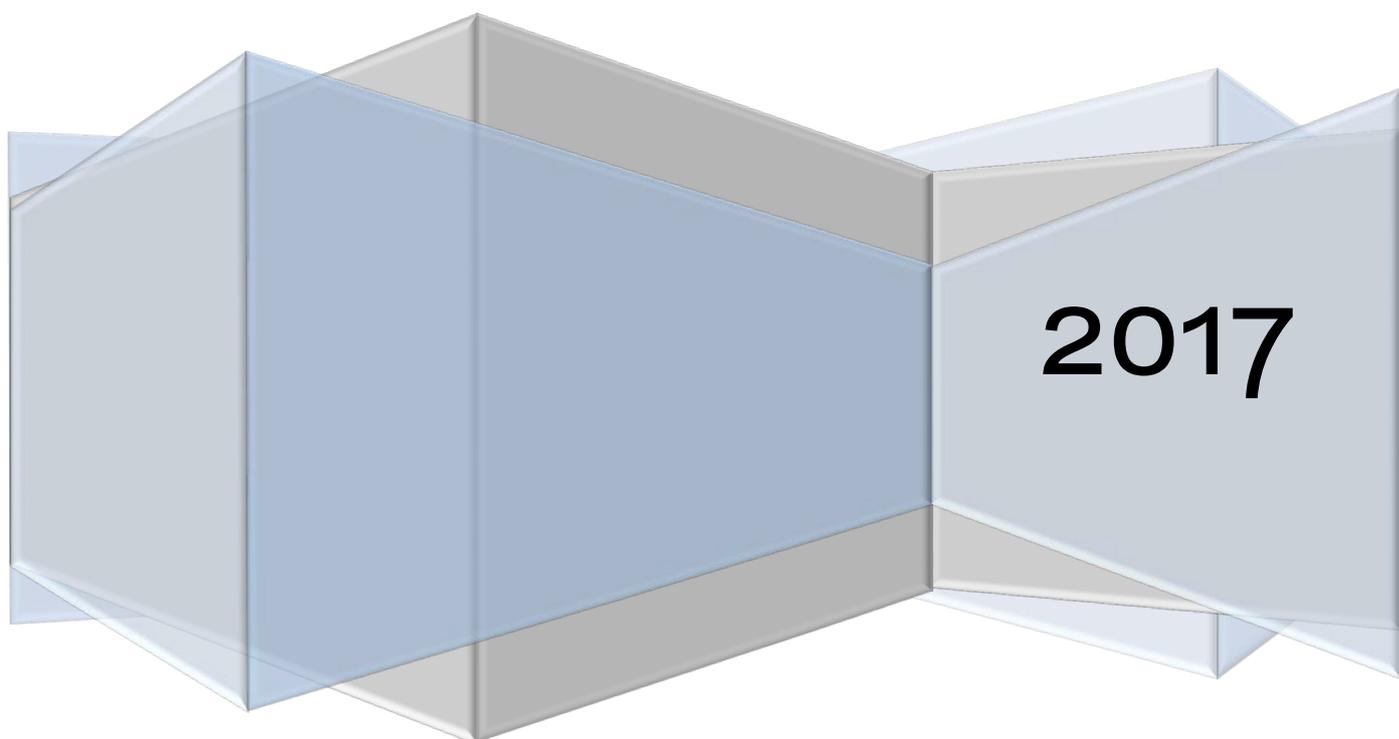


ALBANY PRIMARY SCHOOL



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...

CHARTER



Contents

Welcome to Albany Primary School's 2017 Charter.

The purpose of a school Charter is to “establish the mission, aims, objectives, directions and targets of the Board of Trustees (B.O.T) that will give effect to the Government's National Education Guidelines and the board's priorities” (Ministry of Education). Put simply, the Charter is our guiding document – that provides an annual opportunity to communicate the direction in which our school is going.

The Charter identifies both our future directions (strategic goals) as well as our short term annual goals. We have also presented a summary of our previous years National Standards data (which is only one snap shot of our student's achievement and progress), as well as a full report on the 2016 targets in Writing. This information is used to identify past successes and progress, as well as further areas for improvement including targets for our school and community's priorities for learning.

Introductory Section- Strategic Intentions

- Our Vision and Values
- Cultural Diversity and Maori Dimension
- Graduate Profile
- Strategic Plan 2017 – 2019
- Strategic Goals

Annual School Improvement Plan (learning)

- Base line Data including 2016 National Standards Report
- Analysis of Variance (2016 goals)
- 2017 Annual Goals / Plan
- 2017 Learning Targets

Our School

Albany Primary is a large (650+ pupils), decile 9 state contributing school (Years 1 – 6), which has served the Albany district for 150 years.

Our community

Historically, the Albany District was known for its rural and horticultural produce of strawberries, grapes and apple orchards. With increased housing growth the school site was moved from the original location (now Albany Senior High) to the current site on Bass Rd in 1975. The school has grown from an opening roll of 195 pupils in 1975 to 720 in 2016. The community has changed rapidly in the last 20 years with the development of Albany Mall, QBE Stadium, Albany Junior and Senior High Schools, and Massey University. Albany is identified as a high growth area due to its desirable location.

Our zone

Albany Primary School continues to expand to meet the continued demand on the school roll. The school has an enrolment scheme (as per the Ministry of Education requirements) to ensure our facilities could meet the demands on an increased roll. This legislation means that students can only be enrolled at A.P.S. if they reside in the specified geographic zone. With the Auckland unitary plan, and planned apartment buildings in our school zone, there will be continued pressure on current facilities to meet the demands of a potential 800 plus students. Most of our students follow the geographical and educational pathway- on graduation from A.P.S. to Albany Junior High School (Years 7 – 10) and from there to Albany Senior High School. (Years 11 – 13).

Our Property and Facilities

Recent years have seen the addition of several new classroom blocks as well as a new administration building. The school is physically well resourced and maintained. There are 7 classrooms in our senior school, 9 in our middle school and currently 10 in our junior school - with another 5 new entrant classes expected to start over the year, as well as a large school hall.

We have recently converted two classroom blocks from traditional single cell classrooms to shared / innovative learning environments, as well as upgrading our library to also reflect the shift to student directed learning. Our outdoor environment includes a rugby field, three playgrounds, a fitness trail, native grove and a vegetable garden. This year we are also developing a community garden (with a focus back to Albany's horticultural past), as well as a Bikes in Schools community bike track. The junior block is currently being assessed by the Ministry of Education to allow us to fix long term roofing issues.

Our students

Our school reflects recent Auckland immigration trends and patterns with increasing ethnic diversity adding a richness to our school's culture. NZ / European students make up the greatest numbers (35%) followed by Chinese (17%), Maori (9%), African (9%), Korean (8%) and Indian (6%).

Our staff

Albany has a total staff of 55. This includes 35 teaching positions, 5 administration staff and 15 teacher aides. Our staff are dynamic and professional - they are fully committed to achieving the very best educational outcomes for our children through quality relationships and partnerships with our families. The teaching staff are divided into 6 teams with approximately 100 – 120 students per year level- each supported by a Team Leader who is part of the senior management team. Albany Primary invests strongly in the professional learning and development of its staff.

Our B.O.T

Our Board of Trustees represent our parent community and are a dedicated group of professionals who are responsible for the governance of our school. They are passionate advocates who are fully committed to excellence - ensuring every child's educational experience is the best that can be provided and that every child in our care thrives. The Board includes five parent representatives, one staff (teacher) representative and the principal.

Albany Primary School

Our Vision

Where Learning Makes a Difference

- **Feel** the energy
- **Hear** the excitement of discovery
- **See** the learning that is filled with curiosity, creativity and success

Our Values

Respect

Excellence

Aroha and Caring

Creativity

Honesty



Albany Graduates are:

- Resilient – able to problem solve, take risks and bounce back
- Curious and creative – inquisitive, innovative and critical thinkers
- Responsible – they belong, take pride and are empathetic and active citizens of our community
- Confident, collaborative communicators
- Independent – motivated learners who strive to be the best that they can be



CULTURAL DIVERSITY AND MĀORI DIMENSION

Albany Primary School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage

New Zealand's / Aotearoa's cultural diversity

Cultures within the school are valued, accepted and enhance the cultural richness of our school. The school celebrates our cultural diversity which is recognised through classroom activities, festivals or special events and assemblies. Staff members ensure that students and parents from all cultures are treated with respect and dignity. Information and parent meetings are provided to ensure newsletters provide information about the New Zealand education system and Albany Primary School. The school provides access to translators and parent support where required. This year our teachers will also be focussing on developing their cultural pedagogy.



The unique position of the Māori culture

Albany Primary School is committed to supporting the key principles of the Treaty of Waitangi, Partnership, Participation and Protection. Powhiri are held to welcome all new families, students and staff at the start of each term. Our Te Reo Language week, Kapahaka group, and 'Whanau Week' celebrate and promote the significance of Māori culture in our school and the New Zealand culture.

Albany Primary School is committed to incorporating tīkanga Māori (Māori culture and protocol) into the school's curriculum

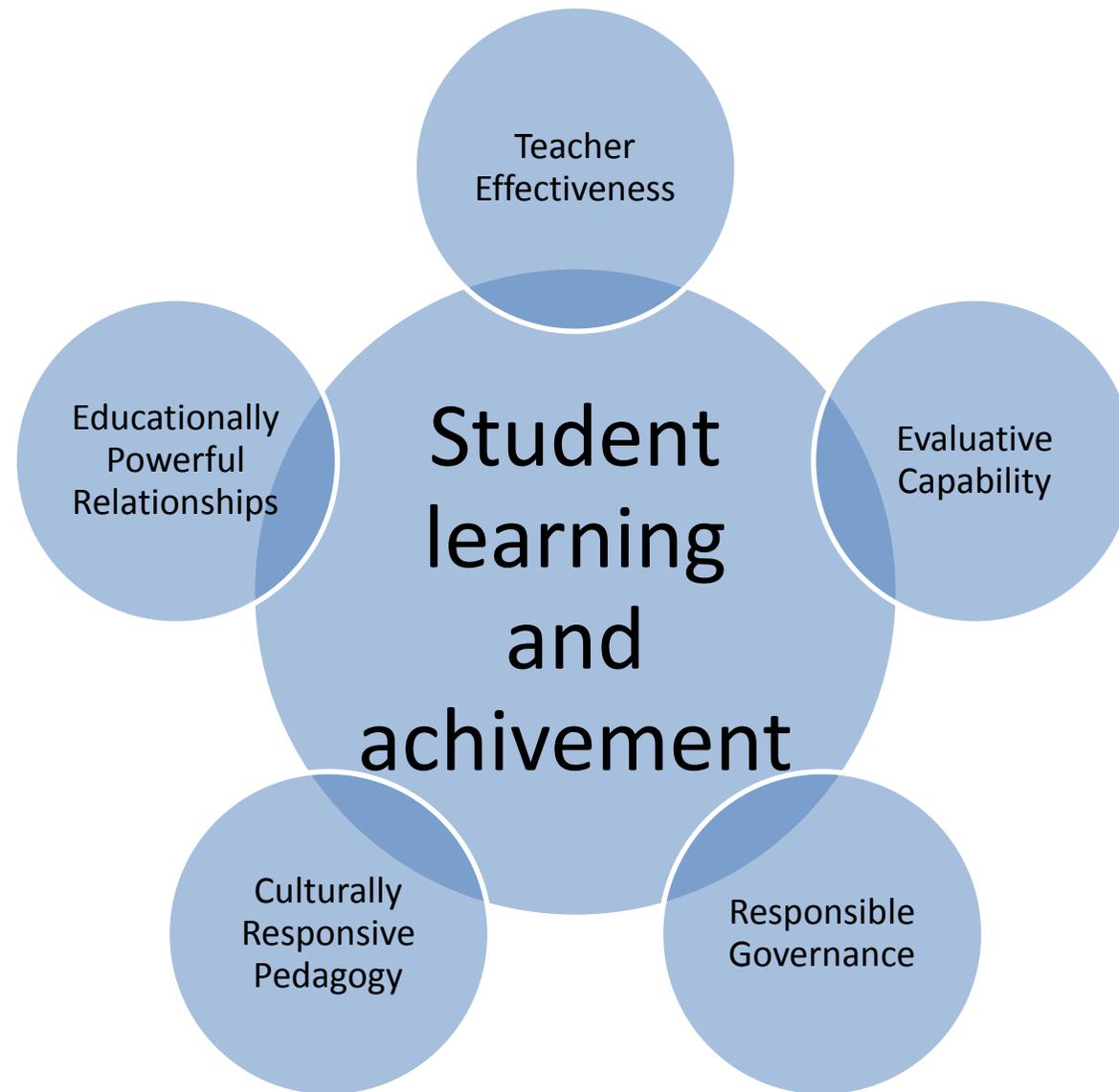
Classrooms and school celebrations reflect Māori culture through signage, waiata, greetings, powhiri and protocols. Our curriculum includes components of tīkanga Māori as appropriate to the topic and the class level.

The school has developed a bi-annual 'Whanau Week' where all children and teachers participate in a variety of tīkanga and Te Reo Māori activities. The commitment and excellence of our Māori language programmes has been recognised in previous year as Māori Language Awards finalists / winning educational institute. Kapahaka instruction occurs every Thursday lunchtime with strong support from staff and children. The kapahaka group perform at powhiri, special assemblies and the annual Onepoto Cultural Festival.

Consultation with our Māori Community

Consultation with our Māori community (wananga) occurs through a variety of methods, both informally -and through regular Whanau meetings. In consultation with the Māori community, we will continue to provide opportunities for children to attend Kapahaka classes. Any parent requests to provide instruction in Te Reo Māori (Māori language) for full time students will be given full and careful consideration by the Board of Trustees with regard; to personnel with the appropriate skills and qualifications; the overall school financial position. Alternative arrangements could also be negotiated with local Kura providing Te Reo Māori.

Strategic Plan 2017 - 2019



Strategic Plan 2017-2019

In 2016 the 2014- 2016 Strategic plan was revised to ensure we were:

- reflecting the most current New Zealand research base for school improvement (including the E.R.O. School Evaluation Indicators)
- responding to the priorities and needs of our current community
- representing our own school review processes and knowledge
- linking the school priorities to the newly formed Albany Community of Learning (CoL) - Whanau ki te ako (see below)
- incorporating the principles of Leadership (by all) for the Collective goal of Equity and Excellence of student outcomes

WHANAU KI TE AKO - KAHUI AKO – COMMUNITY OF LEARNERS

Albany Primary School is a member of Whanau ki te Ako – Kahui Ako. This Community of Learners is made up of five contributing schools: Albany Primary School, Coatesville School, Greenhithe School, RidgeView School and Upper Harbour Primary School. These are feeder schools to Albany Junior High School, which in turn provides a pathway to Albany Senior High School.

Whanau ki te Ako formed in 2016 to enhance achievement and provide opportunities for their students. Goals in writing, mathematics, NCEA and University Entrance have been set for the next three years. An additional focus is the acceleration of Maori, Pasifika and Chinese learners. Throughout 2017, the CoL plans to endorse their Achievement Challenge, appoint Leadership roles, explore identified strategies for improvement (with a focus on Collaboration), and begin CoL related inquiry processes.

The CoL has devised interim reporting targets for 2017.



The Strategic Goal in blue identifies the previous 2014-2016 goals.

Engaged Communities / Educationally Powerful Relationships

Students, Teachers, Parents, Community:

- Know that successful transitions in education occur when students develop a strong sense of identity and belonging in the new setting
- All parties are aware of the various transition points for children as they move through their educational journey – which includes any time throughout the school year as well as key transition points of:
 - a 5 year old beginning school
 - an end of Year 6 child leaving for the next school in their education
- Systems are in place for all transition points and all teachers are aware of them and of supporting a child through them quickly and successfully to minimise 'lag time' which impacts on learning process
- Systems include extra support, information and provision for CWSN and ESOL children

Supportive Culture / Culturally Responsive Pedagogy

Teachers:

- Are increasingly aware and understand what leads to educational success for children of other cultures (e.g. Maori, Pasifika, Chinese, Korean, Indian) at A.P.S
 - develop deeper understanding of how the various cultures see education and their ways of teaching and learning in order to understand how other cultures learn effectively
 - through exploration and research, develop further understanding of ways to adapt our pedagogy to be culturally responsive to all children in the learning process
- Albany Primary School has an environment that reflects our mixed cultural community and developing pedagogy that understands how other cultures achieve educational success

Effective Leadership / Evaluative Capability

Teachers, leaders and B.O.T:

- Capture and use evidence consistently to make sound decisions that progress and ensure achievement for all learners. Use knowledge, evidence and inquiry to improve teaching that supports continuous improvement at multiple levels
- Evaluative thinking and critical reasoning are confidently used to initiate school wide discussions to identify what change levers and / or interventions are working for whom and why. A strategic approach responds to these needs. As adaptive expert's teachers respond and adapt strategies and learning tasks
- Through the use of rich sources of qualitative and quantitative evidence teachers and leaders identify which capabilities require development and prioritise both internal and external Professional Development (P.D) that will best build these capabilities. This P.D is planned, sequential, and responsive
- Leaders rigorously evaluate evidence of the effectiveness of strategies and make decisions that will improve student outcomes
- The B.O.T scrutinise the effectiveness of the school in achieving valued school outcomes

Learners are able to speak about their learning, progress and achievement and where they need to go to next. They are responsible for leading their own learning (at a level that is appropriate for their stage).

The CoL will provide critical external perspectives and specialised expertise to support targeted student achievement focus to achieve the school and CoL achievement challenges in Literacy and Mathematics.

High Quality Teaching / Teacher Effectiveness

Students, Teachers, Parents, Community:

Albany Primary School strives to maintain quality teaching and learning for all, with staff:

- who are self-motivated
- who collaborate with others to develop their own teacher knowledge
- and are actively engaged in the Teacher Inquiry Cycle

in order to impact positively on all learner's achievement and progress.

Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves.

Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.

Responsible Governance

Trustees:

- Whose knowledge and practices are both supported by, and consciously used to improve, governance systems and processes

Actively sustain and renew the skills, experience and qualities necessary for outstanding governance

National standards

NAG2A (b)(i) Areas of Strength

National Standard area(s): Reading, Writing and Mathematics

Discussion: Albany Primary School **All Students Achievement** for National Standards 2016 show student achievement for 2016 for At and Above was between at 78.2% in Writing to 85.8% in Mathematics.

- **Mathematics:** 85.8% of *all students* achieved At or Above the National Standard in Mathematics
 - 17.8% of *all students* achieved Above National Standard in Mathematics
 - 87.7% of Maori Students achieved At or Above National Standard in Mathematics
 - 23.5% boys achieved Above National Standard in Mathematics, compared to 11.8% girls
 - 92% Year 6 students achieved At or Above National Standard in Mathematics
 - 51.2% Year 6 boys achieved Above National Standard in Mathematics

- **Writing:** 78.2% of *all students* achieved At or Above the National Standard in Writing
 - 84.2% of Maori Students achieved At or Above the National Standard in Writing
 - 9.3% of *all students* achieved Above National Standard in Writing
 - 12.1% of girls achieved Above National Standard in Writing
 - 8.8% Maori achieved Above National Standard in Writing
 - 20.2% of Year 6 students achieved Above National Standard in Writing
 - 15.5% of Year 4 students achieved Above National Standards in Writing

- **Reading:** 82.9% of *all students* achieved At or Above National Standard in Reading
 - 14% of *all students* achieved Above National Standard in Reading
 - 78.9% of Maori students achieved At or Above National Standard in Reading
 - 10.5% of Maori students achieved Above National Standard in Reading
 - 80.6% of boys achieved At or Above National Standard in Reading
 - 85.4% of girls achieved At or Above National Standard in Reading
 - 91.9% Year 6 students achieved At or Above National Standard in Reading
 - 39.6% Year 4 girls achieved above National Standard in Reading
 - 28.2% Year 4 All Students achieved At or Above National Standard in Reading

Results for all students who achieved their **End of Year 6 National Standard** in 2016 show:

- 92% of Year 6 students achieved At or Above *End of Year 6 National Standard* in **Mathematics**
 - 51.2% of boys compared to 23.2% of girls achieved Above *End of Year 6 National Standard* in Mathematics
 - 35.4% of *all Year 6 students* achieved Above *End of Year 6 National Standard* in Mathematics

- 84.8% of Year 6 students achieved At or Above *End of Year 6 National Standard* in **Writing**
 - 91% of girls compared to 76.7% of boys achieved At or Above *End of Year 6 National Standard* in Writing, with 21% girls achieving above *End of Year 6 National Standard* in Writing.

- 20.2% of *all Year 6 students* achieved Above *End of Year 6 National Standard* in Writing
- 91.9% of Year 6 students achieved At or Above *End of Year 6 National Standard* in **Reading**
 - 93% of boys compared to 87.7% girls achieved At or Above *End of Year 6 National Standard* in Reading
 - 24% of *all Year 6 students* achieved Above *End of Year 6 National Standard* in Reading.

Results for all students who achieved their **After 3 Years of School Anniversary** in 2016 show:

- 81% of children at this level achieved At or Above for their *After 3 years at school Anniversary National Standard* in **Mathematics**
 - 15% of this group achieved Above for their *After 3 Years of school anniversary* in Mathematics
- 83% of children at this level achieved At or Above for their *After 3 years at school Anniversary National Standard* in **Reading**
 - However, only 7% of this group achieved Above in Reading for their *After 3 years at school Anniversary National Standard* in Reading

As the children move through Albany Primary School, more than 78% are achieving At or Above their National Standard, with at least 84% of the students leaving Albany Primary School in their last year achieving At or Above their National Standard in all areas.

NAG2A (b)(i) Areas for Improvement

National Standard area(s): Reading, Writing and Mathematics

Discussion: All students' achievement in Well Below and Below National Standard is between 14.2% for Mathematics and 21.8% for Writing.

Closer Analysis of the National Standards Well Below group for Reading, Writing and Mathematics show that;

- **Reading:** (School Wide Well Below: 18/649; 2.8%)
 - 89% (16/18) of the Well Below group in Reading are identified as CWSN or ESOL
- **Writing:** (School Wide Well Below: 27/649; 4.3%)
 - 81% (22/27) of the Well Below group in Writing are identified as CWSN or ESOL
- **Mathematics:** (School Wide Well Below: 12/649; 1.9%)
 - 59% (7/12) of the Well Below group in Mathematics are identified as CWSN or ESOL

Most of the children achieving in this group are identified in our school system as Children with Special Needs (CWSN); and those who have English as a Second or Other Language (ESOL). These children are already receiving support in their learning and are monitored for

progress relevant to them. The ESOL children are those who have a wide gap to bridge to meet the level of English their cohort has.

Closer Analysis of the National Standards Below group for Reading, Writing and Mathematics shows that:

- **Reading:** (School Wide Below: 90/649; 14.2%)
 - 71.1% (64/90) of the Below group in Reading are identified as CWSN or ESOL
 - 11.1% (10/90) of children in this group are Maori
- **Writing:** (School Wide Below: 111/649; 17.5%)
 - 67.6% (75/111) of the Below group in Writing are identified as CWSN or ESOL
 - 7.2% (8/111) of children in this group are Maori
- **Mathematics:** (School Wide Below: 78/649; 12.3%)
 - 65% (51/78) of the Below group in Mathematics are identified as CWSN or ESOL
 - It is interesting to note how the number of ESOL children identified within this group is less than in reading and writing.
 - 6.4% (5/78) of children in this group are Maori

This break down of the data also shows there are a number of 'other' children (those not identified as CWSN or ESOL) who are achieving Below their National Standard:

- 28.8% (26/90) in Reading
- 32.4% (36/111) in Writing
- 34.6% (27/78) in Mathematics

Overall there are 202/649 children who achieved Below or Well Below for at least one National Standard in Reading, Writing or Mathematics. 34 of these children are achieving Well Below in at least one area of Reading, Writing or Mathematics and have been considered with that group in terms of existing or past support and will continue to be monitored. The remaining 168 of these children are achieving Below National Standard in at least one area of Reading, Writing or Mathematics.

Of these 168 children;

- 25 children achieved Below their National Standard in Reading, Writing and Mathematics
- 27 children achieved Below their National Standard in Reading and Writing
- 4 children achieved Below their National Standard in Reading and Mathematics
- 8 children achieved Below their National Standard in Mathematics and Writing
- 27 children achieved below only their National Standard for Reading
- 47 children achieved below only their National Standard for Writing
- 30 children achieved below only their National Standard for Mathematics

Areas for improvement based on this data include the clusters shown at the following year levels:

- **2016 After 1 Year at School Anniversary** showed a total of 20/121 (24.8%) of children achieved Below or Well Below in **Reading**
- **2016 After 2 Years at School Anniversary** showed a total of 23/109 (21.1%) of children achieved Below or Well below in **Mathematics**

- **2016 After 3 Years at School Anniversary** showed a total of 26/94 (27.7%) of children achieved Below or Well Below in **Writing**
- **2016 End of Year 4 National Standard** showed 31/103 (30.1%) of children achieved Below or Well Below in **Writing**

Some of these children identified above have had intervention support over the year so current data will need to be looked at to see progress against their latest or upcoming National Standard.

A further area for improvement is a continuation of the schools focus of raising the number of At to Above students in all areas, but in particular in Writing. From the group of At Students, there will be identified students who are on the cusp on or have the potential to move into the Above their National Standard, if they are targeted for acceleration.

Examples of this include the following:

- **Writing**
 - **2016 Year 1:** 85.4% achieving At; 4.1% achieving Above
 - **2016 Year 2:** 72.7% achieving At; 1.8% achieving Above
 - **2016 Year 5:** 69.5% achieving At; 6.7% achieving Above
- **Reading**
 - **2016 Year 2:** 70.3% achieving At; 8.1% achieving Above
- **Mathematics**
 - **2016 Year 1:** 83.9% achieving At; 7.3% above

Maori Achievement could also be an area for improvement as though the majority are succeeding, those identified in the Below and Well Below group will be addressed through this group with their specific needs being considered. They will also be part of the group targeted for improvement through movement into Above.

Albany Primary School: Analysis of Variance

FOCUS:	Area: Writing		
STRATEGIC GOAL	<p>LINK TO STRATEGIC DIRECTIONS:</p> <p>Student Learning & Achievement: Progress from their individual starting points in all areas of the New Zealand Curriculum to achieve their personal learning goals, based on academic, social and learning competencies Achieving in the “above” National Standard category to at least 12.5% in reading, writing and maths and sustain this across the school</p> <p>High Quality Teaching</p> <ul style="list-style-type: none"> Use teaching as inquiry to support regular review and focus on targeted groups for accelerated progress 		
ANNUAL GOAL	<p>LINK TO ANNUAL GOALS 2016:</p> <p>Literacy: To ensure all teachers’ Literacy knowledge and pedagogy can support all of the children they are engaged with in teaching and learning. To continue to extend understanding of moving children from achieving At to Above particularly in Writing.</p>		
BASELINE DATA	<p>2015 baseline data end of 2015 states: 82% of students are ‘at’ standard after 3 years at school and 2% of students are ‘above’ after 3 years at school. 91% of students are ‘at’ standard after 2 year at school and 1% of students are ‘above’ after 2 years at school.</p>		
TARGET	<p>17 students that have achieved ‘AT’ standard for 2015 have been identified as being able to be accelerated to ‘ABOVE’ standard by their After 3 years of school anniversary or for their End of year 4.</p> <p>Of these 17 students, 11 are year 4’s and will meet target for ‘ABOVE’ standard for end of year 4. 6 of these students are year 3’s and will meet target for ‘ABOVE’ standard for their After 3 years of school anniversary.</p>		
ACTIONS: (What did we do?)	OUTCOMES: (What happened?)	ANALYSIS: (Why did it happen?)	EVALUATION: (Where to next?)
<p>The initial action plan was set after the 2015 data had been used to identify the target children and then the Indicator sheet was used to identify hotspots that informed the DAT’s teachers would focus on to add impact to the writing which included:</p> <ul style="list-style-type: none"> developing a knowledge of a range of sentence structures adding detail through specific language feature use of rich vocabulary. 	<p>Of the 11 target students at year 4:</p> <ul style="list-style-type: none"> 7 reached the target of Above standard for End of year 4, which reflected movement from between 2B and 2P to Early level 3 The remaining 4 children did not achieve Above for their End of year 4 National Standard but did show movement: 1 moved from 2B to Late Level 2 with 17 indicators and 3 moved from 2P to Late Level 2 with 17 indicators. If their progress continues then they could achieve this for their next NS with development and use of selectivity 	<p>Teachers reflections and discussions identified the following as contributing factors to the children either achieving or closing the gap to achieving Above included:</p> <p>The team carried out in depth Gap Analysis to inquire into their current teaching and learning practice. The following questions were used regularly to focus discussion:</p> <ul style="list-style-type: none"> What are some common gaps? <ul style="list-style-type: none"> What is worth us spending time on teaching to make the most difference? What makes writing shift into Level 3 from late level 2? 	<p>From what we have used this year to ensure the shift of children form At to Above for their next NS and what we carry through to next year includes:</p> <ul style="list-style-type: none"> Developing teachers’ capability and knowledge of not just their current year level curriculum and expectations but what is above and below Regular discussion and updating of evidence of shift for the target children in team meetings, through sharing what is and isn’t working Active modelling to show the students how to rather than telling what to do

Other actions include:

- Rigorous moderation leading to shared understanding of what Above NS at year 3 & 4 looks like,
- Offering varied opportunities and authentic contexts for writing
- Regular discussion of the target children and their progress in Writing using measured through the use of indicators rather than the Curriculum level
- The Team leader was able to lead these discussions and input relevant pedagogy and ideas (which was also Professional development for the lesser experienced members of the team) based on her own development and experience. This helped to break down the what to be taught into the how to teach this effectively

Termly reflection added other actions including;

Use of the Teaching as Inquiry model questions:

- What worked well?
- What didn't work well/
- What do I need to do differently?
- Who is moving and why; who isn't and why?

(being more selective of what to include or leave out in terms of ideas, vocabulary, description as well as the use of explicit and strong vocabulary choices).

Of the 6 target students at year 3:

- 5 achieved Above for their After 3 years of school Anniversary

The student who did not reach the target had an April anniversary which was too close for the programme to have moved her to above, but currently is tracking to achieve Above for the End of year 4 NS. It was also pleasing to note that outside of the target group:

- 1 year 4 child maintained their Above for the End of year 4 NS
- another year 4 child achieved Above moving from At for their After 3 years of school Anniversary
- another 3 year 3 children also achieved Above for their After 3 years of school Anniversary

- Choice of language - is this the best choice of language and detail for the audience and purpose?
- Structure – use of connectives
- Constructing endings as strong as the beginning and middle of current writing.
- Inclusion of personal voice to add extra depth and impact
- Ability to revise /recraft independently realizing what doesn't sound quite right or make sense, then knowing how to change or recraft.
- Regular PLG conversations in team meetings asking questions of our practice what's working why/ why not
- Carefully selected writing tasks that engage the writers and linked to authentic contexts
- Daily writing practice across a range of contexts including opportunities to write independently alongside specific guidance in small groups
- Specific teaching of the structure of identified text types that supported the inquiry concept alongside what are we writing for and for whom?
- Use of support material and resources for teachers to develop writing pedagogy such as:
 - active modelling
 - exemplars
 - use of feedback and feedforward techniques versus distance marking
 - The development of a clear understanding of what above standard looks like
 - Closer and more specific moderation to ensure fair and consistent identification of students at A.P.S and next steps

- Effective feedback and feedforward techniques and strategies to ensure it is a partnership not just marking done to a piece of writing by the teacher
- Careful selection and provision of authentic contexts of high interest that will excite and motivate the students as writers

Areas for further development include:

- Student agency is vital and children's ownership of what they need to focus on developed as early as possible
- Continue to embed literacy and writing through the Inquiry Concept for each term. Development of 'topic' related vocabulary can also be built through this.
- Ensure all teams are following and using a framework of questioning for PLG's in team meetings that is consistent across the school.
- This could also include reviewing the current document.
- The process of writing becomes a 'want to' not 'have to' philosophy in all classes
- PD such as Kath Murdoch Allison Davies and Murray Gadd to continue to be provided to ensure exponential buy in and growth of teachers

- Student agency through identification by the student's themselves of gaps and goals

Why did some students not reach target?

- Change in teachers and team leader in the second and third term causing loss of momentum for some target students
- Revision of assessment criteria and templates (School wide)
- New team members required development of understanding of indicator language (Selection of Year 3 students too close to anniversary report hence not enough time to effect change)

FOCUS:	Area: Writing																					
STRATEGIC GOAL	<p>LINK TO STRATEGIC DIRECTIONS: 2015 – 2017 Student Learning & Achievement: Progress from their individual starting points in all areas of the New Zealand Curriculum to achieve their personal learning goals, based on academic, social and learning competencies Achieving in the “above” National Standard category to at least 12.5% in reading, writing and maths and sustain this across the school High Quality Teaching</p> <ul style="list-style-type: none"> • Use teaching as inquiry to support regular review and focus on targeted groups for accelerated progress • 																					
ANNUAL GOAL 2016	<p>LINK TO ANNUAL GOALS 2016: to better student outcomes. Literacy: To ensure all teachers’ Literacy knowledge and pedagogy can support all of the children they are engaged with in teaching and learning. To continue to extend understanding of moving children from achieving At to Above particularly in Writing.</p>																					
BASELINE DATA End of 2015	<p>BASELINE DATA: End of Year (2015) data showed</p> <p>All students in the target group have come from 2015 single class settings. The 2015 Year 2 and 3 National Standards shows a clear discrepancy between children achieving above in reading compared to writing.</p> <table border="1" data-bbox="392 778 1317 1058"> <thead> <tr> <th></th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Writing (after three years)</td> <td>37</td> <td>1</td> </tr> <tr> <td>Writing (after two years)</td> <td>45</td> <td>1</td> </tr> <tr> <td>Writing (after one year)</td> <td>4</td> <td>0</td> </tr> <tr> <td>Reading (after three years)</td> <td>31</td> <td>10</td> </tr> <tr> <td>Reading (after two years)</td> <td>36</td> <td>5</td> </tr> <tr> <td>Reading (after one year)</td> <td>3</td> <td>0</td> </tr> </tbody> </table>		At	Above	Writing (after three years)	37	1	Writing (after two years)	45	1	Writing (after one year)	4	0	Reading (after three years)	31	10	Reading (after two years)	36	5	Reading (after one year)	3	0
	At	Above																				
Writing (after three years)	37	1																				
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Reading (after one year)	3	0																				
TARGET 2016	<p>There is a large discrepancy between the number of children who are achieving above standard in reading compared to writing. We have identified:</p> <ul style="list-style-type: none"> • 14 children (9 year 4 children and 5 year 3 children) who we are aiming to accelerate from At standard to Above standard in writing • And 2 children (1 year 3 child and 1 year 4 child) currently above standard remain at above standard in writing 																					

ACTIONS: (What did we do?)	OUTCOMES: (What happened?)	ANALYSIS: (Why did it happen?)	EVALUATION: (Where to next?)
<p>After data had been reviewed and the target was set in Term 1 an Action Plan was developed with a clear focus on: Developing understanding of using selectivity (choosing explicit vocabulary; which ideas to include etc.) to shift the writing quality while:</p> <ul style="list-style-type: none"> • adding detail and precise content vocabulary • including language features e.g. onomatopoeia, similes • expressing thoughts, feelings and opinions <p>The initial actions as a teaching team included agreeing on;</p> <ul style="list-style-type: none"> • The use of clear learning intentions based on needs identified through the hotspots in the data • Identifying agreed 'Deliberate Acts of Teaching' to address the hotspots • Using appropriate levelled exemplars to support modelled lessons that would make the learning intentions explicit for the children • Creating opportunities for independent writing and guided • Provision of a Vocabulary aspect to the programme to extend understanding of a range of vocabulary beginning with options for commonly used words e.g. said • Team Leader with the team regularly discuss the progress of the target children; what is working and what isn't; and next steps 	<p>Of the 9 year 4 target children identified to achieve Above for their End of year 4 National Standard:</p> <ul style="list-style-type: none"> • 5 achieved Above (plus another non target child) • The remaining 4 children did not achieve Above NS but did show movement: 3 moved from Level 2P to Late Level 2 (with 17 or 18 Indicators); 1 moved from Level 2 P to Early level 3 with 8 indicators, but it was felt she needed to consolidate further before being Above. If their progress continues then they could achieve this for their next NS with development and use of selectivity (being more selective of what to include or leave out in terms of ideas, vocabulary, description as well as the use of explicit and strong vocabulary choices). <p>Of the 5 year 3 target children identified to achieve Above for their After 3 years of School National Standard:</p> <ul style="list-style-type: none"> • 2 achieved Above • The remaining 3 made progress: (1 from Level 1 A to Late Level 2 with 17 indicators; and 2 from Level 1 A to Level 2 Early with 9 indicators. The development and use of explicit vocabulary choices and some selectivity was not refined sufficiently to shift them from Level 2 and solidly into Level 3. Two of these children were ESOL, which may have been a factor for this year. Of the 2 children (1 year 3; 1 year 4) identified to remain Above standard for their next National Standard: • both remained Above 	<p>Teachers reflections and discussions identified the following as contributing factors to the children either achieving or closing the gap to achieving Above included:</p> <ul style="list-style-type: none"> • Regular moderation of writing to ensure consistency of understanding and knowledge of what "Above standard" looks like for Year 3/4 students. • Free writing times encouraged children to write in a variety of genre without constraints. • Students responded to authentic contexts within the programme for rich opportunities • Co-constructing next steps with the children using appropriate 'writing pencils' in their books • Based on the next steps children opted into workshops with explicit teaching to match their identified need. • Vocabulary enrichment was supported with oral language opportunities, word detective and word ladder activities. • An enrichment activity taken by an external facilitator engaged a year 3 and a year 4 group in collaboratively creating their own novel. This really motivated the children about their writing and they were given explicit feedback. <p>Factors that worked against all children achieving the Above for their National Standard included:</p> <ul style="list-style-type: none"> • Selection of year 3 students too close to their anniversary to achieve this in the time frame. These children can be looked at in terms of their trajectory towards the End of year 4 NS. • Knowledge of a school wide revised assessment criteria and templates for Writing also was new learning for all staff. This included moving from Curriculum levels B, P, & A to Early and Late Level x. • Term 1 constraints included the practical items <ul style="list-style-type: none"> ○ New team and leader setting up new ILE, environment ○ Time taken with Camp 	<p>From what we used this year to ensure the shift of children from At to Above the approaching National Standard and what we would carry through to next year includes:</p> <ul style="list-style-type: none"> • Shared moderation of children's work as it helps ensure consistency and shared understanding of what makes the difference for achieving Above in Writing at these levels. • Active modelling of learning intentions, showing not telling so that understanding of the learning and what it looks like in writing is clearly evident and a model for the children to refer back to. • Co construction of next steps, and choice of opting into a relevant workshop involves children in the process of their own learning giving high levels of engagement and motivation. <p>Areas for further development include:</p> <ul style="list-style-type: none"> • Building additional awareness of literacy opportunities across the curriculum and through the Inquiry Concept. This could also highlight aspects of transactional writing in particular that may generate relevant workshops because of the need to write in a particular genre, or to become familiar with a wider range of relevant 'topic' vocabulary • Focus on effective feedback and feed forward – to ensure that this is done with the students and not just by the teacher as 'marking' and is related to specific learning intentions. • Continue to monitor the year 3's (2017 year 4's) within the team and ensure the year 5 teachers are aware of the children who have been targets this year. • To develop this idea further a school system could be set up for monitoring target children from year to year.

**ANNUAL GOALS / PLAN
2017**

ALBANY PRIMARY SCHOOL ANNUAL GOALS 2017

Goal One:

Educationally Powerful Relationships

(Students, Teachers, Parents, Community)

To develop understanding for teachers and parents of the importance of supporting children during transition ensuring a sense of identity and belonging are developed quickly and smoothly, minimising 'lag time' impacting on the learning process

To continue to develop strong systems to support all children in a responsive manner at all transition points in and out of A.P.S including:

- 5 year olds beginning school
- end of Year 6 child leaving for the next school in their education
- CWSN and ESOL children

To create models for developing awareness of how to support children transitioning in or out of A.P.S

Expected Outcomes:

- Parents, teachers, community and students are aware and familiar with the school systems for transition in and out of A.P.S and the strong underlying reasons for these
- Children are supported through transitions to ensure a smooth move into a new learning setting to ensure the child quickly develops a feeling of belonging and identity with the new group
- Everyone is aware of being proactive in developing relationships and supporting new students through their transitions

Goal Two:

Culturally Responsive Pedagogy

(Teachers)

To achieve shared understanding of what "Cultural Responsiveness" means at and for A.P.S

To be proactive in being culturally responsive in teaching and learning at A.P.S

To become proactive in being culturally responsive to our community

To begin to develop artwork for our environment that reflects the changing face of our community

Expected Outcomes:

- Cultural responsiveness is shared and understood at A.P.S
- Understanding of differences in learning for various cultures and developing awareness of how to respond to these needs

Goal Three:
Evaluative Capability
(Teachers, leaders and B.O.T)

Teachers and leaders will:

Develop their collective capacity to use evaluation and inquiry for sustained improvement.

Using data based evidence they will strengthen their use of the inquiry based approach to collate, interrogate, identify and analyse data to identify targeted interventions and strategies for improvement.

Promote the use of internal and external evaluation for improvement

Support external professional development that will develop leaders' capacity to coach and provide feedback - to develop a shared culture of evaluative and critical inquiry

Expected Outcomes:

- Evaluation, inquiry and knowledge building processes are purposeful and focus on specific areas for improvement. They work together coherently enabling the use of relevant information at student, classroom, teacher and school level to promote improvement
- The collaborative culture of inquiry, high expectation and growth mind set for improvement, permeates the school at all levels (student, teacher, leader and governance)
- Staff use a coaching framework to support inquiry for sustained pedagogical improvement. External professional development provides high quality targeted support that is cohesive and future focussed.

Goal Four:
Teacher Effectiveness
(Students, Teachers, Parents, Community)

To develop confident teachers:

with strong flexible curriculum content knowledge and pedagogy

who use and share assessment effectively with each other and students, to inform and improve teaching and learning

who design worthwhile tasks focussed on student outcomes that also challenge and engage all students appropriately to meet high expectations

who develop caring, supportive, collaborative, inclusive and safe learning environments for all learners

who select and use a range of smart tools and tasks that effectively meet the needs of all learners

Expected Outcomes:

- Confident teachers who enhance the learning opportunities to develop children who love learning, are open to challenges, connect with learners in engaged and positive learning relationships, and work collaboratively to achieve success for all
- Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.

Goal Five:

Responsible Governance

To develop a “governing as inquiry” model that:

- captures the way the Board makes sense of its role, responsibilities and ways of operating
- aligns with the school’s inquiry model.

Expected Outcomes:

- Board members have a common understanding of the “governing as inquiry” model, particularly as it relates to “scanning” for factors affecting student learning and achievement.
- The Board’s practices and processes have been reviewed to ensure they are consistent with the model.
- The school’s stakeholders are informed of the Board’s approach using a “model on one page” depiction.

Goal Six

National Administration Guidelines (Business As Usual)

All relevant legislation and N.A.G. for school Property, Health and Safety, Finance, Personnel, Policy and self-review are implemented.

Annual Goal One**Educationally Powerful Relationships****(Students, Teachers, Parents, Community)**

To develop understanding for teachers and parents of the importance of supporting children during transition ensuring a sense of identity and belonging are developed quickly and smoothly, minimising 'lag time' impacting on the learning process

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Expected Outcomes:

- Parents, teachers, community and students are aware and familiar with the school systems for transition in and out of A.P.S and the strong underlying reasons for these
- Children are supported through transitions to ensure a smooth move into a new learning setting so the child quickly develops a feeling of belonging and identity with the new group
- Everyone is aware of being proactive in developing relationships and supporting new students through their transitions

Actions**Timeframe****Responsibility**

Survey staff in regard to understanding of and actions used in transitioning children in (and out) of a class

Term 1 Week 6

Deputy Principal of years 0 - 4

Review the current transition statement with Leadership Team, SENCO and then take to Management Team for further review and discussion. (From year to year to be included)

Term 1

Leadership Team, SENCO, Management Team

Staff Meeting to introduce and discuss statement. In mixed year level teams brainstorm ideas that are used / could be used to help children and families

Term 2

Deputy Principal

Survey new parents (including new entrants) for feedback regarding their transition into A.P.S and on how it could be improved. Also discuss at Ethnic (Korean, Chinese) parent group meetings

Term 2 Week 5

Deputy Principal

Both sets of information from the staff meeting and the survey will be collated into

- (A) a constructive list of ideas for helping children and recommendations;
- (B) recommendations to amend the A.P.S transition statement and systems

Term 2 Week 8

Deputy Principal

Review what has changed and decide and plan for further follow up as required

Term 3 Week 1

Leadership Team, SENCO, Management Team

As our CoL becomes established and with this goal being related to one of the key drivers, further actions are expected to be developed in conjunction with the CoL. This could include creating and / or strengthening transition pathways between schools within the CoL.

TBC

Monitoring/Evaluation:

Repeat survey at the end of the year. Evaluate / reviewed information and document for effectiveness in relation to desired outcomes

Leadership Team, SENCO, Management Team

Annual Goal Two**Culturally Responsive Pedagogy
(Teachers)**

To achieve shared understanding of what “Cultural Responsiveness” means at and for A.P.S

To be proactive in being culturally responsive in teaching and learning at A.P.S

To become proactive in being Culturally responsive to our community

To begin to develop artwork for our environment that reflects the changing face of our community

Expected Outcomes:

- Cultural responsiveness is shared and understood at A.P.S
- Understanding of differences in learning for various cultures and developing awareness of how to respond to these needs

Actions**Timeframe****Responsibility
Budget**

Meet with the Culturally Responsive Team to discuss what this team understands culturally responsive means generally and what it could involve at school, including pedagogy. Discuss how to find out more (Research).
Meet again to plan Staff meeting

Term 1 Week 5

Deputy Principal and Team

Staff Meeting:

- survey staff regarding their understanding and how they are currently culturally responsive in their classrooms.
- share identified Readings and discuss in groups. Identify 5 Key points
- draft 5 ideas for how this looks in a classroom

Term 2

Team
All staff

Team meets again to collate ideas and discuss further. Complete a statement and next steps for the Culturally Responsive Team

Term 2 week after staff meeting

Team

Explore how to collect some feedback from the parents of how we could be responsive to their cultures, (perhaps more respectful and understanding of these cultures)

Liaise with the Arts team to plan artwork that will reflect the cultures of our school

Term 3

Team and The Arts team

As our CoL becomes established and with this goal being one of the key drivers further actions are expected to be influenced by what opportunities and PD the CoL identify

Review goal against outcomes and review action plan with added information from CoL

Monitoring/Evaluation:

Repeat Survey at the end of the year as one source of information alongside new documentation and observations related to the outcomes to evaluate the progress of this goal.

Throughout the year collect anecdotal notes that demonstrate shift related to the outcomes

Throughout the year

**Annual Goal Three:
Evaluative Capability**

(Teachers, leaders and B.O.T)

Teachers and leaders will:

Develop their collective capacity to use evaluation and inquiry for sustained improvement.

Using data based evidence they will strengthen their use of the inquiry based approach to collate, interrogate, identify and analyse data to identify targeted interventions and strategies for improvement.

Promote the use of internal and external evaluation for improvement

Support external professional development that will develop leaders' capacity to coach and provide feedback - to develop a shared culture of evaluative and critical inquiry

Expected Outcomes

- Evaluation, inquiry and knowledge building processes are purposeful and focus on specific areas for improvement. They work together coherently enabling the use of relevant information at student, classroom, teacher and school level to promote improvement
- The collaborative culture of inquiry, high expectation and growth mind set for improvement, permeates the school at all levels (student, teacher, leader and governance)
- Staff use a coaching framework to support inquiry for sustained pedagogical improvement. External professional development provides high quality targeted support that is cohesive and future focussed.

Actions

Timeframe

**Responsibility
Budget**

Leaders and teachers will use evidence and data to identify key target students (and groups of students) that require acceleration. Links will be made to previous targets, patterns trends and sequential planning for improvement.

On going

Leadership, Management and teachers

An inquiry cycle / spiral approach will be used to interrogate and analyse data, in order to be able to identify multiple factors for targeted interventions and prioritised targets.

Team and curriculum leaders

External professional development facilitator will provide team leaders and teachers a shared coaching model for conversations that lead to greater self - reflection and ownership of inquiry goals.

Education Group/
Teaching staff

The CoL (through Teacher Only Day, across CoL and in-school leaders) will provide the opportunities to develop greater collaborative and critical evaluation of student achievement in Literacy and Numeracy.

CoL leaders

Monitoring/Evaluation:

Team leaders complete an initial and end point self-assessment of external coaching PD sessions. This information will be supplemented by survey feedback from the team members they are coaching.

Leadership, management and curriculum leaders.

Observations and shared team minutes (of team, curriculum and in- school CoL leaders) of the use of the spiral of inquiry will provide evidence of quality of discussion and impact on teacher practice.

Annual Goal Four**Teacher Effectiveness****(Students, Teachers, Parents, Community)**

To develop confident teachers:

With strong flexible curriculum content knowledge and pedagogy

Who use and share assessment effectively with each other and students, to inform and improve teaching and learning

Who design worthwhile tasks focussed on student outcomes that also challenge and engage all students appropriately to meet high expectations

Who develop caring, supportive, collaborative, inclusive and safe learning environments for all learners

Who select and use a range of smart tools and tasks that effectively meet the needs of all learners

Expected Outcomes

- Confident teachers who enhance the learning opportunities to develop children who love learning, are open to challenges, connect with learners in engaged and positive learning relationships, and work collaboratively to achieve success for all
- Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.

Actions**Timeframe****Responsibility
Budget**

As our CoL (Community of Learning) becomes established, and with Teacher Effectiveness being one of the key drivers, we expect further actions to align with what is happening across the CoL including professional development opportunities.

Term1, Term 2

Leadership, Principal

Through the identified professional development opportunity provided by an external facilitator, a coaching model will be developed to enhance teacher reflection, self-evaluation and Teacher as Inquiry process. Other professional development opportunities may also arise in relation to; team targets, curriculum team goals, responding to needs identified in 2016 i.e., spelling, teacher individual Inquiry goals.

All Year, Starting
Term 1

Teachers, Leadership, Management

Specific time will be allocated in team meetings for collective focus and dialogue on professional growth and content/pedagogical knowledge regarding curriculum, student assessment and learning, student progress, and teaching and learning experiences. Teacher needs and gaps may be identified in this context where further opportunities for growth and development would be provided.

All Year

Team Leaders

Scheduled curriculum staff meetings for Literacy and Numeracy will provide opportunities for staff to; moderate, share assessment data and student samples, share strategies for improving/accelerating/extending student progress. These will have identified focus questions to guide discussion, led by curriculum teams.

As identified in staff
meeting overview,
however at least once
a term

Curriculum Teams, Leadership

Teachers continue to invest in building effective and supportive learning relationships with all learners, as a keystone to the three way partnership between home, school and students that we believe in.	All Year	Teachers
Individual Teacher Inquiries may link to teachers evaluating their effectiveness with their learners. Sources of feedback will provide evidence, which could include; student voice (direct feedback from learners), analysis of data and student assessments, self-reflection, and evaluation using a teacher effectiveness matrix.	Terms 1-4	Teachers, Management
<u>Monitoring/Evaluation:</u>		
Teacher's Inquiry goals are developed in consultation with their Team Leader / Coach. Review of previous goals, current assessment information and National Standards results will be part of this process.	Starting T1, continuing all year.	Teachers, Team Leaders, Leadership
Teachers look at data they have collected by the end of Term 1 for Reading, Writing and Math, and analyse this information individually and collaboratively, with colleagues and the learners, and re-evaluate the progress using the same data types at the end of Term 3.	Term 2, end of Term 3.	Teachers, Leadership
Teachers conduct a survey with their learners collecting their voice about how they are making a difference to their students learning, engagement and motivation.	Term's 2 and 4.	Teachers, Leadership
Leadership, Management and Curriculum Leaders are monitoring student achievement data at assessment data collection points, to track and monitor progress.	Term's 2,3, 4.	Leadership, Management, Curriculum Leaders.

Annual Goal Five: Responsible Governance

To develop a “governing as inquiry” model that (i) captures the way the Board makes sense of its role, responsibilities and ways of operating and (ii) aligns with the school’s inquiry model.

Expected Outcomes

- Board members have a common understanding of the “governing as inquiry” model, particularly as it relates to “scanning” for factors affecting student learning and achievement.
- The Board’s practices and processes have been reviewed to ensure they are consistent with the model.
- The school’s stakeholders are informed of the Board’s approach using a “model on one page” depiction.

Actions	Timeframe	Responsibility Budget
Generate and explore ideas related to “governing as inquiry”, including the school’s existing inquiry model	Term 1 - 2	Board and the “It all comes back to student achievement” project team
Refine and document the “governing as inquiry” model	Term 2 - 3	Board and the “It all comes back to student achievement” project team
Develop a “model on one page” to articulate the essence of the model	Term 3	Board and the “It all comes back to student achievement” project team
Share the “model on one page” with school community via the website and newsletter	Term 3	Board
Review the Board’s key practices and processes to ensure they are consistent with the model	Term 4	Board
Community informed of Board roles, vacancies and election process. Board of Trustee election.	Term 4	BOT / Returning Officer
Induction process for new board members	Term 4	BOT

**Annual Goal Six:
National Administration Guidelines
(Business as Usual)**

	2017 Actions	Timeframe	Responsibility	2018 and Beyond
Review Albany Primary Curriculum	Inquiry (School statement) Physical Education and Health team	Term 1 Term 2	Inquiry Team	Further areas of the A.P.S. curriculum identified for review
Develop A.P.S graduate / learner profile	Develop school matrix for A.P.S learner profile and link to A.P.S key competencies Develop implementation plan (including student and parent feedback)	Term 1 Term2-3	Principal / Management team Teaching staff	Review of implementation and identified actions
Student Engagement	Confirm school meets the required legislation regarding attendance, length of the school day and number of days the school is open Regularly monitor attendance patterns, and report truancy to relevant agencies		Principal and BOT Principal, DP and SENCO	
School Finance	Review current Financial service Develop key governance statements clarifying Reserve funding, FFP funding and Capital Expenditure Continue commitment to digital learning technology and resources	Term 2	Finance team E learning team	Reserve account funding annually reviewed Digital learning resource plan
School Property	Complete identified 2016-2017 5YA projects including library upgrade Complete 2017- 2021 Five Year Agreement	Term 1	BOT and Education Solutions project manager Property Committee / MOE	Implement new 5YA

Community and School Environment	Junior block roofing (and potential ILE conversion)	Ongoing	MOE and BOT Property Committee	
	Cyclic Maintenance painting schedule (review dependant on Junior block changes)	TBC		
	P.E. Shed storage	Term 4	PE / Property team	
	Whole School disability access upgrade	ongoing	Property Committee /MOE representative.	
	Investigate fencing / gate/ front entry options	ongoing	Property Committee	
	Investigate heat pump options (and financial implications) to replace current wall heaters	Term 3		
	Heritage Garden and pergola	Term 1	Transpower Grant/ Admin rep / Gardens in Schools rep.	
	Bikes In Schools programme		Property / H and S committee. Travelwise/ Bikes in Schools Representative	
Personnel	Staff recruitment and retention BOT project team- (see Terms of Reference)	Term 3	BOT project and leadership team	
	Implement new role descriptions for administration team, after school sports coordinator and resource manager	Ongoing	Principal	

	<p>Support 7 PRT with relevant mentor and training to support successful graduation.</p> <p>Complete process for Community of Learning leadership positions and relevant contractual agreements, mentoring and professional development</p>	From Term 2	School leadership and mentor teachers	Actions identified by COL.
Health and Safety	<p>Ensure compliance of all legislation concerning physical and emotional safety of students and employees.</p> <p>Health and Safety Committee (see BOT project team terms of reference) to regularly identify school risk and prioritise actions to minimise</p>	<p>Ongoing</p> <p>Ongoing</p>	BOT / Staff Health and Safety Committee	
Policy and Procedure	<p>Ensure new policy of procedure records current legislation and practice.</p> <p>Follow annual policy review schedule</p> <p>EOTC review (based on revised guidelines)</p>	<p>Ongoing</p> <p>Term mtgs.</p> <p>Term 2-3</p>	<p>Policy Committee</p> <p>EOTC team</p>	
Charter	<p>Complete 2017 Charter</p> <p>Review current time frames for 2018 strategic goals, consultation and format</p>	<p>March 1</p> <p>ENSO Term 3</p>	<p>BOT / leadership team</p> <p>BOT and leadership team</p>	
Communication and Consultation	<p>Upgrade website and APP options to provide improved parent communication.</p> <p>Investigate class / cultural E- networks</p> <p>Friends of the School organise variety of community events and fundraisers</p>	<p>Term 2-3</p> <p>Ongoing</p>	<p>E learning team/ Ultimate Computer</p> <p>FOS and staff reps.</p>	

Albany Primary School: School Maths Target 2017 Year 2

FOCUS:	Reading Year 2																														
STRATEGIC DIRECTIONS	<p>Strategic Directions: Teacher Effectiveness: Students, Teachers, Parents, Community:</p> <p>Albany Primary School strives to maintain quality teaching and learning for all:</p> <ul style="list-style-type: none"> • with staff who are self-motivated • who collaborate with others to develop their own teacher knowledge • and are actively engaged in the Teacher Inquiry Cycle <ul style="list-style-type: none"> ○ in order to impact positively on all learner's achievement and progress. <p>Effective teachers engage students in appropriate meaningful tasks based on shared formative assessment information which challenge learners to achieve high expectations for themselves.</p> <p>Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>																														
ANNUAL GOAL 2017:	<p>Teacher Effectiveness: (Students, Teachers, Parents, Community)</p> <p>To develop confident teachers:</p> <ul style="list-style-type: none"> • with strong flexible curriculum content knowledge and pedagogy • who use and share assessment effectively with each other and students, to inform and improve teaching and learning • who design worthwhile tasks focussed on student outcomes that also challenge and engage all students appropriately to meet high expectations • who develop caring, supportive, collaborative, inclusive and safe learning environments for all learners • who select and use a range of smart tools and tasks that effectively meet the needs of all learners 																														
BASELINE DATA 2015 and 2016	<p>We have noticed a trend over the past two years that the percentage of children who meet NS for their 1st anniversary (Maths) then significantly declines by their 2nd anniversary.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="background-color: #00a0e3; color: white;">2016</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1 – 1st NS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">10</td> <td style="text-align: center;">104</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Year 2 – 2nd NS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">22</td> <td style="text-align: center;">74</td> <td style="text-align: center;">12</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">2015</th> <th>Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 1 – 1st NS</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> <td style="text-align: center;">89</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Year 2 – 2nd NS</td> <td style="text-align: center;">2</td> <td style="text-align: center;">18</td> <td style="text-align: center;">82</td> <td style="text-align: center;">6</td> </tr> </tbody> </table> <p>The target for 2017 is to increase the number of children who will meet their 80 week NS for Mathematics.</p>	2016	Well Below	Below	At	Above	Year 1 – 1 st NS	1	10	104	9	Year 2 – 2 nd NS	1	22	74	12	2015	Well Below	Below	At	Above	Year 1 – 1 st NS	4	6	89	5	Year 2 – 2 nd NS	2	18	82	6
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	<p>Out of the 104 students who met their first NS for Maths, we have selected a target group of 21 students who appear to be at risk for not achieving their 2nd anniversary for Maths. Our selected target students have been identified using Term 4 JAM results as well as the NS OTJ, and only just reached their 1st NS (40 weeks) for Maths therefore meaning they require accelerated progress to meet their 2nd NS (80 weeks) for Maths. Our BELOW students were not selected as they did not reach their 1st NS Anniversary and a majority have other areas for development in conjunction with CWSN. Our target focus is keeping children either AT or ABOVE for Maths. We believe the BELOW students will be monitored for their progress, including some through IEP's.</p>
<p>TARGET 2017</p>	<p>The target is for the 21 identified children selected to achieve their 2nd anniversary NS for Maths and/or to significantly close the gap between their current level and the 2nd anniversary NS. For the students whose anniversary falls earlier in the year, time is limited for accelerated learning and this affects 6 of the 21 students. The target for these students, if not met by May/June is to significantly close the gap so that they will reach their 3rd anniversary NS the following year.</p> <p>Of the 21 target students;</p> <ul style="list-style-type: none"> • 6 students 2nd anniversary falls between May-June 2017 inclusive • 4 students 2nd anniversary falls between July-August 2017 inclusive • 6 students 2nd anniversary falls between Sept-Oct 2017 inclusive • 5 students 2nd anniversary falls between Nov-Dec 2017 inclusive
<p>TEACHING AND LEARNING PROGRAMME FOCUS</p>	<p>The focus for the Teaching and Learning Programme will include:</p> <ul style="list-style-type: none"> ➤ making connections between addition and subtraction ➤ identifying the relationship between skip counting (rote) and applying this to a given problem (strategy) ➤ using problem-solving based mathematics where more than one strategy can be utilised ➤ increasing mathematical knowledge and understanding across Stage 2-3 and then Stage 4 as appropriate ➤ identifying the family of facts which will lead to greater understanding and faster recall of basic facts ➤ daily in-class mathematical learning opportunities and experiences with the teacher ➤ daily in-class Calendar Maths experiences that re-inforce mathematical learning ideas ➤ establish a passion / interest / excited for learning in mathematics, excited about numbers ➤ daily mathematical learning opportunities and experiences
<p>ACTION PLAN</p>	<p>The Action Plan will be developed further as our team meets, discusses and reviews outcomes throughout the year.</p> <p>The initial actions will include:</p> <ul style="list-style-type: none"> • adding a weekly sharing time to our Wednesday syndicate meetings for target related ideas • Year 2 Team Leader to watch PD webinar and share findings at team meeting

	<ul style="list-style-type: none"> • Year 2 Teacher (who has expertise in this area) to share ideas regularly • Year 2 Team to identify which areas of Mathematics we feel strong in • weekly basic facts testing with graphing of results to show progress • make contact with Year 3 & 4 team who also have maths as a target to share / glean ideas / thoughts • identify which children were target children in Year 1 and contact their parents via mini survey – did they utilise the resources that were sent home? How did these make a difference? How often were they used? • observe or be observed by Lead Maths Teacher • attend Mathletics P.D. booked for end of Term 1 and then ensure effective utilisation of Mathletics • attend Mathematics PMA Day at Waipuna x 2 Year 2 teachers and feedback • inform and survey parents of the target students regarding specific attitude towards maths + requesting support from home • locate, read and discuss Numeracy Basic Facts Kit • discussion with Lead Mathematical Teacher at school – how can she help / support us? • investigate the use of the CODMBRIC programme • investigate the possibilities of utilising a support programme so that the children were experiencing mathematics twice a day • investigate the possibility of Maths Lead Teacher Days – content afternoons • investigate the possibility of getting facilitator in to assist with relevant pedagogy and practical mathematics ideas
STAFF AND PERSONAL PROFESSIONAL DEVELOPMENT	<p>Professional Development to support Teacher content knowledge and Pedagogy will also be provided and could include:</p> <ul style="list-style-type: none"> • team members to share regular mathematical expertise with rest of team at weekly team meetings • visit to other schools to observe effective problem based mathematical learning • Mathletics PD booked for end of Term 1, 2017 • maths PMA PD day for Term 1, 2017 x 2 team members • maths lead teacher / external facilitator to assist
ASSESSMENT	<ul style="list-style-type: none"> • ongoing assessment of progress across stages at the end of each term and mid points to identify movement. • on Anniversary dates look at After 2 Year Anniversary achievement level; • at the end of 2017 review overall After 2 years of school Anniversary data and whether target children are on track to meet their 'After 3 years' of school anniversary in 2018. • compare results with previous years' data – awareness of maintaining children who have reached AT the NS Standard, rather than dropping into BELOW