

Jean Batten School
Faith in God, confidence in oneself



Charter
Strategic Plan 2016-2018
Annual Plan 2016
Annual Targets 2016



Charter

Jean Batten School will enhance all students' learning through the school's

MISSION STATEMENT

At Jean Batten School we challenge our students to navigate their learning on high-flying pathways that will prepare them for take-off into the future.

VISION STATEMENT

High-flying students.

PRINCIPLES

High expectations	Learning to learn
<ul style="list-style-type: none"> All students will achieve at or above national achievement levels A strong focus on raising achievement levels in literacy and numeracy The recognition and celebration of success. 	<ul style="list-style-type: none"> Students being taught, and encouraged to develop, higher order thinking and reflection skills The nurturing of independent learning skills The use of inquiry learning and SOLO Taxonomy as a teaching methodology.
Treaty of Waitangi	Community engagement
<ul style="list-style-type: none"> All students participating in te reo Māori me ōna tikanga lessons. 	<ul style="list-style-type: none"> Families share in their children's ongoing education Responsiveness to all school community cultures Following practices that recognise the multi-cultural make-up of society.
Cultural diversity	Coherence
<ul style="list-style-type: none"> Teaching programmes which help our students to understand the traditions, histories and heritage of other cultures in the community. 	<ul style="list-style-type: none"> A logical curriculum that develops the whole child and leads to further learning.
Inclusion	Future focus
<ul style="list-style-type: none"> Individual learning needs and styles of students catered for in a non-discriminatory manner. Programmes developed to meet the special learning needs of individual students. 	<ul style="list-style-type: none"> Use of inquiry learning strategies to investigate, problem solve and consider local and global issues that affect us all Developing skills and confidence in the use of information communication technologies.

VALUES

High-flying students value

Honesty
Innovation
Generosity
Hard work

Fairness
Learning
Integrity
Excellence
Respect
Stamina

STRATEGIC GOALS

ACHIEVEMENT	All students at Jean Batten School will achieve at or above national achievement levels
TEACHING	All students at Jean Batten School will receive quality education from quality teachers.
RESOURCES	All students at Jean Batten School will be provided with the best possible teaching and learning resources, buildings and facilities.
WELFARE	All students at Jean Batten School will learn in a safe environment that caters for their social, emotional and physical needs

LOCAL GOALS

- To provide relevant, challenging teaching programmes that promote learning to learn through inquiry learning cycles and SOLO Taxonomy
- To use valid evidence to inform teacher practice, student achievement and school reporting
- To encourage students to take an increasing responsibility for their own learning
- To ensure that all students are given the chance to achieve success in their learning
- To develop strong partnerships between home and school
- To foster a sense of pride in belonging to Jean Batten School
- To achieve excellence in all that we do.

while meeting the Government's requirements for the education of all New Zealanders through

THE NATIONAL EDUCATIONAL GOALS, NATIONAL ADMINISTRATION GUIDELINES AND THE NEW ZEALAND CURRICULUM.

CHARTER OBLIGATIONS

Obligations to the Ministry of Education

- The school acknowledges its obligations to the Government and the Ministry of Education under legislation and guidelines that include the National Education Goals, National Administration Guidelines, The New Zealand Curriculum and stated educational priorities.

Cultural diversity

- The school recognises the national education priorities and is committed to responding to cultural diversity and to improving the learning outcomes for all students

Te Reo instruction

- The school recognises the need to integrate aspects of Te Reo and Tikanga Maori into teaching and learning programmes. Parents/caregivers who seek fully bi-lingual education for their child may be directed to local schools providing it and/or the Te Kura Kaupapa Maori O Nga Tapuwae in Mangere

Charter consultation

- The Board will maintain an ongoing programme of reporting, self-review and community consultation. Reports from reviews will form the basis for deciding priorities for school development and improvement. This will involve open communication and consultation with parents, staff and all stakeholders in respect to the charter, strategic planning, annual planning and student achievement.

This charter establishes the mission, aims, objectives, strategic direction and the targets in the annually updated section.

APPROVED BY THE BOARD OF TRUSTEES

Minuted as ratified at the December 2015 meeting of the Jean Batten School Board of Trustees

Strategic Plan 2016-2018

STRATEGIC GOALS

ACHIEVEMENT

Through a strong focus on the teaching of literacy, numeracy and inquiry learning ...

All students at Jean Batten School will achieve at or above national achievement levels.

NAG 1: CURRICULUM

TEACHING

Through careful selection of staff, professional development that meets specific teaching needs and the implementation of sound procedural frameworks which promote high levels of staff performance ...

All students at Jean Batten School will receive quality education from quality teachers.

NAG 3: PERSONNEL

RESOURCES

Through careful management of school funding ...

All students at Jean Batten School will be provided with the best possible teaching and learning resources, buildings and facilities.

NAG 4: ASSET MANAGEMENT

WELFARE

Through careful monitoring of student needs, liaison with support agencies, sound policies and attention to safety compliance issues ...

All students at Jean Batten School will learn in a safe environment that caters for their social, emotional and physical needs.

NAG 5: HEALTH AND SAFETY

NAG 1: CURRICULUM	
Strategic direction	2016-2018 Priorities
Implementation and review of curriculum delivery school-wide to ensure that all children have opportunity to succeed in all the essential learning and skill areas of the NZ curriculum	<ul style="list-style-type: none"> • As per Curriculum Review Plan • To increase the number of students achieving at or above the National Standard in reading • To increase the number of students achieving at or above the National Standard in writing • To increase the number of students achieving at or above the National Standard in mathematics.
Provision of professional development to meet the needs of curriculum review programmes	<ul style="list-style-type: none"> • As per Curriculum Review Plan • Teachers engage in professional readings and learning conversations which lead to personal reflection, through teacher inquiry, and the development of professional practice • To reflect the intent of the Pasifika Education Plan, Ka Hikitia and Tataiako documents.
Development of school-wide numeracy and literacy programmes	<ul style="list-style-type: none"> • As per Curriculum Review Plan
Provision of regular quality physical activity programmes that develop movement skills for all students	<ul style="list-style-type: none"> • Daily fitness programmes • Annual swimming programme (all students) • Interschool sports opportunities • Structured physical education skills and games programmes
Implementation of programmes that monitor the effectiveness of teaching programmes and student progress and achievement	<ul style="list-style-type: none"> • As per Curriculum Review Plan • Teachers use National Standards to support improvement in student outcomes • Teachers use formative practice to meet the needs and interests of their students
Identification of students at risk and provision of programmes to improve their learning outcomes	<ul style="list-style-type: none"> • Identification of students at risk and provision of appropriate support programmes • To help students to make progress and experience success against goals developed in Individual Education Plans • To develop communication between home and school so that students with special learning needs are supported in their learning • To develop programmes that improve parent/caregiver understanding of the data that relates to their child's achievement • To facilitate parent/caregiver capability to support their child's learning.
Identification of children with special abilities and provision of programmes and activities to cater for them	<ul style="list-style-type: none"> • Provision of a structured programme for CWSA (classroom enrichment, specialist withdrawal programmes)
Consultation with Maori on programmes and targets for student achievement	<ul style="list-style-type: none"> • As per Curriculum Review Plan • Annual consultation re programmes and targets • To increase the number of Maori students achieving at or above the National Standard in reading. • To increase the number of Maori students achieving at or above the National Standard in writing. • To increase the number of Maori students achieving at or above the National Standard in mathematics.

CURRICULUM REVIEW PLAN	
Curriculum area	2016-2018 Priorities
Literacy	<ul style="list-style-type: none"> • Needs-based professional development and programme review • Ongoing literacy leadership • Students have ownership of their learning and know what to do to achieve the National Standards • Home/School Partnership (Reading Together, Mutukaroa) • Focus on reading/writing skills development • Focus on reading/writing achievement moderation • Integration of e-Learning • Programmes to support literacy achievement (Talk to Learn, HPP, Quick 60, ALL, Reading Recovery) • Annual oral reading competition (Years 1-3) • Annual speech competition (Years 4-6)
Numeracy	<ul style="list-style-type: none"> • Needs-based professional development and programme review • Ongoing numeracy leadership • Students have ownership of their learning and know what to do to achieve the National Standards • Home/School Partnership (Mutukaroa) • Focus on strands development, problem solving and strand integration with numeracy and mathematical talk communication/argumentation • Integration of e-Learning • Programmes to support numeracy achievement (COSDBRRICS, SPRING, ALiM, MST)
Science, technology, social studies	<ul style="list-style-type: none"> • Development of learning links between Information Centre/classrooms • Ongoing use of concept planning and SOLO Taxonomy (as a means of integrating curriculum with inquiry learning) • Inquiry learning • Focus on Technology (2016, 2018), Science (2017)
Health and Physical Education	<ul style="list-style-type: none"> • Ongoing development of Health Promoting Schools and progression through national levels • Life Education programme (odd years) • Ongoing Health/PE leadership • Whole-school participation in swimming programmes • Focus on Physical Education (2016, 2018), Health and Safety (2017)
The Arts	<ul style="list-style-type: none"> • Ongoing Arts leadership • Continuation of in-school development of the Arts using in-school facilitation (lead teachers) • Focus on Music (2016), Visual Arts (2017), Dance/Drama (2018)
Information Communication Technology	<ul style="list-style-type: none"> • Staff confidence and competence in using ICT as a tool to enhance teaching and learning • Development of learning links between Information Centre and classrooms • Professional development in use of ICT tools to meet 'just in time' needs
Other languages	<ul style="list-style-type: none"> • Curriculum delivery planning for Tikanga Maori in line with the Curriculum Concept Plan and underpinned by Ka Hikitia and Tataiako • Schoolwide professional development in teaching Maori in English medium settings • Focus on cultural awareness

CURRICULUM REVIEW PLAN CONT'D	
Curriculum area	2016-2018 Priorities
Children with special needs and abilities	<ul style="list-style-type: none"> • Inclusive teaching programmes and practices which ensure that children with special needs achieve success in their learning (Talk to Learn, HPP, Quick 60, ALL, Reading Recovery, COSDBRRICS, SPRING, ALiM, MST) • Provision of extension programmes for children with special abilities both within the classroom and in enrichment groups
Planning, assessment and monitoring	<ul style="list-style-type: none"> • Needs-based professional development and programme review • National Standards used effectively to support improvement in student outcomes • Continuation of the Mutukaroa programme to give parents/caregivers in-depth information and support regarding the progress, achievement and next learning steps of their children (Years 1-3) • Ongoing development of moderation processes in literacy/numeracy • e-asTTle development in school-wide (and with new staff) • Continuation of school-based computerised student achievement recording and reporting • Tracking/monitoring of students who have had interventions

NAG 2: POLICY AND SELF-REVIEW	
Strategic direction	2016-2018 Priorities
Develop and monitor the school's strategic and annual plans in all areas of the school's operations	<ul style="list-style-type: none"> • Review the strategic plan. • Establish the annual/action plan
Ensure an ongoing programme of self-review	<ul style="list-style-type: none"> • Review policies/procedures on a cyclical basis • Review curriculum statements and procedures • Staff development on curriculum statements • Develop on-line appraisal formats
Report to parents/caregivers on the achievement of individual students	<ul style="list-style-type: none"> • Triadic parent interviews • Curriculum and achievement reporting programme to meet requirements of National Standards (NAG 2A) • Home/school communication to support student learning and wellbeing • Ongoing development of the Mutukaroa programme (Years 1-3)
Communicate and consult effectively, and appropriately, with the community	<ul style="list-style-type: none"> • Community/Maori community consultation • Newsletters/notices/website • Focus groups, written surveys, informal meetings • Health consultation (2017)
Undertake Board of Trustees training and development	<ul style="list-style-type: none"> • Board training (as required) on selected aspects of trusteeship • New Board training on all aspects of trusteeship (2016)

NAG 2A: REPORTING	
Strategic direction	2016-2018 Priorities
Report to parents/caregivers on the achievement of individual students in relation to the National Standards	<ul style="list-style-type: none"> • Student achievement reporting against National Standards (biannually) • Mutukaroa programme reporting (Years 1-3) • Development of progress and anniversary reports
Report to the Board of Trustees on the achievement of all students, and of Maori students, Pasifika students and students by gender, in relation to the National Standards	<ul style="list-style-type: none"> • Report student achievement, in relation to the National Standards, to the Board of Trustees, throughout the year and in the Annual Report • Board participation in community consultation
Report to the Ministry of Education on the achievement of all students, and of Maori students, Pasifika students and students by gender, in relation to the National Standards	<ul style="list-style-type: none"> • Report student achievement, in relation to the National Standards, to the Ministry of Education

NAG 3: PERSONNEL	
Strategic direction	2016-2018 Priorities
Implement procedural frameworks which promote high levels of staff performance (Performance Management)	<ul style="list-style-type: none"> • Appraisal procedures for all staff (teachers, support staff) • Continue professional reading/reflection programme with teaching staff • Development/refinement of online portfolios for teaching staff • Teachers will take an active part in the appraisal process with self-improvement being a priority • Appraisal procedures that include evidential-based reporting against the Registered Teacher Criteria, Professional Standards, Teacher Ethics and Tataiako competencies • Planned classroom/syndicate leadership, observations and guidance
School staffed in a manner that reflects the priorities stated in the school's curriculum	<ul style="list-style-type: none"> • Monitor staff usage to avoid overstaffing consequences • Employ additional teaching and support staff, as per budget, to facilitate special programmes • Ensure that school is staffed fully each day
Ensure that a professional development plan is in place that will equip staff to deliver quality teaching and learning (whole staff focus)	<ul style="list-style-type: none"> • Establish a programme for Board of Trustees training • Staff development programme which includes staff appraisal processes • Ensure there is sufficient budget allocation to meet staff/BOT development needs • Partnership Project with Auckland University for associate teachers (2) • New BOT training (2016)
Establish systems that ensure the Board of Trustees fulfills its role as a 'good employer'	<ul style="list-style-type: none"> • Comply with the law relating to employer responsibility (in liaison with NZEI and STA) • Prepare job descriptions for all staff (by the end of February) • Provide forums for discussion and reflective feedback

NAG 4: ASSET MANAGEMENT	
Strategic direction	2016-2018 Priorities
Allocate funds to reflect the school's strategic and annual plans	<ul style="list-style-type: none"> • Approve a budget to reflect the school's priorities (February)
Maintain internal procedures for monitoring finance and expenditure	<ul style="list-style-type: none"> • Monitor monthly spending and report to the Board • Prepare annual accounts for audit (by March annually)
Continue to develop an efficient programme of maintenance for school buildings and facilities	<ul style="list-style-type: none"> • Maintain exterior paintwork • Repair and refurbish furniture as required • Replace classroom and office furniture as required • Development of ICT infrastructure
Develop school facilities which reflect the priorities stated in the charter/strategic plan	<ul style="list-style-type: none"> • Refer 10-year Property Plan • Hall refurbishment/rebuild • Classroom modernisation

NAG 5: HEALTH AND SAFETY	
Strategic direction	2016-2018 Priorities
To provide a safe physical and emotional environment for students and staff and ensure that the school is compliant with all aspects of health and safety legislation	<ul style="list-style-type: none"> • Regularly review health and safety policies and procedures including <ul style="list-style-type: none"> - Evacuation procedures - Playground supervision procedures - Behaviour management plan - accident reporting procedures • Review specific health/safety procedures including <ul style="list-style-type: none"> - Child abuse (2016, 2018) - Sexual harassment procedures (2016, 2018) - Student stand down/suspension (2017) - Pandemic planning procedures (2017) - Animal welfare procedures (2017) - Internet access (2017) • Community health consultation (2017) • Maintain a hazard register • Provide a caring and medically appropriate health room • Ensure on-going safety checks (playground equipment etc) • Meet building Warrant of Fitness requirements • Ensure compliance with worksite health and safety requirements • Review student personal (family, medical etc) records annually

NAG 6: ADMINISTRATION	
Strategic direction	2016-2018 Priorities
To develop systems to comply with all current legislation through policy and procedures	<ul style="list-style-type: none"> • Monitor student attendance through marking of electronic attendance registers, follow-up of notable absences and use of truancy services • Coordinate the length of the school day and the school year in accordance with legal requirements

NAG 7: CHARTER	
Strategic direction	2016-2018 Priorities
To update the school Charter annually	<ul style="list-style-type: none"> • Annual review of the Charter to reflect the school's changing needs • Consultation with stakeholders (as required)

NAG 8: ANALYSIS OF VARIANCE	
Strategic direction	2016-2018 Priorities
To analyse student achievement outcomes against goals set and report variance to the Secretary for Education	Set goals/targets for student achievement and school directions, measure outcomes at the end of the year and report any variance

Annual Plan

2016

ACHIEVEMENT	All students at Jean Batten School will achieve at or above the national achievement levels
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Key focus areas	Expected actions	Who	When
Mutukaroa	Junior school teachers trained in Mutukaroa protocols	Siolo, junior teachers	Term 1
	Strengthened feedback to teachers/management about programme outcomes	Siolo, teachers, management	All year
	Mutukaroa extended into Year 3 level	Siolo	All year
Reading Together	Programmes run in Terms 1, 2 and 3 (mix of afternoon and evenings)	Judy, Siolo	Terms 1, 2, 3
	Participation in Reading Together targeted through Mutukaroa links	Siolo	Terms 1-3
Community liaison	Designated unit holder to facilitate community liaison programmes	Siolo	All year
	Focus on liaison between home and school for students on special programmes	Helen	All year
	Development of school Facebook page	Helen, ICT committee	All year
Tikanga Maori	Schoolwide professional development – Maori in the English medium	Whole staff, facilitators	All year
	Focus on increased teacher capability in implementation of aspects of Ka Hikitia and Tataiako	Whole staff, facilitators	All year
	Development of Kapa Haka group	External facilitator	All year
At risk students	Implementation of Quick 60 (literacy) programme	Helen, Teacher Aides	Term 2 onwards
	Reading Recovery programme for 12-13 students	Kriya, Mary, Judy	All year
	Building capability of teacher aides relevant to their job descriptions and programmes being implemented	Helen, Alison	All year
Gifted and talented education	Develop a shared understanding of what giftedness is	Helen, whole staff	Term 1
	Focus on giftedness as part of unit holder delegations to ensure classroom programmes cater appropriately	Unit holders, Teachers	All year
	Implement a senior school clubs programme to promote areas of giftedness and talent	Year 4-6 Teachers	Terms 2-3
	School production to develop giftedness and talents in performing arts	Whole staff	Term 4

TEACHING	All students at Jean Batten School will receive quality education from quality teachers
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Key focus areas	Expected actions	Who	When
Google Docs	Establishment of lead staff to implement and facilitate staff understanding and usage of Google Docs	ICT committee, Alison, Helen	Term 1
	Staff capability in the use of Google Docs	Whole staff	All year
	Migration of day-to-day core documents to Google Docs (calendars, timetables, minutes, rosters etc)	Whole staff	All year

Tikanga Maori	Development of a cohesive curriculum delivery statement linking Te Reo/Tikanga Maori and Tataiako dispositions	Curriculum. team	Term 2 onwards
	Link staff appraisal goals to Tataiako competencies	Management, whole staff	All year

Cultural awareness	Establishment of unit holder and lead team to promote cultural awareness and community links	Unit holder, selected staff	All year
	Recognition of cultural festivals/weeks through focused teaching programmes and school-wide emphasis	Whole staff	All year
	Classroom environments/programmes that reflect the diverse cultures of the school	Whole staff	All year

RESOURCES	All students at Jean Batten School will be provided with the best possible teaching and learning resources, buildings and facilities
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Key focus areas	Expected actions	Who	When
ICT	Provide projection facilities in the hall	Management, ICT Teacher	Term 1
	Replace 24 desktop computers in classrooms	Management, ICT Teacher	Term 1
	Provide a third COW (16 laptop computers)	Management, ICT Teacher	Term 1
	Investigate use of, and purchase as required, i-Pads (10) for use in special needs teaching programmes	Management, ICT Teacher	From Term 1

Buildings	Create signage around the school to reflect values, provide a 'friendship stop' and give clear directions	Management, senior staff	From Term 1
	Replace the staffroom kitchen cabinetry	Management	From Term 1

Grounds	Upgrade line marking around the school (new games, numbers, line marking etc)	Management, staff	From Term 1
	Build a covered sand pit for junior school structured play	Management, staff	From Term 1
	Develop gardens behind the Mutukaroa/Whanau Centre for school-wide gardening projects	Management, staff	From Term 1

Furniture	Furnish one classroom with MLE furniture	Management	Term 1
	Provide horseshoe teacher tables and stools for classrooms that don't already have them	Management	Term 1

WELFARE	All students at Jean Batten School will learn in a safe environment that caters for their social, emotional and physical needs
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Key focus areas	Expected actions	Who	When
Student leadership	Development of the role of Student Councillors within the school	Helen	All year
	Focus on the development of Year 6 student leadership/role models through responsibilities	Helen, Year 6 teachers	All year

Assemblies	Re-organisation of whole-school and syndicate assemblies to celebrate achievement and involve families	Senior management	All year
	Student leadership of assemblies	Syndicate leaders, Helen	All year
	Special assemblies that focus on the school's core values	Helen	All year

Health and safety	Schoolwide professional development – changes to the Health and Safety Act	Whole staff	Terms 1,2
	Focus on identification of work-place hazards that could cause danger to students and staff	Whole staff,	Terms 1,2
	Review of health and safety procedures in line with changes to the Health and Safety Act	Senior management	All year

Annual Targets 2016

CURRICULUM TARGET: LITERACY (READING)																																																
STRATEGIC DIRECTION				AIMS																																												
<ul style="list-style-type: none"> Implementation and review of curriculum delivery school-wide to ensure that all children have opportunity to succeed in all the essential learning and skill areas of the NZ curriculum Identification of students at risk and provision of programmes to improve their learning outcomes 				<ul style="list-style-type: none"> To increase the number of students achieving at or above the National Standard in reading To increase the number of Maori students achieving at or above the National Standard in reading Teachers use National Standards to support improvement in student outcomes 																																												
RATIONALE				TARGET SET																																												
<ul style="list-style-type: none"> Pleasing progress was made in the 2015 reading achievement data and it is important to maintain and build on this level. Analysis of school-wide reading data in November 2015 identified that fewer Year 1 students achieved at or above the national standard for reading compared with other levels of the school. 				<ul style="list-style-type: none"> 70% of all students, after one year at school, will be reading at or above the national standard by the end of 2016 There will be a focus on students at the Year 2 level to ensure that their achievement data reaches the school-wide goal 																																												
COHORT DATA (2015)				DATA/PROGRAMME ANALYSIS (2015)																																												
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Level in 2015	Well below	Below	At	Above	Total	% at or above																																										
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Y5	5	10	23	28	66	77																																										
ACTIONS REQUIRED				Led by	Budget	Time frame																																										
<ol style="list-style-type: none"> Focus on Year 2 achievement data Review assessment data with staff and determine particular learning needs of target students Monthly team/syndicate meetings, using teacher inquiry, to discuss the progress of target students Plan a revised programme to meet the learning needs of target students Benchmark testing of Y1-3 students at anniversaries Continuation of Mutukaroa and Reading Together as key home/school partnership activities Teacher aide support of classroom programmes Additional reading recovery allocation Focused professional development to support teaching practice, with an emphasis in phonics teaching for Year 1/2 teachers Induction of new staff in reading planning and assessment processes and expectations Utilisation of Literacy Support Teacher, ALL and other appropriate interventions to work with at risk groups of students Moderation meetings and school-wide assessment data to refine OTJs Careful analysis of reading materials when purchasing instructional texts Analyse end-of-year data to inform progress and planning for the following year 				1-13 Principal, senior management, literacy leaders, teaching staff 14 Principal, Associate Principal	Additional budget allocated to improve reading resources (all levels) Teacher aide allocation to support classroom programmes Release for LST and Mutukaroa personnel Reading Together facilitation	February to November with ongoing review throughout the year																																										

CURRICULUM TARGET: LITERACY (WRITING)																																																
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<ul style="list-style-type: none"> Significant progress was made in the 2015 writing achievement data and it is important to maintain this level now that the external facilitation has ended Analysis of school-wide writing data in November 2015 identified that fewer Year 2 and Year 4 students achieved at or above the national standard for writing compared with other levels of the school 				<ul style="list-style-type: none"> 70% of students across all year groups of the school will be writing at or above the national standard by the end of 2016 There will be a focus on students at the Year 3 and Year 5 levels to ensure that their achievement data reaches the school-wide goal 																																												
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Level in 2015	Well below	Below	At	Above	Total	% at or above																																										
Y1	1	2	78	3	84	97																																										
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Y5	4	16	32	14	66	70																																										
ACTIONS REQUIRED				Led by	Budget	Time frame																																										
<ol style="list-style-type: none"> Focus on junior school writing programmes along with Year 3 and Year 5 achievement data Review assessment data with staff and determine particular learning needs of target students Weekly team/syndicate meetings to discuss target student progress of target students Plan a programme to meet the learning needs of target students, particularly for those students just below the national standard Continuation of Mutukaroa to help families support student learning Teacher aide allocation to allow teachers to give better support to target students Ongoing school-wide professional development (utilising internal expertise) to support and guide teachers' practice in writing (individual needs, helping students access writing) Moderation meetings and school-wide assessment data to refine OTJs Utilisation of Literacy Support Teacher, ALL and other appropriate interventions to work with at risk groups of students Students given time and motivation to write Analyse end-of-year data to inform progress and planning for the following year 				1-10 Principal, senior management, literacy leaders, teaching staff 11 Principal, Associate Principal	Additional budget allocated to improve literacy resources (all levels) Teacher aide allocation has been made to support classroom programmes Release for LST and Mutukaroa personnel	February to November with ongoing review throughout the year																																										

CURRICULUM TARGET: MATHEMATICS																																																			
STRATEGIC DIRECTION				AIMS																																															
<ul style="list-style-type: none"> Implementation and review of curriculum delivery school-wide to ensure that all children have opportunity to succeed in all the essential learning and skill areas of the NZ curriculum Identification of students at risk and provision of programmes to improve their learning outcomes 				<ul style="list-style-type: none"> To increase the number of students achieving at or above the National Standard in mathematics To increase the number of Maori students achieving at or above the National Standard in mathematics Teachers use National Standards to support improvement in student outcomes 																																															
RATIONALE				TARGET SET																																															
<ul style="list-style-type: none"> Some progress was made in the 2015 mathematics achievement data and it is important to maintain and build on this level. Analysis of school-wide reading data in November 2015 identified that fewer Year 4 and Year 5 students achieved at or above the national standard for mathematics compared with other levels of the school. 				<ul style="list-style-type: none"> 70% of students across all year groups of the school will be achieving at or above the mathematics national standard by the end of 2016 There will be a focus on students at the Year 5 and Year 6 levels to ensure that their achievement data reaches the school-wide goal 																																															
COHORT DATA (2015)				DATA/PROGRAMME ANALYSIS (2015)																																															
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Level in 2015	Well below	Below	At	Above	Total	% at or above																																													
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ACTIONS REQUIRED				Led by	Budget	Time frame																																													
<ol style="list-style-type: none"> Focus on Year 5 and Year 6 achievement data Review assessment data with staff and determine particular learning needs of target students Monthly team/syndicate meetings to discuss the progress of target students Plan a revised programme to meet the learning needs of target students Continue Home/School Partnership (including Mutukaroa) in mathematics to provide parents/caregivers with ways to support students' learning Teacher aide allocation to allow teachers to give better support to target students Targeted professional development to focus on individual teachers in terms of practice and student outcomes Utilisation of Mathematics Support teacher, ALiM 1 and other appropriate interventions to support teachers and work with at risk groups of students Moderation meetings and school-wide assessment data to develop more accurate OTJs Analyse end-of-year data to inform progress and planning for the following year 				1-9 Principal, senior management, numeracy leaders, teaching staff 10 Principal, Associate Principal	Additional budget allocated to improve numeracy resources (all levels) Teacher aide allocation has been made to support classroom programmes	February to November with ongoing review throughout the year																																													