



SEATOUN SCHOOL

**2011**

**CHARTER**

**To Be the Best We Can Be**

Ministry of Education I.D Number: 2987

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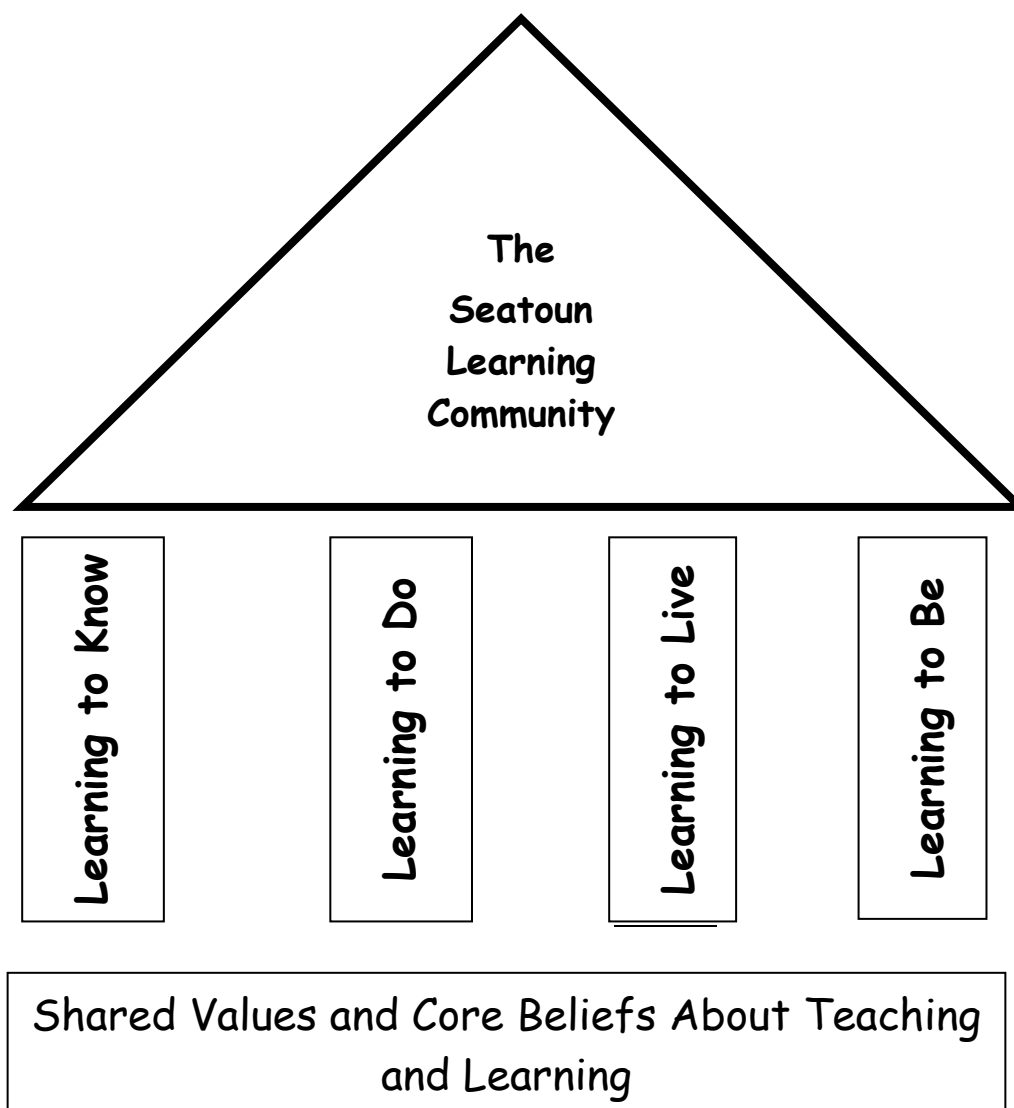
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## Our Educational Approach

We aim to create a co-operative teaching and learning environment that is relevant, purposeful and challenging. We believe students need support to take risks and become independent learners.

We place a strong emphasis on the core areas of literacy and numeracy, but also recognise interdependence, and value the importance of all learning areas and key competencies.

We encourage and recognise effort, progress and achievement and value creativity, innovation and fun. The diagram below is based on the “Four Pillars of Education” as presented by the International Commission on Education for the Twenty-First Century Report to UNESCO, “Learning: The Treasure Within”.



**Learning to know**, by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.

**Learning to do**, in order to acquire not only occupational skills but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences, both formal and informal.

**Learning to live together**, by developing an understanding of other people and an appreciation of interdependence, carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace.

**Learning to be**, to better develop one's personality and be able to act with even greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.

Great value is placed on the importance of each student's self-esteem and self-appraisal. Personal responsibility and pride are values we hold strongly. With professional guidance, students are helped to take increased responsibility for themselves and their decisions.

Education is a life-long process. Opportunities are provided for children to develop their curiosity and interests. Learning that happens at school is transferred and vice-versa. We are fortunate that our children receive a wealth of experiences on which to build their knowledge, values and attitudes. We endeavour to work closely with parents to maximise every opportunity.

The Four Pillars upon which our learning community is constructed, learning to know, do, live and be are embedded in a foundation of shared values and core beliefs about teaching and learning. These values and beliefs provide a common language of expectations to achieve our vision, whilst acknowledging the importance of individual initiative and creativity.

#### **Shared Values**

- Respect – to treat self, others and property with consideration and care
- Responsibility – accepting to conscientiously fulfil a task or duty which one is entrusted
- Positive – being optimistic and concentrating on what is good
- Perseverance – to persist; to maintain an effort and stick to a task until it's done
- Compassion – sympathy and helping when others are distressed or suffering
- Giving – to make available to another; kindness and sharing provided freely without asking or expecting anything in return
- Self-control – being able to control your own feelings and behaviour, to live within the limits mutually agreed upon and established personally
- Honesty – being truthful in words and actions, honouring the trust others place in you
- Courage – even when afraid, being brave to do what you think is right

#### **Core Beliefs about Effective Teaching and Learning**

Pathways to achieve our vision:

- Passion, joy and celebration
- High expectations and personal best
- Foundation learning in place
- Strategic learners
- Quality teachers
- Powerful learning
- Co-operation and teamwork
- A safe, welcoming environment

## **Passion, Joy and Celebration**

“Good teaching is not just a matter of being efficient, developing competence, mastering technique and possessing the right kind of knowledge. Good teaching also involves emotional work. It is infused with desire; with pleasure, passion, creativity, challenge and joy.” Hargreaves, Andy 1994.

We will:

- Savour the moment – appreciate the need for flexibility and spontaneity
- Encourage students and teachers to share their passions and ignite learning for others
- Foster a love of learning for the pleasure of understanding, knowing and discovering
- Value humour, joy and celebration

## **High Expectations and Personal Best**

A sense of pride in all we do is our over-riding aim.

We will:

- Hold the highest expectations for all to do their best
- Ensure students, teachers and parents understand the need for quality over quantity
- Help students understand and appreciate the intrinsic value of personal effort
- Recognise the importance of time for reflection and review
- Provide specific criteria in terms of content and presentation, to achieve quality outcomes

## **Foundation Learning in Place**

Effective learning is built on core skills and knowledge in:

- Literacy – listening, speaking, reading, writing, viewing and presenting
- Numeracy
- Essential health and fitness
- Essential values and attitudes for life

We will:

- Implement school-wide literacy and numeracy programmes
- Endeavour to achieve school literacy and numeracy achievement targets
- Identify students at risk and focus programmes accordingly
- Ensure all children have the essential health and fitness skills
- Ensure all children demonstrate the essential values and attitudes for life

## Strategic Learners

Strategic learners are equipped to identify and seize learning opportunities throughout life. They take increasing responsibility for their own decisions and learning

We will:

- Help students to see the 'big picture' of their learning
- Teach thinking skills – creative thinking, systems thinking, decision making, problem solving, reasoning and questioning skills and the use of planners and graphic organisers
- Help students to recognise different learning styles and match appropriate learning style to task
- Provide opportunities for students to demonstrate knowledge, strategies and skills in realistic settings
- Ensure students use school-wide essential 'learning to learn' skills and strategies

## Quality Teaching

Quality teachers can justify what they do, why they do it and show they make a difference. They are committed to, and enjoy their job

We will:

- Demonstrate comprehensive knowledge of effective learning and teaching, curriculum and resources
- Know our students and families
- Follow school-wide guidelines and formats for planning, processes, monitoring and assessment and reporting
- Ensure teaching is focussed – we are able to state where the student is at, how we know and what the next learning steps will be
- Ensure learning is focussed within meaningful contexts, engages students and is made explicit to the learner
- Scaffold learning to ensure all students experience personal success
- Provide timely focussed feedback, acknowledge efforts and celebrate success
- Reflect on our practice, participate in personal and school professional development and support colleagues

## Powerful Learning

Powerful learning challenges students to experience learning as a dynamic, engaging and empowering activity

We will:

- Assist students to understand and build on their experiences to make sense of the world
- Integrate the curriculum to help learners make meaningful connections
- Provide opportunities for students to work with a variety of technologies and support them to choose and apply technology appropriate to the task, and care for equipment
- Plan and teach a range of 'rich topics' that cover broad concepts through an integrated, coherent approach
- Promote higher-order thinking
- Foster curiosity, creativity and innovation

## **Co-operation and Teamwork**

Co-operation and teamwork, valuing diversity and respecting the beliefs, ideas and contributions of others is critical to a learning organisation

We will:

- Model, practise and apply our school values
- Create an environment characterised by collaboration and collegiality
- Teach effective communication skills
- Teach co-operative skills, explaining the purpose and benefits of working in a team; and the roles, responsibilities and procedures necessary for teams to operate effectively
- Teach trust-building, conflict resolution and negotiation skills

## **A Safe, Welcoming Environment**

Seatoun School is intentionally inviting to all and has a culture of encouragement, safety and shared responsibility

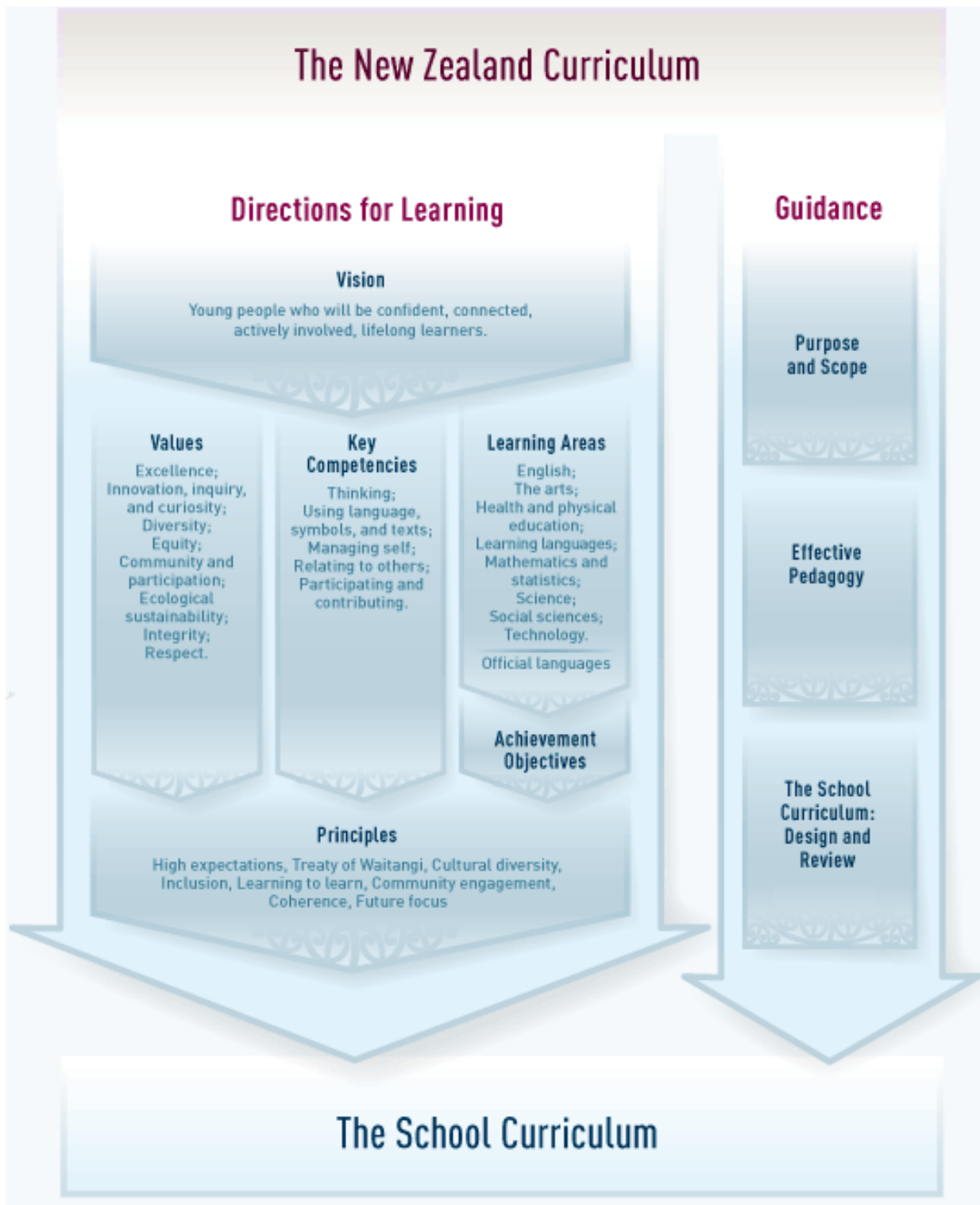
We will:

- Provide a secure, supportive environment
- Promote and celebrate risk taking
- Encourage a climate of asking for help
- Ensure communication between students, staff and parents is timely, clear and focuses on positive outcomes for all
- Share and celebrate efforts and achievement

# The New Zealand Curriculum

The intent of the document is to provide a clear statement of what New Zealanders deem important in education. It includes a set of principles on which to base curriculum design; and values that are to be encouraged and explored. Five key competencies are defined, as are each of the learning areas.

“The New Zealand Curriculum is a statement of official policy relating to teaching and learning in English-medium NZ state schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum.” The NZ Curriculum. Pg 6; MOE, Learning Media 2007



Taken from MOE National Curriculum Guidelines

## 1. INTRODUCTORY SECTION

### School and Community Description:

Seatoun School was established in 1916 as a 'side school' of Worser Bay. In 1921 Seatoun was recognised as a separate school and in April 2002 the school was relocated onto its present site, the old Fort Dorset army base. The building of the new school was the responsibility of the Board of Trustees and whilst primarily funded by the Ministry of Education considerable community funding was necessary to complete the project.

The school has an optimal roll of between 415 and 425 students and this figure is sustained by accepting out-of-zone, should if required. In 2011 the school is provisionally (Sept.2010) staffed and funded on a roll of 410 students, and we are predicting an actual roll of around 428, with a marked increase in the number of in-zone new entrant children. The changing economic and employment climate impacts on the school roll, an example being the local film industry. These factors make it difficult to accurately predict student numbers out beyond one year. Given this uncertainty, in 2010 the Board sought permission from the Ministry to at least open some debate around the current very tight school zone, this request was denied.

In 2002 Seatoun Kindergarten was relocated immediately next door to the school and the existing forging an even stronger relationship, for example children from the kindergarten regularly visit the school library. It also provides greater impetus to the site as being a focal point in the community. There is a broad range of early childhood providers on the peninsular and all contribute children to Seatoun School.

Seatoun School caters for students from new entrant to year eight. It is classified as a decile 10 school. Schools with this classification receive the lowest level of Government funding and assistance. There is an expectation that schools located in high socio-economic areas will substantially subsidise their operation by community fundraising and parent donations [financial and expertise]. For the past three years the Board's budget figure for the voluntary donation has been surpassed. This is one indication of the level of parent satisfaction and desire to be involved and support the school.

### Procedural Information:

#### Community Consultation

Seatoun School consults its school community, including its Maori community on a regular basis. Consultation includes:

- Community surveys and questionnaires – general and focused on specific initiatives e.g. reporting, health
- Meetings – operational and financial issues, curriculum delivery, parent partnership in learning
- Regular PTA meetings
- Opportunities to attend Board meetings
- Information sharing through the fortnightly school newsletter and many syndicate/class newsletters
- Informal meetings, discussions, phone contact
- PTA involvement in strategic planning day
- Parent involvement in school initiatives

Developing a new strategic plan to span the period 2009-2011 was a key task for the Board in 2008. In addition to the on-going self – review process [e.g. analysis of student achievement data, regular reports to the Board and planning day discussion] three other significant planned data gathering methods were employed. They were:

- the ERO review report
- the community and staff surveys
- meeting with Maori parents

The broad parent survey aimed to ascertain the level of understanding and support of such things as the school's strategic direction and values, curriculum and learning emphasis, leadership and management and effectiveness of communication.

The staff survey focused on areas such as school direction and leadership, support professional development opportunities, staff satisfaction levels and school culture. The ERO reviewers were also requested to report on school culture and this included surveying staff.

45% of families responded to the parent survey. Whilst down on the previous two surveys (69% 2005 & 49% 2003), this is still a high response rate which provided valuable insight into parent thinking. 100% of staff (82% 2005 & 68% in 2003) completed the survey. As has been the case in previous years, the overall levels of satisfaction and agreement with the culture, direction, performance and effectiveness of the school were very positive.

Maori parents were invited to a meeting convened to share and discuss Maori student achievement information and any other issues around how the school caters for the learning needs of its Maori students.

The findings of the ERO endorsed the school's own self review process. The Review Office report acknowledged the strong professional culture, quality of teaching and learning, positive relationships between students and teachers, engagement and attitude of students, commitment of board and active support and involvement of parents in the school.

### **Catering for New Zealand's cultural diversity and the unique position of Maori**

Seatoun School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of the Maori culture.

10% [March 01, 2010] of students are identified as Maori. Consultation has been carried out with the tangata whenua and a positive relationship has been established between the school and the local Kaumatua. An appropriate Kaupapa has been established for formal school occasions.

Whilst the school has high expectations of all students in terms of achievement and behaviour, school achievement data identifies any disparity in achievement between Maori and non Maori students as a tool to help ensure their learning success.

In recognising the unique position of the Maori culture, Seatoun School will:

- Maintain the positive relationship with the tangata whenua and whanau
- Maintain the use of Te Reo and Tikanga as appropriate in formal school ceremonies e.g. assemblies
- Incorporate Te Reo in everyday communications e.g. greetings
- Integrate Maori language and culture across the curriculum

Seatoun School also acknowledges and celebrates its cultural diversity. Students and families with European, South African, Pacific Island, Indian, Greek, Asian and other backgrounds enrich our school and where possible these cultural differences are shared in order to enhance learning and understanding

## **Planning Timeline and Process**

The annual self-review process is shown in the Strategic Plan section of the Charter. The Annual Plan falls out of the Planning Day held annually in late August-early September. As a result the following year's draft budget and Annual Plan are prepared and presented no later than the December Board meeting. The drafts are confirmed at the February Board meeting when the December accounts have been processed and other updated information is available.

The Annual Plan is reviewed at each Board meeting. Curriculum teams, management and board sub-committees also meet as required to review and report against agreed goals and objectives.

Student achievement against set targets is generally reported twice per year. Baseline data is collected in Term One and then comparative data collected in Term Four.

The Annual Report and Annual Meeting are the formal mechanisms by which the Board and management report to its community and the Ministry. The timeframe for this process is set in legislation.

The Education Review Office undertakes a formal school review on behalf of the Ministry of Education. This currently follows a three-year cycle, but a policy introduced in 2009 year allows for schools with a record of consistently good reviews to be reviewed at four or five year intervals. Seatoun School was reviewed in 2008, the year before this policy change. We are still awaiting notification as to the date of our next review, although it is probable it will remain in the three year cycle given the timing of the last review.

Seatoun School will lodge a copy of its annually updated Charter and its Report on Annual Targets with the Ministry of Education by 30 June each year.

## SEATOUN SCHOOL STRATEGIC OVERVIEW

### OUR VISION TO BE THE BEST WE CAN BE

### OUR PURPOSE To provide excellent education

#### OUR CORE BELIEFS ABOUT EFFECTIVE TEACHING & LEARNING

- Passion, joy and celebration
- High expectations and personal best
- Foundation learning in place
- Strategic learners
- Quality teachers
- Powerful learning
- Co-operation and teamwork
- A safe, welcoming environment

#### OUR VALUES

- **Respect** – we treat others and property with consideration and care
- **Responsibility** – we conscientiously complete tasks and duties with which we are entrusted
- **Positiveness** – we are optimistic and concentrate on what is good
- **Perseverance** – we persist and maintain our effort until the job is done to the best we can
- **Compassion** – we are sympathetic and help when others are unhappy or hurt
- **Giving** – we are kind and share without asking or expecting anything in return
- **Self-control** – we can control our own feelings and behaviour, and live within limits mutually agreed upon or established personally
- **Honesty** – we are truthful in word and actions, honouring the trust others place in us
- **Courage** – even when afraid, we are brave and do what we think is right

### OUR FOUR PILLARS OF EDUCATION

**LEARNING TO KNOW**

**LEARNING TO DO**

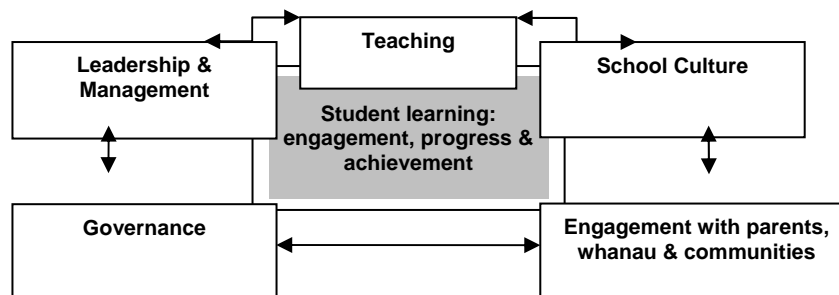
**LEARNING TO LIVE**

**LEARNING TO BE**

### OUR GOALS

School Culture	Teaching & Learning	Communication	Planning & Review	Resourcing	Our People	Property	Sustainability
To maintain and further enhance our culture of pride, positive relationships and physical & emotional safety	To deliver learning programmes that exceed National Curriculum requirements, meet individual needs & community priorities	To provide effective communication	To effectively undertake school-wide planning, implementation & review against agreed goals	To identify & prioritise needs, to manage available resources effectively, & to generate sufficient funds to fulfill our vision	Seatoun school will be the employer of choice for all employees	To ensure school property & the environment is safe, well maintained & supportive of our vision, purpose and values	To respect our environment & work towards a sustainable school community for current & future generations

Education Review Office  
Six Dimensions of a Successful School



**SEATOUN SCHOOL REVIEW CYCLE 2004 - 2011**

Year	2004	2005	2006	2007	2008	
Significant Factors	BOT Election	ERO National Election	Revised Curriculum [draft] to schools for consultation – possible implications Personnel -New Associate Principal Y1-4, 3 teachers on leave	BOT Election Curriculum Revision Project*	ERO Review of Strategic Plan National Election	
Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation					
Special Focus	Resource Management Assessment & Monitoring ERO Evaluation Indicators	Resource Management Assessment & Planning Appraisal Integris Student Management System	Consolidate & Embed Teachers at new levels	Resource Management Development of shared computer files Succession Planning	ERO National Focus Areas [Focus on student achievement; and to build on the school's current processes of self review] • Professional Learning & Development	
Curriculum	Mathematics Integrated Curriculum – Inquiry Process & Thinking Skills ICT	Mathematics Integrated Curriculum ICT Health & PE [as part of ERO focus]		Assessment & Planning Use of achievement data Mathematics Integrated Curriculum – Inquiry Process Feed back & questioning Support Programmes ICT Career Education Y7&8 School-wide EOTC plan	The Arts Learning Language [Y7&8]* ICT  Y1& 2 Review	Science [Integration] Technology Effective Pedagogy ICT Revised NZ Curriculum  Y5-8 Review
BOT NAG	Board election & induction of new trustees Planning & Reporting Roll growth – new subdivisions Review voluntary donation – consult with community	Roll growth –new subdivision ERO review Gifted & Talented Consultation prior to development of 2006-2008 Strategic Plan		Roll growth/maintenance Implementation of new strategic plan Grounds Development Plan [with PTA] Review of Finance & Property Draft revised curriculum	Roll Board election & induction of new trustees	ERO review Consultation prior to development of 2007-2009 Strategic Plan Review of Personnel
Identified Achievement Targets	As per 2003 with some modification & mathematics – early numeracy	Literacy –spelling, writing, reading, listening Mathematics – basic facts, number, PAT		English Mathematics Physical Education Values/Culture	English Mathematics Information Literacy	Target Students English Mathematics Science

Year	2009	2010	2011	2012	2013
Significant Factors	T3 Arts Celebration Major 'social' fundraiser e.g. Ball Change of class level for many staff World financial crisis Extension of Navigator Room into junior classroom & alterations in Falkirk Room	School Fair Father's Day celebration BOT Election Requirement to introduce National Standards Major remedial maintenance programme begins	T3 Arts Celebration Social fundraiser e.g. Ball ERO Review of Strategic Plan National Election Remedial maintenance programme continues New SMS	School Fair Father's Day celebration Decade in new school – community celebration? MOE 5 Year property allocation Major remedial maintenance programme possibly still continuing	T3 Arts Celebration BOT Election
Annual Review	Health & Sexuality; Achievement Targets; Resource Allocation				
Special Focus	Virtual Records Broadening staff responsibilities Managing workload & expectation Green footprint Emphasis on senior school Y5-8	Distributed leadership	ERO National Focus Areas [Focus on student achievement; and to build on the school's current processes of self review] Distributed leadership continued		
Curriculum	Consolidation (teachers at new levels) New Curriculum ICT English review	Consolidation NZC National Standards & 'Plain English' Reporting ICT	Spelling/Reading – phonics programme Introduce digital whiteboards x5 classes. Staff development Syndicate teams set, monitor & report own achievement targets		
BOT NAG	Roll growth/maintenance Building project – new teaching spaces Implementation of new strategic plan Grounds Development Plan [with PTA]	Board election & induction of new trustees Review Finance Principal sabbatical T3	Review Property & Health & Safety Develop 5 Year Property Plan (possibly on hold due to remedial works programme)	Review Personnel	Board election & induction of new trustees Review Finance
Identified Achievement Targets	English Mathematics Self Responsibility	National Standards – reading, writing, mathematics TRUMP evaluation	Reading, writing, mathematics targets reflecting 2010 baseline data		

## **2. STRATEGIC PLAN**

### **Overview of Current State of Student Learning:**

Student learning and achievement is central to our vision, values and local goals. The Board's aim is to create a learning community where school staff, students and parents work together to improve learning outcomes. To create and sustain our learning community we have identified 'four pillars of education' – learning to know, learning to do, learning to live and learning to be. These pillars stand upon a foundation of shared values and beliefs about teaching and learning

We place a strong emphasis on literacy and numeracy and have compiled over time comprehensive data to show that our students as a whole are achieving as well as, or better than, other New Zealand students including those in other schools of a similar decile. We also value and recognise effort, achievement, creativity, innovation and fun and can show that these elements are part of the fabric of Seatoun School.

### **New Zealand Curriculum:**

The New Zealand Curriculum (revised) was designed to ensure that all young New Zealanders are equipped with the knowledge, competencies and values they will need to be successful citizens in the twenty-first century.

Unlike its predecessors this document also contains a section focussing on effective pedagogy; calling upon the evidence about the kinds of teaching approaches and practices that consistently have a positive impact on student learning.

The Seatoun School Curriculum is consistent with the Vision, Principles, Values, Competencies, Learning Areas, Assessment Rationale and Teaching Approaches advocated in the New Zealand Curriculum.

The following tables outline the similarities between the revised NZC and what has been developed and is followed at Seatoun School.

## **1. CURRICULUM PRINCIPLES:**

### **Seatoun School's Curriculum is underpinned and consistent with the Principles of the NZ Curriculum**

The principles set out below embody beliefs about what is important and desirable in school curriculum – nationally and locally. They should underpin all school decision making.

These principles put students at the centre of teaching and learning, asserting that they should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity.

Although similar, the principles and the values have different functions. The principles relate to how curriculum is formalised in a school; they are particularly relevant to the processes of planning, prioritising, and review. The values are part of the everyday curriculum – encouraged, modelled, and explored.

All curriculums should be consistent with these eight statements

<p><b>New Zealand Curriculum</b></p>	<p style="text-align: center;"><b>Seatoun School</b></p> <p><b>Our curriculum practice is underpinned and consistent with the NZC through performing the following actions:</b></p>
<p><b>High expectations</b></p> <p>The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p>	<p>Staff encourages and support students to achieve to the best of their ability. This includes communicating the importance of intrinsic motivation &amp; personal effort, time for personal reflection and the balance of quality v quantity. A key strategy is to provide specific criteria (and modelling) in terms of content &amp; presentation to achieve quality outcomes.</p>
<p><b>Treaty of Waitangi</b></p> <p>The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</p>	<p>The school endeavours to maintain positive relationships with tangata whenua and whanau. All students are provided with opportunities to acquire knowledge of te reo Maori and incorporate this knowledge into everyday communications. Teachers aim to appropriately integrate te reo and tikanga Maori across the curriculum.</p>
<p><b>Cultural diversity</b></p> <p>The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.</p>	<p>Staff actively recognises the cultural diversity of NZ and the background, traditions and values of the children and families that make up our school. Opportunities are sought to utilise and share the many rich cultural backgrounds and experiences into learning programmes</p>
<p><b>Inclusion</b></p> <p>The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.</p>	<p>Students and staff are expected to make our school intentionally inviting to all. There is a shared responsibility to create and maintain a culture of encouragement and safety that promotes a climate of risk-taking, asking for help when needed and celebration of achievement. Students are encouraged to be proud of who they are and where they come from without fear of discrimination or prejudice. Teachers know their students, forge positive relationships with them. Individual needs are catered for through planned, focused teaching that engages the student and ensures challenge is balanced with success.</p>
<p><b>Learning to learn</b></p> <p>The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.</p>	<p>Students are supported to take increasing responsibility for their own learning and to use our 'learning to learn' skills and strategies. Recognition of different learning styles and their appropriateness to different learning tasks is incorporated into programmes. Self and peer evaluations, student goal setting, student-parent-teacher conferences and end-of-year self reviews are firmly embedded.</p>
<p><b>Community engagement</b></p> <p>The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</p>	<p>Learning experiences connect to children's' lives. Opportunities are provided for students to demonstrate knowledge, skills and competencies in realistic and meaningful settings. We endeavour to work in partnership with parents to maximise learning opportunities.</p>
<p><b>Coherence</b></p> <p>The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p>	<p>Students are assisted to see the 'big picture' of their learning and to build upon previous experiences to make sense of the world. An integrated approach helps learners make meaningful connections between learning areas and competencies.</p>
<p><b>Future focus</b></p> <p>The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</p>	<p>Our curriculum emphasises that learning is a life-long process that occurs in a range of contexts and situations. Opportunities are provided for children to develop their curiosity and interests. We aim to provide a diverse and holistic education that fosters a love of learning – Learning to know, do, be and live.</p>

### NZC – From the NZC to the School Curriculum

The NZC sets the direction for teaching & learning. It is a framework, rather than a detailed plan. Schools are required to base their curriculum on principles of the NZC, to encourage & model the values, and to develop the key competencies at all year levels.

NZC	Seatoun School
<p><b>Principles</b> Schools able to clearly demonstrate their commitment to the principles &amp; to articulate how they are given effect in teaching &amp; learning.</p>	<p>We are able to demonstrate that our practice is underpinned &amp; consistent with the NZC.</p>
<p><b>Values</b> Are to be encouraged, modelled and explored by students.</p>	<p>Our school values are closely aligned to those in the NZC. They are integral to our curriculum and are monitored by means such as student self review, staff and community surveys, Board annual review and ERO school reviews.</p>
<p><b>Key Competencies</b> Schools need to consider how to encourage and monitor the development of the competencies. Their meanings need to be clarified for students. With appropriate guidance &amp; feedback, all students to develop strategies for self-monitoring &amp; collaborative evaluation of their performance in relation to suitable criteria.</p>	<p>Our documentation and practice is well established and aligns with the competencies. Examples include; Individual goal folders, student involvement in mid-year 3 way progress conferences, formal, written end of year self review, TRUMP Home Learning Programme, opportunities for students to assume positions of responsibility</p>
<p><b>Learning Areas</b> Curriculum statements are a starting point for developing programmes of learning suited to students' needs and interests. Schools must have a clear rationale for decisions of emphasis. Links between learning areas should be explored. Future Focus – making connections across learning areas, values and competencies that are relevant to students' futures e.g. sustainability, citizenship, enterprise &amp; globalisation.</p>	<p>Our curriculum is relevant to the children. It engages and challenges them. We have a strong focus on English and mathematics and use an inquiry approach to explore rich topics. The key competencies and values are woven through learning programmes.</p> <p>Parent survey feedback indicates a strong level of support for our 'school curriculum.'</p>
<p><b>Achievement Objectives</b> Achievement objectives are chosen from each area to fit the learning needs of students. Important that schools provide clear statements of learning expectations that apply to particular levels or across a number of levels. A curriculum is well designed when:</p> <ul style="list-style-type: none"> <li>• Teachers can show what it is they want students to learn &amp; how the curriculum is designed to achieve this</li> <li>• Students are helped to build on existing knowledge (including special needs &amp; extension)</li> <li>• The long view is taken. Ultimate learning success is more important than coverage of particular learning objectives</li> </ul>	<p>School-wide achievement expectations have been set. These both align with national curriculum levels and reflect the generally higher levels of achievement found at our (and similar types) school.</p> <p>Teachers can articulate where each student is at, what the next learning steps are and how they plan to achieve these Programmes build on existing knowledge &amp; experience. A good balance of challenge &amp; success is maintained. Remedial &amp; extension needs are catered for. A holistic view is taken, using strengths to build confidence to take risks. Programmes aim for depth and breadth.</p>
<p><b>Assessment</b> Information for: learning (student &amp; teacher); future learning (next teacher); partnership (parent/whanau); school review &amp; development; governance (BOT); stewardship (MOE). Effective when – benefits student, involves student, supports teaching &amp; learning goals, is planned &amp; communicated, suited to purpose, valid &amp; fair.</p>	<p>Most assessment is formative and used to inform future teaching &amp; learning. Students are involved in the process. Teachers use a range of assessment tools and contexts over time with the aim of ensuring validity and fairness. Information is clearly communicated to parents, whanau and the board</p>
<p><b>Learning Pathways</b> Each stage of the student's 'journey' prepares them well &amp; connects them with the next. <b>Y1-6:</b> fosters relationships with teachers &amp; peers, affirms identity; builds on the learning the child brings; considers the whole school experience; welcoming of family &amp; whanau. <b>Y7-10:</b> recognises rapid physical devlpt.; positive relationships with adults, opportunities for community involvement &amp; authentic learning, continued focused teaching in literacy &amp; numeracy</p>	<p>A planned and consultative process has been followed to develop school-wide approaches to planning; assessment and reporting, and all teachers use these. Language, approaches and conventions are consistent across levels and classrooms. Information is shared. Relationships are positive and respectful. Success is celebrated and transitions planned to maximise success. Parents and whanau are made welcome, kept informed and participate to a high level in all aspects of the school's operation</p>

**Comparison: NZ Curriculum Key Competencies & Seatoun School Shared Beliefs & Values**

New Curriculum Key Competencies	Seatoun 4 Pillars	Seatoun Values	Seatoun Beliefs about Teaching & Learning	Seatoun Essential Learning to Learn Skills	New Curriculum Values	New Curriculum Values already woven through what we do • Equity • Community & Participation • Ecological Sustainability
<p><b>Managing self</b></p> <p>Self-motivating 'Can Do'. Enterprising, reliable, resilient. Set personal goals, make plans, manage projects, set high standards. Can lead, follow &amp; act independently</p>	<p><b>Learning to Be</b></p> <p>Act with greater autonomy, judgement, personal responsibility. A holistic approach to educating the whole person</p>	<p>Courage Responsibility Perseverance Self-Control Honesty</p>	<p>High Expectations &amp; personal Best</p> <p>Passion, Joy &amp; Celebration</p>	<p>Take risks, trial &amp; error Follow instructions Remain focused Refer to criteria, reflect &amp; act Realistic goals Self-improvement Persevere Ask for help Know how I learn best Be well organised, meet deadlines</p>	<p>Excellence Integrity</p>	
<p><b>Relating to others</b></p> <p>Interacting effectively with diverse range of people in different contexts. Actively listen, recognise differing views, negotiate &amp; share ideas. Aware of how they impact on others. Able to co-operate &amp; work effectively with others</p>	<p><b>Learning to Live Together</b></p> <p>Understanding of others, interdependence, respect of others, manage conflict</p>	<p>Responsibility Respect Compassion Giving</p>	<p>Co-operation &amp; Teamwork</p> <p>A safe, Welcoming Environment</p>	<p></p>	<p>Diversity Respect</p>	
<p><b>Participating &amp; contributing</b></p> <p>Have a sense of belonging &amp; confident to participate within new contexts. Understand rights &amp; responsibilities; contribute to quality, sustainable social, cultural, physical &amp; economic environments</p>				<p>Ask questions Contribute Listen</p>		
<p><b>Thinking</b></p> <p>Intellectual Curiosity Thinkers &amp; problem solvers actively seek, use &amp; create knowledge. Reflect on own learning, draw on personal knowledge, ask questions &amp; challenge the basis of assumptions &amp; perceptions</p>	<p><b>Learning to Know</b></p> <p>Combine broad general knowledge with specific knowledge. Learning to learn, lifelong.</p> <p><b>Learning to Do</b></p> <p>Competence in many situations, learning in context formally &amp; informally. By self &amp; in teams.</p>		<p>Powerful Learning</p> <p>Strategic Learners</p> <p>Foundation Learning</p>	<p>Use initiative</p>	<p>Innovation Enquiry Curiosity</p>	
<p><b>Using Language, symbols and texts</b></p>						

### **Objectives for improvement and achievement until December 2011:**

The improvement and achievement objectives identified below are already referred to in our statements of intent i.e. 4 Pillars, School Values, Beliefs about Teaching and Learning and the Essential Learning to Learn Skills. However, their specific identification serves to highlight for us where to place greater focus, energy and emphasis.

- Provide success and appropriate challenge for all students
- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Improve [identified] student achievement in literacy and numeracy
- Further develop students' independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a 'can do' attitude
- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Proactively seek ways to incorporate the 'Green Footprint' into school culture and programmes
- Work towards offering students in Years 7 and 8 opportunities for learning a second or subsequent language
- Provide opportunities and support to all teaching staff to refine pedagogy [and differentiate programmes] further, as a key strategy to improve learning outcomes for all students.

### **How these objectives will be achieved:**

The means by which the Board will achieve these objectives are by:

- Providing a safe physical and emotional environment for all students and staff.
- Maintaining a positive school culture that emphasises the values expressed in the Charter.
- Using assessment data to evaluate programmes and student progress and to use this information to make informed teaching and learning priorities for the future.
- Reporting to students and their parents on individual student and school- wide achievement.
- Using the on-going process of self-review and strategic planning to identify priorities, allocate resources, implement strategies and evaluate progress against agreed goals and objectives.
- Appointing staff with strengths and skills to meet identified school priorities.
- Providing focussed professional development [and performance appraisal] to staff that will support them to meet school and personal professional goals.

### **Incorporating National Standards into the School Charter:**

Board, management and staff are of the belief that the ten strategic objectives set (above) for the period 2008 -2011 capture the spirit and intent of the new guidelines. In accordance with the new requirements to incorporate National Standards within School Charters ("Guidance for Boards: Implementation of National Standards planning & reporting in Charters & Annual Reports"; and "School Charters- Incorporating National Standards" dated 08 October 2010), the following objective has been added:

- All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Curriculum Levels and National Standards

### **Meeting community aspirations and contributing to National Educational Priorities:**

The Board attempts to gauge and meet community aspirations through an on-going and transparent process of consultation, and information sharing. Information meetings, questionnaires and surveys, participation in focus groups and newsletters are all methods employed to include and involve parents in their school. Strategic planning and self-review are well established, as is parental expectation in terms of consultation, collaboration and involvement.

The Board of Trustees, through the principal and staff, is committed to implementing its curriculum in accordance with the priorities set out in the National Education Goals and National Education Guidelines. This is evidenced by the school's established commitment to the National literacy, numeracy and physical activity priorities.

### **Our longer-term curriculum development and implementation priorities:**

The Board's longer-term curriculum development and implementation priorities are shown in the Seatoun School Review Cycle.

### **Financial objectives and meeting financial reporting and auditing responsibilities:**

The Board and management remain concerned about the level operational funding. Our reliance on parent donations and community fund-raising to meet community aspirations, strategic objectives and government compliance remains at around 35%.

Teaching and learning is the only avenue of discretionary expenditure, and is allocated as part of the strategic planning process to support school priorities. Financial controls and guidelines are in place to safeguard money and meet financial reporting and auditing responsibilities. An annual budget is set and included in the Annual Plan. This is reported against at each monthly Board meeting. Planned expenditure is reviewed regularly to reflect any changes in income or priorities.

### **Medium term strategic issues (as identified at the October 2007 Planning Day):**

The following factors have been identified as possibly impacting on the operation of our school:

#### **Political**

- Funding and resourcing
- New government initiatives e.g. National Standards & Reporting to Parents or backtracking on initiatives implemented by previous government e.g. 'healthy food'
- Professional and/or community resistance to new reforms – e.g. National Standards
- MMP -additional workload caused by politicking and initiatives implemented to secure the support of other parties
- Liability and compliance requirements

#### **Ministry**

- Revised NZC – full implementation 2010
- Evidence of improved learning outcomes – the 'data war'
- Changes to ERO review cycle – implications for self-review cycle
- New initiatives and pressure on schools to participate
- Economic cuts to core public sector – possible lessening of support to schools e.g. 2010 only support to introduce national Standards

## **Economic**

- The global recession in general and, more specifically, our reliance/ability to generate income through local fundraising; with no decrease in outcome/service expectations
- Global warming, climate change and fossil fuel depletion
- Personnel costs e.g. support staff
- Long-term school projects – e.g. implications if fundraising drops off
- Environment harsh – implications for property maintenance
- Communication costs – ICT, hard copy communication with parents & community
- Roll balance and sustainability – class sizes and the balance between sustaining an optimal roll without too much room for unders and overs
- Cost of special programmes and meeting government expectations e.g. gifted & talented, special needs, second language learning
- Private schools applying for Integrated School status to assist with economic survival – more money being diverted from public education and possible increased competition as parents find this option more economically viable

## **Environmental**

- Ground Development Plan – complete and maintain
- Security – increased vandalism
- Identification of significant building issues – minimising impact on day-to-day operations
- ‘Green Footprint’ and recycling. Being an Enviro-School at a time when broader economic issues continue to dictate local, national and international commitment

## **Social**

- Possible impact of global recession – unemployment, financial strain and resulting impact on family well-being
- Work/life balance – staff burnout, high [unrealistic] parental expectations of students and teachers
- Level of public scrutiny – community and media, small things can rapidly become big issues
- People- change of leadership and personnel. Need for succession planning
- Demographics – roll growth and zone
- Changes to family dynamics, pressures on families living in our community, pressure and expectations placed on our students, ‘older’ parents, marriage breakdowns
- Parent confidence in public education
- Litigation trends – EOTC, bullying, special needs, etc

## **Technological**

- Globalisation,
- ICT –cost, security, speed of change, technological support, new opportunities, staff training, etc
- Balancing parent expectations, government strategy & rhetoric, staff expertise and resource realities
- Website development and on-going maintenance
- ‘Digital Natives’ – gap between where some students are operating and where their teachers and/or parents are operating

## **Other**

- Communication – getting clear information and messages across effectively e.g. strategic direction, sports and arts opportunities, student achievement
- Impact of Teacher Release Days on student learning, programme continuity and teacher satisfaction
- Competition from private education providers, especially for boys, if public confidence of local secondary schools is diminished

**SEATOUN SCHOOL  
2011 BOARD OF TRUSTEES MEETINGS  
CORE AGENDA ITEMS**

Date	Curriculum	Other
<b>Term 1</b> 10 February		<ul style="list-style-type: none"> <li>• Actions from 07 December Board Meeting</li> <li>• Principal performance appraisal &amp; process</li> <li>• Outcomes Y7&amp;8 Student Survey – conducted November /Dec 2010</li> <li>• NZC/NS Goal</li> </ul>
17 March	2010 student achievement outcomes 2011 Student Achievement targets ; include National Standards update Green Footprint Support Programmes	Review Annual Plan 2010 Annual Report – Variance & Financial Statements Update School Management System (SMS)
<b>Term 2</b> 12 May	<b>ANNUAL MEETING – PRESENTATION OF 2010 ANNUAL REPORT Followed by Board Meeting – agenda items listed immediately below</b>	
16 June	Food Technology PE/Health Integration Library ICT TRUMP Home Learning Programme	Review Annual Plan, includes: <ul style="list-style-type: none"> <li>• Outcome Finance Review</li> <li>• Parent/staff Survey</li> <li>• Discuss scope of Property/Health &amp; Safety Review</li> </ul>
	Learning Outcomes <ul style="list-style-type: none"> <li>• Analysis of T1 baseline data</li> </ul> English Mathematics	New Board Review Annual Plan, includes: <ul style="list-style-type: none"> <li>• Charter to MOE</li> <li>• Parent/staff survey</li> <li>• NZC/NS Goal</li> </ul>
<b>Term. 3</b> 04 August	Enrichment Programmes Second language Learning Maori	Review Annual Plan, includes: <ul style="list-style-type: none"> <li>• Planning for 2012-14 (planning day options)</li> </ul>
15 Sept.	Student Achievement – update	Review Annual Plan, includes: <ul style="list-style-type: none"> <li>• Survey outcomes</li> </ul>
<b>Term.4</b> 05 November	<b>PLANNING DAY</b>	
01 December	Learning Outcomes <ul style="list-style-type: none"> <li>• Update on T4 achievement data (4.4)</li> </ul>	Planning Day Output Material 2009 Annual Plan & Budget Finance Review

Office/BOT/Governance Manual

# SEATOUN SCHOOL ANNUAL PLAN 2011

This plan is to be read in conjunction with the following documents:

1. 2010 Planning Day Documentation
  - Pre-reading reports & documents
  - Output notes
2. 2008 Education Review Office Report
3. Strategic Plan 2009-2011
4. Charter (2011)
5. 2011 Budget
6. School Governance Manual
7. 2011 Curriculum Plans
8. Long Term Property documentation

## **Context:**

The predictions made in this introductory section last year that “The Government’s decision to introduce National Standards (including reporting) in such a tight timeframe i.e. not providing schools with formal information until mid November 2009 will create significant extra workload. The stand-off between teacher professional bodies, other interest groups and government over the need for, and speed of implementation of the standards is something schools and boards will need to be wary of”, has proven to be the case. The Standards have become increasingly derisive within the sector, creating considerable distraction and uncertainty.

Whilst the Standards have not been a significant shift in practice for us, their introduction has created much additional work, simply through the need to read all the information and then ensure that our current practices and processes align and meet requirements. The greatest impact has been in the junior school where the requirement to undertake summative assessments for every child after one, two and three years at school has necessitated changes to existing systems.

2011 is the final year of our 2009-2011 strategic planning cycle. The objectives for improvement & achievement that we set out to achieve over this period, and the means by which we will achieve them, are stated on page 21 of our Charter. The objectives are restated here to ensure that they remain at the forefront of our thinking and action.

- Provide success and appropriate challenge for all students
- Provide a sound foundation in literacy and numeracy with a special emphasis on Y1-4 students
- Improve [identified] student achievement in literacy and numeracy
- Further develop students’ independent inquiry [questioning, thinking and information literacy] skills
- Students will take increased responsibility for their own learning, behaviour and attitudes; and care of personal and school property and resources
- Encourage students to take risks and display a ‘can do’ attitude
- Hold high expectations of all students and encourage intrinsic motivation to achieve their personal best.
- Proactively seek ways to incorporate the ‘Green Footprint’ into school culture and programmes
- Work towards offering students in Years 7 and 8 opportunities for learning a second or subsequent language
- Provide opportunities and support to all teaching staff to refine pedagogy [and differentiate programmes] further, as a key strategy to improve learning outcomes for all students.

The global economic situation remains uncertain. Government spending continues to be constrained and schools cannot expect any significant increase in funding. In 2010 our ability to sustain parent financial support of the school through payment of the voluntary donation and activity fees was tested. This reliance on community generated funds to subsidise our operational budget by around 35% is now firmly established, and it is therefore of high importance that the board effectively communicates this to parents. To ensure economies of scale and optimal government resourcing; an October roll of between 410-420 students and continued high levels of NE enrolments, remain critical strategic factors that require close monitoring.

The national election, possibly scheduled for November 2011, will be very important for us. Education is a key area around which the different parties will announce policies for change to 'improve our effectiveness'. In addition to the Standards; the old issues like teacher performance pay and bulk funding of schools are likely to again raise their heads, creating further unrest and frustration at the chalk face.

The remedial property programme, whilst well behind schedule, finally commenced at the start of the year. It is anticipated that work will be undertaken all through 2011 and into 2012. A project of this size will impact on teachers, students and programmes. It will be disruptive. Minimising the disruption, taking every possible step to ensure the health and safety of all and ensuring quality long term solutions are implemented remain our priority.

Our biggest strength is people. The established close and respectful partnerships with parents, the Ministry and other agencies are important to us. In the main, parents are overwhelmingly supportive; they want to be involved and are extremely generous of their time and expertise. Students are focused, engaged and enjoy school. Staff are professional, dedicated and supportive of each other. With minimal staff changes, and all teachers remaining in their 2010 teams we are ideally placed to consolidate and embed the work done over the last two years.

The 2010 objective of ensuring a smooth transition for the newly elected Board was achieved. Board members are now more familiar with their roles and responsibilities and the daily operation of the school. Being able to maintain sound governance and the high levels of trust between Board and management places us in a strong position to achieve what we set out to achieve over this three year period, and to formulate a new strategic plan for 2012-2014.

**Goal 1 School Culture: To maintain and further enhance our culture that instils pride, promotes positive relationships, & is physically & emotionally safe.**

All staff, students and parents are expected to take personal and joint responsibility to continually build a school culture & environment that reflects our Vision, Purpose, Values and Beliefs

All staff and Board members are expected to be public advocates & ambassadors of our school & actively support & celebrate its programmes & achievements

	<b>Objective</b>	<b>Reference to other school document</b>	<b>Action</b>	<b>By when</b>	<b>✓</b>
1	<b>School Vision &amp; Values</b> <ul style="list-style-type: none"> <li>Embed the revised Vision Statement into school culture, programmes &amp; communications</li> <li>Increase the prominence of School Values through targeted communication and incorporation into school and classroom programmes</li> </ul>	Charter Core Beliefs & Values Staff Handbook 2010 Planning Day Outputs	All	February, then on-going	
2	<b>Consistency of behaviour expectations across the school</b> <ul style="list-style-type: none"> <li>Ensure all staff, students and parents have a shared understanding of expectations and take personal responsibility to adhere to these</li> <li>Reduce the congestion and disorder in corridors and exits at the end of each school day</li> </ul>	Charter Core Beliefs & Values Staff Handbook 2010 Planning Day Outputs	All	February, then as required	
3	<b>Maintain an inclusive culture for Maori students and whanau</b> <ul style="list-style-type: none"> <li>Appropriate recognition of Maori cultural values</li> <li>Maori students fully participate in all aspects of school life</li> <li>Whanau are appropriately involved &amp; contribute to planning processes</li> </ul>	Charter Core Beliefs Teaching & Learning 2010 Planning Day Outputs	All teaching staff BoT Students & whanau	On-going On-going On-going	
4	<b>Recognise and celebrate the diverse cultures represented in our school</b> <ul style="list-style-type: none"> <li>Diversity is recognised, celebrated &amp; reflected in our school culture</li> </ul>	Charter Core Beliefs Teaching & Learning 2010 Planning Day Outputs	All teaching staff BoT Students & families	On-going	
5	<b>PTA</b> Fully support the PTA in all social and fundraising activities	School Calendar	All	On-going	
6	<b>Celebration</b> Celebrate and communicate the achievements of individuals, groups and the school		All	On-going	

**Goal 2 Teaching & Learning: To deliver learning programmes those exceed national curriculum requirements and meet community priorities.**

Core Values & Beliefs will be reflected in all aspects of our teaching & learning programmes

	Objective	Reference to other school document	Action	By when	✓
1	<p><b>New Zealand Curriculum (NZC):</b></p> <p>Ensuring our approaches to teaching and learning are consistent with the requirements and intent of the NZC (including National Standards)</p> <p>Considerations will include:</p> <ul style="list-style-type: none"> <li>• <u>Rationalisation</u> – establishing the learning priorities for our students in a ‘balanced curriculum &amp; being clear about what are we choosing to teach and why</li> <li>• <u>Localisation</u> – effectively interpreting and tailoring the NZC to suit our students and school</li> <li>• <u>Community engagement</u> – effectively communicating the NZC to parents and encouraging/supporting parents &amp; whanau to engage with their children’s learning (also refer to TRUMP Challenge)</li> <li>• <u>Effective Pedagogy</u> – all teaching staff are employing an Inquiry model to review and evaluate their teaching practice. Key Questions: <ul style="list-style-type: none"> <li>• <i>What impact does my teaching having on student learning? What do I need to know in order to become more effective? How will I know that my strategies/interventions are making a difference?</i></li> </ul> </li> <li>• All teachers will keep abreast of MoE/sector/school National Standards updates/modifications to ensure shared understandings and school-wide consistency. In doing so, teachers will demonstrate a clear understanding of National Achievement Expectations appropriate to the children they teach and how they relate to the school targets set</li> <li>• Set team &amp; school-wide achievement targets against 2010 baseline data <ul style="list-style-type: none"> <li>○ Agree upon strategies &amp; support/resources required to achieve targets</li> <li>○ Maintain an on-going self-review/monitoring process of progress against set targets and implement any modifications as needed</li> <li>○ Reporting outcomes to parents, BoT &amp; MoE as required</li> </ul> </li> <li>• Continue to develop appropriate assessment &amp; achievement in non ‘core’ curriculum areas</li> </ul>	<p>Personal development plans &amp; budgets</p> <p>Appraisal documentation</p> <p>Meeting agendas, minutes and action plans</p> <p>Curriculum Budgets</p> <p>School curriculum guidelines – e.g. Assessment &amp; Planning, English, Mathematics, Integration, Support Programmes, Gifted &amp; talented, 2<sup>nd</sup> Language Learning, Maori</p> <p>Minutes from Team leader/member review meetings</p>	<p>Principal</p> <p>Teachers</p> <p>Team leaders</p> <p>English &amp; Maths teams</p> <p>Syndicate teams</p> <p>All teachers</p>	<p>December</p> <p>On-going</p> <p>February</p> <p>February</p> <p>Ongoing</p> <p>Reporting deadlines</p> <p>On-going</p>	
2	<p><b>English</b></p> <p>Provide school-wide (including teacher-aides) professional development in phonics and incorporate the programme into all classroom literacy programmes</p>	<p>English Implementation Plan</p>	<p>English Team leader</p>	<p>As stipulated in plan</p>	
3	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Introduce (and trial) the ‘Accelerated Learning Programme’ into classroom programmes across the school</li> <li>• Introduce (and trial) the Mathletics Programme into classroom programmes across the school</li> </ul>	<p>Mathematics Implementation Plan</p>	<p>Maths Team leader</p>	<p>As stipulated in plan</p>	

	<b>Objective</b>	<b>Reference to other school document</b>	<b>Action</b>	<b>By when</b>	<b>✓</b>
4	<p><b>TRUMP Challenge – Home Learning Programme</b></p> <p>Act upon any modifications made after the 2010 review Embed the programme and maintain on-going monitoring &amp; review to maximise success. Include:</p> <ul style="list-style-type: none"> <li>• Strategies to motivate children balanced with the aim of developing self-motivation and self-management</li> <li>• Working with children around the concept of “quality” &amp; “personal best”</li> <li>• Teachers supporting each other to maximise ease of administration &amp; management</li> <li>• Maximise consistency across all classes</li> <li>• Celebrate success &amp; communicate these to our community</li> </ul>	<p>June &amp; October 2010 TRUMP Reviews</p> <p>2008 Parent Survey, Q7</p> <p>2010 Planning Day Outputs</p>	<p>Principal</p> <p>Y3-8 teachers</p>	<p>February, with on-going review</p>	
5	<p><b>Other Curriculum Areas</b></p> <p>Achieve the agreed goals identified in all curriculum plans</p>	<p>2010 Planning Day reports</p> <p>2011 curriculum implementation plans</p>	<p>Curriculum Team leaders</p>	<p>As stipulated in plans</p>	
6	<p>Digital Records &amp; Management of Student Data</p> <p>Develop, implement and monitor a plan to ensure the new SMS (Assembly) meets school requirements and the demands of the NZC and National Standards. The system will be used confidently and effectively to collect and manipulate assessment data for analysis to support overall teacher judgements OTJs, teaching decisions, future planning and for reporting purposes</p>	<p><b>2011 Implementation Plan</b></p>	<p><b>ICT Team</b></p>	<p><b>February</b></p>	
7	<p><b>Support Programmes:</b></p> <ul style="list-style-type: none"> <li>• Maximise available resources to provide focused support to improve the learning outcomes for identified students</li> <li>• Communicate &amp; clarify to parents how our support programme works</li> </ul>	<p>Support Programme Information booklet</p> <p>IEP Guidelines</p> <p>GATE Guidelines</p>	<p>All teaching staff</p> <p>External Agencies</p>	<p>On-going</p> <p>As appropriate</p>	

**Goal 3 Communication: To provide effective communication**

	<b>Objective</b>	<b>Reference to other school document</b>	<b>Action</b>	<b>By when</b>	✓
1	<b>2009-2011 Strategic Plan, and 2011 Annual Plan</b> Effectively communicate school direction & priorities as per these plans	Charter Annual Plan Other Plans	Board	28 February On-going	
2	<b>Triennial parent/whanau/staff survey</b> <ul style="list-style-type: none"> <li>• Undertake the survey, analyse responses and report back to affected groups</li> <li>• Use survey outcomes to inform 2012-2014 Strategic Plan</li> </ul>		Board	<b>Publication date of Parent Survey (TBC)</b>  <b>T4 Planning Day</b>	
3	<b>Parent Information Meetings</b> Provide meetings as required – e.g. Starting School @ 5, Listening to Your Child Read, EOTC Programmes, Curriculum Information, Assessment/Student Achievement	Curriculum Implementation Plans Term Planners	<b>Personnel as appropriate</b>		
4	<b>Events, Issues &amp; Achievement</b> Effectively communicate school events, issues and student/teacher achievements (refer Culture Objective #6)		All	On-going	

**Goal 4 Planning and Review: To effectively undertake school-wide planning, implementation and review against agreed goals**

	Objective	Reference to other school document	Action	By when	✓
1	Lodge up-dated Charter & Report on Annual Targets with the MOE		Principal BOT	30 June	
2	Board members will demonstrate a sound understanding of, and confidence in their role in the use of National Achievement Expectations, including National Curriculum Levels and National Standards; and how they relate to our school's curriculum, curriculum plans and resource decisions	Curriculum plans & reports Budget	BOT	On-going	
3	Monitor and evaluate planned progress against objectives set in: <ul style="list-style-type: none"> <li>Annual Plan [Charter]</li> <li>Curriculum plans</li> <li>Student achievement targets</li> <li>Staff personal development plans</li> <li>Property Plans</li> </ul>	ERO Indicators Specified plans BOT Meeting Schedule Core Agenda Items	BOT Identified responsibility holders Leadership Team (incl. curriculum leaders) Principal	On-going, as per Board schedule	
4	<b>Education Review Office Review</b> The ERO Report will confirm and align with the outcomes of our own self-review processes	All documentation	All	Date of review TBc	
5	<b>Policy</b> Undertake review of property, health & safety as per the review cycle	School Review Cycle	BoT		
6	<b>2012-2014 Strategic Plan</b> Develop a plan that reflects the prioritised needs of the school and its community			October	

**Goal 5 Resourcing: To identify and prioritise needs, to manage available resources effectively, and to generate sufficient funds to fulfil our vision**

	<b>Objective</b>	<b>Reference to other school document</b>	<b>Action</b>	<b>By when</b>	<b>✓</b>
1	<b>Budgets</b> <ul style="list-style-type: none"> <li>Monitor all budgets and adjust as required and ensure expenditure reflects planned priorities</li> <li>Develop a 2012 budget that reflects agreed priorities as determined in the Strategic/Annual Plan</li> </ul>	All implementation plans & budgets Planning Day Reports & self- review documents	Principal, admin team, curriculum leaders Principal	On-going	
	<b>Roll</b> Monitor current & future student number to achieve optimal school operation	Enrolment Zone	Principal BoT		
2	<b>Audit</b> No 'significant' issues will be identified	Annual accounts	Principal Office Manager	Confirmed date of audit	
3	<b>Fundraising</b> Budgeted figures will be meet or exceeded- <ul style="list-style-type: none"> <li>Parent donations</li> <li>Activity fees</li> <li>Other fund-raising initiatives</li> </ul>	Parent Information Pack School Newsletter	BoT PTA All	On-going	



**Goal 7 Property: To ensure school property and the environment is safe, well maintained and supportive of our vision, purpose and values**

	Objective	Reference to other school document	Action	By when	✓
1	<b>Health &amp; Safety [including civil defence]</b> All requirements met	Property handbooks Maintenance schedules Hazard Identification Register	Leadership team BoT Property Personnel	On-going	
2	<b>Maintenance</b> Address all maintenance & capital works matters in a timely, efficient and effective manner		Principal Property Personnel	On-going	
	<b>Remedial Property Programme</b> Monitor and review all aspects of the remedial property programme to ensure minimal disruption to school operations and maximum success of the programme		Principal BoT	On-going	

**Goal 8: Sustainability: To respect our environment and work towards a sustainable school community for current and future generations.**

	Objective	Reference to other school document	Action	By when	✓
1	<b>Green Footprint Plan</b> Complete all actions within the timeframes and resources allocated	Curriculum Plan	Team Leader	As per timeframes set	
2	<b>Communication</b> Communicate Green footprint issues, initiatives and achievements	Steeple Rock, website	Team Leader	On-going	

## 2011 Improvement Targets

### Context:

Each year Seatoun School sets annual achievement targets based primarily on the previous year's summative end-of-year data. With the introduction of National Standards in 2010, this became a legal requirement for all schools. As per the requirements, rather than setting targets per say in 2010, we used the year to collect data more specifically based on the National Standards in order to inform 2011 targets. Further detail to this process was outlined in the School's 2010 Charter (pages 37 & 38).

The 2010 broad, information gathering goals covered the core areas of the National Standards; Literacy (reading & writing) and mathematics. In addition we sought to evaluate our new Home Learning programme (TRUMP) introduced to strengthen the home/school partnership and to make some tangible connections to the NZ Curriculum Key Competencies and our school Values and beliefs.

As a direct response to the National Standards reporting to parents requirements, later in the year it was decided to add a Process Target and evaluate parent satisfaction with our reporting process via a survey to all parents. The goals were:

- **Literacy:** Assess student achievement against the reading and writing standards at the required monitoring stages. Use this data to set 2011 achievement targets.
- **Mathematics:** Assess student achievement against the mathematics standards at the required monitoring stages. Use this data to set 2011 achievement targets.
- **TRUMP Home Learning Programme:** Evaluate the programme to inform future direction and emphasis
- **Reporting to Parents:** Evaluate parent satisfaction with the school's reporting process

**Equity: Gender and Ethnic Achievement Balance:** We aim for high levels of success for all students. It is expected that there will be no significant difference in the achievement of boys and girls; or that of Maori, Pacifica and other ethnic groups and children of European descent.

Analysis of the data was used to inform the following targets:

### **Strategic Aim:**

All students are successfully able to access the New Zealand Curriculum, as evidenced by progress and achievement in relation to National Curriculum Levels and National Standards

### **Annual Plan Goals:**

Goal 2 - Teaching & Learning: To deliver learning programmes that exceeds national curriculum requirements and meets community priorities.

Goal 4 - Planning & Review: To effectively undertake school-wide planning, implementation & review against agreed goals

**Baseline Data:**

**Board:** Four of the five parent Board trustees were new to the Board in 2010. They have no previous experience of National Standards, National Curriculum Achievement Levels or school-wide achievement information. Over the three terms in 2010 that the new Board were in office they received a number of reports and presentations from staff around student achievement which incorporated national standards information.

**Staff:** In 2010 a detailed implementation plan was developed and followed to introduce and familiarise staff with the Standards. Training and development included attending Ministry workshops, reading and discussing the literature/guidelines provided and running our own workshops to address identified staff needs. As outlined in the introductory statement, the Standards per say have not meant a significant shift in practice for staff. Systems required adjusting to meet the new data collection timeframes. Changes to be introduced in 2011 are:

- Syndicate teams will take greater responsibility for setting their own student progress and achievement targets, specifically tailored to address the identified and prioritised needs of students.
- A new student management system (SMS) is being rolled out and all teachers will be involved in professional learning on how to best utilise this tool for student data purposes.

**Targets:****As per Annual Plan:**

1. Goal 4: Planning & Review; Objective 2
2. Goal 2: Teaching & Learning; Objective 1
3. Goal 2: Teaching & Learning; Objective 6

**Actions to Achieve Targets:**

**Target 1.** Board members will demonstrate a sound understanding of, and confidence in their role in the use of National Achievement Expectations, including National Curriculum Levels and National Standards; and how they relate to our school's curriculum, curriculum plans and resource decisions

Actions to Achieve Board Target	Responsibilities (who)	Resources	Timeframe
Trustees seek opportunities to attend NS training workshops (MoE/STA)	Chairperson & Principal	Possible \$ cost? Time to undertake training, and then discuss as a group	March On-going
Trustees develop understanding via staff curriculum & achievement outcome presentations & reports	Trustees	Staff reports Time	Throughout year
Trustees undertake personal reading if relevant & available	Trustees	MoE guidelines/info, paper & online Time	Throughout year

**Target 2.** All teachers will keep abreast of MoE/sector/school National Standards updates/modifications to ensure shared understandings and school-wide consistency. In doing so, teachers will demonstrate a clear understanding of National Achievement Expectations appropriate to the children they teach and how they relate to the school targets set

**Target 3.** Develop, implement and monitor a plan to ensure the new SMS (Assembly) meets school requirements and the demands of the NZC and National Standards. The system will be used confidently and effectively to collect and manipulate assessment data for analysis to support OTJs, teaching decisions, future planning and for reporting purposes

<b>Actions to Achieve Staff Targets</b>	<b>Responsibilities (Who)</b>	<b>Resources</b>	<b>Time frame</b>
Develop (& follow) clear 2011 implementation plans for: <ul style="list-style-type: none"> <li>• On-going Implementation of NS</li> <li>• English &amp; mathematics</li> <li>• ICT</li> </ul>	Principal & SLT Curriculum Leaders	Realistic, manageable & clear implementation plans Time for monitoring, review and implementation People capability and capacity	March On-going
Teams set achievement targets (& action plans) & regularly use data to reflect on the effectiveness of strategies & own teaching	SLT Teachers/aides	Allocation of time for review and professional discussion \$ resource to fund teaching resources to achieve targets	March On-going
Team leaders formally meet with teachers (individually & as a team) over the year as per the timeline	SLT Teachers/aides	Time	On-going
Use of SMS & Phonics teaching included in appraisal goals	SLT Teachers/aides	External experts – phonics facilitator & SMS trainers Internal people capability & capacity	March November
Review process & modify as appropriate	Principal/SLT	Time Available \$ resources and/or expertise to act on review outcomes	On-going

## STUDENT IMPROVEMENT TARGETS

### 1. Year 1 and 2

#### 1.1 Reading

**Aim:** To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Reading

**Baseline Data:**

November 2010 data showed that 81% of Y1 students were reading at or above the expected level. However further analysis identified that 30% of the students were achieving just below or just at the expected level. All students have moved to Y2 in 2011.

**Target 1:** The group of Y2 students identified as achieving just below or just at the expected level will be reading at the expected level as assessed by Overall Teacher Judgements in November 2011.

**Baseline Data:** November 2010 data identified 4 Y1 students as either at, or at risk, of being well below the expected level in reading. All students have moved to Y2 in 2011.

**Target 2:** The group of Y2 students identified as either at, or at risk of achieving well below the expected level will be reading within at least 6 months of the expected level, as assessed by Overall Teacher Judgements in November 2011.

Actions	Who	Resource	Time
Identify students and target needs	Classroom Teachers	<ul style="list-style-type: none"> <li>Teacher to focus on fluent decoding, sequencing, sight word recognition in Guided reading</li> <li>Teacher Aid target during classroom programme</li> </ul>	Assess after 1 or 2 years at school.
Increase teacher knowledge of Phonics	Classroom teachers	<ul style="list-style-type: none"> <li>External expert to provide Professional Development for all teachers and teacher-aides</li> </ul>	Terms 1 and 2
Implement Phonics programme in classroom programme	Classroom teachers Teacher aide	<ul style="list-style-type: none"> <li>Phonics kit and prioritise time allocation in programmes</li> </ul>	Terms 1 & 2
Monitor student progress through discussion in team meetings, professional discussion meetings. Review progress during the year.	All/team Leaders	<ul style="list-style-type: none"> <li>Allocate time for Professional discussion</li> </ul>	2 x each term 1 -1 Fortnightly team meetings
Ensure good quality guided reading books at the appropriate level and student interest		<ul style="list-style-type: none"> <li>Review Reading Material available at Levels 9,10, 11, 12 , 13</li> </ul>	By July
Review Browsing Boxes at the appropriate level	Literacy Team Leader	<ul style="list-style-type: none"> <li>Boxes</li> <li>Resources</li> </ul>	By end of term 3
Assisted Literacy or Reading Recovery Programme ( where appropriate)	Reading Support Teacher	<ul style="list-style-type: none"> <li>Continue funding Assisted Literacy</li> </ul>	Ongoing
Review independent activities	Classroom Teachers	<ul style="list-style-type: none"> <li>Build resources to support.</li> </ul>	Ongoing
Communicate effectively with Parents to ensure they are fully aware of their child's needs, what is happening at school and how they can support this at home	Classroom Teacher Reading Support Teacher Parents	<ul style="list-style-type: none"> <li>Ensure time to meeting with parents</li> <li>Attendance at 'Listening to Your Child Read' workshop</li> <li>Parents to support Home Reading</li> </ul>	After 1 yr at school Term 1

## 1.2 Writing

**Aim:** To increase the number of 5 and 6 year old students achieving at and above the National Expected Level in Writing

**Baseline Data:** November 2010 data showed that 86% of Y1 students were writing at or above the expected level. However further analysis identified that 30% of the students were achieving just below or just at the expected level. All students have moved to Y2 in 2011.

**Target :** The group of Y2 students identified as achieving just below or just at the expected level will be writing at the expected level as assessed by Overall Teacher Judgements in November 2011.

Actions	Who	Resource	Time
Identify students and target needs	All	<ul style="list-style-type: none"> <li>Time for professional discussions</li> <li>Small group work with teachers and teacher aides targeting specific needs.</li> <li></li> </ul>	Assess after 1 or 2 years at school.
Increase teacher knowledge of Phonics	All	<ul style="list-style-type: none"> <li>External expert to provide Professional Development</li> </ul>	Terms 1 and 2
Implement Phonics programme in classroom programme	Classroom teachers Teacher aide	<ul style="list-style-type: none"> <li>Phonics kit and prioritise time allocation in programmes</li> </ul>	Term 1 & 2
Monitor student progress through discussion in team meetings, professional discussion meetings. Review progress during the year.	All/team Leaders	<ul style="list-style-type: none"> <li>Allocate time for Professional discussion</li> </ul>	2 x each term 1 -1 Fortnightly team meetings
Continue to develop classroom programmes to ensure the provision of specific criteria and appropriate feedback.	All	<ul style="list-style-type: none"> <li>Professional discussions with colleagues.</li> <li>Teachers to share expertise.</li> </ul>	Ongoing
Increase teacher knowledge and interpretation of literacy Progressions/National Standards Expectations		<ul style="list-style-type: none"> <li>Time for moderation meetings</li> </ul>	Ongoing
Communicate effectively with Parents	Classroom Teacher Reading Support Teacher Parents	<ul style="list-style-type: none"> <li>Prioritise time to meet with parents</li> </ul>	After 1 yr at school

## 1.3 Mathematics

**Aim:** To increase the number of Y2 students achieving above the National Expected Level in mathematics

**Baseline Data:** November 2010 data of Y1 students showed that 12% of students were achieving above the expected level, 78% of students were at the expected level and only 9% were below the expected level. Closer analysis indicated that additional focus in number knowledge, particularly addition facts, would be likely to move more students into the above expected level category. In 2010 all Year 2 students were identified as at the expected level. All students have moved to Y2 in 2011.

**Target:** To increase the number of Y2 students achieving above the National Expected Level in mathematics

Actions	Who	Resource	Time
Identify students and target needs	Classroom teachers Curriculum teams	<ul style="list-style-type: none"> <li>Time for professional discussions</li> <li>Small group work with teachers and teacher aides targeting specific needs.</li> </ul>	Assess after 1 or 2 years at school.
Monitor student progress through discussion in team meetings, professional discussion meetings. Review progress during the year. Share strategies, successes and issues	Classroom teachers Curriculum teams	<ul style="list-style-type: none"> <li>Allocate time for Professional discussion</li> </ul>	2 x each term 1 -1 Fortnightly team meetings
Ensure able students work together and receive focused teaching at their level. Explore opportunities for cross grouping of Y2 students	Class Teachers Y1/2 team	<ul style="list-style-type: none"> <li>Use extra support teachers for extension work.</li> </ul>	Term 1 then ongoing
Review trial of Mathletics in the Senior School with the possibility of the introduction in the Junior school.	Y2 Teachers/Maths team		Term 3
Develop teacher confidence and knowledge to make accurate OTJ in relation to the mathematic expectations.	All teachers	Allocate time for professional discussions	Ongoing
Prioritise teaching Basic Addition Facts and encourage parent support at home.	Classroom Teachers	<ul style="list-style-type: none"> <li>Share appropriate websites for home use.</li> </ul>	Ongoing
Communicate effectively with Parents	Classroom Teachers	<ul style="list-style-type: none"> <li>Prioritise time to meet with parents</li> <li>Team meeting with parents about maths activities</li> </ul>	Ongoing
Measure Progress	Classroom Teachers	<ul style="list-style-type: none"> <li>Formative assessments – Numpa, x-files</li> </ul>	Ongoing As appropriate Term 4

## 2. Year 3 and 4

### 2.1 Reading

**Aim:** To increase the number of 7 and 8 year old students achieving at and above the National Expected Level in Reading

#### **Baseline Data:**

Data from November 2010 showed that 90% of Year 2 and 3 students (90 students) were reading at or above the expected level. However, further analysis identified that 19% (19 students) were achieving just below or just at the expected level. (These students are all in Year 3 and 4 in 2011, except one student, who has left the school. In addition, one student newly enrolled in 2011 is reading just below the expected level).

**Target 1:** The group of Year 3 and 4 students identified as achieving just below or just at the expected level will be reading at the expected level as assessed by Overall Teacher Judgements in November 2011.

**Baseline Data:** November 2010 data identified 2 Year 2 students, and 3 Year 3 students (5% of the total) as either at, or at risk of being, well below the expected level in reading. All students are in Y3/4 in 2011.

**Target 2:** The group of Year 3 & 4 students identified as either currently achieving, or at risk of achieving well below the expected level will be reading within at least 6 months of the expected level, as assessed by Overall Teacher Judgements in November 2011.

**Background Information:** For most of these students, the issue is fluency, and we would like to target their fluency through focussed teaching of decoding skills, and phonics. Many of the students are also not comprehending well, and would benefit from a focus on comprehension and thinking strategies. We would also like to monitor the impact of the specific focus on phonics on comprehension. A significant number of these students (4 out of the 5) are boys, and this needs to be recognised in the action plan

Actions	Who	Resource	Time
Identify students	Classroom Teachers	<ul style="list-style-type: none"> <li>STAR testing</li> <li>Summative data from end of 2010</li> <li>Running records</li> </ul>	After 2 or 3 yrs at school End of year Term 1
Target needs <ul style="list-style-type: none"> <li>Guided reading programmes-teachers to focus on:               <ol style="list-style-type: none"> <li>fluent decoding, sequencing, sight word recognition</li> <li>comprehension strategies, and using planners/organisers</li> </ol> </li> </ul> Teacher Aide target during class programme- support fluency/comprehension strategies	Classroom Teachers  Teacher-Aides	<ul style="list-style-type: none"> <li>Teacher-aide time allocated to targeting identified needs in reading</li> <li>Professional development for teacher-aides as appropriate</li> <li>Resources developed and /or purchased to support actions</li> </ul>	Ongoing
Increase teacher knowledge of Phonics	Classroom teachers	<ul style="list-style-type: none"> <li>External expert to provide Professional Development for all teachers and teacher-aides</li> </ul>	Terms 1 and 2
Implement Phonics programme in classroom programme	Classroom teachers Teacher -Aides	<ul style="list-style-type: none"> <li>Phonics kit</li> <li>Prioritise time allocation in programmes</li> </ul>	Term 1 and ongoing
Ensure good quality reading books at the appropriate level and student interest (particularly for boys)	Team Leader/Literacy Leader	<ul style="list-style-type: none"> <li>Review of Reading Materials available for guided and independent reading</li> <li>Allocate money to update as required</li> </ul>	Term 1 and 2
Implement Rainbow Reading programme ( where appropriate)	Classroom teacher/teacher-aides	<ul style="list-style-type: none"> <li>Time to teach students and parents how to use Rainbow Reading programme effectively</li> <li>Teacher-aide to work with/monitor students</li> </ul>	Term 1 and ongoing
Review independent activities- with particular focus on appropriate choice of materials for boys	Classroom Teachers	<ul style="list-style-type: none"> <li>Building of resources to support (eg Shenna Cameron)</li> </ul>	Ongoing
Initiate outside intervention as appropriate	R.T.Lit Rdg Support teacher	<ul style="list-style-type: none"> <li>External experts</li> </ul>	Ongoing
Communicate effectively with parents to ensure they are fully aware of their child's needs, what is happening at school and how they can support this at home	Classroom Teacher Reading Support Teacher Parents	<ul style="list-style-type: none"> <li>Time for meeting with parents</li> <li>Attendance at 'Listening to Your Child Read' workshop</li> <li>Parents support Home Reading</li> </ul>	Ongoing
Measure progress- including student self/peer reflection	Classroom Teachers	<ul style="list-style-type: none"> <li>Formative assessments</li> <li>STAR testing</li> <li>Running records</li> </ul>	Ongoing As appropriate Term 4

## 2.2 Writing

**Aim:** To increase the number of 7 and 8 year old students achieving at and above the National Expected Level in Writing

**Baseline Data:** Data from November 2010 shows that 25% of the current Year 3/4 students (25 students) are achieving in writing at a level below what they are achieving in reading. 6% of Year 3/4 students (6 students), who are currently reading at the expected level, are writing below, or well below the expected level. Of this group, the majority are boys.

**Target :** The group of Year 3 / 4 students identified as achieving at or above the expected level in reading will also be achieving at or above the expected level in writing, as assessed by Overall Teacher Judgements in November 2011.

**Background Information:** In most cases, the “mismatch” between reading and writing levels appears to be because of:

- poor understanding of phonics - the relationship between spoken sound units and the written symbols that represent them
- poor use of punctuation- understanding of “what is a sentence” and correct use of full-stops and capital letters
- poor handwriting skills- this is especially evident in the boys
- not editing/proof-reading for clarity and accuracy of meaning

We would like to close this gap through specific teaching to these needs.

Actions	Who	Resource	Time
Identify students	All	<ul style="list-style-type: none"> <li>• Summative data from end of 2011</li> <li>• “Pseudo-word” test</li> <li>• Time for professional discussions- team moderation of writing samples</li> </ul>	Assess after 2 years or 3 years at school. Beginning/end of year Ongoing
Target needs <ul style="list-style-type: none"> <li>• Group work with teachers/ teacher aides</li> <li>• Sequential, guided programmes in:               <ul style="list-style-type: none"> <li>○ Spelling/word-study</li> <li>○ Punctuation</li> <li>○ Handwriting</li> <li>○ Editing and proof-reading skills</li> </ul> </li> </ul>	Classroom teachers Teacher aides	<ul style="list-style-type: none"> <li>• Teacher-aide time allocated to targeting identified needs in writing</li> <li>• Professional development for teacher-aides as appropriate</li> <li>• Resources developed and/ or purchased to support actions</li> </ul>	Ongoing
Increase teacher knowledge of phonics, word-study and punctuation	All teachers	<ul style="list-style-type: none"> <li>• Yolanda Sorrel to provide Professional Development</li> <li>• Time to share ideas and professional readings at team meetings</li> </ul>	Terms 1 and 2
Hold session for teacher-aides to support knowledge of oral language/phonics	Teacher-aides	<ul style="list-style-type: none"> <li>• Time allocated for teacher-aide session</li> </ul>	Term 1 or 2
Implement Phonics programme in classroom programme	Classroom teachers Teacher aide	<ul style="list-style-type: none"> <li>• Phonics kit and prioritise time allocation in programmes</li> </ul>	Ongoing
Continue to develop classroom programmes to ensure the provision of specific criteria and appropriate feedback.	All	<ul style="list-style-type: none"> <li>• Time for formal, professional discussions with colleagues.</li> </ul>	Ongoing
Increase teacher knowledge and interpretation of Literacy Progressions/National Standards Expectations		<ul style="list-style-type: none"> <li>• Time for moderation meetings</li> </ul>	Ongoing
Communicate effectively with parents to ensure they are fully aware of their child’s needs, what is happening at school and how they can support this at home	Classroom Teacher Parents	<ul style="list-style-type: none"> <li>• Time for meeting with parents</li> <li>• Attendance at ‘Listening to Your Child Read’ workshop</li> <li>• Parents support writing at home</li> </ul>	Ongoing
Measure progress	All	<ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• “Post-test” of writing</li> <li>• “Pseudo-word” test</li> </ul>	Ongoing As appropriate Term 4

## 2.3 Mathematics

**Aim:** To increase the number of 7 and 8 year old students achieving at and above the National Expected Level in Maths

**Baseline Data:** November 2010 data shows all students as achieving at or above the expected level in maths at the end of 3 years at school. However, 12.3% of students were identified as achieving below the expected level in mathematics at the end of 2 years at school (one of these was well-below). Two of the six students are Maori; four of the six are male. All students are in Y3 in 2011.

**Target :** The group of Year 3 and 4 students identified as achieving below the expected level in maths will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2011. The student identified as achieving well-below will make progress and be achieving just below.

**Background Information:** For many of these students, the issue is lack of a strong knowledge base- especially in place value. We feel that increasing their knowledge and place-value skills will improve strategy levels as well, and move them to achieving at the expected level.

Actions	Who	Resource	Time
Identify students	Classroom Teachers	<ul style="list-style-type: none"> <li>Test using Basic Facts Ladders, NEMP Testing and IKAN to gain specific data around place-value skills</li> </ul>	Term 1
Target needs	Classroom Teachers Teacher-Aides	<ul style="list-style-type: none"> <li>Specific knowledge teaching</li> <li>Basic Facts ladders focus</li> <li>Teacher-Aide programmes to target specific needs</li> </ul>	Ongoing
Increase teacher knowledge of basic facts/place value knowledge teaching	Classroom teachers	<ul style="list-style-type: none"> <li>Professional discussions with colleagues.</li> <li>Time to share ideas and professional readings at team meetings</li> </ul>	Terms 1 and 2
Implement focussed homestudy programme, using Basic Facts Ladders	Classroom teachers	<ul style="list-style-type: none"> <li>Basic Facts Ladders Practice cards for each class</li> <li>Time in classrooms to implement and to monitor progress</li> </ul>	Term 1 then Ongoing
Increase teacher knowledge/interpretation of National Standards Expectations	All	<ul style="list-style-type: none"> <li>Time for moderation meetings</li> </ul>	Ongoing
Review independent activities	All	<ul style="list-style-type: none"> <li>Building of resources to support</li> </ul>	Ongoing
Communicate effectively with parents to ensure they are fully aware of their child's needs, what is happening at school and how they can support this at home	Classroom Teacher Parents	<ul style="list-style-type: none"> <li>Time for meeting with parents</li> <li>Sharing of appropriate websites for home use</li> <li>Parents to support learning of basic facts at home</li> </ul>	Ongoing
Measure progress	Classroom Teachers	<ul style="list-style-type: none"> <li>Formative assessments</li> <li>Test using Basic Facts Ladders, NEMP Testing and IKAN to gain specific data around place-value skills</li> </ul>	Ongoing As appropriate Term 4

### 3. Year 5 and 6

#### 3.1 Writing Target

**Aim:** To increase the number of Year 5 and 6 students achieving at, and above, the National Expected Level in writing.

##### Baseline Data November 2010:

- **16% of Year 5 students-2 girls (9%) and 5 boys (22%)** are achieving below the expected level. One student (2%) was identified as well below the expected level. .  
**15% of Year 4 students-4 girls (13%) and 4 boys (18%)** are achieving below the expected level. Of these, 1 girl and 2 boys (25%) are Māori students. One student (2%) was identified as well below the expected level.
- 9% of Year 5 girls are achieving above the expected level in writing compared to 32% in reading -13% of boys compared to 22% in reading  
20% of Year 4 girls are achieving above the expected level in writing compared to 33% in reading - 5% of boys compared to 14% in reading

**Target 1:** The group of Year 5 and 6 students identified as achieving below the expected level in writing will be achieving at the expected level, as assessed by Overall Teacher Judgements in November 2011. One of the students identified as achieving well below the expected level will achieve below the expected level.

**Target 2:** To increase the number of students identified as achieving above the expected level in reading to also be achieving above the expected level in writing, as assessed by Overall Teacher Judgements in November 2011.

### Background Information:

- Poor phonics knowledge, and understanding and use of punctuation appear to be issues for many students achieving below the expected level in writing, as well as reading. In many cases, these points also account for a mis-match between students achieving above the expected level in reading, but not in writing. We believe that specific teaching to these needs, together with increased emphasis on taking responsibility for self-editing/proof-reading, will move students towards achieving at, and above, the expected level
- All Year 5 students, except one, are in Year 6 in 2011, and all Year 4 students, except one, are in Year 5.

Actions	Who	Resource	Time
Identify students	Classroom Teachers	<ul style="list-style-type: none"> <li>Time to meet with 2010/2011 teachers</li> <li>Summative data 2010</li> </ul>	Term 1
Assess particular phonics, punctuation, self-editing/proof-reading needs, attitude to writing and ability to write legibly	Classroom Teachers	<ul style="list-style-type: none"> <li>Student work samples</li> <li>Proof-reading tests</li> <li>'Pseudo-word" test</li> <li>Student survey re attitude to writing</li> <li>Handwriting samples to check legibility issues</li> </ul>	Ongoing Term 1 Term 1 Term 1 Term 1
Deliver programme to target particular needs	Team Classroom teachers	<ul style="list-style-type: none"> <li>Action plan-team/classroom teacher</li> <li>Sequential phonics, spelling/word study, punctuation programmes</li> <li>Time to implement programmes</li> <li>Time to work regularly each week with target students/group</li> <li>Specific, narrow learning intentions</li> <li>Time to give specific teacher feedback</li> <li>Targeted teacher-aide programmes</li> <li>Resources purchased/developed to support actions</li> </ul>	Term 2-Ongoing
Monitor teacher/teacher-aide actions and progress	Team Classroom teachers	<ul style="list-style-type: none"> <li>Regular team meetings re student work/progress/attitude</li> <li>Teacher-aide meetings</li> <li>Action plans/ IEP'S updated as needed</li> </ul>	Ongoing
Promote student responsibility for progress	Classroom teachers	<ul style="list-style-type: none"> <li>X File goals to share at mid-year conference</li> <li>Exemplars of student work</li> <li>Specific, narrow learning intentions to guide self/peer reflection</li> <li>Editing/proof-reading guides</li> </ul>	Ongoing
Share in teacher PD re oral language, phonics and word-study	All/Team Teacher-aides	<ul style="list-style-type: none"> <li>Meeting times for professional discussions/share ideas</li> <li>External/school PD via Yolanda Sorrel and English team</li> <li>People/time allocated for teacher aide PD sessions</li> </ul>	Terms 1 and 2
Implement focussed home learning programme	Classroom teachers	<ul style="list-style-type: none"> <li>Time in classroom to implement programme and monitor progress</li> </ul>	Term 1-Ongoing
Increase teacher knowledge-National Standards and Literacy Progressions	Classroom teachers	<ul style="list-style-type: none"> <li>Time for moderation meetings re writing samples</li> </ul>	Ongoing
Communicate child's needs to parents, what is happening at school and how to support at home	Classroom Teacher Parents	<ul style="list-style-type: none"> <li>Time to contact and/or meet parents</li> <li>List of appropriate websites for use at home</li> <li>Parents to support learning at home</li> </ul>	Ongoing
Measure progress	Classroom Teachers	<ul style="list-style-type: none"> <li>Formative assessments</li> <li>'Pseudo-word" test</li> <li>Post-test of writing</li> </ul>	Ongoing As appropriate/ Term 4

### 3.2 Mathematics

**Aim:** To increase the number of Year 5 and 6 students achieving at, and above, the National Expected Level in mathematics.

### Baseline Data November 2010:

- **22.7% of Year 5 students- 5 girls (23%) and 5 boys (23%)** are achieving below the expected level. One student (4%) was identified as well below the expected level. All students are in Y6 in 2011.
- **20% of Year 4 students- 6 girls (18%) and 6 boys (27%)** are achieving below the expected level. Of these, 1/3 are Māori students-2 girls (33.3%) and 2 boys (40%).

**Target:** The group of Year 5 and 6 students identified as achieving below the expected level in mathematics will be achieving at the expected level as assessed by Overall Teacher Judgements in November 2011.

### Background Information:

- Lack of a strong knowledge base, especially place value, and the ability to name, select and effectively use a few particular strategies appear to be issues for many of these students. We believe that specific teaching to meet these needs will move students towards achieving at the expected level.
- All 2010 Y5 students, except one, are in Yr 6 in 2011, and all Y4 students, except one, are in Y5 in 2011

Actions	Who	Resource	Time
Identify students	Classroom teachers	<ul style="list-style-type: none"> <li>• Time to meet with 2010/2011 teachers</li> <li>• Summative data 2010</li> </ul>	Term 1
Assess particular knowledge/strategy needs	Classroom teachers Teacher-aides	<ul style="list-style-type: none"> <li>• Tests-Basic Facts Ladders, NEMP, IKAN to gain data re place value</li> </ul>	Ongoing
Deliver programme to target particular needs	Classroom teachers Teacher aides	<ul style="list-style-type: none"> <li>• Action plan-team/classroom teacher</li> <li>• Time to work regularly with target students</li> <li>• Specific, narrow learning intentions</li> <li>• Time to give specific teacher feedback</li> <li>• Basic facts ladders/strategy teaching resources</li> <li>• Targeted teacher-aide programmes</li> <li>• Mathletics programme/ time to teach students to use it independently</li> </ul>	Ongoing
Monitor team/teacher-aide actions and progress	Classroom teachers	<ul style="list-style-type: none"> <li>• Regular team meetings to discuss /reflect on student progress/work</li> <li>• Teacher-aide meetings</li> <li>• Action plans/ IEP'S updated as needed</li> </ul>	Ongoing
Promote student responsibility for progress	Classroom teachers	<ul style="list-style-type: none"> <li>• X File goals to share at mid-year conference</li> <li>• Specific, narrow learning intentions to guide self/peer reflection</li> </ul>	
Increase teacher knowledge re facts/place value/strategies	Classroom teachers	<ul style="list-style-type: none"> <li>• Meeting times for professional discussions/share ideas</li> <li>• External/school PD re Mathletics</li> <li>• Time to be familiar with Mathletics programme/setting student goals</li> </ul>	Terms 1 and 2
Implement focussed home learning programme	Classroom teachers	<ul style="list-style-type: none"> <li>• Mathletics computer programme as part of TRUMP</li> <li>• Basic facts ladders practice cards for each class</li> <li>• Time in classrooms to implement programme and monitor progress</li> </ul>	Term 1-Ongoing
Increase teacher knowledge -National Standards	Classroom teachers	<ul style="list-style-type: none"> <li>• Time for moderation meetings</li> </ul>	Ongoing
Review resources re independent activities	Classroom Teachers	<ul style="list-style-type: none"> <li>• Purchase/develop effective resources as needed</li> </ul>	Ongoing
Communicate child's needs to parents, what is happening at school and how to support at home	Classroom Teacher Parents	<ul style="list-style-type: none"> <li>• Time to contact and/or meet parents</li> <li>• List of appropriate websites for use at home</li> <li>• Parents to support learning at home</li> </ul>	Ongoing
Measure progress	Classroom Teachers	<ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Tests-Basic Facts Ladders, NEMP, IKAN to gain data re place value</li> </ul>	Ongoing As appropriate/ Term 4

## 4. Year 7 and 8

### 4.1 Writing

**Aim:** To increase the number of year 7 and 8 students achieving at and above the National Expected Level in Writing

**Baseline Data:** November 2010 data showed that 78% of Y6 students and 71% of Y7 students were achieving at or above the expected level in writing. 14 Y6 students left the school at the end of 2010. Data was amended to reflect the actual 2011 Y7 cohort. Of the remaining 36 students, 5 (14%) are writing below the expected level, with none being identified as well below. 4 of the 5 students are boys which is 29% of the total Y7 boys. November 2010 data showed that 71% of Y7 students were achieving at the expected level. No students were achieving above and 29% (10) were achieving below the expected level. Whilst the same number of boys and girls were below (5); in proportional terms 36% of the total boys fall into this category compared with 11% of the total girls. Based on the 2010 data, 79% of our current Y7&8 students are achieving at or above the expected level. Of the 21% falling below the level, 9 are boys and 6 are girls. (Note: Figures do not include 3 students new to the school in 2011. At the time of writing an accurate assessment of their achievement was unable to be made). After analysing this data further, we discovered that of the 15 students achieving below the expected level in writing, 9 were at or above in their reading. This mismatch between reading and writing is a pattern that is evident across the school.

**Target: 1** The group of Y7&8 students identified as writing below the expected level will be writing at this level, as assessed by Overall Teacher Judgements in November 2011.

**Target: 2** Increase the number of children who are both reading and writing above the expected level, as assessed by Overall Teacher Judgements in November 2011.

Actions	Who	Resources	Time
Identify target students	Classroom teachers	2010 Assessment data Time to meet with 2010 teachers	T1
Design a survey to help us to gauge student attitude (especially boys) towards writing & use this information to increase engagement	Classroom teachers	Time to design the test and analyse the data	T1
Decide order of focus: (1) Punctuation,(2) Spelling & phonetic awareness, (3) Sentence structure 4, Overall structure and planning 5, Language features (6) Handwriting/fine motor skills	Classroom teachers and teacher aides	Teacher aides Time with team	T1
Create a structured classroom approach that enables the target children to repeatedly check their own work for specific features.	Classroom teachers	Time to compile plan and resources with team	T1-4
Differentiated planning , small group focused teaching with clear WALTs and specific feedback to the children	Classroom teachers	Scrap books and time to work regularly and often with target children Time with children during class time to go over feedback and feed forward	T1-2
Regular meetings with teacher aides	Classroom teachers and teacher aides	Time outside of class to monitor progress and improve programme where possible	T1-2
Regular communication to discuss current focuses and to support with resources or online material where possible	Classroom teachers	Time spent updating wiki with useful resources. Compiling worksheets and other useful resources	T1-2
Use exemplars to show target children what we're aiming for	Classroom teachers	Writing exemplars	T1-4
Increase teacher knowledge of Phonics	Classroom teachers	External expert to provide Professional Development for all teachers and teacher-aides	T1-4
Closely monitor engagement in class	Classroom teachers		T1-2
Discuss children in team meetings. Discuss progress and share samples	Classroom teachers	Time to share and discuss children. Fortnightly during team meetings	
Creating chances for students to reflect and celebrate	Classroom teachers and teacher aides	Time to work regularly and often with target children	T1-2

## 4. 2: Mathematics

**Aim:** Target students will know and be able to apply all number knowledge at stage 6

**Baseline Data:** After amending November 2010 data to take into account the 14 Y6 students that left the school at the end of that year there are 87% of Y7&8 students achieving at or above the expected level. Of the 13% of students below expectation, there are a large number who are working 'just below' (bottom to middle of Stage 6). By increasing their number knowledge to "working within Stage 7", we can move these students from below the expected level to at or above the expected level.

**Target:** The group of Y7&8 students identified as achieving just below the expected level in maths will be achieving at or above the expected level as assessed by Overall Teacher Judgement in November 2011.

Actions to achieve target	Responsibilities	Resources	Timeframe
Identify target students	Classroom teachers	2010 Assessment data Time to meet with 2010 teachers	T1
Small group focused teaching with clear and specific WALTs with differentiated planning to cater for target children, as well as specific feedback	Classroom teachers	Time to work regularly and often with target children as well as time to plan and implement differentiated planning	T1-4
Regular meetings with teacher aides in order to discuss progress and to improve programme where possible	Classroom teachers and teacher aides	Time outside of class to monitor progress and improve programme where possible	T1-4
Teacher Aides to support children in progressing through Stage 6	Classroom teachers and teacher aides	T1-2	T1-4
Increase teacher knowledge of Mathematics to enable us to use it effectively in our classroom programme	Classroom teachers	External expert to provide Professional Development for all teachers	T1-2
Increase target children's knowledge of Mathematics, so they can use it as an effective learning tool in class and at home.	Classroom teachers	Time taken to go over Mathematics with children until they can use it independently.	T1
Discuss children in team meetings. Discuss progress and share samples	Classroom teachers	Time to share and discuss children. Fortnightly during team meetings	T1-4
Closely monitor engagement in class	Classroom teachers	Time during and after class to observe engagement and discuss with students	T1-4
Creating chances for students to reflect and celebrate.	Classroom teachers and teacher aides	Time to work regularly and often with target children during and after class	T1-4
Regular communication with parents to discuss current focuses and to support with resources or online material where possible	Classroom teachers	Time spent updating wiki with useful resources. Compiling worksheets and other useful resources	T1-4
Assess by comparing I can, IKAN and BF ladder results at the beginning and at the end of Term 1.	Classroom teachers	I can, IKAN and BF ladder tests	T1-4

## Corrections and amendments to 2011 Student achievement Targets

### CORRECTIONS:

#### 1. Year 3 & 4 Mathematics. Correction to baseline data.

November 2010 data shows 12% (12 Students) of students were identified as achieving below the expected in mathematics at the end of Year 3 (two of these were well below). Seven of the students are boys. All students are in Year 4 in 2011

#### 2. Year 5 & 6 Writing. Correction to baseline data

November 2010 data shows 15% of Y4 students (4 girls & 4 boys) were identified as achieving below the expected level. Of these, 2 girls and 2 boys were Maori. These 4 students equate to 33% of the total number (12) of Maori students at this level.

### AMMENDMENT - NEW TARGET

#### 1. Year 5 Reading.

This additional target has been set to address identified needs in reading, based on Term1 2011 data

**Aim:** To increase the number of Year 5 students achieving at, and above, the National Expected Level in reading.

#### Baseline Data End of Term 1 2011:

Over 70% of Y5 students are achieving at or above the expected level in reading. However 17(30%) students (8 girls and 9 boys) are achieving below, or are at risk of being below the expected level. Of the identified group, 4 girls and 5 boys are Māori students.

**Target:** The Year 5 students identified as achieving below, or at risk of achieving below the expected level in reading will be achieving at the expected level, as assessed by Overall Teacher Judgements in November 2011. The 2 students, identified as achieving well below the expected level, will achieve below the expected level.

#### Background Information:

- 6 of the 17 students have been through the Reading Recovery programme
- 4 students have been on an IEP for a range of issues including, autism, dyslexia and social/behavioural issues-these students have not been through the reading recovery programme
- 2 students started at Seatoun School in 2011 (1 in Term 1, 1 in Term 2)
- Students mostly achieved slightly higher stanines in PAT Listening than in PAT Comprehension
- Improved comprehension of the text, questions or tasks is a need for all students
- Improved decoding re phonics knowledge, and understanding and use of punctuation is a need for a number of students

We will target fluency of decoding via meaning, structural and visual cues, and strategies to improve comprehension of text and understanding of question types, in order to move students towards achieving at, and above, the expected level

Actions	Who	Resource	Time
Identify students	Classroom Teachers	<ul style="list-style-type: none"> <li>Time to meet with 2010/2011 teachers</li> <li>Summative data 2010</li> </ul>	Term 1
Assess individual decoding needs, including phonics/punctuation, comprehension needs and attitude to reading	Classroom Teachers	<ul style="list-style-type: none"> <li>Running records/Probe re fluency and comprehension</li> <li>Pseudo-word" test</li> <li>Proof-reading test</li> <li>Student enjoyment of personal reading</li> </ul>	Ongoing Term 1 Term 1 Term 1
Deliver guided reading programme to target particular needs	Team Classroom teachers	<ul style="list-style-type: none"> <li>Action plan-team/classroom teacher</li> <li>Time to work regularly each week with target students/group</li> <li>Sequential phonics, spelling/word study, punctuation programmes</li> <li>Question/comprehension strategies (Bloom's and Shenna Cameron)</li> <li>Time to implement new phonics programmes</li> <li>Narrow learning intentions</li> <li>Time to give specific teacher feedback</li> <li>Targeted teacher-aide programmes</li> <li>Resources purchased/developed as needed to support actions</li> </ul>	Term 2-Ongoing
Employ additional teacher-aide support, targeting particular needs	Team Classroom teachers	<ul style="list-style-type: none"> <li>Regular team/teacher aid meetings monitoring actions taken and student work/progress/attitude</li> <li>Action plans/ IEP'S updated as needed</li> </ul>	Ongoing
Promote student responsibility for progress	Classroom teachers	<ul style="list-style-type: none"> <li>Personal reading goal in X File -share at mid-year conference</li> <li>Ensure appropriate self-selection of books to read at school/ home</li> <li>Narrow learning intentions to guide self/peer reflection</li> </ul>	Ongoing
Share in teacher PD re oral language, phonics and word-study	All/Team Teacher-aides	<ul style="list-style-type: none"> <li>External/school PD via Yolanda Sorrel and English team</li> <li>Review Shenna Cameron's comprehension strategies</li> <li>Meeting times for professional discussions/share ideas</li> <li>People/time allocated for teacher aide PD sessions</li> </ul>	Terms 1 and 2
Implement focussed home learning programme	Classroom teachers	<ul style="list-style-type: none"> <li>Time in classroom to implement programme and monitor progress</li> <li>Implement Rainbow Reading programme, where appropriate</li> <li>-teach parents and students how to use programme</li> <li>-organise teacher aides to work with and monitor students</li> </ul>	Term 1-Ongoing
Increase teacher knowledge-National Standards and Literacy Progressions	Classroom teachers	<ul style="list-style-type: none"> <li>Expectations at year level</li> </ul>	Ongoing
Initiate outside intervention as needed	RTLB / RT Lit Reading support teacher	<ul style="list-style-type: none"> <li>External experts</li> </ul>	Ongoing

### 2011 Monitoring Timetable]

Measures	Class Level								When Term				What	Why & Expectation	Where
	1	2	3	4	5	6	7	8	1	2	3	4			
<b>LITERACY</b>															
School Entry Survey	*								On entry first month				School MOE	Entry information & formative assessment	Student Assembly Year 1,2,3 database
<b>Reading &amp; Writing</b>	*	*							At age 6				Six Year Observation Survey	Formative & summative data to inform OTJ's	Student Assembly Year 1,2,3 database
<b>Reading OTJ</b> • 1 yr school • 2 yr school • 3 yr school	*	*	*	*	*	*	*	*		6		5	Teacher judgement against national curriculum expectations for all chn at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	School database Year 1,2,3 database
Reading comp & vocab		*	*	*					After 2 year and 3 years at school				STAR	Formative & summative data to inform OTJ's	Year 1,2,3 database
Reading – Comp. & Vocab.				*	*	*	*	*	6				PAT	Formative & summative data to inform OTJ's	Student Assembly
Reading comp & vocab	On-going as required												Running record/probe/observation of reading behaviour & attitude	Inform teaching & summative judgements	Student Assembly Teacher Planning
Listening			*	*	*	*	*	*	6				PAT	Formative & summative to inform OTJ's	Student Assembly
<b>Writing- OTJ</b> • 1 yr school • 2 yr school • 3 yr school		*	*	*	*	*	*	*	*	*	*		Moderation of writing samples	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	School database Year 1,2,3 database
Writing Attitude Survey	*	*	*	*	*	*	*	*	8				School developed survey	Ascertain student attitudes to writing to inform teaching	School spreadsheet
Phonics	*	*	*	*	*	*	*	*	3			3	Pseudo test Stages 1-5 (As appropriate) Stages 5, 6 & 7 (As appropriate)	Provide baseline data, inform teaching and show progress. Formative assessment	School spreadsheet Teacher records
<b>Spelling</b>	*	*	*	*	*	*	*	*	9 3	9	9	9 3	NZCER Spell-Write Essential Lists	Assessments dependant on class level. Inform teaching and to show progress Summative data	X - file
<b>Inquiry</b>	*	*	*	*	*	*	*	*	*	*	*		Team moderation and evaluation	To inform consistency of OTJ. To assess curriculum specific knowledge and progress. To assess learning across the curriculum and competencies.	Teacher planning Student self evaluations in x file
Australian Competitions - computer, science, Maths, spelling, writing, English,				*	*	*	*	*	*	*				Enrichment opportunity. Students selected by teacher or by parent request.	Student Assembly (Observations)
Individual Education Plans (I.E.P)	*	*	*	*	*	*	*	*	*		*	*	Teacher/parent/agency review of identified 'high need student 'progress & develop next steps	Formative assessment & review	Student folder & copy on server
Class Description	*	*	*	*	*	*	*	*	5		4		Teacher overview of class strengths & needs	Teacher to reflect and consider strategies to meet the specific needs of the students in their class	Teacher records Copy Team leader & principal

Measures	Class Level								When Term				What	Why & Expectation	Where	
	1	2	3	4	5	6	7	8	1	2	3	4				
<b>MATHEMATICS</b>																
Strategy Level Observations	*	*	*	*	*	*	*	*	*	*	9	9	5	<b>NumPa diagnostic Interview</b> <b>NumPa diagnostic (As required)</b> <b>IKAN</b> <b>IKAN (As required)</b> <b>Gloss (As required)</b> Teacher observation during guided maths lessons	Inform teaching and summative judgements entered into NZ maths	NZ maths Student Assembly
Mathematics number, statistics, geometry, measurement, algebra				*	*	*	*	*	6					PAT	Formative & summative information	Student Assembly
<b>Maths OTJ</b> • 1 yr school • 2 yr school • 3 yr school	*	*	*	*	*	*	*	*		6		5	Teacher judgement against national curriculum expectations for all children at school 6+ months	Mid-year interim & end of year summative assessment to report to parents & inform school-wide planning/direction	School database Year 1,2,3 database	
<b>Mathematics</b> Basic Facts			*	*	*	*	*	*						NEMP Task Addition and Multiplication (as required)	To inform teaching and for student reflection	X – files Teacher records
Number Knowledge			*	*	*	*	*	*	*	*	*	5	Basic Facts Ladders	To inform teaching and for student reflection	X – files Student Assembly Teacher records	
Mathematics Problem Solving						*	*	*	*	*	*		Otago Problem Solving Competition	Application of knowledge and strategies. Enrichment opportunity.	Otago Problem Solving Website Teacher Records	
Formal Meeting/reporting to parents	*	*	*	*	*	*	*	*	0	11		8	Prior to start T1 'Meet the Teacher' T2 Mid-Year student/parent/teacher conferences T4 Written summative report – student & teacher After 1 month & 1 year at school	Opportunity to meet & parent to share information Opportunity to discuss the child's progress, achievement and future learning needs Plain language information outlining the child's progress & achievement for the year Opportunity to discuss the child's progress, achievement and future learning needs	Student cumulative file	
Student Self-evaluation	*	*	*	*	*	*	*	*	*	*	*	*	On-going self-monitoring process X-file home	Opportunity for student to self evaluate & goal set Opportunity to share with parents and whanau	X-File	
Equity Gender/Ethnic Achievement Balance across school									When assessments are done				Analysis data, consider possible causes & actions	All students are achieving to their potential	Analysis of Variance	