

WAIKANAE SCHOOL

(MOE NO 3056)

CHARTER

STRATEGIC PLAN 2017 TO 2019

ANNUAL PLAN 2018

STUDENT ACHIEVEMENT TARGETS AND INTERVENTIONS 2018



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

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VISION STATEMENTS

Essential Characteristics: The essential characteristics that define our school can be divided into three areas. Firstly, our school fosters diversity where children flourish under a broad curriculum, are encouraged to love learning and be curious about the world in which they live. Secondly, we have high expectations of our students who are empowered to work consistently to their potential. Thirdly, our staff and teachers are friendly, professional, committed, innovative and passionate about their work as educators.

Environment: At Waikanae School we provide a nurturing and child-friendly environment. There is a feeling of safety and security in which learning risks can be taken by all learners. Teachers are passionate about their work, providing stimulating and exciting programmes so that our students can be the very best they can be. All students take pride and ownership in their learning environment and feel a sense of belonging within our school and community. Students understand the contribution that we all need to make in order to build a better world and ensure a sustainable future. We actively promote justice and fairness to all with both high standards of behaviour and achievement expected while providing the necessary support to those that need assistance.

Love of Learning: Developing and enhancing a love of learning in our students is fundamental to our purpose. Teachers provide authentic and engaging learning contexts that make the learning relevant, meaningful and fun for the student. Students own their learning, are self-reflective, they know where they are and the next steps for improvement.

Outstanding Learning: Waikanae School is where outstanding learning occurs all the time. We have high levels of student engagement, happy pupils who are enthusiastic, curious, creative and reflective in their daily learning. This highly engaged learning environment is facilitated by vibrant teachers with programmes that cater for diverse learning needs and talents, enriching our outstanding learning environment.

Meaningful Progress: All students at Waikanae School make meaningful progress within and across years through the effective use of assessment to target learning and teaching. There is regular tracking and consistent monitoring of achievement. Next learning steps are clearly identified and communicated. This effective use of assessment is underpinned by differentiated teaching and learning techniques within classes, syndicates and across the school. We provide a wide variety of learning opportunities that are based on the needs of each child and these learning opportunities are at the same time challenging and achievable.

Innovations and Raising Achievement: Waikanae School supports and encourages innovation in order to raise student achievement. Students and teachers are viewed as lifelong learners, they are encouraged to be reflective, inquiring and to embrace new ideas. Teachers provide programmes that inspire and enthuse their students allowing them to be creative and enterprising. Use of ICTs is integral in all classrooms as we move our students forward into the 21st Century.

Cultural Diversity: Catering for the cultural diversity of our students and ensuring that all make meaningful progress in a safe and supportive environment is another cornerstone of our school. Students are encouraged to express their cultural diversity and enlighten and inform other staff and students on their culture. We promote awareness of and celebrate our differences while acknowledging the role of Maori and The Treaty of Waitangi in New Zealand society. All members of the school community are respectful of our varied cultures. We actively promote the use of our three official languages (NZ Sign Language, Maori and English) and develop links within our community that make the most of resources, skills and people.

Leadership: In Waikanae School leadership is developed as a shared responsibility. We strive to utilise fully the personal strengths of both students and teachers. Our leaders are visible, available and consistently involved in daily school activities. They lead by example and model desired behaviours constructively throughout the whole being of our school. We emphasise ‘student voice’ providing many and varied opportunities for leadership. We actively seek the opportunity to give students roles and responsibilities that let them shine.

Staff: We empower our staff so that they are creative, energised and reflective. Valuing teachers as the school’s greatest resource we provide extensive professional development and our appraisal processes give quality feedback and next learning steps for professional growth. Teachers are encouraged to make the most of their passions and strengths while striving to improve their practice in a professionally safe environment. We value what each individual brings to the team and see all teachers as lifelong learners. Our teaching teams are highly collaborative and teachers are encouraged to plan, work and assess together. The sharing of ideas within a culture of openness and honesty is something that defines our staff.

Communication and Collaboration: High quality collaboration and communication are cornerstones of our practice. We work together as a whole as well as in teams within school and between school, home and the wider community. We communicate openly and strive to ensure all parents receive clear and explicit information regarding learning intentions, strategies and assessment for both individual and school wide achievement. Creating an environment of best practice, teaching staff are readily available and accessible offering support, encouragement and mentoring.

NATIONAL EDUCATION GOALS

The National Education Goals establish a common direction for education within New Zealand. Waikanae School Board of Trustees and teachers will consider how they can best contribute to each of these goals given our local circumstances - for example, the size of the school, the needs of students and the aspirations of the school community.

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

N.A.G. 1 TO N.A.G. 8 STRATEGIC PLANS, GOALS AND OBJECTIVES.

N.A.G. 1

Teaching and Learning Programmes, Assessment, Special Needs, Consultation with Maori and Career Education

Waikanae School Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

The Waikanae School Board of Trustees, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;*
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;*
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;**
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:*
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;**
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;*
 - ii. who are at risk of not progressing and/or achieving;*
 - iii. who have special needs (including gifted and talented students); and*
 - iv. aspects of the curriculum which require particular attention;**
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;*
- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and*
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.*

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
1.1	To <i>raise student engagement and achievement</i> for priority learners including individuals and targeted cohorts including Maori and ELLS by providing <i>targeted interventions</i> both remedial and extension.	To <i>raise student engagement and achievement</i> for priority learners including individuals and targeted cohorts including Maori and ELLS by providing <i>targeted interventions</i> both remedial and extension.	To <i>raise student engagement and achievement</i> for priority learners including individuals and targeted cohorts including Maori and ELLS by providing <i>targeted interventions</i> both remedial and extension.
1.2	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving ‘Teaching as Inquiry’ practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving ‘Teaching as Inquiry’ practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving ‘Teaching as Inquiry’ practices across the school.
1.3	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school.	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school.	To <i>raise student engagement and achievement</i> by <i>extending e-learning/teaching</i> practices throughout the school
1.4	To <i>raise student engagement and achievement</i> by <i>developing Innovative Learning Environment (ILE) pedagogy</i> amongst staff.	To <i>raise student engagement and achievement</i> by <i>developing Innovative Learning Environment (ILE) pedagogy</i> amongst staff.	To <i>raise student engagement and achievement</i> by <i>developing Innovative Learning Environment (ILE) pedagogy</i> amongst staff.
1.5	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in Mathematics (Numeracy)</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in Mathematics (Numeracy)</i> by effectively reviewing and improving teaching and learning practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in Mathematics (Numeracy)</i> by effectively reviewing and improving teaching and learning practices across the school.
1.6	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2013 to 2018) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2013.	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2013 to 2018) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2013, and <i>Te Takanga o te Wā</i> - Māori History Guidelines Year 1 - 8	To <i>raise Maori student engagement and achievement</i> by implementing <i>Ka Hikitia</i> (The Maori Education Strategy 2013 to 2018) and <i>Tataiako</i> Cultural Competencies for Teachers and Learners 2013 and <i>Te Takanga o te Wā</i> - Māori History Guidelines Year 1 - 8
1.7	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students

N.A.G. 2 Strategic Planning, Self-Review and Reporting

Waikanae School Board of Trustees, with the principal and teaching staff, is required to:

(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development

(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information on student progress and achievement;

(c) on the basis of good quality assessment information report to students and their parents on progress and achievement of individual students: in plain language, in writing, and at least twice a year; and across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau*

(d) on the basis of good quality assessment information, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
2.1	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by effectively reviewing and improving 'Teaching as Inquiry' practices across the school.
2.2	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students (<i>priority learners</i>) using both National Norms and National Standards to show progress.	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students (<i>priority learners</i>) using both National Norms and National Standards to show progress.	To <i>raise student achievement</i> by <i>formulating and implementing Annual Achievement Targets</i> for cohorts of under achieving students (<i>priority learners</i>) using both National Norms and National Standards to show progress.
2.3	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by Teachers and Syndicate Leaders developing and implementing Priority Learner Plans	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by Teachers and Syndicate Leaders developing and implementing Priority Learner Plans	To <i>raise student achievement</i> and to improve the quality of learning programmes <i>in reading writing and mathematics for all students (specifically priority learners)</i> by Teachers and Syndicate Leaders developing and implementing Priority Learner Plans
2.4	To <i>report school wide student achievement</i> to the BoT, staff and wider community using both National Norms and National Standards to show progress	To <i>report school wide student achievement</i> to the BoT, staff and wider community using National Norms to show progress	To <i>report school wide student achievement</i> to the BoT, staff and wider community using National Norms to show progress

2.5	To <i>report</i> to parents on <i>individual student achievement</i> levels in 'Plain <i>Language</i> '.	To <i>report</i> to parents on <i>individual student achievement</i> levels in ' <i>Plain Language</i> '	To <i>report</i> to parents on <i>individual student achievement</i> levels in ' <i>Plain Language</i> '
2.6	To <i>report Maori achievement</i> to the BoT and wider community using both National Norms and National Standards to show progress.	To <i>report Maori achievement</i> to the BoT and wider community using National Norms to show progress.	To <i>report Maori achievement</i> to the BoT and wider community using National Norms to show progress.
2.7	To <i>consult our school community on</i> the quality and content of learning and teaching programmes in <i>Health and Physical Well Being</i>		To <i>consult our school community on</i> the quality and content of learning and teaching programmes in <i>Health and Physical Well Being</i>
2.8	To <i>review the current Strategic Plan</i> for the next 3 years 2017 to 2019	To <i>develop the current Strategic Plan</i> for the next 3 years 2019 to 2021	To <i>review the current Strategic Plan</i> for the next 3 years 2019 to 2021

N.A.G. 3 Employment, Professional Development and Personnel

According to the legislation on employment and personnel matters, Waikanae School Board of Trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
3.1	To <i>raise student achievement and improving teaching practices specifically in writings and reading for our priority learners</i> by further developing and implementing the PMS so that appraisal processes focus on the <i>craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry</i>	To <i>raise student achievement and improving teaching practices specifically in writings and reading for our priority learners</i> by further developing and implementing the PMS so that appraisal processes focus on the <i>craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry</i>	To <i>raise student achievement and improving teaching practices specifically in writings and reading for our priority learners</i> by further developing and implementing the PMS so that appraisal processes focus on the <i>craft of teaching, effective /deliberate acts of teaching and Teaching as Inquiry</i>
3.2	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically in Teaching as Inquiry, Mathematics (Numeracy), ILE and ICT</i>) by providing <i>professional development opportunities</i> for teachers.	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically in Teaching as Inquiry, Mathematics (Numeracy), ILE and ICT</i>) by providing <i>professional development opportunities</i> for teachers	To <i>raise student achievement</i> and to improve the quality of learning and teaching programmes (<i>specifically in Teaching as Inquiry, Mathematics (Numeracy), ILE and ICT</i>) by providing <i>professional development opportunities</i> for teachers

N.A.G. 4 Finance and Property

According to legislation on financial and property matters, the Waikanae School Board of Trustees is also required in particular to:

(a) allocate funds to reflect the school's priorities as stated in the charter

(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989

(c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
4.1	To <i>develop</i> then annual <i>budget for 2018</i> that reflects school needs and targeted Government funding.	To <i>develop</i> then annual <i>budget for 2019</i> that reflects school needs and targeted Government funding.	To <i>develop</i> then annual <i>budget for 2020</i> that reflects school needs and targeted Government funding.
4.2	To <i>prepare</i> the <i>2016 Annual Accounts</i> for audit as required by the Public Finance Act 1989	To <i>prepare</i> the <i>2017 Annual Accounts</i> for audit as required by the Public Finance Act 1989	To <i>prepare</i> the <i>2018 Annual Accounts</i> for audit as required by the Public Finance Act 1989
4.3	To <i>Control and monitor</i> the school's finances for 2017 through the Audit and Finance Sub-committee.	To <i>Control and monitor</i> the school's finances for 2018 through the Audit and Finance Sub-committee	To <i>Control and monitor</i> the school's finances for 2019 through the Audit and Finance Sub-committee.
4.4	To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2018 and beyond	To Implement the <i>10-Year Maintenance Plan and</i> revising plan in December for 2019 and beyond	To Implement the <i>10-Year Maintenance Plan</i> and revising plan in December for 2020 and beyond
4.5	To implement the <i>first year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2017- July 2022)	To implement the <i>first and second year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2017- July 2022)	To implement the <i>second and third year</i> of the approved (MoE) <i>5 Year Property Plan</i> (July 2017- July 2022)
4.6	To <i>rationalise Rooms 10 and 11</i> , and replace with a 2 classroom ILE block on the site of Room 12-13..	To <i>build 2 Roll Growth ILE Classrooms</i> on the site of Rooms 18 and 19. To <i>build 2 replacement classrooms</i> for Rooms 18 and 19 the site of Rooms 12 and 13	
4.7	To further <i>enhance the quality of our school grounds</i> with the continued development of gardens and plantings	To further <i>enhance the quality of our school grounds</i> with the continued development of gardens and plantings	To further <i>enhance the quality of our school grounds</i> with the continued development of gardens and plantings
4.8	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space	To <i>review the Enrolment Scheme</i> as MoE requirements in light of roll growth/decline and available space

N.A.G. 5
Student and Employee Safety, Healthy Food and Legislative Requirements

Waikanae School Board of Trustees is also required to:

(a) provide a safe physical and emotional environment for students

(b) promote healthy food and nutrition for all students

(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

	2017 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
5.1	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students	To <i>raise student engagement and achievement</i> by enhancing the <i>physical and emotional safety</i> of our students

N.A.G.6
Legislative Requirements

The Waikanae School Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
6.1	To ensure a successful round of <i>BoT Bi-Elections</i> as per legislative requirements for <i>2 parent</i> representatives		To ensure a successful round of <i>BoT Elections</i> as per legislative requirements for <i>3 parent and 1 staff</i> representative.
6.2	To monitor and control all records of student attendance as per MoE requirements	To monitor and control all records of student attendance as per MoE requirements	To monitor and control all records of student attendance as per MoE requirements

N.A.G. 7
Legislative Requirements

The Waikanae School Board of Trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
7.1	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2017	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2018	To <i>update the school Charter, Strategic Plan and Annual Plans</i> and supply to the Secretary of Education by 1 March 2019

N.A.G. 8
Legislative Requirements

The Waikanae School Board of Trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

	2017 STRATEGIC OBJECTIVES	2018 STRATEGIC OBJECTIVES	2019 STRATEGIC OBJECTIVES
8.1	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.	<i>Provide to the Secretary of Education an analysis of any variance</i> between the school's performance and the relevant aims, objectives, directions, priorities, and targets set out in the school charter at the same time as the updated school charter is provided to the Secretary for Education.



WAIKANAE SCHOOL ANNUAL PLAN 2018



PRIORITY FOCUS	AREA	GOAL	BREAKDOWN
Teaching as Inquiry Formative Assessment in action (using data to inform teaching and learning) The main focus for 2018 remains <u>Teaching as Inquiry</u> , Priority Learners and raising student achievement.	Charter	Develop a 3-5 Year Strategic Plan.	<ul style="list-style-type: none"> • Employ Chris Rowan of Impact Education to facilitate and lead consultation and development process. • Budget \$5000. • 2 x facilitated consultation meetings with staff • 1 X facilitated consultation meeting with whanau and community • Provision of alternative consultation opportunities. Feedback boards etc. • Initial feedback from above with C Rowan, BOT Chair and Principal • Collate and develop the feedback into: <ul style="list-style-type: none"> ○ Vision statement or samples (may use existing one) ○ Mission statement (to be developed) ○ Strategic priorities (to be developed) ○ Values (use existing ones) • Develop and present draft Strategic Plan at facilitated meeting <ul style="list-style-type: none"> ○ Skype call with BOT chair and principal for planning ○ Facilitated meeting with BOT to present initial draft ○ Alter draft as necessary • Consultation with whanau/community draft Strategic Plan <ul style="list-style-type: none"> ○ Facilitated meeting with Community ○ Alter as necessary • Final strategic plan to BOT for approval.
			<u>Commentary:</u>
	Performance Management	Strengthen our four Teaching Teams.	<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. • Refine appraisal timelines. Formal observation earlier in year with more follow up walkthroughs focussing on personal or syndicate goals. • 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 Practicing Teacher Criteria. Personal goals also set.
		Strengthen our Senior Leadership Team.	<ul style="list-style-type: none"> • Continue to develop and strengthen our Senior Leadership Team. • Advertise/Select /Appoint permanent Deputy Principal in Term 2 2018 and other senior positions as relevant up to 2 AP's. • Maintain and strengthen the focus of Leading Learning as opposed to day to day management of syndicate, continue Slow Thinking Days. • Leadership roles further embedded. Refine Job Descriptions and delegation of duties as necessary for AP, DP and new lead teachers. • 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.
		Be compliant with the NZ Education Council's Code of Practice for Teachers.	<ul style="list-style-type: none"> • Practicing Teacher Criteria Evidence Log. <ul style="list-style-type: none"> ○ Develop and implement a new google docs PTC Evidence Log to record appraisal/ against the new PTC 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.
	Professional Development	Improve the teaching of mathematics and lift student achievement in mathematics (focussing on numeracy).	<ul style="list-style-type: none"> • Continue 2nd year of the Mathematics curriculum review. • Whole school Maths PD via AdvisersPlus and Dinah Harvey. See link. \$30k Budget. 3 Year commitment. • MF and maths team to report twice yearly to Board on progress. • Leadership Team MF plus 4 others. • 2 x parent information evenings •
			<u>Commentary:</u>

Teaching as Inquiry

Formative Assessment in action (using data to inform teaching and learning)

The main focus for 2018 remains Teaching as Inquiry, Priority Learners and raising student achievement

		<p><i>Continue to investigate and apply innovative learning pedagogy.</i></p> <ul style="list-style-type: none"> Continue to examine the Innovative/Modern Learning Environment pedagogy and adapt our practice and environment. (evolution not revolution). Develop 2 x staff as ILE Champions (RG and RP) Assist with the design of new Room 12/13 and integration into Room 10/11 as a 4 class ILE/MLE space. Construction of 2 x ILE classrooms. Roll Growth Rooms 18-19 Continue to explore play based learning in the junior school and adapting our practice (evolution not revolution) <p><u>Commentary:</u></p>
	Curriculum	<p><i>Further embed our school values.</i></p> <ul style="list-style-type: none"> Further embed Values. Continue to discuss how and what these mean to us and use school-wide reward system to encourage and support the implementation of these. Each value is a whole school focus over a number of weeks and celebrations will be held in classes, syndicate and whole school assemblies. <p><u>Commentary:</u></p>
		<p><i>Further develop the 'Waikanae Way'.(our curriculum)</i></p> <ul style="list-style-type: none"> Continue the development of the Waikanae Way (our curriculum document) taking cognisance of any changes from the 2017-18 Maths PD, ERO Feedback. Create areas covering student leadership, student wellbeing, E-learning, ILEs, learning languages and learning support Publish document on School website for public viewing <p><u>Commentary:</u></p>
		<p><i>Review our assessment and reporting mechanisms (to parents).</i></p> <ul style="list-style-type: none"> Refine Assessment and Reporting procedures in light of National Standards being withdrawn and the changes to NAG2 Investigate use/purchase of new Student Management System <p><u>Commentary:</u></p>
		<p><i>Embed our specific Te Reo learning/teaching programme.</i></p> <ul style="list-style-type: none"> Continue the implementation of the Kai Rahi Reo Programme via the Te Reo Tuatahi Trust. Year 1 to 4 classes <p><u>Commentary:</u></p>
		<p><i>Further develop the teaching and learning of Asian languages.</i></p> <ul style="list-style-type: none"> Continue with OK ALLiS Contract. <ul style="list-style-type: none"> Extend the group of teacher volunteers to teach Mandarin/Japanese in their classes. Undertake PD as part of ALLiS. Contract led by Elizabeth Couchman and employed by Waikanae School. Send 4 teachers to China as part of a cultural and language experience. School to fund 1/3rd of cost. Secure 2019 funding from local schools to enable EC to be employed 0.5fte <p><u>Commentary:</u></p>
		<p><i>Develop our capacity to take International Students.</i></p> <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 2018 Budget \$6000 (no income for 2018) <p><u>Commentary:</u></p>
	Priority Learners and Targeted Interventions	<p><i>Improve outcomes for Maori learners.</i></p> <ul style="list-style-type: none"> Fourth round of unpacking Tataiako focus on Tangata Whenuatanga. Utilise this knowledge to improve teaching and learning. Gaining a deeper understanding of the implications of Tataiako on teaching/learning. Meeting PTC's. Unpick/unpack Te Takanga o Te Wa Maori History and its place in Waikanae Way (Curriculum) for 2018 and beyond Use of new PTC Evidence Log. Use of Achievement Targets and Priority Learner Plans to raise Maori achievement levels. Further embed Powhiri into school culture. Continue the implementation of the Kai Rahi Reo Programme via Tuatahi Trust. Year 1 to 4 classes New purchases for Kapa Haka uniform <p><u>Commentary:</u></p>
		<p><i>Raise achievement for our identified priority learners.</i></p> <ul style="list-style-type: none"> Set Achievement Targets for priority learners for 2018 <ul style="list-style-type: none"> Priority Learners Identified using 2017 National Standards results. School wide targets set for Priority Learners as per MoE and charter 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 2017 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. Rainbow Reading, RTLBs and IEPs etc. <p><u>Commentary:</u></p>
		<p><i>Find and use opportunities to access then use 'student voice'.</i></p> <ul style="list-style-type: none"> Obtain student input into charter and 3-5 Year strategic plan review process Strengthen and embed Student Leadership Group. Use of Peer Mediators <p><u>Commentary:</u></p>
		<u>Commentary:</u>

STUDENT ACHIEVEMENT TARGETS AND INTERVENTIONS

READING

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 2017. We track this group without adding new enrolments.
3. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 31 December 2017. 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 Standard in Reading on 31 December 2016. 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 84 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 2018	Years March 2018	
	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 2018	Maori Feb 2018.	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	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 2018	Maori Feb 2018	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	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 2018	Maori Feb 2018	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	5	OTJs: End of Year OTJs. % of students above whole school Performance for December 2017 i.e. 85%	84% Dec 2017	% Dec 2018	

Pacific Peoples Containing 13 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Running Record: The 'Readability' median baseline plus 12 months progress (1)	Years March 2018	Years March 2018	
	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 2018	Pacific Peoples Feb 2018.	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	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 2018	Pacific Peoples Feb 2018	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	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 2018	Pacific Peoples Feb 2018	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2018	
	5	OTJs: End of Year OTJs. % of students above whole school Performance for December 2017 i.e. 85%	76% Dec 2017	% Dec 2018	

Year 2 Containing 11 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 2018	Years March 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

Year 3 Containing 4 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 2018	Years March 2019	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

Year 4 Containing 4 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 2018	Years March 2019	
	2	STAR: Average baseline plus 18 months progress (24.3 Points)	Feb 2018	Feb 2018	

	3	PAT Reading Vocab: Average baseline plus 18 months progress (12.75 patv)	Feb 2018	Feb 2019	
	4	PAT Reading Com: Average baseline plus 18 months progress (10.5 patc)	Feb 2018	Feb 2019	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

Year 5 Containing 4 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 2018	Years March 2019	
	2	STAR: Average baseline plus 18 months progress (17.11 Points)	Feb 2018	Feb 2019	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (11.7 patv)	Feb 2018	Feb 2019	
	4	PAT Reading Com: Average baseline plus 18 months progress (13.8 patc)	Feb 2018	Feb 2019	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

Year 6 Containing 11 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 2018	Years March 2019	
	2	STAR: Average baseline plus 18 months progress (13.35 Points)	Feb 2018	Feb 2019	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (9.45 patv)	Feb 2018	Feb 2019	
	4	PAT Reading Com: Average baseline plus 18 months progress (12.3 patc)	Feb 2018	Feb 2019	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

Year 7 Containing 9 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 2018	Years March 2019	
	2	STAR: Average baseline plus 18 months progress (10.15 Points)	Feb 2018	Feb 2019	
	3	PAT Reading Vocab: Average baseline plus 18 months progress (7.65 patv)	Feb 2018	Feb 2019	
	4	PAT Reading Com: Average baseline plus 18 months progress (10.8 patc)	Feb 2018	Feb 2019	
	5	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	Dec 2018	

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Year 8 Containing 18 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 2017	Dec 2018	

WRITING TARGETS

Notes

1. The Maori Cohort contains all students enrolled as Maori at 31 December 2017. We track this group without adding new enrolments.
2. The Pacific Island Cohort contains all students enrolled as Pacific Islanders at 31 December 2017. 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 Standard in Writing on 31 December 2017. 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 84 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 2018	aWs Oct 2018	
	2	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2018	Oct 2018	
	3	OTJs: End of Year OTJs. % At and Above Whole School Performance 77% Dec 2017	73% Dec 2017	% Dec 2018	

Pacific Peoples Containing 13 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 2018	aWs Oct 2018	
	2	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2018	Oct 2018	
	3	OTJs: End of Year OTJs. % At and Above Whole School Performance 77% Dec 2017	76% Dec 2017	% Dec 2018	

Year 2 Containing 8 Students	Assessment Tool		Base line	Performance	Met or Not Met
	1	Writing Exemplars : Median Curric level plus 8 months progress (1 sublevels)	April 2018	Oct 2018	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 3 Containing 9 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 2018	aWs Oct 2018	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 4 Containing 9 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 2018	aWs Oct 2018	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 5 Containing 9 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 2018	aWs Oct 2018	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress (5.7patpg)	Feb 2018	Feb 2019	
	4	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 6 Containing 19 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 2018	aWs Oct 2018	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress (4.3patpg)	Feb 2018	Feb 2019	
	3	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 7	Assessment Tool		Base line	Performance	Met or Not Met
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Containing 16 Students	1	e-asTTle: Base average e-asTTle score for cohort plus 8 months progress (29 aWs)	aWs April 2018	aWs Oct 2018	
	2	PAT Punctuation and Grammar: Av baseline plus 18 months progress 4.2patpg)	Feb 2018	Feb 2019	
	3	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

Year 8 Containing 27 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 2018	aWs Oct 2018	
	2	OTJs: End of Year OTJs. % At and Above. Base line plus 25 %	0 % Dec 2017	% Dec 2018	

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 Standard in Mathematics at 31 December 2018. 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 84 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 2018	Maori Feb 2019	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2019	
	3	OTJs: End of Year OTJs. Note that Maori Achievement is at/above the levels NZ European and the All i.e.74%.	80% Dec 2017	% Dec 2018	

Pacific Peoples Containing 13 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 2018	Pacific Peoples Feb 2019	
			NZ Euro/Pakeha Feb 2018	NZ Euro/Pakeha Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above Whole School Performance 74% Dec 2018	92% Dec 2018	% Dec 2018	

Year 2 Containing 5 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2017	0% Dec 2018	

Year 3 Containing 3 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2017	0% Dec 2018	

Year 4 Containing 5 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (13.8 patm)	Feb 2018	Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2017	% Dec 2018	

Year 5 Containing 8 Student	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (12.45 patm)	Feb 2018	Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2017	% Dec 2018	

Year 6 Containing 12 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (9.3 patm)	Feb 2018	Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25%.	0% Dec 2017	% Dec 2018	

Year 7 Containing 14 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (6.75 patm)	Feb 2018	Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25 %.	0% Dec 2017	% Dec 2018	

Year 8 Containing 19 Students	Assessment Tool		Baseline	Performance	Met or Not Met
	1	PAT Maths: Average baseline plus 18 months progress (8.1 patm)	Feb 2018	Feb 2019	
	2	OTJs: End of Year OTJs. % At and Above. Baseline plus 25%.	0% Dec 2017	% Dec 2018	

2018 Actions and Interventions

		Responsibility	\$	Dates	Expected Outcomes
Targeted Interventions	Target groups of Priority Learners performing at well below/below identified by 2017 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	\$	Dates	Expected Outcomes
Professional Development	Revisit	Values	DP/AP/Senior Leaders, Class Teachers	Syndicate and Staff Meetings	Term 1 2018 and on-going	The school values will be further embedded with a school wide focus on one particular value for an agreed period of time. Children will be rewarded and tracked and actions will be celebrated through school, syndicate and class assemblies. A review of the reward system and its continued effectiveness will be made at the end of the year.
		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 “Tangata Whenuatanga”. 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 \$15,000	On-going	AdvisersPlus/Dinah Harvey to continue to run a two-year 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 teacher’s understanding of what to teach in maths, including specific foci on place value, proportions and ratio, strand maths and effective use of rich tasks. PD will also likely focus on deepening teacher knowledge on the vertical progressions and connections for learning in the frameworks, visual maths through effective materials and diagrams, active use of the Waikanae Pedagogy document to drive individual teacher changes in practice and growing an understanding of how to teach through mixed ability teaching vs whole class teaching or straight ability groups.

		Mathematics Pedagogy	DP/Maths Team	Syndicate and Staff Meetings and Teacher. Only Days \$15,000	On-going	Active use of the Waikanae Pedagogy document to drive individual teacher changes in practice. This will include learning from the work of John Hattie on “Impact” (Teachers make changes which is great, so what impact does that have on student engagement and achievement).
		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. Develop new maths team members to enable them to become co-teachers/modellers alongside our own colleagues.

Glossary

AP	Assistant Principal	A senior member of the school's management team, 3 rd in charge.
AOs	Achievement Objectives	Achievement Objectives in this instance relate specifically to the curriculum level and targets in each area of the NZC.
BOT	Board of Trustees	The school's governing body.
BYOD	Bring Your Own Device	Terminology for students bring their own Laptop Netbook etc. to school and hooking into the Network in contrast to all devices being school owned
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.
ELLS	English for Speakers of Other Languages	Usually refers to programmes implemented to help migrant students whose first language is not English.
ICT	Information and Communication Technology	Computer technology and its applied uses usually within a school context.
KCDC	Kapiti Coast District Council	
KOS	Keeping Ourselves Safe	A personnel safety programme developed by the NZ Police. Run in most Primary and Intermediate Schools, usually with the assistance of NZ Police personnel and after parent consultation. Aims to give students strategies for dealing with unsafe situations ranging from Fire Safety to Sexual Abuse.
	Lexia	A web based package that helps teachers provide specific programmes of work for dyslexia students. Currently costing the school \$3k one off cost and \$325 per year for 5 simultaneous sign ons.

LMS	Learning Management System	Cloud Technology that allows for an electronic interface between home school and the world. Manages student learning on the web. Our current system is called ‘Spike’ and is in fact the software upon which our school website is based.
	Mathletics	Cloud Technology that allows for an electronic interface between home school and the world. Manages student learning in writing. An invaluable tool that should have direct spin offs in raising student achievement in writing. Costs are parent funded at \$30k over three years.
NAG	National Administration Guidelines	NZ’s overarching guidelines for school administration. There a six sections which are the basis for this Charter.
NEG	National Education Goals	The NZ’s overarching goals for school administration. See page seven.
NEN	National Education Network	An ultra-high speed fibre network that will ultimately connect all Schools. Sits outside the commercial Internet and connects directly to KAREN and the WWW at super-fast speeds and band widths.
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.
ORS	On-Going Resourcing Scheme	The MoE scheme which supports the High and Very High Special Needs Students. This is supposed to be the neediest one percent of the population. It is extraordinarily hard to qualify. We have had four student in fourteen years qualify for this scheme.
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.
SEG	Special Education Grant	A ring fenced component of our School’s Operational Funding that we receive from the MoE for the purpose of assisting ‘moderate special needs’ students with their learning. We currently receive \$22k annually.
SPG	School Property Guidelines	The MoE Guidelines for dividing up all the property dollars amongst all the schools. A formulaic system for allocating cash to schools and property projects.

SMS	School Management System	Cloud Technology or Server based software that manages our student database. Our current SMS is a server based system called School Master.
STAR	Supplementary Tests in Reading	Another NZCER reading test.
TFEA	Targeted Funding For Educational Achievement	A ring fenced component of our School's Operational Funding, received from the MoE for the purpose of improving student achievement outcomes. Due to the paucity of funding in the Special Education sector, this funding is often used to supplement the SEG. We currently receive \$22k annually.

BOARD OF TRUSTEES CHARTER UNDERTAKING

The Waikanae School Board of Trustees accepts this as the school's guiding document for the 2018 school year.

Signed: Date:

Rawiri Faulkner Chairperson
Waikanae School Board of Trustees

Signed: Date:

Bevan Campbell
Principal
Waikanae School