Banks Avenue School

**Board of Trustees**

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**2016**

**OUR SCHOOL'S PURPOSE**

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| To develop an environment where each learner is nurtured, inspired, encouraged and challenged to be the best they can imagine, today and tomorrow. |

## The needs of the children and their learning shall be at the HEART of this charter.

By following the guiding principles of the charter, the Board of Trustees will ensure that learners are given an education which enhances their learning, caters for their needs, respects their dignity and cares for their well-being. This education shall challenge them to achieve personal standards of excellence and to reach their full potential.

# Vision Statement

"Learning Today to Succeed Tomorrow"

*Kia mau ki ngā akoranga, kia tau ai āpōpō*

With community support, Banks Avenue School endeavours to provide a happy, secure working environment. Every attempt is made to provide balanced programmes, accept children as individuals and, as far as possible, cater for their needs. We aim to develop healthy attitudes and work habits while giving our pupils a sense of pride and success.

# Values

Our values were reviewed in 2015. This year there will be a major focus on embedding our new school values. At Banks Avenue School we will value, develop and celebrate

# HEART

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| **◆ Hauora** | **◆ Excellence** | **◆ Aroha** |
| **◆ Respect** | **◆ Togetherness** |  |

# National Priorities

Banks Avenue School will determine its priorities and goals by focusing on the New Zealand National Education Priorities.

###### National priorities are currently determined to be:

* To provide a safe physical and emotional environment for students.
* To provide the opportunity for success in all the essential learning areas and the key competencies contained in the New Zealand Curriculum.
* To provide programmes to improve the outcomes for those children at risk of not achieving and for those who have special needs.
* To develop high levels of competence in numeracy and literacy, especially in years 1-4, science and technology and physical activity.
* To develop a range of assessment and evidence gathering practices that provides sufficiently comprehensive data to evaluate the progress and achievement of students.
* To improve the achievement of Maori and Pasifika students.
* To report to students and parents on achievement of individual students and to the community on the achievement of the students as a whole and groups of students.

**Local priorities will be identified through:**

* The school’s programme of self-review.
* Analysis of the school’s assessment data.
* In meeting the national and local priorities the school undertakes to work within the National Administration Guidelines framework.

# RECOGNISING NEW ZEALAND’S CULTURAL DIVERSITY

Banks Avenue School will develop procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Maori culture.

We will acknowledge New Zealand’s cultural diversity and the unique place of Maori Culture by:-

* Consulting regularly with our Maori community.
* Consulting with local iwi when necessary.
* Reporting regularly to the Board of Trustees on Maori achievement.
* Implementing programmes and providing resources for tikanga and the Reo Maori.
* Providing an ESOL programme under the guidance of the LST.
* Acknowledging our diverse cultures with displays around the school.
* Celebrating with such activities as shared lunches.

In recognizing the unique position of the Maori culture, Banks Avenue School will take all reasonable steps to provide instruction in tikanga (Maori culture) and te reo Maori (Maori language) for all students. This will be appropriate to our community,

At Banks Avenue School we currently have:

• Kapa Haka available for the whole school

• Maori Language Programmes in every class

• Maori perspectives integrated through planning.

• A focus school wide on *cultural responsiveness* in 2016

# Maori Responsiveness Plan

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school’s Maori programme the staff and family will discuss and explore the following options:-

* Further explain the existing programmes
* Further extend the existing programmes as appropriate
* Combine with a neighbouring school for parts of the day/programme
* Provide in school support & resources to further enhance inclusion of Te Reo & Tikanga within the child’s classroom

# Our School Community

Banks Avenue School was established in 1956. We are a large Decile 4 urban school situated in the Dallington/Shirley area. As a contributing school we cater for Year 1 – 6 students. The introduction of an enrolment scheme in 2004 saw our roll stabilise with a December figure of around 635 pupils. The earthquake of September 2010, and the subsequent earthquakes during 2011, significantly affected Banks Avenue School in many ways. Many of the homes of our school community are in the red zone and most of the houses were damaged in some way by the shaking and/or liquefaction. In July 2011 the Ministry of Education predicted that the school roll would drop by some 200 children – which it has. We begin 2016 with 348 children but expect to be up to 410 by the end of the year as we have stabilised at around the 400 student mark for the last three years.

Earthquakes of 2010 and 2011 have resulted in our once very stable community reducing significantly and becoming more transient. Currently we have over half of our children coming from out of zone. The Ministry are discussing potential changes to our zone in order to take some pressure off of neighbouring schools which are at capacity. If these changes occur it will give us our own catchment area not in the red zone.

The announcements of the Educational Renewal Programme for Christchurch saw the decision for Banks Avenue School to continue. However, because of the cost to stabilise the ground, our school will be rebuilt on a site which is yet to be decided. This is an exciting prospect and opportunity which we are already planning and preparing for. We know we will be built as an innovative learning environment so therefore we are using the time before we relocate to grow and refine our collaborative teaching practises. We expect to know where our new site will be by the beginning of 2016. The build will take place in 2017 - ready for us to move into our new school by the beginning of 2018.

We have variety of ethnicities at Banks Avenue which we value highly. We have children from a range of Pacific nations, Somalia, Afghanistan, India, South Africa, Philippines and other Asian countries as well as children whose families have moved to New Zealand from Europe. We provide a structured ESOL programme to help children learn English in their first months in New Zealand. About 20% of our students are Maori.

Our school has a warm, welcoming atmosphere. Our staff is approachable and friendly, and we have been very active in promoting a partnership with the community. Communication with home is regular and detailed, and there is strong parental support and involvement in all aspects of school life. The resilience of our school community, the children, the staff and our parents and whānau, has been demonstrated over the last five years.

Our school is staffed by a very professional group of teachers with positive caring attitudes. They have high expectations of themselves and the children they teach. We have a great balance of teaching experience and subject area strengths in our staff.

Buildings are positioned on the Banks Avenue side of the 2.74 hectare site with the front of our school facing the playground.

We have 11 permanent classrooms, 10 locatable classrooms and various administrative and storage facilities. Our school hall was demolished in 2014 due to earthquake damage. A new Library / Information Centre and new Junior Block were built in 2010. Our site has been developed to include three adventure playgrounds. Extensive planting of trees and gardens has taken place to enhance both the safety and aesthetic features of the playground surrounds. In recent years the Board of Trustees and PTA, supported by the Ministry of Education, have refurbished most classrooms, replaced playground soft fall and constructed a new adventure playground and other modernising projects. In 2014 and 2015 we renovated four class blocks, opening them up, so teachers can teach colbaoratively.

We have an after school OSCAR programme which is located in the OSCAR building adjacent to our Bramwell Street entrance. We also have access to another after school programme, Gen Z, to take the overflow of students who need after school care. Children for the Gen Z programme are picked up from school by van and taken off site.

Banks Avenue School is a popular school, and enjoys a reputation for achieving high standards in the delivery of programmes which cater for literacy, numeracy, communication skills, (social or life skills), cultural, artistic and sporting activities.

At BAS the basic curriculum is well covered and many extra-curricular activities are offered including choir, Kapa haka, kiwi netball, basketball, science club, garden club, art club and jump jam.

Outside support services are available to the school to assist children with specific learning difficulties, health and social problems.

Personnel involved in supporting us and our students needs are:

Special Education service personnel including Psychologist, Truancy Officer and Behaviour Education Support Team members, Speech/Language Therapist, Resource Teachers of Learning and Behaviour, Hearing Impaired Adviser, Public Health Nurse, Police Education Officer, Dental Therapist, Elmwood Vision Adviser, Chaplains.

There is a strong commitment to community interaction. The school recognises the importance of parents taking an active part in their children’s education. Parent involvement throughout the school is strong with assistance being given in classroom programmes, library, sports activities, transport, curriculum development groups and school consultation processes. There is also a very active P.T.A. whose on-going support to the school is very strong.

A close liaison is maintained with Canterbury University College of Education and the Graduate School of Education with a number of our teachers acting as associate teachers.

The school has good liaison with the other education institutions in the area. We belong to the Otakaro Cluster which provides support for local principals and teachers with a number of forward thinking initiatives.

The majority of our pupils continue on to Shirley or Chisnallwood Intermediates. We have very close liaison with Avonside Girls’ and Shirley Boys’ High Schools. Pupils from these schools are involved with our Kiwi Sport, Playground Incentives and Year 5/6 Programmes at the beginning of each year. Tutors from the Shirley Music Scheme are involved with a number of our students. Regular visits are made to our school by a range of local kindergartens.

Three key leadership changes were made at the end of 2014 with the appointment of a new principal and two new deputy principals. This leadership team has the strength, knowledge and expertise to lead the school forward toward future focused teaching and learning.

Our staff component is made up of:

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| Principal | 1 |
| Deputy Principal | 2 |
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| Teaching Team Leaders | 3 |
| Full Time Teachers | 15 |
| Part-time teachers | 4 |
| Administration staff | 3 |
| Learning Assistants | 4 |
| Property Staff | 1 |

2016 will see all staff continuing to build their knowledge and understanding of future focused teaching and learning as we prepare to move to our purpose built innovative learning environments in 2018

# Annual Goals

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| Banks Avenue School*Learning Today to Succeed Tomorrow*Annual Goals 2016Throughout 2016 we will be working toward making each vision statement below true. There will be evidence to support each statement. |
| Enriched Learning for AllAll staff at BAS are teaching collaboratively (for some if not all of their programmes) and implementing new practises aligned to FFTL.Priority learners are identified and programmes are in place to support their needs.Digital CitizenshipAt BAS a range of eLearning tools are used in classrooms to support Students learning.Looking Back Looking AheadProcesses are in place to allow the effectiveness of programmes, governance, teaching and learning to be evaluated and improved | **Strategic Vision**We want our students to fully benefit from all of the advantages of future focused teaching and learning so they are well prepared as young people in the 21st century – with a kete of academic, social and emotional skills and dispositions.People MatterBAS nurtures and provides a safe and caring environment for students, staff and whanau. School values are embedded across the school.Initiatives are in place to care for and monitor the well-being of staff, students and the environment. At BAS our practices and attitudes reflect NZ’s bi-cultural heritage; we act and respond in culturally responsive ways. |

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| **Annual Goal** | **Key Actions** | **Who / when** |
| **Enriched learning**NAG 1 – student achievementAll staff at BAS are teaching collaboratively (for some if not all not their programmes) and implementing new practises aligned to FFTL.Priority learners are identified and programmes are in place to support their needs. | *The Future focused strategic team will develop a specific action plan linked to needs. This will be reviewed each term and reported on twice a year*Collaborative teaching Build a shared understanding of *Future Focused Learning* * Investigate & develop principles and practises informed by our evolving beliefs about quality teaching and learning.
	+ Establishment of a FFTL group – development of an action plan
	+ Staff meetings run by staff for staff - - first week 2 term 1
	+ Collaborative teaching trialled across school
	+ Shared readings as part of on-going PD
	+ Teachers trialling new initiatives as part of TRIP
	+ Building our own beliefs based on Sinek’s golden circle
	+ Whole school trip to Melbourne to look at schools.
	+ Google plus site created to share resources
* Establish and build on collaborative teaching practises across the school.
	+ Google docs used for planning
	+ Ways of gathering and storing data investigated and trialled
* Continue to consult and communicate with our students and parent community building their understanding and acceptance of changes in education.
	+ Parent evenings
	+ Surveys
	+ Ongoing tip bits in newsletter
	+ PD website visible to all
	+ FFTL page on school website

Foster teachers’ professional development as we maintain and grow as a collaborative adult learning community.* Teachers reflection and inquiry into practice (TRIP) will be aligned to an aspect of future focused learning -term 1 and 2
* Teachers will share their new learning with other staff
* Teachers will have opportunities to provide PD to other teachers. TRIP to be aligned to registered teachers criteria
* E-learning opportunities through cluster initiatives

Priority learnersIdentify priority learners and provide interventions and programmes to support their needs.* Data from end of year and beginning of year used to identify target children, target groups and curriculum needs –National Standard targets set from this data. NOTE in2016 each team will have their own targets based on NS data.
* Maori students across the school are under-performing – develop school wide awareness and strategies to help positive change to be made.
* SENCOs to oversee interventions to support needs.
* On-going monitoring, analysing, and adaptation of programmes to meet needs.
* Reports to BOT twice a year to show progress toward targets.

Identify and extend children with strengths and abilities (gifted and talented) across the curriculum* Within our NS data identify children who can be moved from *at* to *above* the standard. Implement programmes to support this shift. Track and monitor these children at team level
* Continue to identify g&t children early and place in classes with teachers g&t trained
	+ Provide extension programmes for children – starting term 2 2016
	+ Work with families to support need

Develop effective assessment and reporting practices.* Embed MOE professional development on leadership and assessment that occurred in 2015
* Refine our school-wide reporting and assessment systems and processes.
 | Main focus of PD for the whole year Overseen by principal and DP’s but led by our strategic future focused team headed by Becks.PD sourced .e.g CORE, Grow waitaha initiativesJuly – trip to Melbourne – pre and post PD attached to it led by CORE.All teachers completing a TRIP – linked to registered teachers criteriaDP’ who hold s SENCO role.On goingLeadership team – ongoingLeadership team - ongoing |
| Looking Back Looking AheadProcesses are in place to allow the effectiveness of programmes, teaching learning and governance to be evaluated and improved.NAG 2 –self-review | Monitor the effectiveness of our systems, professional development and programmes * School docs review cycle followed for policy audits
* Curriculum review cycle – two focus’ for year
* Reporting cycle to BOT on student achievement and target groups twice a year.
* Principal report set up under ERO evaluative guidelines
* Each Principal report has an aspect of self-review as part of dashboard report on NAGs
* Each strategic goal is reviewed at least once during the year
* A range of tools used to gather feedback from staff, whanau, students and the community e.g. NZCER wellbeing survey.
* MOE PD *PB4L*  is evidenced-based so baseline data for PD will be collected and used at end of PD to reflect change (progress and achievement).

Review and refine our school-wide vision and values.* Refine our graduate – through the Otakaro cluster
* Refine knowledge, skills and dispositions associated with our key competency statements.-Otakaro cluster
* Build visual depictions of our graduate student and our vision and values.
* Review and refine our school values and how we recognise and celebrate them across the school.
* Undertake consultation throughout the year in a number of ways to get parent feedback

Prepare for our new school* Review our strategic goals and vision for next five years
* Work with the MOE to finalise our design brief for the new school
* Gather teacher, student and community voice for needs and wants of new school –interpret this so it goes into deign brief
* Work through master planning stages
 | Principal, DP’s and leadership team Ongoing throughout the yearOtakaro cluster groupsSenior leadersSmall group of leaders working with Navigator from GROW waitaha |
| People MatterBAS nurtures and provides a safe and caring environment for students, staff and whanau. School values are embedded across the school.Initiatives are in place to care for and monitor the well-being of staff, students and the environment.At BAS our practices and attitudes reflect NZ’s multi-cultural heritage; we act and respond in culturally responsive ways.NAG 3 – personnelNAG 5- health and safety | Well-being*Well-being team to develop a specific action plan linked to needs. This will be reviewed each term and reported on twice a year*Developing relationships and wellbeing across the school – staff, students and whanau.* Promote and foster positive relationships amongst all staff
	+ - Address staff relationship issues on the first TOD – co develop some expectations and strategies to address these needs.
		- Address head on any issues that arise during the year with the individual or the group.
		- Each team to organise staff functions.
		- Encourage giving out of HEART tokens by staff to staff.
* Monitor and foster students well being
	+ - In 2015 a student survey (NZCER) of wellbeing was undertaken – some needs arose which need to be addressed. Well-being team to develop an action plan to address needs.
		- Focus on school wide values HEART- build student celebration days into school culture
		- Informally during the year monitor student well-being with the intent that the NZCER survey will be redone in 2017.
		- A playground survey was completed in 2015 – act on needs that it highlighted, e.g. more sports equipment needed in playground.
		- Continue with school initiatives that were begun in 2015 to support student well-being, e.g. BAMP ( school mentoring programme) and ABL (adventure based learning)
		- Successfully transition children into our school who have come from schools that have closed or merged.

 # EDI funding application for support* + Monitor and support family and community needs
		- Consultation with families
		- Pastoral care initiatives
		- Establishment of a whanau room
	+ Monitor staff well-being
		- Appoint school EEO officer who will undertake a survey of the whole staff on their workplace well being
		- Organise and administer the NZCER staff well—being survey reporting findings and putting an action plan together.

Cultural Responsiveness*Cultural Responsiveness team to develop a specific action plan linked to needs. This will be reviewed each term and reported on twice a year*Work within the framework of ka hikita – success for Maori as Maori* Building partnerships between whanau and school, e.g in 2016 Reading Together programme will focus on our Maori families.
* Developing strong transitions between pre-schools and intermediates
* Developing culturally inclusive and engaging programmes – cultural responsiveness is a school wide strategic goal in 2016.
* Endeavour to get staff to Tuahiwi for a visit.
* Developing and implementing a curriculum that has a bi-cultural emphasis.

Cultural audit.* Complete a cultural audit
* Insure gaps from audit are included in action plan

Review and embed school and class practices* Identify key practices that classes should be doing, e.g. basic instructions in te reo, starting day with karakia
* Begin meetings in culturally appropriate ways to model expectations, e.g. with waiata.
* Provide tools/ resources for classes to make it easier

School environment* Participate in cultural narrative and ensure it is included in the design brief.
* Improve signage and physical displays around school to reflect bi-cultural NZ

Develop a sense of belonging* Include greetings in Maori in newsletters, include whakatauki etc.
* Decide on a school whakatauki, a school waiata etc.
* Find a way to acknowledge different iwis children come from

Recognising other cultures* Recognise other cultures through language, events, physical environment e.g. a blurb on each culture in newsletter
 | A *responsibility unit* for 2015 has been given for this goal and a well-being team has been established.Ongoing over year.Led by cultural responsiveness tea – on going throughout the year. |
| Digital CitizenshipAt BAS a range of eLearning tools are used in classrooms to support students learning. | *E- Learning team to develop a specific action plan linked to needs. This will be reviewed each term and reported on twice a year* | MOE to run in conjunction with master plannersBOT involvedPrincipal to overseeOn –goingResponsibility unit givenongoing |

# Analysis of Variance 2015

End Year Report on Target Groups 2015

**What is a Student Achievement Target?**

 A student achievement target is a goal set for a particular group of children in each year. It could

Be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at

Least one student achievement target to them by the 1​st ​March each year.

**Overview of our National Standard Reporting**

● 2014 school­wide assessment data is analysed for reading, writing and mathematics. Target groups are selected.

● The target groups can be for remedial (students who are working ​ below​ or ​ well below​ the standard) or for extension (children who are working ​ at ​ or​ above​ the national standard).

● Interventions are planned to assist children in reaching the set target by the end of the year.

● Interim Reports take place mid­year. Team leaders meet with their teachers and reflect on how their target children are going. What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at Leadership meetings.

● At the end of the year assessment data for the target groups is analysed and teachers reflect on whether or not the interventions have worked. Have the children achieved the targets? What’s made a difference? Where to next? Analysis of Variance is completed for all targets, collaboratively, by the leadership team.

● 2015 end of year school­wide assessment data is analysed and target groups selected for 2016.

**Writing Targets 2015**

Analysis of writing data at the end of 2014 identified 51 (Year 4­6) students achieving ​ below ​ the National

Standard for writing and 5 students achieving well below.

Our Aim

Our aim for 2015 was to accelerate the achievement and engagement levels of 50% of these students.

Our Target

26 of our Year 4­6 students who were assessed as ​ below​ ​ the National Standard in writing at the end of

2014 will be achieving ​ at​ the National Standard by the end of 2015.

3 of our Year 4­6 students who were assessed as ​ well below ​ the National Standard in writing at the end of

2014 will be achieving ​ below​ ​ the National Standard by the end of 2015.

End Year Results for Writing Y4­6



Overall Data Results for Writing

From a total of 56 students involved in the writing target, 23 (44.3%) have meet the target, 29 (55.7%) didnot meet the target and 4 students have left the school.

 Māori Achievement

From the target group of 56 children, 13 of these students identify as Māori, 5 of these students have met the target, 7 did not meet the target and 1 student has left the school.

Looking Closer at Gender

40 boys and 16 girls were part of the writing target group. 3 boys have left the school = 37 boys and 16 girls.

● Of the 16 girls, 8 girls met the target (50%).

● Of the 37 boys, 15 have met the target (40%)

Interventions that made a difference for writing

● Specific target children withdrawn to work with Marie. Individualised programme. Collaborative approach between her and the teachers. This meant that these children had ‘double exposure time’ as they worked both with Marie as well as working on writing in class. The withdrawal groups allow these students to work in small groups with no distractions and where they get immediate feedback. Marie is doing an exceptional job

● Identifying the gap….what is stopping these children from achieving and putting in interventions to meet these needs

● Use of assistive technology

● Focused group working with Toni

● Timetabling of interventions, e.g., 11am ­Children know to go after interval.

● Interventions were given top priority

● The target children have been at the forefront of leadership and teacher conversations. Everyone knows who the target children are and how they are progressing.

Identified areas that are hindering progress for writing

● Attendance of students

● Other school events/happenings etc that stop the interventions from happening

● Attitude and engagement in writing especially with boys

**Mathematics Targets 2015**

Evidence gathered at the end of 2014 identified 47% (24) Year 6 students who were achieving​ ​ below ​ or well below​ the National Standard in mathematics.

Our Aim

Our aim for 2015 is to accelerate the achievement and engagement levels of 50% (12) of these students.

Our Target

10 of our Year 6 students who were assessed as achieving ​ below​ ​ the National Standard in mathematics at the end of 2014 will be achieving ​ at​ ​ the National Standard by the end of 2015.

3 of our Year 6 students who were assessed as achieving​ ​ well below​ t​ he National Standard in Mathematics at the end of 2014 will be achieving ​ below​ ​ the National Standard by the end of 2015.

End Year Results for Mathematics



Overall Data Results for Mathematics

From a total of 24 students 8 students met the target, 15 did not meet the target and 1 student left the school.

Māori Achievement

From the target group of 24 children, 6 of these students identify as Māori, 2 have met the target and 3 have not and 1 student has left the school.

Looking Closer at Gender

10 boys and 9 girls were part of the math target group. 1 boy has left the school = 9 boys and 9 girls.

● Of the 9 boys, 2 have met the target (22%)

● Of the 9 girls, 6 have met the target (67%)

Interventions that made a difference for maths

● e­learning programmes like Mathletics and e­ako maths. These programmes engage children

● Target tables with Marie

● Maths exemplar­​ ’ground rules for talk’ ​ to get the best out of children with maths

● Everyone in the senior school doing IKAN and GLOSS so we have a better understanding of knowledge and strategy

Identified areas that are hindering progress for maths

● Passiveness of learners

● Basic facts­don’t know the knowledge or not quick enough

● Children not understanding the purpose

Our next steps/ how the board can help for maths

● All teachers to have a shared understanding of implementing ​ ‘100% of children have to respond when you are doing group work​ ’. There is no opting out.

● Focus on basic facts across the school

● Shift children from being passive to active in their learning.

● Children to know, ‘What is stopping me from achieving this?’

● Celebrate maths school wide­How can we do this better?

● Home learning needs to include basic facts

● Family education evening around maths

● Use of rich tasks within the programme­this helps apply strategies

● Investigate how maths is being taught across the school

● Give children the pathways for strand maths­so children know where they are at and what their next step is.

● To set S.M.A.R.T goals

● To deepen the analysis of the students that don’t meet the target in 2016

**Analysis of End of Year Results**

From a total number of 80 students, 31 met the targets (38.8%), 44 did not (55%) and 5 students left our

school (6.2%). One of our focuses for 2016 is to set targets that are S.M.A.R.T goals.

NAG 2 Summary of 2015 National Standard data

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| **NAG2A (b)(i) Areas of strength** |
| **National Standard subjects: Reading Writing Maths** |
| **Reading****https://lh4.googleusercontent.com/3YWgFFp-LP3679TvxgzyzC8Nu5-ooP6e7Sr89jIBdTBJhlxuvuDNgHq4wH36-px-Alq9aFG9ZkoKiUvQU6qG4YzWbnQPgCDADgcQF9f5Et12AoAU6EyV9RFV-oquAODRWaHrutN4**NOTE: it may appear some percentages add up to more than 100% (e.g. year 2 %)  - this is because ETAP has rounded and not adjusted accordingly.Discussion:* 18% of students below or well below in reading
* 43% at the NS for reading
* 39% above the reading NS
* 82% of our students at or above the reading NS – this is comparable with 2014 when we had 84% at or above the reading standard.
* In year 1 27% below or well below the standard  - 73 % at or above the NS
* In year 2 22% below or well below the standard – 78% at or above the NS.
* In Year 3 7% below or well below the standard- 93 % at or above the NS
* In year 4 4% below or well below the standard – 96 % at or above the NS
* In year 5 – 7% below or well below the standard – 93% at or above the NS
* In year 6 36% below or well below the standard – 64% at or above the NS. In 2014 only 17% of these students were under the NS.

Overall our students appear to be doing well with over 80% at or above the standard.Our year 3-5 students are our best performing year groups with more than 90% of them at or above the NS.Although year 1 and 2 have more than 20% below or well- below the standard we can see they catch up by the time they reach year 3.Year 6 are our worse performing cohort with more than 1/3 of them below or well below the NSOur male students continue to perform worse than our female students – this was the case in 2014 as well.Our Maori students are also performing slightly worse than the cohort as a whole. Reading was not a target area in 2015.**Writing****https://lh3.googleusercontent.com/xYvTaBBaDyJ4R2pnY8tOFfee8a-uF0mfQD61qCVK6_ne6DDojxDf2o_3dV3shUwoiYNCa-L2q8gpgV9d_rGMEM2161yBaUGl1RjApi_wpL0SdDY8Ak-cNHoDvPy1xBmt8Oidv4tA****https://lh5.googleusercontent.com/9fuRNXCcLW2KadZ615TLG1AnofoE_gUmk16TjaeMLMTPohYXvh_RKDSR-QQxGD1U0jxiDazNuB1KlsEc8U8JDnNpXl2h4w4Rm_DYqp3jvP42zepmTEBm1AGrR1AzAXaP8FybMFSO**NOTE: it may appear some percentages add up to more than 100% (e.g. year 5 %)  - this is because ETAP has rounded and not adjusted accordingly.Discussion* 22 % of students below or well below in writing
* 61% at the NS for writing
* 17 % above the writing NS
* Thus we have 78% at or above the writing NS -  this is an improvement from 2014 when we had 69% at or above the writing  standard thus would appear to be a general improvement in writing.
* In year 1 15 % below or well below the standard  - 85 % at or above the NS
* In year 2 33 % below or well below the standard – 67 % at or above the NS.
* In Year 3  14 % below or well below the standard- 86 % at or above the NS
* In year 4 31% below or well below the standard – 69 % at or above the NS – in 2014 we had 38% under the NS thus there has been a slight improvement with this cohort of students. This was one of our target groups for 2015.
* In year 5 – 20% below or well below the standard – 80% at or above the NS – in 2014 we had 35% under the NS thus there has been an improvement with this cohort of students. This was one of our target groups for 2015.
* In year 6  24% below or well below the standard – 76% at or above the NS. In 2014 42% of these students were under the NS. This was one of our target groups for 2015.

Overall our students appear to be doing slightly better than 2014 with 78%  now at or above the standard.We have shown improvement across all three of our writing target groups, i.e  year 4-6 students.Our year 5 & 6 students are our best performing year groups with almost 1/3 of them  above the NS.Year 2 students  and year 4 students have almost 1/3 below or well- below the standard –these may become a target groups in 2016. Our male students continue to perform worse than our female students – this was the case in 2014 as well.Our Maori students are also performing slightly worse than the cohort as a whole.Maths**https://lh6.googleusercontent.com/JktyObKZu22cHGSksRrSE_XJaRX1rwOjEDPBbhe6uhJUjRvHnKBaQQUXlVksIQ7W96tkMeXbBuCeKbj6ANGcm_wHAr4MF-q0KvTjt97U6VzheUdLDHzxhR2ppJIq1L0J_BWxae84****https://lh4.googleusercontent.com/qT4k1JVyz9QLaBJ6HSGx7s9KfWC5Ou6hsHkXW4hBe1982PX3I1ZtugVCH88wDT5F4eWDwJMGcVDKAuHJZiDvAJMdK_IibYzXRbAV8Q7sP4B7Uym257YJZozj616whcBR9oT7lf9k**NOTE: it may appear some percentages add up to more than 100% ( e.g. year 5 %)  - this is because ETAP has rounded and not adjusted accordingly.Discussion* 17% of students below or well below in math
* 58% at the NS for math
* 26 % above the math NS
* Thus we have 83% at or above the math NS -  this is comparable with 2014 when we had 76% at or above the math  standard. There would appear to be a slight improvement in math across the school.
* In year 1 11 % below or well below the standard  - 89 % at or above the NS
* In year 2 20 % below the standard – 80% at or above the NS.
* In Year 3  18% below or well below the standard- 82 % at or above the NS
* In year 4 8 % below the standard – 92 % at or above the NS – in 2014 we had 19% under the NS thus there has been an improvement with this cohort of students.
* In year 5 – 16 % below or well below the standard – 84% at or above the NS – in 2014 we had 24% under the NS thus there has been an improvement with this cohort of students.
* In year 6 34 % below or well below the standard – 66% at or above the NS. In 2014 47% of these students were under the NS. This was one of our target groups for 2015.

Overall our students appear to be doing well with more than 80% at or above the standard.We have shown improvement with our math target group, i.e.  year 6 students although there is still a large need with these students.Our year 1, 4 & 5 students are our best performing year groups with over 85% at or   above the NS.Our year two students continue to show need - this appears to be over all curriculum areas.Our Maori students are also performing slightly worse than the cohort as a whole. There is little difference between gender in math. |
| **NAG2A (b)(i) Areas for improvement** |
| **National Standard subjects:  Reading Writing Maths** |
| Discussion:In 2016 we have had each team identify two targets to focus on – this will be based on 2015 data. An action plan has been created by teams to help them accelerate learning.Each team will then regularly reflect, monitor and report on how target children are progressing. Each team will have to develop SMART goals to measure progress of target students.Out of team targets will come some school wide targets. Looking at this data there appear to be four areas to focus on* In writing we have almost 1/3 of our year 2 students under the NS – this could become a target group for 2016.
* In math we have 1/5 of our year 2 students under the NS – this could be another target area.
* We also consistently have our Maori students and our male students underperforming – focusing on these two cohorts in 2016 could be a good area to target across the school.

**2016 Targets identified by teams**Team Totara**Reading**

|  |  |
| --- | --- |
| Baseline Data (2015) | Analysis of school wide data showed that five children were all Below (Yellow) the National Standard after one year at school. |
| Target for 2016 | The five children who were assessed as reading Below (Yellow) the National Standard after one year at school will have moved at least nine sub levels in Reading to be reading at the beginning of Turquoise (the National Standard by the end of 2016). |

**Team Kahikatea****Reading**

|  |  |
| --- | --- |
| Baseline Data (2015) | Analysis of reading data from Nov 2015 showed that 26% of the Year 1 children (20 children) were working ‘below’ theNational Standard for writing.10 of these children are in our Team this year. |
| Target for 2016 | ***10*** of the Year 2 children who are currently assessed as achieving *below* the National Standard in reading will be achieving at the  National Standard by the end of 2016.   |

**Writing**

|  |  |
| --- | --- |
| Baseline Data (2015) | 32.2% of our Year 2 (2015) 19 children were below the National Standard in Writing. 1 Maori and 1 Afghani14 of these children are in Team Kahikatea |
| Target for 2016 | 11 of our Year 3 (2016) students who were assessed as achieving *below* the National Standard in writing at the end of 2015will be achieving *at* the National Standard by the end of 2016.   |

**Team Miro****Writing Target 1**

|  |  |
| --- | --- |
| Baseline Data (2015) | Analysis of November 2015 Writing data identified that 60.7% of Year 3, 4 and 5 students (107) were working “AT” the National Standard. we believe that 12 of these students can be accelerated to be achieving “ABOVE” the National Standard by the end of 2016. |
| Target for 2016 | To move 12 students across years 4 - 6 who are currently achieving AT the National Standard to ABOVE in writing by the end of 2016. |

**Writing Target 2**

|  |  |
| --- | --- |
| Baseline Data (2015) | Analysis of Writing data from November 2015 identified that 31% of the Year 3 children (15 children) were working ‘below’ the National Standard for Writing. |
| Target for 2016 | To move 9 students in Year 5 who are currently achieving BELOW the NAtional Standard to AT in writing by the end of 2016. |

 |
| **NAG2A (b)(ii) Basis for identifying areas for improvement** |
| **Discussion:*** Looking at 2015 national standard data
* Meeting as a leadership team level to discuss trends and needs
* Discussion at team level to identify target groups or target students
* Reviewing needs of new students who have enrolled at BAS

 |
| **NAG2A (b)(iii) Planned actions for lifting achievement** |
| Discussion:Validity of OTJ’sWe still have concerns over the reliability and validity of some of our data. In order for our data to be reliable we need to:* Build in enough time to moderate in reading, writing and maths at team level as well as whole school level.
* Continue to build staff awareness of different assessment tools , e.g. easttle  in order to realize the different assessments are tools to support making OTJ – staff need to use a range of evidence to make an OTJ and it needs to be across the curriculum’
* Once OT’J’s have been entered we need to question the individual teachers and ask to see the evidence they have used to make OTJ.
* Moderation sessions to not only focus on children below or well below but also on students they are identifying as above the NS.

Building team leader capability and capacityWe want to pass the ownership of making a difference to our target groups and students over to the classroom teachers.* Team leaders will be supported through senior management meetings to identify targets, monitor and report on progress.
* In turn team leaders will support teachers to identify, reflect and monitor target students and groups.

Developing school wide strategies and understandings* Relevant professional development will be sought, .e.g. literacy PD. A need across the school to look at giving feedback to students. Also to build on self and peer assessment.
* There will be a school wide focus on cultural responsiveness – what strategies and techniques best support our Maori students?
* At whole school level we  build shared understandings and expectations about engaging our male students, e.g. provide non-fiction text.
* A set of school wide writing exemplars at different curriculum levels to be created so all teachers have a clearer understanding of what can be expected at different levels.

The class teacher – the first wave of intervention* Through teams having their own targets each teacher is being made more aware of who their target children are and what their responsibility is in lifting their achievement. Interventions at class level are expected to be innovative and not business as usual.
	+ Double dipping – children being in tow reading, writing or math groups (depending on needs) so they get more exposure to a subject of need.
	+ New resources in class being purchased and tried.
	+ Technology being used to engage students.
	+ Clear learning pathways being created with students so they are aware of their needs and can see what needs to happen to improve.
	+ All classes will be looking at consciously developing ‘growth mindsets’ with their students.
	+ Phonics session
* Each class is focusing on building ‘growth mind sets’ with children. A change in attitude and expectations about the child’s role as a learner is expected to impact across all curriculum areas.

Other interventions* A variety of other interventions run to help the individual child, e.g. target tables, the steps programme, and rainbow reading.
* Also in 2016 we are investing in more learning assistant support in classrooms. Learning assistants will be placed in classes according to needs.

Interventions identified by teamsTeam Totara

|  |  |  |  |
| --- | --- | --- | --- |
| **What will we do to meet the target?** | **When will it be done by?** | **Who is involved/responsible?** | **What resources will be allocated in the budget?** |
| Learning Assistant support (reading mileage, high frequency word checks, phonic work, magnetic letter work)) | All year (In-class intervention) | Learning AssistantClass teacher | Learning Assistant hours required (4x per week at 45mins)Resources are readily available in rooms |
| Regular liaison with parents (at least weekly) - both informally and formally. Notes will be written in KIT books as reminders if books/folders left at home. | Throughout the yearInformally before/after school | Class teacher/parents/wnanau |  |
| Send current Reading WALTS home on a regular basis. Parent to sign  | Throughout the year | Class teacher/parents.whanau |  |
| Reading Together - target parents for this programme  | 10 week block during 2016 | ParentsStaff members running sessions | Dependent on whether this programme is run in 2016 |
| ESOL support (for one child)Liaison with Reading Recovery teacher | Sessions 2x per weekAs necessary  | ESOL Co-ordinatorReading Recovery and class teacher |  |

Team Kahikatea

|  |  |  |  |
| --- | --- | --- | --- |
| **What will we do to meet the target?** | **When will it be done by?** | **Who is involved/responsible?** | **What resources will be allocated in the budget?** |
| Targeted teaching, modelling different sentence starters and sentence structure as well as time connectives. | Daily throughout the year | Lynley Watts R7, Jennifer Sullivan R11 and Nicola Smith-Palmer R12 | To be discussed at team meeting |
| Their work will be marked on a daily basis reflecting on the learning intention and giving next steps. | Daily throughout the year. | Lynley Watts R7, Jennifer Sullivan R11 and Nicola Smith-Palmer R12 |  |
| Writing collaboratively by putting children into ability groups. | From term 2 onwards. | Jennifer Sullivan R11 and Nicola Smith-Palmer R12 |  |
| Phonics lessons | Two extra phonics lessons per week in Room 11 and 12 | Lynley Watts R7, Jennifer Sullivan R11 and Nicola Smith-Palmer R12, Helen Stowers R16 and Abby Savage to assist with this if required |  |
| Targeted Spelling programme and weekly home spelling.  Home Learning with 7 spelling words will be going home weekly - these are words mis-spelt during Term 4's spelling test plus words spelt wrong during their daily writing. | Weekly throughout the year | Lynley Watts R7, Jennifer Sullivan R11 and Nicola Smith-Palmer R12 |  |
| Small group Teacher Assistant | A Learning  Assistant to work with these targeted children during writing. | Maree Edmonds? |  |

Team Miro

|  |  |  |  |
| --- | --- | --- | --- |
| **What will we do to meet the target?** | **When will it be done by?** | **Who is involved/responsible?** | **What resources will be allocated in the budget?** |
| Use of Teacher Aids/Parent Help to provide intensive support | All Year | AllESOL - Jo Ann | Gifts for Parents Helps |
| Attached use of Assistive Technologies | Term One - identified and then used all year | Jan |  |
| Use of Christchurch School of Young WritersProgrammes and Resources | Term One and Three | Jan | Payment needed for the target children to take part in the programme |
| Unpacking SAF Rubrics - from this we will have a better idea of what is possibly causing this level of achievement.  | Term One | Becks | Copying in Colour |
| Teaching and learning workshops - reciprocal nature of reading and writing | All Year | All teachers |  |
| Purposeful use of rubrics and presenting these to the children. | Initiated in term One and used all year | All teachers | Copying |
| Examine Co-Teaching Strategies to find models that will best support intensive teaching of target children | Term Two | All teachers |  |
| Screening Tests - teachers to talk to parents at first interview about getting eyes tested (John Anstice) or learning difference (Seabrook) | By first learning conference | All teachers | Parents to pay |
| When visiting Melbourne, examine writing programmes within flexible spaces as a target for our team | July 2016 | 2 teachers will focus on this. |  |
| Belinda TRIP 2015 - Individualised IEP | Term 3 | All teachers to do with parents at conferences.  Belinda to provide PD to team |  |

 |
| NAG2A (b) (iv) Progress Statement |
| Discussion:**Writing Targets 2015** Analysis of Writing data at the end of 2014 identified 51 (Year 4-6) students achieving below the National Standard for writing and 5 students achieving well below.**Our Aim**Our aim for 2015 was to accelerate the achievement and engagement levels of 50% of these students.**Our Target**26 of our Year 4-6 students who were assessed as below the National Standard in writing at the end of 2014 will be achieving at the National Standard by the end of 2015.3 of our Year 4-6 students who were assessed as well below the National Standard in writing at the end of 2014 will be achieving below the National Standard by the end of 2015.**End Year Results for Writing Y4-6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **End of 2014** | **No. of chn** | **Left** | **Met Target End of Year** | **Did Not Meet Target** |
| **Below the NS***(To move to at)* | 51(37 boys, 14 girls) | 4 | 22 | 25 |
| **Well Below the NS***(To move to below)* | 5(3 boys, 2 girls) |  | 1 | 4 |
| **TOTAL** | **56** | **4** (now 52) | **23** | **29** |

**Overall Data Results for Writing**From a total of 56 students involved in the writing target, 23 (44.3%) have meet the target, 29 (55.7%) did not meet the target and 4 students have left the school.**Māori Achievement** From the target group of 56 children, 13 of these students identify as Māori, 5 of these students have met the target, 7 did not meet the target and 1 student has left the school.**Looking Closer at Gender**40 boys and 16 girls were part of the writing target group. 3 boys have left the school = 37 boys and 16 girls.* Of the 16 girls, 8 girls met the target (50%).
* Of the 37 boys, 15 have met the target (40%)

**Interventions that made a difference for writing*** Specific target children withdrawn to work with Marie. Individualised programme. Collaborative approach between her and the teachers. This meant that these children had ‘double exposure time’ as they worked both with Marie as well as working on writing in class. The withdrawal groups allow these students to work in small groups with no distractions and where they get immediate feedback. Marie is doing an exceptional job
* Identifying the gap….what is stopping these children from achieving and putting in interventions to meet these needs
* Use of assistive technology
* Focused group working with Toni
* Timetabling of interventions, e.g., 11am -Children know to go after interval.
* Interventions were given top priority
* The target children have been at the forefront of leadership and teacher conversations. Everyone knows who the target children are and how they are progressing.

Identified areas that are hindering progress for writing* Attendance of students
* Other school events/happenings etc that stop the interventions from happening
* Attitude and engagement in writing especially with boys

Our next steps/ how the board can help for writing* Year 5 students presently working with Marie to continue as year 6 students for 2016
* Transferring the skills students learn during interventions to the classroom
* Putting TA into classes
* For students to understand that writing is across the curriculum and not just at writing time. They are not transferring these skills into other areas
* The teacher is the teacher of writing needs to stay at the forefront and needs to be working with these children
* To build up our own set of school exemplars
* To improve our moderation practices of OTJs and e-asTTLe
* Look deeper into fixed and growth mindsets
* Celebrating writing-How can we do this better?
* Professional development sessions for staff on feedback
* Keep professional development going for our Teacher Aides
* To set S.M.A.R.T goals
* To deepen the analysis of the students that don’t meet the target in 2016

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Mathematics Targets 2015 Evidence gathered at the end of 2014 identified 47% (24) Year 6 students who were achieving below or well below the National Standard in mathematics.Our AimOur aim for 2015 is to accelerate the achievement and engagement levels of 50% (12) of these students.Our Target10 of our Year 6 students who were assessed as achieving below the National Standard in mathematics at the end of 2014 will be achieving at the National Standard by the end of 2015.3 of our Year 6 students who were assessed as achieving well below the National Standard in Mathematics at the end of 2014 will be achieving below the National Standard by the end of 2015.End Year Results for Mathematics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **End of 2014** | **No. of chn** | **Left** | **Met Target End of Year** | **Did Not Meet Target** |
| **Below the NS***(To move to at)* | 19(6  boys, 13 girls) | 1 | 7 | 11 |
| **Well Below the NS***(To move to below)* | 5(4 boys, 1 girl) |  | 1 | 4 |
| **TOTAL** | **24** | **1** (now 23) | **8** | **15** |

Overall Data Results for MathematicsFrom a total of 24 students 8 students met the target, 15 did not meet the target and 1 student left the school.Māori Achievement From the target group of 24 children, 6 of these students identify as Māori,  2 have met the target and 3 have not and 1 student has left the school.Looking Closer at Gender10 boys and 9 girls were part of the math target group. 1 boy has left the school = 9 boys and 9 girls.* Of the 9 boys, 2 have met the target (22%)
* Of the 9 girls, 6 have met the target (67%)

Interventions that made a difference for maths* e-learning programmes like Mathletics and e-ako maths. These programmes engage children
* Target tables with Marie
* Maths exemplar-’ground rules for talk’ to get the best out of children with maths
* Everyone in the senior school doing IKAN and GLOSS so we have a better understanding of knowledge and strategy

**Identified areas that are hindering progress for maths*** Passiveness of learners
* Basic facts-don’t know the knowledge or not quick enough
* Children not understanding the purpose

**Our next steps/ how the board can help for maths*** All teachers to have a shared understanding of implementing ‘100% of children have to respond when you are doing group work’. There is no opting out.
* Focus on basic facts across the school
* Shift children from being passive to active in their learning.
* Children to know, ‘What is stopping me from achieving this?’
* Celebrate maths school wide-How can we do this better?
* Home learning needs to include basic facts
* Family education evening around maths
* Use of rich tasks within the programme-this helps apply strategies
* Investigate how maths is being taught across the school
* Give children the pathways for strand maths-so children know where they are at and what their next step is.
* To set S.M.A.R.T goals
* To deepen the analysis of the students that don’t meet the target in 2016

**Analysis of End of Year Results**From a total number of 80 students, 31 met the targets (38.8%), 44 did not (55%) and 5 students left our school (6.2%). One of our focuses for 2016 is to set targets that are S.M.A.R.T goals.  |

# Overview of Target Groups for 2016

February 2016

**What is a Student Achievement Target?**

A student achievement target is a goal set for a particular group of children in each year. It could

be a reading, writing or numeracy goal. The Ministry of Education requires all schools to send at

least one student achievement target to them by the 1st March each year.

**What’s New This Year?**

Each team will work together to select 2 target groups for their team and set interventions.  Teams will look closely at every child who is achieving *below* or *well below* the National Standard in reading, writing or maths and record, not only what is stopping them from achieving the standard, but also what support is already in place. This year, there is a particular focus on setting S.M.A.R.T goals for our targets.

**Overview Of Our National Standard Reporting**

* 2015 end of year school­-wide assessment data is analysed at Senior Management level and at team level for reading, writing and mathematics. All teachers are involved in this process.
* Team Leaders with their teams look closely at their team’s achievement data and select 2 targets for 2016.  Target groups can be for remedial (students who are working *below* or *well below* the

standard) or for extension (children who are working *at* or *above* the National Standard).

* Teams led by their Team Leaders plan interventions to assist students in reaching the set target by the end of the year.
* Interim Reports take place mid-year. During the term Team Leaders meet with their teachers and reflect on how their target students are going? What does the assessment say? Are our students on track to meet the targets by the end of the year? What is working? Going well? What needs to change? Is more intervention needed? Regular discussions also occur on the progress of the target groups at leadership meetings.
* At the end of the year assessment data for each target groups is analysed and teams reflect on whether or not the interventions have worked. Have the children achieved the targets? What’s made a difference? Where to next? Analysis of Variance is completed for all targets by the Team Leaders with support from Senior Management.
* 2016 end of year school­-wide student achievement data is analysed and target groups selected for 2017.

**What Should the Board Expect to See?**

Beginning of Term 1:

An overview of the targets for the year.

End of Term 2:

Interim target report detailing how our target students are going. Are they on track to meet the target?

End of Term 4

End of year report outlining whether our students met the targets or not and what interventions made a difference.

**Student Achievement Targets for 2016**

**Team Totara (Years 0-2)**

Reading

Analysis of 2015 school-wide data showed that five students were achieving *below*  the National Standard after one year at school.

S.M.A.R.T Goal

Five students  who were assessed as reading *below*  the National Standard after one year at school will have moved at least nine sub-levels in reading and will be reading *at* the National Standard (beginning of Turquoise) by the end of 2016.

**Team Kahikatea (Years 2-4)**

Reading

Analysis of reading data from Nov 2015 showed that 26% of the Year 1 students  (20 children)

were working  *below*  the National Standard for writing. 10 of these children are in our Team this year.

S.M.A.R.T Goal

10 Year 2 children who are currently assessed as achieving *below* the National Standard in reading will be achieving *at* the  National Standard by the end of 2016.

Writing

32.2% (19) of our Year 2 students were *below* the National Standard in Writing at the end of 2015. 14 of these students are in Team Kahikatea for 2016.

S.M.A.R.T Goal

11 Year 3 students who were assessed as achieving *below*the National Standard in writing at the end of 2015 will be achieving *at* the National Standard by the end of 2016.

**Team Miro (Years 4-6)**

Writing

Analysis of Writing data from November 2015 identified that 31% of our Year 3 students (15) were working *below*the National Standard for Writing.

S.M.A.R.T Goal

9 Year 5 students who were assessed as achieving *below*  the National Standard in writing at the end of 2015 will be achieving *at*  the National Standard by the end of 2016.

Writing - Extension

Analysis of November 2015 Writing data identified that 60.7% of Year 3, 4 and 5 students (107) were working *at* the National Standard. We believe that 12 of these students can be accelerated to be achieving *above* the National Standard by the end of 2016.

S.M.A.R.T Goal

To move 12 students across Years 4 - 6 who are currently achieving *at*  the National Standard in writing to *above* by the end of 2016.

**In Summary**

Reading Targets

We want to move…

* 15 students from *below*  the National Standard to *at*.

Total of **15**  students targeted for reading.

Writing Targets

We want to move…

* 20 students from *below*  the National Standard to *at*.
* 12 students from *at*  the National Standard to *above*.

Total of 32  students targeted for writing.

Math Targets

There are no math targets for 2016.

In total we have 47 students  in our target groups, 35 we want to move from *below* the National  Standard to *at*, and 12  from *at*  the National Standard to *above*.

M.O.E

Two target groups will be sent to the Ministry:

 **Year 4-6 Target** Writing

Analysis of Writing data from November 2015 identified that 31% of our Year 3 students (15) were working *below*the National Standard for Writing.

S.M.A.R.T Goal

9 Year 5 students who were assessed as achieving *below*  the National Standard in writing at the end of 2015 will be achieving *at*  the National Standard by the end of 2016.

**Year 2-3 Target** Writing

Analysis of Writing data from November 2015 identified that 32.2% (19) of our Year 2 students were *below* the National Standard in Writing at the end of 2015. 14 of these students are in Team Kahikatea for 2016.

S.M.A.R.T Goal

11 Year 3 students who were assessed as achieving *below*the National Standard in writing at the end of 2015 will be achieving *at* the National Standard by the end of 2016.

Guiding principles for our Banks Avenue Vision

Effective Professional

Development linked to targets and goals.

Observations

Professional learning for BOT, Principal and Staff.

Safety

Reporting including Maori Achievement

Community Confidence

Positive and safe school

Use of student voice

Cooperative and collaborative

planning

Efficient meeting procedures

Regular meetings

Improved student achievement.

School culture

Pupil focussed empathy and interests

Resourcing reflecting goals and targets

Efficient meeting procedures

Efficient meeting procedures

*Effective teaching pedagogy,* use of formative assessment strategies and data to inform teaching, goal setting in partnership with students and parents, high levels of engagement in learning opportunities and the curriculum.

Reporting to families against the National standards,

Portfolios and

Student led conferences.

Efficient meeting procedures

# Board Overview 2016

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| --- |
| **Banks Avenue Board of Trustees Overview 2016** |
| **Board Meetings** |  | **Feb.**  | **March** | **April** | **May**  | **June**  | **July**  | **August**  | **Sept.**  | **October**  | **November**  | **December**  |
| **Finance** | Final Budget |  | Draft annual acc/ | Auditors recommendations | Sign off sue reports | Community Trust application |  |  | Prepare draft budget | Present draft budget | Sign off sue reports |
| **Audit/****Check in place** | Policy Reviews, audits and reports  | Audit medicationInternational students | Audit police vetting non-teachers | Audit hazard’s – report Steve | Audit evacuation and emergency kit | Audit hazard’s – report Steve | Audit cyber safety |  | Audit hazard’s – report Steve | Audit evacuation and emergency kit | Audit appraisalsPolice vetting | Audit hazard’s – report SteveLength of year |
| **Action** | Strategic plan / analysis of variance | Electrical complianceFire drill |  | Fire drill |  | Fire drill | Lock down |  | Fire drillEarthquake drill | Audit evacuation procedure |  |
| **Review**  |  | Alcohol and drugs |  | Emergency planning | Health welfare and safety | Performance management |  | Crisis management | Sun protection | EOTC |  |
| **Report**Check in place and short report to BOT | Length of school year |  | Separated parents | Abuse responding | Attendancereport | Principal appraisal |  |  | Recognition of cultural diversity | Salary unitsAttendance report | AttestationsAppointmentsReading recovery |
| **Personnel** |  | Election of BOT chairSupport staff job descriptions | Job descriptions teachers and leaders | Principal appraisal | Staff appraisal -Class observationsEEO survey |  |  | Class observations |  | Support staff and principal appraisal | Attestationsteachers |  |
| **Reporting to parents** | Learning conversations |  |  |  |  | ReportsLearning conversations |  |  |  |  | End of year reports |
| **Assessment****schedule** | STAR listeningclass profile | e-asttle reading and mathswriting |  | e-asttle reading and mathswriting |  |  | End of year assessments | ModerationNational Standards |  |
| **Assessment reporting to BOT** | NS report |  | e-asttle reports |  |  | SENCO report to Bot | Report against targets | e-asttle reports |  |  | RR reportTargetsNS report |
| **Curriculum review**  |  |  | TBC |  |  | TBC |  |  |  |  |  |
| **Strategic goal review** |  |  |  | Goal 1 | Goal 2 |  | Goal 3 |  |  | Goal 4 | BOT self-review |
| **Consultation** |  | Pre-school communityYear 7 students |  | Future focused education | EEO  | Parent survey |  |  | Hui- Maori consultation | BOTLeadership teamself-review  |  |
| **PTA Roster** |  |  |  |  |  |  |  |  |  |  |  |  |

# Review and Reporting Cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year | 2016 | 2017 | 2018 | 2019 | 2020 |
| Class Observations/Review | Reading | Maths | Writing | School CurriculumDocument | Reading |
| Curriculum Review | Social studies | Technology |  Te Reo/ Languages | Health | Social studies |
| Science | Physical Education | The Arts | Key Competencies | Science |
| SchoolwideDevelopment | Future Focused Learning | Future focused learning | Writing | Maths | Reading |
| School ReportsTo the BOTHow are we going? What’s working? What do we change? | 2016 Targets | Curriculum review Social studiesreview | Interim dataCurriculum review-science | National StandardsReview of targets | 2017 Targets | Curriculum review technologyreview | Interim dataCurriculum review-scence | National StandardsReview of targets | 2018 Targets | Curriculum review Te reoreview | Interim dataCurriculum review-scence | National StandardsReview of targets | 2019 Targets | Curriculum review healthreview | Interim dataCurriculum review-scence | National StandardsReview of targets |  |
| Focus ReportSelf-review – how are we meeting our annual goals? | Strategic goal 1Enriched learning for all | Strategic goal 2elearning | Strategic goal 3People matter | Strategic goal 4Looking back looing ahead | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal | Strategic goal |  |

# 2015 National Standards by year levels

# Reading 2015



# Writing 2015



# Maths 2015



# Action Plan / Timeline

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| January | February | March | April | May | June | July | August | September | October | November | December |
|  | Data reviewedby team leaders and class teachers |  |  |  |  |  |  |  |  |  |
|  | Target groups identified and action plans developed |  |  |  |  |  |  |  |  |  |
|  |  | New needs assessed e.g. using of easttle  |  |  |  |  |  |  |  |  |
|  |  |  | Resources allocated |  |  |  |  |  |  |  |
|  |  |  |  | Programme implementation |  |
|  |  |  |  |  |  | Mid –year review |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | End of year OTJ’s |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| January | February | March | April | May | June | July | August | September | October | November | December |

# Business as Usual

#### Curriculum

* Implement learning programmes that have an emphasis on student wellbeing and resilience while still ensuring that the meeting of literacy & numeracy targets remain a school wide priority.
* Implement learning programmes ensure the holistic development of learners including all learning areas of the New Zealand Curriculum.
* Continue to refine and embed our school assessment and reporting practises.
* Support teachers in building their understanding and implementation of collaborative teaching and future focused teaching.
* Use the school inquiry to plan and implement school wide integrated learning programmes that are relevant to the needs and interests -leading to passion based learning.
* Offer programmes to heighten students’ cultural awareness – Kapa haka, choir
* Provide quality professional development focussed on building skills and knowledge of FFTL.
* Continue to regularly monitor our target students
* Develop learning support (LST) programmes that support the teaching and learning for students achieving below target levels.
* Provide effective teaching and learning programmes for our advanced ability achiever (G&T) children.

**Implement Strategic and Annual Goals**

Enriched Learning for All

People Matter

Looking Back Looking Ahead

 Digital Citizenship

#### Legislation

* Continue to review planning, assessing & evaluation procedures.
* Implement all required legislation.
* Keep Board of Trustees informed of any changes to legislation.
* Continue to develop and review reporting procedures to ensure they accurately report on the national standards and provide quality and useful information to parents.

#### Property & Finance

* Address all building related health & safety issues and carry out regular health safety property checks.
* Allocate funds to reflect and support the schools strategic and annual plans.
* Annual audit.
* Continue to lease MoE laptops for teachers as necessary.
* Maintain a balance between an attractive learning environment and the temporary nature of our school site.

#### Health & Safety

* Implement well-being tracking and initiatives for staff and students
* Ensure all building and grounds damage is cordoned off, fenced off or repaired immediate. Regular checks are carried out to ensure continued damage from aftershocks is managed appropriately.
* Regular and comprehensive evacuation and EQ drills.
* Ensure systems for contacting families & staff are reviewed and all staff provided with updated procedures.
* EOTC RAMS procedures reviewed and inclusion of EQ procedures added to all planned excursions.
* Ensure all building works are carried out safely with fencing when necessary to protect students.

#### Strategic Planning & Review

* Continue to review planning, evaluation & reporting procedures.
* Regularly consult with parents of Maori students.
* Promote the profile of our school within the school and wider community.
* Maximise our opportunities in the Otakaro and Christchurch renewal plans.
* Work with the Senior Leadership Team and BOT to refine and implement out the Self Review process.

**Business as Usual**

**2016**

# Supporting Documentation for Business As Usual

**The following documentation continues to support us in improving student achievement and teacher/school programmes:**

* Charter – Strategic Plan and Annual Overview
* School Policies – School Docs
* Curriculum Folder and Curriculum Review Guidelines
* Assessment Overview
* Reporting Expectations (for parents, BOT and community)
* Professional Development Plans
* Individual Learning Plans
* Action Plans aligned to Strategic Goals
* School Achievement Targets and Action Plans

**The following documentation supports us in developing good management practices and effective school systems:**



* School Policies and Procedures
* School Performance Management / Appraisal Guidelines
* Board Overview and Self Review Plan
* Annual Budget
* Annual Report
* Ten Year maintenance Plan – on hold
* Board of Trustees Governance Manual
* Charter

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Chairperson | Affix Common Seal Here |
|  |  | Principal |
|  |  |  |