



WAIKANAE SCHOOL

Guiding Documentation

(MoE No 3056)

Mission, Values & Guiding Principles

Strategic Priorities 2019 to 2025

Annual Plan 2019

Student Achievement Targets and Interventions 2019

Board of Trustees Undertaking

Nga mokopuna o te ra nei nga rangatira o apopo.

The children of today are the leaders of tomorrow.



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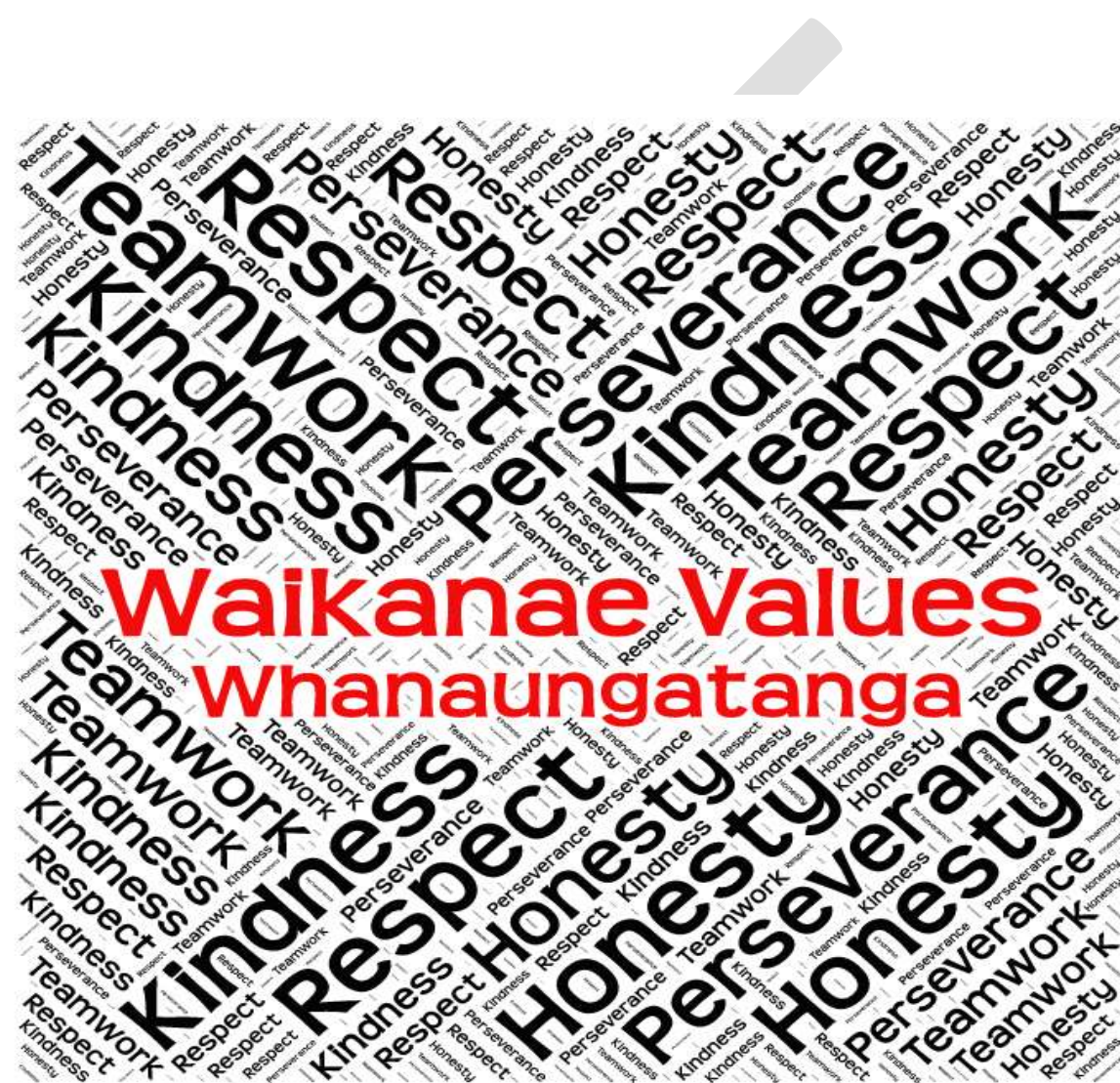
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Mission, Values & Guiding Principles

Mission

Nga mokopuna o te ra nei nga rangatira o apopo.
The children of today are the leaders of tomorrow.

Values



Principles

Inspiring tomorrows leaders – Learning for life

Inspiring Learners – Tamariki know, believe and are motivated learners

Collaborating – Tamariki participate, relate to and value diversity

Striving – Tamariki contribute actively and achieve holistically

Making a difference – Tamariki use tools and strategies to both understand and take action

Strategic Priorities 2019-2025

1. *Te Reo me ona tikanga Māori/Māori language, culture and identity*

At Waikanae School, we celebrate our culture and unique identity within Aotearoa/New Zealand. We have a role to play in fostering and supporting Te Reo Māori and improving the use of our language. Our culture is celebrated and embedded in everything we do.

We will:

- Grow and support the development of new Te Reo Māori learning for all of our Tamariki.
- Share our rich cultural history with our Tamariki in their learning and curriculum.
- Develop partnerships and connections with the local iwi/marae to facilitate cultural learning opportunities
- Grow Kaitiakitanga through exploring the role of the school in the guardianship of the local environment

2. *Individualised learning and engaged students who have a strong voice in their own learning*

We will focus on creating a learning environment that engages our Tamariki in learning and provides leadership and development opportunities with a focus on excellence.

We will:

- Develop programmes that engage all students in leadership opportunities
- Strengthen student voice in learning, including student led projects and passion based initiatives
- Strengthen reporting of student learning with students and parents by immersing our parent community in the learning outcomes of our Tamariki.

3. *Students connected to the wider world and their local community – Think Global, Act Local*

Global citizenship is a vital skill for the future of our children. It is critical that we create opportunities for our Tamariki to build an understanding of global and international issues, whilst understanding our unique place here in Waikanae.

We will:

- Ensure our Tamariki grow their understanding of issues facing them as global citizens and connect them to global opportunities
- Develop a better understanding of what has happened and is happening in Aotearoa New Zealand and how we contribute or are affected as citizens
- Connect our students to local community projects

4. *Environmental education is a key component of student learning - Kaitiakitanga*

A key focus of our school is environmental sustainability. We will ensure that our Tamariki continue to develop opportunities to support environmental initiatives and lead the community in sustainability and environmental stewardship.

We will:

- Develop a strong sustainability focus across the entire school that is embedded within our school culture.
- Grow and nurture our school environment for student engagement in Enviroschools learning
- Build relationships with local community groups/iwi/volunteer organisations to develop our Kaitiakitanga role as environmental champions.

5. *Holistic learning for life*

Preparing our Tamariki for an ever-changing world requires constant adaptation and innovation. Ensuring that our Tamariki are grounded through a rich curriculum to be able to adapt to an ever-changing world are critical to our success.

We will:

- Identify opportunities to grow wellbeing, growth mindset and key competencies as an integral part of everything we do.
- Provide opportunities for students to experience wider technology focus, including STEAM and practical technology e.g. building, engineering, cooking
- Experience digital technology as a \part of the curriculum with a focus on problem solving and safety online
- Build on languages forming a key part of our curriculum including Asian languages
- Develop a financial literacy programme
- Create a safe nurturing environment that supports and builds resilient and confident Tamariki.

6. *Student transition is seamless across their schooling years in and out of Waikanae School*

We are committed to supporting our Tamariki and their whānau through the transition in to, out of and within our school (i.e. between syndicates). This aims to ensure continuous learning and positive social connectedness before, during and after this transition.

We will:

- Strengthen transitions for students and whānau coming into the school, e.g. induction, powhiri, buddying across the school etc.
- Develop strong and enduring relationships between Waikanae School and other education providers within our community including early childhood education, primary, secondary and community education providers
- Raise awareness of support available to ensure whānau are well supported in the transition into and out of the school.
- Lead the community in collaborative initiatives regarding educational learning in our community.

Annual Plan 2019

Strategic Priority 1.

Te Reo me ona tikanga Māori/Māori language, culture and identity.

At Waikanae School, we celebrate our culture and unique identity within Aotearoa/New Zealand. We have a role to play in fostering and supporting Te Reo Māori and improving the use of our language. We will ensure our culture is celebrated and embedded in everything we do.

Area	Goal	Breakdown
Priority Learners.	<i>Improve outcomes for Maori learners.</i>	<ul style="list-style-type: none"> Fifth round of unpacking Tataiako focus on Wananga. Utilise this knowledge to improve teaching and learning. Gaining a deeper understanding of the implications of Tataiako on teaching/learning. Meeting STP's. Unpick/unpack Te Takanga o Te Wa Maori History and its place in Waikanae Way (Curriculum) for 2019 and beyond Use of new STP Evidence Log. Use of Achievement Targets and Priority Learner Plans to raise Maori achievement levels. Further, embed Powhiri into school culture.
<u>Commentary:</u>		
Priority Learners.	<i>Embed and extend our specific Te Reo learning/teaching programmes.</i>	<ul style="list-style-type: none"> Continue the implementation of the Kaiarahi Reo Programme via Te Reo Tuatahi Trust in Year 1 to 4 classes. Extend the implementation of the Kaiarahi Reo Programme via Te Reo Tuatahi Trust to Years 5 to 8 classes. Ensure a natural language pathway throughout the school so that students' language proficiency progresses from one year to the next. Explore and use second language teaching pedagogy and methodology in the teaching of Te reo. Explore and include the inseparable links between language, culture and identity so that students deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.
<u>Commentary:</u>		
<h2>Strategic Priority 2</h2> <h3><i>Individualised learning and engaged students who have a strong voice in their own learning.</i></h3> <p>We will focus on creating a learning environment that engages our Tamariki in learning and provides leadership and development opportunities with a focus on excellence.</p>		
Area	Goal	Breakdown

Reporting Student Achievement	<i>Strengthen the reporting of student learning with students and parents by immersing our parent community in the learning outcomes of our Tamariki.</i>	<ul style="list-style-type: none"> Implement a development plan and reporting schedule to use Linc-Ed as an online, real-time reporting tool that fits with the depth and breadth of what happens in class. Ensure consistency across the school through staff PD over 2019/2020. Create 'Change Champions' - staff who are confident and on board with Linc-Ed to support whole staff development. Use the resources embedded within Linc-Ed (Quick Links - guides and release notes) to support PD and ensure we use Linc-Ed to better inform our teaching, learning, assessment and reporting. Set clear expectations, give examples and establish timeframes so staff can identify where we are on our own learning journey with Linc-Ed. Develop children's learning journeys from NE to Y8. Hold a parent information evening and send home information so whanau know why we are using Linc-Ed and how they can interact with the parent portal. Regularly seek feedback from both staff, students and whanau to iron out any problems, tweak our system and customise the Linc-Ed site to fit with the 'Waikanae Way'.
<u>Commentary:</u>		
Priority Learners	<i>Raise achievement for our identified priority learners.</i>	<ul style="list-style-type: none"> Set Achievement Targets for priority learners for 2019 <ul style="list-style-type: none"> Priority Learners Identified using 2018 OTJs. School wide targets set for Priority Learners as per MoE requirements, with year group and ethnic cohorts. Showing actions and interventions. Reporting to focus on progress of selected cohort using a variety of assessment tools. Individual teachers identify their priority learners. (Students who were classified as being Well Below or Below in Dec 2018 for Reading, Writing and Maths as well as additional students who the teacher feels should be included. Social/emotional as well as academic) Teachers must be able to clearly /visually show who these learners are. Teachers (working as teams) develop and implement Priority Learner plans' (PLPS) to lift achievement for their priority learners. Differentiated Learning. Effective use of grouping, learning intentions and success criteria etc. Continue in tracking progress and identifying shifts in achievement in PATs, Stanine 1, 2, 3, and 4. Priority learners progress tracked and recorded (scaled score) as part of achievement target setting and variance reporting for BoT and MoE A wide range of external interventions are actioned for those relevant priority learners. Reading Recovery = 6 students, RTLBs and IEPs etc.
<u>Commentary:</u>		
Obtaining Student Voice	<i>Find and use opportunities to access 'student voice' so that students make a meaningful contribution to school life.</i>	<ul style="list-style-type: none"> Strengthen and embed Student Leadership Group into the life of the school. Use Peer Mediators to support younger students by modelling effective ways of resolving conflict. Conduct Health and Wellbeing Survey and follow up on any patterns identified.
<u>Commentary:</u>		
<p style="text-align: center;">Strategic Priority 3</p> <p style="text-align: center;"><i>Students connected to the wider world and their local community.</i></p> <p>Global citizenship is a vital skill for the future of our children. It is critical that we create opportunities for our Tamariki to build an understanding of global and international issues, whilst understanding our unique place here in Waikanae. <i>'Think Globally, Act Locally'</i></p>		
Area	Goal	Breakdown
Curriculum	<i>Further develop and embed the teaching and learning of Asian languages across the school.</i>	<ul style="list-style-type: none"> Continue with OK Asian Languages Contract. <ul style="list-style-type: none"> Extend the group of teacher volunteers to teach Mandarin/Japanese in their classes. Undertake second language teaching PD provided through ILEP as part of the Kapiti Asian Languages Contract. Ensure that the inseparable links between language and culture are celebrated as part of the language learning experience, so as to extend students' cultural understanding and their ability to interact appropriately with speakers of other languages. Contract to be led by Elizabeth Couchman and employed by Waikanae School. Secure 2019-20 funding from local schools to enable EC to be employed 0.5 fte.

<i>Commentary:</i>		
International Students	<i>Develop our capacity to host International Students (both short and long stay).</i>	<ul style="list-style-type: none"> Successfully complete application to become a signatory NZQA Education (Pastoral Care of International Students) Code of Practice 2016 <ul style="list-style-type: none"> Policies and other documentation Marketing tools including website etc. Roles and responsibilities for personnel Membership of SEIBA <ul style="list-style-type: none"> Professional development for key personnel Membership of Kapiti International Student Hub Initial marketing and ready for first students by August 2019 Budget \$2000 (no income for 2019)
<i>Commentary:</i>		
Curriculum	<i>Develop a Digital Curriculum that suits the 'Waikanae Way' ready for implementation in 2020</i>	<ul style="list-style-type: none"> Create a Digi team from passionate, interested staff who can carry this curriculum forward for the whole school in 2020. Begin to develop a plan to upskill teachers and students so they have the tools, skills and confidence to be digitally capable thinkers, producers and creators (for example, how digital technologies work and how that knowledge can be used to solve problems; being creative and innovative with digital solutions). Explore: What is the "digital world?" What does it mean to be a "digital citizen"? How can digital technologies be integrated across the curriculum to create rich and culturally responsive learning opportunities as opposed to just an "add-on"? Explore what has stayed the same and what is different about the digital technologies curriculum. Become familiar with the language used so all staff feel comfortable using and applying. Investigate digital competencies and understanding as a starting point within the current staff so PD can be focused and relevant in 2020. Add the Digital Curriculum development plan to the 'Waikanae Way'.
<i>Commentary:</i>		
<p style="text-align: center;">Strategic Priority 4.</p> <p style="text-align: center;"><i>Environmental education is a key component of student learning – Kaitiakitanga.</i></p> <p>A key focus of our school is environmental sustainability. We will ensure that our Tamariki continue to develop opportunities to support environmental initiatives and lead the community in sustainability and environmental stewardship.</p>		
Area	Goal	Breakdown
Curriculum	<i>Develop and Implement a School wide sustainability plan</i>	<ul style="list-style-type: none"> Sustainability goals Implement school wide practices to reduce waste. Develop realistic and achievable targets for reducing energy consumption throughout the school. Develop school wide (termly) sustainability themed activities to engage pupils in sustainability. (Think Global) Engage with the wider community (college workshops/retirement age gardeners/paid garden oversight (Garden Manager)/volunteers in/soup kitchen/mighty march market). (Act Local) Maintain a fixed group of environmental young leaders to help design/build and complete the garden. Develop 'Eco-literacy' as an opportunity to improve all pupils' knowledge of the diversity of flora and fauna in the school. Seek ongoing support from DOC and KEEN. Maintain links with Menzshed for building/structural support. Investigate Enviro school status. Raise awareness through fundraisers and the Mighty March Market.
<i>Commentary:</i>		

<p style="text-align: center;">Strategic Priority 5. Holistic learning for life.</p> <p>Preparing our Tamariki for an ever-changing world requires constant adaptation and innovation. Ensuring that our Tamariki are grounded through a rich curriculum to be able to adapt to an ever-changing world are critical to our success.</p>		
Area	Goal	Breakdown
Curriculum	<i>Continue to investigate and apply innovative learning pedagogy.</i>	<ul style="list-style-type: none"> Maintain the ‘evolution not revolution’ way of thinking when implementing new ways of working. Continue to explore play based learning in the junior school and adapt our practice to suit the ‘Waikanae Way’. Explore innovative learning pedagogy within year 5-6 as class groups of two/four, adapting our practice to suit the new classroom environments. Led by syndicate leader. Explore innovative learning pedagogy within year 3-4 as class groups of two/three/five, adapting our practice to suit the new classroom environments/structure. Led by syndicate leader. All teachers and students to collaborate within and across syndicates with autonomy increasingly being given to students to lead their own learning. Teaching and learning practices to evolve to suit the needs of the students.
<u>Commentary:</u>		
Curriculum	<i>Improve the teaching of mathematics and lift student achievement in mathematics (focussing on numeracy).</i>	<ul style="list-style-type: none"> Continue 3rd year of the Mathematics curriculum review. Termly whole school Maths PD via Advisers Plus/ Dinah Harvey (plus two teacher only days) to develop a self-sustaining model for delivery of effective maths programmes. Maths Leadership Team (MF plus 3 others) to meet regularly (at least one day a term) to discuss the way forward. Maintain Maths Action Plan to stay on track. Maths team to report twice yearly to Board on progress. Hold two parent information evenings.
<u>Commentary:</u>		
Curriculum	<i>To improve resilience and wellbeing amongst both students and staff</i>	<ul style="list-style-type: none"> Positively shift the emotional landscape of students and staff by completing the Pause, Breathe, and Smile programme - a Teacher Only Day followed by an 8-lesson programme in all classes. Maintain the skills learnt from the PBS programme by increasing: focus, attention and curiosity; calmness and emotion regulation; emotional literacy; kindness towards self and others; and a positive sense of connection to self, others and the natural world. Make links to the Key Competencies, Health and Physical Education and Social Sciences curriculum including the Maori understandings of Hauora through Te Whare Tapa Wha. Review student wellbeing through a questionnaire. Provide opportunities for staff to reflect on their own wellbeing and address any challenges they may be facing.
<u>Commentary:</u>		
Curriculum	<i>Begin to develop a Financial Literacy Programme that suits the ‘Waikanae Way’ ready for implementation in 2020-21</i>	<ul style="list-style-type: none"> Investigate programs such as Secondary’s Sorted in Schools, Banquer, etc. and develop/check the suitability of a course that suits our children and the ‘Waikanae Way’. Make links to the maths curriculum and rich tasks/integrate with the maths Long Term Plan. Make use of the Figure it out Financial Literacy resources if suitable.
<u>Commentary:</u>		
Curriculum	<i>Further, develop the ‘Waikanae Way. (Our curriculum)</i>	<ul style="list-style-type: none"> Continue to develop the Waikanae Way (our curriculum document) taking cognisance of any changes such as assessment and reporting using Linc-Ed, the new Digital Technologies curriculum, making the Effective Maths Pedagogy generic to all teaching and learning and the new Strategic Plan principles and priorities. Develop Writing Progressions from level 1-5 and customise the Linc-Ed site ready for assessing and reporting. Include any possible changes to the ‘Waikanae Way’ curriculum.
<u>Commentary:</u>		

<p style="text-align: center;">Strategic Priority 6.</p> <p style="text-align: center;"><i>Student transition is seamless across their schooling years in and out of Waikanae School.</i></p> <p>We are committed to supporting our Tamariki and their whānau through the transition in to, out of and within our school (i.e. Between syndicates). This aims to ensure continuous learning and positive social connectedness before, during and after this transition.</p>		
Area	Goal	Breakdown
	<i>Further, enhance and strengthen transition process and relationships.</i>	<ul style="list-style-type: none"> Review and implement adaptations to 'Ready Set Go Programme' to better meet the needs of NE Tamariki, whanau and teachers. Regular parent orientation meetings/opportunities for Linc-Ed parent portal. Use of Learning Support funding and personal to ensure at risk Year 8s transition to College effectively Continued student and parent voice in class placements for 2020 Develop a 'Leavers Learning Pathways' document to pass onto students next school-learning environment (Linc-Ed) Enhance leadership opportunities for senior students so that are better able to offer peer leadership Tuakana Teina
<u>Commentary:</u>		
<i>Other</i>		
Area	Goal	Breakdown
Strategic Planning	<i>Implement our 5 Year Strategic Plan.</i>	<ul style="list-style-type: none"> Complete final round of consultation of the Guiding Principles and Strategic Priorities developed in 2018. Final document BOT for approval. Use of document as a structure for 2019 Planning and Reporting (As per MoE requirements)
<u>Commentary:</u>		
Performance Management	<i>Continue to strengthen our five Teaching Teams.</i>	<ul style="list-style-type: none"> Continue to embed new teaching teams. Allocation of Units to support the leading of learning within/across team's/management structure. Team Goal Action Plans. Senior Leadership Team to implement process and framework. Teams to focus on sharing good practice, reflective thinking, and be critical friends with specific reference to Priority Learners/and PLP entries. Reporting to Board 2 x Year Use goal setting for teachers as part of appraisal process. Goals to focus on Priority Learners. Can be direct/indirect. These goals are to be incorporated in their STP. Personal goals also set
<u>Commentary:</u>		
Performance Management	<i>Continue to strengthen and empower the Senior Leadership Team.</i>	<ul style="list-style-type: none"> Maintain and strengthen the focus of Leading Learning as opposed to day to day management of syndicate, continue Slow Thinking Days. Use of termly mentoring sessions between Principal/DP and individual leaders. Documentation linked to appraisal and STP Leadership roles further embedded. Refine Job Descriptions and delegation of duties as necessary for AP, DP and new lead teachers using Educational Leadership Capability Framework Use goal setting for leaders as part of appraisal process. Goals using Educational Leadership Capability Framework. Can be direct/indirect. These goals are to be incorporated in their STP. Further refining google doc 360 Survey based on new Professional Standards for teachers and DP/AP's. Principal Appraisal. Chris Rowan. Principal Performance Agreement developed between Board Chair and Principal with regular 'check-up's' on progress etc.
<u>Commentary:</u>		
Performance Management	<i>Be compliant with the NZ Education Council's Code of Practice for Teachers.</i>	<ul style="list-style-type: none"> Continue the implement of our new STPs google doc Evidence Log to record appraisal/ against the new STP Code of Practice and Tataiako Cultural Competencies for Teachers and Senior Leadership Team. Revisit meaning of evidence with staff and the amounts of work needed for compliance. Further refine appraisal google docs to link into Log e.g. Walk through notes, formal observation notes and feedback sheets etc.
<u>Commentary:</u>		

Targets and Interventions

Reading Targets

Notes

1. A variety of assessment tools have been selected for each target so has to more accurately gauge progress
2. The Maori Cohort contains all students enrolled as Maori at 16 December 2018. We track this group without adding new enrolments.
3. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 31 December 2018. We track this group without adding new enrolments.
4. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Curriculum Expectations in Reading on 31 December 2018. This is an Overall Teacher Judgement or OTJ. We track this group without adding new enrolments.
5. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data.

Cohort Targets

Maori Containing 89 Students	Assessment Tool and Description of Target		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' median baseline plus 12 months progress.	Years March 2019	Years Nov 2019	
	2	STAR: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by scale score.	Maori Feb 2019	Maori Feb 2020.	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	3	PAT Reading Vocabulary: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patv.	Maori Feb 2019	Maori Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	4	PAT Reading Comprehension: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patc.	Maori Feb 2019	Maori Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	5	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 81%	72% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Pacific Peoples Containing 9 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' median baseline plus 12 months progress (1)	Years March 2019	Years Nov 2019	
	2	STAR: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by scale score.	Pacific Peoples Feb 2019	Pacific Peoples Feb 2020.	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	3	PAT Reading Vocabulary: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patv.	Pacific Peoples Feb 2019	Pacific Peoples Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	4	PAT Reading Comprehension: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patc.	Pacific Peoples Feb 2019	Pacific Peoples Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	5	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 81%	73% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 2 Containing 23 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 3 Containing 23 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 4 Containing 14 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	STAR: Average baseline plus 18 months progress (24.3 Points)	Feb 2019	Feb 2020	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (12.75 patv)	Feb 2019	Feb 2020	
	4	PAT Reading Com: Average baseline plus 18 months progress (10.5 patc)	Feb 2019	Feb 2020	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 5 Containing 7 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	STAR: Average baseline plus 18 months progress (17.11 Points)	Feb 2019	Feb 2020	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (11.7 patv)	Feb 2019	Feb 2020	
	4	PAT Reading Com: Average baseline plus 18 months progress (13.8 patc)	Feb 2019	Feb 2020	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 6 Containing 17 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	STAR: Average baseline plus 18 months progress (13.35 Points)	Feb 2019	Feb 2020	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (9.45 patv)	Feb 2019	Feb 2020	
	4	PAT Reading Com: Average baseline plus 18 months progress (12.3 patc)	Feb 2019	Feb 2020	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 7 Containing 20 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' Average baseline plus 18 months progress (1.5)	Years March 2019	Years Nov 2019	
	2	STAR: Average baseline plus 18 months progress (10.15 Points)	Feb 2019	Feb 2020	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (7.65 patv)	Feb 2019	Feb 2020	
	4	PAT Reading Com: Average baseline plus 18 months progress (10.8 patc)	Feb 2019	Feb 2020	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Year 8 Containing 21 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2018	Dec 2019	
<u>Commentary:</u>					

Writing Targets

Notes

1. The Maori Cohort contains all students enrolled as Maori at 31 December 2018. We track this group without adding new enrolments.
2. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 31 December 2018. We track this group without adding new enrolments.
3. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Curriculum Expectations in Writing on 31 December 2018. This is an Overall Teacher Judgement or OTJ. We track this group without adding new enrolments.
4. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data.

Cohort Targets

Maori Containing 89 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Average e-asTTle score plus 8 months progress (32 aWs)	aWs April 2019	aWs Oct 2019	
	2	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2019	Oct 2019	
	3	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 71%	65% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Pacific Peoples Containing 9 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Average e-asTTle score plus 8 months progress (32 aWs)	aWs April 2019	aWs Oct 2019	
	2	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2019	Oct 2019	
	3	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 71%	88% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 2 Containing 20 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2019	Oct 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 3 Containing 20 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2019	aWs Oct 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 4 Containing 149 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2019	aWs Oct 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 5 Containing 6 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2019	aWs Oct 2019	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress (5.7 patpg)	Feb 2019	Feb 2020	
	4	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 6 Containing 16 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (26 aWs)	aWs April 2019	aWs Oct 2019	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress (4.3patpg)	Feb 2019	Feb 2020	
	3	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 7 Containing 18 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (29 aWs)	aWs April 2019	aWs Oct 2019	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress (4.2patpg)	Feb 2019	Feb 2020	
	3	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Year 8 Containing 21 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (29 aWs)	aWs April 2019	aWs Oct 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Mathematics Targets

Notes

1. The Maori Cohort contains all students enrolled as Maori at 31 December 2018. We track this group without adding new enrolments.
2. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 31 December 2018. We track this group without adding new enrolments.
3. The Year Group Cohorts are all the students in each year group that were judged as being Well Below or Below the National Curriculum Expectations in Mathematics on 31 December 2018. This is an Overall Teacher Judgement or OTJ. We track this group without adding new enrolments.
4. Students who belong to these cohorts and who leave during the year are still included in the baseline data but not in the performance data

Cohort Targets

Maori Containing 89 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	PAT Maths: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by patm	Maori Feb 2019	Maori Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	3	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 81%	80% Dec 2018	% Dec 2019	
<u>Commentary:</u>					

Pacific Peoples Containing 9 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	PAT Maths: Progress that is at or above the average progress of the majority ethnic cohort (NZ European/Pakeha) as measured by pm	Pacific Peoples Feb 2019	Pacific Peoples Feb 2020	
			NZ Euro/Pakeha Feb 2019	NZ Euro/Pakeha Feb 2020	
	2	OTJs: End of Year OTJs. % of students above whole school Performance for December 2018 i.e. 81%	80% Dec 2018	% Dec 2019	

<i>Commentary:</i>					
Year 2 Containing 8 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 3 Containing 12 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 4 Containing 14 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (13.8 patm)	Feb 2019	Feb 2020	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 5 Containing 6 Student	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (12.45 patm)	Feb 2019	Feb 2020	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 6 Containing 9 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (9.3 patm)	Feb 2019	Feb 2020	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25%.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 7 Containing 10 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (6.75 patm)	Feb 2019	Feb 2020	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Year 8 Containing 15 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (8.1 patm)	Feb 2019	Feb 2020	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25%.	0% Dec 2018	% Dec 2019	
<i>Commentary:</i>					

Interventions and Actions

		Responsibility	\$	Dates	Expected Outcomes
Targeted Interventions	Target groups of Priority Learners performing at well below/below identified by 2018 end of year OTJs	Management Team	Free	Start of Term 1	Groups will be identified and inputted into the SMS and information passed onto syndicate leaders and classroom teachers
	Class teachers identify any other Priority Learners in their class who are below/well below from the assessments and observations	Syndicate Leaders Class teachers	Free	Beginning Term 2	Class teachers will know the children who are in their class that are well below or below in their achievement.
	Create an intervention plan	Syndicate Leaders Class teachers	Staff Meetings	Beginning of Term 2	Teachers work in groups (probably syndicate or aged bracketed) using assessment data to identify trends and gaps. They select an area to focus on as a group and develop an intervention plan to target these specific needs in conjunction with the Learning Support Co-ordinator where needed.
	Implement plan	Class teachers	Free	Term 2&3	Teachers will plan appropriate classroom programmes that target the student needs as identified in the intervention plan. Documentation will clearly show adaptation or programmes specifically designed for the Priority Learners' needs. Interventions will be discussed through syndicate meeting and staff meetings and liaison with the Learning Support Co-ordinator where required.
	Monitor plan	Class teachers	Syndicate Meetings and staff meetings	On going	Regular syndicate meetings to share progress and discuss any issues or concerns, and to share successful practice. Re-assess using the same assessment tool to measure progress made.
	Revise plan	Class teachers	Syndicate Meetings	Mid-way through	Groups will re-visit their assessment data to identify a new focus and to cater for changing student needs or newly identified students. Liaison with Learning Support Co-ordinator where required. Syndicates or groups will share successes with the rest of the staff during staff meetings.

			Responsibility	Via	Dates	Expected Outcomes
Professional Development	Revisit	Values	DP/AP/Senior Leaders, Class Teachers	Syndicate and Staff Meetings	Term 1 2019 and on-going	The school values will be further embedded with a continued school wide focus on one particular value for an agreed period of time. Children will be rewarded on a more regular and consistent basis throughout school and actions will be celebrated through school, syndicate and class assemblies. A review of the reward system and its continued effectiveness will be made again at the end of the year to review its effectiveness to motivate students.
		Tataiako – Cultural Competencies	DP/AP/Senior Leaders, Class Teachers	Staff meetings	On-going	Develop an understanding of all of the cultural competencies, with a particular focus this year on “Wananga”. Staff will continue to develop our awareness and capability to apply this knowledge in the classroom and beyond.
		Behaviour Management	DP/AP/Senior Leaders, Class teachers	Staff Meetings	On-going	Review what we have previously done, make adjustments in consultation with staff and students and then embed these school wide.
		Team Goal Action Plans	DP/AP/Senior Leaders, Class teachers	SLT and Syndicate Meetings	On-going	Using the Waikanae School Annual Plan, school wide goals will be elaborated and the SLT will develop an action plan targeting specific focus areas to work on throughout the year.
		Whole Staff Numeracy Development	DP/Maths Team	Syndicate and Staff Meetings and Teacher Only Days \$15	On-going	AdvisersPlus/Dinah Harvey to continue to run for a third year a whole school Professional Development focus on Teaching Mathematics. This will include staff meetings and Teacher Only Days.
		Content of Mathematics Programmes	DP/Maths Team	Syndicate and Staff Meetings and Teacher Only Days	On-going	Develop teachers' understanding of what to teach in maths, including specific foci on place value, algebra, geometry, effective use of rich tasks and deepening teacher knowledge on collaborative planning and assessment, in particular of rich tasks for mixed ability groups.
		Mathematics Pedagogy	DP/Maths Team	Syndicate and Staff Meetings and Teacher. Only Days	On-going	Active use of the Waikanae Pedagogy document to drive individual teacher changes in practice. The pedagogy document is to be made generic to all teaching and learning across the curriculum. Syndicate goals will come from here for priority learners in maths.
		Mathematics Leadership	Maths Team	Maths Lead Team Meetings	On-going	Connect, promote and model effective pedagogy, develop range and validity of information to use for moderating OTJs, and continual promotion of positive maths messages to the wider community. Support of all staff to improve their own pedagogy.

Glossary

AP	Assistant Principal	A senior member of the school's management team, 3 rd in charge.
BOT	Board of Trustees	The school's governing body.
DP	Deputy Principal	A senior member of the school's management team, 2 nd in charge.
EEO	Equal Employment Opportunities	Being a good employer, not discriminating against anyone due to gender, ethnicity age etc., ensure all get a fair go.
EOTC	Education outside the Classroom	School trips, camps and excursions etc.
ICT	Information and Communication Technology	Computer technology and its applied uses usually within a school context.
NZC	New Zealand Curriculum	Our guiding document, National Standards aside.
MoE	Ministry of Education	
NZCER	New Zealand Council for Education Research	The self-funding organisation that is responsible for the development of the PATS.
OTJs	Overall Teacher Judgements	These are teacher assessments (judgements) made against the National Curriculum Expectations for Reading Writing and Maths
PATS	Progress and Achievement Tests	Tests designed by NZCER, usually administered to Year 4s and above in the fourth week of February. Tests include Reading Comprehension, Vocabulary, Mathematics and Listening Comprehension.
SMS	School Management System	Cloud Technology manages our student database. Our current SMS is LINC-ED
STAR	Supplementary Tests in Reading	Another NZCER reading test.

Board of Trustees Undertaking

The Waikanae School Board of Trustees accepts this as the school's guiding document for the 2019 school year.

Signed: Date:

Rawiri Faulkner Chairperson Board of Trustees

Signed: Date:

Bevan Campbell Principal

