



# TITAHİ BAY SCHOOL

## CHARTER

2019– 2021

**He Manu hou ahau, he pi ka rere  
Learning for Life**

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KURA kids are believers and achievers.	

## MISSION STATEMENT

To promote achievement and self-worth and provide challenging opportunities for all our students and staff

### Learning for Life

He Manu hou ahau, he pi ka rere

#### OUR CULTURE:

We celebrate our dual heritage, and today's multi-cultural school community, respecting and valuing diversity, and have high expectations, inclusiveness and care for ourselves, others and our environment.

#### WHO WE ARE:

Titahi Bay School is nestled in the heart of Titahi Bay, a short distance to our beach and harbor. We have New Entrants – Year 6 children and we are very proud of our achievements. We are a vibrant, big school which embraces the cultural traditions found within our diverse group of students. We currently have 39.91% Maori, 43.85%, Pakeha, 6.42% Samoan, 5.74% Tokelauan, 502% Filipino, .25% Asian, .25% Cook Island 6.25%, Nine 0.25%, British 0.75%, Middle East, .50% Indian, 0.25% African.

#### OUR STRENGTHS:

We have a very effective staff with a lot of experience who deliver innovative programmes across our school. We believe that the foundations to an effective education come about through a very focused teaching and learning programme on:



We offer a wide range of initiatives to ensure all our students are challenged and reach their expected level of achievement. We provide Reading Recovery, Lexia Reading and Priority Learning, target teaching groups for students who need a little extra help. We are very proud of our special needs programme in our school and our Te Manawa area.

We have been developing our teaching skills in Writing, Maths and Spelling over the last two years and have raised the level of achievement across the school. We are currently in our eighth year of Positive Behavior for Learning and in 2018 we fully implemented Restorative Practice.



## **OUR TEACHING STAFF:**

We seek to always employ the most effective teachers to join our team with an emphasis on a range of diverse backgrounds and skills – Our teaching staff are experienced, committed, vibrant, enthusiastic, positive and ready to go the extra mile for our students. Our staff has a range of professional experience and interests and work very collaboratively on all aspects of school development.

All our staff are part of ongoing professional development, particularly in the areas of:

- Reading – Linking Reading with comprehension, Learning Progressions- SHINE
- Writing – Engagement and Motivation to Accelerate achievement. - Learning Progressions - PACT. SHINE. All Hubs working with Auckland University.
- Sounds/spelling – Joy Allcock Research and Shine project
- Math's- Math's Whizz in Year 3 – 6 – Learning Progressions and PACT, NZCER.
- Behavior / wellbeing student – PB4L and social skills programme, Restorative Practice.
- “4D” Becoming a Dyslexia Friendly school- Implementing our screening tools.

Our school wide curriculum reflects THE NEEDS AND INTERESTS OF OUR STUDENTS each year. The staff has a high expectation on achievement but also that all our learning community work harmoniously together.

## **OUR TRADITIONS:**

We have a reputation in the performing arts and Kapa Haka. Our school shows are legendary and always involve the whole school. We celebrate our new 5 year olds coming into our school through Kakano and we hold a very special graduation night at the end of Year 6 – where each child receives a Taonga. We also recognize the Year 6's who have reached the highest level in Numeracy, Literacy, Sports, Visual Arts, Pasifika, Maori, Performing Arts and KURA values awards contribution to school and role models/leaders.

We are a very sporty school and have Saturday netball and hockey and we also compete in a range of sporting events locally and regionally. All new children and staff are welcomed into our school with a Powhiri. The Powhiri team is made of students – the karanga and speaker on the paepae are students.

We run an annual whole school triathlon, held at the beginning of the year which every child trains for and participates in. This has become a popular community event.

**K** Kindness    **U** Unity    **R** Respect    **A** Aspire to achieve

We celebrate that Titahi Bay School uses the KURA anagram as our motto for how we operate at school. KURA on the green is in Term 1, to bring all our whanau together.

## **OUR SCHOOL:**

We are on big grounds with two large grass areas. Our buildings, hall and playgrounds are well maintained. We have shaded areas for children. Our school celebrates enviro education through our edible garden, worm farms and recycling; and we encourage students to take pride in their environment. Each team has an edible garden to look after in the school grounds.

## **OUR COMMUNITY:**

Our community totally supports our school and is very approachable and keen to help us. Our community enjoy coming to all our celebrations, especially when their children are showcasing their talents. We celebrate Academics, The Arts, Sports and our Values programme. We have very supportive parents who work with the school on any new initiative.

## **JOINT EXPECTATIONS:**

Parents, teachers and the community hold high expectations for student achievement:

- Students will become self-motivated, independent and confident
- Parents and teachers will do everything they can to overcome the barriers to learning that some children encounter
- Children will achieve the fundamentals of a good education and in doing so will have fun and discover and experience new and exciting things.
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## **COMMUNITY**

### **CONSULTATION:**

Titahi Bay School consults regularly with our parents and caregivers over matters which affect the education of their children. The consultation process includes strategic plans, school reviews, community surveys and reporting to parents. The BOT has a Maori rep who reports to the Maori community on the progress of Maori students as a group. In 2017 the school had a Maori and Pasifika group who meet termly to focus on student engagement and achievement. The school will, in 2019 Implement the Maori and Pasifika Strategy across our school. We will have an elected student council which will allow students some involvement in school decision making and reporting to our BOT – “students’ voice”. In 2019 we will continue to work on Mutukaroa and fund this from our operational grant as we know it makes a very big difference for our whanau. We will work with groups of whanau on this.

## **EXPECTATIONS:**

A profile (our vision) of a Year 6 student who has spent at least 3 years at Titahi Bay School before leaving us:  
This came from our community feedback to our BoT in 2017.

- \*Be at the expected National Standards level in Reading, Writing and Maths. To be achieving at the expected level and have the necessary skills to be moving onto Year 7/8.
- \*Proud of his/her achievements, school and community
- \*Confident (motivated and happy)
- \*Organized (responsible for self)
- \*Able to persevere (set goals and work hard)
- \*Able to get along with others (friendly and fair), show gratitude
- \*Resilient (able to handle setbacks and conflict)
- \*Able to think for himself/herself and take responsibility
- \*Able to read, write, communicate and use maths skills – to his/her potential
- \*Creative, healthy and active
- \*Excited about learning and future opportunities

## **INCLUSION AND EQUITY:**

At Tihi Bay School we celebrate difference and value people as individuals. The strictest confidentiality will be adhered to in accordance with the Privacy Act 1993. The needs of all our children will be catered for regardless of gender, ethnicity, culture, physical, social and academic abilities. We welcome all children to our school and will work with families to ensure their child receives the correct funding and programmes. Our social play area called 'Te Manawa' is used daily by children and a special programme is planned, organized and run by the school SENCO. All special needs are overseen by our SENCO Jamie Merrick. We use the outreach service from Mahinawa and Claire Oram and Kay Lilly runs the program for ORS funded students.

## **MAORI & PASIFIKA:**

In 2019 this will be a focus by our BOT and Leadership Team and we will identify all tamariki working below and well below and have them in a target program of accelerated learning. We will continue to work on the development of consultation with Maori and Pacific Island community. We will also continue to develop and target achievement levels of our Maori/Pacific Island children. We want children to lead our powhiri both on the paepae and doing the karanga. We will have whanau nights to celebrate our successes. We will continue our Pasifika success night and Kotahitanga night at TBI. We have Murray Patterson working one day a week on Te Reo lessons, extension classes, Kapa Haka training and a boys mentoring programme. We will have Renata Marshall on staff to teach dance and song across our school for our Pasifika program.



## **ENVIRO EDUCATION:**

In 2019 this will be a continued school area of development using the skills of our experienced gardening team in at school. Each team in the school will have an area where they nurture and grow vegetables. We have signed up to the programme from the Garden to the Table also LOVE waste PCC programme and Healthy school lunch box. We will work in our gardens and kitchen and put an implementation plan together in 2019.

The charter drives the operational plan and links with the policies and procedures of the school. The policies and procedures are reviewed on an annual cyclical basis. 2019 the BoT will review all our policies and procedures in line with NZSTA.

Community consultation occurs every third year as part of the self-review of curriculum delivery in term 4 2019 this was gathered after we have a new BoT. The BoT report on student achievement to the community in newsletters and their termly letter to whanau. We also have written a review of 2018 which has been shared with whanau in 2019.

Titahi Bay School's planning year is from January to December each year. A copy of our charter and annual plan will be lodged with the Ministry of Education each February.

**A copy of the annual variance report will be lodged with the Ministry of Education by 1st March the following year.**

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

The School curriculum will recognize and value the unique position of Maori in New Zealand society. All students will have the opportunity to acquire some knowledge of Maori language and culture. The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha values, traditions and histories.

The Leadership Team will share with the Board of Trustees the Maori / Pasifika achievement data stating the percentage of children below, at and above in Term 2 and term 4 and will also share our target programme accelerated learning data. The school entry data and Reading recovery percentages will be shared in Term 2 and 4.

The Board of Trustees will work with IWI in the COL for 2019.

The Board of Trustees will work alongside the Mutukaroa plan to help us engage with our Maori whanau.

## **MAORI / PACIFIC ISLAND ACHIEVEMENT**

## **NEW ZEALAND'S CULTURAL DIVERSITY**

The School curriculum will encourage students to understand and respect different cultures that make up the NZ Society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Europe and the South Pacific.

The School will incorporate tikanga Maori into the curriculum by:

- \* Having a trained teacher one day a week take level 1, 2, 3, lessons in Te Reo - Murray will assess every child who comes into the programme – a report will be written on these children in Term 4. (This programme will be in Terms 3 and 4)
- \* Recognising that students may need to meet more than one set of cultural expectations
- \* Incorporating into the school curriculum, practices that reflect the value of tikanga Maori
- \* Empowering Maori parents and whanau to participate in their child's education by having the chance to put them in a Maori language class
- \* Whole school Kapa Haka training every odd week and on even weeks a student Powhiri group.
- \* Consult with the Maori community using their own consultation processes, in the development of priorities for the education of Maori children
- \* Encouraging children to value each other's heritage and culture
- \* Empowering children to be accepting of other cultures and cultural difference
- \* All new children will be part of a powhiri when they arrive at school and also when the school has visitors
- \* Year 4 - 6 children will be trained to speak on the paepae and girls to perform the karanga
- \* Whanau group meetings to share in school successes and give guidance and feedback to school
- \*

## TITAHI BAY SCHOOL

We want:  
“Young people who will be confident, connected, actively involved, lifelong learners”

### HOW WE DELIVER THE CURRICULUM



Rich Inquiry Learning

Fundamental  
Stepping Stones

## TITAHI BAY SCHOOL - KURA KIDS are Believers and Achievers

These all link to the five key competencies of the NZ Curriculum

### PB4L – K U R A

Thinking  
Managing Self  
Participating and Contributing  
Relating to others  
Using language, symbols and text

Social Sciences  
Technology  
Science  
Health & P.E.  
The Arts  
Enviro

English – Literacy

- Reading
- Writing
- Reading Recovery
- Spelling
- Multi Lit
- Lexia
- Maths – Numeracy
- Maths Support teacher



## HOW WE DELIVER THE CURRICULUM AT TTIAHI BAY SCHOOL

Foundation	Rich context	Inquiry Learning		Technology	The Arts	PE & Health
Literacy & Numeracy	Social Sciences	Science				
<p>*All teaching based on overall teacher judgement and assessment</p> <p>*flexible groupings</p> <p>*Daily instructional lessons</p> <p>*Opportunities to practice and consolidate skills and strengths through relevant and useful independent activities</p> <p>*Targeting students whose learning is at risk with extra support (targeted teaching and teacher aide support)</p> <p>*Integrated programmes across the curriculum to provide purpose for learning</p> <p>*Multi Lit/Lexia programmes</p> <p>*Reading Recovery</p>	<p>This is planned and taught through units from our curriculum delivery document and the NZ curriculum. This is collaboratively written in class/teams and whole school where we can integrate two areas we do.</p> <p>*Belonging to groups</p> <p>*Roles &amp; responsibilities</p> <p>*History of NZ – tangata whenua &amp; subsequent migrations</p> <p>*Culture in our daily lives</p> <p>*Places of significance</p>	<p>*Understanding, investigation and communication in science.</p> <p>*Participating and contributing through these contexts</p> <p><b>- The living world</b></p> <p>- life processes</p> <p>- ecology</p> <p>- evolution</p> <p><b>- Planet Earth &amp; Beyond</b></p> <p>- Earth systems</p> <p>- interacting systems</p> <p>- astronomical systems</p> <p><b>-The physical world</b></p> <p>- physical enquiries</p> <p>- physics concepts</p> <p><b>-The material world</b></p> <p>- property &amp; changes of matter</p> <p>- chemistry &amp; society</p>	<p>*Technology knowledge</p> <p>*Technology practice</p> <p>*The nature of technology at appropriate levels as outlined in the NZC</p>	<p>Rich opportunities to learn about and create:</p> <p>-Visual artworks</p> <p>-Dance</p> <p>-Drama</p> <p>-Music</p> <p>Through:</p> <p>-outside performers &amp; artists working with children</p> <p>-performance opportunities</p> <p>-Artsplash</p> <p>-school concerts</p> <p>-local events</p> <p>Leading to:</p> <p>-understanding in the arts context;</p> <p>-development of practical knowledge</p> <p>-communicating and interpreting</p>	<p><b>P.E.</b></p> <p>*In class/syndicate programmes of:</p> <p>-daily fitness</p> <p>-dance &amp; aerobics</p> <p>-swimming</p> <p>-athletics</p> <p>-skills based programmes using equipment</p> <p>*Out of school senior sports teams:</p> <p>-netball/hockey</p> <p>-arena sports</p> <p>-interschool competitions</p> <p>-sports programmes in school offered by outside agencies</p> <p><b>Health</b></p> <p>*NZC based units of work at class, syndicate, or whole school levels</p> <p>*Life education van</p> <p>*Programmes offered by outside agencies</p> <p>-Police</p> <p>-Roots of Empathy</p> <p>-Public health nurse</p>	

**PB4L – is integrated across everything we teach at this school.**

## HOW WE ASSESS THE CHILDREN

We will use appropriate assessment methodology, including diagnostic (before), formative (during) and summative (after) assessment, particularly in literacy and numeracy. This enables early identification of those students who need extra support, helps us to plan our programmes and the next step learning for individual children or groups and enables us to keep parents well informed on how their child is progressing and what they can do to help.

### Year 1:

- \*School entry assessment
- \*Running records
- \*Junior Assessment of Mathematics (JAM)
- \*6-Year diagnostic survey on some children
- \*Sounds/Letters SHINE assessment
- \*Learning Progressions - PACT

### Year 2:

- \*Running records      SHINE assessment
- \*Junior Assessment of Mathematics (JAM)
- \*Reading recovery testing (for children in the programme)
- \*Learning Progressions - PACT
- \*Sounds/Letters

### Year 3:

- \*SHINE assessment
- \*Junior Assessment of Mathematics (JAM) where required
- \*Running records
- \*Essential Spelling Lists 1-4/ Joy Allcock spelling
- \*Learning Progressions - PACT

### Year 4-6

- \*SHINE assessment
- \*e-AsTTle Reading, e-AsTTle Writing, e-AsTTle Maths  
(Assessment Tools for Teaching & Learning)
- \*Gloss testing (Maths)
- \*PAT Maths
- \*Joy Allcock Spelling
- \*Learning Progressions - PACT

Using these standardized tools in conjunction with more informal classroom assessment and overall teacher judgement, teachers gain knowledge of

students' progress and achievement. This informs future programmes, allows teachers to see where students fit against National Curriculum levels. Teachers also assess children's well-being and behavior.

All of this information is available to parents, and is presented to them in the form of written reports twice a year. We will use PACT.

Meet-the-teacher evenings are held to allow discussion of children's progress. Parents with concerns are encouraged to get in touch with the teacher or principal at any time. We will use PACT.

## TO ACHIEVE OUR 3 STRATEGIC GOALS

Initiative, plans, goal and projects

We do this through:

- \*Ongoing staff professional development plans
- \*Property plans
- \*Curriculum delivery and assessment plans
- \*Self-reviews
- \*Consultation
- \*Assessment results
- \*Set budgets to reflect our goals

**As a school our target overview is:**

- No child slips back from current level of achievement (November – November) over summer holidays.
- All children maintain level and move (well below – below)
- All children making sufficient accelerated progress to enable movement beyond current level
- All children working towards the National Curriculum levels
- All children on Reading Recovery, Reading Eggs come off the programme supported to sustain level and move up.

**ALL CHILDREN ACHIEVING AT OR ABOVE NATIONAL CURRICULUM LEVEL WHEN THEY LEAVE OUR SCHOOL.**








## OUR SCHOOL'S VALUES

Our Values: These are the things this school and its community hold dear:

The Values we foster in our classrooms and playground: We celebrate these when students can show us them

<b>Kindness</b>	<b>Unity</b>	<b>Respect</b>	<b>Achieve</b>
<ul style="list-style-type: none"> <li>*We like our school and we are happy to come to school.</li> <li>*A smile and greeting go a long way.</li> <li>*When things don't go our way, we need to be able to bounce back, (emotional resilience).</li> <li>*Laugh lots, share your humor.</li> <li>*Be willing to contribute and be involved.</li> <li>*We learn how to respond to, deal with and eliminate bullying and hurt.</li> </ul>	<ul style="list-style-type: none"> <li>*We all take pride in our school and community.</li> <li>*Our school's family atmosphere is to be treasured.</li> <li>*Everyone needs to be able to get along with each other.</li> <li>*Teachers, parents, caregivers and children know each other well and work together positively.</li> <li>*We all have ownership of our class and school rules.</li> <li>*Everyone is involved in how our school works and in how it grows – 'The Kura Kid Way'</li> </ul>	<ul style="list-style-type: none"> <li>*Everyone is responsible and accountable for their actions and behavior.</li> <li>*Everyone needs to respect others.</li> <li>*Good manners are priceless.</li> <li>*Show gratitude.</li> <li>*We treat everyone with fairness and friendship.</li> <li>*Trust and honesty in everything is very important.</li> <li>*We are all responsible for our environment and for 'picking up after ourselves'.</li> </ul>	<ul style="list-style-type: none"> <li>*Always give things a go and do your best.</li> <li>*Understand what you have to do and set goals.</li> <li>*Do quality work.</li> <li>*Get better and better at everything, every day.</li> <li>*Learn from your mistakes and move on</li> <li>*Take time to reflect. (quietly and honestly think about your learning and your growing).</li> <li>*Rewards and success often come as a result of hard work, persistence and determination.</li> <li>*Take control of your learning.</li> <li>*Competition can challenge us and give us something to strive for.</li> <li>*We all need to know how learning happens and how we best learn.</li> </ul>
			

### Teaching and Learning

- All students are motivated for challenging learning by skilled, well-trained teachers.
- All students, regardless of ability, receive excellent teaching and learning opportunities so they can achieve their potential.
  - All students develop a commitment for their own learning.
- All teachers are motivated and eager to provide an innovative and challenging learning environment.
- Professional development that addresses both the teaching needs of teachers and the identified learning needs of students is provided for teachers.

## K U R A

### • Values We Share

The school values were developed after extensive consultation and reflect those on page 10 NZC. These values shape how we behave and interact at Titahi Bay School. Through ongoing reflection and review the school ensures they are encouraged, modelled and explored in all school practices and programmes

NZC Values we support as a national direction, through encouragement, modelling and exploration	Our School Values that are encouraged, lived and regularly reviewed by everyone in our school	
<b>Excellence</b> * aiming high, persevering  <b>Innovation, inquiry, curiosity</b> * thinking critically, creatively, reflectively  <b>Diversity</b> * different cultures, languages, heritages	<b>PERSONAL BEST</b> *Always give things a go and <b>do your best</b> . *Understand what you have to do and set <b>goals</b> . *Do <b>quality</b> work. *Get <b>better and better</b> at everything, every day. *Take time to <b>reflect</b> . (quietly and honestly think about your learning and your growing) *Rewards and success often come as a result of hard work, <b>persistence</b> and determination *Take <b>control</b> of your learning * <b>Competition</b> can challenge us and give us something to strive for.	* <b>Reflection</b> is a key to tapping into our imagination and creativity. *We all need to know how learning happens and <b>how we best learn</b> . *We value time to <b>play</b> . <b>RESPONSIBILITY</b> *Everyone is responsible <i>and accountable</i> for their <b>actions and behavior</b> . *Everyone needs to <b>respect</b> others. * <b>Good manners</b> are priceless. <i>Show gratitude</i> *We treat everyone with <b>fairness and friendship</b> . * <b>Trust and honesty</b> in everything is very important.

<p><b>Equity</b></p> <ul style="list-style-type: none"> <li>* fairness and social justice</li> </ul> <p><b>Community and participation</b></p> <ul style="list-style-type: none"> <li>* for the common good</li> </ul> <p><b>Ecological sustainability</b></p> <ul style="list-style-type: none"> <li>* Care for the environment, etc.</li> </ul> <p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>* being honest, responsible, accountable, ethical</li> </ul> <p>The NZ Curriculum (2007)</p> <p>The New Zealand Curriculum (2007)</p>	<p><b>HAPPINESS</b></p> <ul style="list-style-type: none"> <li>*We <b>like</b> our school and we are <b>happy</b> to come to school.</li> <li>* Learning can be <b>fun</b> and it can also be <b>hard work</b>.</li> <li>* A <b>smile and greeting</b> go a long way.</li> <li>* Everyone is learning to grow in <b>confidence</b>.</li> <li>* when things don't go our way, we need to be able to <b>bounce back, (Emotional resilience)</b></li> <li>* Learn from your <b>mistakes</b> and move on.</li> <li>* <b>Laugh</b> lots, share your humour.</li> <li>* Be <b>willing</b> to contribute and be involved.</li> <li>* We learn how to respond to, deal with and eliminate <b>bullying and hurt</b>.</li> </ul> <p><b>CREATIVITY</b></p> <ul style="list-style-type: none"> <li>* <b>Imagination</b> is a tool we can use positively.</li> <li>* We encourage <b>creativity and expression</b> in all areas.</li> <li>* We all need to be taught how to develop better <b>thinking skills</b></li> <li>* We love the challenges of <b>solving problems</b>.</li> <li>* We love coming up with new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Independence</b> will help you to focus on your own work.</li> <li>* Being <b>organized</b> is a key to independence</li> <li>* We are all responsible for our <b>environment</b> and for 'picking up after ourselves'.</li> </ul> <p><b>TOGETHERNESS</b></p> <ul style="list-style-type: none"> <li>* We all take <b>pride</b> in our school and community.</li> <li>* Our school's <b>family atmosphere</b> is to be treasured.</li> <li>* Everyone needs to be able to <b>get along</b> with each other.</li> <li>* Teachers, parents, caregivers and children know each other well and <b>work together</b> positively.</li> <li>* We all have <b>ownership</b> of our class and school <b>rules</b>.</li> <li>* Everyone is <b>involved</b> in how our school works and in how it grows – 'The Kura Street Way'.</li> </ul>
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## **EXPLANATORY NOTE:**

In developing both our Reading, Writing and Numeracy targets for 2019, care has been taken to ensure that they comply with the Education Act.

As a staff team we will continue to collect and analyse base-line student achievement data for all year levels in Reading, Writing and Mathematics. The staff team will continue to track the progress of every student, at every year level, in Reading, Writing and Mathematics through their successive years of schooling. This will include teachers making overall teacher judgements (OTJ's) against the National Curriculum levels. We have used the PACT progression tool for Writing in 2018 and this has empowered our staff in moderation. We will unpack more of BEAGLE in 2019 to help our teachers track their data and know the effect size difference in HUB's.

Teachers assess each child at regular intervals throughout the year and track their progress constantly, including teachers making overall teacher judgements (OTJ's) against the National curricula levels and school-wide monitoring and moderating opportunities. This, along with a range of other information, is used to write the mid-year and end-of-year reports. Our assessment and reporting system is reviewed every year to ensure we are consistent and up to date. In 2018 we received very positive feedback from parents about the frequency of and content of the student achievement reporting we shared with them both orally and in written form. While we are constantly looking to improve our assessment practices we feel confident that our practices are robust.

Term 1 – 15 minutes meet the whanau meetings setting up a learning relationship

Term 2 - where their child is at in relation to the mid-year point of National Curriculum levels..

Term 4 - a full report detailing all assessment with an OTJ against the National Curriculum levels.

Staff look closely at the student achievement data they are collecting in order to set class, group and individual goals for all children. We appreciate the importance of clearly identifying where a student is at and where they need to go next in their learning. Feedback from our parents and caregivers at the start of Term 2 last year was very positive. They appreciated the specific feedback they received including next steps for their child's learning.

We know that children progress at individual rates and that they do not necessarily conform to group or sub-group rates. We recognize that sustainable and lasting improvement in student achievement, particularly for those students with special learning and personal needs, cannot be achieved in a single year alone. We know sustained improvement requires resourcing, time and the continuous focused attention on improvement by the school with support from family and whanau.

Kerry Delaney  
Tumuaki/Principal  
February 2019