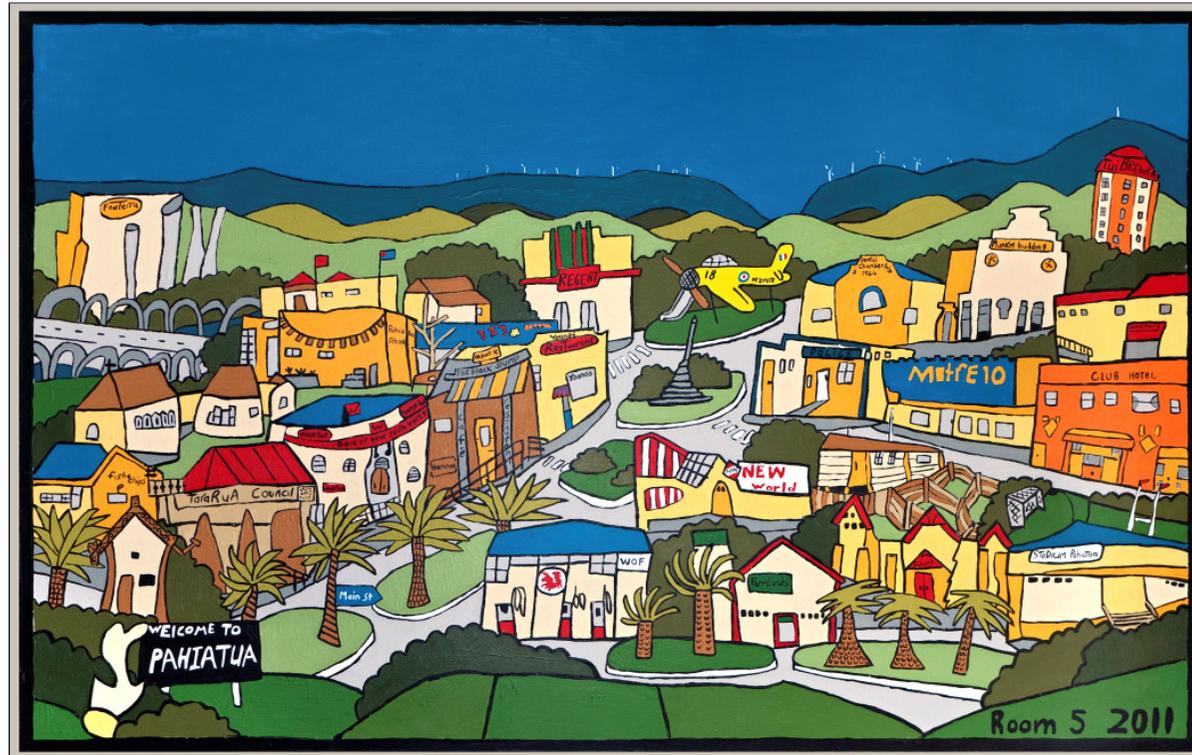


PAHIATUA SCHOOL



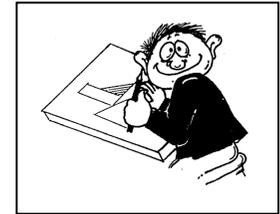
CHARTER
2017-19

PAHIATUA SCHOOL

All our children empowered to become the very best they can - in mind, body, spirit and whanau.

Pahiatua School embraces these core beliefs:

- We will teach and live by the 3Rs - Responsibility for our actions, the Rights of others, Respect for all.
- We will provide a firm foundation for lifelong learners
- We will provide each child with the opportunity to experience success and to strive towards personal excellence



OUR VISION IN ACTION

Background Information	The Learning	The People
<p>Pahiatua School is the largest primary school in South Taranaki and generally reaches a roll of approximately 370 by the end of each year. The school is very well maintained and has a number of features which makes it an attractive learning environment. These include modern collaborative learning spaces, large hall, multipurpose learning areas with kitchens, large covered decks, fibre optic internet connection and ample computing, large field, courts and adventure playgrounds, shade trees and picnic/work tables.</p> <p>Our students mainly come from the township as well as a number from rural areas who have traditionally accessed the school via the college bus network which makes Pahiatua School their closest school serviced by school bus.</p> <p>The school is well resourced and has a strong belief in developing learning with the use of IT as an accessible tool for all. A variety of enterprising approaches and strategies are used by teachers and the school to ensure children are engaged, enthusiastic and self-motivated to lift their levels of achievement. The Key Competencies are interwoven through the many practical activities and community opportunities provided.</p> <p>A robust physical education programme complements the academic programme. Participation in a wide variety of sports is made possible by the teaching of skills and lunchtime practices. Our school organises many sporting activities in the wider area and supports teams with coaching and opportunities including supporting teams to participate in Manawatu competitions.</p> <p>The Arts are also a focus with our students having opportunities to develop skills in performance through our annual school production, kapa haka and school assemblies. Extension is also offered in visual arts through visiting experts.</p> <p>A visible and practical values programme underpins the school culture which is inclusive, supportive and a safe place to learn.</p>	<ul style="list-style-type: none"> ➤ Comprehensive documentation supports the learning, teaching, assessment, day to day running and governance of our school allowing for time to focus on the learning ➤ Teachers actively practice the principles of <i>Visible Learning</i>. Best (BES) Practice teaching is embedded, expected and monitored. ➤ Quality programmes run which are well resourced and supported which reinforce the learning rather than replacing teachers eg. Phonics, Lexia, Mathletics, gender grouping and cross grouping ➤ Each year our teacher development programme builds on what has gone beforehand. Professional development is quality, welcomed and supported through professional conversations with other similar schools outside our local area. ➤ Teachers with responsibility for management and leading learning are provided with outside expert support and coaching throughout the year ➤ Our outstanding support staff complements our teachers by working alongside individuals and groups. They undertake regular professional development and actively support our school philosophy. ➤ We actively promote a 'growth mindset'. We believe everyone can improve their learning and so we show everyone where they are; what they need to learn next and how to get there. ➤ While teachers will meet with parents and caregivers anytime there are formal meetings scheduled and Learning Logs sent home twice a year which show the progress and evidence of achievement against the National Standards ➤ All students are monitored and those achieving below standard more so. Our Teacher in charge of special needs and abilities ensures programmes and opportunities are provided to lift the levels of achievement. Learning is broken into small steps and all students are supported 	<ul style="list-style-type: none"> ➤ All students, teachers, support staff and caregivers are respected and respectful ➤ Our school has the principles of 'Glasser' embedded into its way of thinking and doing. ➤ Our school is inclusive and non-judgemental. We give everyone the chance to achieve and to reach their potential providing they are prepared to take a proactive path to assist their own achievement. We are accepting of all religious beliefs and will give everyone who needs it, a fresh start. Tolerance and Forgiveness are promoted ➤ Our students and staff are happy. Any issues are quickly addressed and resolved. Positive behaviours are rewarded through social skills cards, voucher trips and personal acknowledgement ➤ Students are given many opportunities to lead and share their particular skills and interests both within the school community and outside in the wider community. School Council, School Community groups, Buddy Classes, Sports activities, Social Skills and Values programmes. Students are expected and supported to take responsibility ➤ Communication is valued. A weekly newsletter, weekly assemblies, regularly updated website and Facebook page support this along with 'an open door policy'. We expect to hear about issues and are especially keen to address any issue while it is small to avoid stress and worry to those concerned. This includes students, who are encouraged to discuss concerns with the principal so learning remains the main focus ➤ Parents/Caregivers and students are given support, if needed, through our strong social networks. Counsellors and social workers are available to support families and individuals ➤ We support the Bush 'Community of Schools' cluster and will work to ensure lifting achievement for all students in the Bush

GUIDING PRINCIPLES	VALUES	CULTURAL DIVERSITY
<p>➤ Developing social and personal behaviours that will give our students the skills to become valued citizens of the future with understanding of issues such as sustainability, citizenship, enterprise and globalisation.</p> <p>➤ Equipping all of our students with the thinking tools and learning strategies to strive for excellence, particularly in mathematics and literacy, and all students encouraged to set, achieve and exceed goals and to develop reflective practices.</p> <p>➤ The provision of a safe, caring and nurturing environment, essential to well-being and development of high self-esteem.</p> <p>➤ A positive partnership between parents/caregivers, community and school supporting our student's learning</p> <p>➤ The recognition and respect of New Zealand's bicultural heritage and celebration of the multi-cultural aspects of Pahiatua School, acknowledging the Treaty of Waitangi along with the histories and traditions of all its people.</p> <p>➤ Supporting quality staff who will be recognized and valued for their ongoing development and contribution to achieving the vision through actions which promote student learning and achievement</p>	<p>Through our values program, our beliefs and curriculum delivery, students at Pahiatua School will be encouraged to value:</p> <ul style="list-style-type: none"> · excellence, by aiming high and by persevering in the face of difficulties · innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively · diversity, as found in our different cultures, languages, and heritages <ul style="list-style-type: none"> · equity, through fairness and social justice · community and participation for the common good · ecological sustainability, which includes care for the environment · Integrity, which involves being honest, responsible, and accountable <ul style="list-style-type: none"> - acting ethically and to respect themselves, others, and everyone's rights. <p>Evidenced by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom focus through direct teaching, group work, class opportunities and wall displays <input type="checkbox"/> Assembly items reflecting a focus on the 'value of the week' <input type="checkbox"/> Positive actions of all staff and students when dealing with conflict <input type="checkbox"/> Curriculum delivery which focuses on these values and highlights them in the appropriate way so they become an expected way of doing things <input type="checkbox"/> Students recognised and acknowledged by peers for displaying these values <input type="checkbox"/> Expectations of adults and students that our school is a positive environment and everyone is treated equally and valued. 	<p>The recognition and respect of New Zealand's bicultural heritage and celebration of the multi-cultural aspects of Pahiatua School thus acknowledging the Treaty of Waitangi along with the histories and traditions of all New Zealand's people.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Board lead review to establish 'Māori achieving success as Māori' <input type="checkbox"/> Children's names pronounced correctly <input type="checkbox"/> Teachers giving recognition and appropriate time to Te Reo and Tikanga in their planning and curriculum delivery <input type="checkbox"/> Tuition in Te Reo offered to students of caregivers who request this <input type="checkbox"/> The cultural groups within the school will be valued and supported eg Kapa Haka
<p style="text-align: center;">COMMUNITY CONSULTATION</p> <p>Twice a year the Board of Trustees surveys the school community on aspects of the school charter and school operation. The three year cycle of surveys gather parent and caregiver's thoughts, opinions and aspirations for our school and these survey returns (generally a return rate of 70-80% of families) are used by the Board and principal to annually shape the Charter. Parents and caregivers are kept well informed of the aims and developments and their views and aspirations are valued and acted upon.</p> <p>2016 – Reporting Student Achievement and Strategic Goals 2017 – Health Policies and Inclusion 2018 – Māori Achievement Plan and Curriculum Delivery 2019 – Key Competencies and Discipline</p>	<p style="text-align: center;">'BUSH SCHOOLS COMMUNITY OF LEARNING'</p> <p>Pahiatua School has agreed to participate in the Bush Community of Schools. We will work pro-actively with the other local schools in the cluster to raise the level of achievement of all students in the area. Although we are still in the early stages of 'set up' we remain committed to the process and the expected outcomes.</p>	<p style="text-align: center;">SUPPORTING DOCUMENTATION</p> <p>Learning and Teaching:</p> <ul style="list-style-type: none"> ➤ Curriculum Delivery Plan (CDP) ➤ Handbook (Policy to Practice) ➤ Planning and Assessment Templates and Outcomes ➤ Organisational Responsibilities and Timelines ➤ Performance Management Programme, ITP and Reflective Journals ➤ Special Needs and Special Abilities Register ➤ Student Learning Logs ➤ Basic Expectations and OTJ at Pahiatua School ➤ Pahiatua School Learning Indicator Sheets ➤ Māori Achievement Plan <p>Governance:</p> <ul style="list-style-type: none"> ➤ Pahiatua School Policies ➤ Self-Review Programme and Outcomes ➤ Asset Register ➤ Budget and Finances (<i>EducationServices Ltd Wanganui</i>) ➤ School Organisation Information and Timelines <p>Property:</p> <ul style="list-style-type: none"> ➤ 5 Year and 10 Year Property Plans ➤ Hazard Identification Register and Asbestos Register ➤ Asset Register

STRATEGIC PLAN 2017-2019

Strategic Goals:

1. **To raise the overall student achievement at Pahiatua School, reduce disparity and extend students to the best of their ability**
2. **Ensure teachers and support staff maintain a high level of delivery and continue to provide programmes that are engaging and effective**
3. **Through regular self-review ensure the BoT are well informed about the effectiveness of the learning programmes, finance, property and their legal obligations**
4. **Celebrate and enhance the cultural diversity and uniqueness of Pahiatua School.**
5. **Create a well-resourced, safe and caring environment that invites, supports and excites learning**

1. To raise the overall student achievement at Pahiatua School, reduce disparity and extend students to the best of their ability						
2017 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 17	2018	2019
To have at least 80% of students achieving 'At' or 'Above' National Standards in mathematics by the end of two years at school	Teacher PD provided by Advisers Plus and teacher inquiry to monitor impact and improve practice	Accelerated learning in mathematics at least 80% students are achieving 'At' or 'Above' by the end of 2 years at school	Principal, Advisers Plus Ltd SENCO, Leader of learning		To have at least 80% of all students achieving 'At' or 'Above' National Standards in mathematics	To have at least 82% of students achieving 'At' or 'Above' National Standards in mathematics
To extend the principles of Visible Learning into daily Teacher Practice across the school – include parents/caregivers into the approach so students are supported at home	Embed the language and expectations into all aspects of school and home	All students and their families, with the knowledge and skills of being an assessment capable learner, actively involved in their learning	Principal and teachers		Ensure quality systems which track progress are easily accessible to the learner and their family supporters	Involve the student and family in planning the learning journey
To have all learners able to set and monitor their own SMART goals for Writing, Reading and Mathematics – have home aware of the goals and actively monitoring progress	Goal sheet sent home by March. Visible systems to measure progress	Goal setting is established as a necessary and regular process to achieve. Students actively monitoring and striving to achieve	Principal and Teachers		Student and family setting goal sheet with teacher at the end of the year – ready for 2019	Students and family setting goal sheet at the end of the year – ready for 2020
To ensure programmes, TAs and curriculum adaptation is meeting the needs of students who need support and that learning opportunities for these students are maximised.	SENCO fully released from classroom responsibility	All students with Special Needs (learning and/or behaviour) are regularly monitored to ensure teachers are supported and acceptable progress is being made	SENCO		SENCO monitoring the students; reporting to BoT to ensure resourcing is being directed to ensure best possible programmes and outcomes	SENCO monitoring the students; reporting to BoT to ensure resourcing is being directed to ensure best possible programmes and outcomes
Have regular meetings with TAs (particularly those responsible for ORS students) to involve them in lifting achievement and monitoring incremental progress of the students they are involved with.	SENCO supporting and working with TAs	All students are provided with the best learning opportunities and support possible so the goals set in IEPs are met	SENCO and Principal		Continue monitoring and implement programmes to accelerate transient students	Ensure programmes are embedded along with good procedures and documentation of outcomes
To be an active participant in the Bush Community of Learning – working with neighbouring schools to raise the achievement of all students in the Bush Cluster	Principal and Board to actively pursue CoL	An active 'community' with action plans established and progressing. Teachers and schools working closely together sharing practice.	Principal		Constructive and clear pathways established to share practice and cluster wide professional development	Cluster wide professional development occurring and cross school moderation occurring.
To continue monitoring progress of transient students (those within the school for less than half their schooling) to ensure their learning is accelerated	Identify the groups in each class and monitor separately	Transient students are closely monitored at achievement meetings (syndicate target group)	Team Leaders and teachers		Ensure attendance and home learning tasks are maintained/completed learners	Continue to establish positive relationships and encourage students to maximise opportunities
Working towards –' Māori Achieving Success as Māori' for students at Pahiatua School; implement the action plan; monitor progress of Māori students and work with whanau to ensure we don't underserve any student	Action plan for 2017 of the Māori Plan is implemented	All students are supported to achieve to the very best of their ability, overcoming barriers associated with cultural, social, economic and transience factors	Leadership team and Principal		Review 2017 progress and build on this	Continue
To continue promoting the importance of attendance and full participation	Work with students with less than 90% attendance	Student attendance stays above 95% and no caregivers condone unnecessary absence	Principal and SWIS		Continue supporting families to see the benefits and achievement resulting from 95%+ attendance	Continue supporting families to see the benefits and achievement resulting from 95%+ attendance
Build positive transitions from pre-schools and to secondary school	Meet regularly with these institutions	Students move seamlessly through their formal education years without encountering major change	SENCO and Teachers		Regular visits and interchanges – sharing facilities	Continue to build relationships for students to be familiar and relaxed with the various institutions
Establish various modes of communication with caregivers so they feel genuinely involved and informed about their child's learning and progress	Teachers regularly phoning, writing, chatting, blogging etc	Parents will gain knowledge and encouragement to engage with their child about their learning thus accelerating progress	SENCO and NE teachers		Review communication channels and social media to ensure we are meeting needs	Review the opportunities for face to face interactions; including during school time.

2. Ensure teachers and support staff maintain a high level of delivery and continue to provide programmes that are engaging and effective

2017 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 17	2018	2019
Build teaching strategies which develop true integration and the collaborative learning approach (project based learning)	Research and trial collaborative learning approach	Students personalised learning needs catered for; increased engagement; lift in achievement	Leader of Learning and Principal		Continue but greater emphasis on Integrated curriculum and contexts which are relevant to our students	Involve students and families in decisions of contexts for learning
Embed teaching strategy in mathematics using materials. Grow teacher confidence in assessing, filling the gaps and moving students on.	PD programme provided by AdvisersPlus	Increased quality teaching resulting in a lift of achievement levels in maths	Principal and Teachers		Continue developing delivery strategies and teacher knowledge of mathematics in relation to the NZC and National Standards	Review the teaching resources available within school and online to ensure these are well used to embed achievement
Regular analysis of data by teachers (reporting to syndicate monitoring meetings) of students who are below or well below to ensure programmes, teaching and resources are achieving a lift in levels of achievement	Provide time, systems and support to analyse data	Those currently below and well below standard make accelerated progress	Teachers and Team Leaders		Continue with emphasis on ensuring students are matched with the most appropriate programme of learning; ensure teachers are measuring their impact and addressing issues of practice	Continue and refine process with emphasis on early interventions
To support teachers to develop systems for teaching of the core subjects through the integrated teaching approach	Systems to monitor and show evidence of individual progress	Teachers and students jointly planning and monitoring the learning plan across the curriculum	Teachers and Principal		Provide teachers with continued professional development so that they are able to accelerate learning	Ensure the budget allows for upgrading and resourcing of IT hardware, software and teacher development
Continue to embed 'Visible Learning' practices through Teaching as Inquiry (Impact Cycles) and Reflective Journals - Momentum maintained through use of VL Reflection sheets developed	Introduce VL Walk Through program and reflection sheets for teacher improvement	Teachers continue to build pedagogy and teaching strategies that have the greatest impact on student learning	Principal and Leadership team		Continue with the Teacher Impact Cycle approach and integrate fully with teacher appraisal, Walk Through evidence gathering and RTCs	Continue with the Teacher Impact Cycle approach and integrate fully with teacher appraisal, Walk Through evidence gathering and RTCs

3. Through regular self review ensure the BoT are well informed about the effectiveness of the learning programmes, finance, property and their legal obligations

2017 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 17	2018	2019
To provide quality, timely reports which inform the Board of the effectiveness of programmes, incremental progress being made and impact on targeted students and priority learners	Information gathered - Templates used efficiently and Board Training undertaken	Board are able to monitor school progress to meet aims and redirect resources and plan accordingly.	Principal and Board of Trustees		This is on-going	This is on-going
Continue the 3 year Self Review programme that has been ongoing which gathers evidence of practice, against the performance indicators of ERO, which underpin Pahiatua School development	Work with BoT; gather evidence and provide reports	Board of Trustees is kept informed and is able to monitor, question and reflect on the quality of all aspects of the schools operation	Board of Trustees and Principal		This is on-going according to the programme outline	This is on-going according to the programme outline
To ensure space, personnel, resources and finances are used efficiently to lift achievement	Closely monitor budget; – maintain close links with MoE	Board of Trustees maintains the positive profile of the school in the local community who can have confidence in our ability to maintain high levels of performance	Board Chairman, Board and Principal		This will be on-going	This will be on-going
Employ <i>edLead Consulting</i> as an independent principal appraiser to work alongside the Board Chairman to ensure a rigorous appraisal takes place.	Attend PLG cluster; maintain reflective journal; carry out Leadership Inquiry	The Board Chair can have confidence in the performance of the principal	Chairman of Board and Principal		This will be on-going	This will be on-going
Employ ProjectWork – Bruce Peck to monitor property; 5YA and 10YPP development	Bruce to meet on site and prepare a review plan	Property is maintained to a high standard; improved where possible; no surprises or expense for BoT	Principal and ProjectWork		This will be on-going	This will be on-going

4. To Celebrate and enhance the cultural diversity and uniqueness of Pahiatua School.

2017 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 17	2018	2019
To implement the Māori Action Plan - including competencies of Ka Hikitia to ensure these will be part of our day to day programmes	Teachers plan strategies to bring action plan into everyday life	Māori students will achieve Success as Māori. Achievement levels of Māori will be equal to or better than NZE students	BoT, Principal and Teachers		Continue to implement plan	Review impact and alter plan where necessary
To offer Te Reo to those students whose parents request this	Survey parents – offer programme	Students who request Te Reo are able to show appropriate understanding in te reo.	Principal and Teachers		Continue to provide opportunities	Continue to provide opportunities
Participate in local Kapa Haka festivals and build the confidence and skills of the group and leaders. Purchase uniforms if appropriate	Provide time and support to lead teacher and group	Parents and students are able to celebrate their skills and present themselves with pride	Principal		Continue to build the group repertoire and opportunities to perform.	Continue to build the group repertoire and opportunities to perform. Consider performing at larger festivals
Provide teachers with support, protocols and time to engage with parents who are currently disengaged with their child's education	Implement actions from the Māori Achievement Plan	Quality time given to relationship building, making stronger relationships based on recognising identity for Māori students	Principal and Teachers		Continue to provide this support if budgeting allows	Continue to provide this support if budgeting allows
Build on the 'community' learning experiences and opportunities for the development of the key competencies and 'growth mindsets' for all students and caregivers eg. School Council	Ensure school-wide Community groups operate regularly	Students are able to experience the value and benefits of making a positive contribution to a working community.	Principal and Teachers		Strengthen our 'community' groups so that they are more active in the wider Pahiatua Community	Progress our 'community' groups so they are totally driven by the students
Establish and support a parent group charged with supporting and educating parents of children with special needs – whether those needs be academic, social, behavioural, cultural or physical needs	Provide leadership and personnel support eg. Liaison with outside experts	Parents of 'difficult' students feel supported and informed. Parents are able to meet and discuss common issues and work together with the school	Principal SENCO Parents		Continue to provide opportunities and support so this group can become more involved in their child's learning and achievements	Continue to provide opportunities and support so this group can become more involved in their child's learning and achievements

5. Create a well resourced, safe and caring environment that invites, supports and excites learning

2017 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 17	2018	2019
To establish areas of 'purpose' for learning so students are able to use a range of specific areas	Research and visit successful schools Develop a plan and begin implementing	Teaching and learning becomes more personalised and responsive to student needs and less dependent on timetabling of resources	Leadership team and Principal		Continue to develop and resource key areas. Design systems that are flexible and manageable	Develop a school wide plan to cover usage, resources and protocols for areas. Align with Curriculum Delivery.
Review property modification and ensure best use of spaces in particular the hall (Multi-purpose learning space) and Library	Work with staff to ensure best use is made of all areas	Students able to 'flow' around the school easily and all spaces are well used and comfortable	Principal BoT and Team Leaders		Incorporate into above	
Continue replacement and upgrade of concrete paths and open drains	Sort working bees	Safe movement around school	Principal		Complete replacement and upgrade of concrete paths and open drains	Complete replacement and upgrade of concrete paths and open drains
Install 3 more fitness stations with the help and direction of students and parents	Source materials sort working bees	Senior pupils in particular have equipment to support their fitness programme	Principal and School Council		Add three more fitness stations	Review all playground facilities and make additions and changes as budget and trends allow
Ensure the emotional and physical safety of students and staff through the proactive teaching and implementation of the principles that underpin school culture/discipline plan – Glasser's Theories	SWiS established and effective. Appropriate programmes and activities implemented	Students are happy, safe and confident learners within our school community	Principal and Teachers		This is on-going and will be continually reviewed and refined	This is on-going and will be continually reviewed and refined
Provide support for students with emotional issues such as Anger Management and ODD to ensure they develop strategies to move forward positively and be accepted.	Allocate role to key staff member and resource with support and time.	Students who struggle to relate to others and engage in classroom programmes are supported with strategies so they can learn	Principal and SWiS worker Key Staff plus SENCO		Continue and develop programme so it becomes accepted to seek help; receive quality help and successfully socialise.	Continue and develop programme so it becomes accepted to seek help; receive quality help and successfully socialise.

STRATEGIC AIM: To raise the overall student achievement at Pahiatua School, reduce disparity and extend students to the best of their ability

ANNUAL AIM: To raise overall student achievement at Pahiatua School National Standards to above 80%

TARGET ONE	TARGET TWO	TARGET THREE																												
<p>GOAL: Accelerate progress of students who are currently below National Standard in Writing</p> <p>TARGET: To have more than 80% of every group (ethnicity, gender or cohort) at or above National Standard for writing. Focus group = Year 4 and Year 5 cohort students below or well below</p> <p>OUTCOME: <i>Target Group One –</i></p> <p><i>Target Group Two – Māori Students</i></p> <p><i>Target Whole School</i></p> <p>OUTCOME: EOY 2016</p> <table border="0"> <tr> <td>All students = 68.2% (+0.2)</td> <td>After 2 Years at school = 80.6% (+3.1)</td> </tr> <tr> <td>Māori = 64.7% (-1.0)</td> <td>After 3 Years at school = 66.0% (+5.2)</td> </tr> <tr> <td>Pacifica = 50.0% (-12.8)</td> <td>End of Year 4 = 42.1% (-16.7)</td> </tr> <tr> <td>Asian = 50.0% (-30.0)</td> <td>End of Year 5 = 58.1% (+2.3)</td> </tr> <tr> <td>NZE = 70.5% (+1.6)</td> <td>End of Year 6 = 73.4% (-10.4)</td> </tr> <tr> <td>Male = 56.5% (-3.7)</td> <td>End of Year 7 = 53.6% (-9.3)</td> </tr> <tr> <td>Female = 78.8% (-3.7)</td> <td>End of Year 8 = 72.2% (-4.2)</td> </tr> </table>	All students = 68.2% (+0.2)	After 2 Years at school = 80.6% (+3.1)	Māori = 64.7% (-1.0)	After 3 Years at school = 66.0% (+5.2)	Pacifica = 50.0% (-12.8)	End of Year 4 = 42.1% (-16.7)	Asian = 50.0% (-30.0)	End of Year 5 = 58.1% (+2.3)	NZE = 70.5% (+1.6)	End of Year 6 = 73.4% (-10.4)	Male = 56.5% (-3.7)	End of Year 7 = 53.6% (-9.3)	Female = 78.8% (-3.7)	End of Year 8 = 72.2% (-4.2)	<p>GOAL: Accelerate progress of students who are currently below National Standard in Mathematics</p> <p>TARGET: To have more than 80% of every group (ethnicity, gender or cohort) at or above National Standard for mathematics. Focus - Year 8 cohort - 7 students: 6M/1F - 4NZE/2M/1P (represents those below or well below 22.9% of Year 7 (2015) students) and all Māori students, 16 students Māori below or well below – (22% of all students below or well below) are the focus. <i>Note: those in the target group are those who are at school at the EOY 2015</i></p> <p>OUTCOME: <i>Target Whole School EOY - 2016</i></p> <table border="0"> <tr> <td>All students = 63.3%</td> <td>After 2 Years at school = 87.5%</td> </tr> <tr> <td>Māori = 61.7%</td> <td>After 3 Years at school = 51.0%</td> </tr> <tr> <td>Pacifica = 33.3%</td> <td>End of Year 4 = 65.8%</td> </tr> <tr> <td>Asian = 66.7%</td> <td>End of Year 5 = 58.1%</td> </tr> <tr> <td>NZE = 64.3%</td> <td>End of Year 6 = 58.8%</td> </tr> <tr> <td>Male = 55.9%</td> <td>End of Year 7 = 39.3%</td> </tr> <tr> <td>Female = 69.8%</td> <td>End of Year 8 = 58.3%</td> </tr> </table> <p><i>SEE BELOW FOR INFORMATION REGARDING OUTCOME1</i></p>	All students = 63.3%	After 2 Years at school = 87.5%	Māori = 61.7%	After 3 Years at school = 51.0%	Pacifica = 33.3%	End of Year 4 = 65.8%	Asian = 66.7%	End of Year 5 = 58.1%	NZE = 64.3%	End of Year 6 = 58.8%	Male = 55.9%	End of Year 7 = 39.3%	Female = 69.8%	End of Year 8 = 58.3%	<p>GOAL: To ensure all transient students are identified, quickly integrated into programmes, monitored and supported to ensure they are able to achieve at or above the expected National Standards.</p> <p>TARGET: To have students who have been at Pahiatua School for less than half of their primary school years attaining ‘at or above’ in National Standards levels.</p> <p><i>Note: those in the target group are those who were at school at the EOY 2015</i></p> <p>OUTCOME: <i>Target Group One – Junior school (Y2 only)</i></p> <p>Start of 2016 - 1 out of 48 – 2 % (100% of target group is Māori)</p> <p>End of Year - 1 student moved up</p> <p><i>Target Group Two – Year 3 and 4 cohort</i></p> <p>Start of 2016 - 22 out of 98 – 21% (48 % of target group is Māori)</p> <p>End of Year – 5 Students left = 17 students – 5 students moved up</p> <p><i>Target Group Two – Year 5 to 8 cohort</i></p> <p>45 out of 155 – 29% (24% of target group is Māori)</p> <p>End of year – 8 students left = 37 students – 11 students moved up</p>
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Female = 69.8%	End of Year 8 = 58.3%																													

Actions/Reasons for the variance: (What did we do – why did it happen)

2015 had seen a big jump in our National Standards data. There had been a very good lift across all three subject areas and our Maori students were performing equally as well, if not better, than our NZE students. These very positive shifts were the result of our move to Visible Learning. Teachers and Students knew exactly where they were; what they needed to do next and how to get there. Students and teachers have continued grown in knowledge and confidence of the learning process. 2016 saw another 6% in roll growth as well as the traditional comings and goings of students. For this reason it was pleasing to see the results from 2015 basically held up in the ‘clean’ data apart from Mathematics. In July of 2016 we began a major professional development programme in Mathematics which was the first focus on Mathematics for a considerable amount of time. This saw teachers approach to mathematics delivery change considerably. They realised they were not putting sufficient emphasis on strategy and were promoting students through stages before they had truly mastered all that was necessary. Teachers needed to become more familiar with the frameworks and learn how to challenge, teach and move students. They needed to develop their own understanding of strategy; learn how and when to use equipment and learn to quickly assess student knowledge and progress. For this reason there was a major drop in mathematics data but we expect this to pick up again before the end of 2017. We were very pleased with the progress in the junior school. Our New Entrants are coming better prepared (the four year old programme is a major contributor to this) and teachers are moving them along quickly by providing the teaching required by the individuals. Routines and expectations are quickly established, along with the language of learning, resulting in students who are monitoring their learning from a very early age. Our clean data also shows accelerated progress by a growing number of students who are with us for two years or more.

Evaluation (where to next)

Mathematics is obviously going to be a major focus for 2017 (see below) but we will also be working on ensuring the good starts made by the New Entrant teachers is maintained as this work shows we can overcome the lack of ‘readiness’ often missing and requiring two years to catch up. We also have two cohorts (Year 8 and Year 5) which have been difficult to move and they will be a focus for teachers this year.

Planning for next year:

2017 is another major year of professional development focused on Mathematics. We have a 12 month programme booked in with AdvisersPlus which will begin with a full teacher only day at the start of the year. This will build on the start in 2016 and focus on teacher knowledge of the frameworks and being able to understand the learning stages of the children so they can progress individuals as they develop mathematical understanding. I also expect confidence of both students and teachers to grow in mathematics over the year. The move to teaching maths in context with ‘real life’ problems and materials aligns nicely with our move to collaborative teaching in hubs. This move not only sees a more direct move to integration of the Essential Learning Areas but also to collaborative teaching and teacher development. Teachers working in their hubs as well as in syndicates to analyse the data and reflect on Teacher Impact will move learning to being more personalised and lifting achievement.

PAHIATUA SCHOOL IMPROVEMENT PLAN - 2017

Context:

Students entering Pahiatua School as five year olds do not always come from households who have experienced educational success or hold education high on their list of priorities. Often these students enter with few academic skills and a negative attitude towards school. These students (up to 50%) often take extra time to be taught the basics and achieve success. This puts a great deal of pressure on teachers, teacher aides and specific programmes. Since the introduction of the requirement to report and set targets against National Standards Pahiatua School has begun to make an impression on the table of data presented from one year to the next. The main reasons for this is the school has a high transient population (35-45% annually) which means comparing data from one year to the next does not give a clear picture of progress being made. We aim to overcome these factors. We have begun to make good progress by implementing Visible Learning strategies so we will continue with Writing, Mathematics and Transient students as our targets for 2016. With a number of staff changes it is important to embed the good practice that we have established.

Statistical Data –

	Total Roll	Māori %	Gender -	ORS Students	High Needs Students	No. Enrolled	- No. Withdrawn	% Transient	ESOL Students
EOY 2016	379	86 = 22.8%	M = 173 F = 206	3	1	107	49	41%	3
EOY 2017									

2017 TARGETS FOR IMPROVEMENT BASED ON 2016 DATA

TARGET ONE:

GOAL:

Accelerate progress of students who are currently below National Standard in Mathematics

TARGET:

To have more than 80% of every group (ethnicity, gender or cohort) at or above National Standard for Mathematics. Focus group = Year 4 (2016 – 51%) and Male (2016 – 55.9%) (represents 43% below or well below) are the focus. *Note: those in the target group are those who are at school at the EOY 2016*

BASELINE DATA: EOY 2016 AT or ABOVE

All students = 63.3%	After 1 Years at school = 78.95%
Māori = 61.7%	After 2 Years at school = 87.5%
Pacifica = 33.3%	After 3 Years at school = 51.0%
Asian = 66.7%	End of Year 4 = 65.8%
NZE = 64.3%	End of Year 5 = 58.1%
Male = 55.9%	End of Year 6 = 58.8%
Female = 69.8%	End of Year 7 = 39.3%

OUTCOME: EOY 2017

All students =	After 2 Years at school =
Māori =	After 3 Years at school =
Pacifica =	End of Year 4 =
Asian =	End of Year 5 =
NZE =	End of Year 6 =
Male =	End of Year 7 =
Female =	End of Year 8 =

ACTIONS PLANNED:

- Embedding of all aspects of *Visible Learning* pedagogy across the school. 'Teaching to the gaps' being the basis of groupings
- Professional development from Advisers Plus – undertaken and implemented
- Emphasis on teaching Strategy as well as Knowledge
- Development of Rich Tasks
- Specific targets set for each year level, Below and well below students; Māori students and transient students - will be monitored during the term and reported to the BoT each term
- Upgrading of teaching resources (Materials – particularly storage)
- Teaching practice developed through PD with Advisers Plus
- 'I Can' Sheets revised to give teachers and students clearer and more accurate indicators to inform progress
- Regular use of e-asTTle across the school
- Focus for Teacher Impact Cycles

RESPONSIBILITY

Principal/teachers
Syndicates/Teachers
AdvisersPlus
Syndicates/Teachers
Principal
Teachers/Syndicates

INDICATORS OF PROGRESS:

- Movement of students to expected numeracy level or better
- Students, teachers and parents using 'I Can' sheets to motivate and inform next learning steps
- Year 3 and above students working to master basic facts by end of year 5
- School Basic fact test
- Progress through levels using Maths Buddy
- E-asTTle results
- Maths skills being used in practical situations
- Student goal setting and attitude to maths
- Student voice reflecting confidence in learning process and progress

MONITORING:

Each syndicate will monitor their target students on a regular basis and address any lack of progress quickly. Any concerns to be brought to the Leaders meeting and possible actions and solutions worked out together. Each syndicate will report incremental progress and actions to the BoT meetings held week 2 - term 2, term 3, term 4 and week 8 of term 4. Midyear National Standards progress reported to BoT week 2 term 3.

RESOURCING:

Syndicate leaders will oversee the resourcing needs as the year progresses and will make requests for resources through the Leadership meetings held each week. Each syndicate will have access to additional teacher aide time to assist with individuals and groups. TAs will be placed where the student need is. Material resources updated, although additional resources will be considered within budget. Each teacher will be expected to use the strategies and approaches of Visible Learning as well as contributing fully to the collaborative teaching approach being developed within the school.

TARGET TWO:

GOAL: Accelerate progress of students who are currently below National Standard in Reading	TARGET: To have more than 80% of every group (ethnicity, gender or cohort) at or above National Standard for Reading. Focus group = Year 8 (2016 – 46.5%) and Male (2016 – 63.3%) <i>Note: those in the target group are those who are at school at the EOY 2016</i>
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BASELINE DATA: 2016 – Students AT or ABOVE	OUTCOME EoY 2017:
All students = 70.8%	All students =
Māori = 74.5 %	After 2 Years at school =
Pacifica = 33.3%	After 3 Years at school =
Asian = 66.7%	Pacifica = End of Year 4 =
NZE = 71.1%	Asian = End of Year 5 =
Male = 63.3%	NZE = End of Year 6 =
Female = 77.7%	Male = End of Year 7 =
After 1 Years at school = 57.9%	Female = End of Year 8 =
After 2 Years at school = 77.5%	
After 3 Years at school = 77.4%	
End of Year 4 = 73.7%	
End of Year 5 = 72.1%	
End of Year 6 = 77.8%	
End of Year 7 = 46.5%	

ACTIONS PLANNED:	RESPONSIBILITY	INDICATORS OF PROGRESS:
<ul style="list-style-type: none"> Embedding of all aspects of <i>Visible Learning</i> pedagogy across the school. 'Teaching to the gaps' being the basis of groupings Expected home reading completed by every student every night Reading tasks purposefully included into Collaborative learning tasks Students taught reading skills that are integrated into contexts Close monitoring of Below and well below students; Māori students and transient students – syndicates acting on barriers and working closely with students struggling to progress. 	<ul style="list-style-type: none"> Principal Teachers/syndicates Leader of Learning Teachers/syndicates Principal Leader of Learning Teachers/Principal 	<ul style="list-style-type: none"> Movement of students to expected reading level or better Year 3 and older students regularly undertaking independent home reading PAT progress (measured March and November) Progress against Reading Indicators E-asTTle and/or PaCT results Reading skills being used in other Essential Learning Areas Student goal setting and attitude to Reading Student voice reflecting confidence in learning process and progress

MONITORING:

Each syndicate will monitor their target students on a regular basis and address any lack of progress quickly. Each syndicate will report progress and actions to the BoT meetings held week 3 - term 2, term 3 and week 8 term 4.

RESOURCING:

Syndicate leaders will oversee the resourcing needs as the year progresses and will make requests for resources through the Leadership meetings held each week. Each syndicate will have access to additional teacher aide time to assist with individuals and groups. TAs will be placed where the student need is. Material resources updated, although additional resources will be considered within budget. Each teacher will be expected to use the strategies and approaches of Visible Learning as well as contributing fully to the collaborative teaching approach being developed within the school.

TARGET THREE:

GOAL: To collaboratively accelerate the writing of all students in the Bush Community of Learning.	TARGET: By the end of 2019, 85% of all children will attain 'At' or 'Above' the National Standard of writing with priority acceleration of - Māori, Pacifica and Male By the end of 2017, 77% of all Bush CoL writers will be At or Above.
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BASELINE DATA: PRIORITY TARGETS – By the end of 2017, 77% of all Bush CoL writers will be At or Above. Identified priority students groups, currently below the National Standard of Writing: <ul style="list-style-type: none"> • 17 NZE male year 4 • 10 NZE male year 6 • 10 NZE male Year 2 • 9 Māori male year 7 TOTAL: 46 <i>below</i> students, out of our 876 students = 5% of our Bush CoL student population.	OUTCOME:
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ACTIONS PLANNED: <ul style="list-style-type: none"> • Consolidation of all aspects of <i>Visible Learning</i> pedagogy across the school. • 'Teaching to the gaps' being the basis of groupings/teaching • Particular emphasis on goal setting, student monitoring and feedback • Specific targets set for each year level, Māori students and transient students which will be monitored during the term and reported to the BoT each term • Release time for teachers to plan and analyse data • Walk 'throughs' providing constructive feedback to teachers to act on • Within syndicate and cross school moderation of writing on a regular basis (Work with CoL schools) • Successful strategies shared (Collaborative practice) • Greater sharing of writing using IT 	RESPONSIBILITY Across School Teacher Leader of Learning (In School Teacher) Syndicates Teachers	INDICATORS OF PROGRESS: <ul style="list-style-type: none"> • Students moving to expected curriculum level or better • Flexible groupings; motivated students; movement between groups • Students self-motivated to write and to discuss progress, or lack of, being made • Writing skills sustained in a wide range of contexts • Writing pieces increased in length and accuracy • Students acting on feedback from both teachers and peers • Incremental data collected showing movement • Student goal setting and attitude to writing • Student voice reflecting confidence in learning process and progress • Students publishing online
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MONITORING: <ul style="list-style-type: none"> ➤ Each syndicate will monitor their target students on a regular basis and address any lack of progress quickly. Each syndicate will report progress and actions to the BoT meetings held week 3 – term 2, term 3, and week 8 of term 4. ➤ Reporting back to CoL through Across School Teacher
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RESOURCING: Syndicate leaders will oversee the resourcing needs as the year progresses and will make requests for resources through the Leadership meetings held each week. Each syndicate will have access to additional teacher aide time to assist with individuals and groups. TAs will be placed where the student need is. Material resources updated, although additional resources will be considered within budget. Each teacher will be expected to use the strategies and approaches of Visible Learning as well as contributing fully to the collaborative teaching approach being developed within the school.
