

Kapanui School

Charter and Strategic Plan - 2015-18

MOE ID – 2871



**Rise and Shine – Maranga a Whiti
Learning Journeys – Our Passion!**

Last reviewed, revised and adopted by the Board – 1/03/15

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1.0 MISSION

In partnership with parents we are committed to providing a **caring and safe** school that promotes each child's **academic, social and emotional development** within a **high quality learning and teaching** community.

1.0 INTRODUCTION

Kapanui School is a large modern school situated in Waikanae catering for students from Yr1—8. It has attractive well maintained grounds with good provision for shade during the summer months. The school is well supported by its parents and members of the wider community. Class levels are organised in blocks to strengthen the ability for staff cooperate.

An enrolment scheme is in place as the school site has reached its capacity.

1.1 VISION - Rise and Shine – Maranga a Whiti

For all our students to **rise** to the challenge of learning **and shine** brightly everyday during their learning journey at Kapanui School.

We want -

To develop young people who will be confident, connected, actively involved, lifelong learners.

'Students who actively seek, use, and create knowledge'

1.2 Our Curriculum - Kapanui

At Kapanui School we want our children to develop the skills of higher order thinking, creative and critical thinking. We want them to develop the skill of asking questions that develop and stretch their intellect. We want to provide our children with the skills, intellectual habits, attitudes and powerful experiences that lead to life long learning. We want our children to have the information and tools to recognize how best they learn and acquire knowledge.

Our aim is to assist our children develop a toolbox of lifelong intellectual habits and skills that will help them become thoughtful, productive citizens in an ever-changing world.





Within this positive educational environment, we will encourage the development of honest, responsible citizens with positive self-images, who respect the beliefs, thoughts, and rights of others. Individuals who take risks to become self-directed learners, creative thinkers, cooperative workers, and community contributors will characterize our success.

Our school follows the guidelines of the New Zealand National Curriculum and as a primary school has a special emphasis on the areas of literacy and numeracy or what we term the “Foundation Skills”

Our literacy programmes set out to ensure that each of our students is able to read, write, speak, listen, spell, view and present for success. In general, successful reading for students means comprehending in print most of what they are expected to comprehend when listening to spoken language. Successful writing means expressing in print most of what they are able to express when speaking.

These skills are vital in every learner's development as they mature and grow. Attainment in these areas is monitored very closely, is shared with the learner

and is reported to parents at regular intervals. The school also provides a range of intervention programmes, to assist those children that are experiencing difficulties in these areas.

The school's numeracy programme has two parts, one is acquiring mathematical knowledge and understandings and the other has to do with teaching our students to strategize with the number knowledge they have gained. We value the ability to think in a mathematical way, to solve problems that have a real context.

We have combined the content areas of "science, social studies, technology and health" into our INQUIRY / THINKING Curriculum.

These areas are presented to the students as areas of inquiry, where the students are taught to use their ability to question, reflect, research, comprehend and synthesize. In this part of the curriculum, we believe that the learning needs to be relevant, authentic and purposeful and result in a "how has this learning made a difference to me" type of conclusion. It is a highly exciting and motivating part of our school programme.

We also build into our learning programmes, aspects of Art, Music, Dance, Drama and te reo Māori. These areas, together with regular physical education, sport and outdoor education sessions ensure a well-rounded approach to education. We also acknowledge the added value that these areas make to developing intellect.

The school also has a strong values programme, integrated into everything that we do. The school has selected several Kapanui Key Values, which we have set on a “Values Compass”. This values compass helps students choose the right direction on their learning journey. These key values and other associated values and virtues are discussed, demonstrated and acted upon in a proactive way.

We believe our school motto “Rise and Shine” encapsulates the ideas of growing, learning and achieving.

Imagine a school in which everyone can rise and shine. A school with a range of coaching and teaching programmes, events and services tailored to help individuals shine brighter and rise higher. That is what Kapanui School in partnership, with parents, staff, Ministry of Education and community seeks to achieve.

We expect our graduates not just to be good students. But good people, the kinds of children who will become adults who will be productive and positive citizens.

Our expectation is that Kapanui School will be inclusive of all students. Inclusion means valuing all students and all staff in all aspects of school life. It involves removing barriers to presence, participation, and achievement. The inclusion principle applies to all students, but it is particularly important when considering the achievement of Māori and Pasifika students and students with special educational needs.

Our Curriculum Delivery is based on the principles of –

- **Excellence and High expectations** – promotes personal excellence
- **Inclusiveness and Culture diversity** – reflective of New Zealand and affirming of all students
- **Learning how to learn** – reflective learning
- **Treaty of Waitangi** – acknowledges the bicultural foundations of New Zealand
- **Future focus** – explores future focused issues such as sustainability, citizenship, globalisation and enterprise
- **Community engagement** – connects and engages with families and community
- **Coherence** – provides a broad education that makes links across learning areas and a pathway for future learning

To achieve this vision we focus on 5 key teaching beliefs-



1.3 Kapanui School – Five Key Teaching Beliefs

1. That **Foundation Skills** provide the basis for life long learning
2. That we need to develop students as **Curious Explorers and Self Regulated Learners**
3. That **Teachers are Learning Guides and coaches** helping students strive for personal excellence on their learning journey
4. That the provision of **Powerful Learning Experiences** leads to quality learning
5. That our learning environments should be safe, **supportive, inclusive, Quality classrooms**

To deliver this we need to work as a TEAM (Together Everyone Achieves More) to a consistency of practice in key areas and to develop a partnership with parents and the community.

The Kapanui curriculum delivery pedagogy – foundation skills, integrated curriculum, inquiry learning, powerful experiences, rich authentic activities and tasks developed to meet NZ Curriculum goals – we believe results in a focus on the MOE Key Competencies which are both "caught and taught".

1.4 Students' Learning

Data collected by the school indicates that most students at Kapanui School progress at satisfactory rates and many at accelerated rates – see National Standard data attached. The Education Office reported in 2012 “The school reports that most students achieve at or above in relation to National Standards in reading, writing and mathematics, with many making accelerated progress during 2011, including Māori.”

1.5 Student Engagement

Attendance rates indicate that students at Kapanui School are engaged with learning. Student voice surveys (NZCER Me and My School, 2011. - 15) also give positive information about student engagement with the majority of students positive about Kapanui School, their teachers and their learning.

1.6 Kapanui School - Student Goals

We will deliver our curriculum in way that embraces the 5 identified MOE New Zealand Curriculum Key Competencies that have been identified as essential throughout life, for work and play. These are the capabilities people need to live and to learn and to make a contribution as active members of their communities. We believe our school values – Courage / Respect / Honesty / Responsibility / Perseverance / Kindness and Citizenship are all implicit in this Charter and our goals for our students.

Relating to others

When students leave from Kapanui School we would like them to

- Be honest and truthful.
- Have a positive and optimistic attitude.
- Have the skills to make and keep friends.
- Be caring, respectful and tolerant of other views and systems.
- Actively seek ways to help and support other people around them.
- Have developed a sense of humour.
- Keep an open mind

“*Relating to others* is about interacting with a diverse range of people in a variety of contexts. This competency includes active listening, recognising different points of view, negotiating and sharing ideas.

Students who relate well to others are more likely to be open to new learning. They can take different roles in different situations. They know when it is appropriate to compete and when it is appropriate to cooperate.” - MOE

Managing self

When students leave from Kapanui School we would like them to

- Be able to effectively manage their time.
- Use their initiative and act independently of others
- To have developed a desire and the self-motivation to achieve to potential
- Be happy and confident
- Be flexible and able to adapt to and accept change.

“*Managing self* is about choosing to act appropriately, conscious of the effects of what we do and say. This competency requires a sense of personal identity, self-awareness, and the ability to reflect. Managing self includes setting personal goals, making plans, and striving for excellence. Self management implies self-motivation, including a ‘can-do’ attitude.

Students who can manage themselves are resourceful and resilient. They have the strategies to overcome hurdles and they know when and how to make their own, well-informed choices rather than to accept choices made by others.” - MOE

Participating and contributing

When students leave from Kapanui School we would like them to

- Be able to recognise positive opportunities.
- Be able to persevere to work a task to completion
- Accept challenges willingly and learn from the outcomes.
- Try their best in all situations, but recognise and accept limitations.
- Be comfortable with both competition and co-operation.
- Have plans for the future.
- Be able to cope in a variety of social and cultural environments and situations.
- Have experienced and enjoyed a variety of sports and leisure activities.

Have developed the desire and skills to continue learning throughout life.
Know where and how to get help.
Know that they have 'rights' and accept that they have 'responsibilities'.

“Participating and contributing is about using learning when taking an active part in a range of local, national and global communities. Communities can be based on kinship, interest and culture and include places of learning, work and recreation.

Students who participate and contribute effectively know their own place in the world and have the confidence to become active participants in contexts that are new to them. They understand the importance of balancing rights, roles and responsibilities, and can contribute to the sustainable well-being of society, culturally, economically and environmentally.” - MOE

Thinking

When students leave from Kapanui School we would like them to

Be able to think for themselves, rationalise, make and review decisions
To think creatively
Access, analyze, and apply knowledge and skills from various disciplines

“Thinking is about using creative, critical and logical processes to make sense of and to question information, experiences and ideas. Thinking includes researching, organising and evaluating to seek understanding, to inform decisions, to shape actions and to construct knowledge.

This competency implies intellectual curiosity, an enquiring attitude and a desire to know and understand.

Students who have well-developed thinking skills can think about their own learning, draw on intuitions and personal knowledge, ask questions, and reflect on assumptions and perceptions.”

Using languages, symbols and text

When students leave from Kapanui School we would like them to

Have developed basic understandings, knowledge and skills across the essential learning areas.
Communicate competently and confidently by listening, speaking, writing and reading
Locate, gather, and organize information using appropriate technology and information systems
Share information using a range of information and communications technologies

“Using languages, symbols and texts is about working with the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences and ideas; using languages and symbols, people understand and produce texts of all kinds: written, spoken and visual; imaginative and informative; mathematical technological and scientific.

Students who are skilful in responding to and using languages and symbols can understand and create a wide range of texts. They can interpret and use words, number, images, movement, metaphor and technology in a range of contexts. They can identify how the ways in which languages and symbols are used to have an effect on understandings and responses.” - MOE

1.7 Māori Dimensions and Cultural Diversity / Te Reo Māori / Tikanga Māori

Kapanui will develop procedures and practices that reflect New Zealand’s cultural diversity, and the unique position of the Māori culture.

The school will recognise that Māori are the Tangata Whenua of Aotearoa and their language and culture are a living part of New Zealand society. All New Zealanders should therefore recognise, respect and show sensitivity for this cultural heritage.

Achievement Targets for Māori - Our achievement targets for Māori are the same as for all our students – however Māori are one of the priority groups identified by the Ministry of Education and this is also evident in our data for writing and mathematics. We will therefore set and monitor goals in these areas for Māori students.

Guidelines –

1. The Māori language, (te reo Māori), will be part of the school curriculum.
2. Staff development should include te reo Māori, tikanga Māori and cultural sensitivity.
3. The school will provide a welcoming atmosphere for all parents and students by reflecting both cultures.
4. Aspects of Māori culture, tikanga Māori will be integrated across the school curriculum.
5. The Social Science programme in particular will reflect the diversity of New Zealand culture.
6. The Board will consult with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.

1.8 School Organisation and Structures

Kapanui School is a large modern school situated in Waikanae catering for students from Y1—8. It has attractive well maintained grounds with good provision for shade during the summer months. The school is well supported by its parents and members of the wider community. The school operates in four learning teams (Y1/2, Y3/4, Y5/6 and Y7/8).

As at 28 February, 2016 the school roll was 556 (2015 – 537). An enrolment scheme is in place as the school site has reached its capacity. The Board has the required policies and guidelines which can be viewed at – www.schooldocs.co.nz.

School property is well maintained and the school has agreed in 2014 a new 5 year property agreement with the Education Ministry which will see much of the interior of the classrooms upgraded over the next 5 years.

2.0 STRATEGIC SECTION 2015 – 2018

2.1 Professional Development Focuses 2013 - 2018

2013	2014	2015	2016	2017	2018
Literacy – Written Language – Y0-8	Mathematics – Y0-8	Mathematics – Y0-8	Mathematics – Y0-8	TBC– subject to needs and review recommendations	TBC– subject to needs and review recommendations
Science – Y1-2	National Standards - Moderation and Reporting	Y7-8 Innovative Learning Pedagogy	Y5-6 Innovative Learning Pedagogy	Y3-4 Innovative Learning Pedagogy	
National Standards - Moderation and Reporting	Ka Hikitia – Success for Māori	Ka Hikitia – Success for Māori	Ka Hikitia – Success for Māori		
Ka Hikitia	Using eTap	Y0-2 - Literacy – Massey University Study	Y0-2 Literacy – Massey University Study		
Using eTap		Y5-8 ALIM	Y5-6 ALIM		
		Y0 - 2 – Play Based Learning	Y0 - 2 – Play Based Learning		

2.2 Review Programme – Review programme for BOT / Staff

School Self Review Plan

Even year	Term 1	Term 2	Term 3	Term 4
Student Achievement NAG 1 - Curriculum Raising Student Achievement	PAT BOT Community Report – Student Class Reviews / Descriptions	Achievement Annual Report BOT and community – Student Achievement targets / National Standards	 Class Reviews / Descriptions	AsTTle BOT Community Report Six year Survey BOT Report Annual BOT Report – Special Needs
NAG 2 – Review Curriculum	Review - Mathematics	Health Curriculum Parent Consultation	Review – Science / Social Studies - Inquiry	
NAG 3 - Personnel	BOT Report – Staff registration and police vetting	Personnel Policy		BOT Report Staff Appraisal NZCER Teacher Workplace Survey Staff What Makes a Good School Survey BOT Staff Exit Surveys
NAG 4 – Finance	Annual Financial Audit		Annual Budget Review	Review Banked Staffing
Community		Annual Report To Community – Finance and Strategic Plan	Community Survey	
NAG 2 - Board of Trustees	Review of Strategic Plan			
NAG 4 - Property			Review of Property Plan	
Administration			Review ICT Plan	
NAG 5 – Health and Safety - Student Engagement / Welfare – Student Agency	Student Peer Mediators Survey – playground behaviours Student Voice - mathematics	Student Voice – Written language	NZCER Student Survey – Me and My School – 7/8	Annual BOT Report – Summary of Behaviour Record Student Y8 Exit Survey

Odd Year	Term 1	Term 2	Term 3	Term 4
Student Achievement NAG 1 - Curriculum Raising Student Achievement	PAT BOT Community Report Class Reviews / Descriptions	Annual Report BOT and community – Student Achievement targets	 Class Reviews / Descriptions	Annual BOT Report Special Needs AsTTle BOT Community Report Six year Survey BOT Report
NAG 2 – Review Curriculum	Review – PE / Arts	Other Related Curriculum Policy	Review – English	
NAG 3 - Personnel	BOT Report – Staff registration and police vetting		NZCER – Teacher Workplace Survey	BOT Report Staff Appraisal NZCER Teacher Workplace Survey BOT Staff Exit Surveys
NAG 4 – Finance	Annual Financial Audit	Finance Policy	Annual Budget Review	Review Banked Staffing
Community		Annual Report To Community – Finance and Strategic Plan		
NAG 2 - Board of Trustees	Review of Strategic Plan			
NAG 4 - Property			Review of Property Plan	
Administration			Review ICT Plan	
NAG 5 – Health and Safety - Student Engagement / Welfare - Student Voice			Me and My School – Y7/8	Annual BOT Report – Summary of Behaviour Record Student Y8 Exit Surveys

Strategic Review

Regular Self Review

Regular Accountability BOT Reports

Emergent self reviews

2.3 - School Strategic Goals 2015 – 2018 - Meeting National Education Goals, National Education Priorities, National Administration Goals

Strategic Section - Kapanui School Priorities and Goals for 2015 - 2018

Priorities	Strategic Goals	Core Strategies for Achieving Goals 2015 - 2018
<p><u>2.3.1 Success for All</u></p> <p>Learners will be at the Centre. Activity will centre on their cognition and growth.</p>	<ol style="list-style-type: none"> 1. Develop and lift student achievement in core curriculum areas, focussing on improving performance, both individually and school-wide, against National Standards. 2. Plan, resource and deliver programmes which align with the Kapanui School vision, goals and beliefs and place learners at the centre. 3. Provide systems that encourage and allow for teachers to inquire into their teaching 	<ul style="list-style-type: none"> • Gather reliable, robust student achievement data, using school wide assessment tools and practices which are analysed and used to inform teaching and learning at individual, Team and school level. • Ensure clear links between achievement data and teacher planning in reading writing and maths to provide personalised differentiated learning for students. • Identify early children at risk and provide intervention. • Raise student achievement in mathematics and statistics by developing staff capability to assist all students and resource appropriately. • Link the provision of resourcing decisions to data and information. • Promote greater involvement and communication with parents to improve student learning. • Provide systems that encourage and allow for teachers to inquire into their teaching • Strengthen teacher pedagogical knowledge of the most effective practices that enhance learning. • Induct new staff into the Kapanui culture of Teaching as Inquiry and reflective professional learning groups • Make learning relevant and meaningful to engage students in their learning • Provide students with opportunities to develop

		<p>inquiry and information skills</p> <ul style="list-style-type: none"> • Provide students with opportunities to develop their critical, logical, creative and caring thinking skills • Provide students with opportunities to develop inquiry through rich tasks in authentic contexts • Develop greater awareness of learning disabilities, provide appropriate support programmes. • Develop and implement a programme to cater for students with special abilities – GATE. Develop systems that provide closer monitoring of the rate of acceleration of identified gifted students
<p><u>2.3.2 Success for Māori and Pacifica</u></p> <p>Māori and Pacifica Students will achieve success both academically and culturally</p>	<p>4. Give effect to the partnership with Māori by developing a relationship and communication pathways with our Māori parents, Whakarongotai Marae and the local iwi Te Atiawa.</p> <p>5. Seek their guidance in planning and setting goals for enhancing the performance of Māori students and gaining success as Māori.</p>	<ul style="list-style-type: none"> • Review and monitor Māori and Pacifica achievement data to inform annual school goals and targets • Develop strategies to support more Māori students move from current achievement levels to higher achievement bands. • Continue to implement and review the Kapanui 2013 BOT goals set to provide success for Māori students. • Implement consultation processes related to Māori and Pacifica - as per NAG 1 • Continue with dedicated Kapa Haka and Te Reo. • Celebrate events that encourage whanau contact e.g. annual Matariki Night. • Encourage Te Ao Māori contexts in class room planning, particularly local contexts • Maintain contact and regular visits with Whakarongotai Marae • Use Tātaiako, Cultural Competencies

		<p>for Teachers of Māori Students within appraisal to challenge and support staff when they consider their next professional learning steps.</p> <ul style="list-style-type: none"> • Raise staff awareness of effective teaching of Māori and Pacifica students. • Support a whanau support group to meet regularly to monitor and support the BOT and staff achieve the 2013 Kapanui BOT goals set to provide success for Māori students. • Ensure staff are familiar with - <ul style="list-style-type: none"> • Tātaiako - cultural competencies for teachers of Māori learners • Ka Hikitia - – Managing for Success, MOE strategy for improving achievement of Māori students. • He Reo Tupu, He Reo Ora - online multimedia resource for teaching and learning te reo.
<p><u>2.3.3 A Broad / Integrated Curriculum</u></p> <p>Students will enjoy a broad and integrated curriculum</p>	<p>6. Provide students with opportunities and experiences that challenge and extend them across a range of curriculum and co curricula areas with a particular focus on, physical education, music and artistic activities.</p>	<ul style="list-style-type: none"> • Encourage curriculum integration where appropriate and increasing as students move through the school • Use teacher and community expertise to enhance programmes • Provide opportunities for students to learn musical instruments by exploring the provision of more music tutors • Provide opportunities for students in sports and PE by being proactive in taking advantage of outside expertise and providers - e.g Gym Fun, Grasshoppers tennis, Ripper Rugby

		<ul style="list-style-type: none"> • Review and further develop play-based learning and the documentation • Develop guidelines that reflect the schools beliefs and approach to play – based learning will be available and shared with community
<p><u>2.3.4 Innovative learning environment</u></p> <p>Staff will understand and deliver the curriculum consistent with a Innovative learning pedagogy</p>	<p>7. Develop a Innovative learning environment in the school including teaching pedagogy, ICT tools and classroom design, so that learning is enhanced and students are prepared to participate and contribute in the 21 Century</p>	<ul style="list-style-type: none"> • Implement structures and programmes that address future-focused teaching and learning to raise the level of engagement of the learners, more effectively meet individual needs, and promote greater teacher collaboration. • Provide an ITC environment for staff and students that allows greater access to emerging technologies • Provide staff development opportunities to increase knowledge of Innovative learning pedagogy • Provide opportunities for staff to visit and learn from other schools • Upgrade the schools environment and property to enhance learning and teaching • Complete items listed in 5 Year Property Plan – <ul style="list-style-type: none"> ○ Warm water toilets ○ Refurbish Rooms 20 – 23 Innovative learning environment ○ Refurbish Block B – teaching spaces and carpet ○ Refurbish – Rooms 8 – 19 - Innovative learning environment
<p><u>2.3.5 Self Regulated Learners</u></p> <p>Students will develop increasing skills to lead their own learning</p>	<p>8. Provide students with opportunities and experiences that challenge and encourage them to become self regulated learners. Learners who are engaged with their learning and doing the thinking.</p>	<ul style="list-style-type: none"> • Provide teacher development in inquiry learning , play-based learning and integrated learning • Provide opportunity for student agency in planning and flexibility in curriculum delivery

		<ul style="list-style-type: none"> • Provide opportunities for student agency in relation to learning objectives and success criteria. To give, take and act on feedback so students can reflect and set learning goals. • Strengthen teacher self efficacy - “Teachers with higher levels of efficacy are more likely to learn and use innovative strategies for teaching, implement management techniques that provide for student autonomy, set attainable goals, persist in the face of student failure, willingly offer special assistance to low achieving students, and design instruction that develops students' self-perceptions of their academic skills “ • Up skill teacher knowledge and capabilities related to developing self regulated learners. • Encourage and use student voice to inform school programmes and systems.
<p><u>2.3.6 Quality teaching in every class</u></p> <p>Every teacher will deliver effective learning and teaching programmes</p>	<p>9. Ensure the Kapanui School Curriculum it is consistently used as the tool to inform planning and teaching.</p> <p>10. Ensure that the appraisal and staff development is effective in developing teacher capabilities.</p>	<ul style="list-style-type: none"> • Closely monitor the acceleration rates of identified gifted students and extend the provision for these students • Use effective review processes that include using good practice indicators where appropriate to assist staff understand what excellence looks like • Develop good practice indicators where appropriate when conducting reviews. • Develop a school culture of reflective practice and evidence based decision making

3.0 ANNUAL SECTION

3.1 – Annual Goals

Strategic Goals	Annual Goals 2016 - Actions	Responsibility / Monitoring	Expected Outcomes / Indicators of progress
<p>Student Achievement – Success For All</p> <p>1. Develop and lift student achievement in core curriculum areas, focussing on improving performance, both individually and school-wide, against National Standards.</p> <p>2. Plan, resource and deliver programmes which align with the Kapanui School School vision, goals and beliefs.</p> <p>3. Teaching as Inquiry is used to meet every learner’s needs so that most will achieve National Standards in literacy and numeracy</p>	<p>Set student achievement targets based on 2015 data See Student Achievement Goals 2016 – below</p> <p>All staff will identify target students in mathematics. Strengths and weaknesses will be identified, teaching based on needs, targets set and progress monitored.</p> <p>All staff will take a full and meaningful part in PLC’s, inquiry and shared reflections based around target students.</p> <p>Continue system of cohort tracking over time as well as snapshot data</p> <p>The SENCO will develop support programmes based on evidence. Programmes will be reviewed to evaluate effectiveness.</p>	<p>Des / Heather / Karen</p> <p>Des / Team Leaders</p> <p>Heather</p> <p>Des / Annie / Sue B</p>	<p>All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.</p> <p>Staff appraisal will indicate all teaching staff took a full and meaningful part in PLC’s, shared reflection, staff development and teaching inquiry</p> <p>Collated and analysed data will clearly inform BOT and staff of the effectiveness of special need and support programmes.</p>
<p>Success For Māori and Pacifica</p> <p>4. Give effect to the partnership with Māori by developing a relationship and communication pathways with our Māori parents, Whakarongotai Marae and the local iwi Te Atiawa.</p>	<p>Set national standards targets for writing for Māori boys. Identify and target Māori Boys for accelerated progress.</p> <p>Hold 1 whanau support hui per term Continue to implement BOT recommendations for next steps – Māori advisory group –</p> <ul style="list-style-type: none"> To strengthen the partnership between Māori whānau and the school by establishing an advisory 	<p>Māori leadership team</p>	<p>Staff will understand which strategies are effective for teaching Māori students. This will be reflected in appraisal documents.</p> <p>Staff will include te reo Māori with increasing confidence in their programmes.</p>

<p>5. Seek their guidance in planning and setting goals for enhancing the performance of Māori students and gaining success as Māori.</p> <p>Review Recommendations 2016, Success for Maori Team</p> <ol style="list-style-type: none"> 1. Continue to provide one whanau support hui per term. 2. To continue to employ Rangī to assist with te reo Maori and lead kapahaka 3. Ensure the Y3/4 team are aware of the Y1/2 expectations and plan a progression based on this. 4. The NZ curriculum document <i>Te Aho Arataki Marau mō te Ako i Te Reo Māori/Curriculum Guidelines for Teaching and Learning Te Reo Māori</i>, should form the basis of a planned progression. 5. Continue to target Maori students in mathematics to maintain progress 6. Continue with powhiri each term for new whanau 7. Continue to look for opportunities for Te Roopu o Kapakapanui to perform. 8. Re - visit BOT targets in the Kapanui Strategic Plan and reset for the 2016 Annual Plan – consult with 	<p>group of kaumātua, parents and whānau to work with the school to raise the quality of curriculum delivery of te reo Māori and tikanga Māori for students at Kapanui School.</p> <ul style="list-style-type: none"> • To work with whānau to identify and challenge any deficient thinking or institutional racism that may exist at Kapanui School. • To review our identified school values and include values identified by our Māori whānau. • To involve kaumātua, parents and whānau in planning how local contexts, history and cultural traditions could be included in our curriculum. • To increase the use and knowledge of all students of basic te reo Māori and tikanga and ensure a progression as students progress through the year levels. • To provide staff development on teaching te reo Māori, making full use of available resources such as He Reo Tupu, He Reo Ora to ensure a progression across the school. • To provide opportunity for all students to experience kapa haka. • For teachers to understand and adapt their teaching styles to better suit the way Māori children prefer to learn. • To develop a strategy for maintaining Māori participation in governance • To develop specific goals / targets for Māori in consultation with whānau • To develop strong, positive and visible Māori role models and leaders in our student community <p>To continue to expand opportunities for students to learn musical instruments or be involved in singing. Opportunities to learn piano, drums, guitar, ukulele and recorder will be available – The school choir, band, and</p>		<p>The school will have increasing capability to raise the achievement of priority group, Māori and Pacifica students.</p> <p>70% of Māori Boys will achieve At+ in national standards Writing</p> <p>The Māori community and parents will have increasing confidence that the school is able to provide success for Māori as Māori.</p>
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<p>Broad / Integrated Curriculum</p> <p>6. Provide students with opportunities and experiences that challenge and extend them across a range of curriculum and co curricula areas with a particular focus on, physical education, music and artistic activities.</p>	<p>by providing -</p> <ul style="list-style-type: none"> ○ a supportive forum for professional conversation ○ opportunities to observe and be observed ○ support for teachers to be reflective of their own practices and that this is to include shared reflection ○ staff development to enhance teacher inquiry ○ the use of outside expertise to supplement current staff expertise <p>8. That the provision of programmes to meet the needs of identified GATE students continues to be a priority.</p> <p>Items listed for current 5YP Maintenance Plan, will be completed - Warm water toilets Refurbish – Rooms 8 – 12 - Innovative learning environments Continue to purchase furniture to reflect the changes in teaching within the digital classes. Provide staff development opportunities for staff (2015 Y7/8, 2016 Y5/6) to understand and implement programmes that -</p> <ul style="list-style-type: none"> ● Provide for personalised learning ● Provide for socially constructed learning - collaboration, peer-tutoring and reciprocal teaching ● Provide for differentiated learning - different levels of challenge, pace, content and context. ● Provide for learning that is often initiated by students themselves ● Provide for learning that is connected to the physical world and authentic contexts 		<p>Staff will understand the teaching strategies and approaches that support a</p>
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<p>8. Provide students with opportunities and experiences that challenge and encourage them to become self regulated learners. Learners who are engaged with their learning and doing the thinking.</p> <p>Quality Teaching In Every Class</p> <p>9. Ensure the Kapanui School Curriculum it is consistently used as the tool to inform planning and teaching.</p> <p>10. Ensure that the appraisal and staff development is effective in developing teacher capabilities.</p>			
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STUDENT ACHIEVEMENT GOALS 2016

Strategic Goals - Charter

- 3.3.1 - Success for all - Develop and lift student achievement in core curriculum areas, focussing on improving performance, both individually and school-wide, against National Standards. Kapanui Students will achieve at or above expected levels for their age – Writing / Reading / Spelling / Numeracy
- Students Goals - Using languages, symbols and text (Kapanui School Charter Page 8) - When students leave from Kapanui School we would like them to
 - Have developed basic understandings, knowledge and skills across the essential learning areas.
 - Communicate competently and confidently by listening, speaking, writing and reading

Annual Aim - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

In November each year students in Y4-8 will be assessed against the National Standards. Students at Y1-3 will be assessed against the national Standard at the end of 1 year, 2 years and 3 years at school related to them. Teachers will assess against the standards using an overall teacher judgement. An OTJ involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a student's progress and achievement.

Annual Goals	Kapanui School Achievement Reading Target Nov 2016 - Overall teacher judgements based of available assessment information will show 90% Y1- 8 students reading at or above the expected MOE National Standard (Ministry of Education goal 85% by 2017)										
1.1 – To increase the number of students achieving at or above the National Standard for reading	Historic Position – Position T4, 2015 – Reading										
	2015 data indicates reading is the strongest of the 3 National Standard areas and in 2015 met the 90% At + target. In 2015 All was 90% , male 89%, female 90% , Māori 86%, 2014 All 83.3%, male 80.2%, female 86.2%, Māori 80.8%.										
	The goal is to maintain or increase the percentage at or above. This will be done by targeting identified student groups and providing staff with support and guidance through professional learning groups.										
	NAG2A - Showing students at Kapanui School on 1st Nov 2015										
	2015 National Standards Report										
	Reading All students		Well Below		Below		At		Above		Total
	Years 1 - 8		No	%	No	%	No	%	No	%	No

	All students	Male	7	3%	22	8%	158	60%	78	29%	265
		Female	6	2%	21	8%	131	50%	106	40%	264
		Total	13	2%	43	8%	289	55%	184	35%	529
	Māori	Male	0	0%	4	10%	32	80%	4	10%	40
		Female	2	5%	6	14%	21	50%	13	31%	42
		Total	2	2%	10	12%	53	65%	17	21%	82
	NZ/European	Male	5	2%	16	8%	114	56%	70	34%	205
		Female	3	1%	13	6%	96	48%	89	44%	201
		Total	8	2%	29	7%	210	52%	159	39%	406
Target Groups	<p>Priority Student target groups 2016 – Identified target students at risk of not achieving in reading - to accelerate the progress of identified students by 1 NS level.</p> <p>2014 data indicated that after 1 year at school only 69.7% of students were At or Above. This has been a trend in previous years but in 2015 88% of students were At or above after 1 year. This indicates that the targeting of students in their first year of school was successful and will therefore continue in 2016.</p> <p>2015 data Y7 78% indicates a group of students in 2016 Y8 will need to be targeted.</p> <p>R1. Y2 – 8 students identified as below in 2015. 2/8 25% Māori / Pacifica, 4/8 50% male, 4/8 50% female R2. Y8 - 16 - students identified as below or well below in 2015. 2/16 12.5% Māori / Pacifica, 8/16 50% male, 8/16 50% female</p> <p>* Year is 2016 current</p>										
1.2 – To increase the number of students achieving at or above the National Standard for writing	<p>Kapanui School Achievement Writing Targets Nov 2016 - Overall teacher judgements based of available assessment information will show 80% Y1-8 students writing at or above the expected MOE National Standard. (Ministry of Education goal 85% by 2017) Target for male Maori students is 70%</p> <p>2015 data indicates that writing is lower 77% (Kapiti area 2014 73.7.8%, NZ 71.1%) than reading 90%. Data also indicates fewer students particularly Maori are achieving at the Above level. Girls 86% out perform boys 69%. Target groups will therefore be boys and Maori.</p>										
1.3 - To increase the	Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No	
	Male	14	5%	69	26%	162	61%	20	8%	265	
	Female	6	2%	33	13%	152	58%	73	28%	264	
All students	Total	20	4%	102	19%	314	59%	93	18%	529	

number of Māori students achieving at or above the National Standard for writing	Māori	Male	1	3%	17	43%	22	55%	0	0%	40	
		Female	0	0%	10	24%	25	60%	7	17%	42	
		Total	1	1%	27	33%	47	57%	7	9%	82	
	Pasifika *	Male										-
		Female										-
		Total										-
	NZ/European	Male	11	5%	50	24%	126	61%	18	9%	205	
		Female	6	3%	20	10%	113	56%	62	31%	201	
		Total	17	4%	70	17%	239	59%	80	20%	406	

* Removed to protect privacy

Priority Student target groups 2015 – Identified target students’ male at risk of not achieving in writing – to accelerate the progress of identified students by 1 NS level. 2014 data indicates a group in Y7 62.5% and Y3 60% should be targeted

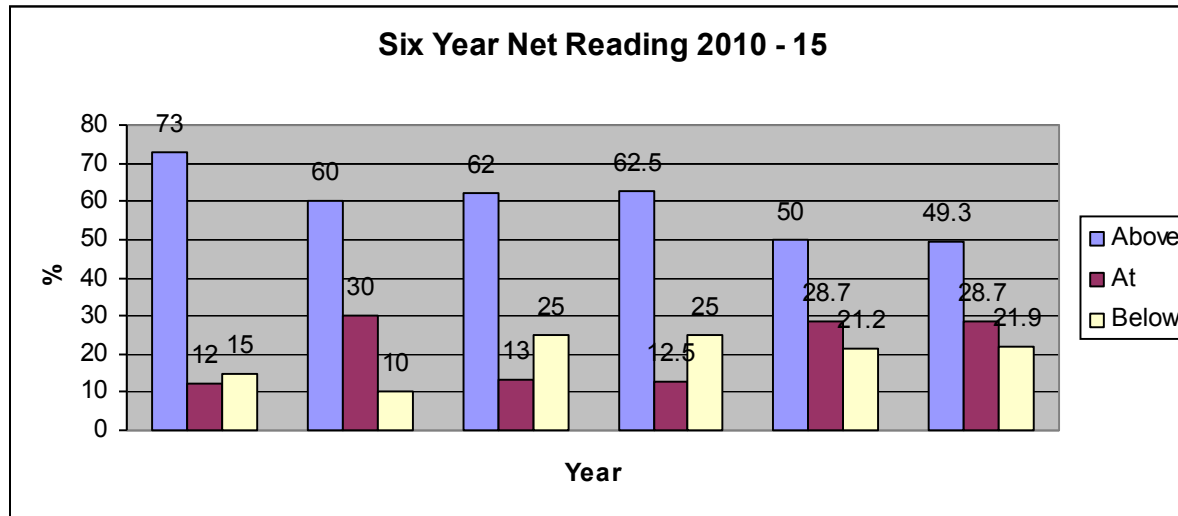
W1.Y1-8 18 male Māori students identified as below in 2015.

*** Year is 2016 current**

<p>1.4 – To increase the number of students achieving at or above the National Standard for mathematics</p>	<p>Kapanui School Achievement Maths Targets Nov 2016 - Overall teacher judgements based of available assessment information will show 90% Y1- 8 students at or above the expected MOE National Standard for mathematics. Ministry of Education goal 85% by 2017.</p>										
	<p>2015 mathematics data indicates that All students 86% (2014 74.3%, 2014 Kapiti 75.3%, NZ 75.2%) is lower than reading. Boys 87% and girls 86% achieve at similar percentages. Māori are not significantly lower 85% but do are not achieving at Above 15% compared to European 28%</p>										
<p>1.5 - To increase the number of Māori students achieving at or above the National Standard for mathematics</p>	<p>Mathematics All students Years 1 - 8</p>		<p>Well Below</p>		<p>Below</p>		<p>At</p>		<p>Above</p>		<p>Total</p>
			No	%	No	%	No	%	No	%	No
	<p>All students</p>	Male	10	4%	23	9%	155	58%	77	29%	265
		Female	7	3%	32	12%	168	64%	57	22%	264
		Total	17	3%	55	10%	323	61%	134	25%	529
	<p>Māori</p>	Male	1	3%	4	10%	30	75%	5	13%	<u>40</u>
		Female	1	2%	7	17%	27	64%	7	17%	<u>42</u>
		Total	2	2%	11	13%	57	70%	12	15%	<u>82</u>
	<p>Pasifika *</p>	Male									<u>4</u>
		Female									<u>9</u>
		Total									<u>13</u>
	<p>NZ/European</p>	Male	7	3%	18	9%	114	56%	66	32%	<u>205</u>
Female		4	2%	24	12%	125	62%	48	24%	<u>201</u>	
Total		11	3%	42	10%	239	59%	114	28%	406	
<p>* Removed for privacy</p>											
<p>Priority Student target groups 2016 – Identified target students at risk of not achieving in mathematics – to accelerate the progress of identified students by 1 NS level. As mathematics is the school wide focus all classes have selected a target group to focus on for PLC’s. This target group will include students who staff assess as having the potential for accelerated progress with Māori and Pacifica students a priority.</p>											

Specific Target Groups – 2016

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment -				
<p>Kapanui vision statements clearly highlight the foundation skills of literacy and numeracy as vital for our students to develop – “That all students not only need to achieve high levels of competency in literacy and numeracy but to take advantage of this they need to develop the “key competencies’. That each underpins the other and together these are the ‘foundations’ of learning.”</p> <p>Kapanui School also states that it will operate an early identification / intervention policy for children at risk of not achieving.</p>				
Target Groups R1- R2 – Identified target students at risk of not achieving in reading				
Focus Area – Reading		Gender - both	Ethnicity - all	Target students Y1-8
Historical Position	Achievement Target 2016	Position Dec 2015	Position Dec 2016	Recommendations 2017
<p>Over a period of several years Kapanui data indicated a rise in students at or above expectation as measured by the six year reading level. (Green – L12 +). However in 2012/13 this trend was reversed. - See chart below</p> <p>Kapanui School has high levels of achievement in reading but identifies a percentage of students who without support would continue to be at risk of not achieving.</p>	<p>To achieve 90% of children turning 6 in 2015 at or above expectation as measured by the six year reading level. (Green – L12 +)</p> <p>To accelerate the progress of the 2 groups of identified students by below NS level.</p> <p>R 1 - Y2 – 8 students identified as below in 2015. 2/8 25% Māori / Pacifica, 4/8 50% male, 4/8 50% female</p> <p>R2 - Y8 - 16 - students identified as below or well below in 2015. 2/16 12.5% Māori / Pacifica, 8/16 50% male, 8/16 50% female</p>	<p>2014 – 78.7% At or Above as measured by the six year reading level. (Green – L12 +).</p> <p>see chart below</p>		



Data 2010 – 2015
Above – Orange and above – Level 15 and above
At – Green – level 12 - 14
Below – Blue and below – Level 11 and below

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that written language is statistically lower than maths or reading.				
Target Groups W1 – Identified target students at risk of not achieving in writing				
Focus Area – Written Language		Gender - male	Ethnicity - Māori	Year Groups – Year 1-8
Historical Position	Achievement Target 2016	Current Position - Dec 2015	Position Dec 2016	Recommendations 2017
<p>Percentages of students at or above have historically sat around 75%, dropped in 2014 to 70.4% but rose in 2015 to 77%</p> <p>(2010 75.5 %, 2011 76.7%, 2012 81.7%, 2013 75.3%, 2014 70.4%)</p> <p>Māori students in 2015 66%, 2014 65% at or above at the appropriate levels for National Standards.</p> <p>In 2015 28/82 34% Māori students were below or well below.</p> <p>2015 data indicates that male Māori students 55% At + significantly achieve lower than female Māori 77% At + and male NZ/European 69% At +</p>	<p>Overall teacher judgements based on a range of available assessment information will show 80% Y1- 8 students writing at or above the expected MOE National Standard</p> <p>Student target groups 2016 – Identified male Māori at risk of not achieving in writing – to accelerate the progress of identified students by 1 NS level.</p> <p>W1 - Y1-8 18 male Māori students identified as Below in 2015.</p> <p>The effective teaching of Māori students is a school wide focus for 2016. National Standards results will be monitored to evaluate the effectiveness.</p>	<p>2015 77% at +</p> <p>18 male Māori students below or well below</p>		

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that mathematics achievement rose in 2015 to a similar level as reading. Maintaining this achievement level continues to be a priority.				
Target Groups M1 – Identified target students at risk of not achieving in mathematics				
Focus Area – mathematics		Gender - both	Ethnicity – all / Māori	Year Groups – Year 1-8
Historical Position	Achievement Target 2015	Current Position - Dec 2014	Position Dec 2015	Recommendations 2016
<p>Percentages of students at or above have historically sat around 77% but after 2 years of staff professional development and targeting of mathematics in 2015 this rose to 86%</p> <p>2012 77.6%, 2013 78.1%, 2014 74.3%, 2015 86% of students achieved at or above at the appropriate levels for National Standards.</p> <p>Priority group - Māori students in 2013 achieved 75.4% at or above at the appropriate levels for National Standards. In 2014 69.8% At+ with only 9.6% in Above compared to European 24.4%</p> <p>In 2015 Māori students achieved 85% with no significant difference to NZ / European 87% or between boys 88% and girls 81%</p>	<p>Overall teacher judgements based of available assessment information will show 85% Y1- 8 students at or above the expected MOE National Standard for mathematics. The target is to maintain this percentage.</p> <p>Priority Target Group - To increase the number of Māori students achieving Above the National Standard for mathematics. To accelerate the progress in mathematics by 1 NS level.</p> <p>M 1 - Y1-8 Māori students identified as At in 2015. Teachers will identify selected students to target.</p> <p>M 1 - 11 Y1-8 Māori students identified as Below in 2015. Include in Classroom target groups.</p> <p>ALIM – to include all Y5-8 Māori identified as Below in 2015.</p>	<p>2015 All students 86% That boys 87% and girls 86% achieve at similar percentages.</p> <p>Māori are not significantly lower 85%.</p> <p>However 28% of NZ / European achieve Above and only 15% of Māori.</p>		

Action to achieve targets – Reading / Writing / Mathematics

“The only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

	<u>Led By</u>	<u>Budget</u>	<u>Timeframe</u>
A programme of professional develop focused on mathematics teaching in years 1 -8 will be developed and implemented including opportunities for peer observations – this will be involve a lead team and use of an outside expert to facilitate.	Principal / Advisors Plus / TEAM Leaders	\$22000	T1,2,3,4
Review assessment data with staff to identify target students in reading, writing and mathematics and determine their particular learning needs	Principal / Literacy / Mathematics Leaders		T1
Work with parents, families and whānau around ways to support students’ learning.	Literacy Leader		T1,3
Two per term monitoring meetings to discuss progress of target students – PLC’s	Team Leader		Ongoing
The progress of identified students will be assessed and reviewed at the end of term 2 and 4 and reported to the principal.	Principal		Each term
All Y1 and 2 students and selected Y3-4 students at risk (reading) will have their progress tracked using graphs.	Literacy Leader		Ongoing
All Y1 and selected Y2, Y3 and 4 students will take part in the perceptual motor programme.	SENCO	\$3000	Ongoing
4 places will be available in Reading Recovery	Principal / BOT	0.6 staffing	T1 - 4
Discontinued Reading Recovery students’ achievement will be monitored and remedial actions taken where necessary	Reading Recovery Teacher		Ongoing

Māori - Continue provide staff development and implement the ideas as suggested in the Ministry document Ka Hikatia and Professional Standards Tataiako	TEAM Leaders / Success for Māori Team		T1,2,3
Identify and provide TA support to students and teachers - 1-1 literacy/writing /mathematics support programmes	Principal / SENCO		T1 Ongoing
Moderation processes and exemplars will be used as appropriate to help inform professional judgements for students in writing	Principal / TEAM Leaders		
Analyse and reflect on year-end data to inform progress and planning for the following year	Principal / TEAM Leaders		T4
Develop the professional skills and knowledge of the staff through active PLC's. That the PLC's continue to de-privatise classrooms and teacher practice by providing - <ul style="list-style-type: none"> a supportive forum for professional conversation opportunities to observe and be observed support for teachers to be reflective of their own practices and that this is to include shared reflection staff development to enhance teacher inquiry the use of outside expertise to supplement current staff expertise 	Principal / Team Leaders		T1-4
Establish a picture of and monitor student engagement and attitudes, gender attitudes through surveys	Principal		T1

Annual Professional Development Plan 2016

The main purpose of professional development is to develop teacher capability to raise student achievement. Focused effort in a school is important if school-wide teaching and student learning are to improve. Empowering others throughout the school to develop and exercise leadership roles and to share in the leadership of change is both desirable and achievable. This, along with the engagement of support from external agencies, is vital.

The staff development plan for Kapanui School is based on identified school needs using review information and data. The programme is developed to include recommendations from the Best Evidence Professional Learning and good practice for adult learners.

BES - elements important for promoting professional learning in ways that impacted positively and substantively on a range of student outcomes:

- Extended time for quality opportunities to learn is necessary
- Quality external expertise is typically necessary
- Teachers' engagement in learning at some point is more important than initial volunteering
- Prevailing discourses are challenged
- Opportunities to participate in a professional community of practice are important
- Consistency with wider trends in policy and research is necessary
- Active school leadership is necessary

Adult Learning

Adults prefer learning situations -

- Which are practical and problem-centred
- That Promote their positive self esteem
- That integrate new ideas with existing knowledge
- That show respect for the individual learner
- That capitalize on their experience
- That allow choice and self-direction

FOCUS - Staff development in 2016 will focus on –

1. Y0-8 - Raising the standard of student achievement in mathematics by raising the quality of the teaching of mathematics.
2. PLC – professional learning communities for Y1-8. These will be lead by Team Leaders and will focus on “raising the quality of mathematics” and monitoring the target students in mathematics. Y1-2 students at risk of not achieving in reading.
3. Y5-8 - Developing teacher knowledge and capability to deliver the curriculum using Innovative learning pedagogy.
4. Ka Hikatia / Success for Māori – raising awareness of issues related to underachievement by Māori students and developing the schools ability to provide success for Māori and Pacifica students.

<i>Focus</i>	<i>Expected Outcomes</i>	<i>Action</i>	<i>Staff</i>	<i>Comment / costs</i>
PLC – professional learning communities for Y1-8	<p>This initiative will increase student engagement and raise achievement using effective teaching practice in mathematics. It will also increase the skills of teaching staff through professional sharing and discussion. Staff will understand how to better integrate their mathematics teaching encouraging students to show their maths learning in contexts that require them to solve problems and model situations.</p> <p>Teachers will use better questions and rich tasks for teaching and assessment.</p> <p>2016 – Programme focus Content – What to teach</p> <ul style="list-style-type: none"> • Focus on subtraction, division and fractions in number teaching • Content progressions for non-number strands • Integration of number and strand content • Continued focus on use of appropriate materials, context word problems and rich tasks • Diversity in student recording • Trial of the new PAT’s <p>Pedagogy – How to Teach Questioning DAT</p> <ul style="list-style-type: none"> • Improved content questions • Scaffolding questions • Higher order questions • Student willingness to ask clarifying questions • Students asking content questions <p>Leadership Connecting, promoting and modelling effective pedagogy</p> <ul style="list-style-type: none"> • Across the school • For new staff <p>Developing range and validity for moderation of OTJ’s Selection of professional reading for staff to discuss</p>	<p>Term 1 - Dinah modelling in class – number strategy teaching with a focus on subtraction, division and fractions Staff meeting – Algebra / number links New staff and PRT’s – knowledge and strategy planning and assessment Maths Team – Questioning DAT focus, maths promotion to wider community Term 2 – Dinah modelling in class – Rich task using the “Anticipation” or launch, explore, summarise” planner Staff meeting – Measurement / number progressions and links Maths team – Planning to maximise learning – diversity in student recording Term 3 – Co-teaching rich tasks Staff meeting – Statistics / number links New staff / PRT’s – TBC Maths team – Planning to maximise learning – orchestrating discussion Term 4 - Co-teaching rich tasks Staff meeting – Geometry / number links New staff / PRT’s – TBC Staff meeting – Review and next steps</p>	Lead – Team Leaders – all Y1-8 staff	\$12000 Advisors Plus – provision of professional leadership and expertise \$10000 provided for teacher release across all professional development focus areas

	Continued promotion of active positive maths messages to the wider community through newsletters, blogs, selection of home learning tasks and parent information sessions			
Ka Hikitia / Tataiako Success for Māori	Staff will gain motivation and exposure to current thinking in regards to issues related to underachievement by Māori and Pacifica students.	Success for Māori team will set goals, and plan staff development opportunities for staff	All staff Lead Team – Sue L, Jane, Sally, Sophie	All staff will be involved in developing and implementing systems to raise the achievement of Māori students
Innovative Learning Pedagogy	Increased teacher knowledge and capability to deliver the curriculum using innovative learning pedagogy.	5 Y5/6 staff will take part in staff development led by Core Education – online learning over one term. They will then feed back to staff new learning.	\$1000	Staff involved will show increased understanding and capability to provide students with skills and motivation to “lead their own learning”
ALIM - Mathematics	Increased staff capability to provide accelerated learning for targeted students	Y2 ALIM – two staff will act as mentors to assist Y5-8 staff provide quality learning opportunities to targeted students to accelerate progress	Release for 2 staff 5 hours per week for 10 weeks - MOE	Staff involved will show increased capability to provide accelerated learning for targeted students
ALISS – Asian Languages Mandarin	3 staff members will develop skills and capability to teach a second language	MOE contract -three staff will attend staff development to increase their capability to teach a second language	Release or 3 staff – 6 days total	Staff involved will show increased capability to teach a second language
Massey University Early Literacy Project – Y2	Y0-2 staff will take part in the Massey University Early Literacy Project – building teacher knowledge.	Massey University Teaching Reading Project – Year 2. Y0-2 staff will take part in set activities, be observed teaching reading and receive feedback.	March – 2 day workshop 4 1 day workshops to follow - May, August, September, December.	Staff involved will gain insight into different approaches to teaching reading in junior classes

4.0 ANALYSIS OF VARIANCE – FOR THE YEAR ENDING 31 DECEMBER 2015

STUDENT ACHIEVEMENT GOALS 2015

Strategic Goals - Charter

- Develop and lift student achievement in core curriculum areas, focussing on improving performance, both individually and school-wide, against National Standards. 3.3.1
- Kapanui Students will achieve at or above expected levels for their age – Writing / Reading / Spelling / Numeracy (Kapanui School Charter Page 14)
- All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards. (Kapanui School Annual Plan 2011 – 13 – Page 18)
- Students Goals - Using languages, symbols and text (Kapanui School Charter Page 8) - When students leave from Kapanui School we would like them to
 - Have developed basic understandings, knowledge and skills across the essential learning areas.
 - Communicate competently and confidently by listening, speaking, writing and reading

Annual Aim - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

In November each year students in Y4-8 will be assessed against the National Standards. Students at Y1-3 will be assessed against the national Standard at the end of 1 year, 2 years and 3 years at school related to them. Teachers will assess against the standards using an overall teacher judgement. An OTJ involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgement about a student's progress and achievement.

Annual Goals	Position T4, 2010 - 15 - Reading																														
	Y	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15
1.1 – To increase the number of students achieving at or	%	AB					At						B						WB						At +						
	1	48	67	41	41	29	33	33	19	35	41	41	55	17	0	13	14	26	10	2	0	11	4	4	1	81	86	76	82	70	88
	2	66	62	46	42	51	25	28	36	51	50	46	66	3	14	3	4	2	5	3	2	0	2	2	4	94	98	97	94	97	91
	3	25	44	49	25	29	36	70	44	44	65	59	53	3	8	7	10	11	9	2	4	0	0	2	2	95	88	93	90	88	90
	4	31	35	46	36	24	42	58	49	44	60	69	51	10	11	7	3	6	3	2	5	3	0	2	4	89	84	90	97	93	93

above the National Standard for reading	5	31	29	22	31	37	31	35	53	59	57	50	65	32	13	17	11	13	5	12	5	3	1	0	65	82	80	88	87	95	
	6	27	42	38	31	32	37	48	35	45	58	50	54	22	16	17	10	14	9	3	7	0	2	4	75	76	83	89	82	91	
	7	42	25	40	45	34	38	31	45	28	36	41	40	21	19	26	11	19	18	6	10	5	8	6	4	73	70	69	81	75	78
	8	22	28	25	31	33	38	49	59	57	46	46	53	18	14	12	15	15	6	12	0	6	9	7	3	71	86	82	76	79	91
		37	42	38	35	34	35	44	43	45	52	50	55	16	12	13	10	13	8	5	4	4	3	3	3	80	84	84	87	84	90

Kapanui School Achievement Reading Target Nov 2015 - Overall teacher judgements based of available assessment information will show **90% Y1- 8** students reading at or above the expected MOE National Standard - **Target achieved – 90% achieved across the school.**

Of the 8 year groups 6 (2014- 2) achieved the target of 90+%, The other two were Y1 88% and Y7 78%. Of note is the 78% at the end of year 7 this is significantly less than the other levels and lower than this cohort have achieved in previous years.

Student target groups 2015 – Identified target students at risk of not achieving in reading - to accelerate the progress of identified students by 1 NS level.

- R1. Y2 – 20 students identified as below or well below in 2014.
- R2. Y7 – 10 students identified as below or well below in 2014.
- R3. Y8 – 12 students identified as below or well below in 2014. – see below for report

1.2 – To increase the number of students achieving At + NS writing	Y	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15						
	Ab						At						B						WB					At +							
1	17	3	20	13	10	13	65	81	59	67	61	66	19	12	9	17	25	20	0	3	3	13	4	1	81	84	78	80	71	79	
2	13	16	18	20	8	8	74	65	61	56	63	74	12	19	19	22	25	15	1	0	2	2	3	4	87	81	79	76	71	82	
3	5	9	26	13	15	12	81	74	63	66	45	62	12	14	11	19	35	24	2	4	2	0	5	2	87	83	90	79	60	74	
4	27	29	17	9	18	12	66	49	71	62	57	61	7	19	7	28	24	22	0	3	2	4	2	6	94	78	88	71	75	73	
5	32	21	17	17	17	25	42	66	63	61	58	57	26	13	20	17	22	17	0	0	6	0	3	2	74	87	80	78	75	82	
1.3 - To increase the number of Māori students	6	17	22	25	18	17	17	48	44	66	52	57	61	27	26	8	29	19	17	8	9	2	2	7	6	66	65	91	69	74	78
7	10	12	25	16	23	27	52	36	47	61	39	45	31	37	16	11	28	21	8	1	11	12	9	7	62	64	72	77	62	73	
8	6	14	27	17	20	28	49	59	49	53	54	48	29	22	16	15	16	20	16	6	15	8	10	3	55	73	76	69	74	77	

achieving At + NS writing	16	16	22	15	16	18	60	59	60	60	54	59	20	20	13	20	24	19	4	5	5	5	5	4	76	77	82	75	70	77
<p>Kapanui School Achievement Writing Targets Nov 2015 - Overall teacher judgements based of available assessment information will show 80% Y1- 8 students writing at or above the expected MOE National Standard - 2 / 8 year groups reached the 80% target.6 were 70%+. School average 77%. <u>Target not achieved.</u> In comparison to previous years 2015 represents a slight improvement but not of significance, 7%. Student target groups 2015 – Identified target students at risk of not achieving in writing – to accelerate the progress of identified students by 1 NS level. W1 – 16 Y4 male students / W2 – 12 Y8 male students – see below for results</p>																														

1.4 – To increase the number of students achieving at or above the National Standard for mathematics	Y	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15	10	11	12	13	14	15
	Ab						At							B						W B						At +					
1	13	0	11	9	12	10	73	86	72	79	75	84	15	12	11	9	12	6	0	0	7	3	1	0	85	86	83	88	87	94	
2	24	19	24	23	15	20	59	69	54	54	57	70	14	14	21	19	27	7	3	0	2	4	2	4	83	88	78	77	72	90	
3	9	7	7	13	23	19	81	75	77	77	48	67	9	14	16	9	26	12	2	3.5	0	1	3	2	90	82	84	90	71	86	
4	11	24	26	12	27	26	76	64	58	71	57	52	13	11	13	17	15	16	0	1.6	3	0	2	6	87	87	84	83	84	78	
5	12	23	6	28	20	29	54	53	74	54	57	65	35	23	19	15	22	6	0	1.6	2	3	2	0	65	76	80	82	77	94	
6	17	19	25	27	31	30	52	56	59	55	46	52	20	26	16	16	19	17	11	0	0	2	4	2	69	74	84	82	77	82	
7	33	28	28	29	30	33	17	43	30	27	36	48	40	18	30	36	28	10	10	10	12	8	6	10	50	72	58	56	66	81	
8	18	22	22	22	23	38	31	37	48	39	36	48	41	29	21	27	31	13	10	12	9	12	10	2	49	59	70	61	59	86	
	17	18	19	20	23	26	55	60	59	57	52	61	23	18	18	19	23	11	4. 5	4	4	4	4	4	3	72	78	78	77	74	86

1.5 - To increase the number of Māori students achieving at or above the National Standard for mathematics

Kapanui School Achievement Maths Targets Nov 2015 - Overall teacher judgements based of available assessment information will show **80% Y1-8** students at or above the expected MOE National Standard for mathematics. **Target Achieved for 7 of 8 year levels and average school result of 86.4%**

2015 - 85% Māori At + Target achieved

2012 77.6%, 2013 78.1%, 2014 74.3%, 2015 86.4 of students achieved at or above at the appropriate levels for National Standards.

Priority group - Māori students in 2013 achieved 75.4% at or above at the appropriate levels for National Standards. In 2014 69.8% At+ with only 9.6% in Above compared to European 24.4%.

Priority Target Group - To increase the number of Māori students achieving above the National Standard for mathematics - 2014 9.6% Māori Above, 2015 15.7% Above **Target Achieved**

M1 - 16 Y5-8 Māori students identified as At in 2014. - M1 – 2015 - 4 students Above, 9 students At, 1 Below, 2 left - **4/14 28% made accelerated progress**

Specific Target Groups – 2015

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment -				
<p>Kapanui vision statements clearly highlight the foundation skills of literacy and numeracy as vital for our students to develop – “That all students not only need to achieve high levels of competency in literacy and numeracy but to take advantage of this they need to develop the “key competencies’. That each underpins the other and together these are the ‘foundations’ of learning.”</p> <p>Kapanui School also states that it will operate an early identification / intervention policy for children at risk of not achieving.</p>				
Target Groups R1- R3 – Identified target students at risk of not achieving in reading				
Focus Area – Reading		Gender - both	Ethnicity - all	Target students Y1-8
Historical Position	Achievement Target 2015	Position Dec 2014	Position Dec 2015	Recommendations 2016
<p>Historic Position – Position T4, 2014 – Reading</p> <p>2014 data indicates that while reading is the strongest of the 3 National Standard areas it still does not reach our goal of 90% At or Above. 2014 All 83.3%, male 80.2%, female 86.2%, Māori 80.8%. The goal is to increase the percentage at or above. This will be done by targeting identified student groups and providing staff with support and guidance through professional learning groups. Kapanui School has high levels of achievement in reading but identifies a percentage of students who without support would continue to be at risk of not achieving.</p>	<p>To achieve 90% of children turning 6 in 2015 at or above expectation as measured by the six year reading level. (Green – L12 +)</p> <p>Priority Student target groups 2014 – Identified target students at risk of not achieving in reading - to accelerate the progress of identified students by 1 NS level.</p> <p>2014 data indicates that after 1 year at school only 69.7% of students are At or Above. Each year the trend is that by the end of 2 year the percentage increases due to targeted teaching (2014 96%). Therefore targeting this group in Y2 will continue.</p> <p>2014 data also indicates a need to target Y7 75% and Y8, 78.7%</p>	<p>2014 – 78.7% At or Above</p> <p>R1. Y2 – 20 students identified as below in 2014. 5/20 25% Māori / Pacifica, 14/20 70% male, 6/20 30% female</p> <p>R2. Y7 – 10 students identified as below in 2014. 0% Māori / Pacifica, 6/10 60% male, 4/10 40% female</p> <p>R3. Y8 - 12 - students identified as below in 2014. 1/12 8% Māori / Pacifica, 7/10 70% male, 3/10 30% female</p>	<p>2015 – 78% At or Above (12% below target) NS At+ 88%</p> <p>R1 – 17 students At, 2 below, 1 well below (OTJ NS) – 85% At+</p> <p>R2 – 2 students At, 8 students below, 0 well below (OTJ NS) – 20% At+</p> <p>R3 – 8 students At, 3 below 0 well below , 1 student left (OTJ NS) – 73% At +</p>	<p>Data suggests it is easier to accelerate students in the early years.</p> <p>The school should continue to identify early and provide intervention and support in the early years. Support to other levels should be targeted to individuals.</p>

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that written language is statistically lower than maths or reading.				
Target Groups W1 – W3 – Identified target students at risk of not achieving in writing				
Focus Area – Written Language		Gender - both	Ethnicity - all	Year Groups – Year 1-8
Historical Position	Achievement Target 2015	Current Position - Dec 2014	Position Dec 2015	Recommendations 2016
<p>Percentages of students at or above have historically sat around 75%</p> <p>2010 75.5 %, 2011 76.7%, 2012 81.7% , 2013 75.3% and 2014 70.4% of students achieved at or above at the appropriate levels for National Standards. Therefore in 2014 29.6% were below or well below</p> <p>2014 data indicates that writing is lower 70.4% (Kapiti area 2013 72.8%, NZ 70.6%) than reading 83.3%. Data also indicates far fewer students particularly Māori are achieving at the at and above level. Girls 79.9% out perform boys 60.3%. Target groups will therefore be boys and Māori.</p>	<p>Kapanui School Achievement Writing Targets Nov 2015 - Overall teacher judgements based of available assessment information will show 80% Y1- 8 students writing at or above the expected MOE National Standard. (Ministry of Education goal 85% by 2017)</p> <p>Priority Student target groups 2015 – Identified target students’ male and Māori at risk of not achieving in writing – to accelerate the progress of identified students by 1 NS level. 2014 data indicates a group in Y7 62.5% and Y3 60% should be targeted</p> <p>To accelerate the progress of identified Māori students at risk of not achieving in writing students by 1 NS level. The teaching of Māori students is a school wide focus for 2015. National Standards results will be monitored to evaluate the effectiveness.</p>	<p>2014 70.4% at +</p> <p>W1. Y4 16 male students identified as below in 2014. – 3 Māori 19%, 11 NZ / Euro 69%, 1 Pacifica 6%</p> <p>W2. Y8 12 students identified as below in 2014. – 0% Māori / Pacifica, 12/18 66% Male, 6/18 33% Female</p> <p>Māori students 2014 – 65% at or above</p>	<p>2015 77% at + - Target not met 3% below</p> <p>W1 – 7 students At, 8 students Below, 1 Well below</p> <p>W2 - 4 students At, 8 Below</p> <p>Māori students 2015 – 66% at or above target not achieved no significant increase</p>	<p>Students making accelerated progress W1 - 44%, 7/16 W2 – 33%, 4/12</p> <p>The school inquire into research on accelerating progress in writing. The school should continue to focus staff development of developing effective strategies for the teaching of Māori and Pacifica students particularly in written language.</p>

Strategic Goal – Kapanui Students will achieve at or above expected levels for their age – Writing / Spelling / Reading / Numeracy				
Comment – National Standard information indicates that written language is statistically lower than maths or reading.				
Target Groups M1- Identified target students at risk of not achieving in mathematics				
Focus Area – mathematics		Gender - both	Ethnicity - all	Year Groups – Year 1-8
Historical Position	Achievement Target 2015	Current Position - Dec 2014	Position Dec 2015	Recommendations 2016
<p>Percentages of students at or above have historically sat around 77%</p> <p>2012 77.6%, 2013 78.1%, 2014 74.3% of students achieved at or above at the appropriate levels for National Standards.</p> <p>Priority group - Māori students in 2013 achieved 75.4% at or above at the appropriate levels for National Standards. In 2014 69.8% At+ with only 9.6% in Above compared to European 24.4%</p>	<p>Overall teacher judgements based of available assessment information will show 80% Y1- 8 students at or above the expected MOE National Standard for mathematics.</p> <p>To accelerate the progress of identified groups of students at risk of not achieving in writing students by 1 NS level.</p> <p>2014 data indicates that All students 74.3% is lower than reading. That boys 74.7% and girls 74% achieve at similar percentages. Māori are not significantly lower 69.8% but do are not achieving at the above 9.6% compared to European 24.4%</p> <p>Priority Target Group - To increase the number of Māori students achieving above the National Standard for mathematics</p> <p>Maths 1 - 16 Y5-8 Māori students identified as At in 2014.</p>	<p>2014 74.3% of students achieved at or above at the appropriate levels for National Standards.</p> <p>Māori achieved 2014 69.8% At+ and 9.6% Above compared to European 24.4% Above</p>	<p>2015 86% of students achieved at or above at the appropriate levels for National Standards. – <u>Target Achieved</u></p> <p>2015 - 85% Māori At + <u>Target achieved</u></p> <p>M1 – 4 students above, 9 student At, 1 Below, 2 left</p> <p>4/14 28% made accelerated progress</p>	<p>The school continue in 2015 to focus of raising student achievement by developing the effectiveness of staff to teach mathematics – engage an outside advisor to lead this development.</p> <p>The school continue to develop the capability of staff to teach Māori students effectively. Develop a lead team and use Kahikitia and Tataiako as support documents.</p> <p>The school continue to make Māori and Pacifica students a priority for target groups.</p>

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Action to achieve targets

“The only way to improve outcomes is to improve instruction: learning occurs when students and teachers interact, and thus to improve learning implies improving the quality of that interaction.”

	<u>Led By</u>	<u>Budget</u>	<u>Timeframe</u>	
A programme of professional develop focused on mathematics teaching in years 1 -8 will be developed and implemented including opportunities for peer observations – this will be involve a lead team and use of an outside expert to facilitate.	Principal / Advisors Plus / TEAM Leaders	\$32500	T1,2,3,4	✓
Review assessment data with staff to identify target students in reading, writing and mathematics and determine their particular learning needs	Principal / Literacy Leader		T1	✓
Work with parents, families and whānau around ways to support students’ learning.	Literacy Leader		T1,3	✓

Two per term monitoring meetings to discuss progress of target students – PLC's	Literacy Leader		Ongoing	✓
The progress of identified students will be assessed and reviewed at the end of term 2 and 4 and reported to the principal.	Literacy Leader / SENCO		Each term	✓
All Y1 and 2 students and selected Y3-4 students at risk (reading) will have their progress tracked using graphs.	Literacy Leader		Ongoing	✓
All Y1 and selected Y2, Y3 and 4 students will take part in the perceptual motor programme.	SENCO	\$3000	Ongoing	✓
6 places will be available in Reading Recovery	Principal / BOT	0.6 staffing	T1 - 4	✓
Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary	Reading Recovery Teacher		Ongoing	✓
Māori - Continue provide staff development as suggested in the Ministry document Ka Hikatia.	TEAM Leaders		T1,2,3	✓
Identify and provide TA support to students and teachers - 1-1 literacy/writing /mathematics support programmes	Principal / SENCO		T1 Ongoing	✓
Moderation process developed and school based exemplars provided for students in writing	Principal / TEAM Leaders			X
Analyse and reflect on year-end data to inform progress and planning for the following year	Principal / TEAM Leaders		T4	✓
Develop the professional skills and knowledge of the staff through active PLC's. That the PLC's continue to de-privatise classrooms and teacher practice by providing - a supportive forum for professional conversation opportunities to observe and be observed support for teachers to be reflective of their own practices and that	Principal / Team Leaders		T1-4	✓

this is to include shared reflection
 staff development to enhance teacher inquiry
 the use of outside expertise to supplement current staff expertise

Establish a picture of and monitor student engagement and attitudes,
 gender attitudes through surveys

Principal

T1



National Standards – NAG2A (a) - attached

National Standards Reporting - NAG2A (b)

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement

NAG2A (b)(i) Areas of strength

National Standard subject: Reading

Discussion:

2015 Reading – National Standards At or Above – 89.4%

(2014 83.3%, 2013, 86.8%, 2012, 84.1%, 2011, 83.9%)

Male Reading Total At or Above 2015 89%, 2014, 80.2%, 2013 84.3%, 2012, 81.2%, 2011, 79.7%

Female Total Reading At or Above 2015 89.8%, 2014, 86.2%, 2013 89%, 2012, 86.7%, 2011, 87.5%

Māori Reading Total At or Above 2015 85.6%, 2014, 80.8%, 2013 86.2%, 2012 77.3%, 2011, 76.8%

Kapanui School has a high overall percentage of students achieving at or above national standard expectations 2015 89.4%. This is the highest percentage A+ achieved and indications are it is due to higher percentages of male and Māori achieving At+

In 2015 85.6% 71/83 (2014 80.8% ,67/83) of Māori students at Kapanui School are progressing and achieving in line with the National Standard in reading, with 18, 21.7% Māori students achieving *above* and 53 achieving *at* the National Standard. In 2015 we used a school wide approach to increase the capacity for the school to provide effective teaching of Māori students and a targeted approach in literacy and numeracy areas. We continued to provide te reo across the school, kapa haka for all students, have an active performance kapa haka group and participated in the local kapa haka festivals Kapo Kapo and Takiri O Te Ata. This assisted the school in developing positive relationships with the whanau of Māori students and allowing Māori students to gain success as Māori. The school is increasingly being recognised by local iwi as a school that connects with its local community.

NAG2A (b)(i) Areas for improvement

National Standard subject: Mathematics / achievement of Māori students writing / achievement of boys writing

2015 86.4, 2014 74.3%, 2013 78.1 students At+

Discussion:

Mathematics was identified as an area of focus for 2013 / 14 and this continued into 2015. Results in 2015 are positive with a 12.1% increase. 2014 PAT and national standard data indicated a need to move more students into the top stanines. This was particularly of note for Māori with only 9.6%, 8/83 students Above in 2014. In 2015 this increased by 6.1% to 15.7%

A targeted group was a focus in 2015 with 4 out of 14 students making accelerated progress and achieving at the Above level.

A 2015 comparison to NZ / Euro indicates that this will need to continue to be a priority in 2016 –

Māori Above 15.7%, NZ / Euro 27.9% - mathematics

Māori Above 8.4%, NZ / Euro 19.8% - written language.

2013 and 2014 results for Māori in writing (70.8%, 65%) indicated this was an area needing improvement. This need continues in 2016 with Māori achieving a 2015 result of 66.2% At+ in writing. This is particularly so for Māori boys who achieved 55% A+ in comparison to NZ / Euro boys at 70% and NZ/ Euro girls at 87%.

Information from the 2015 Me and My School indicated girls continue to feel more positive about school.

NAG2A (b)(ii) Basis for identifying areas for improvement

The Board considered the national standard data, trends and results over the last 3 years.

The Board has noted the trend for writing to be the lowest of the national standard results and will look to target this area for school wide professional development once the current focus of mathematics is completed in 2016. In 2015 the Board recognised the urgency to address the results for boys and in particular the priority groups of Māori and Pacifica. The Board will therefore continue to have specific target groups focussed on these students.

Results for mathematics have increased in 2015 and the Board notes that this is an indication of the success of the mathematics school wide professional development 2014 – 15 and will maintain this in 2016 to embed the success.

The Board notes that Māori percentages achieving At or Above are less when compared to other groups. The Board has therefore set targets groups to improve these results. The Board has also set Success for Māori as a school wide focus in 2016. The Board is aware that results for Māori students and boys in particular in writing are a concern.

NAG2A (b)(iii) Planned actions for lifting achievement

To lift achievement the following targets and goals have been set by the Board in line with the Charter expectations of high levels of achievement in literacy and numeracy.

Annual Goals / Targets for Improvement of Student Achievement - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

- Kapanui Students will achieve at or above expected levels for their age – Writing / Reading / Spelling / Numeracy
- All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.

Planned Actions to Achieve Targets

	<u>Led By</u>	<u>Budget</u>	<u>Timeframe</u>
A programme of professional develop focused on mathematics teaching in years 1 -8 will be developed and implemented including opportunities for peer observations – this will be involve a lead team and use of an outside expert to facilitate.	Principal / Advisors Plus / TEAM Leaders	\$22500	T1,2,3,4
Review assessment data with staff to identify target students in reading, writing and mathematics and determine their particular learning needs	Principal / Team Leaders		T1
Work with parents, families and whānau of target students to support students' learning.	Literacy Leader		T1,3
Two per term monitoring meetings to discuss progress of target students – PLC's Y1-8 mathematics, Y0 - 2 reading	Literacy Leader		Ongoing
The progress of identified students will be assessed and reviewed at the end of term 2 and 4 and reported to the principal.	Literacy Leader / SENCO		T2, T4
All Y1 and 2 students and selected Y3-4 students at risk (reading) will have their progress tracked using graphs.	Literacy Leader		Ongoing
All Y1 and selected Y2 students will take part in the perceptual motor programme.	SENCO	\$3000	Ongoing
6 places will be available in Reading Recovery	Principal / BOT	0.6 staffing	T1 - 4
Discontinued Reading Recovery students' achievement will be monitored and remedial actions taken where necessary	Reading Recovery Teacher		Ongoing

Māori – The Success for Māori team will continue to identify ways to engage parents and iwi and inform staff of effective ways to teach Māori	TEAM Leaders		T1,2,3
Identify and provide TA support to students and teachers	Principal / SENCO		T1 Ongoing
Moderation process developed and school based exemplars provided for students in writing	Principal / TEAM Leaders		
Analyse and reflect on year-end data to inform progress and planning for the following year	Principal / TEAM Leaders		T4
Develop the professional skills and knowledge of the staff through active PLC's. That the PLC's continue to de-privatise classrooms and teacher practice by providing - 1. a supportive forum for professional conversation 2. opportunities to observe and be observed 3. support for teachers to be reflective of their own practices and that this is to include shared reflection 4. staff development to enhance teacher inquiry 5. the use of outside expertise to supplement current staff expertise	Principal / Team Leaders		T1-4
Continue to monitor student engagement and attitudes, gender attitudes through surveys	Principal		T1 - 4

The Board adopted a set of goals in 2013 to help raise Māori achievement. These continue to be relevant for 2016

- To strengthen the partnership between Māori whānau and the school by establishing an advisory group of kaumātua, parents and whānau to work with the school to raise the quality of curriculum delivery of te reo Māori and tikanga Māori for students at Kapanui School.
- To work with whānau to identify and challenge any deficient thinking or institutional racism that may exist at Kapanui School.
- To review our identified school values and include values identified by our Māori whānau.
- To involve kaumātua, parents and whānau in planning how local contexts, history and cultural traditions could be included in our curriculum.
- To increase the use and knowledge of all students of basic te reo Māori and tikanga and ensure a progression as students progress through the year levels.
- To provide staff development on teaching te reo Māori, making full use of available resources such as He Reo Tupu, He Reo Ora to ensure a progression across the school.
- To provide opportunity for all students to experience kapa haka.
- For teachers to understand and adapt their teaching styles to better suit the way Māori children prefer to learn.
- To develop a strategy for maintaining Māori participation in governance
- To develop specific goals / targets for Māori in consultation with whānau
- To develop strong, positive and visible Māori role models and leaders in our student community

NAG2A (b) (iv) Progress Statement

Discussion:

2015 Reading – National Standards At or Above – 89.4% this is an increase of 6.1%

(2014 83.3%, 2013, 86.8%, 2012, 84.1%, 2011, 83.9%). 2015 data across the year levels indicates that in reading 89.4% of students made the expected growth or greater, in reading

2015 Writing – National Standards At or Above – 79% this is an increase of 8.6%

2015 data across the year levels indicates that in reading 79% of students made the expected growth or greater, in writing.

2015 Mathematics - **National Standards At or Above – 86% this is an increase of 15.6%**

2015 data across the year levels indicates that in Mathematics 86% of students made the expected growth or greater, in writing.

Additional information:

5. PROCEDURAL INFORMATION

The Board will also use the Charter to communicate:

- Its proposed processes and timelines for consultation with the school's community including the Māori community. – See page 12
- Planning year - 1/1/15 – 31/12/15
- Each year a copy of the updated charter will be lodged with the MOE by 1 March.
- Each year the Board will lodge a copy of its annual report with the MOE by 31 May.

Community Consultation

The Board will consult with the community on a biannual cycle on matters relating to the school. Specific items of current interest will involve consultation as necessary.

[Appendix 1 - National Education Goals](#)

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

[Appendix 2 - National Education Priorities](#)

What we want to achieve

New Zealand's education system has many strengths. Many students achieve very well compared with students in other countries – our top students are amongst the best in the world. However, there are also large and persistent disparities in educational achievement and skill levels at all ages. In order to raise achievement and reduce disparity we have identified four key areas where our education system needs to deliver results:

- Provide all New Zealanders with strong foundations for future learning
- Ensure high levels of achievement by all school leavers
- Ensure that New Zealanders engage in learning throughout their lives and develop a highly skilled workforce
- Make a strong contribution to our knowledge base, especially in key areas of national development

3 Key priorities for the next five years - Making a Bigger Difference for All Students

1. All students experience effective teaching
2. Children's learning is nurtured by families and whanau
3. Evidence-based practices are used by all involved in schooling

Appendix 3 - National Administration Guidelines

NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;
- (b) report school-level data in the board's annual report on National Standards under three headings:
 - i. school strengths and identified areas for improvement;
 - ii. the basis for identifying areas for improvement; and
 - iii. planned actions for lifting achievement.
- (c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
- ii. how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

NAG 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- (a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- (b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each board of trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

INFORMATION -This Charter, strategic plan and annual plans is based on and revised with data obtained from the

- 2013 Annual Financial Reports
- 2013 / 14 Annual Staff feedback questionnaires
- 2012 – ERO review
- 2012 /13 / 14 – Student Achievement data
- 20 14 – School Review information and School review process
- Current 10yr Property Plan and 5 year Property Plan
- Kapanui Primary school based Curriculum and support curriculum statements
- 2013/14 Student Voice surveys – Me and My School

CHARTER UNDERTAKING

In accordance with Section 64 of the Education Act, the Kapanui School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the board following consultation with the community in terms of Sections 61 and 63 of the Education Act,, and take full account of the National Education Guidelines and all statutory obligations. The board has accepted this charter as its undertaking to the Ministry of Education.

This charter was submitted to the Minister of Education for the Minister’s approval on 1/03/13.

This charter will be updated annually as necessary or required.