

Port Ahuriri School Governance Manual 2018 - 2020

MoE Number 2648



The School Charter

Index

1 Introduction

- Governance
- Management
- The School and it's Community
- Student Achievement
- National Education Priorities
- Cultural Diversity
- Procedural Information

2 Strategic Section

- Vision
- Strategic Goals and Supporting Values
- Strategic Objectives

3 Annual Section

- Strategic Goal 1
- Strategic Goal 2
- Strategic Goal 3
- School Development Plan
- Three Year Self-Review Plan
- Analysis of Variance Reports
- National Standards Data Template
- National Standards Discussion Document

4 Consultation Process

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 285 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 are the key to enhance learning.
- We keep an up to date special needs register and a school wide data tracking schedule regularly re-visited.
- We all take responsibility for the happiness and well-being of students.
- 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.
- Teachers' collaboratively moderate data, in teams, school wide, and with other schools, to improve the consistency and validity of their judgements about student achievement.

- 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 mathematics 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 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.

2018 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 community understanding of children's views in equity and inclusiveness

To strengthen student achievement across the Literacy Curriculum

Outcome:

- Students identified as requiring assistance to accelerate their learning will have made accelerated progress through school and specialist programmes.
- Develop school wide consistent approach to using Literacy Learning Progressions (LLP's)

To strengthen student achievement in Mathematics

Outcome:

- To provide specialist teaching to assist in developing a mathematics skill set for those students who require accelerated learning.
- School wide implementation and consistency of application of Boat Maths self-directed programme.

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.
- Consult with the school community on Health Education

Strategic Goal One 2018

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 2018:**Develop Models of Good Practice in Classrooms and Curriculum School Wide**

- Implement Integrated Curriculum plan for even years
- Continue implementation of 'Boat Maths' self-directed learning programme across the school. Ensure consistency of implementation and practice.
- Implement consistency of practice with Literacy Learning progressions school wide.
- Monitor school behaviour patterns through revised school behaviour plan.
- Revise values and principles through discussion with children and community through PB4L contract
- Implement gifted and talented groups and provide specialist assistance in literacy, technology and leadership
- Leadership focus for senior students to cater for all strengths and abilities. i.e. continue the 'buddy bear' programme, house groups, duty teacher roles, librarian monitors and tech and literacy challenges and other leadership opportunities to strengthen leadership capability of children in year 6
- Develop further unstructured play areas: play house
- Actively review school curriculum document particularly Bookwork Standards, Assessment Plan and further areas as per the Curriculum and Assessment Self-Review Strategic Plan.
- 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'
- 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 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.
- Develop and implement agreed values and principals through school wide PB4L initiative. Team to consult with staff, students, BoT, community.

Assessment

- Staff reporting on changes to teaching practice and assessment through individual performance management inquiry.
- Teachers learning portfolios to reflect practice.
- Board reporting.
- Syndicate and whole school monitoring of planning and curriculum implementation.
- Student well-being survey
- Community survey on health and values and principles

Professional Development and Resources

Individual and school wide with emphasis on:

- ICT skill development,
- Inquiry approaches to learning.

Reporting

Health and Values and Principles 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 2018

Strategic Goal:	To Improve Student Achievement across the Literacy Curriculum
Target Group:	9 students in year 6 who were identified at the end of 2017 as being below the appropriate national standard in reading. 14 students in year 6 who were identified at the end of 2017 as being below the appropriate national standard in writing
Curriculum Area:	Literacy
Level:	School wide

<p>Teaching / Learning Foci:</p> <p>Aoraki POD</p> <ul style="list-style-type: none"> ○ Trialling of teaching Literacy in an MLE ○ Incorporating EOTC experiences into our writing programme ○ Individualised email accounts set up for children to have easy access of their Literacy documentation. ○ Use of Study ladder as part of a Literacy programme to motivate target children ○ More formalised homework over the senior syndicate ○ SOLE or Genius Hour experiences for self-directed learning ○ Front loading sessions for target kids in Literacy ○ Use of target children as mentors or experts in sessions after their front loading ○ Displaying of children's literacy work around the room ○ Sharing success of the target kids with Mr France and in senior and full school assemblies ○ Extra teacher aide support each day to support in class programmes ○ Regular discussions and reflections fortnightly in senior syndicate meetings ○ Professional readings and research on successes in reading and writing <p>Reading</p> <ul style="list-style-type: none"> ● Children targeted across teachers as per ILE pedagogy. Rotated on a fortnightly basis. All teachers will have been inputting adding both a range and variety of strategies ● Support staff timetables for over/above tuition ● Use range of ALL strategies such as pre-loading. Combine with Sharp reading strategies. <p>Writing</p> <ul style="list-style-type: none"> ● Tracking moderation through LLP's. Moderate and highlight a thread. Syndicate block ● Target group to have a higher level of moderation – specifically targeted ● ALL strategies – short, sharp and pre-loaded. <p>How can we better involve the parents of the target children in the process?</p> <ul style="list-style-type: none"> ○ Use of student e portfolios through class Dojo online programme for adults to look at what kids have been doing in class ○ Parents can read their children's writing through individual google accounts ○ Updates to target children's parents about successes in class through informal discussions after/ before school or in emails or phone conversations <p>Assessments / Resources Required.</p> <ul style="list-style-type: none"> ● Class and student data ● Staff knowledge and moderation with other teachers from our school and CoL schools. ● Release time for appropriate PLD. ● Teacher Aide assistance ● Specialist targeted support <p>Reporting</p> <ul style="list-style-type: none"> ● Interim report to Board of Trustees in T2 ● Final report to Board of Trustees and community in T4 ● Syndicate reporting across the year. ● School wide data wall analysis and discussion

FOCI/ INITIATIVES AND MEASUREMENT IN LITERACY SCHOOLWIDE

- Continue to develop and extend recently reviewed and appropriate writing documentation; school curriculum document, NZC, Literacy Learning Progressions.
- Continued school-wide moderation of literacy across the school to ensure sustained development of teacher capability in making OTJs and making adjustments to suit needs.
- Continue to work with Kahui Ako to ensure our practice is reflective of our current practice and ensure consistency across the Kahui Ako.
- 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 appropriate targets, and Maori and Pacifica.
- Access professional development based around effective teaching of writing and reading as required
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards achievement challenge in writing.
- Ensure implementation of Sharp Reading programme school wide
- Ensure consistency of assessment through tracking LLP's and school data-wall discussions

Strategic Goal Three 2018

Strategic Goal:	To Strengthen Student Achievement in Mathematics
Level:	School wide
Target Group:	11 students in year 6 who were identified at end of 2017 as being below their national standard in mathematics.

Teaching / Learning Foci:

Senior POD

- Use of mixed ability groupings in maths sessions
- Use of problem solving approach, rich open ended maths tasks
- Programme based on identified areas of needs across all maths strands
- Use of iPads, Chromebooks and other technologies to interest and engagement with maths tasks
- Variety of different maths experiences for our target children
- Use of Mathletics and Study ladder as an online resource to motivate target children
- Trialling of Accelerated learning process through mathematics as well
- Use of one to one intensive teaching for number knowledge for target children
- Teacher aide to support in class maths programmes
- Regular discussions and reflections fortnightly at Senior Syndicate meetings
- Analysing areas of strengths and weaknesses through detailed PAT analysis
- Formalised maths homework over the Senior Syndicate

Maths Boat

- Knowledge testing to ensure entry points are correct.
- Buddy system – set of three to ensure children are supported. To be set up later across hub to ensure fluidity

How can we better involve the parents of the target children in the process?

- Use of Student e portfolios through Class Dojo online programme for adults to look at what kids have been doing in class
- Updates to Target children's parents about successes in class through informal discussions after/ before school on in emails of phone conversations

Reporting

- Report to BoT in T2 and T4.
- Time allocated to report on progress during staff and syndicate meetings.

Assessment

- Analysis of areas of strength and needs through detailed PAT analysis.
- Numeracy Project assessment tools will be used to analyse student achievement.

Resourcing

- Professional development budget
- Curriculum – maths budget
- Access external support through Te Toi Tupu (Waikato University) as/when required to assist in accelerating progress.
- Staff knowledge, support and sharing.
- Teacher aide support

Professional Development

- Ongoing attendance at maths seminars throughout year by syndicate lead teachers.
- Sharing of information across school through regular staff meetings, continuing practise from ALiM/MST.
- Professional reading.

FOCI INITIATIVES AND MEASUREMENT IN MATHEMATICS SCHOOLWIDE

- Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics.
- Continue to focus on making adjustments in programme and delivery to suit the different needs and learning styles of students.
- Targeted support for children to accelerate learning. Children identified and closely monitored through syndicate and school-wide monitoring.
- Implement Boat Maths school wide as self-directed Maths programme. Ensure consistency of practice and implementation.

The Governance Manual 2018-2020

Part 1: The Charter

PORT AHURIRI SCHOOL BOARD OF TRUSTEES STRATEGIC PLAN Self-Review 2018 – 2020

Term	Year 1 - 2018	Year 2 – 2019	Year 3 - 2020
One	<p>Charter Review / Strategic Plan</p> <ul style="list-style-type: none"> NAG 7 Governance Manual The Charter (Part 1) Strategic Goals 2018 - 2020 Self-Review Cycle Annual Development Plan Community Consultation: Parents/Friends, Afcare, Montessori Trust , <p>Property / Maintenance / Asset Plans / Strategic Plan</p> <ul style="list-style-type: none"> 5 year property review. 	<p>Charter Review / Strategic Plan</p> <ul style="list-style-type: none"> NAG 7 Governance Manual The Charter (Part 1) Strategic Goals 2019 - 2021 Self-Review Cycle Annual Development Plan Community Consultation: Parents/Friends, Afcare, Montessori Trust, PAS Maori community <p>Curriculum – NAG 1</p> <ul style="list-style-type: none"> Review Curriculum Policy <p>Policy: Vulnerable Children ERO Review</p>	<p>Charter Review / Strategic Plan</p> <ul style="list-style-type: none"> NAG 7 Governance Manual The Charter (Part 1) Strategic Goals 2020 - 2022 Self-Review Cycle Annual Development Plan Community Consultation: Parents/Friends, Afcare, Montessori Trust, Health Curriculum Survey <p>Finance and Property – NAG 4</p> <ul style="list-style-type: none"> 5YA / 10YPP development <p>Student Consultation: Strategic Goal 1</p>
Two	<p>Curriculum Reports</p> <ul style="list-style-type: none"> Target Groups, EEO Plan <p>Self-Review – NAG 2</p> <ul style="list-style-type: none"> Governance Manual – Part 2 (Governance Policies) <p>Enrolment Scheme Review</p> <p>Parents: Health Curriculum Survey, PB4L</p>	<p>Curriculum Reports</p> <ul style="list-style-type: none"> Target Groups, EOTC Review <p>Personnel NAG 3</p> <ul style="list-style-type: none"> Policy Review <p>BoT Elections</p> <p>Self-Review – NAG 2</p> <ul style="list-style-type: none"> Governance Manual – Part 3 (Operational Policy) 	<p>Curriculum Reports</p> <ul style="list-style-type: none"> Target Groups, EEO Plan <p>BoT Elections</p> <p>Health and Safety – NAG 5</p> <ul style="list-style-type: none"> Policy Review <p>Enrolment Scheme Review</p>
Three	<p>Curriculum Reports</p> <ul style="list-style-type: none"> Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented <p>Annual Financial Report August Budget Review</p> <p>International Student Review</p> <p>Student Consultation: Well Being At School/Strategic Goal 1</p>	<p>Finance and Property – NAG 4</p> <ul style="list-style-type: none"> Finance policies <p>Annual Financial Report August Budget Review</p> <p>Curriculum Reports</p> <ul style="list-style-type: none"> Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented <p>International Student Review</p>	<p>Legislation – NAG 6</p> <ul style="list-style-type: none"> Review Legislation policies <p>Annual Financial Report August Budget Review</p> <p>Curriculum Reports</p> <ul style="list-style-type: none"> Integrated Curriculum, The Arts, Physical Education, Library / ICT, SENCO Inclusiveness Report, Gifted and Talented <p>International Student Review</p>
Four	<p>Budget / Annual Agreements Afcare and Montessori Principal Performance Agreement / Staff Appraisals / Board Performance Review Curriculum / NAG 8 Analysis of Variance Reports, Target Groups, Strategic Goals Review Annual Report - Principal</p>		

The Governance Manual 2018-2020

Documentation and Self-Review

1. Establish 2018 Charter, Strategic Plan, Annual, Curriculum and Property plans
2. Review NAG 7, NAG 2
3. Charter Review including strategic/target goals
4. Develop action plan for accelerated achievement of targets in literacy and mathematics
5. Implement self-review practices with Board.
6. Implement school wide appraisal process.

Legislative Requirements

1. Consult community on Health curriculum
2. Charter submission by 1 March.
3. Submit Annual Report by 1 May
4. Meet attendance, enrolment scheme and international student requirements.
5. Review Afcare and Montessori agreements

Finance/Asset Management

1. Implement maintenance expenditure in manner that ensures student and staff health and safety, technology improvements and asset protection and asset building.
2. Liaise with MoE, Board and community on school property replacement project for Blocks B and E
3. Implement Board funded strategic property plan to cover Board projects.
4. Major property project completed for COLA
5. Create on-going programme of greater shade spaces
6. Manage roll growth through enrolment scheme.
7. Review enrolment scheme.
8. 2018 – 2023 5YA agreement

Health and Safety

1. Meet emergency evacuation requirements.
2. Continue regular hazard management checks and plans. Report to BoT on necessary changes or expenditure request.
3. Review classroom and playground behaviour management plans.
4. Continue school social skills and mentoring programmes. Review through PB4L
5. Report to BoT on regular basis on incidents/issues school wide.

Part 1: The Charter

Community Partnership

1. School app communications – implemented on school wide, class and individual basis
2. Consult: Parents and Friends, Afcare Trust, Montessori Trust
3. Consult: Health curriculum, PB4L values and principles.
4. Kahui Ako. Work with community of schools cluster to inform community of our group, goals and challenges.

ANNUAL DEVELOPMENT PLAN 2018



Personnel

1. Apply performance management system based on Code of Conduct and Registered Teacher Standards
2. Conduct staff and principal performance appraisals.
3. Staff Appointments – manage banked staffing and management units.
4. Provide professional development opportunities for staff in: PB4L / pedagogical change / digital technologies / and individually identified areas through the PMS.
5. Provide sufficient teacher aide hours and numbers available for in-class programmes.
6. Implement support staff programme tracking sheet
7. Employ 0.2 FTTE Reading Recovery and 0.4 specialist to ensure equity and inclusiveness in programmes

Curriculum and Student Achievement

1. Curriculum focus areas for development:
Major PB4L
Minor Kahui Ako maths and literacy, digital technologies, ALiM, TLIF Science/Writing project
2. Identify and monitor students:
- not achieving - at risk - with special needs/talents
Build upon 2015/16 school wide target children tracking system to include all children with regular reviews and discussion.
3. Continue school wide planning, curriculum and assessment implementation systems. Build upon use of Professional Learning Groups to increase inter-staff discussion and professional growth.
4. Annual Reports to Board: NAG 2, NAG 8 plus all related curriculum and student achievement areas.
5. Annual Report to community on student achievement, school processes
6. Target resourcing and professional development to focus on school development plan 2018 requirements and target curriculum goals.
7. Provide resourcing to extension programmes – maths, IT and leadership.
8. Continue school wide mentoring programme for individual children.
9. People focus for Integrated Units
10. Culture week, focusing on cultures within our school and community

Port Ahuriri School
Curriculum and Assessment Self-Review Schedule

	2018	2019	2020
TOD	Playground and Behaviour Plan Charter Goals and Target Groups Assessment Plan Bookwork Standards Key Competencies Code of Conduct and Registered Teacher Standards Digital Data Wall	Playground and Behaviour Plan based on PB4L Charter Goals and Target Groups Schools Values and Statement	Playground and Behaviour Plan based on PB4L review Charter Goals and Target Groups
Term One	Maori / Pasifika Education – Tataiako/Pasifika Plan Curriculum – Literacy OTJ Moderation: Writing (internal) Student Consultation: Values/Philosophy/Wellness	Effective Teaching Teaching as Inquiry Curriculum: Mathematics OTJ Moderation: Writing (internal) Student Consultation: Values/Philosophy/Wellness	Key Competency: Participating and Contributing Curriculum: Integrated Topic OTJ Moderation: Writing (internal) Student Consultation: Values/Philosophy/Wellness
Term Two	Community Health Survey Curriculum: PE and Health School Report Format Curriculum: Science OTJ Moderation: Mathematics (internal)	Key Competency: Relating to Others Curriculum: The Arts OTJ Moderation: Mathematics (internal) Digital Technologies	Key Competency: Relating to Others Digital Technologies Strategy / ICT progressions Curriculum: Technology / Social Sciences OTJ Moderation: Mathematics (internal)
Term Three	Key Competency: Managing Self Culture Week Learning Hub Graduate Profiles	Key Competency: Thinking / Using Language, Symbols and Text Teacher Appraisal Production	OTJ Moderation: inter-school Curriculum: Te Reo school wide / Te Reo progressions review Learning Hub Graduate Profile review Culture Week
Term Four	School Report Format Inclusive Practice Assessment: From Data to Decisions (2011) Target Groups 2019 Appraisal 2019 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> • Teaching Practice • Inclusive Programmes • Wider school practices • Wider school facilities 	Curriculum: Gifted and Talented Graduate Profile OTJ's: as required Target Groups 2020 Appraisal 2020 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> • Teaching Practice • Inclusive Programmes • Wider school practices • Wider school facilities 	Target Groups 2021 Appraisal 2021 PD opportunities School wide Self-Review (SWOT): <ul style="list-style-type: none"> • Teaching Practice • Inclusive Programmes • Wider school practices • Wider school facilities

Property /Asset Replacement Strategic Plan 2018 - 2022

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 (2018 – 2023)
 - No monies available – all retained by Ministry for Capital Works Building Replacement programme.
- 10 YP (2017 – 2022)
 - as above

Asset Management

Board Funded

2018	Project	Estimated Value
Classroom Equipment	Strategic Goal One <ul style="list-style-type: none"> • Rainbow Seat 	\$2000
	Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Library Book Replacements 	\$4,000
ICT Equipment	Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Room 10 projector/screen 	\$6000
Office / Grounds Equipment	NAG 3 and 4 <ul style="list-style-type: none"> • 	
Property	NAG 3, 4 and 5 <ul style="list-style-type: none"> • Cricket Net Run Ups • COLA 	\$5000 \$195,000
Total		\$212,000

2019	Project	Estimated Value
Classroom Equipment	Strategic Goal One <ul style="list-style-type: none"> • 	
	Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Library Book Replacements 	\$4,000
ICT Equipment	Strategic Goal 2 and 3	
Office / Grounds Equipment	NAG 3 and 4	
Property	NAG 3, 4 and 5 <ul style="list-style-type: none"> • Front Hall Garden area/fence and dental van area 	\$25,000
Total		\$29,000

2020	Project	Estimated Value
Classroom Equipment	Strategic Goal One <ul style="list-style-type: none"> • Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Library Book Replacements 	\$4,000
ICT Equipment	Strategic Goal 2 and 3	
Office / Grounds Equipment	NAG 3 and 4 <ul style="list-style-type: none"> • Staffroom Furniture 	\$15,000
Property	NAG 3, 4 and 5 <ul style="list-style-type: none"> • 	
Total		\$19,000

2021	Project	Estimated Value
Classroom Equipment	Strategic Goal One <ul style="list-style-type: none"> • All Weather Courts (Shared with Parents and Friends) Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Library Book Replacements 	\$55,000 \$4,000
ICT Equipment	Strategic Goal 2 and 3	
Office / Grounds Equipment	NAG 3 and 4	
Property	NAG 3, 4 and 5	
Total		\$59,000

2022	Project	Estimated Value
Classroom Equipment	Strategic Goal One Strategic Goal 2 and 3 <ul style="list-style-type: none"> • Library Book Replacements 	\$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)

Strategic Goal One End of Year Report 2017

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 2017:

Develop Models of Good Practice in Classrooms and Curriculum School Wide

- Implement Integrated Curriculum plan for odd years
 - *Science – Waste Aware, Insects, Science Writing (reactions, elements, floating and sinking, material world)*
 - *Arts – Dance, Drama, Music, School Production, Visual*
 - *Social Sciences – Celebrations*
 - *Growth Mindset strategies – The Learning Pit*
 - *Electives*
 - *EOTC – Senior Camp, Rocky Shore, Local Environment*
 - *School Production – Key competency 'self-management' focus*
 - *Whanaungatanga (Relating to Others, Respect)*
 -
- Continue trial of the school self-assessment tool for assessing key competency development and achievement
- Monitor and track the use of key competencies as part of curriculum planning & integral school behaviour.
 - *Added them to class inquiries through soft skills learning stories in the junior classes*
 - *Linked to curriculum areas*
 - *Weekly social skills focus and shining stars*
 - *Production – KC focus*
 - *Senior School – needs based*
 - *Bling Ladder*
 - *LLP's*
 - *Curriculum assessments*
 - *Begun trial of student self-tracking journey*
- Revise values and principles through discussion with children and community
 - *Not completed – recognised as a 2018 focus by both Board and staff*
 - *Senior school – Monday meet up programme, Respect chats / reminders especially before outside class activities*
 - *Celebrate with whanau through use of class Dojo app*
- Continue the social skills resilience programme.
 - *Changed so that it was not a weekly skills focus. It is developmentally appropriate and child centred*
 - *Based on Teacher observation*
 - *Addressed social skills to meet current needs*
 - *Bling*
 - *Shining Stars*
 - *Identified need for greater resilience.*
 - *PAL's have had training in resilience and how to manage conflict in the playground*
- Implement gifted and talented groups and provide specialist assistance in mathematics, IT and leadership
 - *Extra challenges, ensuring that work provided is meeting the needs to extend the individuals. E.g. rich tasks in maths*
 - *Peer Tutoring*

- *Cross level grouping (mixed ability)*
- *Curriculum areas timetabled according to need i.e. maths or reading list*
- *Tournament of the Minds*
- *PAL's*
- *Meeting of the Minds*
- *Fundraising group*
- *Literacy and Technology Coastal Cluster challenges*
- *Individual and group performances at school occasions*
- 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
 - *Buddy Bears given at assembly*
 - *Buddy classes*
 - *Friday sports – led by PAL's*
 - *Coastal Cluster events*
 - *PAL's*
 - *Tournament of the Minds*
 - *Kapa Haka*
 - *Tough Kid Challenge*
 - *Meeting of Minds*
- Develop further unstructured play areas: play house
- Review/Re-design e learning strategy:
 - Particular focus on internet awareness and safety.
 - Trial individual Google accounts for children
 - Parent and student consultation on device/blended uses.
- *Created junior e learning guidelines. Consistent across junior classes*
- *Google accounts for children in middle and senior school*
- *Google safety audit through Cyclone*
- *Communication with whanau on IT use*
- *Internet safety regularly addressed and monitored by teachers*
- *Developed shared pod policy with student voice around safe practices on line*
- *Google classroom*
- *Bec Galloway PD*
- *PD in Digital Tech curriculum*
- Annual review of effectiveness of school behaviour and mentoring plans
 - *Incomplete.*
 - *Review TOD 2018*
- *Possible focus required around respect for all adults in the school (Support Staff)*
- *Clear guidelines and expectations delivered through pod meetings*
- *Children of concern shared by all staff including plans, discussions and keeping it consistent within pods.*
- *PALs*
- *Buddy classes and buddy reading*
- Review our pedagogical practice through ongoing study and awareness of the principles of 'kahikatia' and 'ta taiako'
 - *Trialled learning through play. Recognised that this journey wasn't suitable and that we needed a more structured and planned approach*
 - *Term one focus was whanaungatanga*
 - *ALL PLD*
 - *Tuakeina teina principle through buddy classes*
- 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 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.

- *Incomplete*
- *Reviewed Tiered interventions in both Maths and Literacy CaAP's*

Assessment

- Staff reporting on changes to teaching practice and assessment through individual performance management inquiry.
 - *Peer appraisals*
 - *Teaching as Inquiry*
 - *Teacher inquiries shared through team meetings as per Curriculum document*
 - *Accelerated Learning in Literacy contract*
 - *Science writing*
 - *ALL PLD*
- Teachers learning portfolios to reflect practice.
 - *Moving to the six professional practices and code standards in New Year*
 - *2018 – use syndicate meeting once per term to update*
 - *Suited format to individual preference*
- Board reporting.
 - *Complete*
- Syndicate and whole school monitoring of planning and curriculum implementation.
 - *Collaboratively plan our LTP every term*
 - *Reviewed the Literacy and Maths overviews*
 - *Planning collaboratively. Piki pod trialled KC's as an inquiry focus in second half of year to include all aspects of the curriculum.*
 - *Peer appraisals*
 - *Management appraisals*
 - *Team meeting discussions about draft curriculum implementation and planning requirements*

Professional Development and Resources

Individual and school wide with emphasis on:

- ICT skill development,
- Inquiry approaches to learning.

Strategic Goal Two 2017 End of Year Report

Strategic Goal:	To Improve Student Achievement across the Literacy Curriculum
Target Group:	12 boys in Years 2 and 3 who were identified at the end of 2016 as being below the appropriate national standard in writing 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
Curriculum Area:	Writing and Reading
Level:	School wide

Teaching / Learning Foci:

Poipoi (Junior) POD

- Interventions based on:
 - 'over and above' principle while still working within the classroom
 - authentic context transactional writing based programme - science
 - increased communication with whanau.
- Regular discussions and reflection during fortnightly team meetings, sharing of good practice. Whole team approach to this target. Dedicated time in team and staff meetings to discuss progress and effectiveness of programme.
- Targeted teacher aide support.
- Continual formal and informal assessment throughout the year for programme effectiveness.
- Use of play-based strategies to provide rich experiences for writing and developing oral language and vocab
- Build vocab and oral language to write about through developmentally appropriate play strategies.
- Teaching of phonetic awareness within the writing process
- Professional reading and research on success in writing interventions

Writing

Target Group

- 12 boys in Years 2 and 3 who were identified at the end of 2016 as being below the appropriate national standard in writing.
- 10 boys completed all from Poipoi pod.

Reporting

- 100% achieved at/above the appropriate national standard
- Teachers reported that the increase use of authentic contexts in writing through science and/or play had a significant impact on the motivation of boys writing.
- The specific targeted phonics teaching within the context of writing was a particularly successful strategy.

Reading

Target Group

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 10 children from Poipoi pod were part of the original target group. 8 children completed the year.
- 7 out of 8 achieved at/above their appropriate national standard (87.5%)
- The one child still assessed as below has made significant progress from well below

Reporting

- All staff and teacher aides in this pod were trained in the Sharp reading strategy programme this year.
- Sharp reading strategies are very targeted and specific, with fast paced lessons and a formulae for teachers to follow when delivering the lesson.
- Teachers report these had a significant impact on student achievement, both results and efficacy.

Teaching / Learning Foci:**Piki (Middle) POD**

- Intervention based on 'over and above' principle while still working within the classroom
- Writing based around science / interest based writing
- Context / transactional writing based programme - science
- Increased communication with whanau.
- Science open day
- Regular discussions and reflection during fortnightly team meetings, sharing of good practice. Whole team approach to the target. Dedicated time in team and staff meetings to discuss progress and effectiveness of programme.
- Targeted teacher aide support.
- Continual formal and informal assessment throughout the year for programme effectiveness.
- Use of I pads / chrome books, cameras and other technology
- Professional reading and research on success in literacy interventions

Reading**Target Group**

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 8 children from Piki pod were part of the original target group. 6 children completed the year.
- 5 out of 6 achieved at/above their appropriate national standard (83.0%)
- The one child still assessed as below has made significant progress from well below. This child had a period of 6-8 months this year where there were significant external health issues. The teacher reports that recently they have observed significant accelerated progress in reading. A referral to RT:Lit service has been made for this child.

Reporting

- Piki pod team were involved in both ALL and science writing projects. Two of the three pod members were trained across the year in the Sharp reading approach and this was implemented in their classrooms. One teacher was trained through to the senior stages enabling her to deliver the higher level strategies to children in the pod.
- The pod used an ILE approach to the delivery of reading, with teachers having very targeted groups, significant collaborative planning and children as required directing their own learning.
- The pod developed a visible learning resource for the children so that they could self-track their progress and learning needs. This was based on the literacy learning progressions.

Teaching / Learning Foci:**Aoraki (Senior) POD**

- Science based writing through PD with Colleen
- Trialling of teaching Literacy in an MLE
- Incorporating EOTC experiences into our writing programme
- Individualised email accounts set up for children to have easy access of their Literacy documentation.
- Use of Study Ladder as part of a Literacy programme to motivate target children
- More formalised homework over the senior syndicate
- SOLE or Genius Hour experiences for self-directed learning
- Front loading sessions for target kids in Literacy
- Use of target children as mentors or experts in sessions after their front loading
- Displaying of children's literacy work around the room
- Sharing success of the target kids with Mr France and in senior and full school assemblies
- Extra teacher aide support each day to support in class programmes
- Regular discussions and reflections fortnightly in senior syndicate meetings
- Increased number of i pads and chrome books to help with more student directed learning activities and inquiries.
- Professional readings and research on successes in reading and writing

Teaching / Learning Foci:**Aoraki (Senior) POD****Reading****Target Group**

- 24 boys school wide who were identified at the end of 2016 as being below the appropriate national standard in reading
- 5 children from Aoraki pod were part of the original target group. 5 children completed the year.
- 1 out of 5 achieved at/above their appropriate national standard

Reporting

- One teacher in this pod trained in the Sharp Reading programme. This has had an impact on student achievement with the two children as part of this group from this room making the most significant progress, with one child moving achieving 'at' their appropriate standard and the other child moving from 'well below' to being on the cusp of being 'at' his standard.
- Each class ran its own literacy programme, with a focus on teaching to teacher and student passions rather than coverage.
- Teachers believe setting up and use of individual e mail accounts played a big role in the development of the passion projects run through the reading programme, enabling each child to have a place to store and edit their own work.
- Teachers have recognised that they have lost some consistency across the pod and they lost the ability to monitor for patterns and trends as they were focussed on the individual aspects of the ALL PLD contract tracking requirements.

2018 FOCI/ INITIATIVES AND MEASUREMENT IN LITERACY SCHOOLWIDE

- Continue to extend recently reviewed school wide writing school curriculum statements on delivery and assessment
- Work with the Kahui Ako schools and across our own school to embed the use of the Literacy Learning progressions as the school wide assessment tool. Ensure consistency through moderation.
- All staff to be trained in Sharp reading programme and Sharp to be the delivery method school wide. Appraisal and walk through to ensure consistency.
- All staff to be part of development of 'visible learning' systems developed pod wide with anchor charts, exemplars and visual staircases to show journeys. This to be consistent school wide.
- Continue school-wide moderation of writing across the school to ensure sustained development of teacher capability in making OTJs and making teaching and learning 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.
- Digital Data Walls: information to be collected school wide, shared, collected twice per term and discussed at dedicated syndicate meetings twice per term. This will ensure that within level progress can be tracked on each child and tiered interventions put in place in a more-timely manner.
- Continue science writing / writing in authentic context roll-out school wide.
- Access professional development based around effective teaching of writing and reading
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards KA achievement challenge in writing.

Strategic Goal Three 2017 End of Year Report

Strategic Goal:	To Strengthen Student Achievement in Mathematics
Level:	Year 5-6
Target Group:	7 boys in years 5 and 6 who were identified at end of 2016 as being below their national standard in mathematics.
Target:	90% of identified students at/above in mathematics

Teaching / Learning Foci: Poipoi / Piki (Junior/Middle) Pods

- Intervention based around targeting support within the class.
- Programme based on identified areas of need across all maths strands.
- Where possible programme based on proven ALiM principles:
 - a little and often
 - intensives
 - small groups
 - over and above
- use of problem solving approach – through play based learning
- use of iPads, chrome books and other technologies to increase interest and engagement with mathematics tasks
- use of 'Boat Maths' – maths knowledge, practice, self-directed learning

Reporting

- Both pods developed the 'Boat Maths' programme within their classes. This programme enables a number of things to happen that assist children's learning. Firstly, this is a 'visible learning' resource. Both teachers and students can see by a glance where a child is at in their Maths learning, how far through a stage they are. It enables the teacher to see at a glance the gaps in each stage for targeted children. It is also a cooperative learning resource whereby children can independently seek assistance from other children who they can see have completed the part they are struggling with. We know that in these situations, the peer teachers learn more than the student needing the assistance. Boat Maths is a great ILE teaching resource as it allows the children to develop and track their own learning, staff to see gaps and pull students together for targeted instruction simply and easily. Boat Maths has been so successful in these two pods that we are in the process of making the senior school stages (7 and 8) and putting it across the school in 2018. This won't need to be a lot of new learning for the children moving to the senior school as the year 5 students will be familiar with it from this year. The nature of this programme means that it is also easily logged into the bi-termly tracking on each child in the school. Boat Maths will give us consistency of tracking, teaching and assessment school wide in mathematics.

Aoraki (Senior) Pod

- Use of mixed ability groupings in maths sessions
- Use of problem solving approach, rich open ended maths tasks
- Programme based on identified areas of needs across all maths strands
- Use of iPads, Chromebooks and other technologies to interest and engagement with maths tasks
- Variety of different maths experiences for our target children
- Use of Mathletics and Study ladder as an online resource to motivate target children
- Trialling of Accelerated learning process through mathematics as well
- Use of one to one intensive teaching for number knowledge for target children
- Maths evening for parents (Like Sausages and Sentences)
- Teacher aide to support in class maths programmes
- Regular discussions and reflections fortnightly at Senior Syndicate meetings
- Analysing areas of strengths and weaknesses through detailed PAT analysis
- More formalised maths homework over the Senior Syndicate
- Increased amount of devices available in the classroom to help motivate target kids
- Trialling the teaching of numeracy in an MLE

Senior POD

- Use of mixed ability groupings in maths sessions
- Use of problem solving approach, rich open ended maths tasks
- Programme based on identified areas of needs across all maths strands
- Use of iPads, Chromebooks and other technologies to interest and engagement with maths tasks
- Variety of different maths experiences for our target children
- Use of Mathletics and Study ladder as an online resource to motivate target children
- Trialling of Accelerated learning process through mathematics as well

- Use of one to one intensive teaching for number knowledge for target children
- Maths evening for parents (Like Sausages and Sentences)
- Teacher aide to support in class maths programmes
- Regular discussions and reflections fortnightly at Senior Syndicate meetings
- Analysing areas of strengths and weaknesses through detailed PAT analysis
- More formalised maths homework over the Senior Syndicate
- Increased amount of devices available in the classroom to help motivate target kids
- Trialling the teaching of numeracy in an MLE

Aoraki Target Group:

Seven boys in years 5 and 6 who were identified at end of 2016 as being below their national standard in mathematics

Seven boys completed the programme

Two of the seven boys achieved the appropriate national standard. Both of these children were year 6.

Reporting

All three classes have very different approaches to maths and lack of consistency in planning, teaching and assessment.

Teachers have suggested a need to be more proactive in maths in analysing data together. Their focus was on ALL –

Reading and Writing and they felt they had perhaps neglected somewhat this area.

The target children had programmes that included:

- Extra assistance with support staff
- Significant focus on place value and strategy development
- Mixed ability grouping
- Access to two on-line programmes; Study ladder and Sumdog. These proved to be highly motivating

2018 FOCI INITIATIVES AND MEASUREMENT IN MATHEMATICS SCHOOLWIDE

- Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics. Continue moderating with other local schools.
- Implement Boat Maths school wide to ensure consistency of delivery and student learning
- Continue class targets as the “Teaching as Inquiry” component of the performance management process.
- Maths data to become part of the Digital Data Wall
- ALiM. Jen to begin the ALiM journey within her class, sharing across the school through staff meetings.
- Jen to further develop and upskill the staff in the development and implementation of ‘Rich’ maths tasks through her Kahui Ako work with the maths across and within school PLD teacher group

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
2648	Port Ahuriri School	March annual charter update	23	6

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	1.6%	33	13.2%	153	61.2%	60	24%	250
Maori			9	27.3%	21	63.6%	3	9.1%	33
Pasifika			1	20%	4	80%			5
Asian			1	7.1%	9	64.3%	4	28.6%	14
NZ European/Pakeha/Other European	4	2.1%	22	11.4%	115	59.6%	52	26.9%	193
Male	4	3.3%	20	16.4%	70	57.4%	28	23%	122
Female			13	10.2%	83	64.8%	32	25%	128

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			5	16.7%	21	70%	4	13.3%	30
After 2 years at school	1	2.1%	2	4.3%	31	66%	13	27.7%	47
After 3 years at school			4	13.8%	16	55.2%	9	31%	29
End of year 4	2	3.8%	3	5.7%	40	75.5%	8	15.1%	53
End of year 5			10	22.7%	19	43.2%	15	34.1%	44
End of year 6	1	2.1%	9	19.1%	26	55.3%	11	23.4%	47

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	3	1.2%	39	15.6%	189	75.6%	19	7.6%	250
Maori			9	27.3%	24	72.7%			33
Pasifika			1	20%	4	80%			5
Asian			1	7.1%	11	78.6%	2	14.3%	14
NZ European/Pakeha/Other European	3	1.6%	28	14.5%	145	75.1%	17	8.8%	193
Male	3	2.5%	25	20.5%	89	73%	5	4.1%	122
Female			14	10.9%	100	78.1%	14	10.9%	128

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			3	10%	27	90%			30
After 2 years at school	1	2.1%	1	2.1%	42	89.4%	3	6.4%	47
After 3 years at school			3	10.3%	23	79.3%	3	10.3%	29
End of year 4	1	1.9%	5	9.4%	40	75.5%	7	13.2%	53
End of year 5			14	31.8%	27	61.4%	3	6.8%	44
End of year 6	1	2.1%	13	27.7%	30	63.8%	3	6.4%	47

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	4	1.6%	39	15.6%	168	67.2%	39	15.6%	250
Maori			7	21.2%	24	72.7%	2	6.1%	33
Pasifika			1	20%	3	60%	1	20%	5
Asian			1	7.1%	7	50%	6	42.9%	14
NZ European/Pakeha/Other European	4	2.1%	29	15%	130	67.4%	30	15.5%	193
Male	4	3.3%	16	13.1%	80	65.6%	22	18%	122
Female			23	18%	88	68.8%	17	13.3%	128

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			3	10%	24	80%	3	10%	30
After 2 years at school	1	2.1%	6	12.8%	37	78.7%	3	6.4%	47
After 3 years at school			6	20.7%	17	58.6%	6	20.7%	29
End of year 4	2	3.8%	3	5.7%	35	66%	13	24.5%	53
End of year 5			11	25%	23	52.3%	10	22.7%	44
End of year 6	1	2.1%	10	21.3%	32	68.1%	4	8.5%	47

National Standards NAG2A(b) Commentary Reporting (2017)

NAG2A (b)(i) Areas of Strength

National Standard area(s): Reading

Discussion:

Results school wide indicate that 85.2% of students are achieving at/above their appropriate national standard.

There has been a reading focus school wide in 2017. As a staff we decided to change the focus in our Accelerating Learning in Literacy (ALL) contract from writing to reading due to lower than expected achievement in reading in 2016. Children across ten classes were involved in a 15 week ALL (Year 3) PLD contract.

Results from this intervention showed that:

- pre ALL intervention 100% of ALL target students were working below the national standard in reading
- post ALL intervention 100% of ALL target students have made progress in their reading levels based on using the assessments in reading running records, overall teacher judgments and Star Tests in the 15 week period
- post ALL intervention 35% of the ALL target students are still working below or well below in the national standard in reading
- post ALL intervention 65% of the ALL target students are working at their National Standard in reading

Seventeen students have moved from working below their appropriate national standard in reading, to working at national standard in reading. Progress was faster than normal for these target students and faster than their peers progress. This has supported the target students to reach curriculum expectations over a shorter period of time. They were taught in an accelerative manner in their classroom setting (not withdrawn) with their classroom teacher rather than by remediation support. Students were tracked and monitored through daily observations and lessons, using summative and formative assessments, and regularly tracked every three weeks depending on their progress. This was recorded on a trajectory grid using the assessment of running records. However, we still had a small number of students who feel unconfident and unsure about what they were doing in reading and why they were doing it.

Looking to 2018, there are a number of areas we wish to develop further:

- developing our communication, consultation and involvement with parents next year
- make sure the time and routine is the same for all students
- develop official communication processes between staff with all at risk students at the beginning of the year
- continue with teacher led professional learning groups (PLG) to discuss inquiry and target students across our school in all areas
- continue to focus on understanding the learning process and the BES/ Theory of Action
- use CaAP plans as a working document and ensure appropriate tiered interventions are understood and implemented
- Ensuring we front load our staff about the curriculum across the year levels
- Implement Sharp Reading programme school wide to ensure consistency of delivery
- Track all students through the digital data wall with specific syndicate meetings dedicated to analysis.

National Standard area(s): Writing / Mathematics**Discussion:****Writing**

Schoolwide there remain 42 students across the school who do not meet their appropriate national standard. 72% of these children are NZ European and 20% of these are of Maori descent. Proportionally 65% of these students are boys. Boys writing remains an issue especially in the senior school.

Results indicate that there are a disproportionate number of students not meeting their appropriate national standard in the year 5 and 6 levels. These two year groups account for 63% of the children not achieving their national standard.

In 2018, all children who are not meeting their appropriate national standard at the end of 2017 will form part of their teachers individual inquiry using a names vs needs approach. The fourteen year 5 children identified will form part of the school/senior management team inquiry, looking at the work and interventions occurring for these children and monitoring progress closely across the year as the school-wide target group. It would be expected that the successful strategies developed through the ALL PLD contract would be applied to achieve the accelerated progress required for these students. It is further expected that our TLIF project will be implemented across the senior pod. The results from this project over the previous 18 months indicate that an authentic science based context for writing for these children is effective in accelerating achievement, increasing enjoyment and ensures that the great majority will have a significantly enhanced chance of making their appropriate national standard. Based on 2016 results in our TLIF project we would expect to see significantly accelerated progress with in excess of 85% of these year 5 children making sufficient progress to meet their national standard.

Teacher Led Innovation Fund Project

Over the past 1 ½ years we have been inquiring into how we can motivate and accelerate our boys writing in years 1 to 4. Classes have been implementing regular quality hands-on science investigations integrated into their literacy programme. These investigations have prompted a lot of discussion and sharing from the students. We have recorded these observations and emerging understandings in a variety of ways, such as recounts, creative writing, poetry, explanations, reports, diagrams, etc.

We have tracked a group of 24 low achieving boys from years 1 to 4. Results from the 2016 project indicated that 100% of the boys we tracked met their appropriate national standard. In 2018, this project is to be implemented school wide and there will be children in year 5 who are very familiar with the project, the lesson conventions and the writing expected. Based on our known results we would expect to see a significant shift in the current year 5 children's writing levels.

Mathematics

Schoolwide there remain 43 students across the school who do not meet their appropriate national standard. 76% of these children are NZ European and 16% of these are of Maori descent. Proportionally 46% of these students are boys.

Results indicate that there are a disproportionate number of students not meeting their appropriate national standard in the year 5 and 6 levels. These two year groups account for 48% of the children not achieving their national standard. 20% of A3 children are also experiencing difficulty in meeting their appropriate national standard.

In 2018, all children who are not meeting their appropriate national standard at the end of 2017 will form part of their teachers individual inquiry using a names vs needs approach. The eleven year 5 children identified will form part of the school/senior management team inquiry, looking at the work and interventions occurring for these children and monitoring progress closely across the year as the school-wide target group.

From mid-year we have recognised that we were missing the impact of having our Maths Support Teacher (MST) who had been trained over the previous three years to asset children and staff across the school develop programmes for these children. We have applied to re-engage with the Accelerating Learning in Mathematics (ALiM) PLD contract in 2018 and have identified a staff member to led this contract for the school. We have from Term Two this year also released this same teacher to become part of our Kahui Ako mathematics challenge

despite receiving no funding for an across school teacher in this role. Our staff member has been working closely with this group in developing 'Rich Maths' tasks and a shared understanding of moderation and assessment using the Learning Progressions in mathematics. As this becomes developed further and embedded in Kahui Ako practice our staff member will be leading school wide mathematics professional learning and development through our recently introduced teacher led professional learning groups. At a recent staff meeting it was decided that we needed greater consistency school wide in the delivery of the mathematics curriculum. Over 2017, the junior and middle pods have developed and implemented a 'Maths Boat' programme. This programme enables a number of things to happen that assist children's learning. Firstly, this is a 'visible learning' resource. Both teachers and students can see by a glance where a child is at in their Maths learning, how far through a stage they are. It enables the teacher to see at a glance the gaps in each stage for targeted children. It is also a cooperative learning resource whereby children can independently seek assistance from other children who they can see have completed the part they are struggling with. We know that in these situations, the peer teachers learn more than the student needing the assistance. Boat Maths is a great ILE teaching resource as it allows the children to develop and track their own learning, staff to see gaps and pull students together for targeted instruction simply and easily. Boat Maths has been so successful in these two pods that we are in the process of making the senior school stages (7 and 8) and putting it across the school in 2018. This won't need to be a lot of new learning for the children in the senior school as the year 5 students will be familiar with it from this year. The nature of this programme means that it is also easily logged into the bi-termly tracking on each child in the school. Boat Maths will give us consistency of tracking, teaching and assessment school wide in mathematics. Further, to ensure accountability and consistency all students school wide will be tracked through our visible Digital Data Wall. Whilst the above mentioned students have been tracked across the year, twice per term we have found that by using the very broad brushstroke that is a national standards achievement we have missed the incremental progress steps that these children have made. From the beginning of 2018, the data wall will show all students and will reflect levels and stage progress based on learning progressions which will reflect better the learning steps made.

NAG2A (b)(ii) Basis for Identifying Areas for Improvement

Writing

Data from project work, writing samples, ALL data, individual student surveys (beginning, middle and end of intervention), conferencing with students, whanau comments on students work and observations from teachers, STAR tests and science project writing were all used to make these judgements. At mid-year 55 (22.8%) of students were not meeting the writing standard. Of these, 31 were in the year 5/6 cohort. By year end, 42 of these children were still not meeting the appropriate standard. Of these 31 were from the year 5/6 cohort. Three of these children have significant medical and global learning needs.

Tracking the year 5/6 data back three years it is interesting to note that this is a cohort issue from year 3 onwards. The most significant change in national standard achievement happens between After three years and end of year four assessment. This was where a significant trend appeared with children moving from 'at' to 'below' their appropriate standard and not being able to rectify.

Maths

Data from rich maths tasks, maths samples, conferencing with students, whanau comments on students work and observations from teachers, PAT, gloss iKan and stage assessments were all used to make these judgements. At mid-year 56 (23%) of students were not meeting the mathematics standard. Of these, 27 were in the year 5/6 cohort. By year end, 43 of these children were still not meeting the appropriate standard. Of these 22 were from the year 5/6 cohort. Three of these children have significant medical and global learning needs.

Tracking the year 5/6 data back three years the change that is noted above for writing does not trend for mathematics. The general pattern is that a child who is finding achievement in mathematics difficult has tended to have this issue right through the tracking sample.

NAG2A (b)(iii) Planned Actions for Lifting Achievement

Year 5/6 Writing

There will be considerable synergies between the strategies that were effective in our ALL contract and the programmes and teaching strategies as developed for these children in 2018.

We know that ALL strategies created the following positive outcomes for students and/or teachers:

- Increased student motivation to engage in writing lessons
- Students choosing to participate in lessons more often
- Students became experts and teaching the rest of their class new concepts
- More student choice and direction in their learning
- Attitudes of learners are now more positive
- Increased student knowledge of year 5&6 writing expectations and where children are aiming to get to.

We know that the following worked exceptionally well:

- Front loading lessons
- Modelling books for target students
- Technology as the use of a tool for writing and engagement
- Release time for teachers to explicitly teach target group, model lessons for each other, observe another teacher within our school and other schools, plan effective lesson and assess the effectiveness of their programme
- Exit passes being used to check student learning
- Focusing on one thread of the Literacy Learning Progressions for three weeks at a time
- Hot and cold tasks to assess learning and check meaning
- Purpose based lessons to fully engage students

We also know that to make the learning more effective we need to:

- Re-focus on the school Curriculum and Achievement Plan and tiered interventions
- Continue to push teachers further out of their comfort zone. It's okay not to feel safe and take risks as this is what we learn from
- Keep a strong, relentless focus on the pedagogical underpinning of acceleration NOT remediation.
- Continue to extend recently reviewed school wide writing school curriculum statements on delivery and assessment
- Work with the Kahui Ako schools and across our own school to embed the use of the Literacy Learning progressions as the school wide assessment tool. Ensure consistency through moderation
- All staff to be part of development of 'visible learning' systems developed pod wide with anchor charts, exemplars and
- visual staircases to show journeys. This to be consistent school wide
- Continue school-wide moderation of writing across the school to ensure sustained development of teacher capability in
- making OTJs and making teaching and learning 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.
- Digital Data Walls: information to be collected school wide, shared, collected twice per term and discussed at dedicated syndicate meetings twice per term. This will ensure that within level progress can be tracked on each child and tiered interventions put in place in a more-timely manner.
- Continue science writing / writing in authentic context roll-out school wide
- Access professional development based around effective teaching of writing
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards Kahui Ako achievement challenge
- in writing.

Year 5/6 Mathematics

We know that there will be considerable synergies between the strategies that were effective in our ALL contract and programme implementation and the programmes and teaching strategies as developed in mathematics for these children in 2018.

As we move into 2018 we are excited to be part of the Kahui Ako mathematics achievement challenge; *To raise the standard of mathematics so that: 95% of students achieve NZC level 4 by the time they transition into year 9 with particular attention to priority learners*' (Kahui Ako challenge) as well as developing the following initiatives school wide:

- Visible learning programme 'Maths Boat' school wide
- Digital data wall tracking every student visibly
- ALiM implementation: ALiM. Teacher identified to begin the ALiM journey within her class, sharing across the school through staff meetings.
- 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.
- Continue to develop class targets as the "Teaching as Inquiry" component of the performance management process.

NAG2A (b) (iv) Progress Statement

Reading.

85.2% of all students are at/above their appropriate national standard.

72.7% of students who identify as Maori are at/above their appropriate national standard.

80.4 % of male students are achieving at/above their appropriate national standard compared to 89.8% female students.

Students identified as achieving 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 assistance, class based support staff. Of these children, nine have impacted global learning, health or behavioural needs including hearing and two are English as Second Other Language Learners. Two children's parents have refused to allow any specialist intervention. A further four children are new to our school within the past two terms.

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

- After two years at school - 93.7% at/above
- End year 4 - 90.6% at/above

A feature of this year's reading data are the significant overall results in the year 1 to 4 cohort. This cohort has had the Sharp reading intervention with teachers and support staff trained this year. Teachers have anecdotally reported and results would suggest that this intervention has had a very significant impact. Sharp as a reading intervention is to be rolled out schoolwide in 2018.

Writing

83.2% of children are at/above the appropriate standard in writing.

72.7% of students who identify as Maori are at/above their appropriate national standard as compared to 83.9% of children who identify as NZ European.

77.1 % of male students are achieving at/above their appropriate national standard compared to 89.0% of female students.

Students identified as achieving 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 assistance, class based support staff. Of the children achieving below their appropriate national standard, nine have impacted global learning, health or behavioural needs including hearing and three are English as Second Other Language learners. Two children's parents have refused to allow any specialist intervention. A further three children are new to our school within the past two terms.

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

- After 1Y – 90%
- After 2Y – 95.8%
- After 3Y – 89.6%
- End Year 4 – 88.7%

There are 24 children who feature as achieving below their appropriate standard in both reading and writing.

Mathematics

82.8% of children are at/above the appropriate standard in mathematics.

78.8% of students who identify as Maori are at/above their appropriate national standard.

83.6% of male students are achieving at/above their appropriate national standard compared to 82.1% of female students.

Students identified as below their appropriate standard have received a range of interventions. These have been: specialist teacher assistance, health based interventions, ESOL assistance and support, individual teacher inquiry and support staff assistance. All of these children have significant health, cognitive and global educational needs that impact significantly on their learning. Ten children have ongoing significant global, health and behavioural needs, two children are second language learners. Two children's parents have refused to allow any specialist intervention. A further two children are new to our school within the past two terms.

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

- After one year at school – 90.0% at/above
- End year four - 90.5% at/above

Note: There are sixteen children who feature as achieving below their appropriate national standard across all three learning areas.

General

One immediate aspect of our achievement results across all three curriculum areas is the slight decrease in Maori student achievement.

This is an area for significant improvement, however having said that the flip side is there were no Maori or Pasifika students identified as well below.

Analysis of qualitative and quantitative data would suggest:

- Science writing and Sharp reading interventions have had a significant impact in the year 1 to 4 cohort in both reading and writing, where the majority of these interventions have been targeted over the previous 12 to 18 months. There is a very real and obvious need to incorporate these programmes into the year 5 and 6 area, particularly for boys. This has been identified and addressed in the 2018 school wide programme requirements and PLD initiatives, and
- A very similar trend is very evident for mathematics as well, where the targeted, independent and visible 'Maths Boat' programme has been implemented. Again it is obvious that year 5 and 6 need a different intervention focus as compared to their current programmes to address the significant difference in achievement at these levels. Girls are of greater concern for underachievement in mathematics than boys and this is a further area to address.
- Staff PLD in re-visiting strategies to increase learning opportunities for Maori are a high priority.

We have made some significant changes to curriculum delivery across the school this year and are confident that these have had a significant impact on the achievement of our recalcitrant well below / below children in the year 1 to 4 areas. Our ALL PLD contract has continued the new approach focussing on acceleration, ditching the concept of remediation planning, programming and teaching and looking to 2018, the ALiM programme will continue with this philosophy in mathematics. We have been very excited to be able to develop our science purpose based writing within a Teacher Led Innovation Fund project and share this both local through our Kahui Ako and nationally through the Royal Society and principals groups.

Looking to 2018 we plan to:

Literacy Schoolwide

- Continue to extend recently reviewed school wide writing school curriculum statements on delivery and assessment
- Work with the Kahui Ako schools and across our own school to embed the use of the Literacy Learning progressions as the school wide assessment tool. Ensure consistency through moderation
- Working with our Kahui Ako schools on any cultural competencies programmes schools are offering or embedding.
- All staff to be trained in Sharp reading programme and Sharp to be the delivery method school wide. Appraisal and walk throughs to ensure consistency
- All staff to be part of development of 'visible learning' systems developed pod wide with anchor charts, exemplars and visual staircases to show journeys. This to be consistent school wide
- Continue school-wide moderation of writing across the school to ensure sustained development of teacher capability in making OTJs and making teaching and learning 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.
- Digital Data Walls: information to be collected school wide, shared, collected twice per term and discussed at dedicated syndicate meetings twice per term. This will ensure that within level progress can be tracked on each child and tiered interventions put in place in a more-timely manner
- Continue science writing / writing in authentic context roll-out schoolwide
- Access professional development based around effective teaching of writing and reading and interventions to improve Maori student achievement
- Kahui Ako resources: 'Across School' and 'Within School' teacher support to work towards Kahui Ako achievement challenge in writing

Mathematics Schoolwide

- 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.
- Implement Boat Maths school wide to ensure consistency of delivery and student learning

- Continue to develop class targets as the “Teaching as Inquiry” component of the performance management process.
- Maths data to become part of the Digital Data Wall
- ALiM. Teacher to begin the ALiM journey within her class, sharing across the school through staff meetings.

We also 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 and technology quiz and challenges, reinforcing student directed learning through “Passion Projects” and/or “Genius Hour”, a range of sporting interventions and interventions for children interested in the visual and performing arts. Students have also been involved in charity events, the Primary Enterprise programme, language learning, fundraising responsibilities, writing extension groups and Tournament of The Minds.

RECENT CONSULTATION PROCESSES

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

2016

- Charter – Strategic Goals / Targets / Annual Plan
- Community Health survey
- Children: Wellness survey

School Community Groups

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

2017

- Charter – Strategic Goals / Targets / Annual Plan
- Children: Wellness survey

School Community Groups

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

PROPOSED CONSULTATION CALENDAR 2018

Term 1 School Community on Charter Goals
School Development Plan/Annual Report 2017
Ahuriri After School Care Trust
Parents and Friends

Term 2 Liaison with Parents and Friends
Community Consultation

- Health
- Values and Principles

Term 3 Hawke's Bay Montessori Education Trust

Term 4 Annual Report
Analysis of Variance