

# Ponsonby Primary Charter

## 2018- 2020



**We strive to be the best we can be!**

Our whakatauki is about aiming high for what is truly valuable, but it's real message is to be persistent. Never let obstacles stop us from reaching our goals. We are steadfast and true to who we are.

**Ponsonby Primary Students care, respect, relate and strive for personal success.  
Akonga of RimuTahi ako e whai hua ana mo te heke mai.**

**Ponsonby Primary's families, Board of Trustees and staff, together, encourage and motivate our children, Akonga, to be:-**



**All of our children are valued Pegasus Fliers. Kia U Kia Pono**

**Pegasus Fliers understand what they have to do to be a being a successful learner.**


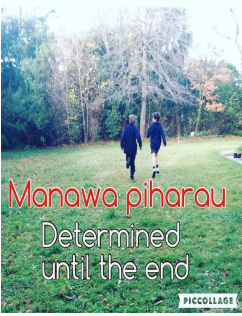


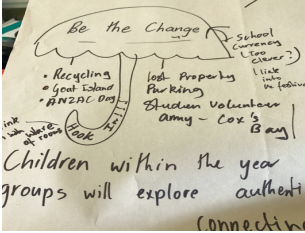
**Our teaching and learning vision is premised on :**


Bold and specific/ explicit teaching and learning. Ako that is diverse, inclusive - good for all, and importantly, is shared... student agency is implicit in the PPS delivered curriculum.

Learning is ubiquitous; recognises and is shaped to meet the needs of all learners, is based on the notion of success for all; confidence for all; care for all.

A curriculum based on inquiry develops creativity and resilience. It challenges thinking and build problem solving capabilities.

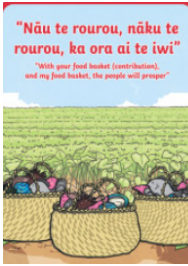

We have 6 key Charter Curriculum/Learning Goals taking us through to 2020. Annually the 6 goals are articulated fully into the School Strategic/Annual Plan which in turn links to the annual budget; targeted learners; professional learning for staff and the Kahui Ako O Waitemata achievement Challenges.

Our School endeavours/ goals	Our vision	Our Whakatauki	Our theory of improvement- the underpinning research and thinking that is likely to bring about improvement	The broad strategic three year goals. This are fully articulated in actions and expected outcomes annually .
<b>Literacy</b>	Our learners will leave school with literacy knowledge, attitudes and skills to enable them to be confident connected participants in their next steps of learning and then on into their future. They will learn to be critical, creative thinkers and highly capable communicators.		Students improve their literacy when teachers share common research based understanding about how to develop literacy skills. Paramount is that each teacher is knowledgeable in recognising next learning steps for individuals and that intervention processes support children's success. That data is gathered and evaluated to make needs explicit.	By 2020:- We will have Kahui Ako collective tools and teacher learning to embed linked to our own school efficacy in all literacy strands: Reading - 90% or more of the children will continue to read at cohort. Writing will be assessed with greater accuracy. Intervention will target the trend groups where writing is deemed to not support fully a child's success as a learner. Children will be clear and confident orally and all children will be able to make meaning and think critically about language and text.
<b>Numeracy</b>	Our learners will leave Ponsonby Primary able to use mathematics to problem solve; calculate; use mathematics flexibly , creatively, strategically and logically. All pupils by the time they leave will understand at a minimum the required mathematical concepts for a year 6 student or reach their individual goals.		Continue to grow a common pedagogical approach to how children best learn mathematics to include number, algebra, statistics, geometry and measurement. A focus on building on Bobbi Hunter's work around authentic problem solving. Teach children in way they feel successful. Involve families in learning of basic facts so children maximise learning time at school.	By 2020, systems and tools and professional learning support to embed shared understanding and knowledge. Aim to lift 15% of children who sit within expected learning levels to above cohort expectation, through a cross grouping programme where children can feel successful and grow their knowledge and skills incrementally reaching their proximal development zone .
<b>Cultural Inclusivity- with a particular focus on Reo/Tikanga development</b>	Understand and recognise the unique status of tangata whenua in our community and school. Understand and acknowledge the histories, heritage languages and cultures of all students. Develop te reo and tikanga Maori in our learning environment		Schools and families can create, when they work together environments where learners can succeed and be comfortable with their cultural identities. We need to grow and embed systems to support this being part of the school culture	BY 2020 all classes/ teachers will have accessed learning around relational based pedagogies. With a significant growth in teacher knowledge around Reo use and Tikanga. Families will be encouraged to make their cultures explicit and celebrated in the school.
<b>Inquiry</b>	Create learning environments that cultivate curiosity and grow young people as confident, capable and creative inquirers. Ensure that our teaching nurtures rather than diminishes the sense of wonder with which we are all born. Become better inquirers as we teach and grow our students as thinkers, collaborators, self-managers, communicators and researchers. The Power of Inquiry has to be		Research has challenged the notion that education is something that happens to people.  Effective teachers stimulate the curiosity of their students, require them to search for relevant information and ideas, and challenge them to use or apply what they discover in new contexts or in new ways. They look for opportunities to involve students directly in decisions relating to their own learning. This encourages them to see	Initial work looking for school wide authentic problems to consider   We will develop a fully articulated school wide strategy for Inquiry

	inspiring.		what they are doing as relevant and to take greater ownership of their own learning.	development/ processes and review by 2020. We need to trial ideas and thinking to ensure authenticity and student led engagement in our strategy.
<b>Student Agency to include e- learning, creative endeavours, and physical pursuits.</b>	Children's voice/ children engaged/ children knowing that learning sometimes takes practice; that sometimes you have to take risks but school has a big safety net; knowing teachers and families believe in you. Children trying new things, building their creative, social and physical well being. Teachers through assessment for learning pedagogies reflect on how children can know how to be bold learners. Teachers also learn how to be explicit in their teaching	Ko te ahurei o te tamaiti arahia o tatou mahi  Let the uniqueness of the child guide our work.  	We want to build a curriculum that matters to students, that uses the tools and skills of their world. To help children create new knowledge about their world and set an agenda where they feel they can make a difference to their world; their thinking and finally develop a kind of professionalism whereby their voices; their involvement can be taken seriously by adults; and through that enhance the condition and processes of learning and teaching.	By 2020, through the use of well being surveys/ Col initiatives and parent review, we want to be able qualitatively to assess evaluate and improve the student agency at Ponsonby Primary. Children need to be able to talk and act with agentic purpose. Leadership will be a notion that all children experience and understand as will participating collaboratively in projects. Far more flexible learning options available through the use of tools and space.

**Our Charter includes 4 organisational management goals. One goal related to property and Finance; 1 goal that ensures Human resources are specifically identified and supported; 1 goal to ensure safety; and 1 goal stating we will meet legislative requirements**

<b>Our School endeavours/ goals</b>	<b>Our vision</b>	<b>Our Whakatauki</b>	<b>Our theory of improvement- the underpinning research and thinking that is likely to bring about improvement</b>	<b>The broad strategic three - year goals. This are fully articulated in actions and expected outcomes annually .</b>
<b>Property and finance</b>	The school is resourced and funds managed to maximise high quality learning outcomes	He waka eke noa  <i>A canoe which we are all in with no exception</i>  	Informed planning provides a platform for continuous improvement Clearly defined cyclical plans, 5YA & 10 YA planning/ annual budgets that reflect school direction and strategy.	Complete annual budgets with a focus on the annual plan identified needs. In 2019 set out a business case for MOE funding to develop property/ buildings. Continue to implement the cyclical plan with an annual review

<b>Human resource Management</b>	<p>The school is resourced with a high quality, highly capable staff to maximise the highest quality teaching and learning outcomes. All staff meet the Code and Standards of a NZ teacher</p>	 <p>"Nāu te rourou, nāku te rourou, ka ora ai te iwi" "With your food basket (contributions), and my food basket, the people will prosper"</p> <p><i>With your basket and my basket the people will thrive</i></p>	<p><b>The theory of collaboration and sharing</b> The purpose of the collaboration must be to improve outcomes. Clearly articulated moral purpose, transparency, trust and honesty are our professional obligation. Effective peer review drives improvement. The family/ student /teacher partnerships evolve from collaboration to co-responsibility to shared professional accountability for results focussed on all children's learning.</p>	<p>Continue to build gender equity Continue to build collaborative practice Grow our involvement in a community of learners Focus on ensuring all staff have high quality pedagogical knowledge. Ensure our support staff are part of the team focussed on students learning outcomes Have well defined performance management systems. Encourage improvement</p>
<b>Health &amp; Safety</b>	<p>The school meets all legislative requirements for health and safety of workers and the environment. The Board as the PCBU recognise the need for regular safety checks and reviews.</p>	<p>We work together for the well being of everyone</p> <p><b>Me mahi tahi tātou mō te oranga o te katōa.</b></p> <p>We should work together for the wellbeing of everyone</p>  <p><a href="https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/">https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/</a></p>	<p>The Health and Safety at Work Act governs how schools work to ensure safety for all.</p>	<p>By 2020 have a robust and transparent health and safety system that is reviewable annually</p>
<b>Legislative requirements</b>	<p>The Board and staff will meet all legislative requirements.</p>			

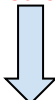
### The 2018 Annual Plan

***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 through 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.***

The Annual Plan is linked directly to the school Board reporting strategy and School Curriculum.



## Annual Plan 2018

Our key goal areas 2018	Actions and outcome expectations	Resourcing/ Budget needs and review needs
<b>Writing</b> To make more robust: our writing teaching Children's analysis of their own writing and next Phase goal setting A writing moderation detailed school wide system. Move from 87% within and above Curriculum expectations to 92%.	Create a moderation model for assessment of writing Enhance teacher's knowledge of the writing processes Build genre specific capabilities Guide teachers identified with needing support through our in school CoL person M.Allen	No high curriculum budget costs but 80 hours of PLD support applied for. 2 units funded through the COL Application for 40 hours PLD through MOE. School sharing of skill-= started TOD Human resource budgeting 5 relievers x 2 = \$3000.
<b>Learner agency to include student voice and staff coaching.</b> AFL plans to support knowing our children Student agency plans to support our children being able to articulate their own capability and next learning steps- focus at yr 5 & 6 2018 Upskill staff leadership and staff coaching capability.	Support teacher with in school teacher support.J.Graham Build student leadership capability by offering opportunities for a greater number of children to lead- a focus on raising children's self esteem to be measured by a well being survey. Shift the locus of control over time- more to the student eg By year 4 children should be able to articulate their goals and needs and interests.	Well being survey funded from 2019. Will aim for COL funding for this data. COL funded 2 units. PLD application linked to writing . 6 days release \$1800 to enable peer support Roween working with staff on coaching \$2000
<b>Creativity- Building a broad curriculum.</b>  <i>Note for work streams with ponsonby staff Creativity and Cultural Inclusivity are linked</i> 	Aim to be more coordinated in ensuring all children access a broad curriculum. My Time programme Art workshops 9 weeks cross groups Music workshops and extension APPA choir In Our Beat/ Music competitions Developmental with a greater push into activities to grow creativity.	Clay \$5000 kiln but this is from 2018 funding Clay and equipment/glazes \$300 Art budget \$3000 Lewis Eady supports our music programme Bollywood \$750.00 per term



<b>Cultural inclusivity</b> to include Te Reo and Te kanga	Every classroom to have a bi cultural focus with display/ language The bi-cultural focus celebrated through children in kapa Haka or junior kapa haka; matariki celebration and building Reo across the school as timetabled with A.Bebich	NZEALS Conference 4 staff \$3800 Full staff marae experience \$2000 On- going language development through COL \$1500
<b>Inquiry</b> To develop children authentic inquiry and to give children's voice real time outlet. Children's voice and their interests must be implicit in the process. Linked to this is teacher's learning when appropriate to hand some locus of control to children.	School wide inquiry topics to build the capability of children to inquire about authentic topics that they can feed into. Term 1 How can we make a difference to our world? Term 2 Matariki Term 3 Science- invention convention	Cost to run events like Matariki \$800. Science already included in the budget. Possible mind- lab development opportunity for staff.
Areas of teaching and learning that are planned and resourced and as such are included in the annual plan		
Assessment	Important that we look in depth at data- Look at trends and target children based on data. Teaching and learning plans better informed by assessment data. Continue to grow ETAP capability. Aim to streamline the data we collect so that more data is on line and more accessible, understood, for both staff and parents and board reporting. Consistency shown through moderation of reading, writing and maths.	PAT \$ 2,500 ETAP \$2,500- to look at training and update parent portal Moderation already in budget in writing.  Monies cover resources and marking PAT/ E-Asttle/Gloss/ Jam/ Basic facts/ Probes/ SSPA/ PACT - only to check data.
Numeracy	2018 to continue to cross group from year 3 and build school wide problem solving skills. Ensure the transitions are valid so that teachers trust the previous data.	Release for Francis to attend Maths PD- \$900 Resource in budget \$3,000 which equates to \$500 per team and \$1500 general resources to include APPS.
Literacy	92% Children at the school need to be able to read at their age appropriate level. All children to build over time their confidence to talk and contribute to discussions. Be able to by year 3 present a multi-media speech/ presentation.	Costs outlined in key goals at beginning of the annual goal articulation
Creativity	Involvement for all children to access a broad curriculum. Dance Drama Music- band and choir Kapa Haka Projects such as Bollywood External groups Neverland  2018 we will check to see that children are provided with a range of opportunities and that they feel they	Costs outlined in key goals in the first section of the annual plan.  A key focus is to ensure resourcing for extra curricula activities.

	are given opportunity- see student voice Much of this work comes through the MY-Time programme	
Performance Management	Staff will continue to develop and evolve the appreciative inquiry model (started in 2017) to review their performance against the Code of professional responsibility and standards from the teaching profession. Part of this is also developing staff coaching skills eg TOD working with Roween Higgie As well building our leadership development programme- 2 x per term leadership sessions. Attendance at NZEALS conference April 2018	Outlined under building learner agency
Key competencies to include resilience/ self management /participation and contribution as focii for 2018	This involves our continued focus on developing student's sporting capabilities, physical , social and emotional capabilities. Through sport children learn perseverance and resilience. \they need to self manage their behaviours at breaks and in the classroom.	No costs but a major push with staff development and through building student agency.
<b>Goals for Board review and governance</b>		
<b>Property</b>	Refurbish downstairs classrooms Upgrading the office and submitting a business plan to build a technology /inquiry hub where the current staff room is.	<b>\$250,000</b> Aim to complete upstairs refurbishment asap which is another \$250,000 Anne to also look at business case to remove staff room and complete an new T&L block
<b>Finance</b>	Continue to seek parent support through donations and 2 fundraisers. Allocate government funds to curriculum and school day to day needs.	Operational grant \$449892 Parent Donations \$150,000 Fundraising \$130,000  2018 surplus with a reliance on fundraising
<b>Health and safety</b>	The Health and Safety committee led by Susan Robins will strengthen our reporting and review plans as per the Health and safety in the workplace.	<b>\$500</b> for review meeting \$500 for Netsafe and resources- linked also to parent info meeting
<b>Policy review and development</b>	As per the School Doc schedule. Linked to the Board review schedule that underpins the work of the Board.	If we chose external H&S review cost is \$4,000? To be discussed by BOT as possible school and then BoT review.  School Docs\$1800
<b>Legislative needs</b>	<b>As per government legislative requirements</b>	

The many handbooks and guiding documents that support the Annual Plan are all on- line through the school website and where children are named they are in the teacher share Google Drive



## **Target Review 2017 and New Focus Targets 2018**

### **Variance reporting 2017 against school set targets.**

The 2017 targets in Reading and Writing were met with no variance.

There was variance in the year 5/6 Mathematics target which did not achieve to expectation of meeting the National Standard of within expectation but did meet target that every child progressed.

### **Commentary regarding the Mathematics variance**

The children in the Maths target had multiple learning needs. 1 x Yr. 6 with multiple learning needs moved 1 sub level but did not meet level 3. Another year 5 student with developmental delay issues also did not reach the level 3 requirement. 3 children made target but remain fragile learners.

Appendix 1 is the fully detailed review of variance and no variance.

### **Learning Improvement Plan 2018**

These targets have come from data from the end of 2017. Our children in year 5 and 6 have been identified as most in need to access support, to enable them to reach curriculum expected levels in Mathematics, Writing and Reading. The school wide intervention register 2018, PATs and Asttle reviews from term 1 2018 and end of year data 2017 will clearly identify children who will be targeted over terms 2 and 3, with the aim to accelerate their progress.

Our focus for intervention in term 1 is around identification and support of a range of children across the school who are already receiving intervention input. It is important to resource interventions adequately and so terms 2 and 3's focus can be more concentrated and consistent.

### **Charter Target 1. Reading 2018**

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika and children with special needs. Accelerate progress of students performing below expectation in years 5 and 6 as a target.

#### **How and Who**

Susan Robins - Senco, identifying learning needs. Investigate gaps in phonological knowledge. Investigate factors correlated with literacy difficulties. Children to be monitored and tracked at senior staff / syndicate and class levels. Using ALLs literacy approach to embed further into school wide practice. Full family involvement — a genuine home family partnership. The children referred as a target group to RTLB (resource teacher of learning and behaviour). This will hopefully result in access to learning support funding and outside expertise.

### **Charter Target 2. Mathematics Years 5 and 6**

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika and children with special needs. Accelerate progress of students performing below curriculum expectations.

**Annual Goal:** Accelerate progress of students performing below expectations in Maths. We want identified children mathematically at expected NZC levels for year group.

#### **How and Who**

All teachers in the Kowhai team will be responsible for discussing the children at every team meeting / reviewing the data with Francis Naera who leads maths, and refining classroom practice to consider each individual metacognitive need.

### **Charter Target 3. Writing Years 5 and 6**

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika and children with special needs. Accelerate progress of students performing below expectations.

**Annual Goal:** Accelerate progress of students performing below curriculum expectation in writing.

**Annual Target:** The focus is on student outcomes. We want identified children progressing at least 1 sub level in writing. We also want them to feel they have the ability to be good writers with a positive attitude towards writing.

#### **How and Who**

We will use Matt Allen our in-school appointed CoL teacher to support improvement in writing.

**See parent review results for Charter 2017**

[http://www.allteams.co.nz/upload/usermedia/files/10874/document%20\(1\).pdf](http://www.allteams.co.nz/upload/usermedia/files/10874/document%20(1).pdf)

## **Appendix 1**

### **An overview of thinking that came from surveys, emails, hui form all stakeholders who chose to be involved.**

Student achievement, well-being and creativity are deemed core drivers for student success at Ponsonby Primary. In the 2017 review families want children challenged and encouraged to reach their own potential. Families want children to be socially capable; be resilient and confident when tackling new learning situations. Families wanted children to develop good problem solving capabilities all within a framework of cultural understanding focused on equity for all.

If we consider the aspirations of the community through a bi-cultural lens.

**Respect / Manaakitanga:** We respect ourselves, each other and our environment. We respect that for each person at our school challenge and encouragement has to be individualised so that each person know what it is like to feel successful.

**Inclusion | Kotahitanga:** We accept, value and celebrate each other's difference. We learn how to live equitably and culturally inclusively in our world. From our hui” Differences are to be celebrated.

**”Excellence | Hiranga:** We always try our best. We have high expectations and strive to develop all facets of our learning capacity. We understand academics, sports, creative arts together, support developing a well- balanced person.

**Care | Whanaungatanga:** We encourage, support and care for each other. Strong relationship skills are encouraged. Children are confident to stand up for social justice.

## Appendix 2- Detailed Target review 2017

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Accelerate progress of students performing below expectations

**Annual Goal:** Accelerate progress of students performing below expectations in Reading. We have identified 11 children who at 6 years of age were working below level 12

**Annual Target:** Where do we want to be at the end of 2017? The focus is on student outcomes.

**We want all of the identified children**

Baseline data: Where are we now? This data provides justification for the target students.

NI number identification	Already on the raising achievement plan	2016 National standards on anniversary	2017 Mid year OTJ Reading	2017 End Year National Standard Reading	Term 1 Running Record 2017	Term 2 Running Record 2017	Term 3 Running Record 2017	Days attended term 1-3	Reading Age End 2017	Anecdotal notes identifying any learning needs that has the potential to impact on student	Differentiated classroom practice eg TA support/ programmes
145601325	yes	Well Below	At	At	8	14	20	Satisfactory	7.8		Accelerated reading
145881494	yes	Below	Below	At	6	7	14	Satisfactory	7	Reading recovery	Accelerated
147135152	yes	Below	Below	At	9	12	17	Satisfactory	7.3		Accelerated
144998857	yes	Below	At	At	16	17	19	Satisfactory	7.5		Accelerated
146851335	yes	Below	At	At	16	17	18	Satisfactory	7.3		Accelerated
146926842	yes	Below	At	At	12	18	20	Satisfactory	7.8		Accelerated
148229983	yes	Below	At	At	8	16	17	Satisfactory	7.3		Accelerated
144453556	yes	Below	At	At	9	17	18	Satisfactory	7.3		Accelerated
151975798	yes	Below	At	At	14	16	17	Satisfactory	7.3		Accelerated
146220371	yes	Below	Below	At	13	11	15	Satisfactory	7	Reading recovery	Reading
145620307	yes	Below	Below	At	9	12	15	Satisfactory	7	With Susan	Reading

**Key Improvement Strategies:** What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

### Who and How

Susan Robins SENCO identify learning needs. Investigate gaps in phonological knowledge. Investigate comprehension skills. Investigate factors correlated with literacy difficulties. Children to be monitored and discussed at syndicate level. All (accelerating literacy) project to be embedded and monitored by S. Robins. Parents will be fully informed, particularly where home practise is needed. This has to be genuine home/school partnership. The children will be referred to as a target group to with RTLB (resource teacher of learning and behaviour). This will hopefully result in access to learning support funding and outside expertise.

### Key features in the targetting (also the how)

All teachers in the Kakariki team will be responsible for discussing the children at every team meeting/ reviewing the data with Susan and refining classroom practice to consider each individual metacognitive need. These children are also being considered for LSF with RTLB and as well teacher aides will building reading mileage and oral language to support vocabulary development..

Fits with school wide goals costs are time for Deputy Principal to work with the children and teacher aide salary \$6000.

### Mid year review

All children made significant progress during the first term. The programme consisted of personalised reading goals with significant input and support from the families. Each child had a reading session as well as their in class instructional

### Year End review

**No variance**

All children were continued to be monitored over the year to ensure progress was maintained. Feedback from families indicated that their children were keen to read and felt a degree of satisfaction from their progress. The students rapid progress indicated that there was no need for referral to RTLB. There is no variance and all children made the target through accelerated learning.

## Improvement Plan

## Charter Target 3 Year 5 and 6 Writing

**Strategic Goal:** Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Accelerate progress

**Annual Goal:** Accelerate progress of 8 of the year 5 and 6 students performing below expectation in writing. 7 of the children are in year 5. Five of them are on the dyslexia register and 1 person has been diagnosed with ASD and 1 with racial problems. As such they are a group with other needs than just writing.

**Annual Target:** Where do we want to be at the end of 2017? The focus is on student outcomes. We want all of the identified children **progressing at least 1 sub level in writing**. We also want them to feel they have the ability to be good writers and a positive attitude towards writing.

Baseline data: Where are we now? This data provides justification for the target students.

NI number identification	any other raising achievement plan	2016 National Standard or anniversary testing	2017 ASTT LE	Term 1 2017 moderated sample	Term 2, 2017 moderated sample	2017 End of year OTJ	Any attendance concerns raised yes/no	Attitude to writing -	Successful when identifying any learning needs that has the potential to impact on student achieving school reading
<a href="#">142836840</a>	yes	2B	2A	2B	2P	2A	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142502523</a>	yes	2p	2A	2p	2p	2a	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142249339</a>	yes	2a	3B	2A	2A	3B	No	Positive	ASD spectrum
<a href="#">143296419</a>	yes	2B	2A	2B	2P	2A	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142534389</a>	yes	2B	2P	2A	2P	2A	NO	Positive	difficulties
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">139768074</a>	yes	1A	2P	2B	2P	2P	NO	Positive	IEP student with multiple needs including dyspraxia
Steps to literacy individual intervention programme. Smaller writing group. Assistive technology									
<a href="#">143028101</a>	yes	2A	3B	2P	2A	3B	No	Positive	Mild dyslexia tendencies
Needs met in classroom setting									
<a href="#">142436466</a>	yes	2P	3B	2P	2A	3B	No	positive	No identified issues

Steps to literacy individual intervention programme. Smaller writing group

**Key Improvement Strategies:** What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Who and How?	Key features in the targeting (also the how)
Suran Rabin will work with children 3 days in ALL type project supporting classroom writing with very targeted and specific writing. Attitude and moderation of unassisted writing will be used to look at metacognitive needs. All of the children are on the raising achievement plan. Families will be involved in building vocabulary. Teachers in teams will also encourage the target children to build capacity through in class writing.	All teachers in the Kauhai team will be responsible for discussing the children at every team meeting reviewing the data with Suran and refining classroom practice to consider each individual's metacognitive need. These children are also with 1 teacher aide who will support building writing independence within the classroom.

Fits with school wide goals as there is time for Deputy Principal to work with the children and teacher aide salary \$6000.

### Mid year review

Students are making progress and are proud of their achievements. Students have produced a variety of genres and display with pride in their exercise books, google drive and in their personal blogs. The students require scaffolding and explicit instructions to produce work at a level 2B. Independently and unassisted the written work is not on track to be at 3B by the end of the year but the goal of moving at least one sub level will be met.

**Year End review- No variance**

## Improvement Plan

## Charter Target 3 Year 5 and 6 Writing

**Strategic Goals:** Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Accelerate progress

**Annual Goal:** Accelerate progress of 8 of the year 5 and 6 students performing below expectation in writing. 7 of the children are in year 5. Five of them are on the dyslexia register and 1 person has been diagnosed with ASD and 1 with racial problems. As such they are a group with other needs than just writing.

**Annual Target:** Where do we want to be at the end of 2017? The focus is on student outcomes. We want all of the identified children progressing at least 1 rub level in writing. We also want them to feel they have the ability to be good writers and a positive attitude towards writing.

Baseline data: Where are we now? This data provides justification for the target students.

NI number	any other reading achievement plan	2016 National standard anniversary testing	2017 ASTT LE	Term 1 2017 moderated sample	Term 2, 2017 moderated sample	2017 End of year OTJ	Any attendance concerns related to writing	Attitude to writing	Successful unless identifying any learning needs that has the potential to impact on student achieving school reading
<a href="#">142896840</a>	yes	2B	2A	2B	2P	2A	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142502523</a>	yes	2p	2A	2p	2p	2a	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142249333</a>	yes	2a	3B	2A	2A	3B	No	Positive	ASD spectrum
<a href="#">143236419</a>	yes	2B	2A	2B	2P	2A	No	Positive	Profoundly dyslexic
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">142534383</a>	yes	2B	2P	2A	2P	2A	NO	Positive	difficulties
Steps to literacy individual intervention programme. Smaller writing group									
<a href="#">133768074</a>	yes	1A	2P	2B	2P	2P	NO	Positive	IEP student with multiple needs including dyspraxia
Steps to literacy individual intervention programme. Smaller writing group. Assistive technology									
<a href="#">143028101</a>	yes	2A	3B	2P	2A	3B	No	Positive	Mild dyslexia tendencies
Needs met in classroom setting									
<a href="#">142436466</a>	yes	2P	3B	2P	2A	3B	No	positive	No identified issues
Steps to literacy individual intervention programme. Smaller writing group									

**Key Improvement Strategies:** What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Who and How?	Key features in the targetting (also the how)
Suran Robin will work with children 3 days in ALL type project supporting classroom writing with very targeted and specific writing. Artistic and moderation of unassisted writing will be used to look at metacognitive needs. All of the children are on the raising achievement plan. Families will be involved in building vocabulary. Teachers in teams will also encourage the target children to build capacity through in class writing.	All teachers in the Kauhau team will be responsible for discussing the children at every team meeting/ reviewing the data with Suran and refining classroom practice to consider each individual's metacognitive need. These children are also with 1 teacher aide who will support building writing independence within the classroom.

Fits with school wide goals as time for Deputy Principal to work with the children and teacher aide salary \$6000.

### Mid year review

Students are making progress and are proud of their achievements. Students have produced a variety of genres and display with pride in their exercise books, queue drive and in their personal blogs. The students require scaffolding and explicit instructions to produce work at a level 2B. Independently and unassisted the written work is not on track to be at 3B by the end of the year but the goal of moving at least one rub level will be met.

**Year End review- No variance**