

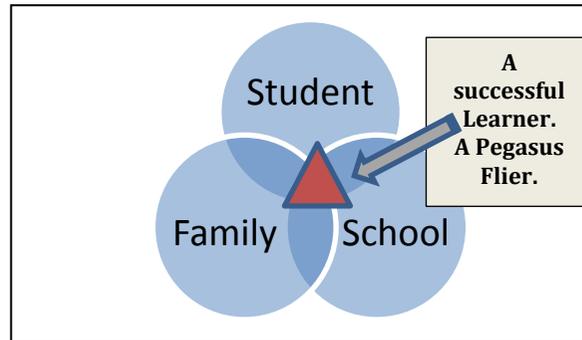


Ponsonby Primary School Charter



January 2012 - January 2015

The Board identified through consultation with the community in 2011 developed ten strategic Charter goals. Charter Consultation occurs tri-annually. The 2012 goals guide the school through to 2015 with 2014 being the next consultation phase.



Ponsonby Primary School (Est.1873)
STEADFAST AND TRUE

44 Curran Street, Herne Bay, Auckland. Ph. 09 3763568, Fax: 09 3762931;
Email amalcolm@ponsprim.school.nz;
www.ponsprim.school.nz.
Principal: Mrs Anne Malcolm

Index

		Page
Section One	The SCHOOL CHARTER Goals and Priorities 2012- 2015”	3
1.0	Purpose	3
1.1	School Context (Beliefs and values)	3
1.1 cont.	School Context (Cultural diversity)	4
2.0	The Legislated National Administration Guidelines (NAG)	5
3.0	School Foundation Goals and expected outcomes	6-8
4.0	School Foundation Goals with school priorities/ actions identified	9-17
Section Two		
5.0	THE 2013 ANNUAL PLAN	18
Section Three		
6.0	2012 Target achievement	29
Section Four		
7.0	FOUR 2013 National Standard Linked Targets	31

SECTION ONE School Charter Goals and Priorities 2012-2015

1.0 Purpose

The Charter establishes the school's aims and priorities.

The document acknowledges cultural diversity, individual learning needs and the unique position of Maori Culture in the school.

The Charter guides the school Annual Plan and Annual Achievement Targets.

Ponsonby Primary's Charter references both government and school beliefs and values.

1.1 School Context

Values and Beliefs

Vision for Ponsonby Primary students:

There is a high expectation for children:-

- to achieve academically,
- to strive for personal excellence,
- to develop empathy and build positive interpersonal relationships,
- to apply expected behaviours to their learning, and
- to respect others who share their world

Staff, BoT, and family beliefs in relation to Ponsonby's learners:

- All children can learn.
- Quality teaching is child centred and personalised to need.
- Positive whanau/family support and participation enhances learning.
- All children are entitled to enjoy a safe and motivating learning environment.

Pegasus Flier Competencies are developed over 6 years of schooling at Ponsonby Primary.

Students are expected to the best of their ability:

Participate and Contribute – Whai wahi atu

Through: being involved, taking on leadership, giving things a go then sticking to them, working cooperatively and listening to others.

Communicate- Korero

Through: languages, symbols and texts. Students will use communication in all its forms: movement, voice, text and ICTs, to communicate ideas and thoughts to others.

Manage Self – Pōno

Through: increasingly learning to be independent, organised, and honest, to self-care and demonstrate self-discipline.

Through showing loyalty and friendship, trying their hardest and demonstrating value of self.

Develop Creativity-Auāha Through: developing their original ideas, using imagination and innovations and use literacies, the arts and thinking to make, shape, and create something original.

Be Open to Learning-Ako

Through: being reflective, setting goals, building thinking skills. Problem solving and forward thinking strategies being taught and by being encouraged to be risk takers and to challenge themselves.

Through taking responsibility for own learning.

1.1 cont.

Cultural Diversity (at Ponsonby Primary)

New Zealand's cultural diversity is respected

All persons are treated with respect as New Zealanders, no matter their race, religious or cultural background. The school encompasses the notion of inclusiveness.

The unique position of Maori Culture

The special place of Maori in the community is recognised and valued through Kapa Haka, Maori language inclusiveness and cultural EOTC involvement.

The document Ka Hikitia is a guiding document for the school's expectation to ensure success for Maori students as Maori.

The school recognises and values the unique position of Maori in New Zealand and the importance of the treaty partnership.

The school acknowledges and respects the values, traditions and histories of all New Zealanders but explicitly recognises the culture, language and history of Maori.

Classes in three close geographic schools can offer immersion: Freeman's Bay, Richmond Road and Westmere School. If immersion is requested parents are advised of these options.

The school incorporates Tikanga Maori into the curriculum

At Ponsonby Primary children are given integrated instruction in Maori through day-to-day programmes (The school has developed an extensive active-board resource to support instruction).

Teachers are developed in Maori competencies- Tātaiko.

Every child is expected to reach level 1 minimum in the English Medium Maori Curriculum.

Every child is expected to present a Mihi at year 5, as part of their Marae stay programme.

The school has a strong cultural group and parents are encouraged to be part of the whanau group. All Maori and Pasifica children are members of the Kapa Haka as of right.

Maori resources are available to the community on request or through the loan box in the foyer.

2.0 The Legislated National Administration Guidelines (stated) underpin the Ponsonby Primary Board of Trustees Strategic Goals

NAG 1 Teaching and Learning

Develop and implement teaching and learning programmes with opportunities to achieve for success in all in areas of the National Curriculum; giving priority to student achievement in literacy and numeracy and giving priority to regular quality physical activity that develops movement skills for all students.

Collect sufficiently comprehensive assessment data to enable the progress and achievement of students to be evaluated. Then on the basis of quality assessment information, identify and support students who are not achieving or have who have special needs, including gifted and talented students.

As well, 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.

NAG 2 & 2A School Review

Maintain an on-going programme of self-review in relation to policies, plans and programmes, including evaluation of information on student achievement for all students. Use National Standards to report to the Board, to students and their parents on the student's progress and achievement in plain language at least twice a year.

The Board annual report to include school strengths, identified areas for improvement and must include the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy) in the format prescribed by the Secretary for Education

NAG 3 Human Resources

Develop and implement personnel and industrial policies, within a policy and procedural frameworks (set by the Government from time to time), which promotes high levels of staff performance, uses educational resources effectively and recognises the needs of students. As well the Board(State Sector Act 1988) complies with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4 Finance and Property

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

NAG 5 Health and Safety

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

NAGS 6/7/8 Compliance

Comply with all general legislation including an annual update of the school charter and an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter.

4.0 The Ponsonby Primary Foundation Goals and Sub Goals 2012-2015

Students at Ponsonby Primary learn through the teachers creating supportive environments, encouraging reflective thought, enhancing relevant new learning, facilitating shared learning, making connections with children's prior learning and experiences, personalising their learning and offering a wide range of diverse learning opportunities.

These goals provide contextualised direction for the school in improving teaching and learning over the next 3 years. Each goal is linked to a set of expectations and strategies for action over the next three years set out in section 4.2, beginning on page 9.

Strategic Goal 1 The explicit raising of student achievement across the school.

- 1.1 To maximize achievement through differentiated teaching and learning programmes.
- 1.2 All children to make good rates of progress working towards their own potential.
- 1.3 Assessment is targeted and useful for future planning and reporting.
- 1.4 Parents and whanau are well informed and involved in student learning.

Strategic Goal 2 Engagement in learning for all students at Ponsonby Primary School.

- 2.1 Students are engaged in their learning through a range of scaffolding and differentiation methodologies.
- 2.2 ICTs are developed and utilised as effective learning tools.
- 2.3 Academic learning time is used effectively.
- 2.4 Student voice is valued through teaching and learning processes.
- 2.5 Students with learning needs (to include gifted students and children operating well below National Standards) are identified and programmes are developed to support their learning. All children are identified through data, to include overall teacher judgments, for support or extension programmes.

Strategic Goal 3 Teachers as leaders and learners-To provide students with highly effective educators whose primary focus is developing them as successful learners.

- 3.1 Formative assessment teaching practices are explicit in the school's teaching and learning programmes.
- 3.2 Teachers are funded for professional development that improves student outcomes and learning opportunities.
- 3.3 School wide distributive leadership practices are integral to the school's management and leadership strategy.
- 3.4 Teachers are employed with a range of strengths and capabilities that are utilised within classrooms and across the school to develop successful learners.

Strategic Goal 4 Sustainability of environment and learning options to support maximizing student educational opportunities.

- 4.1 Protection of the school's green spaces.
- 4.2 A school wide commitment to life- long learning/ quality relationships and healthy living principles.
- 4.3 Provide a safe, attractive, environmentally sound physical environment.
- 4.4 Provide property resources to meet the modern learning environment.
- 4.7 School plans for a holistic and broad curriculum that includes healthy competition and equitable participation, within financial constraints.
- 4.8 Develop ICT capability to enable all students' access to the tools of a future focussed modern learning school.

Strategic Goal 5 An on-going focus on improving our facilities, resources and systems.

- 5.1 Strategic and articulated programmes of self- review.
- 5.2 Continuous improvement processes (action research cycle i.e. collect data/analyse/improve/check) provide school with methodology for improvement.
- 5.3 Utilise distributive leadership practices for teaching and learning reviews.
- 5.4 Distribute Board of Trustees roles in areas of interest and capability.
- 5.5 Regular planned review using focus groups and questionnaires.
- 5.6 Processes and programmes developed to provide a supportive environment for student's learning.
- 5.7 Nurture the notion of participation, contributing, caring Ponsonby family in line with school values.

Strategic Goal 6 Learning Partnership development is paramount to the success of the school.

- 6.1 Parents and caregivers are well informed and involved in supporting their children's progress and achievement.
- 6.2 Encouragement of active and positive parent/caregiver/whanau involvement and communication throughout the school.
- 6.3 Continue to develop stronger links with our wider community.

Strategic Goal 7 Provide personnel with high quality work place practices, to include valued performance management systems.

- 7.1 A resourcing commitment to all staff by the Board of Trustees through the annual budget to develop current pedagogy and knowledge.
- 7.2 Professional performance management systems (articulated) based on personal improvement and learning development.
- 7.3 Annual attestation programme for all teaching staff with Principal appraisal linked to annual performance agreement informed by school review and learning needs.
- 7.4 Provide policies and practices that promote non- discriminatory, EEO and safe human resource practices.
- 7.5 Fiscal commitment to the staff to provide and up- skill using up to date learning communication devices and technologies.
- 7.6 Appointment of the highest quality staff.

Strategic Goal 8 Financial and Property management focused on enhancing teaching and learning

- 8.1 School property planning to include an approved 10 year property plan, approved 5 year plan and 10 year cyclical maintenance plan.
- 8.2 School financial planning to include an audited annual report and annually approved school budget.
- 8.3 School fundraising levels, to include suggested parent donations, to be determined based on needs.
- 8.4 School Futures Trust to consider future development needs.

Strategic Goal 9 Health and Safety practices to ensure the wellbeing of the Ponsonby Primary school community.

- 9.1 Make explicit within the teaching and learning programmes the core values and competencies of the school.
- 9.2 Provide a safe emotional and physical environment for the learning community.
- 9.3 A key priority is the focus on student's well- being and feelings of success as learners; recognition of the whole child.
- 9.4 Ensure policies and procedures are up to date and reviewed to support safe learning and safe work place practices.

Strategic Goal 10 Meet all legislative requirements (NAG 6).

As gazetted by the government of the day.

Section One Cont:
4.0 Goals and actions

Strategic Goal 1: The explicit raising of student achievement across the school.

<u>Expected Outcomes</u>	<u>Actions/Strategic Priorities</u>
1.1 To maximize achievement through differentiated teaching and learning programmes.	Differentiation of teaching and learning programmes to maximise individual achievement. Use of cross grouping in mathematics from year 3 to year 6 and trial cross grouping for writing in senior school from 2013. The curriculum review team to analyse the data over the three years to ensure raised literacy and numeracy results.
1.2 All children to make good rates of progress working towards their own potential.	Utilise National Standards data, as one data set, to inform needs of students and to inform the community of school learning trends.
1.3 Assessment is targeted and useful for future planning and reporting.	Utilise three way conferences twice annually, to inform parents of student progress and goals for learning. From 2013, use of Knowledgenet sampling (Year 4-6 students only) to demonstrate learning, personal reflection and on –going recording of progress.
1.4 Parents and whanau are well informed and involved in student learning.	<p>Annually identify priority areas for learning targets based on school wide analysed data and external reports of need (e.g. psychological reports/ pediatric reports).</p> <p>The management team and relevant curriculum leaders to review annually the Ponsonby Primary Curriculum to ensure achievement levels are set to provide for individual challenge and improved annual outcomes for all children.</p> <p>The curriculum team, to consider annually, and report on the data collection requirements outlined for teaching staff and presented to the BoT.</p> <p>The curriculum team to determine with the staff that assessment the data is relevant and has purpose.</p>

Strategic Goal 2: Engagement in learning for all students at Ponsonby Primary School

<u>Expected Outcomes</u>	<u>Actions/Strategic priorities</u>
2.1 Students are engaged in their learning through a range of scaffolding and differentiation methodologies.	Provide inquiry based learning to develop higher order thinking skills which promote engagement. 2013 a major focus on building science across the school will inform school- wide inquiry and 2014, a social science focus and 2015 a literary focus.
2.2 ICTs are developed and utilised as effective learning tools.	Use ICTs as effective learning tools to develop student’s creative, critical and reflective skills. 2013 build Knowledgenet across the school; finalise an ICT strategic plan and open BYOD to middle and senior school. 2014 build on prior knowledge to ensure ICTs not an extra in the curriculum but fully integrated in every classroom. Articulate to parents the school’s vision for ICT and learning.
2.3 Academic learning time is used effectively.	Scaffolding literacy and numeracy. The objective, post the ALLs and ALIMs (literacy and Maths) government contract, to improve learning through on-going development of student capability. Use of focussed and intense boosters. 2013 continue roll out of ALLS in year 2/ Identify groups of children just below cohort in maths (Year 4 and 5) to provide booster programme. 2014 post Year 5 and 6 trial of writing cross grouping target needs. Roll out expressive writing as developed in junior team to middle year’s children.
2.4 Student voice is valued in the teaching and learning processes.	Academic time is used effectively. The following two years to review procedures and processes school wide looking to maximise learning time and student engagement and year 3 consolidate any changes. In particular consider transition times and the extension programme timing.
2.5 Students with learning needs (to include gifted students and children operating well below National Standards) are identified and programmes developed to support their learning.	Ensure the school ethos is one that recognises and promotes learning that is relevant, enjoyable and provides individual levels of challenge. On-going review with the students and parents to seek ways to further improve what already happens. School wide surveys carried out annually to consider student engagement.
	Ensure student voice in the teaching and learning process through technology/student council/ house system and formative practices to include peer reviews.
	Continue with school wide identification programmes and screening for learning support needs/gifted students and students with identified talents.
	Continue developing programmes, which are fiscally feasible to meet the learning needs of children.

Strategic Goal 3: Teachers as leaders and learners-To provide students with highly effective educators whose primary focus is developing them as successful learners.

<u>Expected Outcomes</u>	<u>Actions/Strategic priorities</u>
3.1 Formative assessment teaching practices are explicit in the school's teaching and learning programmes.	All teachers are expected to demonstrate formative practices through a range of methodologies. Formative assessment practices are explicit. The principal, DPs and curriculum teams review practices through termly observation, discussion and feedback. Staff use a range of practices to show the formative practices e.g. Modelling books, anecdotal notes, conferencing records. The school adequately funds assessment practices and up to date assessment pedagogy development. The Board of Trustees through the annual budget ensures funding of assessment moderation practices.
3.2 Teachers are funded for professional development that improves student outcomes and learning opportunities.	Staff work together in teams twice annually to moderate the school wide writing. Part of one teacher only day annually is provided for moderation staff development.
3.3 School- wide distributive leadership practices are integral to the school management and leadership strategy.	On- going up-skilling of staff using ICTS, to include the provision of up to date technology to ensure teachers have the capacity to be leaders in their field is part of the annual plan and staff development programme. Professional development plans support on-going teacher learning. Annual areas of focus identified based on need and an articulated literacy/numeracy cyclical methodology. 2013- Science and Writing. 2014- Social Science and Reading. 2015 Physical well-being and Numeracy.
3.4 Teachers are employed with a range of strengths and capabilities, that are utilised within classrooms and across the school.	Professional learning plans support staff in the use of e- learning pedagogies and administrative tasks. Identified annual staff performance goals and expected outcomes are articulated/reviewed and reported. Shared leadership practices ensure succession planning and distribution of skills. A flat management/leadership structure is the ultimate objective. The unit allocation is 60% allocated to school leadership. Teacher strengths are valued and maximised. They are encouraged and resourced to be part of a globalised professional learning community. Staff are expected to share openly with parents the learning needs and learning goals for each student.

Strategic Goal 4: Sustainability of environment and learning options to support maximising student educational opportunities.

<u>Expected Outcomes</u>	<u>Actions/Strategic Priorities</u>
4.1 Protection of the school's green spaces.	With any new buildings, the school Board will actively work to maintain school play areas, gardens and open spaces.
4.2 A school wide commitment to life-long learning/ quality relationships and healthy living principles.	A genuine commitment for the enviro school/ enviro- world philosophy with development of recycling/the plant unit and children learning about their world. Children to use inquiry learning to follow their interests within a topic framework.
4.3 Provide a safe, attractive, environmentally sound physical environment.	The use of buddy classes, houses and teams all used to help children understand and build positive relationships. Annually, the school focuses on managing self or participation competencies. Planning of new buildings meet the criteria in the school's Ministry approved 10- Year Property Plan
4.4 Provide property resources to meet the modern learning environment	(2011- 2021). School projects such as the music room development in 2013 to meet the needs of a modern learning environment.
4.5 Provide an holistic and broad curriculum that includes healthy competition and equitable Participation.	Provide children with sporting, arts, language and numeracy experiences beyond the classroom/ set curriculum. Children encouraged in involvement in interschool events (with particular emphasis on year 5 and 6). Aim from 2013 to build regular school based competition to encourage the younger students to build fair play skills and
4.6 Develop ICT capability to enable all students' access to the tools of a future focussed modern learning School.	maximise participation. Continue to plan for and attempt to keep up with ICT development such as introduction of BYOD policies/ use of activboards/ KNet and website accessibility; all integral to learning. Develop and keep current three yearly plans for ICT development. Make the plan known to parents.

Strategic Goal 5: An ongoing focus on improving our facilities, resources and systems.

<u>Expected Outcomes</u>	<u>Actions/Strategic priorities</u>
5.1 Strategic and articulated programmes of self- review.	Strategic programmes of self- review to inform school decision making defined for Board and school by February meeting annually.
5.2 Continuous improvement processes (action research cycle i.e. collect data/ analyse/improve /check) provide school with methodology for improvement.	Continuous improvement processes for tracking and reporting student achievement with reference to the National Standards and National Administration Guideline 2. The management team is building this capability alongside MOE guidance documents release (No trial for this roll-out hence the need for flexible review). Utilise the school management teams and curriculum lead teachers to ensure all aspects of the school curriculum are monitored and reviewed. Curriculum review is on a tri annual defined cycle- unless government/MOE change requires immediate response Team leaders are staff members with real interest/knowledge in areas of leadership.
5.3 Utilise distributive leadership practices for teaching and learning reviews.	Annually review and distribute Board of Trustees roles in areas of interest and capability ensuring adequate succession planning provisions and knowledgeable reporting/decision making (Key focus in 2013 with Board elections).
5.4 Distribute Board of Trustees roles in areas of interest and capability.	Regular planned school procedure/process/ needs review with either, some or all of the staff, parents and Board of Trustees school to consider educational direction and needs. Use of Survey Monkey for 4 reviews annually on aspects of the school from 2013.
5.5 Regular planned review using focus groups and questionnaires.	The Pegasus Learning Centre, led by SENCO to provide a supportive environment available equitably to all students with need; a positive intervention.
5.6 Processes and programmes developed to provide a supportive environment for student's learning.	Continuous improvement model for the school 'House System' to nurture cross school grouping and build further the notion of a Ponsonby Family.
5.7 Nurture the notion of a Ponsonby Family.	On- going assessment of human and physical resource utilisation by Management and governance bodies. Continue to lobby government for improved funding for special needs in high decile schools.

Strategic Goal 6: Learning Partnership development is paramount to the success of the school.

<u>Expected Outcomes</u>	<u>Actions/Priority strategies</u>
6.1 Parents and caregivers are well informed and involved in supporting their children's progress and achievement.	Parents and caregivers are well informed (in an honest and open manner) and involved in supporting their children's progress and achievement through school trips, school sport and arts, parent help programmes, school shows and exhibitions and PPSG-parent support group.
6.2 Encouragement of active and positive parent/caregiver/whanau involvement and communication throughout the school.	Encouragement of whanau involvement and communication throughout the school- at least one invited hui 6 monthly. Continue to develop stronger links with our wider community including our pre and post Ponsonby school connections and our Garden to Table and Plant Growing Unit programmes.
6.3 Continue to develop stronger links with our wider community.	Consult systematically and through a range of means with all school stakeholders with an explicit focus on building Maori and Pasifika interaction over the three years, the Health Strategy in 2013 and ICT Strategy and Charter in 2014. Ensure the on-going support for the development of artistic, performance, cultural and sporting opportunities across the school through employment of experts, funded through parent donations/trust and grants.

Strategic Goal 7: Providing personnel with high quality work place including performance management programmes as identified in NAG 3.

<u>Expected Outcomes</u>	<u>Actions/ Strategic priorities</u>
7.1 A resourcing commitment to all staff by the Board of trustees through the budget to develop current pedagogy and knowledge.	Teachers provided with skills and knowledge to make professional and meaningful teacher only judgments (OTJs) Teachers provided with time and guidance to explicitly identify student needs. Staff's ICT capabilities encouraged through provision of up to date technology and maintained current to international educational ICT developments.
7.2 Professional performance management systems (articulated) based on personal improvement and learning development.	Build and value leadership capability across and within teams through distributed practices. Build on the professional learning aspect of performance management with a more explicit focus on tracking and improving attainment of selected children. Attestation to include Maori teacher competencies, formative assessment practices, inquiry learning and the use of ICTs.
7.3 Annual attestation programme for all teaching staff with Principal appraisal linked to annual performance agreement informed by school review and learning needs.	Seek the highest quality staff and where possible within the framework of best person for the job, aim for gender balance and when possible look to develop new teaching staff. Build the notion of ' <u>one staff</u> ' to include ancillary, teacher aides, caretakers and teaching staff. Establish annually with staff consensus attestation processes to include timing and reporting. Principals' annual performance agreement (reflects annual review) submitted at February meeting. Board to budget and
7.4 Provide policies and practices that promote non- discriminatory, EEO and safe human resource practices.	use external reviewers for Principal appraisal from 2013. Ancillary staff appraised and any remuneration increases agreed to. Staff encouraged and supported in study at university level.
7.5 Fiscal commitment to the staff to provide and up skill using up to date learning technologies.	EEO principals established to ensure full staff equitable access to learning. Ensure the principles of EEO are incorporated into staff appointments.
7.6 Appointment of the quality staff.	

Strategic Goal 8: Financial and Property management focused on enhancing teaching and learning which is linked to NAG 4.

<u>Expected Outcomes</u>	<u>Actions/ Strategic priorities</u>
8.1 School property planning to include an approved 10 year property plan, approved 5 year plan and 10 year cyclical maintenance plan.	An Annual Plan, a Property Plan and Cyclical Maintenance Plan based on approved 10YPP and 5YA to reflect work required. (10YPP & 5YA was approved in 2011). Any contractor work organised to minimize disruption to the school. Annual budgets to prioritise spending in line with the school focus areas and Charter Goals presented in draft in November for approval after annuals are prepared in March.
8.2 School financial planning to include an audited annual report and annually approved school budget.	Budgets reviewed every July/August, against that year’s spending. Annual reporting to reflect school direction, the meeting of Annual Charter targets and National Standards data as well as budgetary constraints.
8.3 School fundraising levels to include parent donations to be determined based on needs.	Annual accounts audited and auditors reviewed as directed by Auditor General. A parent fundraising programme (identified in the Annual Plan) to include all parent fundraising projects.
8.4 School Futures Trust to consider future development needs.	Administer the Ponsonby Primary School Future Trust.

Strategic Goal 9: Health and Safety practices to ensure the wellbeing of the Ponsonby Primary School community linked to NAG 5.

<u>Expected Outcomes</u>	<u>Actions/ Strategic priorities</u>
9.1 Make explicit within the teaching and learning programmes the core values and competencies of the school.	On- going 8 weekly hazard reviews by the designated staff Health and Safety Officer. Focus on student well -being to include anti bullying strategies- children well- being survey (NZCER) tri annual. Next survey 2013 then 2016. Work- safe ongoing review through staff H&S officer and BOT representative (from 2013). School wide behaviour plans and policies to provide for safe learning environments. 2013 a focus on building across school/syndicate consistency and review in 2014.
9.2 Provide a safe emotional and physical environment for the learning community.	On-going upgrade of staff first aid certificates. Regular recorded review of school wide health strategies and policies- full reviews 2013/2015.
9.3 A key priority is the focus on student’s well- being and feelings of success as learners.	Review of practices with reporting to the Board on relevant safety plans e.g. fire drills each term, earthquake drills annually. Update safety advice around school annually.
9.4 Ensure policies and procedures are up to date and reviewed to support safe learning and safe work place practices	Every school trip to have a signed and approved SAP or RAM. Parents provided with opportunity through the website to evaluate all EOTC activities. Use electronic rolls to monitor and report on student attendance needs. Parents selected for trips funded by students have relevant skills to meet EOTC requirements but all parents not selected as funded parents are welcome as paying attendees, where unlimited numbers are an option.

Strategic Goal 10: Meet all legislative requirements (NAGs 6/7/8).

Self- explanatory

Section 5 The 2013 Annual Plan

It is understood that learning is not a linear process and that children progress at different rates at different learning times. Goals and targets are often interlinked though action and outcome. The Annual Plan recognises this document is a guide for the school and as such, is a working document, subject to change, based on need. Many activities involved in teaching and learning are explicit and expected in the school and as such are not set as goals. Children at Ponsonby Primary have individualised needs and teachers use group-centred identified learning intentions within and across classes. This provides for optimal personalisation and differentiation within the teaching and learning programmes.

Item 5.0

1. Teaching and Learning: The explicit raising of achievement across the school.

<u>Action</u>	<u>Expected outcome</u>	<u>Responsibility for implementation</u>	<u>Budget needs</u>	<u>Reporting expectation</u>
Differentiation	Focus in 2013 for all staff to consider grouping for need. Testing for dyslexic children - ensure reader /writers in testing. Literacy differentiation needs identified in year 5 and 6 for writing trial.	G. Brooke overall responsibility for literacy development and monitoring the literacy cross grouping trial in Yr. 5& 6. S. Robins to continue building writing (ALLS) process in year 2. A. Malcolm to review each term the ways success/weakness of differentiating learning for each class.	No extra budget as resource B. Henderson and J. Porter to be integrated into writing trial. Senior management team to itemise differentiation on fortnightly agenda as focus for the first three terms. Review phase 2013 and then improvement phase 2014.	Principals report to the Board September 30,2013
Cross grouping programmes	Scaffolded literacy in Years 5 and 6, using cross grouping. Numeracy programmes from year 3 cross grouped. G Brooke/ J. Porter and B. Henderson linked into the programme to lower class/group numbers and provide more explicit to need learning.	Senior leaders –A. Kingston and S. Rama to monitor own team responses. G. Brooke to consider data trends and report to senior management team. Staff review in term 4 review cycle based on data analysis and student survey.	Included in staffing budget prepared for 2013.	August BoT review meeting. Parents to be advised of programme in week 1 Term 1. Parents review term 2 to consider meeting needs.

Assessment target dates	These are set out in the annually reviewed school assessment handbook. Any assessment data is collected on the MUSAC programme and is used for multiple purposes including formative review and planning by teachers.	G. Brooke is responsible got collection of data and analysis. The data is reviewed by S. Robins and A. Malcolm and shared across the senior team to consider needs/strengths and trends.	\$2000 for testing \$3000 for MUSAC Cloud development \$5000 for moderation and staff development.	May: BOT report and parent newsletter PAT analysis Maths strategy analysis. 1st sample writing moderation review. July: Mid-year reporting targets /basic facts/spelling data/reading Asttle data November:-Annual competency snapshots/ Target variance/National Standards OTJs using writing and numeracy term 4 data.
National standards targets	School reports to be reviewed against national Standards. OTJ capability with staff strengthened on individual needs base. All children well above standards to be considered for gifted and talented identification programmes to ensure level of challenge appropriate to needs. All children below or well below to be explicitly considered as to programmes for need. Parents of students in year 2 to be given explicit understanding of how children are selected for intervention (34 unsure in survey of 105 parents)	Led by G. Brooke and S. Robins Reported to Senior team/ Curriculum team and overall summary reporting to Anne Malcolm. S. Robins, SENCO directly responsible for below standard learning needs. B. Henderson Gifted and Talented Programme Director directly responsible for children's needs if operating well above cohort expectation, across the curriculum.	4 reliever days to support staff with OTJ development and major component of S. Robins' Senco role so included in human resourcing budget- equates to 1 hour weekly to look at needs and then 20- 30 hours weekly working on support programmes for identified needs.	June report to the Board identifying the range of intervention programmes to meet needs of below and well below achieving students. Web site review for parents on learning needs of children below and well below. November OTJ reports from whole school / G&T leader and SENCO.
Pegasus centre (Also links to goal 2 engagement)	S. Robins to continue to work with yr. 5 and 6 children in the well below category of learning and children with specific	S Robins in liaison with the Kowhai senior team of teachers. Proposal for programming	Staffing (existing)- 7 hours a week \$9000 per annum. Resources \$600 ORRS .1 teacher \$7,200 per	Termly review of data 3 of the children leave the school at the year-end so end of year data review over

	writing identified learning needs. Currently that involves 5 children who are well below across the curriculum – 1x ORRs; 3x developmentally delayed ;1x Autistic spectrum and 6 children with reading and or writing needs	accepted January by the team of teachers. S. Robins to write relevant reports for identified students.	annum. IEP hours calculated for SENCO- \$2400 4 reliever days to attend MOE training for special learning needs \$1500	their time at Ponsonby since they entered Pegasus Centre. (Note 4 children who began in the Pegasus Centre in 2010 no longer need the concentrated support)
Gifted and talented programmes (Also links to goal 2 engagement)	4 days weekly 9am- 11am and 1.50- 3pm Barbara is working with Year 5 and 6 as this is area with highest class numbers. Her focus is Maths, writing and inquiry learning through Science and Social Sciences. Her work with year 3 and 4, seven stage screened students is regularly scheduled to ensure talent and giftedness balance and her programmes in year 1 and 2 are more about screening and talent based(Emilio Reggio learning).	B. Henderson working alongside all team leaders/ curriculum and management team. Direct reporting to A. Malcolm on engagement and trend data.	60% Included in staffing 40 % parent donation / special programme funding when available- project based e.g. Inner City TDI days (\$5,000). 2013 50 % of time is with the senior team to ensure class sizes are kept to an average 25 throughout the day.	Regular discussion with senior team on outcomes and needs. Meetings with families x 2 minimum a year. Reports for children in programmes 2x per annum November OTJ comparative review for BOT.
ALLS/AIMS sustainability (also links to goal 2 engagement)	Two terms allocated to AIMS programme- G. Brooke to work with year 4 & 5 just below students with programme developed in conjunction with MOE 2012. S. Robins to develop the ALLS literacy (writing) programme with year 2 staff as she did in 2012 with year 1- Same children involved so building on prior knowledge- over 1 st half of year.	S. Robins and the junior team of teachers.	Part of SENCO human resource funded role.	Twice year review of year 2 writing development and key to this project excitement(engagement with learning)

Goal 2 teaching and learning: Engagement in learning for all				
Inquiry based learning with focus on Science	Staff will work with Ian Milne Science advisor to build inquiry using Science thinking-Year 1 and 2 'the wow of science' Year 3 and 4 practical science and Year 5 and 6 fair testing. June 21- A Science Symposium in the hall and classrooms to demonstrate learning to a broader audience (June).	Responsibility of each team leader to ensure consistent approach to learning and planning for Science inquiry. Inquiry outlined in the year and term overview. Children to produce their own inquiry (individual or group or class) for display	Professional Development- \$1000 Equipment \$1000 Release for A.Possenniskie head of Science to observe and support 4 days@ \$375.00 for reliever.	Science Fair for grandparents day. Inquiry tables and displays in classrooms. Review by A. Possenniskie for October BoT meeting
ICTs integral to learning	Continue the Samsung "Smart School trial in Room 4. Roll out BYOD to year 3 and up. Develop further KNet capability strategy. Continue student development through CRT release programme. Write up the 2013- 2018 strategy for ICTS at PPS- bring in an advisory parent group to support process. Senior staff with up to date technology- contact with families/ connectedness to school. 2 highest achieving writing groups in senior school will be involved in global ICT communications.	ICT development is led by J. Porter. Samsung equipment becomes part of school assets in August. J Porter continues to lead the trial. BYOD trial for issues with year 5 and 6 was very simple and as such will roll out with procedures and policy to year 3. (We will maintain our 60 mini laptops for equity) Begin the school strategy development process term 1 with aim to complete for BOT end of Term 3 (August meeting)	\$ 97,400 for all web, leases and service. CRT release costs for Porter 60% within staffing.	Report to BOT in August 2013 with draft future focus strategy.

Effective use of learning time	T1. Review of staff using questionnaire to consider what are the ways to maximise learning time. Senior staff review of class timetables. T2. Time study of interruptions T3 Staff discussion/ review and modification/protocols developed to be trialled in 2014 around maximising learning time	Anne Malcolm and operational team leaders will be responsible for data collection and analysis.	No actual cost but will use Survey Monkey purchased in 2012.	Report to Board on October 28 meeting regarding findings and trial protocol for 2014.
Formative practices/student voice	Curriculum leadership team to continue monitoring use of student voice in assessment. KNET to be monitored to see that peer and personal review integral to learning programmes.	Gail Brooke and her curriculum team to look for examples of excellent practice to contribute to a staff portfolio. J. porter to review and monitor and report to A. Malcolm and Operational Team on KNET use for student voice.	Cost is included in the budget through KNET and senior team unit funding	On- going assessment agenda item for curriculum team and operational team. Principal report on practice at September BoT meeting.
EOTC development	Build in the Millennium Stadium into the year 5, EOTC end of year and review year 4 programme. Senior team to review transparency of how parents selected for trips and advise parents of system.	Sanjay Rama and the Operational Team	Cost is to students when adding an extra event.	Complete review of parent helpers on trips by end of term 2 and send out via newsletter.
Student engagement review	Survey to past pupils now in year 7. Term 1 2013. Survey to year 4-6 students in term 3 or early 4 as arranged with NZCER..	Anne Malcolm to send out survey to year 7 past pupils. Senior management team to organise survey to year 5 and 6 in late tem 3 or early term 4 as per NZCER schedule.	2x reams of paper \$24.00. Postage \$28.00 Time for analysis- staffing included cost	Summary review to Staff and BOT November.

Goal 3 & 7 Human Resourcing Goals to include professional development/performance management and employment of staff				
Build on ability to make defensible OTJs (overall teacher assessment judgements) included in the moderation process.	2x moderating days for writing 1x Teacher only day full teaching staff. 2x staff meetings re maths OTJ. Syndicate reviews of reading OTJ. Gather and analyse OTJs twice a year.	G. Brooke to lead the OTJ process with senior team leaders.	\$3750 moderation TOD - available with start on 5 th Feb. Actual costs for staff analysis included in staffing budgets.	OTJs to the Board August and November.
Student conferencing	2 days allocated to each year 5 and 6 teacher for conferencing as part of moderation process.	Determined by need- G. Brooke to liaise with office to book relievers.	\$3000	Included in reliever budget.
Attestation & Staff professional learning	Two days per senior teacher to complete attestation. C. Kelly, A. Cropp, A. Kingston, B. Henderson, H. Scott, S Rama to present their learning development over the last three years. K. Hoyle final year as PRT attestation of completion A. Smith Final year as PRT attestation of completion.	Senior operational leaders carry out attestation. Mentor teachers carry out PRT attestation- Anja Kingston and Hayley Scott. Professional learning journeys. A. Malcolm/1 DP/1 peer.	4 days relievers \$1500	Teacher's Council advised of PRT completion. Board advised of attestation and professional learning programme. If any issues with appraisal process school follows policy procedure.
Principal Appraisal	Appraisal from Bot/staff/ effectiveness review/Westmere peer 2012 presented to February 2013 meeting. Annual performance agreement presented February 2013	Education group R. Higgle to submit process to BOT for 2013 appraisal of principal- March to November.	\$4000 includes survey and 2 day review and interviews. 2 nd year partial review includes survey only \$3000 3 rd year group interviews and termly mentoring coaching	Survey review mid- year Summary report to the BOT in December.

	meeting . External reviewer to be agreed to at February meeting.		towards goals.	
Professional development to include use of staff expertise	<p>Science- Ian Milne to work with staff throughout the year developing Science capabilities and staff expertise.</p> <p>ICT- J. Porter to continue to up-skill on Knowledgenet.</p> <p>Anne Malcolm/ Susan Robins/ G. Brooke to enrol and complete mentoring of teacher Master’s paper at Auckland University.</p> <p>S. Rama enrolled in Masters of school leadership Unitec from June.</p> <p>C.Kelly to work with the staff on Maths moderation.</p> <p>G Brooke to work with staff on writing moderation.</p> <p>Cracker Jack sport and values programme- all staff trained.</p> <p>A focus on building Maori language competency through weekly meetings.</p> <p>Use of school experts e.g. Art experts –J. Jacomb and A. Cowsill.</p>	Approval through the budget	<p>University papers \$2440 for mentoring.</p> <p>Postgraduate Dip. Ed leadership \$1000 (cost & Masters paper \$800</p> <p>Ian Milne Science expert in pedagogy- \$1000 over year (\$75.00 per hour)</p> <p>Cracker jack included in costs for programme linked to sport school payment by MOE.</p>	Report on successful completion of papers to BOT meeting February 2014. (Note if staff do not complete or are unsuccessful in completing and passing they are liable for the funds back to the school).
Developing leadership & distributed leadership (Goal 6)	The allocation of units identifies 2013 focus on Science 1 unit. The distribution of leadership has provided a flatter management structure - Operational and Curriculum	Overall responsibility the principal and DPs to ensure development. University accreditation encouraged and supported through BoT funding.	The unit structure (21 units) is negotiated annually win to leadership and leadership development with a minimum 60% of the units applied to leadership.	<p>Review of units presented in handbooks (HRM) in February</p> <p>Review of support and personal goal setting included in annual review of staff by</p>

	<p>leadership teams. S. Robins continues to mentor A. Cropp co-leading with Kakariki team. A. Malcolm to continue to mentor the operational team leaders and G Brooke to mentor curriculum team members.</p>			<p>principal. Any exit interviews of staff include discussion around leadership opportunities and support.</p>
<u>Goals 4 and 5 and 8 Environment, facilities and financial/property resourcing</u>				
School building projects	<p>Complete 7 classroom block. Complete dental clinic upgrade. Re-instate grounds once prefabs taken off the field.</p>	<p>As per 5YA and classroom development plan- both project managed by Gil Wallace and meetings attended by 2 Bot members (including principal).</p>	<p>Cost as per budget in 5YA and MOE approved 7 classroom block.</p>	<p>Monthly reporting by G. Wallace to BOT.</p>
Cyclical maintenance	<p>Complete as per cyclical plan Carpets 10-12. Finish curtain replacement in main block. Caretaker painting in hall.</p>	<p>See school cyclical plan Responsibility Anne Malcolm.</p>	<p>\$5000 for roof moss proof Room10/11/ 12) Final block out main building upstairs curtains includes staff room. Balance between 2 projects budget \$14,000 budget and \$11,000 actual costs Hall curtain budget \$5000 Painting refurbish 10-12 \$10,000 Include replacement of heat sensors in hall \$3500</p>	<p>BoT advised as projects completed.</p>
Environment projects	<p>Year 4 garden to table project from term 2. Year 6 PGU plant growing unit. S. Robins Enviro club.</p>	<p>A. Kingston Yr. 4 project B. Henderson PGU S. Robins school club</p>	<p>Projects funded through children costs to be involved/sponsorship/school property garden funding for plants.</p>	<p>PGU planting December Review with directors of garden to table- October.</p>
Financial planning including audits	<p>Operational Grant for next year October. Budget in draft November. Annual report financials February.</p>	<p><u>Finance team</u> Callan Taylor-school accountant J.Ross -School accounts on site A. Malcolm sub committee S.Boisen Sub- committee</p>	<p>As per budget and any expense over \$1500 not budgeted for to be approved by BOT see policy. Electrical audit \$2500</p>	<p>Monthly reporting including forecasting to BoT.</p>

	Roll numbers confirmed 1 st March and 1 st July Budget finalised March. Budget reviewed August. Curriculum budget holder requested budgets October 30. Electrical audit annual January.	Auditor Hayes Knight		
Review of guiding property and finance documents	Annual and mid -year budget review Mid- year cyclical plan review	A. Malcolm and reported to finance team.	No costs for review.	BOT review monthly reports.
Fundraising	Taste of Ponsonby School Read-a-thon Guy Fawkes.	PPSG BOT rep/ G. Brooke school rep and A Kingston logistics for a-thon New World.	Costs as per budget.	BOT monthly review.
Futures Trust	Promote to parents each term Send letter to past pupils asking them to be on school database	Board of Trustees/Anne Malcolm	As donors choose to give.	BOT finance reporting
Goal 6 learning Partnerships				
Reporting	2x per annum June and November- 3 way learning conferences. (Parents most welcome to make other times outside of conferences). IEPs as scheduled. School to Board of Trustees as per schedules.	Senior Management Team- overall responsibility Anne Malcolm.	Report development/paper \$300 per annum.	
Board delegations	Completed twice in 2013:- February meeting & June meeting (new BOT)	Board chair	No cost	Recorded in BoT minutes
Build further the Ponsonby family ethos	Continue to work with house system building a more supportive system with chants and house challenge- as	Full school management team	No costs- integral to staffing budget.	Review goal for principal appraisal

	identified in 2012 survey. Staff and principal to encourage and articulate transparent systems.			
Active participation of families and whanau	Invite 2 x in 1 st half of the year all Maori families to talk about how whanau can work in partnership. Continue children with Maori and Pacifica ethnicity to join Kapa Haka at year 1 (other ethnicities apply at Year 5)	Board of Trustees Principal	Important to put on food at the hui \$100 a meeting. Cost of tutor \$2,100	Performance based review-school show and school activities.
Use of experts	R. Winstone employed as long term .2 staffing to lead school performance. P. Griffin madrigal choir Term 2 & 3 and part 4 Maori tutor x 1 hour weekly Dance- K Hurst	S. Robins & A. Malcolm A. Kingston logistics for festivals and shows.	\$14,100 tutor staff.	Observational reporting-school show/APPA festival.
<u>Goal 9 Health and Safety</u>				
Core values	Outlined in Curriculum and Charter- needs continued articulation through newsletter.	Staff and students.	No direct cost.	Principal review goal.
Safe physical and emotional environment includes Student well-being	Student Wellbeing NZCER survey –last completed 2011. H& S officer to carry out 8 weekly checks of environment. Caretaker review according to H & S checks set out by MOE. SAPS and RAMS strictly reviewed. BOT rep to be delegated role of H&S review.	Overall responsibility A. Malcolm & reporting to BoT.	\$2500 for survey.	Report to staff and parents and BOT.

Openness and transparency	Goals from effectiveness survey-Aim to develop by end of term 2, a school wide process for ensuring openness and transparency. Develop a dialogic process as developed with senior management team in 2012 for whole school- to include parents and BOT conversations.	Initial phase- Senior team followed by staff and BOT consultation then parent consultation.	No external costs- time is the major cost.	Full school protocol developed and articulated and included in school-doc. Procedures.
---------------------------	--	---	--	--

The 2012 effectiveness survey has been used to inform 2013 school wide objectives

The overall results of the survey were highly positive. For example;

- 84% felt comfortable communicating with teachers,
- 85% felt they understood school reports as presented at 3-way conferences
- 91% felt their child is engaged in learning at school
- 86% felt the school is focused on high quality learning
- 91% of children feel safe and confident at school

The survey also highlighted focus areas for improvement such as communication with the senior leadership team, transparency around opportunities for all PPS children and improving the visibility of the board for any governance questions.

Key areas covered in the 2013 Annual Plan- Articulate the school ICT plan; review equal opportunities for students; Develop open conversation about learning protocols; articulate the Board of Trustees role and access.

Section Three

Summary of the 2012 Charter Targets with a key focus on Mathematics-the school focus in 2012

6.0

Target 1 Maths target for 2012 Year 6 students

Aim: In our 2011 mathematics results 90% of our students were sitting 'Within' (Stage 5 & 6) for the end of the year mathematics results. Our aim for 2012 was to lift 20% of this group to 'Above' in mathematics (Stage 7 numeracy/Level 4B and above for Strand) by the end of the year. We targetted 35 children who were currently working in Stage 6. 10 children were to be moved to stage 7 by November 2012.

End of year data for 2012

No variance to report

14/35 children reached the target including a new child who came into the school at the beginning of the year. The 5 children above standard improved their position and remained above expected "within" attainment.

Target 2 Mathematics target for 2012 Year 3 students

Aim:

The identified group of 8 children at the end of year two were operating below expected GLOSS stage 4 or the teachers overall judgment of level 4.

The children by the end of 2012 we aspired to have at the end of stage 4 and preferably beginning stage 5. To note however, one target child number 7 was recognised as, possibly not achieving this due to other learning issues so for this student the target was to improve two sub levels.

End of year data

There was variance in this target:

1 child did not progress as expected. The student has English language issues to contend with. She improved 1 sub level only and will become a key target student in 2013. Note Her ELL progressions showed greater improvement. One other student was overseas for a term but still managed to move 2 sub levels by October but again a focus child for 2013. Our student of most concern met the target. Using very explicit teaching and target groups has enabled a majority, 6 children to reach stage 5 or make the predicted 2 sub levels improvement.

Target 3 Mathematics target for year 4 students

Aim: Year 4 2012 – (Not included in the data one ORRS student)

The target was developed by identifying students operating OTJ level 4P and below. Level 4 means children are still working with counting strategies and should be moving into part whole thinking.

End of year data

In this target 1 student variance. This student is autistic and made +3 sub levels but did not achieve stage 5. All other children reached stage 5 by the end of October, 2012. Basic facts and speed of recall remains the focus for this group in 2013.

The staff also decided on three literacy aspirational goals as a reminder that in a decile 10 school it is important to also target children currently operating within or above cohort who can be extended to further achieve to their potential.

Aspirational Goal 1 year 6 Writing

To lift achievement of five of the nineteen Year 6 children who in year 5 were deemed (using OTJs & asTTle) to be above their expected level in writing. Through explicit teaching the aspiration was to see at least 5 students move into well above expectation level writers. They would then exceed the National Standard of Curriculum Level 3.

End of year data

Aspirational goal 1 was met. Six children in the year 6 target group have reached Curriculum Level 4B (2 sublevels above expected writing standard).

Aspirational Goal 2 Year 4 Reading

To focus on 19 of the 2012, Year 4 readers. The children operated above expectation according to OTJs and Probe records. Through explicit monitoring and goal setting, the aim was to move five into the well above category.

End of year data

Aspirational goal 2 was met. 7 children in the year 4 target group have reached Curriculum Reading Level 3B (2 sublevels above curriculum standard of 2P)

Aspirational Goal 3 Year 5 learning support students

Continue building on the success of eight children who in 2011 were in the Pegasus Support Learning Centre (2011 Target 1). The aim was to closely monitor the children and aim to lift reading and writing 2 more sub levels.

End of year data

All of the children have progressed but continue to receive interventions 1 to 1 and in small groups. All of the group finished the year operating at level 2 of the curriculum. They will continue to be monitored and supported in 2013. The government is providing RTLB monitoring of two students to consider other possible barriers to learning. It is the school's belief that special education services beyond the SEG Grant should be provided to all 8 children.

Section 4- 2013 Targets for Achievement

Children are coded as a number so they can be cross checked against the named data templates but allow for student anonymity.

7.0

Target 1 Writing for Years 5 and 6 students

In Writing (November 2012) the percentage of children in year 4 and 5 reaching 'above' standard was 54.78% or a total of 63 children out of 115 (37 out of 64 year 4 and 26 out of 51 year 5). Our Reading results (November 2012) was 62.61% or a total of 72 children (39 out of 64 year 4 and 33 out of 51 year 5). Through multi-level grouping we would like to lift the results in writing to better reflect the results in reading. Our aspirational target is to lift 9 children to "from within standard" to "above standard" in writing.

Name	PRETOS Spelling Nov 2012 Stanines	OTJ Nov 2012	PRETOS Spelling Feb 2013 Stanines	OTJ Mid 2012	PRETOS Spelling Nov 2013 Stanines	OTJ Nov 2013	Results Increase=I Same=S
• Year 6 2013	•	•	•	•	•	•	•
1.	5	3B					
2.	7	3B					
3.	7	3B					
4.	6	3B					
5.	7	3B					
6.	9	3B					
7.	7	3B					
8.	4	3B					
9.	6	3B					
10.	6	3B					
11.	6	3B					
12.	5	3B					
13.	6	3B					
14.	6	3B					
15.	5	3B					
16.	No data	3B					
17.	No data	3B					

18.	4	2A					
19.	6	2A					
20.	3	2A					
21.	4	2A					
22.	3	2A					
23.	4	2A					
• Year 5, 2013	•	•	•	•	•	•	•
24.	7	2P					
25.	5	2P					
26.	4	2P					
27.	5	2P					
28.	5	2P					
29.	6	2P					
30.	5	2P					
31.	5	2P					
32.	6	2P					
33.	4	2P					
34.	No data	2P					
35.	5	2P					
36.	4	2P					
37.	4	2P					
38.	8	2P					
39.	6	2P					
40.	6	2P					
41.	5	2P					
42.	6	2P					
43.	7	2P					
44.	5	2P					
45.	6	2P					
46.	5	2P					
47.	6	2P					
48.	4	2B					
49.	6	2B					

Historical perspective

The Assessment for Learning pedagogy has transferred effectively to our approach to teaching writing. Writing moderation across year groups has extended to across the syndicates, our own school and across schools within the inner city cluster. The focus in 2012 was to use the new matrix to determine children's capabilities. This caused concern as the criteria for making judgements was greatly reduced and children's results inflated. There was a concern that writers need varying levels of scaffolding and that smaller groups and explicit focus would support across group improvement.

Actions to achieve targets	Led by	Budget	Timeframe
1. G. Brooke to discuss the charter target with the Kowhai team led by S. Rama and to set up the 6 groups based on differentiated needs. J. Porter and B. Henderson to pick up two groups as well as 4 team teachers.	Gail Brooke	None	In place for the first syndicate planning day January.
2. Review data with the classroom teachers and the literacy teachers so all are aware of this group.	Gail Brooke	None	Term 1/End of term 3
3. When doing writing moderation identify deeper and surface features. Identify individual learning achievement using both PRETOS and OTJ from moderation.	Gail Brooke	None	On-going through the year using snap shots to see which children need further support.
4. Syndicate meeting time to discuss needs and look at methods for teachers to reflect on and improve teaching practice relative to the group	Curriculum leader- A.Possenniskie through the Syndicate Meetings	None	On-going through the year
6. Writing will be moderated twice a year to ensure school-wide consistency. Staff also need time to review writing against the data,	Classroom teachers and DP	Integral to school assessment plans \$625 Teachers provided with staff meeting time for review of writing	Staff meetings x 1 per term Moderation 1 block 2 x per year for whole team

7. Analyse year-end data to inform progress and planning for the following year	Principal and senior management team	2-4 hours \$600	End of the year.
---	--------------------------------------	--------------------	------------------

Results to be provided and any variance by November 2013.

Target 2 Maths for Year 6 and Year 4 students

Through a targeted ALIM maths approach to lift 7 year Yr. 6 students and 8 children from year 4 from below to within maths. This method provides the children with an extra 40 minutes of maths for a minimum of 3 sessions per week for 10 weeks, on top of their class maths. They work on areas they have misconceptions around and consolidate self-belief.

Year 6 group 2013	OTJ Nov 2012	Basic Facts Nov 2012	IKAN Nov	PAT 2012					
1	5A	84	<4	4					
2	5A	52	4	3					
3	6B	60	4	6					
4	6b	95	<4	3					
5	6B	80	4	4					
6	6B	80	4	4					
7	6B	91	4	5					
Year 4 group 2013									
1	4B	25	-	3					
2	4B	25	-	2					
3	5B	45	-	4					
4	5B	88	4	4					
5	5B	40	4	4					
6	5B	55	4	4					
7	5B	68	<4	4					
8	5B	35	<4	4					

Historical perspective

The school began the numeracy project in 2003. The data over the years has been positive in

2011/2012 the school focus was on mathematics, moderation and use of OTJs and moderation with strands. The school wishes to sustain the progress made. And ensure children who are just below being within Standard are given small group intervention boosters to bring them confidently into "within" Standard.			
Actions to achieve target	Responsibility	Budget	Time frame
1. Gail to discuss the charter target with the year 6 and year 4 teachers . Year 6 will work together in term 2 and year 4 in term3	Gail Brooke	None	In place for the first syndicate planning day on January
2. Review data with the classroom teachers and the maths teachers (as we cross group this could be someone other than the class teacher), so all are aware of this group. 2012 results determine expectation for end of the year results	Gail Brooke	None	Term 2/3
3. When doing maths moderation identify where these children are in both numeracy work and strand maths.	Gail Brooke and classroom teachers	None	On-going through the year
4. Use e-asTTtle/ PAT to look at pre and post booster learning data	Gail Brooke	None	Testing at start and end of each group.
5. Syndicate meeting time to discuss needs and look at methods for teachers to reflect on and improve teaching practice relative to the group	Curriculum leader through the Syndicate Meetings		On-going through the year
7. Analyse year-end data to inform progress and planning for the following year for the year 4 target students.	Principal and senior management team	2-4 hours \$600	End of the year.

Results to be included by November 2013 in readiness for future planning.

Target 3 Year 2 Literacy

To ensure that the 5 children who were identified in 2012 as being below age level expectation in literacy maintain their progress. An intervention programme with the support of the ALLs (accelerated literacy learning) MOE contract was implemented and pupils are now “near” or “at” expected standard. Two of the children are working alongside MOE speech and language therapists and have been identified as having severe speech problems. This is compounded by dyspraxia in one child. Another child has been identified as displaying dyslexic behaviours. Dyslexia is recognised in the child’s family history.

The target for 2013 is that each of the five children will be lifted to reading and writing at age appropriate standard and that each child has a presumption that they are successful readers and writers.

Data

Observation Survey

Name	Title	Sept 2012	Nov 2012	May 2013	Nov 2013	Self -Review of attitude to learning Nov 2013.
<u>1.DOB 17.04.07</u>	Inst Level	1	5			
	Letter Id	26	51			
	CAP	8	13			
	Word Reading	1	8			
	Writing Vocab	1	21			
	Hearing & Recording	1	24			
<u>2 DOB 17.05.06</u>	Inst Level	7	13			
	Letter Id	52	54			
	CAP	15	19			
	Word Reading	9	15			

	Writing Vocab	6	12			
	Hearing & Recording	26	31			
3. DOB 20.11.06	Inst Level	2	9			
	Letter Id	47	54			
	CAP	13	16			
	Word Reading	8	13			
	Writing Vocab	10	33			
	Hearing & Recording	24	30			
4.DOB 9.06.06	Inst Level	6	14			
	Letter Id	54	54			
	CAP	16	21			
	Word Reading	10	13			
	Writing Vocab	10	45			
	Hearing & Recording	28	34			
5. DOB 3.08.06	Inst Level	3	8			
	Letter Id	54	54			
	CAP	15	16			
	Word Reading	7	15			
	Writing Vocab	2	10			
	Hearing & Recording	0	28			

Actions to achieve targets	Led by	Budget	Timeframe
1. Susan to discuss the charter target with the teachers within the year 2 group through a Quality Learning Conversation (QLC).	Susan	1 reliever day @ 350 per day.	March 2013 2 relievers for ½ day.

3. Individual reading intervention.	Susan Robins	None	On-going through the year
4. Use Observation survey and running records to monitor progress	Susan Robins	None	On- going
5. Syndicate meeting time to discuss needs and look at methods for teachers to reflect on and improve teaching practice relative to the group	Susan Robins Syndicate Meetings	None	One syndicate meeting a term
6. Parents to be kept informed of children's progress and individual needs. A pre information meeting through to termly meetings.	Susan Robins	None	Meetings once a term. Home contact notebook.
7. Analyse year-end data to inform progress and planning for the following year	Principal and senior management team	2-4 hours \$600	End of the year.

Historical perspective

The observation survey has been a useful tool to determine children with individual needs. Historically we have waited until our children turn six years of age before determining intervention. We are now identifying children earlier still using the observation survey as our primary source of data.

.Results by November 2013 in readiness for future planning.

