

PAIHIA SCHOOL CHARTER

Strategic and Annual Plan



2017 – 2019

History

The current school roll is comprised 60% Maori, 30% NZ European, 2% Pasifika, 2% Asian, and 8% other ethnicity. Paihia School is a Decile 4 school.

Children attending the school come from a wide variety of social and economic backgrounds, due to the unique nature of the population in the Paihia School area. This in turn provides for a wide range in pupil achievement and readiness for school entry. Our children come from the Paihia, Waitangi, Te Haumi, Opuia and Haruru Falls areas.

There are eight teaching positions to begin with in 2017. As a result of exploring research around quality teaching and visible learning in 2015 teachers at Paihia School are now most often referred to as Change Agents (CA's). The school has a SENCO to plan, support and co-ordinate children with special education needs. Paihia School has several staff in teacher support roles with a range of responsibilities from managing the school office, leading kapa haka and running the library. The school has a Library, Wharenui, Wharekai, solar heated swimming pool, Corner of Dreams, three adventure playgrounds, pump track for bikes and scooters plus a large playing field. New in 2017 are two innovative learning environments with multiple teachers and year levels. There are also three stand-alone classrooms.



Paihia School - 1927

Principals' endorsement:	Jane Lindsay
Board of Trustees' endorsement:	Wayne Smith
Submission date to Ministry of Education:	24 th February 2017

Paihia School Mission statement:

To cater for the whole child by respecting cultural differences
and providing the best learning environment in partnership with parents and whānau
so every child achieves to their highest ability
and is prepared for their future.



Paihia School Vision statement:

Kia hui ako tahi tātou hei kawenga atu mo ngā ra e tu mai nei

Together we learn and prepare for the future

Paihia School Values:

Manaakitanga – Respect
Kaha – Doing our best
Whanaungatanga – Helping others
Tu maia – Resilience



Cultural Diversity and Maori Dimension 2017

New Zealand's unique cultural dimension is reflected in Paihia School's composition:

African	1%	Fijian	1%
Filipino	1%	Hispanic	1%
British	2%	Indian	2%
Cook Island	1%	Other	2%
NZ European	30%	Māori	60%

The unique position of the Māori culture is a key element as 60% our students are of Māori descent. Great value is placed on our tangata whenua as Paihia is situated by the birthplace of our nation, Waitangi. Many of our families have inter-generational association with Paihia School. There is a strong commitment to develop whanaungatanga.

What reasonable steps will the school take to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum?

Through close consultation with staff, students, parents and whānau Tataiako, Ka Hikita, and the New Zealand Curriculum will be the basis for curriculum development and implementation throughout Paihia School. All students will be involved in pōwhiri, kapa haka, karakia, and waiata. It is the kaupapa of the school. Teaching and learning will be inclusive of te reo me ngā tikanga o Ngāpuhi.

What will the school do to provide instruction in te reo Māori (Māori language) for full time students whose parents ask for it?

Our classes provide instruction in te reo Māori at Level 4. (2001 Education Standards Act Section 61, (3), (a), (ii). Paihia School is inclusive of the teaching of te reo Māori and is developing a school wide programme to ensure there is continuity and equity in the provision of learning te reo Māori.

What steps will be taken to discover the views and concerns of the school's Maori community?

Paihia School is committed to a partnership between home and school. Communication is always welcome and invited through our open door policy, informal discussions, whānau days, parent meetings, newsletters, questionnaires, and hui. As per Ka Hikitia and Tātaiako all staff will be proactive in effective and timely communication with members of the school community kanohi ki te kanohi, verbally, in writing, and by listening. Community engagement with whānau will take place regularly each year at school and/or our local marae.

Baseline Data or School Context

Students' Learning

In 2016 we did not reach our target of 85% of all students being at or above in reading, writing and maths measured against the National Standards. The table below indicates the percentage of students who finished the year at or above the National Standards.

	2014 (Target 80%)			2015 (Target 80%)			2016 (Target 85%)		
	All	Maori	Pakeha	All	Maori	Pakeha	All	Maori	Pakeha
Reading	67%	50%	92%	68%	58%	87%	66%	56%	89%
Writing	49%	39%	67%	60%	48%	80%	64%	56%	82%
Maths	56%	43%	78%	60%	48%	82%	63%	49%	90%

In all three areas our Māori students are over represented as underachieving. Our European/Pakeha almost reached our target in writing and exceeded our target in reading and maths in 2016. Our ORS children are making pleasing progress towards their personal goals. These students are well supported by regular contact with parents and whānau plus quality teacher/teacher aide support. ESOL continue to make progress despite the wide diversity of language needs amongst these students and approximately 70% achieved at or above the National Standards in 2016. Collaborative staff meetings regarding progress and achievement and next steps of below or well below target cohorts will be held every term in 2017. Gifted and talented students need identified and monitored more closely to ensure we are providing the best learning environment for them.

Student Engagement

Student attendance is monitored regularly and documented twice a term through our involvement in Rock On with three other local primary schools. There are a small number of students that we monitor closely due to unjustified absence. Justified absenteeism is usually due to tangi or illness. All students will develop their own learning map to identify who helps them to learn and how they learn best, plus set goals for their learning. These will be revisited and refined throughout the year. A Student Council was set up in 2016 to work with the Principal about issues within the school. In 2017 the focus needs to shift to learning opportunities as well. Student agency around learning is an area to focus strongly on in 2017 as it has room for improvement.

School Organisation and Structures

There are eight classrooms in 2017. Five teachers are teaching in two open learning environments being set up in 2017. There are three stand-alone classes. Class numbers have changed to names reflecting our environment. The new senior playground and pump track are well utilized during and after school. Paihia School has several staff in teacher support roles with a range of responsibilities from managing the library to leading kapa haka, as well as supporting student achievement. There is a proactive PTA that holds events (e.g. mini gala and talent quest). Our school is participating in blended e-learning professional learning development and student learning maps through our Kaikohekohe Education Network (KEN). Our achievement challenge is learning together is empowering. We are a Manaiakalani Outreach cluster school and are working with Woolf Fisher to develop our learn, create, share pedagogy. We are continuing to positively manage behavior through PB4L. We are working with David Seaman again on a distributed leadership and teaching inquiry PLD.

Review of Charter and Consultation

The current Charter and Strategic sections were reviewed and revised in 2016. National Education Goals and Priorities: All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on our local goals. The school will engage with and report to the community on the achievement of students in reading, writing and maths based on overall teacher judgements measured against the National Standards. The school will provide a safe physical and emotional environment particularly implementing our PB4L plan and Vulnerable Children's Act and Health and Safety Act. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems, and health and safety strategies.

Baseline Data Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 - 2019
1	Ako. Create an inclusive learning environment with an expectation of high student achievement and progress sustained in reading, writing and maths for all students measured against the National Standards.	Assessment data gathered as part of whole school assessment plan for each year. Moderation of overall teacher judgments (OTJ) and administration of assessment resources. Cohorts of concern (special needs, Māori, boys, ESOL, students below or well below the National Standards) monitored closely throughout the year. Analysis of variance to identify targets reached. Cater for our Māori tamariki to succeed as Māori through appropriate resources, contexts, involvement of whānau, te reo me ngā tikanga Māori. Cater for our special needs, low achievers and ESOL students through inclusive programmes, appropriate resources, and co-constructed goals and learning opportunities with whānau involved. Cater for our gifted and talented. Monitor the effectiveness of teaching regularly. Embed learn, create, share inquiry based learning.
2	Wānanga. Catering for the whole child through a wide range of learning experiences.	Access a range of experiences including academic, sporting, cultural, leadership, EOTC, community, problem solving, and the arts each year. Students learn, create and share. Actively pursue but evaluate opportunities. Monitor this as part of our annual review. Budget reflects support for the provision of a range of learning opportunities in order to cater for the whole child.
3	Wānanga. Future focused teaching and learning resources and environment provided to equip our students for their future.	On going development of blended E-learning to improve teaching and learning opportunities. Parents have access to blogs and Parent Portal to support and be actively involved in their child's learning anywhere, anytime. All students have equitable access every day to devices to equip them for the 21st Century and develop global citizenship skills. These devices available for senior students out of school hours so learning is not confined to just the school day but at home too. Development of learn, create, share pedagogy in a modern learning environment. Collaborative learning environments set up.
4	Manaakitanga. Provide culturally responsive learning environment so our Māori students succeed as Māori.	Provide culturally responsive learning experiences for Māori students on a daily basis. Implement a school wide te reo Māori programme. Develop a transparent relationship with whānau so there is a partnership between home and school in order to support student well-being and co-construct learning. Everyone actively involved in karakia, himene, mihimihi and waiata. Whole school participation in kapa haka each week. Positively manage behaviour through our waka hoe and embed them as our values (illustrated as hoe). Learn more about waka, our whare Te Waka Awhina and tupuna within. Have noho marae, wananga, hui, and/or whānau days.
5	Tangata Whenuatanga. Develop a sense of our responsibility within our community and to participate actively within our community to be kaitiaki of our local environment.	Continue to be kaitiaki of the vegetable gardens at William House. Maintain and grow vegetables in the school gardens. Continue to do regular beach clean ups. Be available for pōwhiri and kapa haka at Waitangi and/or for cruise ships. Investigate caring for our environment e.g. local stream that runs by the school plus the bush track up school road, marine reserve, bird life, tree planting, etc. Be involved in the local bird corridor. Participate in community events, e.g. annual Christmas Parade.
6	Whanaungatanga. Strong sense of friendly, family culture so parents and whānau are actively involved in a partnership between home and school to support student learning.	Parents regularly commenting and giving feedback on student work displayed on class and/or student Blogs in a way that supports further learning and progress. Parents able to discuss where their child is at and where to next and how they can help. Parents learning through and with their children particularly through the senior classes via Chromebooks - modules offered. Parents part of learning maps process. Whanaungatanga promoted through our waka mode (PB4L). Promote the welcoming and friendly nature of our school. Open door policy – a place for parents too, not just children.

Annual School Improvement Plan 2017 – SUMMARY

Domain	Strategic Goal	Target	Short Report
Student Achievement	High student achievement and progress sustained in reading, writing and maths measured against the National Standards. (NS)	85% of all students to be at or above the National Standard in reading, writing or maths. All students to make progress, some accelerated. All students who are currently below or well below to make more than one years progress to in relation to the National Standards for reading, writing and/or maths, especially Māori and Māori boys. (see Targets for 2016)	
Whole child	Catering for the whole child through a wide range of learning experiences.	A range of experiences including academic, sports, cultural, leadership, EOTC, community, problem solving, science and the arts provided for all year levels catering for all children including our special needs, Maori and Pasifika. Students learning with and from each other, creating and sharing with others within and outside of the school, including whānau. Budget reflects support for the provision of a range of learning opportunities in order to cater for the whole child.	
Parents and whānau	Parents and caregivers are actively involved in a partnership between home and school to support student learning	At least 50% parents commenting on student blogs to support student learning. All parents of senior students have access to the Parent Portal. 100% parents and caregivers are actively involved in a partnership between home and school to support student learning e.g. attending interviews, whānau days, visiting the school, supporting sporting or EOTC events, curriculum design, digital access.	
Blended E-Learning	Future focused teaching and learning resources and environment provided to equip our students for their future.	100% of all students - senior have access to a digital device and blended learning every day and at home; junior access to a device every day at school. Parents have access to their child's learning through technology. These devices available out of school hours so learning is not confined to just the school day but time at home too.	
Community Involvement	To develop an awareness of our responsibility within our community and to participate actively within our community as kaitiaki of our local environment.	Students actively identify an issue or problem within the community that they can solve. Students access expertise within the community to support them. All students have the opportunity to be involved in caring for and being part of the community.	
Te Reo me Ngā Tikanga Māori	Provide culturally responsive learning environment so our Māori students succeed as Māori.	Nga tikanga Māori embraced across the school. Whole school participation in kapa haka each week. Seek male tutor. Have noho marae, wānanga, hui, and/or whānau days each term. All whānau engaged in their child's learning. 100% of CA's implement the school wide te reo Māori programme. Baseline and end of year assessment data gathered. 100% of all students make progress in speaking, listening to, reading and writing te reo Māori.	

Improvement Plan for Reading

<p>School Strategic Learning Goal: High student achievement and progress sustained in reading, writing and maths measured against the National Standards (NS)</p>	<p>School Annual Learning Target: To increase the number of students achieving at or above the National Standards in reading.</p>
<p>Baseline data: We did not reach our target of 85% at or above. In Term 1 there was 11% well below and 30% below. By the end of Term 4 2016 was 15% well below and 18% below. This is unmatched data. 89% of our European/Pakeha students finished the year at or above. This exceeds our target. 82% of our students in Year 4 were at or above the National Standards by the end of Term 4. Our Māori students remain over-represented in being below and well below the National Standards in reading – (43) 44% compared to (5) 10% European/Pakeha. Our senior students are another area where student achievement has room for improvement. Year 7 students - 75% are below or well below the National Standards in reading.</p>	<p>Target: By the end of 2017 85% of all students to be at or above the National Standard in reading. By the end of 2017 all students, especially Māori who are currently below or well below to make accelerated progress of more than one years progress in relation to the National Standards. By the end of 2017 all 31 students in all year levels who are currently below make accelerated progress of more than one years progress to be at in relation to the National Standards. By the end of 2016 all 22 students in all year levels who are currently well below after two years at school to make accelerated progress of more than one years progress in relation to the National Standards.</p>

Key Improvement Strategies

When	What	Who	Indicators of Progress
February 2017	Refine appraisal process to support and improve Change agent practice.	Principal and all CA's.	Change agents gather qualitative and quantitative evidence, ownership and improvement towards the Practicing Teachers Criteria. CA's develop their own inquiry and goal based on student achievement.
Commencing Term 1	CA planning and related material to support learning will be visible through their Google site.	All CA's. Supported by Chrissy/Becks.	Students, parents and whānau have access to learning anywhere, anytime. CA's have planned and implemented an appropriate reading programme.
By Week 3 T1 Ongoing	IEP's written for all cohorts. These are living documents that are shared and discussed at staff meetings regularly.	Principal, senior management and all CA's	IEP's in place for all students who require one (either for extension or extra support).
Ongoing	All classes have displays that are kept up to date and support student learning in reading, and students actively refer to.	All CA's	Change agents and students able to explain how their classroom displays support learning in reading.
Every term	Collaborative support for each other to improve practice in a transparent learning environment.	Principal, senior management and all CA's.	Staff meetings held twice every term re: cohorts of concern in reading. CA's engaged in open and reflective learning conversations related to their practice in order to accelerate student achievement.
On going	By providing multiple texts across the curriculum students will increase the knowledge and vocabulary.	All CA's	OTJ made using a range of sources and evidence from curriculum areas other than reading. Planning indicates a range of tests and opportunities across the curriculum.

Ongoing throughout the year	All Change agents use the same assessment tools in the same way.	All CA's	Assessment is accurate and does not need to be adjusted when checked by principal or moderated. All assessment data is complete on time. Consistency across school.
Term 1 ongoing	Learning maps created by all students to set goals and consider how they learn and from whom they learn best.	All students	Students able to talk about their learning and set goals. Students share and discuss their map with parents and whānau. Evidence of regular reflection of these.
Ongoing throughout the year	All teachers using LI, SC, exemplars, personalised learning and plenary in partnership with students.	All CA's	Appraisal process, student work, displays, planning, dialogue will confirm effective pedagogy individually and across the school.
Term 1 ongoing	Student agency – all students are able to explain what they are learning, why, what they need to do to be successful, share to next.	All stakeholders	Students are able to say what they are learning and how they will be successful at any time of the day in any lesson. Flexible learning environments allow students to learn from one another.
Term 1 ongoing	Context of material support students to succeed, especially our Māori students.	All CA's	Students will have prior knowledge, experiences and language to enable them to be successful and engaged.
Ongoing throughout the year	Resources are used that support our students, especially our Māori and senior students.	All CA's	There will be orderliness about the resources. All change agents will be aware of the resources within the school. Resources will be used effectively to support learning. The context of newly purchased resources will especially support all Māori students.
Term 1	Develop a system for making accurate OTJ in writing measured against the National Standards and introduce the PaCT tool.	Principal, senior management and all teachers.	There is minimal difference when making OTJ and there is evidence supporting the O.T.J. Change agents become more confident and O.T.J. more valid and reliable.
End of year	Analysis of end of year data to inform progress, planning and resourcing for 2018	Principal, senior management	End of year progress and achievement results will inform where to next.

Monitoring:

Reporting to the Board of Trustees every term progress and achievement in reading measured against the National Standards.
 Self review staff meetings regarding progress and achievement and next steps three times every term working as a collaborative team.
 Teachers gather evidence towards their inquiry around their practice and also teacher inquiry goal based on student data.
 Staff meetings held each term to monitor progress and achievement of cohorts of concern.
 Work with Woolf Fisher to monitor progress and achievement.

Resourcing:

Utilise expertise within staff to support teachers.
 \$20,000 has been set aside for additional teacher release.
 \$16,000 has been set aside for release and professional development for teachers.
 \$98,800 has been set aside for teacher aides and learning support teacher aide.

Improvement Plan for Writing

School Strategic Learning Goal:

High student achievement and progress sustained in reading, writing and maths measured against the National Standards (NS)

Baseline data: Writing was our focus area for the year. We did not reach our target of 85% at or above. Our Māori students remain over-represented in being below and well below the National Standards in writing - (44) 45% compared to (8) 19% Pakeha. Our senior students are another area where student achievement has room for improvement. Year 7 students - 75% are below or well below the National Standards in writing. The final data in writing for our target cohort across the school is matched data. The table below shows the achievement of our target cohort and represents 71 of our children from all classes and year levels across the school. While we have not reached our target 94% made progress. Of these children 35% made accelerated progress of between 1.5 and 3 years progress.

2016	Well Below	Below	At	Above
T1	51%	42%	7%	0%
T4	7%	48%	43%	2%

School Annual Learning Target:

To increase the number of students achieving at or above the National Standards in writing.

Target:

By the end of 2017 85% of all students to be at or above the National Standard in writing.
 By the end of 2017 all students, especially Māori who are currently below or well below to make accelerated progress of more than one years progress in relation to the National Standards.
 By the end of 2017 all 40 students in all year levels who are currently below make accelerated progress of more than one years progress to be at in relation to the National Standards.
 By the end of 2017 all 6 students in Year 6 and all 6 students in Year 8 this year who are currently well below to make accelerated progress of more than one years progress in relation to the National Standards.

Key Improvement Strategies

When	What	Who	Indicators of Progress
February 2017	Refine appraisal process to support and improve Change agent practice.	Principal and all CA's.	Change agents gather qualitative and quantitative evidence, ownership and improvement towards the Practicing Teachers Criteria. CA's develop their own inquiry and goal based on student achievement.
Commencing Term 1	CA planning and related material to support learning will be visible through their Google site.	All CA's. Led by Chrissy.	Students, parents and whānau have access to learning anywhere, anytime. CA's have planned and implemented an appropriate reading programme.
By Week 3 Term 1 Ongoing monitoring	IEP's written for all cohorts. These are living documents that are shared and discussed at staff meetings regularly.	Principal, SENCO and all CA's	IEP's in place for all students who require one (either for extension or extra support).
Ongoing	All classes have displays that are kept up to date and support student learning in writing, and students actively refer to.	All CA's	Change agents and students able to explain how their classroom displays support learning in writing.
Every term	Collaborative support for each other to improve practice in a transparent learning environment.	Principal, senior	Staff meetings held twice every term re: cohorts of concern in writing. CA's engaged in open and reflective

		management and all CA's.	learning conversations related to their practice in order to accelerate student achievement.
Ongoing throughout the year	All Change agents use the same assessment tools in the same way i.e. E-AsTTle rubric. Moderation within school, KEN and COL	All CA's.	Assessment is accurate and does not need to be adjusted when checked by principal or moderated. All assessment data is complete on time. Consistency across school/COL/KEN.
Term 1 ongoing	Learning maps created by all students to set goals and consider how they learn and from whom they learn best.	All students	Students able to talk about their learning and set goals. Students share and discuss their map with parents and whānau. Evidence of regular reflection of these.
Ongoing throughout the year	All teachers using LI, SC, exemplars, personalised learning and plenary in partnership with students.	All CA's.	Appraisal process, student work, displays, planning, dialogue will confirm effective pedagogy individually and across the school.
Term 1 ongoing	Student agency – all students are able to explain what they are learning, why, what they need to do to be successful, share to next.	All stakeholders	Students are able to say what they are learning and how they will be successful at any time of the day in any lesson. Flexible learning environments allow students to learn from one another.
Term 1 ongoing	Context of writing and experiences support students to succeed, especially our Māori and senior students.	All CA's.	Students will write about topics that they have prior knowledge, experiences and language to enable them to be successful and engaged.
Set up Term 1 2017 Ongoing throughout the year	Spelling programme set up across the school to raise achievement. Essential Spelling List (ESL) and Sheena Cameron resources used by all staff.	All CA's.	All students know what list they are on and have a goal for their learning. Transference from ESL to their day-to-day writing.
End of year	Analysis of end of year data to inform progress, planning and resourcing for 2018.	Principal, senior management	End of year progress and achievement results will inform where to next.

Monitoring:

Reporting to the Board of Trustees every term progress and achievement in writing measured against the National Standards.
 Self review staff meetings regarding progress and achievement and next steps twice every term working as a collaborative team.
 Teachers gather evidence towards their inquiry around their practice and also teacher inquiry goal based on student data.
 Staff meetings held each term to monitor progress and achievement of cohorts of concern.
 Work with Woolf Fisher to monitor progress and achievement.

Resourcing:

Utilise expertise within staff to support teachers.
 \$20,000 has been set aside for additional teacher release.
 \$16,000 has been set aside for release and professional development for teachers.
 \$98,800 has been set aside for teacher aides and learning support teacher aide.

Improvement Plan for Maths

<p>School Strategic Learning Goal: High student achievement and progress sustained in reading, writing and maths measured against the National Standards (NS)</p>	<p>School Annual Learning Target: To increase the number of students achieving at or above the National Standards in maths.</p>
<p>Baseline data: We did not reach our target of 85% at or above. In Term 1 2016 there was 12% well below and 31% below. By the end of Term 4 2016 19% were well below and 17% below. This is unmatched data. 90% of our European/Pakeha students were at or above the National Standards by the end Term Four. At the end of Term One 2016 only 24% were at or above. 92% of our students who had completed one year of school were at the National Standards by the end of 2016. Our Māori students remain over-represented in being below and well below the National Standards in maths - (48) 50% compared to (5) 10% European/Pakeha. Our senior students are another area where student achievement has room for improvement. Year 7 students - 76% are below or well below the National Standards in maths.</p>	<p>Target: By the end of 2017 85% of all students to be at or above the National Standard in writing. By the end of 2017 all students, especially Māori who are currently below or well below to make accelerated progress of more than one years progress in relation to the National Standards. By the end of 2017 all 40 students in all year levels who are currently below make accelerated progress of more than one years progress to be at in relation to the National Standards. By the end of 2017 all 6 students in Year 6 and all 6 students in Year 8 this year who are currently well below to make accelerated progress of more than one years progress in relation to the National Standards.</p>

Key Improvement Strategies

When	What	Who	Indicators of Progress
February 2017	Refine appraisal process to support and improve Change agent practice.	Principal and all CA's.	Change agents gather qualitative and quantitative evidence, ownership and improvement towards the Practising Teachers Criteria. CA's develop their own inquiry and goal based on student achievement.
Commencing Term 1	CA planning and related material to support learning will be visible through their Google site.	All CA's. Led by Chrissy.	Students, parents and whānau have access to learning anywhere, anytime. CA's have planned and implemented an appropriate reading programme.
By Week 3 Term 1 Ongoing monitoring	IEP's written for all cohorts. These are living documents that are shared and discussed at staff meetings regularly.	Principal, SENCO and all CA's	IEP's in place for all students who require one (either for extension or extra support).
Ongoing	All classes have displays that are kept up to date and support student learning in writing, and students actively refer to.	All CA's	Change agents and students able to explain how their classroom displays support learning in maths.
Ongoing throughout the year	All Change agents use the same assessment tools in the same way i.e. GLoSS, IKAN, JAM Moderation within school.	All CA's.	Assessment is accurate and does not need to be adjusted when checked by principal or moderated. Evidence supports assessment. Consistency across school.

Every term	Collaborative support for each other to improve practice in a transparent learning environment.	Principal, senior management and all CA's.	Staff meetings held twice every term re: cohorts of concern in maths. CA's engaged in open and reflective learning conversations related to their practice in order to accelerate student achievement.
Term 1 on going	Learning maps created by all students to set goals and consider how they learn and from whom they learn best.	All students	Students able to talk about their learning and set goals. Students share and discuss their map with parents and whānau. Evidence of regular reflection of these.
On going throughout the year	All teachers using LI, SC, exemplars, personalised learning and plenary in partnership with students.	All CA's.	Appraisal process, student work, displays, planning, dialogue will confirm effective pedagogy individually and across the school.
Term 1 on going	Student agency – all students are able to explain what they are learning, why, what they need to do to be successful, share to next.	All stakeholders	Students are able to say what they are learning and how they will be successful at any time of the day in any lesson. Flexible learning environments allow students to learn from one another.
Term 1 on going	Context of maths problem solving support students to succeed, especially our Māori and senior students.	All CA's.	Students will solve problems about contexts that they can relate to enable them to be successful and engaged.
Start Term 1 2017 Ongoing throughout the year	Build knowledge rather than just strategy for senior students	All CA's.	All students' knowledge improves as indicated in IKAN testing results.
On going	Provide opportunities to have critical conversations and critical thinking through feedback/feedforward.		
End of year	Analysis of end of year data to inform progress, planning and resourcing for 2018.	Principal, senior management	End of year progress and achievement results will inform where to next.

Monitoring:

Reporting to the Board of Trustees every term progress and achievement in writing measured against the National Standards.
 Self review staff meetings regarding progress and achievement and next steps twice every term working as a collaborative team.
 Teachers gather evidence towards their inquiry around their practice and also teacher inquiry goal based on student data.
 Staff meetings held each term to monitor progress and achievement of cohorts of concern.
 Work with Woolf Fisher to monitor progress and achievement.

Resourcing:

Utilise expertise within staff to support teachers.
 \$20,000 has been set aside for additional teacher release.
 \$16,000 has been set aside for release and professional development for teachers.
 \$98,800 has been set aside for teacher aides and learning support teacher aide.

Improvement Plan - Domain: Priority Learners

Strategic Goals: High student achievement and progress sustained in reading, writing and maths measured against the National Standards (NS).

Annual Goal: To increase the number of students achieving at or above the National Standards in reading, writing and maths, catering for all learning needs and empowering students to learn from each other.

Annual Target: By the end of 2017

85% of **all** students (boys and girls) to be at or above the National Standard (NS) in reading, writing and maths. 95% make progress each term in reading, writing and maths.

Māori: Sustain the progress and achievement of all Māori students who are at or above the NS. Ensure 85% of our Māori students, (especially the seniors) are at or above the NS in reading, writing and maths.

Pasifika: Ensure all Pasifika students are at or above in reading, writing and maths.

Special Needs: All ORS and special needs students with IEP's meet their personal short and long term goals.

Baseline data: Our ORS funded students made very pleasing progress towards individual goals in 2017. This was due to quality teacher and teacher aide assistance plus well-developed relationships amongst all stakeholders.

Our special needs students did not make the accelerated progress they needed. Targets have not been met. ESOL made good progress despite the diversity of ethnicity and language needs amongst these students. These students benefitted from a ten week professional development programme delivered to all teacher aides. Unmatched data 2016 shows that by the end of Term Four 77% were at or above the National Standards in reading, 71% were at or above the National Standards in writing, and 71% were at or above the National Standards in maths. This compares to Term Four 2015 at or above the National Standards results of 60% in reading, 40% in writing and 20% in maths. Teacher aides are employed and timetabled to support our ORS, ESOL and special needs students.

Key Improvement Strategies

When	What	Who	Indicators of Progress
February 2017	Appraisal process to support and improve Change agent (CA) practice to have an unrelenting focus on accelerating achievement based on analysed data.	Principal and all CA's.	Change agents gather qualitative and quantitative evidence, ownership and improvement towards the Practising Teachers Criteria. CA's develop their own inquiry and goal based on student achievement.
Ongoing	CA planning and related material to support learning will be visible through their Google site.	All CA's. Led by Chrissy.	Students, parents and whānau have access to learning anywhere, anytime. CA's have planned and implemented an appropriate learning programme to cater for priority learners.
Ongoing	IEP's written for all students with learning needs with teacher, SENCO and parents contributing.	SENCO, teacher, parents	Progress and achievement monitored throughout each term. IEP evaluated at the end of every term.
Ongoing	Teacher allocated a management unit to develop ESOL support cross the school.	ESOL and principal	ESOL students tracked and monitored every term by teacher in charge of ESOL.
Ongoing	Resources and contexts of learning support Maori students, especially boys. Students learning, creating and sharing with others and their whānau.	SENCO, principal, teachers	Planning and appraisal shows that these students' needs are being met. Needs identified and then addressed in a timely manner. Culturally appropriate programmes in place.

Term 1 Ongoing	Students involved in developing their own learning maps and reflecting on their learning. Student learning maps will empower students to reflect with their whānau on how they are learning and whom they are learning from.	Lead Teachers, CA's	Students able to talk about their learning. Learning maps indicate student ownership of their learning and partnership with parents and whānau.
Ongoing each term	SENCO and classroom teachers communicate regularly with parents and whānau – work together to support the learners through the resources and support available from external agencies e.g. RTLb, RTLit, GSE, STAND, etc.	SENCO, CA's with parents and whānau	Regular meetings documented showing reflection and future goal setting together. What is working and why? Where to next? Regular and timely transparent communication amongst all stakeholders around the needs of our priority learners.
<p>Monitoring: Reporting to the Board of Trustees every term progress and achievement in reading, writing and maths measured against the National Standards. Self review staff meeting regarding progress and achievement and next steps every term of cohorts of concern, special needs, ESOL, Māori and Pasifika.</p>			
<p>Resourcing: Special Education Grant contributing put towards personnel to support priority learners. \$500 budgeted for Special Education. \$20,000 has been set aside for additional teacher expenses. \$16,000 has been set aside for release and professional development for teachers. \$98,800 has been set aside for teacher aides and learning support teacher aide.</p>			

Improvement Plan - Domain: Blended E-Learning

Strategic Goals: Future focused teaching and learning resources and environment provided to equip our students for their future.

Annual Goal: Our students are equipped to learn, share and create from and with each other, other schools, their whānau and the world. Raise student achievement through learning together, providing a modern learning environment in partnership with parents and whānau.

Annual Target: All students are confidently and actively learning from and with each other using future focussed resources. All parents actively involved in supporting and being part of their child's learning. Feedback on blogs supports next learning steps. Students develop global citizenship skills and etiquette. Students take more responsibility for and control of their own learning. Visible teaching.

Baseline data: Students are more engaged with their learning due to digital device. We are part of the Kaikohekohe Educational Network (KEN) and also a Manaiakalani Outreach (MO) school. In May 2015 Chromebooks became available for parents to lease so all senior students had equitable access to digital devices to share their learning with each other and their parents and whānau, plus learn in a blended e-learning environment. In Term 4 2015 some students began to take their device home as their parents had attended training modules. Our junior students have access to multiple Ipads in their classes. A very small number of parents are commenting on class Blogs.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Week 2 Term 1	Ensure all learners have access to suitable digital technologies within a technology-rich, cyber-safe learning environment.	Principal and all Change agents (CA's)	All students using Chromebooks in the senior classes Years 4-8 and Ipads in junior classes to support learning, progress and achievement.
On going	Continue to teach all students about being cyber smart and develop kawa of care for Ipads and Chromebooks, plus their role in being a global citizen.	CA's. and students	Kawa of care agreed upon, displayed and practiced in all classes by everyone. All students do a digital dig and track their digital footprint. New teachers to 1:1 devices engage in weekly PLD with MO Facilitator.
On going	Blog posts need to be very clear as to what is the learning intention and the success criteria - so that feedback can be more generative.	CA's. And students	Learning intention and success criteria part of all Blog posts. Feedback on blogs relates to the learning.
Start T1 On going	Build metacognition into the blogging process. Ask students what they think about the power of comments on students blogs. - Are students acting on feedback given on their blog.	All CA's and students	Students commenting and sharing their work, Blog posts, etc. with one another for feedback and feedforward. Teachers, Principals, Facilitators, students and parents methodically and consistently commenting constructively on student blogs/student work. Feedback on blogs impacting on student progress and learning. Create a survey for students around blogging. - how does a blog impact on their learning.

On going	Students can access and share their learning safely anywhere, anytime plus create opportunities for parents to access and support their child's learning.	LT, Principal and parents	Parent modules run for parents to learn cybersafety, how to care for and use the Chromebook, and also how to give feedback to their children in order to support further learning orally and via their blog. All parents attend modules prior to their child bringing home a Chromebook. Parents and whānau regularly commenting on their child's blog to support their learning.
On going	Provide opportunities for teachers and students to learn from each other. Classrooms are a collaborative space. Students becoming independent self directed learners and we are facilitators in this journey.	Principal, LT and all CA's	All CA's proactively involved and reflecting on their learning. Reflection of learning gathered over the year. Participate in all PLG, combined SM, TOD, and Toolkits through KEN. Students and teachers participate in the KEN E-Learning Symposiums and Movie night. Whole class teaching decreases. Teachers collaborating with each other and with students to model the collaborative process. Use of different digital resources to promote collaborative ideas eg Padlet, Wallwisher.
Start T1 On going	Explicitly teaching our children how to work collaboratively.	All CA's and students	Planning shows evidence of teaching collaboration is and what things we do to be collaborative. Physical environments set up to cater for collaboration.
On going	Ensure facilitators (MET and KEN) respond to the needs of our staff and students	Principal, CA's	Record activities and reflection; plan where to next via Google docs.
Start T1 On going	Organise teaching and learning so that it highlights the links between curriculum areas and that increases student choice, order of task, text, tool, product (multi-modal)...	All CA's.	Teacher sites support the DLO's and children accessing their learning multiple times.

Monitoring: As per our KEN and MET self-review. Student and teacher reflections.

Resourcing:

\$16,000 was budgeted for professional development.

\$400 per FTTE budgeted for contribution to our Kaikohekohe Education Trust (KET)

Improvement Plan - Domain: Te Reo me ngā tikanga Māori

Strategic Goals: Provide a culturally responsive learning environment so our Māori students succeed as Māori.

Annual Goal: Provide culturally responsive learning experiences for Māori students on a daily basis. Implement a school wide te reo Māori programme. Develop a transparent relationship with whānau in order to support student well-being and co-construct learning.

Annual Target: Nga tikanga Māori embraced across the school. Whole school participation in kapa haka each week. Have noho marae, wananga, hui, and/or whānau days each term. All whānau engaged in their child's learning. 100% of CA's implement the school wide te reo Māori programme. Baseline and end of year assessment data gathered. 100% of all students make progress in speaking, listening to, reading and writing te reo Māori.

Baseline data: There is no school wide te reo Māori programme. Most classes start the day with karakia, himene and mihimihi. In assembly each week only one student is kai karakia. Only a small handful of the same students play a role in pōwhiri as kaea or kai karanga. There is room for improvement in whanaungatanga.

Key Improvement Strategies

When	What	Who	Indicators of Progress
On-going	Develop an understanding, knowledge and respect for te reo Māori me ngā tikanga Māori for our school.	All staff	Everyone actively involved in karakia, himene, mihimihi and waiata in class and assembly or powhiri. All students and teachers participating in tikanga Māori within our school. Everyone able to say their pepeha – including staff.
Start Term 1	Have noho marae, wānanga, hui, and/or whānau days.	All staff	CA's will have a better understanding of what it means to be Māori. Whanaungatanga developed/ relationships are strengthened. All whānau engaged in their child's learning. Staff and students know more about waka, our Wharenui Awhina and tupuna within.
Term 1	All students involved in kapa haka every week. Seek male tutor as a role model for our boys and to support our two female kaiwahina kapa haka tutors	All staff	Male role model inspires our boys to perform with great pride. A kapa haka roopu to participate in the Northland Cultural Festival.
On-going	Parents and whānau are well informed and engaged in their child's learning.	All staff	CA's are proactive in finding and meeting the needs of their Māori students. Two-way communication in plain language in partnership between home and school.
On-going	Positively manage behaviour through our waka hoe and embed them as our values (illustrated as hoe). Agree on strategies for managing behavior positively and with cultural respect.	All staff	Student behaviour is respectfully managed in a consistent manner across the school. Students and CA's can explain and demonstrate the visual representations in all classes and around the school to reinforce our waka hoe. Teachers and staff will use te reo Māori in commands and acknowledge taha Māori when supporting tamariki in their behavior.

Term 1 then on-going	Develop a school wide programme for teaching te reo Māori using resources such as Te Reo Māori – Kura Auraki, He Reo, He Reo Ora, etc. Baseline assessment inform teaching and learning.	Principal and all CA's	CA's implementation of planning put in place by the principal reflects student learning using available resources. CA's will respond effectively to the diverse language and cultural experiences, strengths and interests of students.
Start T1 On going	Principal to lead staff to learn to speak te reo Māori. Staff meetings every fortnight on te reo Māori and alternate fortnight inquire into being culturally inclusive.		CA's will feel comfortable and supported in their use of te reo Māori. Their knowledge is transferred to classroom. Valid assessment data will indicate progress.
Term 1 2017 Ongoing	Unpack implications of Ka Hikitia and Tataiako	Principal and all CA's	Teachers familiar with resources. Teachers identify what it will look like feel like and sound like in our school for our Māori students to succeed as Māori.
Term 1 On going	Plan culturally inclusive contexts of inquiry that allow whānau to be involved and students to bring their rich knowledge, experiences and language.	All CA's	Planning, student work and displays will reflect context for learning that are culturally inclusive. Parents and whānau engaged and participating in the learning programme across the curriculum.
Term 2 and Term 4	Evaluate the effectiveness of the school wide programme.	Principal in consultation with whānau and tamariki	Adjustments are made if necessary as a result of the analysis and progress made by tamariki.
<p>Monitoring: Principal to develop unit plans and work with staff in staff meetings on resources and activities to support student and teacher learning. Classroom environments, student voice and assessment data indicate implementation, teaching and progress. Reporting to the Board of Trustees every term regarding progress and achievement in implementing the programme across the school. Self review staff meeting at the end of each Term. Student and whānau voice gathered.</p>			
<p>Resourcing: Utilise expertise within staff to support teachers. \$16,000 has been set aside for professional development for teachers. \$1,000 has been set aside for te reo Māori resources. \$38,800 for two teacher aides employed to lead kapa haka.</p>			