




**CHARTER  
2015**

# AORANGI PRIMARY SCHOOL

<p style="text-align: center;"><b>OUR VISION</b></p> <p>To grow children who:</p> <ul style="list-style-type: none"> <li>• believe they can achieve their highest aspirations. <b>(Head)</b></li> <li>• actively build positive relationships based on our school values. <b>(Heart)</b></li> <li>• are continuously curious, innovative and resilient. <b>(Hand)</b></li> </ul>		<p style="text-align: center;"><b>OUR MISSION STATEMENT</b></p> <p>We will achieve our personal best in a happy, supportive environment. Ka tutuki e tatou katoa i roto i te Wairua.</p>															
<p style="text-align: center;"><b>OUR CORE VALUES</b></p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">*Aroha</td> <td style="text-align: center;">*Manaaki</td> <td style="text-align: center;">*Wairua</td> </tr> <tr> <td style="text-align: center;">Respect</td> <td style="text-align: center;">Responsibility</td> <td></td> </tr> <tr> <td style="text-align: center;">Duty</td> <td style="text-align: center;">Honesty &amp; Truthfulness</td> <td></td> </tr> <tr> <td style="text-align: center;">Consideration</td> <td style="text-align: center;">Kindness</td> <td></td> </tr> <tr> <td style="text-align: center;">Obedience</td> <td style="text-align: center;">Compassion</td> <td></td> </tr> </table>	*Aroha	*Manaaki	*Wairua	Respect	Responsibility		Duty	Honesty & Truthfulness		Consideration	Kindness		Obedience	Compassion		<p><b>Karearea</b>, the New Zealand falcon, soars high in the sky and has exceptional eyesight. It can see great distances. It symbolises our goal of reaching our highest aspirations.</p> <p><b>The letter 'A'</b> stands for Aorangi School. It also represents our maunga, Mount Ngongotaha. Aorangi means 'piercing the sky' and symbolises our goal of rising to great heights to achieve our highest aspirations.</p> <p><b>The three koru</b> represent our head, heart and hands.</p> <p><b>Head</b> – the belief we have in ourselves to achieve highly.</p> <p><b>Heart</b> – the values we have in ourselves to achieve highly.</p> <p><b>Hand</b> – the skills we develop that enable us to achieve.</p>	<p style="text-align: center;"><b>BOARD'S UNDERTAKINGS</b></p> <p><b>Consultation with the Maori and Wider Community</b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• consult with parents/whanau regarding their aspirations for student achievement.</li> <li>• consult with parents/whanau and the wider community regarding the implementation of the cultural competencies underlying Tataiako.</li> <li>• continue consultation with parents regarding the reporting of student achievement against the National Standards.</li> </ul> <p><b>Ratification of Charter</b></p> <ul style="list-style-type: none"> <li>• Feb 2015</li> </ul> <p><b>Submitting copy of Charter &amp; Annual Report</b></p> <ul style="list-style-type: none"> <li>• 1 Mar 2015 &amp; 31 May 2015</li> </ul>
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## DESCRIPTION OF SCHOOL & SCHOOL COMMUNITY

Aorangi School opened in 1976 as a purpose-built flexible space, contributing primary school catering for New Entrants to Year 6 students. We are situated in the Western Heights area of Rotorua but are not immediately identifiable with a specific geographic location.

There are four flexible space teaching areas in our school. Each area is the equivalent of four conventional classrooms. In 1999 Te Whare Matauranga (the Learning Centre) was completed, housing resources to support teaching programmes, library books and computers to facilitate student e-learning. Recreational facilities are very good. There are both hard court and astro-turf areas, grassed fields suitable for general play and major games, and two adventure playgrounds.

Aorangi is a multi-cultural school catering for 90% Maori students, 5% Pakeha students, 4% Pasifika students plus some students from other ethnic groups. Many of our students come from single parent and/or low-income families. The majority of new entrant students have limited experience of a kindergarten, play-centre or kohanga reo.

Our roll has tended to fluctuate with the transient population but has recently increased. Our current Staffing Entitlement is 7.96 teachers. We currently employ seven full time teachers, one part time teacher, a school secretary, three teacher aides, and a caretaker. Our staff has a balance of culture, experience and expertise.

Community involvement and participation in the school is encouraged. Major school events such as Student-Led Conferences, Education Outside the Classroom experiences and fund-raising activities are well supported. The B.o.T is a committed and supportive body. Because more and more of our parents are employed, active support for curricula and non-curricula school activities has declined, so engaging our whanau and community continues to be an area of focus for our school.

# CULTURAL DIVERSITY AND INCLUSION

## **AORANGI SCHOOL AND CULTURAL DIVERSITY**

- Aorangi Schools acknowledges the principles of the Treaty of Waitangi.
- All cultures within the school will be valued and celebrated.
- Students will value each other's heritage and culture.
- All staff members will ensure that students from all cultures are treated with respect and dignity.

## **THE UNIQUE POSITION OF MAORI CULTURE**

Aorangi School is 90% Maori.

All staff are expected to develop an awareness of Te Reo Maori me nga Tikanga and this will be an integral part of classroom programmes.

## **WHAT REASONABLE STEPS WILL AORANGI SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM**

Daily programmes will include Te Reo Maori where appropriate.

Te Reo Maori me nga Tikanga will be timetabled into all class programmes and will be monitored by the teacher in charge of Maori programmes.

All teaching staff will undertake professional development in Te Reo Maori me nga Tikanga as part of weekly staff meetings.

## **WHAT WILL AORANGI SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO MAORI FOR FULL TIME STUDENTS**

All such requests will be considered by the Board of Trustees with regard to:

- Personnel with the requisite skill and qualifications.
- Overall school financial position.
- Availability of accommodation within the school.

## **WHAT STEPS WILL BE TAKEN TO DISCOVER THE VIEWS AND CONCERNS OF AORANGI SCHOOL'S MAORI COMMUNITY**

A range of steps will be taken to gather the voice of the Maori community. These will include:

- Student Led Conferences
- School and Board of Trustee Newsletters and Surveys
- Face to face discussions during school events.
- Maintaining a welcoming open door policy.

## **AORANGI SCHOOL AND INCLUSION**

At Aorangi School, we promote the values of Respect, Consideration, Responsibility, Kindness, Duty, Obedience, Honesty and Truthfulness and Compassion.

We recognize the needs of all students, including those with special educational needs and / or are gifted and talented.

We are committed to the success of all learners, and to creating every opportunity for them to enjoy school, participate fully, and achieve to their potential.

## **TRANSITION TO SCHOOL**

Aorangi School has strong relationships with Early Childhood Centres in our area.

A Pre-Entry class for any 3-4 year olds who will be attending our school is held each week. The focus of this programme is an introduction to school routines, socialization with others, and early literacy and numeracy skills.

## **SPECIAL EDUCATIONAL PROGRAMMES**

- The needs of students who have special educational needs must be addressed and Aorangi School acknowledges that there is a continuum of needs and a continuum of provision.
- Special Educational Needs students are those who achieve at a lower than expected level for their age in relation to the national curriculum and may be identified as having a specific or general learning disability. Additionally, social, emotional and behavioural needs may affect the learning of some students.
- The needs of most students within the school will be met in mainstream classrooms through a differentiated teaching and learning programme, additional support from within school and / or outside agencies and will be planned and evaluated in partnership with whanau and families.

## STRATEGIC GOALS

### GOAL 1

We will continue to raise achievement of all students, particularly in literacy and numeracy.

### GOAL 2

We will provide excellence in teaching through the development of high quality teaching and learning programmes and performance management systems.

### GOAL 3

We will further develop strong relationships with whanau and the wider community and ensure all families are engaged in their child's learning.

### GOAL 4

We will uphold our commitment to strong values, our school ethos and high standards of behaviour to ensure our learning environment is safe and pleasant for all.

### GOAL 5

We will further develop student's critical thinking skills and creative problem solving through the use of SOLO taxonomy and inquiry learning.

### GOAL 6

We will effectively manage school budgets and finances to ensure the efficient running of our school and that all buildings, assets and programmes facilitate student learning.

## STRATEGIC PLAN 2015 - 2017

### STRATEGIC GOAL 1

- We will continue to raise achievement of all students, particularly in literacy and numeracy. (NAG 1 – Curriculum, NAG 3 - Personnel).

### STRATEGIC OBJECTIVES 2015 – 2017

- To accelerate student achievement in literacy and numeracy across the school for all learners.
- Provide opportunities in performing arts, music, P.E, visual art, and the environment.

2015 Objective	Action Required	Expected Outcomes	Reporting Progress and Review
<p>All students show evidence of progress and achievement in literacy and numeracy.</p> <p>Provide support for Maori and Pasifika students and for special needs students who are under-achieving.</p>	<p>Teachers to track student progress and achievement each term, identify target groups of students not achieving or at-risk, and plan and provide intensive targeted teaching for these groups.</p> <p>Implement the Accelerated Learning in Mathematics (ALiM) programme for target students.</p> <p>To implement professional learning development in The Nature of Science for teachers.</p> <p>Utilise the Ngati Whakaue grant and the Operations Grant to provide additional literacy and numeracy support in the first two years of school and provide an introductory programme for 3 – 4 year olds.</p> <p>Students with specific learning and / or behavioural needs are identified and programmes put in place to address their needs.</p>	<p>The majority of students are achieving at or above National Standards in literacy and numeracy.</p> <p>Under-achievement in literacy and numeracy for Maori and Pasifika students is reduced.</p> <p>Teachers and students are excited about and engaged in interesting and relevant science programmes. Literacy and Numeracy skills are improved through the context of Science.</p> <p>Through a smooth transition to school, small class sizes and focused support, students have the best possible opportunities to make progress in literacy and numeracy.</p> <p>Students with special needs are able to access the curriculum and achieve as citizens and learners.</p>	

<p>Students are provided with opportunities to reach their potential in other areas such as The Arts, Sports, Leadership, the environment, Te Reo me nga Tikanga Maori and Kapahaka.</p>	<p>Organise an E.O.T.C day experience to Hamilton Zoo for junior students and a five day camp in Auckland for senior students.</p> <p>Sports co-ordinator works with sports leaders to develop leadership skills and to ensure a rich variety of physical activities are available for students at Fitness, interval and lunchtime.</p> <p>The Go 4 It fundamental sports skills programme run by Sport B.o.P continues.</p> <p>A variety of lunch-time activities in music, visual art, e-learning, library skills and gardening are provided for students.</p> <p>Employ a music teacher to enhance student's singing and instrument skills.</p> <p>Employ a tutor to co-ordinate and tutor Kapa haka skills to all students.</p> <p>Organise a Marae visit to strengthen tikanga.</p>	<p>Students develop citizenship and key competencies through a range of outdoor activities.</p> <p>All students participate enthusiastically and confidently in physical activities at school and through the Dynamo Leaders workshops.</p> <p>Students have the skills required to take part in physical education and sports activities competently and confidently.</p> <p>Students have a range of options for activity beyond academic, sporting and performance opportunities.</p> <p>Students develop music and singing skills and the confidence to sing in front of an audience.</p> <p>Kapa haka performance reflects a high level of confidence, enjoyment and skill.</p> <p>Students understand protocols and kawa on the Marae.</p>	
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<b>STRATEGIC GOAL 2</b>			
<ul style="list-style-type: none"> <li>We will provide excellence in teaching through the development of high quality teaching and learning programmes and performance management systems. (NAG 1 – Curriculum, NAG 2 – Planning &amp; Reporting, NAG 3 – Personnel)</li> </ul>			
<b>STRATEGIC OBJECTIVES 2015 – 2017</b>			
<ul style="list-style-type: none"> <li>Promote the quality of teaching through whole-school professional learning and development in literacy and numeracy.</li> <li>Implement a robust performance appraisal system that embraces the Teachers Council ‘Criteria for Registered Teachers.’</li> </ul>			
<b>2015 Objective</b>	<b>Action Required</b>	<b>Expected Outcomes</b>	<b>Reporting Progress and Review</b>
<p>To increase teacher content and assessment knowledge, and use of effective pedagogy in all curriculum areas.</p> <p>To review the Aorangi Curriculum assessment procedures to ensure they provide teachers with a framework that facilitates literacy and numeracy achievement.</p> <p>To provide C.R.T that is consistent and enables teachers to reflect on their practice and plan effective programmes.</p> <p>Utilise ‘teaching as inquiry’ to build a culture of reflective practice and on-going professional learning.</p>	<p>Teachers to utilise the school-wide professional learning development programme facilitated by Paul Ashman (Science facilitator – Te Toi Tupu)</p> <p>The Literacy Progressions and the Numeracy profiles are used to develop and implement observation checklists for teachers to monitor the progress and achievement of students.</p> <p>Health &amp; P.E and Social Studies essential learning areas are reviewed as part of regular review cycle.</p> <p>Provide release time that accommodates teacher preferences.</p> <p>Teachers reflect on school-wide professional development goals, identify individual goals, maintain a record of evidence for the appraisal process, and utilise the coaching and mentoring partnerships to reflect and take part in professional learning conversations regarding their practice.</p>	<p>Teachers have sound knowledge and understanding of effective teaching and assessment practices in Science.</p> <p>Students are actively engaged and enthusiastic about Science and the world around them. Science programmes are dynamic, exciting and focused on developing the science competencies through The Nature of Science.</p> <p>Underachievement in literacy and numeracy is reduced.</p> <p>Teachers use observations of students to make valid and reliable overall teacher judgements.</p> <p>School-wide review identifies areas for future focus to enhance teaching and learning.</p> <p>Teachers receive release time that is effective in reducing their after hours work load and assists in effective teaching.</p> <p>Teachers inquire into the impact of their practice on student achievement, particularly Maori, Pasifika and those with special needs, contribute to professional learning conversations and enhance their pedagogical practice and student achievement.</p>	



**STRATEGIC GOAL 3**

- We will further develop strong relationships with whanau and the wider community and ensure all families are engaged in their child's learning. (NAG 1 – Curriculum, NAG 2 - Planning & Reporting)

**STRATEGIC OBJECTIVES 2015 – 2017**

- Provide opportunities for parent involvement in their child's education, including reporting on their progress and achievement.
- Provide high-quality and clear information to parents and the school community on school-wide achievement.
- Collaborate and consult with the community on all key decisions affecting the school.

<b>2015 Objective</b>	<b>Action Required</b>	<b>Expected Outcomes</b>	<b>Reporting Progress and Review</b>
<p>To provide opportunities for whanau to become more involved in the education of their children and in school events.</p> <p>Ensure that teaching and learning programmes include and reflect the needs and aspirations of the community.</p>	<p>Review Student Led Conferences and Achievement Books to ensure parents are receiving clear information in plain language and are well informed as to their child's progress and achievement.</p> <p>Hold Reading Together workshops and an Information Evening on reading and writing</p> <p>Provide opportunities for student learning to be show-cased on the school website and accessed by parents at home and at school.</p> <p>To inform parents on important issues through the weekly newsletter.</p> <p>The Maori E.L.A leader will liaise with Te Roopu Manaaki parent group on Tataiako and how to facilitate whanau engagement in school activities.</p>	<p>Students continue to take greater responsibility for their own learning and share this with their parents.</p> <p>Parents are reported to in plain language each term and through a formal report twice each year.</p> <p>Parents understand the progress and achievement made by their child in relation to the national standard.</p> <p>Parents are well informed about their child's learning and are able to assist in the learning process.</p> <p>Their child's learning process is made visible to parents who can further support this.</p> <p>School systems and practices will be culturally appropriate and facilitate whanau engagement in school activities.</p>	

<b>STRATEGIC GOAL 4</b>			
<ul style="list-style-type: none"> <li>We will uphold our commitment to strong values, our school ethos and high standards of behaviour to ensure our learning environment is safe and pleasant for all. (NAG 5 – Health &amp; Safety)</li> </ul>			
<b>STRATEGIC OBJECTIVES 2015 – 2017</b>			
<ul style="list-style-type: none"> <li>Provide a safe learning environment where student behaviour demonstrates a commitment to our school values.</li> <li>Provide a learning environment that is safe and respectful of people, property and the environment.</li> </ul>			
<b>2015 Objective</b>	<b>Action Required</b>	<b>Expected Outcomes</b>	<b>Reporting Progress and Review</b>
<p>To continue embedding and embracing Restorative Practices and a strong school values programme as the key strategy for managing student behaviour.</p> <p>To continue the Health Promoting Schools programme with the aim of attaining a Gold award.</p> <p>To continue to model and implement environmental sustainability practices in school operations.</p>	<p>Participation in and implementation of the Incredible Years Classroom Management programme taken by Erna Cullen and Shaaron Piatek (RTLb).</p> <p>To ensure that the School Behaviour Management programme is followed consistently by all staff.</p> <p>Student leadership skills are developed through the implementation of School and Sports Leaders teams.</p> <p>School Leaders collect student voice and meet with the Principal regularly to discuss issues.</p> <p>One class participates in a 'Roots of Empathy' programme.</p> <p>A teacher and students from the Health Promoting Schools team attend the Health Promoting School's workshops and report back to students on the work done towards maintaining healthy practices.</p> <p>Implement the Heart Foundation's Heart Start programme and continue Food for Thought.</p>	<p>Students develop social skills and key competencies of self management, participating and contributing and relating to others.</p> <p>Teachers are supported in developing and maintaining positive relationships with students. Learning time is optimized.</p> <p>Students understand that there are consistent rules, rewards and consequences and feel that they are treated fairly.</p> <p>Students feel that they are listened to and take an active part in what happens in the classroom and at school.</p> <p>Students develop a greater degree of empathy for others and citizenship skills.</p> <p>Health and Well Being is an integral part of the school ethos. Work is completed towards the Gold Award in Health Promotion.</p> <p>Work is completed towards the Heart Foundation Excellence Award. Students have an improved understanding of good nutrition.</p>	

<b>STRATEGIC GOAL 5</b>			
<ul style="list-style-type: none"> <li>We will further develop student's critical thinking skills and creative problem solving through the use of SOLO taxonomy and inquiry learning. (NAG 1- Curriculum)</li> </ul>			
<b>STRATEGIC OBJECTIVES 2015 – 2017</b>			
<ul style="list-style-type: none"> <li>To utilize SOLO taxonomy when planning integrated topic studies and evaluate student achievement against the taxonomy using formative assessment practices.</li> <li>To use inquiry learning as a base for all thematic studies.</li> </ul>			
<b>2015 Objective</b>	<b>Action Required</b>	<b>Expected Outcomes</b>	<b>Reporting Progress and Review</b>
<p>Opportunities for all students to discuss their learning during and after a lesson are provided by classroom teachers.</p> <p>To continue the use of SOLO taxonomy as a planning, teaching and formative assessment tool.</p>	<p>Teachers ensure that the focus in learning programmes is on student and not teacher talk.</p> <p>Regular and short pair and group discussion sessions and a feedback session at the end of each lesson are timetabled.</p> <p>Professional learning development is provided for staff on the use of SOLO as part of Inquiry Learning to enhance teaching and learning programmes.</p> <p>Professional Learning Conversations on the development of units based on the inquiry learning approach are timetabled each term.</p>	<p>Students take more responsibility for their own learning.</p> <p>Students are increasingly confident in identifying where they are in the learning process and identifying the next steps in learning.</p> <p>All students are increasingly confident in reporting their learning achievement to parents at Student Led Conferences.</p> <p>All thematic studies will be based on an inquiry, utilise the principles of SOLO taxonomy and emphasise the development of higher order thinking skills.</p>	

**STRATEGIC GOAL 6**


- We will effectively manage school budgets and finances to ensure the efficient running of our school and that all buildings, assets and programmes facilitate student learning. (NAG 4 – Property & Finance, NAG 6 – Legislative Requirements)

**STRATEGIC OBJECTIVES 2015 – 2017**

- Monitor and review the needs of the school to ensure continuous improvement of the e-learning environment.
- Monitor and review the needs of the school to ensure continuous improvement and upgrading of the physical environment.
- Implement the 2013 5YA programme of action to ensure a modern learning environment for students.
- To ensure the school complies with all general legislation.

<b>2015 Objective</b>	<b>Action Required</b>	<b>Expected Outcomes</b>	<b>Reporting Progress and Review</b>
	<p>The re-cycling and edible gardens programme are continued and extended with students using the produce to make healthy recipes.</p> <p>The replacement of the existing sliding doors with telescopic sliding doors commences.</p> <p>The Lunch area is upgraded and the class gardens are extended.</p> <p>Data Projectors are installed in all classrooms to enhance teaching and learning.</p> <p>A computer replacement programme is implemented.</p> <p>The Area 1 upgrade of acoustic tiling and lighting begins.</p> <p>All student attendance is monitored for early detection of truancy patterns and issues are acted upon.</p>	<p>The school actively engages in and promotes environmental sustainability, healthy eating and growing of food.</p> <p>Students are able to enter and leave classrooms easily and heat in rooms is conserved.</p> <p>Students have a shaded area to eat their lunch and opportunities to grow their own produce.</p> <p>Teachers in Room's 3, 4 &amp; 5 are able to utilize e-learning programmes for all students who can then become teachers of e-learning in their classes.</p> <p>All computers in Te Whare Matauranga are less than 3 years old. Computers removed from the suite are installed in classrooms for student use.</p> <p>Student learning is enhanced through the provision of a modern learning environment.</p> <p>All students attend school regularly and are able to access the curriculum effectively.</p>	

# ANNUAL PLAN OVERVIEW 2015

<p><b>NAG 1 – CURRICULUM Teaching and Learning Programme Development</b></p> <ul style="list-style-type: none"> <li>• To consolidate the work done in raising student achievement against the mathematics standards and the numeracy framework.</li> <li>• Provide additional support for students (ALiM, Early Words, Talk to Learn, Quick 60).</li> <li>• To increase teacher knowledge and understanding of the principles, processes and practices of effective Science programmes.</li> <li>• To foster student engagement in learning through academically productive talk.</li> <li>• To encourage students taking responsibility for their own learning through encouraging more student talk in classrooms.</li> <li>• To foster critical and higher order thinking through SOLO taxonomy and to encourage students to take responsibility for their learning through the use of Inquiry Learning.</li> </ul>	<p><b>PRIORITY AREAS FOR STUDENT ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>• To increase the numbers of students who are achieving at or above the national standard in reading.</li> <li>• To accelerate student achievement in maths across the school, particularly students in Stage 4 of the numeracy framework.</li> <li>• To accelerate student achievement in writing across the school.</li> </ul>	<p><b>NAG 2 – PLANNING &amp; REPORTING</b></p> <ul style="list-style-type: none"> <li>• Review strategies for reporting against the National standards to parents in Year 1, the Achievement Books, Student Led Conferences and through the School Management System.</li> <li>• To report to the Board of Trustees, the community and the MOE on progress and achievement of students, identifying school strengths and areas for development.</li> <li>• Review policies as stated the policy review schedule, conduct school wide review on the school curriculum and Maori and Technology and any other areas as identified by the BoT.</li> <li>• Active engagement by whanau and the community is facilitated by consultation with those groups.</li> </ul>	<p><b>NAG 3 – HUMAN RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Provide CRT that is consistent and meets the needs of teachers, within the school budget.</li> <li>• Provide adequate release time for the Deputy and Assistant Principals to ensure they have time to fulfill their additional responsibilities.</li> <li>• The Self – Review process identifies personal professional development needs and these are addressed through the performance management system.</li> </ul>
<p><b>SCHOOL COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Communication through the school and B.o.T newsletter, parent information evenings and ensuring the maintenance of an 'open door' policy.</li> <li>• Consultation on teaching and learning programmes through surveys and invitations to school events.</li> <li>• Support Te Roopu Manaaki parent group's efforts to engage whanau in school activities.</li> </ul>	<p><b>NAG 4 – PROPERTY &amp; FINANCE</b></p> <ul style="list-style-type: none"> <li>• To ensure that the spending reflects the priorities stated in the 2015 charter and budget.</li> <li>• To ensure that the 5YA projects are implemented with the upgrade of Area 1.</li> <li>• To ensure that students have the best possible access to resources, equipment and programmes to support their learning.</li> </ul>	<p><b>NAG 6 – LEGAL</b></p> <ul style="list-style-type: none"> <li>• To meet all general legislation.</li> <li>• Monitor school wide attendance to ensure this is greater than 92%.</li> </ul>	<p><b>NAG 5 – HEALTH &amp; SAFETY</b></p> <ul style="list-style-type: none"> <li>• Continue to embed cornerstone values and restorative justice practices.</li> <li>• Ensure that the Incredible Years Classroom Management Programme practices are embedded in the behaviour management plan.</li> <li>• Gather student voice through school leaders on initiatives to increase student involvement and participation in the wider life of the school.</li> <li>• Ensure that we provide a safe physical and emotional learning and working environment.</li> </ul>
		<p><b>SCHOOL REVIEW AND B.O.T DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• Principal's reports to the B.o.T.</li> <li>• School wide self-review of curriculum, policies and systems.</li> <li>• Review of student achievement.</li> <li>• Ongoing review of Student Led Conferences and Reporting to Parents.</li> </ul>	

## ACHIEVEMENT TARGET - READING

<p><b>Teaching and Learning Programme for Development and / or Focus</b></p> <ul style="list-style-type: none"> <li>• Continue Reading Circle programme.</li> <li>• Provide additional support for target students – Early Words, Quick 60, Talk to Learn, PPP)</li> <li>• Implement programmes that encourage and support reading across the curriculum especially in relation to topic study and giving emphasis to the development of topic specific vocabulary.</li> <li>• Ensure that students are being read a variety of high interest texts at least twice each day.</li> <li>• Ensure that reading programmes include deliberate acts of teaching to improve reading achievement and develop an enjoyment of reading.</li> <li>• Continue Parent Education programmes on effective reading assistance through Reading Together workshops and a parent information evening.</li> </ul>	<p><b>Target for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>• To accelerate the achievement of students in their first year of school with 70% reading At or Above the National Standard.</li> <li>• To accelerate the achievement of all students who are Below and Well Below in Reading so that 70% of all students are reading At or Above the National Standard.</li> </ul>		<p><b>Staff and Professional Development</b></p> <ul style="list-style-type: none"> <li>• Review the use of the Effective Literacy Practices handbook to strengthen depth of knowledge and understanding in effective reading programmes through the use of deliberate acts of teaching.</li> <li>• Implement observations checklists from The Literacy Learning Progressions in teaching programmes to ensure overall teacher judgements are accurate.</li> <li>• Provide opportunities for teachers to take part in the Reading Together workshops so they can work with parents in their class on home reading.</li> </ul>
	<p><b>Link to Strategic Planning</b></p> <ul style="list-style-type: none"> <li>• To increase the numbers of students who are reading at or above the national standard in reading.</li> </ul>		
<p><b>Baseline Information</b></p> <p><b>From December 2014 Data</b> <b>Running Records</b></p> <p>Year 1 – 9% at or above N.S Year 2 – 44% at or above N.S Year 3 – 45% at or above N.S Year 4 – 47% at or above N.S Year 5 – 41% at or above N.S Year 6 – 89% at or above N.S</p>	<p><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>• Running records June and November used to assess reading levels.</li> <li>• P.A.T Reading Vocabulary and Comprehension and STAR (Oct) used to identify strengths and areas of need.</li> </ul>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Ongoing review of target through Reading tracking sheets and professional discussion at syndicate meetings.</li> <li>• Formal data gathering and analysis December 2015.</li> </ul>	<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>• Ongoing reporting to BoT each term on student achievement.</li> <li>• Written report to Bot and community in April 2015 on 2014 achievement.</li> <li>• Annual Report to MOE in May 2015.</li> <li>• Regular reporting to parents / whanau through Achievement Books and Student Led Conferences.</li> </ul>
<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>• English Budget</li> <li>• Teacher Release through Operations Grant.</li> <li>• Teacher aide support through Operations Grant.</li> </ul>	<p><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>• Reading at Home facilitated and encouraged.</li> <li>• Access to and provision of Duffy Books.</li> <li>• Support to attend Reading Together workshops.</li> </ul>		<p><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>• MOE funding for Reading Together.</li> </ul>

## ACHIEVEMENT TARGET - WRITING

<p style="text-align: center;"><b>Teaching and Learning Programme for Development and / or Focus</b></p> <ul style="list-style-type: none"> <li>•To continue to enhance teacher knowledge and understanding of the principles, processes and practices of moderating student writing.</li> <li>•To enhance teacher knowledge and understanding of moderating overall teacher judgements in writing.</li> <li>•To foster student engagement in writing through purposeful, directed, supported teaching and practice.</li> </ul>	<p style="text-align: center;"><b>Target for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>•To accelerate the achievement of students in their first year of school with 70% writing At or Above the National Standard.</li> <li>•To accelerate the achievement of all students who are Below and Well Below in Writing so that 70% of all students are At or Above the National Standard.</li> </ul>	<p style="text-align: center;"><b>Staff and Professional Development</b></p> <ul style="list-style-type: none"> <li>•Teachers consolidate the understandings from the school-wide professional learning development programme facilitated by Sharon Ross (Literacy Consultant).</li> <li>•One Review visit by the Facilitator in term three.</li> <li>•Coaching Partnerships gather data in classrooms and take part in reflective discussions to improve practice.</li> <li>•Paired moderation of all writing samples.</li> <li>•Implement observations checklists from The Literacy Learning Progressions in teaching programmes to ensure overall teacher judgements are accurate.</li> </ul>	
<p style="text-align: center;"><b>Link to Strategic Planning</b></p> <ul style="list-style-type: none"> <li>•To accelerate student achievement in writing across the school.</li> <li>•Teachers have sound knowledge and understanding of effective teaching and assessment practices in mathematics and writing.</li> </ul>			
<p style="text-align: center;"><b>Baseline Information</b></p> <p><b>From December 2014 Data</b></p> <p>Year 2 – 53% of students At or Above N.S.          Year 3 – 55% of students At or Above N.S.          Year 4 – 58% of students At or Above N.S.          Year 5 – 41% of students At or Above N.S.          Year 6 – 50% of students At or Above N.S.</p>	<p style="text-align: center;"><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>•Baseline writing data February 2015, Mid-Year assessment in June and End of Year Assessment in October.</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>•Ongoing review of target and target groups each term.</li> <li>•Formal assessment and analysis Dec 2015.</li> </ul>	<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>•Ongoing reporting to BoT each term on student achievement.</li> <li>•Written report to Bot and community in April 2015 on 2014 achievement.</li> <li>•Annual Report to MOE in May 2015.</li> <li>•Regular reporting to parents / whanau through Achievement Books and Student Led Conferences.</li> </ul>
<p style="text-align: center;"><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>•School Operations Grant funding for PLD with Sharon Ross.</li> <li>•Teacher Release through Operations Grant.</li> <li>•English Budget.</li> </ul>	<p style="text-align: center;"><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>•Attendance at Student Led Conferences.</li> <li>•Ongoing information on supporting students through the school newsletter.</li> <li>•Parent Information Evening on Literacy Programmes.</li> </ul>		<p style="text-align: center;"><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>•Access to Resource Teachers: Learning &amp; Behaviour if required.</li> </ul>

## ACHIEVEMENT TARGET - MATHS

<p style="text-align: center;"><b>Teaching and Learning Programme for Development and / or Focus</b></p> <ul style="list-style-type: none"> <li>•To increase teacher content knowledge, pedagogical content knowledge, and assessment knowledge of mathematics.</li> <li>•To develop further understanding and knowledge of how to raise student achievement against the maths standards and the numeracy framework.</li> <li>•Support for target students through The Accelerated Learning in Mathematics (ALiM) programme.</li> </ul>	<p style="text-align: center;"><b>Target for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>•To accelerate the achievement of students in their first year of school with 70% writing At or Above the National Standard.</li> <li>•To accelerate the achievement of all students who are Below and Well Below in Maths so that 70% of all students are At or Above the National Standard.</li> </ul>		<p style="text-align: center;"><b>Staff and Professional Development</b></p> <ul style="list-style-type: none"> <li>•Teachers consolidate the understandings from the school-wide professional learning development programme facilitated by Shirley Collins (Maths Facilitator).</li> <li>•Teacher attendance at maths symposia and maths professional development days each term.</li> <li>•Coaching Partnerships gather data in classrooms and take part in reflective discussions to improve practice.</li> <li>•Observation checklists based on the Numeracy profile to be used by teachers in the formation of accurate overall teacher judgements.</li> </ul>
<p style="text-align: center;"><b>Baseline Information</b></p> <p><b>From December 2014 Data</b></p> <p>Year 1 – 88% of students At or Above N.S.          Year 2 – 58% of students At or Above N.S.          Year 3 – 37% of students At or Above N.S.          Year 4 – 26% of students At or Above N.S.          Year 5 – 47% of students At or Above N.S.          Year 6 – 68% of students At or Above N.S.</p>	<p style="text-align: center;"><b>Ongoing Assessment</b></p> <ul style="list-style-type: none"> <li>•Knowledge Tests – April and October.</li> <li>•GLoSS October.</li> <li>•5Yr SEA and 6Yr Net.</li> <li>•Maths P.A.T</li> <li>•Term Assessments.</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>•Ongoing review of target through writing assessments each term.</li> <li>•Formal data gathering and analysis December 2015.</li> </ul>	<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>•Ongoing reporting to BoT each term on student achievement.</li> <li>•Written report to Bot and community in April 2015 on 2014 achievement.</li> <li>•Annual Report to MOE in May 2015.</li> <li>•Regular reporting to parents / whanau through Achievement Books and Student Led Conferences.</li> </ul>
<p style="text-align: center;"><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>•MOE funding for ALiM programme.</li> <li>•Teacher Release through Operations Grant.</li> <li>•Maths Budget.</li> </ul>	<p style="text-align: center;"><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>•Maths at Home facilitated and encouraged through Maths Wednesday activities.</li> <li>•Support through information in the newsletter.</li> </ul>		<p style="text-align: center;"><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>•MOE - ALiM</li> </ul>