



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 successful learner.

Our teaching and learning vision is premised on :

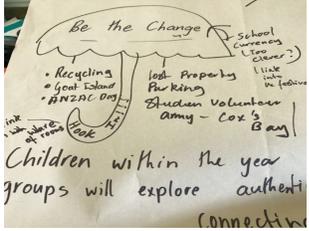
Bold and specific/ explicit teaching and learning. Ako that is diverse, inclusive- good for all, and importantly, is shared... student agency is implicit in the PPS delivered curriculum.

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.

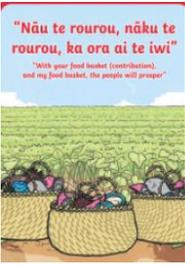
A curriculum based on inquiry develops creativity and resilience.It challenges thinking and builds problem solving capabilities.

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 .
Literacy	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 fully support 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.
Numeracy	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 a 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 .
Cultural Inclusivity- with a particular focus on Reo/Tikanga development	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.

<p>Inquiry</p>	<p>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 inspiring.</p>		<p>Research has challenged the notion that education is something that happens to people.</p> <p>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 what they are doing as relevant and to take greater ownership of their own learning.</p>	<p>Initial work looking for school wide authentic problems to consider</p>  <p>We will review our articulated school wide strategy for Inquiry development/ processes and review by the end of 2020 (The Rocket). We need to trial ideas and thinking to ensure authenticity and student led engagement in our strategy as we move to include 21st skills..</p>
<p>Student Agency to include e- learning, creative endeavours, and physical pursuits.</p>	<p>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</p>	<p>Ko te ahurei o te tamaiti arahia o tatou mahi</p> <p>Let the uniqueness of the child guide our work.</p> 	<p>We want to build a curriculum that matters to students, that uses the tools and skills of their world .</p> <p>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.</p>	<p>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.</p> <p>Children need to be able to talk and act with an agentic purpose.</p> <p>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.</p>

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

<p>Our School endeavours/ goals</p>	<p>Our vision</p>	<p>Our Whakatauki</p>	<p>Our theory of improvement- the underpinning research and thinking that is likely to bring about improvement</p>	<p>The broad strategic three - year goals. This are fully articulated in actions and expected outcomes annually .</p>
<p>Property and finance</p>	<p>The school is resourced and funds managed to maximise high quality learning outcomes</p>	<p>He waka eke noa <i>A canoe which we are all in with no exception</i></p> 	<p>Informed planning provides a platform for continuous improvement Clearly defined cyclical plans, 5YA & 10 YA planning/ annual budgets that reflect school direction and strategy.</p>	<p>Complete annual budgets with a focus on the annual plan identified needs. In 2019/2020 set out a business case for MOE funding to develop property/ buildings/infrastructure. Continue to implement the cyclical plan with an annual review.</p>
<p>Human resource Management</p>	<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><i>With your basket and my basket the people will thrive</i></p>	<p>The theory of collaboration and sharing 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 practices. 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 In 2019 appoint a new Principal to Ponsonby primary to begin in 2020. In 2020 let the new principal start to develop a shared vision with staff and Board and students through a new Charter for 2021.</p>

<p>Health & Safety</p>	<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>Me mahi tahi tātou mō te oranga o te katōa.</p> <p>We should work together for the wellbeing of everyone</p> 	<p>The Health and Safety at Work Act governs how schools work to ensure safety for all.</p> <p>https://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/</p>	<p>By 2020 have a robust and transparent health and safety system that is reviewable annually</p>
<p>Legislative requirements</p>	<p>The Board and staff will meet all legislative requirements.</p>			

The 2020 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, 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.



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Successful learners
Hiranga
- 

Caring citizens
Whanaungatanga
- 

Respectful of their world
Manaakitanga
- 

Relate positively to others
Kotahitanga

Annual Plan 2020

Our key goal areas 2020	Actions and outcome expectations that are reviewable	Resourcing/ Budget needs
<p>Goal 1. Full Charter Review All stakeholders over 2020. Developing a collective and collaborative view of what is important educationally to the stakeholders of Ponsonby Primary?</p> <p>1. What do the stakeholders see as the key drivers? - Values/Beliefs/ Principles/Finance/property/Staffing and Communication. 2. What is important learning for these akonga moving into their future? 3. What makes PPS unique- branding/ values/ pedagogy? 4. How do we continue to attract the highest quality staff? 5. How do you think families should share and know about student learning- legally 2 x a year plain english reporting is mandated- what else?</p>	<p>Principal to lead the consultation process as part of the school leadership inquiry goals ensuring feedback of collective thinking through the process..</p> <p>Term 1 Review with staff and Board the 5 key questions and collate the data. Term 2 Consult with families and students- Families through hui/ a concert with focus questions after/ survey. Students small group interviews. Consider any branding of school needs and changes to the school Curriculum to align to the Charter. Term 3 Planning time with Board of Trustees and senior leaders to draft the new 2021-2023 Charter. Term 4 Share new Charter with whanau and community.</p>	<p>Main resource is time. The processes require, in particular senior staff involvement for focus group consultation. If re- branding to be considered this would be developed in term 4 with graphic artists and budgeted and invoiced for 2021.</p> <p>Senior leader trip to Manurewa Intermediate to look at a major rebranding exercise. Transport costs and 3 relievers for day \$1200.</p> <p>Food for parent's hui \$120.00 from Board expenses.</p>
<p>Goal 2. Teaching and Learning Goal Learner agency to be a key school focus- to include better understanding and valuing student voice in the learning through continued development of staff coaching and the development of student coaching.</p> <p>1. 'Assessment for Learning' (AFL) principles further developed with staff and students to enhance even further staff knowing 'our children/ākonga'. 2. Student agency considered from a curriculum perspective- i.e. linked closely in 2020 to mathematics development and inquiry review. 3. Upskill staff and student coaching capability (Applied for PLD 2019 turned down - re-applying in 2020 March and the programme to linked to the PLD funding Wellbeing through student coaching received see target children in Charter Learning Target 3. 4. New teachers to be upskilled in core coaching competencies. 5. Year 1 and 2 to continue growing the zones of regulation. 6. Review how children/ ākonga feel about their learning and wellbeing.</p>	<p>Support teacher WST (within school Kahui Ako teacher. S.Radcliffe) to consider student agency through a Maths lens but also to carry out 2 x a year student reporting of how they feel about their self efficacy and report to parents.</p> <p>Build student leadership capability by offering opportunities to all year 5 & 6 students to be student coaches- a focus on raising children's self esteem which we will measure with the wellbeing NZCER survey.</p> <p>Continue shifting the locus of control over time- more to the student. Through an explicit 2020 focus on Maths problem solving inquiries and My Time programmes for year 3 to 6 children.</p> <p>Guide the junior students/ākonga to make good choices and look at ways we can grow their voice in the classroom.</p> <p>Well- being NZCER survey Year 4- 6 data (Col initiative free to school 2020- S.Radcliffe)</p> <p>Develop a method for staff to consider how they can move the locus of control that is truly educationally proven to</p>	<p>Well being survey MOE funded.</p> <p>COL coaching provision- 8 hours explicit to PPS but also new teacher 2 days courses for new staff - reliever costs \$2400.</p> <p>COL funded 2 units.</p> <p>6 days release \$1800 to cover teachers teaching ākonga to be coaches of peers.</p> <p>Roween Higgie Education Group working with staff on coaching \$6000 in release- as part of MOE wellbeing project upskilling.</p> <p>Lisa Cheesman to be confirmed to work with staff- \$2,500 to further develop problem solving as inquiry</p> <p>Carolyn Stuart Design thinking \$2400 Teacher Only Day July. Develop a method for staff to consider how they can move the locus of control that is truly educationally proven to make a difference.</p>

	<p>make a difference- design thinking</p> <p>Continue with clear pathways of expectations for behaviour linked to PB4L explicit behavioural outlines (part of school parent review 2019) and student coaching development.</p>	
<p>Goal 3 Assessment Staff using data to inform their teaching and Learning.</p> <p>Ensuring Charter target children have the resources to progress in particular the allocation of SENCO time.</p> <p>Value the SENCO in the role of identifying and working with student needs; meeting with family/whanau and agencies.</p> <p>School funding for 1 student in reading recovery -MOE funding 2 students in Reading Recovery 2020</p> <p>PAT with paper in term 1 and Year 5 & 6 online in Review the value of PAT with younger students in 2020.</p>	<p>In depth data analysis- Looking for trends/ needs/ ways to extend students and support target children based on data. Include Reading Recovery in meeting this goal (A resource to be reviewed in 2020- 2021 re cost and impact effectiveness).</p> <p>Teaching and learning plans informed by assessment data- observable in teaching inquiry goals and knowledge of students- Faces to the Data Boards for teams to reference.</p> <p>Review the relevance/ validity and usefulness of data on etap then continue to grow ETAP capability.</p> <p>Aim to streamline the data collected and collated so that more data is online and more accessible, understood, by staff, students, parents and board</p> <p>Consistency shown through moderation of reading, writing and maths. Full school writing 3 x per annum. Mathematics in 2020 to develop a consistent school wide framework for delivery and assessment</p>	<p>PAT tests \$ 6000- paper for everyone in term1 and online year 5 & 6 term 3</p> <p>ETAP \$3,500- to look at training and update parent portal</p> <p>Moderation writing- see literacy goal</p> <p>Monies cover resources and marking PAT/ E-Asttle/Gloss/ Jam/ Basic facts/ Probes/ SSPA/ PACT - only to check data. TOD expert in AFL practices</p> <p>Assessment Budget \$10,000 Relieving Budget- Col Inquiry hours \$6000</p> <p>Reading Recovery cost to school 3 hours 45 minutes a week \$26, 000 per annum</p>
<p>Goal 4 LITERACY GOAL- linked to COL Achievement Challenge for writing. To improve writing critique and writing improvement for students. To build in year 1 greater oracy and literacy. To build a clearly articulated phonics pathway for teachers to meet children's needs.</p> <p>Year 3 to 6 children to be given the tools for greater analysis of their own writing and text.</p> <p>Student voice and student feedback included in the process of writing across all age groups.</p> <p>Continued Col focus with Verity Hall</p>	<p>Outcome expectation-Increased feedback to teachers and students. Increased teacher / teacher collaboration Student- teacher collaboration Student - family sharing</p> <p>Children recognising and being able to evaluate the success of next learning steps</p> <p>Data to inform changes Teacher upskilled to recognise what best works in increasing children's oracy and literacy A decrease in early intervention needs.</p> <p>Use the expertise in our school to</p>	<p>2 units funded through the COL School sharing of literacy development skill-= moderation x / staff meetings x 3/ COL matrix application.</p> <p>Human resource budgeting 5 relievers x 2 = \$3000 for moderation plus syndicate moderationx 1 based using talk to learn model.</p> <p>Release of staff to support others with writing modelling and writing observations COL inquiry learning hours \$2000 Engage with ASTs to model and support good writing /literacy practice.</p>

<p>COL and Matt Allen Literacy working closely with staff to deliver high quality teaching practices and maintain 87% at and above assessment data.</p> <p>University Canterbury Project (UoC Literacy) with year 1 students, parents and staff- to build practice and systematic approaches to supporting oracy, literacy and communication skills with a NZ contextual focus.</p> <p>Use school wide expertise and past practices to create a consistent phonics pathway to support teachers across year 1 & 2 classes.</p>	<p>establish a successful consistent phonics delivery methodology- explicit teaching to meet needs Reference the course attended by N.Thompson in 2019 (Yolanda Sorrel);Smart words already in place from year 3; previous use of Jolly Phonics; Magic caterpillar. Aim to be to differentiate for groups of children with like need eg Smart Words. Must ensure connectedness with reading text.s</p>	<p>UoC no actual funding but is fully resourced by Canterbury University.Susan Robins Senco, and Julia Nissen Team leader, to lead this in house programme development- \$2000</p> <p>Professional course costs related to Literacy development \$2000</p> <p>Resourcing curriculum budget \$3,000</p>
<p>Goal 4 Numeracy GOAL- linked to COL Achievement Challenge for wellbeing and pupil agency. To develop a clearly articulated numeracy development pathway for teachers to meet children's needs. To review the cross grouping of Mathematics for years 3 -6 students.</p> <p>Continue and develop with new staff in Year 1 and 2 the pencil used in the junior school</p> <p>Review cross grouping over 4 days for years 3-6.</p> <p>Develop as we have in writing clear expectations for level- explicit teaching plans.</p> <p>Develop student language/ peer review/ peer feedback</p> <p>Develop better reporting systems for families.</p>	<p>2020 Initially to continue to cross group from year 3.</p> <p>Focus on building building school wide problem solving skills and problem based inquiry with numeracy.</p> <p>Sarah Radcliffe to continue work started in 2019- the Maths review process ready to implement identified improvement 2021.</p> <p>Work with Bayfield staff (neighbouring school) who also have numeracy as a focus in 2020 .</p> <p>Ensure the transitions are valid so that teachers trust the previous data.</p> <p>Aim to consolidate data- - tests data for improvement only.</p> <p>Link AFI practices with assessment practices linked to student coaching practices.</p>	<p>Release for to Lauren or Sarah to Maths PD 1 x term Maths PD- \$900</p> <p>Resources in budget \$3,000 which equates to \$500 per team and \$1500 general resources to include APPS.</p> <p>Staff Inquiry hour PD- relievers \$4000- to upskill staff.</p> <p>TOD ½ day expert \$2000</p>
<p>Goal 5 Inquiry Learning A school wide inquiry approach To develop children authentic inquiry and to give children's voice real time outlet. Children's/ ākonga voice and their interests must be implicit in the process. As the inquiry lead team will look at impact of inquiry and ways to</p>	<p>School wide inquiry topics to build the capability of children to inquire about authentic topics that they can feed into.</p> <p>Senior team to develop themes for teachers and children to collaborate. Link to digital curriculum.</p> <p>Ensure teachers have mini inquiry</p>	<p>Cost to run events like Matariki \$800. Science Inquiry already included in Science budget. Possible mind- lab development opportunity for staff. \$2500 School inquiry \$700 Staff upskilling - inquiry reliever cost \$1000</p>

<p>determine readiness for inquiry- see Hattie's 2009- Effect size data. Linked to this, is a teacher's learning understanding when it is appropriate to hand some locus of control to children. Fully review the school rocket and its link to SAMR and inquiry for teaching-authentic contexts.</p> <p>Revisit models of inquiry with an explicit set of outcomes. As Hattie states- the importance in the process is ensuring the learning is scaffolded; that children have enough knowledge to follow their own inquiry. That means- building teacher capability in recognising children/ ākongā knowledge and readiness.</p> <p>Revisit and review Kath Murdoch work and processes developed since 2011</p>	<p>projects around Matariki and ethnic celebrations (if not whole school), as part of the school's global citizenship curriculum focus.</p> <p>2020 the local curriculum development will be expected to include an inquiry framework.</p>	
<p>Goal 6 Te Ao Development. Cultural inclusivity to include Te Reo and Tikanga. Leader appointed with 1 unit to improve staff capability with Te Reo and Tikanga. All children's identity to be celebrated. Continue to learn from the Col's - Tiriti O Waitangi partnership model.</p>	<p>Every classroom has 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 through the Friday Focus meeting. Active encouragement for staff to use te Reo in day to day teaching.</p>	<p>Funding for staff to learn Maori- \$2,500 1 unit to lead Te Ao - \$4000</p>
<p>Goal 7 Digital Curriculum By the end of term 4 2020 A schoolwide collective understanding of the 2 new strands DDDO and CT of the digital curriculum. Ensure staff fully conversant and able to deliver the Designing and Developing Digital Outcomes(DDDO) and Computational Thinking (CT) strands. Professional learning to be explicitly delivered to upskill staff for their teaching and learning programmes</p>	<p>External PD from PLD providers - Noel Leeming and Core Education. All staff encouraged to attend meet-ups and webinaires 3.30-4.40 26th March; June 23rd- Programming and coding. All teachers to complete Pikau 1-22 - through team meetings or individually - teams to self determine method. All leaders to complete Te Pā Pouahi Pikaū 1 - 4 sessions. A Kingston to review readiness through evaluation staff meeting mid term 3 and report to the Board.</p>	<p>No actual financial cost.</p>
<p>Other Curriculum areas that are not listed as specific goal centres but continue to be explicitly important in the school curriculum and all have budget centres/ leadership guidance and potential for staff to be upskilled as required. .</p>		
<p>Creativity- Building further our broad curriculum.</p>	<p>Aim to be more coordinated in ensuring all children access a broad curriculum. My Time programme School art show development</p>	<p>Clay and equipment/glazes \$300 Art budget \$3000 Lewis Eady supports our music programme Bollywood \$750.00 per term</p>

	<p>Music workshops and extension Performance choir In Our Beat - inner city event Music competitions Developmental in juniors with a greater push into activities to grow creativity. CRT has an Arts focus 2020</p>	<p>Head Held High scholarships¹ per annum as contra for running in school paid programmes\ Robotics- \$1000</p>
<p>Social Sciences Social Studies- to include NZ History Science to include school science showcase</p>	<p>Team planning and evaluation part of this process. Tiriti of waitangi/ Anzac Day and other NZ celebrations to be considered in historical review.</p>	<p>Budget centres in budget are minor but access to many school resources.</p>
<p>Areas of teaching and learning that are planned and resourced and as such are included in the annual plan</p>		
<p>Performance Management/ Leadership development</p>	<p>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 is developing staff coaching skills eg COL days working with Roween Higgle and then upskilling senior Kowhai teachers and SLT as Student coach leaders. As well building our leadership development programme- 1 x per term leadership sessions. Attendance at NZEALS conference April break for all Senior staff- Turangawaewae- learning my place - social justice/ globalisation and Hargreaves (April) conference days and formal learning for leaders . A big change is teachers working in coaching triangles in 2019 as opposed to a single senior leader coach with 4 staff</p>	<p>Outlined under building learner agency and fully articulated in the Professional learning handbook. Development for teachers as coaches of student coaching \$6000- see Goal 2. Funding for coaching of students \$PLD funding Conference local \$7000 Principal PLD \$2500 Appraisal and coaching release \$9000</p>
<p>Overarching competency is self efficacy / well being. See Charter target 3 See Well being project See PLD application for student coaching Key competencies to include resilience and perseverance/ self management /relating to others as foci for 2020</p>	<p>This involves our continued focus on developing student's sporting capabilities, physical , social and emotional capabilities. Through sport children learn perseverance and resilience.All children need to self manage their behaviours at breaks and in the classroom.</p>	<p>No costs but a major push with staff development and through building student agency.</p>
<p>Goals for Board review and governance</p>		
<p>Property</p>	<p>Upgrade Ehub Put in the sun umbrellas Begin the 3 classrooms upstairs refurbishment</p>	<p>\$278,000 infrastructure Aim to complete upstairs refurbishment asap which is another \$250,000</p>

	Have new 5YA needs assessment in readiness for 2021 Staff room upgrade- cabinetry, sinks and storage Cover on the swimming pool Movable structure to create workable sandpit Sickbay	Anne to also look at business case to remove staff room and complete a new T&L block
Finance Board to continue to lobby government for adequate funding in decile 10 school.	Continue to seek parent support through donations and 2 fundraisers. Allocate government funds to curriculum and school day to day needs.	Operational grant \$447004.95 (excl.) Parent Donations \$193,000 to also include all curriculum based activities excluding optional EOTC costs Fundraising for school resources \$120,000 Extra parent donations \$25000 International Students \$40,000- but aim for \$60000 or 40 & school athon.
Health and safety	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 using Safe 365 - our 2019 Health and safety online tool	\$500 for review meeting \$500 for Netsafe and resources-linked also to parent info meeting Safe 365 \$840.00
Policy review and development	As per the School Doc schedule. Linked to the Board review schedule that underpins the work of the Board.	School Docs annual cost \$1800
Legislative needs	As per government legislative requirements	

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 variance reporting 2019 and New Focus Targets 2020

Learning Improvement Plan 2019- Charter Targets Evaluation

The targets came from data from the end of 2018.

Charter Target 1. Reading in Year 2

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations. We need the Year 2 children by the time they reach 6 years of age to be on green books

End of Year Summary 2019

13 children identified all reached cohort level learning. They will all be continued to be monitored in 2020 and the 3 children that have been on the Reading Recovery Programme will maintain progress by being on our Rainbow Reading Programme.

No Variance to Report

Charter Target 2. Mathematics Years 4, 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below curriculum expectations.

End of Year Summary 2019- Charter Target Evaluation

4 children made expected progress to cohort level

6 children moved 1 or 2 sub levels but still did not reach 'within cohort'.

2 of these children were at cohort at the mid- year but did not make the progress to maintain. (These children will need critical action 2020).

The remaining 4 are dyslexic. 2 are profoundly dyslexic and have dysgraphia as well. Parents are extremely happy with the progress that has been made, and the children themselves have a very positive attitude around Maths.

All children have improved confidence and attitude towards understanding mathematical concepts.

No Variance to Report- all children made progress. However some did not reach cohort expectations due to other learning difficulties and will need further intervention in 2020 - through the ability- grouped mathematics programme

Charter Target 3. Writing Years 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations

End of Year Summary 2019

4 children have moved two sub levels

2 children have moved 1 sub level.

All children have improved confidence and attitude.

The two identified current Year 5 children will need critical action in Year 6 and will continue with the current steps to literacy and in class support.

No Variance to Report- all children made progress. However, all 6 children with a range of learning needs will continue to be monitored in 2020

Learning Improvement Plan 2020 with names for teachers (Charter Targets)

These targets have come from data from the end of 2019.

Ethnicity check

% Maori heritage

@ Pacifica heritage

Year 5 and 6 have been identified as most in need to access support, to enable them to reach curriculum expected levels in Writing and in Student Well-Being. The school wide intervention register 2018, PATs and Asttle reviews and school wide Student Agency and Student well- being reviews clearly identify the children who need to be targeted, with the aim to accelerate their progress in writing and help them feel great self efficacy. We also identified a group of Year 2 children who need to be accelerated in Reading.

Our focus for intervention is around identification and support of a range of children across the school who are in the main, unless new to the school, already receiving intervention input. It is important to resource interventions adequately and our focus is intensified in Terms 2 and 3 which allows for concentrated and consistent approaches.

Charter Target 1. Reading Year 2

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below expectations. We need the Year 2 children by the time they reach 6 years of age to be on green books

Annual Plan Goal: Accelerate progress of students performing below expectations in Reading.

Justification for the target students is data based on end of 2019 data.

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. Some children will be added to the target as the year progresses and they turn 6.

Families will be asked to support the work at school with at home reading. We will also use the learning from the University of Canterbury project in Year 1 classes to enhance our explicit actions around phonological awareness.

Mid Year Summary: June 2020

End of Year Summary 2020

Data with student names

Room	NSN	Reading level end of 2019/ End of Year 1	Mid-year OTJ 2020	End End-Year Reading age 2020	Comment
17	014663572	Yellow			Jan 2020- Is on level 6 and should be on level 10
17	0149315205	Yellow			Jan 2020- Is on level 6 and should be on level 10
15	0149315113	Yellow			Jan 2020- Is on level 6 and should be on level 10
16	0148776383	Yellow			Jan 2020- Is on level 6 and should be on level 10
Note as children turn 6 they are added to the needs support list but for the targets, these 4 are our immediate needs children.					

Charter Target 2. Writing Year 6 (With a focus on the children of concern from the 2019 targets)

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Accelerate progress of students performing below curriculum expectations.

Annual Plan Goal: Accelerate progress of students performing below expectations in Writing. All of the target children have had numerous interventions either Reading recover RTLB support, Reading mileage Steps to Literacy so it is important to continue to maintain progress and more importantly that they feel positive about their writing.

Annual Target: The focus is on student outcomes. We want identified children to make progress and be confident writers.

How and Who:

All teachers in the Kowhai and the COL Writing team and in school literacy leader will be responsible for discussing the children at team meetings / reviewing the data and refining classroom practice to consider each individual's metacognitive need.

The Senco will pick up boosters for Year 5 & 6 students in term 2.

The following 10 children have been identified using 2019 data or for new children initial testing. Families will be encouraged to build basic fact acquisition.

There are a number of children who are on the cusp of being at the expected level. Teachers have them grouped to provide support and each child is listed on the data boards which we use as direction for learning teams.

Mid Year Summary: June 2020

End of Year Summary 2020- Charter Target Evaluation

Informing Data*Dyslexic

#Other intervention needs ADD/ADHD/ Global needs

Class	NSN	End year 2019 OTJ Stage writing and any comment	Mid- Year OTJ 2020	End -Year OTJ 2020	Attitude and Confidence and comments
8	0144996136	3B but fragile and teacher observation believes she needs continued support			2019 sub goal writing was identified as critical action needed 2020- dyslexia profile impacting
9	0143674720	2A Below- fragile and teacher observation believes she needs continued support			2019 sub goal writing was identified as critical action needed 2020 - relevant to attitude and aptitude
8	0145336793	2P - 2 stages below			2019 sub goal writing was identified as critical action needed 2020
8	0147907789	2P 2 stages below			Small group intervention 2019

21	0145920900	3B but fragile and teacher observation believes she needs continued support			Is not reaching own potential
8	0143919281	2P 2 stages below			Small group intervention 2019
9	0146072967	2P 2 stages below			RTLB support 2019
21	0159374320	2P 2 stages below			RTLB support 2019

Charter Target 3. Well- Being Years 5 and 6

Strategic Goals:

1. Improve outcomes for all students, particularly Māori, Pasifika and children with special needs.
2. Ensure children's self efficacy is a key focus across the curriculum
3. Using student coaching in particular the MOE well being project funding and COL Student coaching and school applied for PLD to grow student capability for peer coaching and being able to address how they can improve their own efficacy in learning.

MOE Well-Being Project goals and expectations

The identified children are needing support to manage anxiety and enhance their communication skills. Five of these children have previously been referred to the RTLB service. Two of these children are pending a referral and three of these children have been referred to our SENCO as children causing concern.

Our project connects to the particular element of the Learning Support Delivery Model in two aspects.

1. Building the confidence and capability of the adults who support learners. (Our teachers will be upskilled in the facilitation of coaching children to be coaches).
2. Our project will work with other specialists while still providing specialist support to individual children who need it.

The outcomes we are seeking for our children are **increased confidence, an ability to clarify, synthesise and be succinct and a more positive personal identity**. Strengthened relationships and acceptance of their own challenges and those of others will be integral to their learning.

The outcomes we are seeking for our teachers will be exactly that of our students. We have the vision of students and teachers working alongside each other adapting, refining and embracing the notion of student's coaching other students.

The outcomes we are seeking for our whanau is also reflected in the above goals. Our vision is that we will have a triangulation of support. All of the supported children's cohort will be involved and the focus children will have the advantage of our SENCO working alongside, motivating, and supporting the identified children.

The How

A separate charter target that links directly with our strategic Plan for 2020 and resourcing.

We will work closely with the dedicated person assigned to the well being of our children and develop a survey that will collect the child's voice, teacher's voice, and whanau voice before, mid and at the end of the year (Our within school and across school CoL teams).

We will involve the whanau and teachers and ascertain their voice. We will gather the data and review any changes around our outcomes. Outcomes to be reviewed will be:- seeing increased student confidence; an ability

to clarify, synthesise and be succinct. A more positive 'Personal Identity'. Strengthened relationship capability and acceptance of their own challenges and those of others.

We will rely on video recording not only for children and teachers to observe their own practice but as an indicator showing progress over the year. Thus, student voice and agency is paramount in our data gathering and analysis.

Annual Target: Mid Year Summary: June 2020

End of Year Summary 2020

Data to inform

Room	NSN	Mid year commentary- Linked to MOE project reporting	End of Year commentary Linked to MOE project reporting
9	0143674720		
21	0159374320		
8	0143919281		
8	0145336793		
8	0147907789		
7	0144996297		
6	0145993611		
6	0145881693		
5	0144994493		
8	0144567666		