



# TITAHI BAY SCHOOL

## CHARTER

**2017– 2022**

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

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## 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:

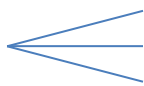
We celebrate our dual heritage, and today's multi-cultural school community, respecting and valuing diversity, and have high expectations, inclusiveness and care for ourselves, others and our environment.


#### 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 44.1% Maori, 44.96%, Pakeha, 6.42% Samoan, 1.11% Tokelauan, .42% Filipino, .99% Asian, .45% Middle East, 1.11% Indian, .22% African and .22% German.

#### 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:

Literacy   
Numeracy skills

PB4L   
Kindness  
Unity  
Respect  
Aspire to achieve

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 sixth year of Positive Behavior for Learning and in 2017 we will be trained in Restorative Practice with implementation in 2017/2018.

#### 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- PACT
- Writing – Engagement and Motivation to Accelerate achievement. - Learning Progressions - PACT
- 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.
- Mutukaroa -In years 1 – 3 in Term 1 and 2- run by New Entrant team.
- “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.

#### **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.

**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 2016 the school had a Maori and Pasifika group who meet termly to focus on student engagement and achievement. The school will, in 2017 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 2017 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:

- \*Be at the expected National Standards level in Reading, Writing and Math’s. 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 math’s skills – to his/her potential
- \*Creative, healthy and active
- \*Excited about learning and future opportunities

**INCLUSION AND  
EQUITY:**

At Titahi 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 who is the team leader for each cohort. Rebekah Maskell for year 1, 2 and 3, Sharon Hartley for year 4,5 and 6. We use the outreach service from Mahinawa and Claire Oram runs the programme for ORS funded students.

**MAORI & PASIFIKA:**

In 2017 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 programme 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 TBI night. 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 2017 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 2017.

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.

Community consultation occurs every third year as part of the self-review of curriculum delivery in term 4, reporting on student achievement to the community in newsletters, surveying of new families, random sampling and consultation with our Maori and Pacific Island families.

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 31 February 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 the National Standards from the school report in Term 2 and 4.

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 2017.

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

**Fundamental  
Stepping Stones**



**Rich Inquiry Learning**

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

English – Literacy

- Reading
- Writing
- Reading Recovery
- Spelling
- Multi Lit
- Lexia
- Math's – Numeracy
- Math's Support teacher

**Using language, symbols and text**

**PB4L – K U R A**

**Thinking**

**Managing Self**

**Participating and contributing**

Social Sciences

Technology

Science

Health & P.E.

The Arts

Enviro

**Relating to others**

## HOW WE DELIVER THE CURRICULUM AT TITAHİ BAY SCHOOL

| Foundation   | Rich context   | Inquiry Learning  |  |   |  |
|--|--|---|--|---|--|
| Literacy & Numeracy  | Social Sciences  | Science   | Technology   | The Arts  | PE & Health  |
| <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<br/>*Roles &amp; responsibilities<br/>*History of NZ – tangata whenua &amp; subsequent migrations<br/>*Culture in our daily lives<br/>*Places of significance</p> | <p>*Understanding, investigation and communication in science.<br/>*Participating and contributing through these contexts</p> <p><b>- The living world</b></p> <ul style="list-style-type: none"> <li>- life processes</li> <li>- ecology</li> <li>- evolution</li> </ul> <p><b>- Planet Earth &amp; Beyond</b></p> <ul style="list-style-type: none"> <li>- Earth systems</li> <li>- interacting systems</li> <li>- astronomical systems</li> </ul> <p><b>-The physical world</b></p> <ul style="list-style-type: none"> <li>- physical enquiries</li> <li>- physics concepts</li> </ul> <p><b>-The material world</b></p> <ul style="list-style-type: none"> <li>- property &amp; changes of matter</li> <li>- chemistry &amp; society</li> </ul> | <p>*Technology knowledge<br/>*Technology practice<br/>*The nature of technology at appropriate levels as outlined in the NZC</p> | <p>Rich opportunities to learn about and create:</p> <ul style="list-style-type: none"> <li>-Visual artworks</li> <li>-Dance</li> <li>-Drama</li> <li>-Music</li> </ul> <p>Through:</p> <ul style="list-style-type: none"> <li>-outside performers &amp; artists working with children</li> <li>-performance opportunities</li> <li>-Artsplash</li> <li>-school concerts</li> <li>-local events</li> </ul> <p>Leading to:</p> <ul style="list-style-type: none"> <li>-understanding in the arts context;</li> <li>-development of practical knowledge</li> <li>-communicating and interpreting</li> </ul> | <p><b>P.E.</b></p> <p>*In class/syndicate programmes of:</p> <ul style="list-style-type: none"> <li>-daily fitness</li> <li>-dance &amp; aerobics</li> <li>-swimming</li> <li>-athletics</li> <li>-skills based programmes using equipment</li> </ul> <p>*Out of school senior sports teams:</p> <ul style="list-style-type: none"> <li>-netball/hockey</li> <li>-arena sports</li> <li>-interschool competitions</li> <li>-sports programmes in school offered by outside agencies</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>*NZC based units of work at class, syndicate, or whole school levels</li> <li>*Life education van</li> <li>*Programmes offered by outside agencies</li> <li>-Police</li> <li>-Roots of Empathy</li> <li>-Public health nurse</li> </ul> |

**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.

|                 |  |  |
|-----------------|--|--|
| <b>Year 1:</b>  | <ul style="list-style-type: none"><li>*School entry assessment</li><li>*Running records</li><li>*Junior Assessment of Mathematics (JAM)</li><li>*6-Year diagnostic survey on some children</li><li>*Sounds/Letters</li><li>*Learning Progressions - PACT</li></ul>                     | <p><b>Using these standardized tools in conjunction with more informal classroom assessment and overall teacher judgement, teachers gain knowledge of</b></p> <p><b>students' progress and achievement. This informs future programmes, allows teachers to see where students fit against National Standards and fulfills statutory reporting requirements. Teachers also assess children's well-being and behavior.</b></p> |
| <b>Year 2:</b>  | <ul style="list-style-type: none"><li>*Running records</li><li>*Junior Assessment of Mathematics (JAM)</li><li>*Reading recovery testing (for children in the programme)</li><li>*Learning Progressions - PACT</li><li>*Sounds/Letters</li></ul>                                       |  |
| <b>Year 3:</b>  | <ul style="list-style-type: none"><li>*STAR (Reading when required)</li><li>*Junior Assessment of Mathematics (JAM) where required</li><li>*Running records</li><li>*Essential Spelling Lists 1-4</li><li>*Learning Progressions - PACT</li><li>*Joy Allcock spelling</li></ul>        | <p><b>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.</b></p>   |
| <b>Year 4-6</b> | <ul style="list-style-type: none"><li>*STAR</li><li>*e-AsTTle Reading, e-AsTTle Writing, e-AsTTle Maths (Assessment Tools for Teaching &amp; Learning)</li><li>*GloSS testing (Maths)</li><li>*PAT Maths</li><li>*Joy Allcock Spelling</li><li>*Learning Progressions - PACT</li></ul> | <p><b>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.</b></p>   |

## TO ACHIEVE OUR 7 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 Standards 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 STANDARDS WHEN THEY LEAVE OUR SCHOOL.**



OUR SCHOOL'S VISION

**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**

**Kindness**

- \*We like our school and we are happy to come to school.
- \*A smile and greeting go a long way.
- \*When things don't go our way, we need to be able to bounce back, (emotional resilience).
- \*Laugh lots, share your humor.
- \*Be willing to contribute and be involved.
- \*We learn how to respond to, deal with and eliminate bullying and hurt.



**Unity**

- \*We all take pride in our school and community.
- \*Our school's family atmosphere is to be treasured.
- \*Everyone needs to be able to get along with each other.
- \*Teachers, parents, caregivers and children know each other well and work together positively.
- \*We all have ownership of our class and school rules.
- \*Everyone is involved in how our school works and in how it grows – 'The Kura Kid Way'



**Respect**

- \*Everyone is responsible and accountable for their actions and behavior.
- \*Everyone needs to respect others.
- \*Good manners are priceless.
- \*Show gratitude.
- \*We treat everyone with fairness and friendship.
- \*Trust and honesty in everything is very important.
- \*We are all responsible for our environment and for 'picking up after ourselves'.



**Achieve**

- \*Always give things a go and do your best.
- \*Understand what you have to do and set goals.
- \*Do quality work.
- \*Get better and better at everything, every day.
- \*Learn from your mistakes and move on
- \*Take time to reflect. (quietly and honestly think about your learning and your growing).
- \*Rewards and success often come as a result of hard work, persistence and determination.
- \*Take control of your learning.
- \*Competition can challenge us and give us something to strive for.
- \*We all need to know how learning happens and how we best learn.

**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<br>Values we support<br>as a national direction, through<br>encouragement, modelling and exploration   | Our School<br>Values that are encouraged,<br>lived and regularly reviewed<br>by everyone in our school   |   |
|--|--|---|
| <b>Excellence</b><br>* aiming high, persevering<br><br><b>Innovation, inquiry, curiosity</b><br>* thinking critically, creatively, reflectively<br><br><b>Diversity</b><br>* different cultures, languages, heritages<br><br><b>Equity</b><br>* fairness and social justice<br><br><b>Community and participation</b><br>* for the common good<br><br><b>Ecological sustainability</b><br>* Care for the environment, etc.<br><br><b>Integrity</b><br>* being honest, responsible, accountable, ethical<br><br>The NZ Curriculum (2007)<br><br>The New Zealand Curriculum (2007) | <b>PERSONAL BEST</b><br>*Always give things a go and <b>do your best</b> .<br>*Understand what you have to do and set <b>goals</b> .<br>*Do <b>quality</b> work.<br>*Get <b>better and better</b> at everything, every day.<br>*Take time to <b>reflect</b> . (quietly and honestly think about your learning and your growing)<br>*Rewards and success often come as a result of hard work, <b>persistence</b> and determination<br>*Take <b>control</b> of your learning<br>* <b>Competition</b> can challenge us and give us something to strive for.<br><br><b>HAPPINESS</b><br>*We <b>like</b> our school and we are <b>happy</b> to come to school.<br>*Learning can be <b>fun</b> and it can also be <b>hard work</b> .<br>*A <b>smile and greeting</b> go a long way.<br>*Everyone is learning to grow in <b>confidence</b> .<br>*when things don't go our way, we need to be able to <b>bounce back, (Emotional resilience)</b><br>*Learn from your <b>mistakes</b> and move on.<br>* <b>Laugh</b> lots, share your humour.<br>*Be <b>willing</b> to contribute and be involved.<br>*We learn how to respond to, deal with and eliminate <b>bullying and hurt</b> .<br><br><b>CREATIVITY</b><br>* <b>Imagination</b> is a tool we can use positively.<br>*We encourage <b>creativity and expression</b> in all areas.<br>*We all need to be taught how to develop better <b>thinking</b> skills<br>*We love the challenges of <b>solving problems</b> .<br>*We love coming up with new ideas. | * <b>Reflection</b> is a key to tapping into our imagination and creativity.<br>*We all need to know how learning happens and <b>how we best learn</b> .<br>*We value time to <b>play</b> .<br><b>RESPONSIBILITY</b><br>*Everyone is responsible <i>and accountable</i> for their <b>actions and behavior</b> .<br>*Everyone needs to <b>respect</b> others.<br>* <b>Good manners</b> are priceless. <i>Show gratitude</i><br>*We treat everyone with <b>fairness and friendship</b> .<br>* <b>Trust and honesty</b> in everything is very important.<br>* <b>Independence</b> will help you to focus on your own work.<br>*Being <b>organized</b> is a key to independence<br>*We are all responsible for our <b>environment</b> and for 'picking up after ourselves'.<br><b>TOGETHERNESS</b><br>*We all take <b>pride</b> in our school and community.<br>*Our school's <b>family atmosphere</b> is to be treasured.<br>*Everyone needs to be able to <b>get along</b> with each other.<br>*Teachers, parents, caregivers and children know each other well and <b>work together</b> positively.<br>*We all have <b>ownership</b> of our class and school <b>rules</b> .<br>*Everyone is <b>involved</b> in how our school works and in how it grows – 'The Kura Street Way'. |

## STRATEGIC GOALS 2017 – 2022

| STRATEGIC GOALS   |   |   |  |  |   |  |
|---|---|---|--|--|---|--|
| Student Achievement   | Governance  | Personnel   | Finance  | Property   | School culture  | Community Partnerships   |
| Our student achievement will meet the high expectations of the school community through learning programmes based on quality assessment and analysis of data, Which will result in improved learning outcomes for all students. | Our Board of Trustees will provide effective governance through inclusive and consultative decision making based on policies, procedures and robust and transparent self-review of the key issues of student achievement, and school practice and delivery. | Our commitment to high quality, innovative teaching will be guided through a robust professional development programme, an appraisal process and appropriate support that ensures the delivery of best practice and high quality outcomes for students. | Our financial Management will prioritise funding for improving student learning outcomes and achieves our strategic goals and identified needs of the school, within budget allocations. | Our property planning will be strategically managed to develop modern learning areas. Buildings and grounds will be maintained to provide the best and safest physical environment for our students, staff and the school community. | Our school culture will foster high expectations in regard to learning, behavior and respect for each other. We will embrace and celebrate inclusivity and cultural diversity which will ready each student for life. | Our school will foster excellent relationships between students, families, whanau, staff and the wider Titahi Bay community. |

**TITAHI BAY SCHOOL  
STRATEGIC PLAN FOR THE YEAR 2017 – 2022**

**IN RELATION TO THE NATIONAL EDUCATION GUIDELINES:  
NATIONAL ADMINISTRATION GUIDELINES**

“In order to ensure that the National Education Goals (NEGS) are met, the Board of Trustees and Principal respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to Titahi Bay School. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment and, from time to time, guidelines promulgated by the Secretary of Education”.

This strategic plan is set out so that each year’s objectives are linked to the National Administrative Guidelines.

**STRATEGIC FRAMEWORK 2017– 2022 (Goals – Strategies – Actions)**

**Student Achievement / Curriculum Delivery 9NAG 1)**

**Goal 1**

Our student achievement will meet the high expectations of the school community through learning programmes based on clear goals, quality assessment and analysis of data which will result in improved outcomes for students.

| STRATEGIES  | ACTIONS   | IMPLEMENTATION   |
|---|---|--|
| Strengthen the gathering and use of student achievement data across the school.                                   | <ul style="list-style-type: none"> <li>*Priority in gathering student achievement will be in Literacy, Numeracy and PB4L.</li> <li>*Student achievement data will be used when reviewing teaching and learning across the school in order to set annual goals and targets.</li> <li>*The management team will develop and implement a shared approach to data analysis and application of findings to teaching and learning programmes.</li> <li>*Staff meetings will be set up to share data across the school for future PD planning</li> <li>*Maori and Pasifika achievement will be our priority for target and Accelerated learning groups.</li> <li>*PACT learning progressions framework will be used for Literacy.</li> </ul> | <p>On going 2017 – 2022- Leadership team with staff</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>We will use Melanie Winthrop and Lynmore School for our experts in Literacy and in Maths we will use NZCER – Julie Roberts.</p> |
| Strengthen the moderation process of OTJ across the school  | <ul style="list-style-type: none"> <li>*Teachers will strengthen their skills in overall teacher judgement in <ul style="list-style-type: none"> <li>*pairs</li> <li>*coaching sessions</li> <li>*teams</li> <li>*whole school</li> <li>*team</li> </ul> </li> <li>PACT training in Writing 2015/2016 and Reading 2017.</li> </ul>  | 2017– 2022   |
| Teaching programmes will deliver authentic, varied, innovative and relevant learning experiences for all students | <ul style="list-style-type: none"> <li>*Regular planned reviews of practices and programmes will be undertaken to ensure students are achieving through quality teaching and learning programmes.</li> <li>*In-class observations of teachers will be undertaken as part of annual appraisals/coaching.</li> <li>*In-class observations of teachers will be linked to school-</li> </ul>  | 2017 – 2022  |

|   |   |             |
|---|---|-------------|
|   | <p>wide PD focus/personal goals</p> <p>*In-class observations of teachers will be linked to teachers' target students.</p> <p>*Develop and extend the school's focus on developing our PI and Maori priority learning programmes</p>  |             |
| Strengthen and adapt the ICT capacity across the school                         | <p>*Audit current performance and identify improvements to hardware, software and information systems across the school to support data gathering, analysis and application to curriculum development in order to plan for and resource ICT including PLD for staff.</p> <p>*Use ICT effectively in the management of assessment data across the school.</p> <p>*Every team will have a focused ICT expert.</p> <p>* ICT Implementation plan for 2016/ 2017</p>   | 2017 – 2022 |
| Review the curriculum delivery document across the school                       |   |             |
| Review the assessment tools we use and the time we use them across the school.  | <p>*Re-look at time line for all assessment across the school.</p> <p>*Whanau PD on what assessment we use and why.- COL</p> <p>*Go over all assessment tools with whole staff to share expertise</p> <p>*Assessment data is used to drive all PD in school and Priority Learning programmes</p> <p>*Mututkaroa used to share assessment in years 1 and 2.</p> <p>PACT used to assessd in Literacy in 2016/2017</p>   | 2017 – 2022 |
| Identify and respond to the specific students learning needs across the school. | <p>*Te Reo and tikanga Maori will be more visible in our students' learning with the support of a part-time Maori language teacher – Murray Patterson one day a week.</p> <p>*Provide kapa haka enrichment opportunities for all students with the support of Murray Patterson.</p> <p>*Through professional learning and development opportunities teachers will develop skills and techniques to differentiate classroom programmes to meet the diverse needs of students in their classes.</p> <p>*Teachers planning and classroom programmes will show evidence of differentiated learning opportunities for students.</p> <p>*All teacher planning will identify</p> <p>*Special needs students *Maori students *PI students</p> <p>And they will show if the child is at/above/below and the programmes set up to meet their needs.</p> <p>*Work with the Mutukaroa initiative to enhance our work with whanau.</p> |             |

## Governance (NAG 2 & 6)

### Strategic Goal 2

Our Board of Trustees will provide effective governance through inclusive and consultative decision-making based on policies procedures and robust self-review of the key issues of student achievement and school practice and delivery

| STRATEGIES   | ACTIONS   | IMPLEMENTATION   |
|--|---|--|
| BOT is compliant   | <ul style="list-style-type: none"> <li>*The BOT will meet all required MOE deadlines for reporting in a timely manner.</li> <li>*The school will receive a positive ERO review in 2017.</li> </ul>  | 2017 – 2021<br><br>2017  |
| Establish effective assessment and reporting practices in order to provide useful achievement information for children, teachers, parents and the Board of Trustees (BOT). | <ul style="list-style-type: none"> <li>*Teachers will meet with parents 3 times a year to discuss progress on their children's learning and report to the BOT showing student achievement across the school in relation to National Standards in term 2 and 4.</li> <li>*Teachers will continue to use a variety of assessment tools to gather assessment data on student achievement.</li> <li>*Teachers will provide formative feedback to children and their parents/whanau on the students' next learning steps.</li> <li>*The BOT will receive on an ongoing and regular basis reports prepared by the management team, teaching staff and BOT members informing them of progress, trends and recommendations on student achievement.</li> <li>*BOT will have very clear data on the progress of all Maori and PI students across the school.</li> </ul> | Ongoing 2017 – 2022  |
| Boost capability and profile of BOT members.   | <ul style="list-style-type: none"> <li>*BOT members will take advantage of NZSTA training and professional learning and development opportunities to ensure their effective governance of the school.</li> <li>*The BOT will communicate regularly with the school community via the school newsletter and on the school website.</li> </ul>  | 2017 – 2022<br><br>2017 – 2022                                       |
| Develop a self-review cycle to identify strategic, on-going and emergent reviews across the school.  | <ul style="list-style-type: none"> <li>*The BOT establish a self-review programme of policies and procedures to ensure compliance with legislative requirements. This will also have procedures under each policy.</li> <li>*Develop and implement a plan to review how effective the school is in ensuring quality outcomes for its Maori and Pasifika students will be planned for</li> <li>*from the consultation a new Strategic plan will be in place by July 2017 and a visual representation of this in the school grounds.</li> </ul>   | Whanau evaluation 2015 and 2016<br>Pasifika evaluation 2015 and 2016 |
| Review the After School Care at Titahi Bay School.   | <ul style="list-style-type: none"> <li>*Ask questions of our community on After School Care</li> <li>*Ensure 3<sup>rd</sup> party is signed up-to-date.</li> <li>*Contract in place is being met.</li> <li>*Emergency details are kept at school.</li> </ul>  | Survey 2017 - 2022<br><br>Ongoing                                    |



### Strategic Goal 3

| STRATEGIES  | ACTIONS  | IMPLEMENTATION   |
|---|--|--|
| Strengthen our annual appraisal processes.  | <ul style="list-style-type: none"> <li>* Teachers will be appraised through in-class observations and criteria linked to the NZTC new teacher registration criteria.</li> <li>* Teachers will use the Teaching as Inquiry model to develop and strengthen effective teaching practises .</li> <li>* Appraisals will be linked directly to the school's annual goals and to personal goals through coaching sessions.</li> <li>* Teachers will use both student achievement data analysis and new registered teachers' criteria for personal goal setting.</li> <li>*Support staff will receive the necessary guidance to ensure high levels of performance through an appraisal process and ongoing professional development.</li> <li>*Teachers will use the spiral of Inquiry for guiding their appraisal work and evidential folders.</li> <li>*Training around BLOGS set up in 2016 and 2017.</li> </ul> | <p>2017 – 2022</p> <p>2017 – 2022</p>                    |
| Professional learning and development will be linked to the school's strategic goals and the annual priorities. | <ul style="list-style-type: none"> <li>* Planned reviews of teaching practices and teaching and learning programmes will be undertaken to identify future PD opportunities.</li> <li>* Analyse student achievement data to identify future PD opportunities.</li> <li>* In preparing the budget for the following year the BOT will make an allowance for professional learning and development.</li> <li>*Clear easy to see targets in teacher planning that identifies Maori and Pasifika students.</li> </ul>   | <p>Term 1 – Term 4</p> <p>Term 1 – Term 4</p>            |
| Boost and maintain staff excitement in and commitment to the school's strategic direction.                      | <ul style="list-style-type: none"> <li>* Provide quality professional learning and development.</li> <li>* Maintain positive staff morale and a climate of professional congeniality and collaboration through well-planned and focussed staff meetings</li> <li>* Through professional learning and development opportunities teachers will develop skills and techniques to differentiate classroom programmes to meet the diverse needs of students in their classes.</li> </ul>  | <p>2017 – 2022</p> <p>2017 – 2022</p> <p>2017 – 2022</p> |

## Finance (NAG 4a)

### Strategic Goal 4

Our financial management will prioritise funding for improving student learning outcomes and achieves our strategic goals and identified needs of the school, within budget allocations

| STRATEGIES  | ACTIONS  | IMPLEMENTATION                            |
|---|--|---|
| Monitor and control school expenditure against the annual budget.   | <ul style="list-style-type: none"> <li>* Set an agreed operating budget for the following year in November/December.</li> <li>* Allocate funds to reflect the priorities of the school as stated in the school charter and annual plan.</li> <li>* Provide appropriate documentation for audit purposes in a timely manner.</li> <li>* The BOT will establish a finance sub-committee/portfolio that will meet with the principal prior to every BOT meeting specifically to look at the school financial position.</li> </ul> | <p>2017 – 2022</p> <p>Ongoing</p>         |
| Involve parents in supporting the school to raise additional funds. | <ul style="list-style-type: none"> <li>* The BOT will actively encourage and support the parent/whanau Pasifika group.</li> <li>* An annual fundraising plan will be developed and shared with staff and school community – through Home &amp; School</li> </ul>   | <p>Ongoing</p> <p>Term 1 of each year</p> |
| Use Education Services for Asset Register                           | <ul style="list-style-type: none"> <li>* Updated each year.</li> </ul>   | Term 4                                    |
| BOT will align funds to any big projects                            | Minuted in February each year  | February                                  |

## Property (NAG 4b)

### Strategic Goal 5

Our property planning will be strategically managed to develop modern learning environments. Buildings and grounds will be maintained to provide the best and safest physical environment for our students, staff and the school community

| STRATEGIES  | ACTIONS  | IMPLEMENTATION |
|---|--|----------------|
| Extract maximum value from existing property assets.                | <ul style="list-style-type: none"> <li>* Maintain a clean, attractive and secure school site.</li> <li>* Maintain a school hazards' management programme to ensure a safe physical environment.</li> <li>* Complete project work identified in the 5YA Property Plan. 2014 – 2016.</li> <li>* Establish a property portfolio on the BOT. – completed by Lee Ashby for 2017 – 20120.</li> </ul> | 2017 – 2021    |
| Work with the school community on shared environmental initiatives. | <ul style="list-style-type: none"> <li>* Plan opportunities for students and parents/whanau to contribute to school-wide environmental projects including gardening.</li> <li>* Look at how to enhance the playground for sun shelter and play areas.</li> <li>* Apply for grants for environmental projects</li> <li>* Home &amp; School</li> </ul>   | 2017 – 2022    |
| BOT work on shade areas and extra seating                           | <ul style="list-style-type: none"> <li>* Plan set up in 2017 with Home and School</li> </ul>   | 2017 – 2022    |
| BOT reserved funds set aside for work on South Block                | <ul style="list-style-type: none"> <li>* Modern learning environment plan set up with 5YA and BOT reserves</li> </ul>  | 2017 – 2022    |

## School Culture (NAG 1 & 5)

### Strategic Goal 6

Our school culture will foster high expectations in regard to learning, behaviour and respect for each other. We will embrace and celebrate cultural difference which will ready each child for life.

| STRATEGIES  | ACTIONS   | IMPLEMENTATION |
|---|---|----------------|
| Develop and maintain programmes and an ethos that reflects New Zealand's cultural diversity in particular the unique position of Maori as the Tangata Whenua. | * Integrate Te reo and tikanga Maori in teachers' planning across the curriculum.   | 2017 – 2022    |
|   | * Te reo and tikanga Maori will be more visible in our students' learning with the support of a part-time Maori language teacher.   |                |
|   | * Continue to emphasise Maori language and encourage an awareness of Maori cultural practices and Maori history of this role.   |                |
|   | * Students across the school are able to powhiri manuhiri and actively demonstrate manaakitanga when hosting guests at school.  |                |
|   | * Provide kapa haka enrichment opportunities for all students.  | 2017 – 2022    |
|   | * Develop and implement a plan to review how effective the school is in engaging its Maori and Pasifika students. – Unit given to senior teacher  | 2017 – 2022    |
|   | * Senior students will have an opportunity to have a marae experience every second year. 2016 and 2018  | 2017 – 2022    |
| Promote an inclusive school climate that celebrates and learns from cultural diversity.   | * Arts and cultural performances are an important aspect of school life at Titahi Bay School. School culture team ensures that Titahi Bay School celebrate all events.<br>* New Zealand Music Month will be celebrated each year.   | 2017 – 2022    |
| Promote a school climate which safe guards the physical and emotional wellbeing of students, their parents/whanau and staff.                                  | * Provide pastoral care for our students and staff.<br>* Maintain a fair and consistent school wide behaviour management system through PB4L<br>* Review and upskill staff in behaviour management when participating inducting new staff.<br>* Review and update if required emergency procedures to students and staff.<br>* BOT and staff actively encourage parents/whanau to work in the school as parent tutors, sports management/coaching, class helpers, gardening and where appropriate sharing their skills/expertise. | 2017 – 2022    |

|  |   |                                       |
|--|---|---------------------------------------|
| Identify and take advantage of opportunities to build a strong student voice in the school and grow young leaders. | <ul style="list-style-type: none"> <li>* Students will continue to actively contribute to the school's student council. The minutes of these meetings will be shared with staff, BOT and school community (on a school noticeboard).</li> <li>* Students will be supported and encouraged to plan for, participate in and contribute to both school and community projects/events.</li> <li>* Senior student leaders will share student news via the school newsletter and website.</li> <li>* Students will continue to plan and lead the weekly school assembly.</li> <li>* Senior student leaders attend Leadership training.</li> </ul> | <p>2017 – 2022</p> <p>2017 – 2022</p> |
| PB4L – Kura School is providing in everything we do  | <ul style="list-style-type: none"> <li>* KURA is everywhere in school</li> <li>* Promote the values of KURA</li> </ul>  | 2017 – 2022                           |

### Community Partnerships (NAG 7)

## Strategic Goal 7

Our school will foster excellent relationships between children, families, staff, and the wider community.

| STRATEGIES   | ACTIONS   | IMPLEMENTATION          |
|--|---|-------------------------|
| Develop and strengthen relationships between the school and the students' parents/whanau | * New families to the school will be invited to the school for a morning tea with the principal.                    | Once a term 2017 – 2022 |
|  | * New Entrant whanau invited to learning sessions with the NE teachers in school time.                              | Ongoing                 |
|  | * BOT and teachers will seek active support from parent/whanau for environmental projects around the school         |                         |
|  | * BOT will seek active support from parents/whanau for school fundraising initiatives.                              | Ongoing                 |
|  | * BOT and teachers will continue to seek parent/whanau feedback through face to face meetings and surveys.          |                         |
|  | * BOT will liaise with the *whanau group *Pasifika group *Home & School to help set the future goals of our school. | Ongoing                 |
|  | *BOT will survey community again in 2016.   |                         |

|   |  |   |
|---|--|---|
| <b>NAG 1 Curriculum</b> <ul style="list-style-type: none"> <li>. Develop and strengthen whole school moderation processes for consistency of Overall Teacher Judgements (OTJs) for reporting achievement. Use PACT for training for moderation.</li> <li>*NZCER work with Y1 – 3 Math's</li> <li>. Planning and classroom programmes will show evidence of differentiated learning opportunities for students Implementing the use of ICT tools and opportunities as part of teaching and learning programmes to engage students in their learning</li> <li>. Use the National Standard 2016 data to implement PD for 2017</li> <li>Collaborative planning will start in 2017 on line.</li> </ul> | <b>NAG 2 Documentation and Review</b> <ul style="list-style-type: none"> <li>. Leaders of teams keep folders on area of responsibility</li> <li>. Unit holders keep clear evidence of area of responsibility</li> <li>. Student data available and used for all planning</li> <li>. Be part of all school reviews</li> </ul> <p>All staff will use the school portal for storing all school wide documentation.</p> <p>2017 – we will review</p> <ul style="list-style-type: none"> <li>*Curriculum</li> <li>*Teacher Appraisal process</li> <li>*Attendance process</li> <li>*Health and Safety procedures</li> <li>*Emergency procedures.</li> </ul> | <b>NAG 3 Personal</b> <ul style="list-style-type: none"> <li>. Be part of all PD in school</li> <li>. Have personal, team and school goals</li> <li>. Work with your coach to achieve your goals</li> <li>. In class observations will be linked to goals</li> <li>. Participate in all new school learning</li> <li>Be part of coaching through team leaders.</li> <li>-Work on BLOGS and keeping evidence for teacher registration</li> </ul> |
| <b>NAG 7 Community Partnership</b> <ul style="list-style-type: none"> <li>. Promote Home &amp; School events especially the Triathlon</li> <li>. Continue to strengthen school/whanau relationships</li> <li>. Actively encourage whanau to work in our school</li> <li>. Run an afterschool homework program</li> <li>. Share as much information with whanau as you can through e-mails, Facebook, website, roles</li> <li>. Work and liaise with whanau/Pasifika group</li> <li>-Work with the COL</li> </ul>  | <p style="text-align: center;"><b>TITAHU BAY SCHOOL</b></p> <p style="text-align: center;"><b>TEACHER'S ANNUAL PLAN</b></p> <p style="text-align: center;"><b>2017</b></p> <p style="text-align: center;"><b>Work in the Western Cluster COL</b><br/><b>(not in plan as unsure of Achievement Plan)</b></p>  | <b>NAG 4 Property/Maintenance</b> <ul style="list-style-type: none"> <li>. Use students in school gardens</li> <li>. Use gardens to make soups in winter</li> <li>. Plant seeds across school</li> <li>Plant fruit trees.</li> <li>*Set up recycling depot at school in 2017.</li> <li>Love food hate waste, Healthy lunch boxes and from the garden to the table will be 2017 programs we implement.</li> </ul>                                |
| <b>NAG 6 Administration</b> <ul style="list-style-type: none"> <li>. Ensure each term all student data is entered on E TAP accurately and on time</li> <li>. Electronic rolls are completed twice a day</li> <li>. Planning shows evidence of differentiated learners</li> <li>. Planning shows and reflects Maori/PI/Special needs students and their needs</li> </ul>   | <b>NAG 5 Health and Safety</b> <ul style="list-style-type: none"> <li>. Participate in evacuations once a term for whole school and staff</li> <li>. Support students to actively contribute to the school's student council by having regular, planned class meetings</li> <li>. Report to Steve/Kevin any classroom and/or playground hazards so they can be attended to promptly</li> <li>. Continue to promote an inclusive school climate that celebrates and learns from diversity</li> </ul>  | <b>NAG 4 Finance</b> <ul style="list-style-type: none"> <li>. Manage curriculum budgets and ensure expenditure is within budgeted amounts</li> <li>. Actively encourage and support the Home &amp; School</li> <li>. Push for all students to do Triathlon</li> <li>. Manage class spending budget</li> <li>2017 is Camp year so we will fundraise.</li> </ul>  |

|   |   |  |
|---|---|--|
| <b>NAG 1 Curriculum</b><br>* Continue to support extra staffing for Reading Recovery, Math's, Writing, Priority learning<br>* Develop with the leadership team an ongoing Digital plan across the school<br>* Ensure staff development is set up for all for 2017 with time at BOT meeting for feedback<br>* Ensure the Pasifika and Whanau plan become part of the school Strategic plan.<br>* Respond and ask questions of all data shared with the BOT | <b>NAG 2 Documentation and Review</b><br>* Review and craft a Charter for 2017-2022. Share with MOE and school community-<br>* Continue to develop Digital plan and action it within budget – Chrome book PD.<br>* Initiate a review of Maori and Pasifika student engagement and achievement during 2017 with COL.<br>* Establish a self-review programme to ensure compliance with legislative requirements and to assist in strategic planning for 2017 - 2022<br>* Share with school community the Annual Report following May 2017 submission to MOE | <b>NAG 3 Personal</b><br>* BOT undertake NZSTA PD as they see the opportunity<br>* Continue to induct all new BOT members in<br>* Continue to support staff development in line with school's priorities<br>* BOT members visible and known to staff<br>Keep a record of all BOT training<br>* BOT training around Health & Safety with NZSTA  |
| <b>NAG 7 Community Partnership</b><br>* BOT actively promote Titahi Bay School<br>* BOT actively engage and support the whanau of Titahi Bay School<br>* BOT communicate after every BOT meeting in school newsletter and once a term give feedback to community<br>* BOT members visible at school events<br>.   | <b>TITAHİ BAY SCHOOL</b><br><br><b>BOT'S ANNUAL PLAN</b><br><br><b>2017</b>   | <b>NAG 4 Property/Maintenance</b><br>* Make provisions for environment plans – cycle track, playground, sunshade<br>* Start the design work for 5YA work identified in 10YPP.<br>* Establish a maintenance cyclical programme for school property<br>Start the work on South Block   |
| <b>NAG 6 Administration</b><br>* Ensure the MOE receive accurate and timely returns and legislative requirements<br>* Submit annual reports and Charter to MOE, including required reports for audit<br>* BOT ensure all policies and procedures are completed and minute by 2017<br>* Ensure time, staff, building and finance are set out in BOT plan February 2017   | <b>NAG 5 Health and Safety</b><br>* Participate in evacuations once a term for whole school and staff<br>* Support students to actively contribute to the school's student council by having regular, planned class meetings<br>* Report to Steve/Kerry classroom and/or playground hazards so they can be attended to promptly<br>* Continue to promote an inclusive school climate that celebrates and learns from diversity<br>* Hazards are identified with BOT/School for minimization and isolation   | <b>NAG 4 Finance</b><br>* Preparation of annual budget and end of year accounts for audit within required time frame<br>Submit final accounts for audit by 31 May to MOE<br>* BOT establish finance person to work with Principal<br>* BOT actively encourage and support the parent Home & School fundraising group<br>* Fund professional development for agreed PLD priorities for teaching and support staff |



## APPENDIX D – ANALYSIS OF VARIANCE REPORTING - December 2016

|  |                            |
|--|----------------------------|
| <b>School name:</b> Titahi Bay School  | <b>School number:</b> 3045 |
| <b>Focus:</b> READING  |                            |
| <b>Strategic Aim:</b> 2016 <ul style="list-style-type: none"><li>• Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.</li><li>• We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).</li><li>• All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).</li><li>• Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.</li><li>• Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in reading skills.</li></ul> |                            |
| <b>Annual Aim:</b> <p>In relation to the Reading National Standard, we aim to improve the capacity for students to question, select, enjoy, discover ideas and information to meet the specific learning purposes across the curriculum.</p>   |                            |
| <b>Target:</b> <p>Year 5 and 6 is the target focus area for 2016. We will also identify all students who are below or well below and have a focus on raising their achievement level.</p>  |                            |
| <b>Baseline data:</b> <p>From our December 2016 end of year Overall Teacher Judgement identified in 2015 -National Standard data identified some concern in the Year 5 and 6 for cohorts – Year 4 and 5 in 2015 data particularly our Maori and Pasifika students.</p> <p>Year 5 2016 students below standard – 13 students<br/>Year 6 2016 students below the standard – 12 students<br/>Total number of well below students – 6 students.</p>  |                            |

| Actions<br>(What did we do?)  | Outcomes<br>(What happened?)   | Reasons for the variance<br>(Why did it happen?)  | Evaluation  |
|---|--|---|---|
| <ol style="list-style-type: none"> <li>1. Collected data including Running Records, STAR and e-asTTle Reading</li> <li>2. Reviewed assessment data with staff and determined the particular learning needs of target students</li> <li>3. Student goal setting at three way interviews (student, parent, teacher)</li> <li>4. The reading programme in Year 5/6 has been linked to inquiry topics</li> <li>5. Staff professional development around comprehension strategies (Sheena Cameron)</li> <li>6. Interactive resources used such as CSI Literacy, Lexia and Reading eggs.</li> <li>7. Student voice in selecting reading material for the library</li> <li>8. Teacher reflection on practice (linked to appraisal)</li> <li>9. End of year data was analysed to inform progress and planning for the following year</li> </ol>   | <p>The analysis of the end of the year National Standards data showed positive gains for some target students. Other students continue to make progress although it has not been enough to change their OTJ against National Standards.</p> <p><b>Y5: 12 students below<br/>3 students well below<br/>This is out of 86. 82.6% are AT or ABOVE the standard.</b></p> <p><b>Year 6- we had 8 children in the below and 3 well below out of 58- so 81.1% of year 6 left at or above the National Standard for Reading.</b></p> | <p>All Ngahere teachers (Y5/6) embraced the topic inquiry based reading programme.<br/>All Ngahere teachers have incorporated comprehension strategies into their reading programmes.<br/>All children who are below or well below in Years 3 -6 have been using Reading Eggs programme. A select group have been doing so at a supervised Study Group at school after school hours.<br/>3 students have Dyslexia and are on the Davis programme.<br/>There are 6 identified special needs students in this data who will not meet National Standards. There are 4 students who are included in this end of the year data who joined TBS during 2015. All 4 are below or well below NS.</p> <p>There are 4 students who are included in this end of the year data who joined Titahi Bay School during 2015. All 4 are below or well below National Standards.</p> | <ul style="list-style-type: none"> <li>• Individual students were clearly identified, with teachers using the data to inform teaching and learning.</li> <li>• Those students who are reading below or well below National Standards need to have regular explicit reading instruction</li> <li>• Senior school teachers will be given PD around what is done in the junior room to teach the mechanics of reading.</li> <li>• Topic inquiry based reading for the students reading at National Standards has improved engagement and enjoyment and will continue.</li> <li>• We are going to trial an online programme called STEPS in 2017 with Reading eggs to see the impact on achievement.</li> <li>• We are introducing PACT reading in 2017 which will help identify gaps in student knowledge and teacher practice.</li> </ul> |
| <p><b>Planning for next year (Where to next?):</b><br/>The following points will be built into the planning for next year:</p> <ul style="list-style-type: none"> <li>• Continue to use topic inquiry reading programme</li> <li>• Introduce PACT assessment to inform overall teacher judgements.</li> <li>• Unpack the aspects of PACT to increase teacher knowledge and capability in the teaching of reading.</li> <li>• Target children in each class will be identified and linked to appraisal goals and teacher inquiry these will be monitored across the school.</li> <li>• Teachers will be encouraged to read aloud to classes as part of a programme of entrenching and enjoyment of reading (Reading for literacy experience aspect of PACT.</li> <li>• Reflective practice will continue to be part of team meetings and staff meetings.</li> <li>• Chrome books actively used to enhance and support learning in Ngahere team (Years 4, 5 &amp; 6)</li> </ul> |  |   |   |

**School name:** Titahi Bay School

**School number:** 3045

**Focus:** WRITING

**Strategic Aim:**

- Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.
- We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).
- All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).
- Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.
- Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in writing skills.

**Annual Aim:**

In relation to the Writing National Standard, we aim to improve the capacity for students to create texts as they learn and communicate experiences, ideas, and information to meet the specific learning purposes across the curriculum.

**Target:**

Year 3, 4, 5 and 6 all had concerns in Writing after the 2015 December OTJ were reviewed. These 4 areas became the target groups for 2016.

**Baseline data:**

Our baseline data (end of year Overall Teacher Judgement in 2015) identified some concern in Years 3,4,5 and 6 cohorts (Years 2,3,4 &5 in 2015) Particularly for our Maori Students.

**Year 3 2016 students**

Total number of well below students – 10 students

Total number of well below students – 1 student

**Year 4 2016 students**

Total number of below students – 10 students

Total number of well below students – 2 students

### Year 5 2016 students

Total number of below students – 17 students

**Year 6 2016 students** – Total number below students – 19 students – Total number well below students – 6 students

| Actions<br>(What did we do?)   | Outcomes<br>(What happened?)   | Reasons for the variance<br>(Why did it happen?)   | Evaluation   |
|--|--|--|--|
| <ol style="list-style-type: none"> <li>1. Levelled and moderated writing samples using PACT. Done within teams and school wide.</li> <li>2. Collected data including writing levels, senior pseudo word and where appropriate letter/sound, pseudo word</li> <li>3. Reviewed PACT tool with staff and identified common gaps for groups that needed addressing.</li> <li>4. Target students working with Priority Learning teacher for writing and/or spelling support (in class)- ALL programme run by 2 experienced teachers.</li> <li>5. Students have individual goals they work on (in back of books) they receive feedback on at least once a week. These goals are reviewed and updated regularly – Fast feedback model.</li> <li>6. Student goal setting at - 3-way parent interviews</li> <li>7. Teacher reflection on practice (linked to appraisal)</li> <li>8. Writing programme linked to inquiry cycle in all rooms</li> <li>9. Staff PD around the learning progressions and PACT framework.</li> </ol> | <p>The analysis of the end of the year National Standards data showed positive gains for some target students. Other students continue to make progress although it has not been enough to change their OTJ against National Standards.</p> <p><b>Year 3</b> – We have 9 students below and 2 well below out of 52. <b>78.8% AT or ABOVE standard.</b></p> <p><b>Year 4</b> – 13 children below and 1 well below the standard out of 65. <b>78.4 % AT or ABOVE standard.</b></p> <p><b>Year 5</b> – 19 children below and 5 well below the standard out of 86. <b>72.1% AT or ABOVE standard.</b></p> <p><b>Year 6</b> – This group made big gains and were part of the ALL that was successful. We have 7 students below and 4 well below out of 58. <b>81% AT or ABOVE standard.</b></p> | <p>All Ngahere teachers (Y5/6) embraced the topic inquiry based writing plan.</p> <p>All teachers have incorporated research strategies into their writing programmes.</p> <p>The year 6 group who made the biggest gains were the focus of the ALL programme in 2016.</p> <p>Fast feedback goals (identified goals fed back on regularly and updated regularly increased student motivation.)</p> <p>Increased teacher capability as we unpacked the Writing PACT has led to more specific teaching to address gaps in student knowledge.</p> | <ul style="list-style-type: none"> <li>• Individual students were clearly identified, with teachers using the data to inform teaching and learning.</li> <li>• Continue using individual (Fast feedback) goals.</li> <li>• Those students who are writing below or well below National Standards need to have regular explicit writing instruction</li> <li>• Topic inquiry based writing for the students has improved engagement and enjoyment.</li> <li>• Increased use of PACT reporting to inform planning to address gaps in student knowledge.</li> </ul> |
| <b>Planning for next year (Where to next?):</b> The Western Cluster will work as a COL and writing may come out of our data gathering as a need across the cluster   |  |  |  |

The following points will be built into the planning for next year:

- Continue to use topic inquiry writing programme and link reading and writing.
- We will be second year of ALL – continue to grow our capacity as teachers using the same framework.
- Chrome books actively used to enhance and support learning in years 4 – 6.
- Use PACT reporting to inform planning. Identify gaps, moderate and then plan activities to meet these gaps
- Teacher reflective practice will continue to be part of team meetings and staff meetings.
- Target children in each class will be identified, planned for and monitored. Teacher inquiry will be linked to this.

**School name:** Titahi Bay School

**School number:** 3045

**Focus:** MATHEMATICS

**Strategic Aim:**

- Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.
- We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).
- All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).
- Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.
- Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in maths skills.

**Annual Aim:**

In relation to the Mathematics National Standard, we aim to improve the capacity for students to have a positive attitude towards maths and to be able to solve problems across all strands of the maths curriculum.

**Target:**

The year 3, 4 ,5 and 6 all had concerns after the 2015 end of year OTJ's were reviewed. These 4 areas became the target group for 2016

**Baseline data:**

From our December 2015 National Standards data (OTJ) we identified some concerns in years 3,4,5 &6 cohorts- particularly Maori students 2016 students.

**Year 3 2016 students**

Total number of below students 10 – Total number of well below students – 1

**Year 4 2016 students**

Total number of below students – 11 Total number of well below students – 3

**Year 5 2016 students**

Total number of below students – 21

**Year 6 2016 students**

Total number of below students – 21

Total number of well below students - 4

| Actions<br>(What did we do?)   | Outcomes<br>(What happened?)   | Reasons for the variance<br>(Why did it happen?)   | Evaluation  |
|--|--|--|---|
| <ol style="list-style-type: none"> <li>1. Reviewed assessment data with staff and determined the particular learning needs of target students</li> <li>2. Continued staff development around the use of GloSS and JAM assessments with training on how to use &amp; analyse testing</li> <li>3. Introduce IKAN (individual Knowledge Assessment of number) testing Y3-6 with a focus on addressing identified gaps in student knowledge</li> <li>4. Staff PD development in years 5&amp;6 around using strand to teach and learn about number.</li> <li>5. Interactive resources used such as Math's WHIZZ.</li> <li>6. Targeted students in class programmes, identified in planning and monitored by team leaders.</li> <li>7. SPRING into Maths programme run by trained Teacher Aide.</li> <li>8. End of year data analysed To inform progress for 2017</li> </ol> | <p>The analysis of the end of the year National Standards data showed positive gains for some target students. Other students continue to make progress although it has not been enough to change their OTJ against National Standards.</p> <p><b>Year 3 – We have 9 students below and 2 well below out of 52. <b>78.8% AT or ABOVE standard.</b></b></p> <p><b>Year 4 – We have 12 students below out of 65. <b>81.6% AT or ABOVE standard.</b></b></p> <p><b>Year 5 – We have 15 students below and 3 well below out of 86. <b>79.1% at or above standard.</b></b></p> <p><b>Year 6 – This group made the biggest gain- We have 6 students below and 5 well below out of 58. <b>81% AT or ABOVE standard.</b></b></p> | <p>All teachers explicitly teach mathematics in their classrooms. All teachers have incorporated problem solving strategies into their mathematics programmes.</p> <p>All teachers of year 5 and 6 embraced teaching number through strand.</p> <p>All teachers of year 3 and 4 embraced the teacher of number knowledge.</p> <p>Maths Whizz with it's individualised, levelled programme has increased student achievement.</p> <p>Target students have helped refine teaching in certain areas and increased accountability.</p> | <ul style="list-style-type: none"> <li>• Individual students were clearly identified, with teachers using the data to inform teaching and learning.</li> <li>• Continue to use Maths WHIZZ</li> <li>• More teaching maths through other curriculum areas – Like Science</li> <li>• More of a focus on children discussing math's with peers. Talk moved.</li> </ul> |

**Planning for next year (Where to next?):**

The following points will be built into the planning for next year:

- Outside provider to work with year 1 – 3 NZCER on student dialogue and discussion around their math's learning.
- More linking of math's to other areas.

- Moderation of GLOSS and JAM
- Teacher reflective practice will continue to be part of team and staff meetings.
- Target children in each class will be identified, planned for and monitored.
- Begin to use PACT math's framework and the learning progressions in Year 4 – 6- unpacking the aspects.
- Chrome books actively used to enhance and support learning in year 4 – 6.



## **EXPLANATORY NOTE:**

In developing both our Reading, Writing and Numeracy targets for 2017, 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 Standards. We have used the PACT progression tool for Writing in 2016 and this has empowered our staff in moderation. We will unpack the Reading PACT aspects in 2017.

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 Standards 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 2016 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 Standards.

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

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 this 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 2017