

Port Ahuriri School  
Governance Manual  
(Part One)  
2019 - 2021

MoE Number 2648



**The School Charter**

## 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 legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989.
  - 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.
- The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal under section 76 of the Education Act 1989.
  - A school's principal is the board's chief executive in relation to the school's control and management.
  - Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –
    - shall comply with the board's general policy directions; and
    - 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. The school has recently celebrated its 150<sup>th</sup> jubilee.

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 roll growth.

We recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into our curriculum. The school curriculum encourages students to understand and respect the different cultures which make up New Zealand. 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.

### Student Achievement

The school collects an extensive range of student achievement information analysed by level, gender and ethnicity and by areas 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 and effective staff collaborative practices that identify and support priority 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.
- Using achievement data in literacy and mathematics to influence the style and level of teaching.
- Reflecting on the usefulness of assessment tools and plan to make further changes to the tools used and how learning is assessed.
- Ensuring Maori and Pasifika students are well engaged in learning, sporting 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 with school wide topics linked to current and local events.

### Equity and Excellence

Priorities in education are to reduce achievement disparities within and across schools and to improve education provision, pathways, and outcomes for all students. (ERO 2016)

Our aim at Port Ahuriri School is to embed a learning culture where all students:

- are confident in their identity, culture and language,
- are socially and emotionally competent,
- are successful lifelong independent learners and thinkers,
- participate and contribute confidently in a range of contexts.

**We create an effective, collaborative, culturally responsive learning culture and environment.**

How do we do this at Port Ahuriri School?	How do we do this in the classroom?
<ul style="list-style-type: none"> <li>• Internal and external collaboration (BOT, management, teachers, students, whanau, Kahui Ako)</li> <li>• Personalised learning pathways for students and teachers</li> <li>• Regular formative assessment (quantitative and qualitative- including student voice, teacher observation)</li> <li>• Teaching As Inquiry forms the basis for changes to practice</li> <li>• Localised curriculum developed in consultation with community to reflect the importance of local / national places, events and people</li> <li>• Implementing Mathematical Communities to enable equity and acceleration of learning</li> <li>• Teacher learning on the Principles of the Treaty of Waitangi and their application to education today</li> <li>• Collaborative Professional Inquiry: TLIF-Science /Writing project, MST, ALL, PB4L</li> <li>• Growth based performance management system emphasising coaching and mentoring</li> <li>• Graduate profiles at each learning hub level</li> <li>• Communicate regularly with BoT and whanau involving them in school activities and learning opportunities and student achievement</li> <li>• Teaching and learning includes culturally responsive practices:               <ul style="list-style-type: none"> <li>○ high level focus on student outcomes</li> <li>○ evidence based learning and teaching strategies used</li> <li>○ effective learning opportunities provided for all students which encompasses integration across all curriculum and learning areas</li> <li>○ caring and collaborative learning communities developed through changes to pedagogical practice and a focus on changing the whole school environment</li> <li>○ developing connections to students' knowledge, experiences, identities, whanau</li> <li>○ scaffolded learning and appropriate feedback and feed forward on learning</li> <li>○ research and teach cognitive and emotional development and promote effective strategies to suit all learners, learning styles.</li> </ul> </li> <li>• 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.</li> <li>• The school works in partnership with whanau/families and with specialised service providers and other agencies developing strong links between the whole school community</li> <li>• We collectively take responsibility for the happiness and well-being of students.</li> <li>• School wide buddy programmes help all children feel that they belong.</li> </ul>	<ul style="list-style-type: none"> <li>○ Share 'out-of-school stories</li> <li>○ Get to know students' whanau, whakapapa, strengths and interests</li> <li>○ Be flexible in our practice</li> <li>○ Have high expectations for each student, share this with them and provide feedback and forward</li> <li>○ Teach students strategies to become lifelong learners</li> <li>○ Showcase students' culture through artworks, language, and student work</li> <li>○ Hold cultural celebrations</li> <li>○ Continue to develop each teacher's cultural awareness</li> <li>○ Create an environment where whanau feel welcome</li> <li>○ Be organised so the focus can be on the student in front of the teacher</li> <li>○ Create spaces for independent and collective learning</li> <li>○ Eliminate 'teacher spaces' – conference/support/mark at the student's table</li> <li>○ Use tuakana/teina posters where the students record their names to show if they are 'starting out', 'developing' or 'confident/expert'</li> <li>○ Share local stories to create relationships between the students and their place/environment.</li> </ul>

### **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.

### **Supporting Documentation**

Annual school developments and targets are supported by the following documentation:

- School Curriculum Implementation plans
- Curriculum and Property review plans
- Board of Trustees Policy/Procedure Self Review Plan 2019 - 2021
- Growth and Performance plans for Teachers
- EEO Plan
- Annual budget
- 10 Year Property Plan
- 5 Year Property Agreement
- Health and Safety Management policies and procedures
- Management procedures including those for:
  - Complaints
  - Child Protection
  - LEOTC
  - Health & Safety
  - Compulsory Police Vetting
  - Protected Disclosures
  - Vulnerable Children
- Appropriate Ministry circulars, Gazette Notices, NZSTA Administrative Advice

## Our Vision

# *Empowered Learners In a Stimulating Inclusive Environment*

### **Empowering**

Taking ownership of our learning processes; children, staff and community.

To empower is to enable, build confidence, provide leadership, develop a sense of independence and increase resilience strategies.

### **Stimulating**

The heart of the learning programmes we develop and provide for all learners: children, staff and community.

They will involve aspects of: excitement, engagement, motivation, challenge, self-direction, safety and risk, positivity, curiosity, wonder, awe, intrigue and fun.

### **Inclusive**

Inclusiveness is the context for learning

The four dimensions of 'wholeness' (Durie, 1994) influence the context for learning for; the individual, peers, families, cultures, across local, national and global learning concepts.

- |             |                |                  |
|-------------|----------------|------------------|
| • Emotional | Taha hinengaro | } Whare Tapa Wha |
| • Physical  | Taha tinana    |                  |
| • Social    | Taha whanau    |                  |
| • Spiritual | Taha wairua    |                  |

## Our Supporting Values

**Be Kind:** Happy, Caring, Helpful, Empathetic

**Be Respectful:** Reliable, Relationships, Encouragement, Aware

**Be a Learner:** Risk taker, Independent, Collaborative, Creative, Problem solver, Cooperative, Resilient and Contributor

# Port Ahuriri School Strategic Plan 2019 – 2021

To Tatou Tirohanga  
Our Vision

**Empowered Learners in a Stimulating Inclusive Environment**

To Tatou Uara  
Our Values

**Be Kind**  
Kia Ngākau Mahaki

**Be Respectful**  
Kia Ngākāu Whakaute

**Be A Learner**  
Kia Whai Kaha Ki Te Ako

To Tatou Whāinga  
Our Goals

**Students have Ownership of their Learning** ↔ **Staff are Empowered and Inspired** ↔ **Safe and Inspirational Learning Spaces** ↔ **Positive Relationships through Whanau Involvement**

A Tatou Kaupapa  
Rautaki  
Our Strategic  
Initiatives

<p>Implement learning programmes to increase student ownership over their learning pathway</p> <p>Develop student-led learning tracking systems.</p> <p>Develop collaborative learning profiles for each pod.</p>	<p>Design schoolwide profiles on student ownership and collaborative learning.</p> <p>Provide staff learning and development in:</p> <ul style="list-style-type: none"> <li>• collaborative learning environments including systems of timetabling, tracking and review</li> <li>• enhancing student ownership</li> <li>• the principles of the Treaty of Waitangi and how they relate to our school, our curriculum and our practice.</li> </ul> <p>Design a school curriculum that integrates to tatou tirohanga and to tatou uara.</p>	<p>Embed through our current curriculum digital technology.</p> <p>Internal/external professional development for staff in:</p> <ul style="list-style-type: none"> <li>• Developing Mathematical Inquiry Communities (DMIC)</li> <li>• Principles of the Treaty of Waitangi in practice</li> <li>• Digital Technologies</li> <li>• Visible learning in Literacy.</li> <li>• Coaching and mentoring systems used in performance management</li> </ul>	<p>Increase opportunities for targeted consultation.</p> <p>Provide engaging community events for curriculum participation.</p> <p>Develop safe and inspirational learning spaces.</p>
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To Tatou Angitu  
Our 2021 Success  
Metric

<p>Year 3 – 6 children will be independent in developing and tracking their own learning pathway in literacy and mathematics.</p> <p>Year 1-2 children independent in discussing their personal learning pathway learning in literacy and mathematics</p>	<p>Collaborative teaching, learning and achievement tracking systems used schoolwide</p> <p>Port Ahuriri curriculum forms basis of school planning and programming.</p> <p>Coaching and mentoring model in place for staff appraisals</p>	<p>Port Ahuriri localised curriculum developed</p> <p>Digital Technology embedded in practice</p> <p>Mathematics Inquiry Communities in practice</p> <p>Literacy Learning pathways embedded in practice</p>	<p>Community events participation rate 55% +</p> <p>Completed site works to achieve school wide collaborative learning space for staff / students / community.</p>
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## Key Actions Three Year Success Metric



<p><b>Students</b> <b>2019:</b> All Yr 3-6 children using independent tracking system in mathematics and writing <b>Measure:</b> Student survey results indicate understanding and use. Evidence within appraisal observations.</p> <p><b>2020:</b> Hub learner profiles outlining student ownership expectations school wide complete. <b>Measure:</b> Evidence of process through documentation</p> <p>All Yr 3-6 children using independent tracking system in reading <b>Measure:</b> Student survey results indicate understanding and use. Evidence within appraisal observations.</p> <p><b>2021:</b> All Yr 3-6 children independent in self-directed learning in literacy and mathematics. <b>Measure:</b> Student survey results indicate understanding and use. Evidence within appraisal observations.</p> <p>All Yr 3-6 children digitally tracking their own learning against hub learning matrixes <b>Measure:</b> Student survey results indicate understanding and use. Evidence within appraisal observations.</p>	<p><b>Staff</b> <b>2019:</b> Ahuriri curriculum underpinned by principles of Treaty of Waitangi complete <b>Measure:</b> Evidence of staff/community discussions. Agreed documentation available.</p> <p>Collaborative learning profiles written – three pods. <b>Measure:</b> Agreed documentation across three pods. Evidence of areas of consistency across all pods. Embedded in Curriculum Document</p> <p>Senior management team using ‘coaching’ model in staff appraisal interviews. <b>Measure:</b> Content/style of interviews. Evidenced through notes.</p> <p><b>2020:</b> Innovative learning teaching and tracking systems embedded and used by Aoraki and Piki pod teaching staff. <b>Measure:</b> Tested for workability</p> <p>Ahuriri curriculum forms basis of school planning school wide. <b>Measure:</b> Evidence in planning schoolwide. Evidence through student studies.</p> <p>School wide ‘coaching and mentoring’ model for performance management pilot. <b>Measure:</b> Content/style of interviews</p> <p><b>2021:</b> Innovative learning teaching and tracking systems embedded and used by all teaching staff. <b>Measure:</b> Tested for workability</p>	<p><b>Curriculum</b> <b>2019:</b> Digital Technology statement written/agreed by staff. <b>Measure:</b> Agreed statement in school curriculum documentation.</p> <p>Kahui Ako Initiatives:</p> <ul style="list-style-type: none"> <li>• Maths learning progressions tested in Piki/Aoraki pods</li> <li>• Maths communities tested in pods.</li> <li>• Literacy learning pathways embedded in self-directed learning practices school wide.</li> </ul> <p><b>Measure:</b> Evidence through ‘within school’ teachers appraisal discussions and reports.</p> <p><b>2020:</b> Digital technologies embedded in wider curriculum planning. <b>Measure:</b> Full integration school wide evidenced through planning</p> <p>Testing maths communities. Integrate into class maths planning and teaching. <b>Measure:</b> Evidence in appraisal observations/interviews. Evidence in staff survey</p> <p><b>2021:</b> Visible Curriculum model in place. <b>Measure:</b> Visible evidence on walls of meeting/learning areas school wide.</p>	<p><b>Community</b> <b>2019:</b> Consultation on structure for Maori whanau consultation. Hold one event on localised curriculum <b>Measure:</b> School documentation. Participation rate: 35% +</p> <p>Community consultation on PAS curriculum and collaborative learning pedagogy. Amazing Race Science <b>Measure:</b> Feedback / Survey: 35%+ rate positive Production <b>Measure:</b> Evidence in school documentation.</p> <p><b>2020:</b> Maori whanau hui Digital Deals / Bangers &amp; Bytes <b>Measure:</b> 35% participation rate. Evidence in school documentation Community consultation on collaborative learning pedagogy for Poipoi/Piki pods Feedback Survey: 45%+ rate positive</p> <p><b>2021:</b> Maori whanau hui Sausages and Sentences <b>Measure:</b> 45% participation rate Evidence in school documentation Production <b>Measure:</b> Evidence in school documentation.</p> <p>Completed site works to achieve a school wide ILE environment for staff / students / community.</p>
<p><b>Impact:</b> More effective learning evidenced through student achievement.</p>	<p><b>Impact:</b> More effective, evidence based teaching and learning.</p>	<p><b>Impact:</b> More effective student and staff learning with digital technology.</p>	<p><b>Impact:</b> More effective relationships evidenced by an ongoing increase in attendance and rates of return.</p>

## 2019 Annual Plan

Goal / Initiatives	Time / Cost	Action / Resourcing	Outcomes	Responsibility
<p><b>Students.</b> <b>Students Have Ownership of their Learning</b></p> <p>All Yr 3-6 children using independent tracking system in mathematics and writing</p> <p>Success Measures: Student survey results indicate understanding and use. Evidence within appraisal observations.</p>	<p>Writing. Complete Term 4</p> <p>Mathematics. Complete Term 4</p>	<p>Children introduced to:</p> <ul style="list-style-type: none"> <li>Literary learning progressions (Writing)</li> <li>Maths progressions</li> </ul> <p>Visible learning in use all year 3 -6 classes Student survey(s) Staff survey</p>	<p>Students: Boys writing will indicate significant engagement levels. Overall year 6 students to achieve 90% at/above against year 6 EOY standard. Maori student achievement in mathematics indicates an equitable outcome as per NZE achievement.</p>	<ul style="list-style-type: none"> <li>Pod leaders</li> <li>Staff</li> <li>Kahui Ako: within school teachers (literacy / mathematics)</li> </ul>
<p><b>Staff.</b> <b>Staff who are Empowered and Inspired</b></p> <p>Ahuriri curriculum underpinned by principles of Treaty of Waitangi complete</p> <p>Success Measures: Evidence of staff/community discussions. Agreed documentation available.</p> <p>Collaborative learning profiles written – three pods. Success Measures: Agreed documentation across three pods. Evidence of areas of consistency across all pods. Embedded in Port Ahuriri curriculum document</p> <p>Senior management team using ‘coaching’ model in staff appraisal interviews. Success Measures: Content/style of interviews. Evidenced through meeting notes.</p>	<p>\$6000 Complete Term 2</p>	<ul style="list-style-type: none"> <li>Professional Development: Treaty of Waitangi – Principles in Practise University of Auckland</li> <li>External Consultant: Ministry of Education</li> <li>Whanau Hui</li> <li>Staff Survey</li> <li>Pod collaborative planning models: writing / mathematics <ul style="list-style-type: none"> <li>Profiles written assisted by Kahui Ako within school staff</li> <li>Methods tested / refined</li> </ul> </li> <li>Teacher Only Day</li> <li>Growth Coaching Model – basis for staff appraisals Term 2 and 4</li> <li>Revision Sessions – senior management team</li> <li>Staff training led by senior management team</li> </ul>	<p>Community and student input and agreement into PAS localised curriculum.</p> <p>Student WellBeing@School survey indicates higher numbers of students recognise staff are interested in their culture and family background. Students also indicate higher recognition of having a say in what happens at school.</p> <p>Staff WellBeing@School survey indicates a higher level of engagement with students around culture and identity and systems to engage students resilience.</p> <p>Staff report high levels of satisfaction with their Growth and Performance plan.</p>	<ul style="list-style-type: none"> <li>Sharron Fabish</li> <li>Principal / Staff</li> <li>Tawehi Munro</li> <li>Kahui Ako: within school staff</li> <li>Principal</li> <li>Senior Management Team</li> </ul>
<p><b>Curriculum.</b> <b>A Safe and Inspirational Learning Space</b></p> <p>Digital Technology statement written/agreed by staff. Success Measure: Agreed statement in school curriculum documentation. Evidence in school planning and student elanning</p>	<p>\$3500 Complete Term 3</p>	<p>Embed Digital Technology Curriculum</p> <ul style="list-style-type: none"> <li>Curriculum team developed</li> <li>Internal professional learning based on Digital Awareness survey</li> <li>External professional learning based on Digital Circus</li> </ul>	<p>Staff surveys indicate significant shift in staff engagement, confidence and use of devices and the digital technologies curriculum.</p>	<ul style="list-style-type: none"> <li>Curriculum Team (4)</li> <li>All staff</li> </ul>

<p>programmes.</p> <p>Kahui Ako Initiatives:</p> <ul style="list-style-type: none"> <li>• Maths learning progressions tested in Piki/Aoraki pods</li> <li>• Maths communities tested in pods.</li> <li>• Literacy learning pathways embedded in self-directed learning practices school wide.</li> </ul> <p>Success Measure: Evidence through 'within school' teachers appraisal discussions and reports.</p>	<p>Writing 0.08 FTTE KA Inquiry Time \$3500 Complete Term 3</p> <p>Mathematics 0.08 FTTE KA Inquiry Time \$3500 Ongoing</p> <p>0.08 FTTE KA Inquiry Time \$8000 Ongoing</p>	<ul style="list-style-type: none"> <li>• School statement developed</li> <li>• Implementation and Review</li> </ul> <p>Learning Literacy Progressions / Self-directed Learning School wide</p> <ul style="list-style-type: none"> <li>• Curriculum team developed</li> <li>• Staff led professional learning</li> <li>• Development of pod profiles</li> <li>• Monitoring practice school wide</li> <li>• Student Survey</li> <li>• Kahui Ako: Collaboration / School Visits</li> </ul> <p>Maths Learning Progressions</p> <ul style="list-style-type: none"> <li>• Curriculum team developed</li> <li>• Staff led professional development</li> <li>• School statement revised</li> </ul> <p>External Kahui Ako PLD: Developing Mathematical Inquiry Communities</p> <ul style="list-style-type: none"> <li>• Staff led professional learning</li> <li>• Kahui Ako collaboration / school visits</li> <li>• Monitoring practice school wide</li> <li>• Staff / Student survey(s)</li> </ul>	<p>Students achieving success in the development, implementation and monitoring of their learning in mathematics and writing.</p> <p>Staff express confidence in implementing visible learning systems in literacy and mathematics.</p> <p>Staff express confidence with the DMIC pedagogy and the processes are used within the hubs at the appropriate levels.</p>	<ul style="list-style-type: none"> <li>• Kahui Ako: within school teacher (literacy)</li> <li>• Curriculum Team (4)</li> <li>• Senior Management Team</li> <li>• Staff</li> </ul> <ul style="list-style-type: none"> <li>• Kahui Ako: within school teacher (mathematics)</li> <li>• Curriculum Team (4)</li> <li>• Senior Management Team</li> <li>• Staff</li> </ul> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Kahui Ako: within school teacher (mathematics)</li> <li>• Staff</li> </ul>
<p><b>Community. Positive Relationships through Whanau Involvement</b></p> <p>Consultation on structure for Maori whanau consultation. Hold one event on localised curriculum Community consultation on Ahuriri curriculum and collaborative learning pedagogy. Success Measures: School documentation. Participation rate: 35% +</p> <p>Amazing Race Science Success Measures: Feedback / Survey: 35%+ rate positive Production Success Measure: Evidence in school documentation.</p>	<p>\$1000</p> <p>\$1000</p> <p>\$1000</p> <p>\$16,800</p>	<ul style="list-style-type: none"> <li>• Develop consultation protocols</li> <li>• Whanau hui</li> <li>• Community hui – curriculum and collaborative learning consultation</li> </ul> <ul style="list-style-type: none"> <li>• Amazing Race – Science</li> <li>• School Production</li> </ul>	<p>Whanau report high satisfaction levels with PAS curriculum, activities and culture recognition.</p> <p>Whanau participation and response rates increase.</p>	<ul style="list-style-type: none"> <li>• Board of Trustees</li> <li>• Principal</li> <li>• Senior management team</li> <li>• Staff</li> </ul> <ul style="list-style-type: none"> <li>• Kahui Ako: across school science teacher</li> <li>• Staff</li> </ul>

## 2019 Learning Hub Target Groups

2019 will see a shift from our previous style of a whole gender or year group cohort as target groups, towards each hub looking at their children and determining the individuals targeted needs within each hub. This will enable a greater focus on each child on a constant and consistent basis across the year with all teachers within the hub being responsible for these children and their progress. This slots nicely into the change of pedagogy we are developing through our collaborative teams in anticipation of the site works beginning later in 2019 and integrates the target students achievement across all learning areas within the hub.

Poipoi	B	G	Curriculum Area	Why were these students chosen?
Five year two students	2	3	Reading	These students were chosen because they were working below their chronological age at the end of 2018. These children all had a range of entry extenuating circumstances which now they are in year 2 we have mitigated and are now looking to accelerate progress.

### What is the plan to accelerate these children across the year?

- All hub staff trained in Sharp Reading and Yolanda Soryl phonics programme. This will give consistency of approach across the hub.
- Phonics programme a priority for term one. Focus on letter/sound knowledge.
- Purposeful approach through big book and poem with greater modelling of strategies
- Nursery Rhymes and poems daily
- Teacher assistant extra 1-1 read every day. Assistant to keep record of number of times a child seen in their tracking book
- Managed buddy reading approach with year six students.

Piki	B	G	Curriculum Area	Why were these students chosen?
One year two student Five year 3 students Six year 4 students	8	4	Reading	These children have not yet achieved their expected level in reading. All of these children have had previous interventions: RTLB support, Teacher Aide support, Child Development Unit support programmes, external health agencies (Optometrist) and extra teacher support.

### What is the plan to accelerate these children across the year?

- Daily read with teacher
- Regular home / school correspondence and communication about daily home reading
- Managed buddy reading within hub
- Part of each hub meeting discussions by teachers
- Support of 'within' school kahui ako teacher for ideas, suggestions, interventions
- Regular check against appropriate tier interventions including interventions such as eye tracking exercises as required by external agencies.

Aoraki	B	G	Curriculum Area	Why were these students chosen?
Ten year 5 students	4	6	Mathematics	All of the children identified have attained Stage 5 knowledge and require support and guidance to get them beyond initial understanding. The students lack confidence in their mathematical ability. This is a significant hurdle that needs addressing in conjunction with stage level knowledge.

### What is the plan to accelerate these children across the year?

- Flexible grouping strategies
- Working with teacher in pairs and achieving extra mileage daily with support staff around Maths Boat knowledge
- Front loading new/tricky concepts
- Giving the students the opportunity to buddy up with 'teina' children
- Home/school partnerships fostered and encouraged: giving parents skills and tips, specific knowledge advice and opportunity for whanau meetings
- Focus on Maths Boat as tracking/desired knowledge tool

Board reporting will be based around regular termly reporting on our achievement of 2019 Annual Plan success metrics as well as each hubs journey to success with their identified students.

Strategic Goal Reports.  
(including Analysis of Variance)

## Strategic Goal One 2018 Analysis of Variance

**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
  - **Topics covered have included: Discovery, Te Whariki Teaching As Inquiry, Cultural studies focusing on art/food, NZ Sign Language, Matariki, Tuakana Teina programmes for seniors collaborative physical education**
- Continue implementation of 'Boat Maths' self-directed learning programme across the school. Ensure consistency of implementation and practice.
  - **Poipoi hub: year 1 children are teacher directed and year 2 children beginning their self-directed journey**
  - **Review of visible learning nature of programme by staff following student survey.**
  - **Changes to visibility made in two hubs.**
- Implement consistency of practice with Literacy Learning progressions school wide.
  - **Data Wall and discussions completed twice per term.**
  - **Cross-grouping**
  - **Sharp reading**
  - **Daily 5 activities**
  - **Writing goals**
  - **Poipoi hub matched LLP and Hexagons together by combining Teacher and child speak**
- Monitor school behaviour patterns through revised school behaviour plan.
  - **Duty notebook and tracking/monitoring by DP and Senior Management team**
  - **Etap entries**
  - **PB4L focus**
  - **Introduction of Hapara in Aoraki and Piki hubs.**
  - **Digital citizenship review in Aoraki and Piki**
- Revise values and principles through discussion with children and community through PB4L contract
  - **Re-visioning and re-valuing schoolwide through Board / staff / parent and student discussions based on stakeholder analysis**
- Implement gifted and talented groups and provide specialist assistance in literacy, technology and leadership
  - **Opportunities to extend a topic/knowledge using experts**
  - **Targeted learning buddy opportunities**
  -
- 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
  - **Tuakana Teina**
  - **Year 6/New Entrant buddy**
  - **Port Activity Leaders**
  - **Duty monitors**
- Develop further unstructured play areas:
  - **Back of hall garden and Battery Road Hall garden developed by Enviro group**
- Actively review school curriculum document particularly Bookwork Standards, Assessment Plan and further areas as per the Curriculum and Assessment Self-Review Strategic Plan.
  - **Areas reviewed this year include: Our Vision, Our Values, Treaty of Waitangi, Effective Cultural Relationships and Responsive Pedagogy, Standards for the Teaching Profession, Acceleration, Equity and Excellence, Appraisal Overview, Thinking about Evidence, Assessment Expectations, Mathematics OTJ's, Mathematics CaAP, Science Processes, Technology and Social Sciences, ICT Protocols, Bookwork Standards, Graduate Profiles**

- Annual review of effectiveness of school behaviour and mentoring plans
  - **Complete Teacher Only Day 2018**
- Review our pedagogical practice through ongoing study and awareness of the principles of 'ka hikitia' and 'ta taiako'
  - **Ongoing as part of our work around the principles of the Treaty of Waitangi, Cultural Responsiveness and PB4L**
- 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.
  - **Ongoing through SENCO training, PB4L, Treaty of Waitangi professional development.**
  - **Referrals made through to RT:LB, RT:Lit, HBDHB Child Development Unit, Attendance Services. (Refer 2018 SENCO report for details).**
  - **Children of Concern high priority in Hub meetings and Senior Management meetings.**
  - **Transition support for children considerably higher this year particularly with individuals of concern both on/off RTLB rolls and with children for Tamatea Intermediate.**
- Develop and implement agreed values and principals through school wide PB4L initiative. Team to consult with staff, students, BoT, community.
  - **Students surveyed on behaviour, safety and school/class programmes.**
  - **Staff survey on Well-being.**
  - **Re-visioning and re-valuing exercise**

### Assessment

- Staff reporting on changes to teaching practice and assessment through individual performance management inquiry.
  - **Teaching as Inquiry by staff through hubs and sharing/reporting back to both Hubs and all staff**
  - **Appraisal process involving both collegial and formal visits, interviews and reports**
  - **Professional Development: Accelerating Learning in Maths, Treaty of Waitangi, Self-directed Learning, Professional Learning Groups, Growth Mind-set, PB4L, Science and science capabilities, Vision / Values statements, Literacy Learning Progressions and practices, Hub Graduate profiles, Ta Taiako, Hapara training, Maths Boat and visible learning, Digital Technologies, Epilepsy training, Collaborative planning, 2019 Library use.**
- Teachers learning portfolios to reflect practice.
  - **Discussion/ reflection on appraisal process, evidence in natural states.**
  - **Part of formal interview process by senior managers**
- Board reporting.
  - **Taitauko programme implemented and used for Board reporting**
- Syndicate and whole school monitoring of planning and curriculum implementation.
  - **Hub planning days implemented as part of Classroom Release Time process**
- Student well-being survey
  - **PB4L survey**
  - **ALiM Maths survey of students**
  - **Well-Being survey of students and staff**
  - **Community values survey as part of PB4L**
  - **On-line Digital Fluency survey for staff**
- 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.
- **There was a shift across the year with PB4L, Visioning and Values, Literacy LLP's, ALiM and visible learning taking the bulk of professional learning opportunities. This reflected the opportunities that were afforded to us such as PB4L, Alim (1), Springboard Trust and Kahui Ako initiatives we were involved with.**

### 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

- **All reports for Strategic Goal 1 completed as per Board self-review plan.**

**Looking forward to 2019 this will be the final year of reporting on this specific goal in this manner. Over 2018 we reviewed our school vision statement and through this process and PB4L we reviewed the school vision and values. I have taken the new vision and values statements and appended them to this report. We further reviewed the strategic goals to be focused on 2019 – 2021 and the success metric for these. These are appended in our 2019 - 2021 Strategic Plan as attached.**

**In 2019 our professional development will be focused under three key areas**

- **Literacy**
- **Mathematics**
- **Digital Technology**

**Each staff member will be part of one team. Each team will develop a road map for the achievement of the 2019 success metric in their particular order and this will be slotted into hub and staff meetings for discussion, learning and development as required across the year.**

**Reporting in 2019 will be against the work programme for each team and the achievement of the 2019 success metric.**

## Strategic Goal Two 2018 Analysis of Variance

**Strategic Goal:** Strengthen Student Achievement in Literacy

**Target Group:** Nine students who were identified at the end of 2017 as being below the appropriate national standard in reading.  
14 students who were identified at the end of 2017 as being below the appropriate national standard in writing

**Curriculum Area:** Literacy

**Level:** Year 6

### Teaching / Learning Foci:

#### Aoraki POD

- Trialling of teaching Literacy in an MLE
  - **Completed through trials of self-directed learning approaches and sharing of data.**
  - **Support staff trained in Sharp reading approach and worked across three classes using same approach.**
- Incorporating EOTC experiences into our writing programme
  - **Science / Writing programme used hub wide**
- Individualised email accounts set up for children to have easy access of their Literacy documentation.
  - **Complete**
  - **Hapara introduced as a digital tracking tool for teachers**
  - **SeeSaw used extensively to share information and student progress with parents**
- Use of Study ladder as part of a Literacy programme to motivate target children
- More formalised homework over the senior syndicate
  - **Incorporated into Genius Hour/Passion Projects**
- SOLE or Genius Hour experiences for self-directed learning
  - **Used extensively across reading / writing programmes to incorporate range of audience and comprehension strategies**
- 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
  - **Support staff targeted and trained in Sharp**
- Regular discussions and reflections fortnightly in senior syndicate meetings
  - **Minutes reflect discussions**
  - **Data Wall discussions twice per term**
- Professional readings and research on successes in reading and writing

#### Reading

- 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
  - **Not fully achieved**
- Support staff timetables for over/above tuition
- Use range of ALL strategies such as pre-loading. Combine with Sharp reading strategies.
  - **Achieved**

#### Writing

- Tracking moderation through LLP's. Moderate and highlight a thread. Syndicate block
  - **Achieved**
- Target group to have a higher level of moderation – specifically targeted
- ALL strategies – short, sharp and pre-loaded.
  - **Used in conjunction with Sharp reading strategies**

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
  - **SeeSaw**
  - **Three way conference discussions**
  - **Genius / Passion projects homework tasks**
- Parents can read their children's writing through individual google accounts

- **Achieved**
- Updates to target children's parents about successes in class through informal discussions after/ before school or in emails or phone conversations
  - **SeeSaw became the main communication tool**

**Assessments / Resources Required.**

- Class and student data
- Staff knowledge and moderation with other teachers from our school and Kahui Ako schools.
- Release time for appropriate PLD.
- Teacher Aide assistance
- Specialist targeted support

**Reporting**

- Interim report to Board of Trustees in Term 2
- Final report to Board of Trustees and community in Term 4
- 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

**READING ANALYSIS OF VARIANCE 2018**

	Age	G	Eth	Begin	End	Variance
1	11.8	M	E	8 ½ yrs	10 ½ yrs	Has made accelerated progress of 2 years. However still behind by one chronological year.
2	10.9	F	E	8 yrs	8 ½ yrs	Significant health / medication issues have impacted globally on all learning.
3	10.9	F	E	8 ½ yrs	11 yrs	At expectation.
4	10.8	M	E	8 yrs	11 yrs	At expectation.
5	11.2	F	E	10 ½ yrs	11 ½ yrs	At expectation.
6	11.2	F	E	8 ½ yrs	11 yrs	At expectation.
7	10.8	M	M	8 yrs	10 yrs	Significant two year accelerated progress. However still just over 6 months below expectations. Massive rise in self-efficacy reported.
8	10.9	F	E	7 ½ yrs	10½ yrs	Significant three years accelerated progress. Still 6 months below expectations.
9	10.9	M	M	8 ½ yrs	11 yrs	At expectation.

The children tracked across reading are all from Aoraki hub and in year 6. There is no particular gender bias within the group and most identify as NZE.

The results indicate that overall, the great majority made significant accelerated progress.

One child has not made age appropriate progress; however this child has significant impacting health issues which have impacted on their overall achievement over the previous three years.

The teachers within Aoraki hub report that the accelerated progress made by students is due to two main factors. First the focus on incremental progress twice per term and the collegial discussions have focussed the programming and learning for not only target students but all students across the hub. Secondly, the implementation of the Sharp reading programme and its comprehension focus has complemented a range of other programmes on offer such as the genius hour/passion projects

which reinforced reading/writing for comprehension, audience, data analysis and a focus on reading for understanding and explanations to other.

### WRITING ANALYSIS OF VARIANCE 2018

Fourteen children in year 6 were tracked this year. Included in these fourteen were all nine children also tracked for reading. Four children started the year significantly below their expected level, ranging from early-year four through to mid-year four achievement levels. These are the children where we are most interested in the overall progress and whether the programming has been sufficient to make accelerated progress, over and above what we would normally expect from age based progress. All four children made accelerated progress with two children now at their expected level and two children in the early stages of their expected level.

	Age	G	Eth	Begin	End	Variance
1	11	F	E	MY6	At	At expectation
2	11.8	M	E	MY4	At	Significant accelerated progress. Now at expectations
3	10.9	F	E	EY4	EY6	Significant accelerated progress from early year 4. Now at early year 6.
4	11	F	E	MY6	At	At expectation
5	10.9	F	E	EY6	At	At expectation
6	10.7	M	E	MY6	At	At expectation
7	11	M	M	MY6	At	At expectation
8	10.8	M	E	EY4	EY6	Significant accelerated progress from early year 4. Now at early year 6.
9	11.2	F	E	MY4	At	Significant accelerated progress. Now at expectations
10	11.2	F	E	EY6	At	At expectation
11	10.8	M	M	EY6	At	At expectation
12	10.9	F	E	EY6	At	At expectation
13	10.9	M	M	MY6	At	At expectation
14	10.9	F	E	EY6	At	At expectation

Aoraki teachers spent considerable time this year in looking at expected achievement levels in year five/six. Using the Literacy Learning progressions there is an unfortunate gap in year five where believe it or not there are no expected achievement levels. Children go from year four in year four to the early stages of year six in year five. This makes it confusing and difficult to pin down where children are, what are our expectations and what signifies students at risk. Over 2018 and continuing into 2019 both the Aoraki hub staff and the school literacy team will be working together with senior managers to devise a school based assessment package that nails down our expectations for children in year five and produce a document that also includes examples of practice at these levels across the year. This will tighten up nicely our writing assessment in the year five and senior hub.

## Strategic Goal Three 2018 Analysis of Variance

<b>Strategic Goal:</b>	<b>Strengthen Student Achievement in Mathematics</b>
<b>Level:</b>	Year 6
<b>Target Group:</b>	10 students 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
  - **Partial complete. There was some trialling of the Maths community approach later in the year**
- Use of problem solving approach, rich open ended maths tasks
  - **Achieved**
- 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
  - **Achieved using: Maths Prodigy, Study Ladder, Kahn Academy**
- Variety of different maths experiences for our target children
  - **Achieved: including money studies, maths club, Maths Boat**
- 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 hub meetings
  - **Achieved using assessment discussions and data wall analysis**
- 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.
  - **Achieved. Support staff also trained in Maths Boat assessments**
- Buddy system – set of three to ensure children are supported. To be set up later across hub to ensure fluidity
  - **Incomplete**

#### 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
  - **SeeSaw was main communication tool. Also included were Study Ladder and Maths Prodigy**
  - **Three Way Conference focus was on Maths Boat, tickets and how system worked. Each parent has been shared their child's ticket to assist with home learning**
- 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 leads.
- 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.

### MATHEMATICS ANALYSIS OF VARIANCE 2018

	Age	G	Eth	Begin	End	Variance
1	11.8	M	E	5	E6	Progress from year 4 achievement level to mid-year six level
2	10.9	F	E	E5	5	Progress early year four to early year 6 achievement level
3	11	F	E	L4	E6	Progress from late year 3 standard to mid-year 6 achievement level
4	10.9	F	E	E5	E6	Progress from early year 4 to mid-year 6 achievement level
5	10.8	M	E	5	6	At expectation
6	11.2	F	E	5	6	At expectation
7	10.8	M	M	5	E6	Progress from year 4 achievement level to mid-year six level
8	10.9	F	E	5	6	At expectation
9	10.9	M	M	5	E6	Progress from year 4 achievement level to mid-year six level
10	10.9	F	E	5	E6	Progress from year 4 achievement level to mid-year six level

All children in this target group were part of the literacy target group.

All children in this group received tuition through our ALiM (1) maths club programme, which was over and above their class maths work and focused solely on accelerative strategies. They also received some experience in the Maths Communities (Jo Boalar) work that the school is going to be involved with in 2019. These children are going on to Intermediate and those attending Napier Intermediate will be exposed to this maths learning process. They will have an advantage of having already had the exposure to this maths strategy.

All children made significant progress. Those who have not quite achieved their age expectations have made accelerated progress achieving close to their expected age level.

The initiatives around mathematics for this goal were drawn up prior to us receiving professional development through the Alim(1) programme. Hence some areas such as professional development and attendance at maths seminars altered as we had a teacher training in a national programme and she was able to lead much of the mathematics developments school wide this year.

**2018 END OF YEAR ANALYSIS OF VARIANCE  
(SCHOOLWIDE DATA)**

Reading	Below				At				Above				Total	
	Number		%		Number		%		Number		%		Number	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Year 1	3	1	11%	4%	14	8	53%	36%	9	13	36%	60%	26	22
Year 2	4	3	23%	16%	5	3	29%	18%	8	12	48%	66%	17	18
Year 3	4	3	19%	13%	6	5	28%	22%	11	15	53%	65%	21	23
Year 4	1	3	4%	16%	5	6	23%	33%	16	9	73%	51%	22	18
Year 5	2	1	8%	4%	4	7	16%	27%	19	18	76%	69%	25	26
Year 6	1	1	5%	4%	5	10	29%	37%	11	16	66%	59%	17	27

Writing	Below				At				Above				Total	
	Number		%		Number		%		Number		%		Number	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Year 1	6	2	23%	9%	6	7	23%	32%	14	13	54%	59%	26	22
Year 2	4	1	23%	5%	6	11	35%	61%	7	6	42%	34%	17	18
Year 3	6	1	28%	4%	6	10	28%	44%	9	12	44%	52%	21	23
Year 4	-	-	-	-	9	9	41%	50%	13	9	59%	50%	22	18
Year 5	4	5	16%	19%	10	9	40%	35%	11	12	44%	46%	25	26
Year 6	4	3	23%	11%	9	10	53%	37%	4	14	25%	52%	17	27

Maths	Below				At				Above				Total	
	Number		%		Number		%		Number		%		Number	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Year 1	1	1	4%	4%	17	15	65%	68%	8	6	31%	28%	26	22
Year 2	3	2	17%	11%	10	13	58%	72%	4	3	25%	17%	17	18
Year 3	3	1	14%	4%	8	13	38%	56%	10	9	48%	40%	21	23
Year 4	1	1	4%	5%	9	11	36%	61%	15	6	60%	34%	25	18
Year 5	1	1	4%	4%	6	12	24%	46%	17	13	72%	50%	25	26
Year 6	2	2	11%	7%	8	19	47%	70%	7	6	42%	23%	17	27

Maori Student Achievement at/above the Required Curriculum Level Within Total School Cohort

	Reading	Writing	Maths
Mid-Term Two	60%	65%	69%
Mid-Term Three	86%	93%	82%
Mid-Term Four	86%	87%	82%

**Student Achievement Comment**

Student end of year 2018 results are very pleasing. Staff constantly reviewed children's progress and learning programmes through their class analysis, twice per term. The discussion that follows at each hub level has been a driver for change. Staff chose students to focus on each term and this has had a significant impact on individual's acceleration of progress. The hub discussions have created a culture of high accountability to each other and developed a spiral of inquiry around individual student achievement within the teams.

Analysis of 2018 results by both gender and ethnicity strongly suggests two areas for intervention and monitoring. Firstly, boys' writing is to remain a focus, particularly in the Poipoi (Junior) hub. Achievement is still slightly below where boys achieve in other curriculum areas but this is a continual focus and a work that develops and progresses. We know how successful the TLIF Science/Writing programme is. The results indicate that this style of

purpose based, language enriched writing is successful and motivating for students. Boy's schoolwide will need a greater focus on this writing genre in 2019.

Secondly, mathematics for Maori students is an area to keep a focus on in 2019. Whilst significant progress was made schoolwide across the year moving from 69% achieving at/above in term two to 82% in term four we need to be very cognizant of achievement in this area in term one so that greater acceleration can be made more quickly if needed in 2019. We are excited to be part of the Developing Mathematics Communities (DMIC) professional learning with our Kahui Ako schools in 2019 / 2020 and look forward to how the ideas and pedagogy in this approach may have significant benefits for Maori within the math's communities.

Maori student's achievement in reading falls slightly below the total student cohort as a group we will need to be continually mindful of this going into 2019.

## **Areas for Improvement and Planned Strategies**

### **Writing**

Schoolwide there remain 36 students across the school who do not meet their appropriate national standard. This is a significant improvement from 201. 28 of these children are NZ European and 8 of these are of Maori descent. Proportionally 75% of these students are boys. Boys writing remains an issue and the concern is at the junior and senior levels of the school.

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. The pedagogical change of thinking by teachers for boys writing remains as a challenge, moving teachers from wanting to have boys complete recounts to having boys write for a purpose through factually based writing. We know this works and have proved it successfully through our TLIF project. Getting staff on board to implement this thinking will be the mark of it's embedding in our culture. Senior classes will continue their learning inquiries with their children and assessing the impact of the genius hour/passion projects on children's writing, particularly around enthusiasm and purpose for writing.

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

- Students becoming experts and teaching the rest of their class new concepts
- More student choice and self-direction in their learning
- 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 longer periods of 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.
- 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
- 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 hub 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 school wide
- 'Within School' teacher support to work towards Kahui Ako achievement challenge in writing.

## **Mathematics**

Schoolwide there remain 19 students across the school who do not meet their appropriate national standard. This is less than half the number at this time in 2017. 12 of these children are NZ European and 7 of these are of Maori descent. Proportionally 58% of these students are boys, slightly higher than last year.

Within our teaching team we have a 'within' school teacher who is part of our Kahui Ako (KA) mathematics challenge. Our staff member has been working closely with the KA group developing 'Rich Maths' tasks and a shared understanding of moderation and assessment using the Learning Progressions in mathematics. Our KA has also been successful in gaining professional learning in Developing Math's Inquiry Communities (DMIC) for all 13 schools to implement professional learning starting in 2019. DMIC math's is an exciting initiative whereby children are placed in co-operative groups within the math's programme in their class to work together solving mathematical problems. We know this method works as we have been using a similar concept in reading for many years. The philosophy behind the programme slots nicely into our collaborative teaching and planning that is being developed prior to our move into collaborative learning spaces. A curriculum team will be put together to lead the staff. The team will be led by our 'within school' teacher for maths in the KA through a team approach.

Over 2018, 'Maths Boat' has been implemented schoolwide. 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 strategy 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. 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.

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

- Visible learning programme 'Maths Boat' school wide
- Digital data wall tracking every student visibly
- Robust focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics.
- Continuing to develop class targets as the "Teaching as Inquiry" component of the performance management process.

Looking to 2019 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.
- Ensure all staff continue to be trained in Sharp reading programme and Sharp to be the delivery method 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 as required.

- 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
- Access professional development based around effective teaching of writing and reading and interventions to improve Maori student achievement
- ‘Within School’ teacher support to work towards Kahui Ako achievement challenge in writing

### **Mathematics Schoolwide**

- Focus on moderation in syndicates and school wide to give teachers confidence in making OTJs in mathematics. Continue moderating with other local schools where possible.
- Continue Boat Maths school wide to ensure consistency of delivery and student learning
- All staff involved in DMIC professional learning including mentor moderation visits.

We also have a number of programmes in place to extend students working beyond their expected level. These include; differentiating within the classroom, extension science groups, accessing competitions and events with other local schools including literacy and technology quiz’s 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, language learning, fundraising responsibilities, writing extension groups and Tournament of The Minds.

## RECENT CONSULTATION PROCESSES

2013

- Bangers and Maths –Information evening for whanau
- Montessori Trust
- Parents and Friends
- PE and Health Community Survey and Consultation
- Maori Consultation

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

2018

- Charter – Strategic Goals / Targets / Annual Plan
- Student Wellness Survey
- Staff Wellness Survey  
School Community Groups
- Parents and Friends of Port Ahuriri
- Hawke's Bay Montessori Education Trust
- Ahuriri After School Care Trust
- School Community: PB4L Survey on school values