

Kapanui School

Charter and Strategic Plan - 2017- 19

(Last updated 1 March, 2018)

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 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.



to



'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-



both "caught and taught".

1.3 Kapanui School – Five Key Teaching Beliefs

1. That **Foundation Skills** provide the basis for life long leaning
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

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 1 March, 2017 the school roll was 564 (2016 - 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	Written language Y0-8 Review and staff inquiry	Written Language– subject to needs and review recommendations
Science – Y1-2	National Standards - Moderation and Reporting	Y7-8 Innovative Learning Pedagogy– CORE Education	Y5-6 Innovative Learning Pedagogy– CORE Education	Y3-4 Innovative Learning Pedagogy – CORE Education	eTap – Y5/6 trial Spotlight – whanau communication and reporting tool
National Standards - Moderation and Reporting	Ka Hikitia – Success for Māori	Ka Hikitia – Success for Māori	Ka Hikitia – Success for Māori	Ka Hikitia – Success for Māori	ALL – Accelerating Learning in literacy – MOE contract
Ka Hikitia	Using eTap	Y0-2 - Literacy – Massey University Study	Y0-2 Literacy – Massey University Study		
Using eTap		Y5-8 ALIM	Y5-6 ALIM	Y1-2 ALIM	
		Y0 - 2 – Play Based Learning	Y0 - 2 – Play Based Learning	Y0 - 2 – Play Based Learning	Y0-2 – Review 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	Six year Survey BOT Report Annual BOT Report – Special Needs
NAG 2 – Review Curriculum	Review – Mathematics Schooldocs - Policy as per schedule	Health Curriculum Parent Consultation	Review – Science / Social Studies - Inquiry	
NAG 3 - Personnel	BOT Report – Staff registration and police vetting Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	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 Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Annual Budget Review Schooldocs - Policy as per schedule	Review Banked Staffing Schooldocs - Policy as per schedule
Community		Annual Report To Community – Finance and Strategic Plan	Community Survey	
NAG 2 - Board of Trustees	Review of Strategic Plan			
NAG 4 - Property	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Review of Property Plan	Schooldocs - Policy as per schedule
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 Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	NZCER – Teacher Workplace Survey Schooldocs - Policy as per schedule	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 Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule
NAG 4 - Property	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule	Schooldocs - Policy as per schedule
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

Schooldocs 3 Year Review Schedule available

2.3 - School Strategic Goals 2015 – 2019 - Meeting National Education Goals, National Education Priorities, National Administration Goals

Strategic Section - Kapanui School Priorities and Goals for 2015 - 2019

Priorities	Strategic Goals	Core Strategies for Achieving Goals 2015 - 2019
<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 NZC. 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. ● Raise student achievement in written language 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

		<ul style="list-style-type: none"> ● Provide students with opportunities to develop inquiry and information skills ● 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.
<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. ● 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 for Teachers of Māori Students within appraisal to challenge and support staff when they consider their next professional learning steps. ● Raise staff awareness of effective teaching of Māori and Pacifica students.

		<ul style="list-style-type: none"> ● Support a whanau support group to meet regularly
<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, Ripper Rugby ● 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
<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 • 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"> • 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

Annual Professional Development Plan 2019

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

Schoolwide/Community Strategic Review-BOT

- Kapanui School will engage the services of an independent facilitator to guide us through the process of a strategic review. We will actively engage with all stakeholders-Staff, Children, Parents and Whanau seeking ALL views. Our aim is to develop an all encompassing strategic vision/direction for Kapanui School. We expect this process to take the majority of 2019.

Kapanui School 'Raising Achievement Plan' 2019 – Annual Targets

Aim: For all children to achieve their individual goals to the satisfaction of their teacher, their parents and themselves. We want our children to have high levels of literacy and numeracy as well as demonstrating independent work habits/skills.

We aim to maintain or improve our current levels of all students within the wider New Zealand Curriculum. A particular focus will include the foundational learning areas of maths, reading, and writing

2019 Achievement Goals – to be achieved and reported on by mid December 2019

1. To increase the number of boys achieving at or above the Curriculum levels for Writing. Writing has been the PD focus for the previous 3 years.

Baseline Data: Analysis of the 2018 writing data showed that 76.9% of students were writing at or above the National Standard. Only 72.1% of boys were achieving at or above the National Standard compared to 81.6% of girls. This is a gap of 9.2% points. At the end of 2017 the gap was 12.4% points.

2. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.

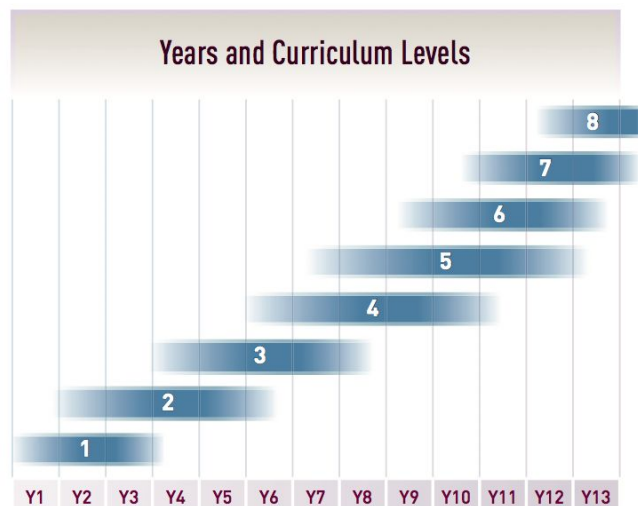
Baseline Data: NB- 2017 & 2018 based on National Standards information.

	2017- % of students At or Above	2018- % of students At or Above
Reading	87.3%	87.8%
Writing	75.2%	76.9%
Maths	81.1%	80.6%

3. To ensure Maori and Pasifika students continue to achieve at a similar levels to other cohorts in ALL foundation learning areas.

Baseline Data: NB- based on National Standards information.

	2018- % of students Maori Students At or Above	2018- % of students Pasifika students At or Above
Reading	83.5%	79.1%
Writing	70.9%	79.2%
Maths	80.6%	83.4%



How we will achieve this?

When	Actions-What	Who	Indicators of Progress
Weeks 1-3 term 1	Analyse 2018 writing trend data, identify areas of concern, plan appropriate programmes. Review notes from previous years, discuss with previous teachers if required.	All staff	Priority list developed with targeted student identified. Class descriptions/AC
Ongoing	Māori – The Success for Māori and Pacifica team will continue to identify ways to engage parents and iwi and inform staff of effective ways to teach Māori and Pasifika students. Kapa haka, powhiri, matariki, parihaka, Whakarongotai Marae, Fund Kaiarahi Te Reo tutor	TEAM Leaders / Success for Māori Team	Improvement in student outcomes, build on current strong and genuine connection/relationship with whanau
Ongoing	Awareness of brain development research -ie the stage a child is at developmentally. What can they do, what can they not do, what can WE	All staff	Emotionally settled children, strong and positive relationships with families and whanau Student progress.

	do to ensure their emotional and physical needs are met in order for student success? Examples- emphatic, caring and meaningful relationships, PBL, music etc		
Week 3-5	Update data/ information based on new knowledge of learners. Speak with previous teachers if required to gather additional information on learners.	Staff/SENCO	Action completed Staff can reference student information/data from previous years to ensure effective transition
Term 2-Week 2	PD expert-Gail Loane Working with teams	Lead – Team Leaders – all Y1-8 staff	This initiative will increase student engagement and raise achievement using effective teaching practice in written language. It will also increase the skills of teaching staff through professional sharing and discussion. NB \$4000 investment
Ongoing	Ensure assessment moderation processes are consistent throughout the school. Regular discussions, sharing of views/work samples, information. Create: 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	Staff/Team Leaders	Assessment practices will be consistent throughout the school.
On-going	Monitor students' levels of achievement within teams at least twice a term. Students who require	All staff	Meetings ongoing, reflection/progress indicator sheets from meetings

	support will be identified and included on the target notes. Monitor students during syndicate meetings and writing groups. Discuss progress, implement appropriate actions. Information will be linked with appraisal discussions and reflections.		
As required	Staff professional readings and discussions, staff meetings, links. Trialling new initiatives and reflecting on the impact of these..	All staff	Greater teacher effectiveness in teaching writing. Student outcomes improve.
1-2 per term	Use Appraisal Connector appraisal system to reflect on and adapt and guide teaching practice and student achievement/progress. Can be linked to PLC notes as required.	Principal, Teachers	Adapt and guide teacher practice. Will have positive impact on student outcomes
Ongoing	Implement growth mindset strategies into classroom programme. Resources-Principal 2016 sabbatical report, professional readings, talks, 'You're Awesome' book	Principal, Teachers	Adapted teacher practice has positive impact on student outcomes. Teachers and students will use GM strategies as part of their learning, teaching and it will become part of 'what we do'.
On-going	Continue to explore flexible grouping in all classrooms across all core areas..	All staff	Teachers have higher expectations, student outcomes improve
On-going	BYOD for Years 5-8. This can have a positive impact on levels of achievement.	Principal/BYOD teachers/BOT	Ongoing monitoring of boys attitude to writing takes place.
As required	Attend relevant PD/courses.	Literacy Leader/Principal	PLD is in place and effective Student outcomes improve, targets met.
Each term	Students who require support will be identified, explicit teaching.	SENCO/Teachers	Student outcomes will improve

On-going	School will trial and use appropriate writing resources and exemplars.	Teachers & Lit Leader	Resources effectively support programme
Term monitoring	Continue to provide additional support through teacher aide hours.	BOT/ SENCO/ Principal	Student outcomes will improve
Term 2/3	Involve student voice in direction of writing programme. Build on 2018 survey.	Teachers Literacy leader	Increased engagement and enthusiasm for writing
Ongoing	Junior classes continue with play based learning. Writing to be based on experiences and have an authentic context. Development of oral language and fine motor skills through play based activities.	Years 1-2 Principal	Increased engagement and enthusiasm for writing Readiness for writing to be assessed on an individual basis.
On-going	Work with parents/whanau to further support learning at home. We will inform parents of concerns and look for ways to work together to improve the writing achievement of our boys.	Teachers	Parents/whanau are more confident in supporting student progress. No surprises when reporting to parents.
End of Term 2	Complete mid year assessments in Term 2, analyse data and plan teaching and learning and resourcing for remainder of year. Report to the BOT.	SENCO/Principal/ Teachers	Mid year results used to inform next teaching steps for remainder of 2019
End of Term 4	Complete final assessments in Term 4, analyse data and plan teaching and learning and resourcing for 2020. Report to the BOT.	SENCO/Principal/ Teachers	End of year results used to inform us for 2020.

Proposed Planning and Reporting Timetables

Deliverable	Responsible	Timeframe
Charter/Annual Plan/A.O.V	Principal	March 1
Data Collection	School wide	Term 2/Term 4
Analysis of Data	School wide	Term 2/Term 4
Reporting to B.o.T./Community	Principal	Monthly + Weekly Newsletters
Achievement Targets for following year	Principal/Staff	November/December
Annual Plan prepared for following year	Principal/Staff	November/December
Budget	B.o.T. Treasurer/Principal	November/December/February
Professional Development Plan	Principal/Staff	December/ February

Adopted by Kapanui School BOT February 2019

4.0 ANALYSIS OF VARIANCE – FOR THE YEAR ENDING 31 DECEMBER 2018

Kapanui School

Analysis of Variance

For the year ended 31 December 2018

The purpose of this report is to outline the variance of achievement in relation to the 2018 school wide goals

2018 Achievement Goals – Annual Aim - To increase the number of students achieving at or above the National Standard for reading, writing and mathematics

1. To increase the number of students achieving at or above the National Standards for writing
2. Lifting the achievement percentage for all boys in Years 6-8 by 15.7 percentage points to 75% from 68.3%.
3. Lifting the achievement percentage for all Maori boys in Years 6-8 by 31.3 percentage points to 75%.

Findings:

Historical Position	Goal 1		
2017-75.2% of ALL students were at or Above the NS for writing	To increase the number of students achieving at or above the National Standards for writing		
	Focus Area	Gender	Ethnicity
	Writing	Boys	All

Outcome	Analysis	Evaluation
<ul style="list-style-type: none"> OTJ data was analysed in Terms 2 and 4. A final assessment occurred in Term 4 and an OTJ was made. The final results showed that 76.9% of ALL students are achieving at or above the national standard.. 	<p>Analysis of the data indicates:</p> <p>Specific Groups</p> <ul style="list-style-type: none"> 20.8% of Pasifika students achieved Above the NS. There were 0% of students in Year 2 who were well below the NS. 34.2% of Year 4s, 32.8% of year 2s and 31.6% of Year 6s were above the standard. 80% of Years 8s were At or Above the NS. 	<ul style="list-style-type: none"> An increase of 1 7% compared to 2017 data. ALL writing PD produced positive results throughout the school. This was supported by the Lead Teachers 'writing survey' feedback from target students and teachers. BYOD continued this year and we felt that boys, in particular were taking more risks with their writing and were more motivated to write. This will continue in 2019 and target groups will be monitored. The gap in the achievement levels between Girls and Boys in writing has narrowed from 12.4% points to 9.3% points. Staff believe that moderation processes continue to get stronger. Staff meetings and PD to improve the teaching of writing practice. Writing was a school wide focus and linked into teachers personal inquiries-TAls.. We continue to focus on early intervention programmes such as Kick Start for pre school children, play based learning, 5+ (already factored into 2019

	<p>Schoolwide 76.9% of all students were at or above the standard compared to 75.2% in 2017.</p> <p>Maori and Pasifika Students •70.9% of Maori students and 79,2% of Pasifika students are achieving at or above the standard in writing</p> <p>Boys and Girls • 81.6% of girls compared to 72.1% of boys are achieving at or above the standard in writing.</p>	<p>budget), literacy support programmes taught by experienced Teacher Aide, ESOL support, PMP and oral literacy programmes.</p>
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Historical Position	Goal 2
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Reading 2017 Data: 68.3% of boys in Years 6-8 were achieving above the National Standards for writing.	Lifting the achievement percentage for all boys in Years 6-8 by 15.7 percentage points to 75% from 68.3%.		
	Focus Area	Gender	Ethnicity
	All	Both	All

Outcome	Analysis	Evaluation
<ul style="list-style-type: none"> Result =90.5% of boys in Years 6-8 were writing At or Above the National Standards for writing. 	Analysis of the data indicates: <ul style="list-style-type: none"> The gap in the achievement levels between Girls and Boys in writing has narrowed from 12.4% points to 9.3% points. All Girls=81.6%, All boys=72.1%. The most significant increase was in the Year 6-8 boys cohort as noted in the result. 	<ul style="list-style-type: none"> We achieved the target with significant increase of 22.2% points. Refer to writing evaluation above.

Goal 3

Historical Position 2017 Data: 43.7% of Maori boys in Years 6-8 were achieving at or above the NS.	Lifting the achievement percentage for all Maori boys in Years 6-8 by 31.3 percentage points to 75%.		
	Focus Area	Gender	Ethnicity
	Maths	Both	All

Outcome	Analysis	Evaluation
Result=71.4% of Maori boys in Years 6-8 were achieving At or Above the writing standard.	School Wide 76.8% of all students are at or above the NS. 70.9% of all Maori students	<ul style="list-style-type: none"> This is an increase of 27.7%. Whilst not quite achieving our goal we were very close and made significant improvements over the year. Refer to writing evaluation above. Continue to fund Kaiarahi Te Reo to assist with kapa haka, powhiri, te reo and tikanga Maori. Continue to support Maori lead team of teachers.

	<p>were at or above the NS.</p> <p>71.4% of Maori boys in Years 6-8 were achieving At or Above the writing standard.</p>	<p>These actions celebrates Māori culture and what it means to be Māori.</p>
<p>Actions for 2019:</p> <ul style="list-style-type: none"> • The National Standards have been removed. We will be moving to reporting against the NZ Curriculum levels. • We will be using writing expert Gail Long in 2020 for professional development. • To strengthen moderation processes across the school in all curriculum areas. • To review our reporting cycle, both reporting to parents and the BoT. • Continue to analyse PAT data in detail to identify areas that need a focus. • Continue with our early intervention programmes such as Kick Start for pre school children, play based learning, 5+ (already factored into 2019 budget), literacy support programmes taught by experienced Teacher Aide, ESOL support, PMP and oral literacy programmes. Year groups above are exploring 'passion and interest based' learning programmes. • Classes will continue to use and explore flexi grouping of children. Research indicates that student achievement is often higher when children are not placed in ability groupings. Dinah Harvey who ran the maths PD several years ago introduced this. This was a discussion point on the Teacher Only Day. • Promote the importance of reading at home with parents, especially once children have learnt to read the words. • Continue to improve our ability to effectively teach children with learning disabilities eg dyslexia, dyspraxia etc • Classes will continue to promote Growth Mindset thinking with all learners. • Continue with Reading Recovery. • Continue to fund Kaiarahi Te Reo to assist with kapa haka, powhiri, te reo and tikanga Maori. Continue to support Maori lead team of teachers. These actions celebrates Māori culture and what it means to be Māori. • All of our syndicates will continue to receive some form of teacher aide support during literacy and/or numeracy time to assist with classroom programmes. • Junior teachers will continue to attend NE/ECE OK Cluster meetings to improve and develop systems for successful transition to school. • Outside agencies will continue to support a number of our students in 2019. • The SENCO role for 2019 has been increased from 4 to 5 days per week. BOT funding transition period from bulk grant. 		