their writing – Project based writing proved a good motivational tool.
- Importance of daily writing.
- Planning formats given to students to guide the writing process when writing in different genres
- Teacher aide assistance in these classes from terms 1-4.
- Sharing of written work to develop sense of audience.
- Increased whanau engagement.
- AVAILL (Audio Visual Achievement in Literacy Language and Learning) was used in term 3 as part of the literacy programme, with great success in motivating these students.

**Looking to 2016.**

- School involvement in ALL (Achievement in Literacy Learning) will continue. This was only with a very small number of students this year, but will involve a significant number as we roll out our plans for next year including; teacher development, trialling a new assessment tool in writing with class target students, and continuing to build on our teaching as inquiry. We will also have a focus around what else we can do to make our writing programmes more motivating for all students.
- Professional learning around multi levelled groups.
- Trial our draft Curriculum and Achievement plan (CaAP) throughout 2016, initially through staff development, and then as a regular feature in team meetings.
- Revisit and unpack Literacy Learning Progressions as a whole staff early in 2016.

G France and P Simmonds  
November 2015

## PORT AHURIRI SCHOOL ANALYSIS OF VARIANCE

TITLE: Strategic Goal 3 - Analysis of Variance  
DATE: November 2015  
AUTHOR: G France and P Simmonds

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### Our Obligations

To monitor progress of a group of students against National Standards in mathematics.

Have we met our obligations? **YES / NO**

### Our Objectives

State what our objectives are for this year:

**Level:** Year 6

**Target Group:** 16 students identified at the end of 2014 as operating below their National Standard in mathematics.

**Target:** To increase numeracy ability for these students so that they can operate at their National Standard in mathematics.

Have we met our objectives? **YES / NO**

### Effectiveness:

Comments:

In November 2015:

- Of these students 8 are now meeting the end of year 6 National Standard, 3 are still working below the expected level, and 5 have left the school.
- The students are more willing to work together to solve problems, and are able to articulate their mathematical thinking.
- Many of these students enjoyed the opportunity for more problem based teaching and learning.
- These children all have a more positive attitude towards mathematics.

### Improvements

#### Teaching / Learning Foci:

- Intervention based around using rich questions.
- Programme based on identified areas of need across all maths strands.
- Teacher aide time was allocated according to these needs in maths.
- Programme based on proven MST principles:
  - a little and often
  - intensives
  - small groups
  - focus on problem solving strategies in real life context
  - rich tasks
  - using mathematical language
  - mathematical justifications for answers.

### Programme

- As a team, we identified that many of these students were being held back by their lack of knowledge and instant recall of basic facts, particularly multiplication facts. This made fractions, and other more complicated mathematical concepts much more difficult to learn. Because of this, a strong focus was given to students learning their multiplication facts so that they could recall them at speed.
- There was also a focus on collaborative learning. Students were able to identify that there is usually more than one way to solve a problem, and each person was able to contribute to their shared understanding of a problem.

- PrEP (Primary Enterprise Programme) was a fantastic way of engaging these students in a real life mathematical context.
- ‘Open Ended’ resource was effective in motivating students, and providing real life mathematical problems.

**Looking Forwards to 2016:**

- These students will all be going to intermediate next year. A significant number of them will be able to continue to be working at the appropriate level.
- As a school, we will continue to integrate mathematics into the wider curriculum as much as possible, and keep our focus around rich tasks and real life contexts.
- Professional learning around multi-levelled grouping in mathematics.

G France and P Simmonds  
November 2015

Date: 25/11/2015  
 Number: 2648  
 Name: Port Ahuriri School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	1.6%	33	12.9%	163	63.7%	56	21.9%	256
Māori			6	13.3%	34	75.6%	5	11.1%	45
Pasifika			2	66.7%			1	33.3%	3
Asian	1	8.3%			8	66.7%	3	25.0%	12
European/Pākehā/Other European	3	1.5%	25	12.9%	120	61.9%	46	23.7%	194
All other ethnicities including MELAA (not published)					1	50.0%	1	50.0%	2
Male	2	1.5%	16	11.9%	90	66.7%	27	20.0%	135
Female	2	1.7%	17	14.0%	73	60.3%	29	24.0%	121

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.5%	7	17.5%	26	65.0%	6	15.0%	40
After 2 years at school			11	20.0%	37	67.3%	7	12.7%	55
After 3 years at school			3	9.4%	21	65.6%	8	25.0%	32
End of Year 4	2	4.1%	8	16.3%	24	49.0%	15	30.6%	49
End of Year 5			1	2.5%	25	62.5%	14	35.0%	40
End of Year 6	1	2.5%	3	7.5%	30	75.0%	6	15.0%	40
End of Year 7									
End of Year 8									

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	6	2.3%	34	13.3%	189	73.8%	27	10.5%	256
Māori			10	22.2%	30	66.7%	5	11.1%	45
Pasifika					2	66.7%	1	33.3%	3
Asian			1	8.3%	9	75.0%	2	16.7%	12
European/Pākehā/Other European	6	3.1%	23	11.9%	147	75.8%	18	9.3%	194
All other ethnicities including MELAA (not published)					1	50.0%	1	50.0%	2
Male	4	3.0%	28	20.7%	94	69.6%	9	6.7%	135
Female	2	1.7%	6	5.0%	95	78.5%	18	14.9%	121

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school			4	10.0%	34	85.0%	2	5.0%	40
After 2 years at school	1	1.8%	10	18.2%	43	78.2%	1	1.8%	55
After 3 years at school			1	3.1%	31	96.9%			32
End of Year 4	4	8.2%	7	14.3%	30	61.2%	8	16.3%	49
End of Year 5			3	7.5%	26	65.0%	11	27.5%	40
End of Year 6	1	2.5%	9	22.5%	25	62.5%	5	12.5%	40
End of Year 7									
End of Year 8									

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	5	2.0%	31	12.1%	185	72.3%	35	13.7%	256
Māori			6	13.3%	37	82.2%	2	4.4%	45
Pasifika			1	33.3%	2	66.7%			3
Asian	1	8.3%	1	8.3%	8	66.7%	2	16.7%	12
European/Pākehā/Other European	4	2.1%	23	11.9%	137	70.6%	30	15.5%	194
All other ethnicities including MELAA (not published)					1	50.0%	1	50.0%	2
Male	2	1.5%	20	14.8%	93	68.9%	20	14.8%	135
Female	3	2.5%	11	9.1%	92	76.0%	15	12.4%	121

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.5%			38	95.0%	1	2.5%	40
After 2 years at school	1	1.8%	6	10.9%	43	78.2%	5	9.1%	55
After 3 years at school			5	15.6%	22	68.8%	5	15.6%	32
End of Year 4	2	4.1%	9	18.4%	29	59.2%	9	18.4%	49
End of Year 5			5	12.5%	23	57.5%	12	30.0%	40
End of Year 6	1	2.5%	6	15.0%	30	75.0%	3	7.5%	40
End of Year 7									
End of Year 8									

## Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: 25 November 2015

School name: Port Ahuriri School

School number: 2648

### NAG2A (b)(i) Areas of strength

National Standard subjects: Reading and Mathematics.

Discussion:

Reading and Writing results have shown an increase year on end for children achieving at/above the appropriate national standard. Reading achievement is 85.6% a 4.4% increase from 2013 results.

Mathematics achievement of the appropriate standard has also shown an increase standing at 84.3% a small increase on 2013 results. Mathematics teaching has built on the work of our ALiM/MST professional learning contract that we have been involved in over the previous three year. We have targeted children's existing knowledge to allow us to teach 'up' and used 'hot spot' techniques to fill knowledge gaps in lower stages. Strategy development has been targeted to individual groups of students. A focus on building number into algebra, geometry and measurement and statistics has allowed children to integrate their knowledge across the wider field of Mathematics and Statistics.

Reading. There has been a focus in the junior school on continuity across the syndicate of reading strategies using the same visual cues. Cue cards have been developed and used in each class. Comprehension has been a staff focus. They have used ICT tools, newspaper articles and non-fiction texts to enhance student achievement. The senior school have focussed on comprehension strategies using AVAiLL and the integration of reading and writing particularly in years 4 to 6 through the teacher inquiries. There has been a focus on the use of non-fiction text. The next step for the senior school is to develop student strength in accessing web based materials and evaluating the source and validity of the information they source and quote.

### NAG2A (b)(i) Areas for improvement

National Standard subjects: After 1 / After 2 years Reading. After 2 years Writing.

Discussion:

Data for 2015 indicates that a significant number of children are not achieving at the appropriate standard in reading After One (A1) and After Two (A2) years. Junior school staff have analysed the levels at which children are entering school and a match made between children's achievement and early childcare providers. A programme of discussions between the school and providers is planned for 2016 so that the school expectation is clearly set and providers have an indication of our needs prior to children starting. A change in focus for support staff use in class is also planned, releasing the class teacher to focus on this group of children. Parent information sessions are to be re-instated. These children are also part of individual teacher inquiry and a full analysis of need will be expected. External support will be sourced to assist in the development of individual programmes as required.

A2 Writing. Staff in the junior school are to investigate purpose based writing activities relevant to the level. They also plan to investigate how they can get continuity in spelling, and look at how they can teach children how skills learned in spelling transfer from an isolated spelling programme into their writing. They plan to look at an integrated spelling programme that goes beyond the previous streamed phonics approach.

Of the cohort not meeting the A1 and A2 years standard in reading and writing, ten are children who are experiencing difficulties across both curriculum areas. Our target focus for 2016 will be these children and in the wider context, a focus on reading and assessment moderation across the wider context of the school.

## NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

### A1 / A2 years Reading

Data from SEA / 6 year Net, Reading Recovery and national standards anniversaries is used to make the judgements formed for this group.

At mid-year, 31% of A1 and 26% of A2 students did not meet the reading standard. Interestingly in both cohorts the majority were girls. Whilst significant progress is made, by year end 20% of both A1 and A2 students are not meeting the standard. This equates to 19 children across the two year groups.

### A2 Writing

At mid-year 24% of students were not meeting the A2 writing standard. Of these, 66% were boys. By year end 20% of these children were not meeting the standard (65% remain boys). This equates to 11 children.

We are aware from our data that children in the first two years of school are finding it difficult to achieve the appropriate standard and have found a multi-platform approach to address this need.

## NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

### A1 / A2 Reading

- To begin 2016, there will be two teachers in the new entrant / year 1 classroom to enable the children to receive more focused teaching time, which is over and above what they would normally receive. One of these staff will be the Deputy Principal with management responsibility for the junior school.
- Junior school phonics programme has been reviewed. Taking its place has been individual class spelling programmes as opposed to the previous streamed approach. This programme teaches the same or similar skills but the pedagogy surrounding its implementation has changed. The next step is a planned discussion by staff on how to integrate knowledge learned across literacy learning.
- Extra reading assistance will include: Early Words programme, Rotary Reading and buddy reading, parental involvement in the classroom assisting with learning essential words, teacher aide assistance, regular communication between home and school and Reading Recovery with an extra allocation for more children.
- Children identified at A2 (2015) as being across both the reading and writing achievement challenge will be grouped as much as possible together, so that the teacher can focus on the links between these curriculum areas to facilitate accelerated progress.
- Other ideas planned for 2016 include:
  - Monitoring the transition of children from early childhood services
  - Discussion between members of our Community of Learning focussing on entry level achievement, successful strategies and the tracking of children
  - Tracking of junior children in reading using data wall approach
  - Teachers being required to show as party of their inquiry how they have increased communication with parents of target children and the strategies that were successful and feedback received.

### A2 Writing.

- There will be considerable synergies between the strategies used above and strategies used to accelerate progress for this group of children.
- The programming for these children will be through the teachers personal inquiry.
- They will be tracked using the data wall approach, and assessed using e asttle writing. PLD in this will be provided in house through our ALL PLD lead teacher and will also involve increased levels of home/school communication as noted for the reading group above. We have found this to be a very successful strategy with our ALL group children this year, using simple things such as a quick text so that discussion can be generated at home over the writing they have been involved with that day.
- Children who are identified after the 6 month progress OTJ as not being on track to meeting the age appropriate standard will be the focus group for teacher's inquiry, which will include e asttle writing as an assessment tool. We expect the use of e asttle not only with this cohort but with all children in teacher inquiries across the school will give teachers a greater focus on the very specific teaching points that need to be covered for children to make accelerated progress.
- Targeted PLD for the junior school will look at how the known successful strategies employed in the senior school to challenge and develop boys writing can be applied and implemented in the junior school. If junior boys writing is an issue so early on we cannot keep doing the same and it is the change in process that we need to look at and

investigate what works well for this group of children.

- As we continue our ALL contract in 2016, the funding provided will be used to release our lead teacher to work in class with teachers. This strategy has worked well in the past with our ALiM contract. Support staff funding has been increased this year by 100% in our operational budget so that junior teachers can have assured support staffing and target it's use to literacy learning.

## **NAG2A (b) (iv) Progress Statement**

Discussion:

### **Reading.**

85.6% of all students are at/above their appropriate national standard. This is a 2% increase on 2014.

86.7% of students who identify as Maori are at/above their appropriate national standard.

86.7 % of male students are achieving at/above their appropriate national standard compared to 84.3% female students.

Students identified as well below achieving their appropriate standard have received a range of interventions. These have been: RTLB, specialist teacher, health based interventions, ESOL assistance and support, individual teacher inquiry, Speld, private speech, reader-writer, support staff. Three of these four children have significant health and global educational needs that impact significantly on their learning. One is a second language learner.

Across the school in reading, the following cohorts are particularly high functioning:

- After three years at school - 90.6% at/above
- End year 5 - 97.5% at/above
- End year 6 - 90.0% at/above

### **Writing**

84.3% of children are at/above the appropriate standard in writing. This is a 1.1% decrease since 2014.

77.8% of students who identify as Maori are at/above their appropriate national standard as compared to 85.1% of children who identify as NZ European.

76.6 % of male students are achieving at/above their appropriate national standard compared to 93.4% of female students.

Male and Maori students are also a significant area for improvement. We tracked our ten Maori students who are achieving at below the standard across the year and while there have been gains in achievement made, it hasn't been sufficiently accelerated to move them from a below standard at their level. All ten students in this Maori student cohort are male.

Six children are well below their appropriate standard. All are NZ European and four of these at in year 4. Students identified as well below their appropriate standard have received a range of interventions. These have been: RTLB, specialist teacher, health based interventions, ESOL assistance and support, individual teacher inquiry, Speld, private speech, reader-writer, support staff. Four of these children have significant health, cognitive and global educational needs that impact significantly on their learning. One child's parents has refused to allow any specialist intervention.

Across the school in writing, the following cohorts are particularly high functioning:

- After three years at school - 96.9% at/above
- End year 5 - 92.5% at/above

### **Mathematics**

86.0% of children are at/above the appropriate standard in mathematics. This is a 1.4% increase since 2014.

86.6% of students who identify as Maori are at/above their appropriate national standard.

83.7% of male students are achieving at/above their appropriate national standard compared to 88.4% of female students.

Five children are well below their appropriate standard. Students identified as well below their appropriate standard have received a range of interventions. These have been: RTLB, specialist teacher, health based interventions, ESOL assistance and support, individual teacher inquiry, Speld, private speech, reader-writer, support staff. Three of these children have significant health, cognitive and global educational needs that impact significantly on their learning. One child's parents has refused to allow any specialist intervention. One child is a second language learner.

Across the school in mathematics, the following cohorts are particularly high functioning:

- After one year at school – 97.5% at/above
- After two years at school - 87.3% at/above
- End year 5 - 87.5% at/above

Of the six students in total who fall into the well below achievement category across all three curriculum areas, four are well below in two curriculum areas and two are well below in all three.

### **General**

One immediate aspect of our achievement results across all three curriculum areas is the significant drop in achievement levels at year 4. Analysis of qualitative and quantitative data would suggest:

- Some year 4 children are only assessed against the year 4 standard after six months, having previously been assessed against the After Three Years standard. It is a considerable reach for these students to make the new standard by year end, and
- There are four children at year 4 who have very significant, diagnosed medical and cognitive processing difficulties. These children have support from a range of agencies including Starship, paediatric services HBDHB and significant special education help. All are on individual education plans which have a significant focus as well on social and behavioural needs.

Of our three Pasifika students, two are below the expected level in reading and one is below mathematics.

We have made some significant changes to curriculum delivery for boys across the senior school this year. Our ALL group had writing delivered using purpose based PIN's (Passions, Interests, Needs). This involved two different types of engagement for the children; field trips and peer tutoring. This was based on their interests and saw high levels of engagement, excitement and interest in writing. The accelerated achievement levels of this group evidenced its success. We also used a science withdrawal group focussed on purpose based writing with boys heavily involved in both of these groups. Their programme used science inquiries and experiments to engage interest and develop purpose based writing from these experiences.

We have a number of programmes in place to extend students working above their appropriate national standard. These include; differentiating within the classroom, extension science groups, accessing competitions and events with other local schools including literacy quiz, and reinforcing student directed learning. Students have also been involved in charity events, Primary Enterprise Programme, language learning, fundraising responsibilities and writing extension groups.

## RECENT CONSULTATION PROCESSES

2011

School Community Groups

- Parents and Friends Community Group Mar 2011
- After School Care Trust
- Montessori Trust Charter – School Development Plan
- Charter – Target Goals Feb 2011
- Maori Consultation - Consultation Type Mar 2011
- Maori Consultation - Health Curriculum
- Community - Health Consultation August

2012

School Community Groups

- Parents and Friends Community Group Mar/Apr 2012
- After School Care Trust
- Montessori Trust
- Charter – School Development Plan Feb 2012
- Charter – Target Goals Feb 2012
- Children Survey (Strategic Goal 1) Oct 2012

2013

- Bangers and Maths –Information evening for whanau March 2013
- Montessori Trust Oct 2013
- Parents and Friends
- PE and Health Community Survey and Consultation April 2013
- Maori Consultation June/July 2013

2014

School Community Groups

- Parents and Friends
- Hawke's Bay Montessori Education Trust
- Ahuriri After School Care Trust
- Community: Home/School communication

2015

- Charter – Strategic Goals / Targets / Annual Plan
- Community Traffic Survey

School Community Groups

- Parents and Friends
- Hawke's Bay Montessori Education Trust
- Ahuriri After School Care Trust

### PROPOSED CONSULTATION CALENDAR 2016

- Term 1 School Community on Charter Goals  
School Development Plan/Annual Report 2016  
Ahuriri After School Care Trust  
Parents and Friends
- Term 2 Liaison with Parents and Friends  
Community Consultation
  - Health Curriculum
- Term 3 Hawke's Bay Montessori Education Trust
- Term 4 Annual Report  
Analysis of Variance and National Standard Data reporting