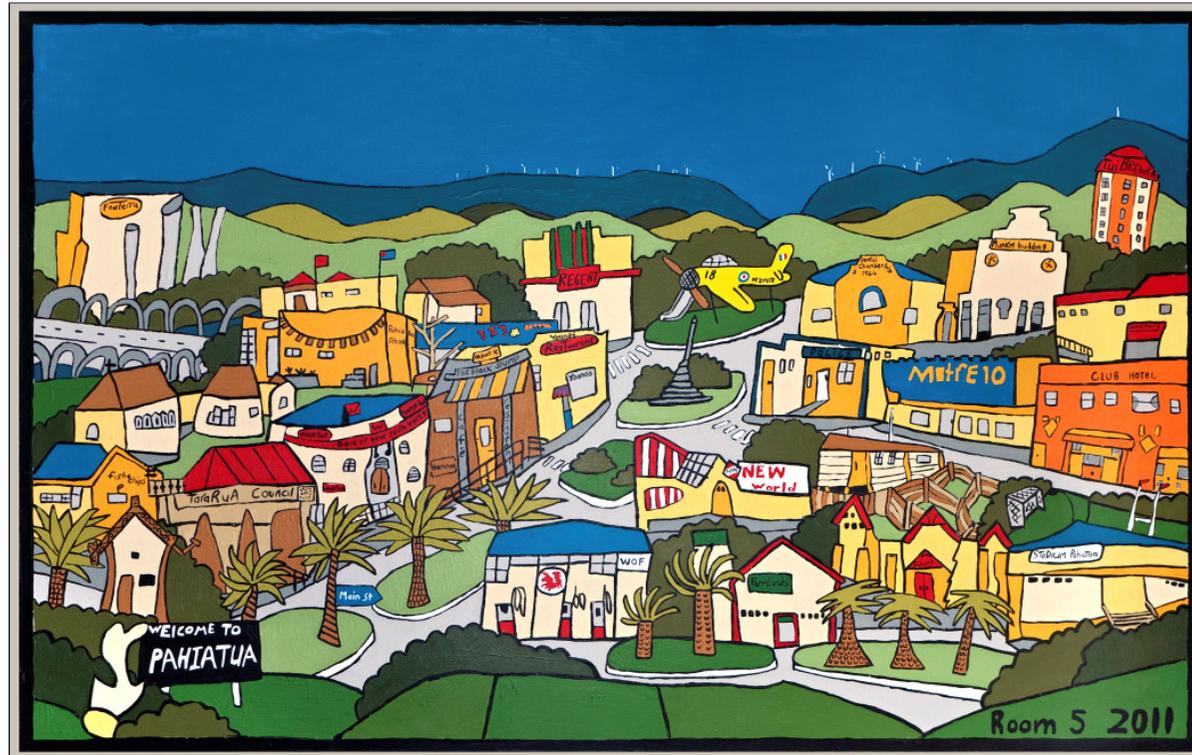


PAHIATUA SCHOOL



CHARTER
2019-2021

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, Quick 60, IXL, gender grouping and 'need' 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 Curriculum Levels. ➤ All students are monitored, and those 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 incremental 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 treats 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
<ul style="list-style-type: none"> ➤ 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. ➤ 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. ➤ The provision of a safe, caring and nurturing environment, essential to well-being and development of high self-esteem. ➤ A positive partnership between parents/caregivers, community and school supporting our student's learning ➤ 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. ➤ 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>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 - acting ethically and to respect themselves, others, and everyone's rights. <p style="text-align: center;"><i>Evidenced by:</i></p> <ul style="list-style-type: none"> ☐ Classroom focus through direct teaching, group work, class opportunities and wall displays ☐ Assembly items reflecting a focus on the 'value of the week' ☐ Positive actions of all staff and students when dealing with conflict ☐ Curriculum delivery which focuses on these values and highlights them in the appropriate way so they become an expected way of doing things ☐ Students recognised and acknowledged by peers for displaying these values ☐ 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"> ☐ Board lead review to establish 'Māori achieving success as Māori' ☐ Children's names pronounced correctly ☐ Teachers giving recognition and appropriate time to Te Reo and Tikanga in their planning and curriculum delivery ☐ Tuition in Te Reo offered to students of caregivers who request this ☐ 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>2019 – Key Competencies and Discipline 2020 – STEAM Approach 2021 – Intra and Interpersonal Skills</p>	<p style="text-align: center;">'TARARUA COMMUNITY OF LEARNING'</p> <p>Pahiatua School is an active participant in the Tararua Kahui Ako. Currently we provide the Lead Principal and both Across Schools Teacher. We are committed to lifting achievement levels in our school as well as supporting the various projects developed by the Kahui Ako that will enhance curriculum delivery, personal and community wellbeing.</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 GOALS 2019-2021

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

2019 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 19	2020	2021
To have at least 80% of all students (including transients) achieving 'At' or 'Above' their Expected numeracy level in both strategy and knowledge	Established approaches and systems used and further embedded	At least 80% students are achieving 'At' or 'Above' their expected maths level	Principal, SENCO, Leader of learning, Tutor teachers		To have at least 85% of all students achieving 'At' or 'Above' their Expected numeracy level in both strategy and knowledge	To focus on Reading achievement in years 1 – 3 and transient students
Empower the student and family to plan the learning journey. Ensure quality systems which track progress are easily accessible to the learner and their family supporters	Establish clear, easy to follow goal sheets that include student and parent input.	All students and their families, have actively monitored and acted on achievement over the year – expecting and ensuring accelerated progress where needed	Principal and teachers		Planning meetings at the beginning of the year involving students, their teachers and their families. Students aware of their responsibilities	Planning meetings identifying goals for Key Competencies and how they will be achieved – what will success look like
Student and family setting goal sheet with teacher at the end of the year – ready for 2020	Reflection sheet sent home in EOY LL space to draft goals for 2020	Goal setting is established as a necessary and ongoing process to achieve. Students actively monitoring and striving to achieve	Principal and Teachers		Students and family setting goal sheet at the end of the year – ready for 2021	Continuing – with emphasis on Key Competencies and progress
SENCO monitoring students on the special needs and abilities register; reporting to BoT to ensure resourcing is being directed to ensure best possible programmes and outcomes	SENCO fully released from classroom responsibility	All students with Special Needs (learning and/or behaviour) are regularly monitored; teachers supported; programmes in place; acceptable progress is being made	SENCO		SENCO monitoring students on the special needs and abilities register; reporting to BoT to ensure resourcing is being directed to ensure best possible programmes are in place and acceptable progress being made.	SENCO monitoring students on the special needs and abilities register; reporting to BoT to ensure resourcing is being directed to ensure best possible programmes are in place and acceptable progress being made
To ensure Quick 60 reading programme is targeted and used to its full potential – targeting those students reading below their expected level; made accessible to target students	TAs trained and supported. Target students on programme and monitored	At least 85% reading 'AT' or 'ABOVE' their expected curriculum level. Students' reading skills broadened to be able to successfully access wide subject matter and media	SENCO Teachers Principal		At least 85% writing 'AT' or 'ABOVE' their expected curriculum level.	Quick 60 programme developed to support quick gains by transient students
To be an active participant in the Tararua Kahui Ako – working with neighbouring schools to raise the achievement of all students in the Bush Cluster	Principal and Board to actively promote the goals of the Kahui Ako	Pahiatua School teachers actively engaged in Kahui Ako discussions and professional development – enhancing coherent pathways	Principal		Cluster wide professional development occurring and, in particular, cross school moderation occurring.	Cluster wide professional development occurring and, in particular, 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 (identified as a 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
Continue actions to ensure 'Māori Achieve Success as Māori' at Pahiatua School; implement the action plan; work with Kahui Ako to establish personal and community identity.	Action plan for 2018 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		Continue to build relationships and cultural responsiveness. Following TKA direction to be comfortable with local Marae; te reo in all rooms; school waiata and haka	Extend knowledge of local history, stories and areas of cultural significance
To continue promoting the importance of attendance and full participation – including proactive measures of Agency Support Forum and use of Truancy Officer	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
Work with the Kahui Ako to ensure positive transitions from pre-schools and to secondary school. All teachers focused on transition points within and between schools	Meet regularly with these institutions	Students move seamlessly through their formal education years without encountering major change and support processes are in place	SENCO and Teachers		Regular visits and interchanges – sharing facilities; students actively involved in community activities eg. Kahui Ako haka	Continue to build relationships for students to be familiar and relaxed with the various expectations and to see learning as an ongoing journey
Review 'Indicator Sheets' for Literacy and Key Competencies so they are used by ALL to plan, monitor and assess progress towards goals which lift all students 'to or above' their expected levels	Revised indicator sheets introduced to whanau with information on intended use	Parents will gain knowledge and encouragement to engage with their child about their learning thus accelerating progress.	Rita Palmer All teachers		Continue to develop student and whanau knowledge of the incremental steps of learning required and how to use the school 'Indicator sheets' to their advantage	To continue to educate students and whanau on how to lift achievement through the transfer of skills and knowledge through the integrated curriculum approach

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

2019 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 19	2020	2021
Develop teacher knowledge and practice of integrated curriculum delivery – providing resourcing and systems for planning, delivery, assessing and monitoring teacher impact	Enable ICD. Review - indicator sheets, KCs, assessment tools	Students personalised learning needs catered for; increased engagement; lift in achievement greater impact of Visible Learning	Principal Rita Palmer Teachers		Embed successful systems across the school and establish (build) comprehensive resource base.	Continue but greater emphasis on Integrated curriculum and contexts which are relevant to our students
Embed quality teaching of strategy and knowledge in Literacy. Ensure teacher confidence in assessing, filling the gaps and moving students on through STEAM contexts	PD programme provided by Rita Palmer	Teachers planning and delivering programmes of learning which are engaging, relevant and aimed at filling gaps of each student.	Rita Palmer Principal and Teachers		Apply the strategies of quality pedagogy to all learning areas – in particular – science, social sciences, technology and digital technology	Continue
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	Teachers are confident in using a range of assessment tools so student progress is constantly monitored and teaching strategies altered to ensure progress	Teachers and Team Leaders		Continue with emphasis on teachers providing learning opportunities through an integrated STEAM approach – little evidence of whole class literacy teaching	Continue and refine the approach with emphasis on early interventions for individuals struggling with literacy progress
Update the Pahiatua School Curriculum Delivery Plan to ensure the content and intention of use is clearly understood and reflective of the school practices and vision	Major review of CDP to ensure it is comprehensive and reflects vision	CDP is a clear and concise instruction manual for teachers with expectations and required approaches	Principal Judy Gleeson		Ensure CDP remains updated and provides clear information for new teachers in particular (beginning and experienced)	Ensure CDP remains updated
Ensure assessment practices reflect principles of Visible Learning as defined by John Hattie and Shirley Clarke	Review VL and assessment using 'Visible Learning' by John Hattie and Shirley Clarke	Teachers refine their practice to use the principles of VL and efficient assessment to involve the learner so everyone's time is focused on progressing achievement	Principal and Leadership team		Continue to refine processes, including moderation so that teachers are able to make quick and reliable judgements – saving time for both the teachers and the students.	Embed good practice of Visible Learning; Student Efficacy; Teacher Efficacy; goal setting and assessment

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

2019 Annual Goals	Key Actions	Expected Outcomes	Responsibility	Review Dec 19	2020	2021
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	Board is able to monitor school progress to meet aims and redirect resources and requirements 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 and transparently to lift achievement - Continue to work with EdServices to report and understand school finances.	Closely monitor budget; – maintain close links with MoE	BoT 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 (Project Manager) 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.

<u>2019 Annual Goals</u>	<u>Key Actions</u>	<u>Expected Outcomes</u>	<u>Responsibility</u>	<u>Review Dec 19</u>	<u>2020</u>	<u>2021</u>
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 activities 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 and to provide a quality Kapa Haka programme to the seniors	Find and employ suitable teachers/tutors	Te Reo is used in everyday situations at a basic level. All students take pride in kapa haka	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.	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	Teachers build positive relationships with whanau who are disengaged; coaching them to support 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 opportunities for the development of the key competencies and 'growth mindsets' for all students and caregivers - Manaaki	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 – enjoying citizenship	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

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

<u>2019 Annual Goals</u>	<u>Key Actions</u>	<u>Expected Outcomes</u>	<u>Responsibility</u>	<u>Review Dec 19</u>	<u>2020</u>	<u>2021</u>
To establish STEAM across the school as the preferred delivery strategy – resourcing the approach with furniture, equipment, consumables, technology, space and professional support	Research and visit successful schools Trial plans	Teaching and learning becomes more engaging and personalised – Achievement levels are lifted; students are self-motivated	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 and ensure best use of spaces, in particular, the covered decks.	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	Review spaces – depending on numbers and MoE developments
To educate students about their responsibilities in regards to the local natural environment and grow a desire to be proactive in protecting flora and fauna	Sign up to the Enviro Schools project and begin working towards gold accreditation	Enviro-Schools projects developed and worked into our curriculum delivery plan.	Enviro Schools officer Teachers		Ensure 'Enviro schools' becomes integrated into each level of school curriculum – areas identified and projects building incremental skills	Take an active role in community enviro projects – in particular, extension into supporting improvement of waterways
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
To provide secure, practical storage for woodworking and gardening equipment	Purchase and locate a shipping container	Equipment is easily accessible, organised and away from classroom spaces	Principal and School Council			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	All teachers and support staff actively implementing the school wide approach	Students, teacher aides and teachers are happy, safe and confident members of our school community. Everyone able to self-regulate their behaviour and actions	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 strategies to address the high number of students feeling anxious and lacking positive self-talk and self-confidence	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 83%

TARGET ONE	TARGET TWO	TARGET THREE
<p>GOAL: Accelerate progress of students who are currently below National Standard in Mathematics</p> <p>TARGET: To have more than 83% of every group (ethnicity, gender or cohort) at or above National Standard for Mathematics. Focus group = Year 5, 6, 7 and 8 (All below 66% - 2017) and Male (2017 – 68.6%) (2017 27% below or well below) are the focus Note: those in the target group are those who are at school at the EOY 2017</p> <p>OUTCOME:(EOY 2018 difference) All students = 77.6% (+4.5%) After 2 Years at school = 84.9%(+7.4%) Māori = 75.6% (+6%) After 3 Years at school = 82.1% (-6.4%) Pacifica = 100% (+28.6%) End of Year 4 = 90.9% (-9.1%) Asian = 44.4% (- 5.4%) End of Year 5 = 80.7% (-5.7%) NZE = 79.8% (+4.7%) End of Year 6 = 68.3% (+3.3%) Male = 76.4% (+7.8%) End of Year 7 = 56.9% (+0.9%) Female = 78.8% (+2.0%) End of Year 8 = 62.8% (+9.5%)</p>	<p>GOAL: Accelerate progress of students who are currently below National Standard in Reading</p> <p>TARGET: To have more than 83% of every group (ethnicity, gender or cohort) at or above National Standard for Reading. Focus group = Year 2 (2017 – 36.7%) and Male (2017 – 75.9%) Note: those in the target group are those who are at school at the EOY 2017</p> <p>OUTCOME: EOY 2018 (Pahiatua School) All students = 83.4% (+5.4%) After 2 Years at school = 73.6% (+36.9%) Māori = 77.9% (+1.5%) After 3 Years at school = 94.9% (+15.2%) Pacifica = 66.7% (- 19%) End of Year 4 = 98.2% (+0.5%) Asian = 100% (+37.5%) End of Year 5 = 89.5% (+9.8%) NZE = 85.8% (+6.9%) End of Year 6 = 90.3% (+5.3%) Male = 76.9% (+1.0%) End of Year 7 = 76.5% (-9.5%) Female = 89.3% (+9.4%) End of Year 8 = 88.3% (+6.1%)</p>	<p>GOAL: To collaboratively accelerate the writing of all students in the Bush Community of Learning.</p> <p>TARGET: By the end of 2018, 83% 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.</p> <p>OUTCOME: EOY 2018 (Pahiatua School) All students = 82.1% (+6.8%) After 2 Years at school = 90.6% (+25.3%) Māori = 79.0%(+0.5%) After 3 Years at school = 92.3% (+6.9%) Pacifica = 80.0% (+8.6%) End of Year 4 = 100% (+7.0%) Asian = 66.7% (- 8.3%) End of Year 5 = 75.4 (+9.3%) NZE = 82.5% (+8.6%) End of Year 6 = 80.5% (+13%) Male = 79.0% (-0.3%) End of Year 7 = 62.8% (-15.2%) Female = 85.0% (+4.6%) End of Year 8 = 70.5% (-6.5%)</p>

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

There has been a very pleasing improvement in achievement levels in maths (+4.5%), reading (+5.4%) and writing (+6.8%). This is most pleasing as the overall school roll has continued to grow (up about 30 students) and the transient rate remains high (approx. 42%). However, the systems and processes that are in place are supporting teachers to ensure achievement is happening. Teacher pedagogy – monitoring impact of teaching and working collaboratively to ensure any ‘hard to move’ students are reached has resulted in moving students. Students are also involved in the monitoring and as a result are taking greater personal responsibility to lift their achievement. The STEAM trial showed that progress is definitely accelerated through this style of delivery – it particularly suited those who were below or well below the expected achievement for maths, reading and writing. The approach in the senior school of a ‘project based’ approach to allow students to collaboratively problem solve lifted engagement and enthusiasm for learning. Quick 60 was introduced and this also impacted positively on those who did not previously enjoy reading. Most noticeably, the year 0 and year 1 students made great progress and we expect this start to continue in the future and also the good start to have ongoing positive impact in the future.

Evaluation (where to next)

We can see that progress made needs to be consolidated and, in particular, the successful aspects of teacher practice need to become ‘business as usual’. There are still some gaps ie. Year 7 cohort which has tracked over the years as a cohort below. It has lifted but we need to work hard on this group over 2019. We can also see that Maths development is impacting but needs to remain a focus for 2019 so the full benefits are reaped and embedded into school practice. We also need to address the gap of achievement between genders in Reading in particular. However, our key goal will be to capture our teacher practice which is effective and ensure it is maintained through quality procedures and systems which become a focus for induction of new students and teachers.

Planning for next year: (2019)

To achieve the progress required we will maintain the Quick 60 programme with particular emphasis on all new students as well as year 7 students and boys who, in 2018, were below identified as being below or well below for reading. We will also have an emphasis on literacy with Rita Palmer, facilitator, working with teachers to ensure quality practice is embedded – this will include – a problem solving, integrated (STEAM) approach; pedagogy of Visible Learning – in particular, Feedback; development of self-motivated, assessment capable learners. We will also ensure practices and procedures are embedded by reviewing our approach to assessment, the Key Competencies and reviewing the Curriculum Delivery Plan – including a section on induction to ensure new teachers to our school are able to get up to speed quickly and implement practice working in collaboration with other teachers.

Each syndicate will have access to additional teacher aide time to assist with individuals and groups as required. 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 the expected curriculum level in Writing

TARGET: To have more than 85% of every group (ethnicity, gender or cohort) at or above the expected curriculum level for Writing.
 Focus group = Year 6 (2018 – 75.4%) and Year 8 (62.8%) and Male (2018 – 79.0%) *Note: those in the target group are those who are at school at the EOY 2018* **Also: This is a key target for the Tararua Kahui Ako**

BASELINE DATA: 2018 – Students AT or ABOVE

All students = 82.1% (+6.8%)	After 2 Years at school = 90.6% (+25.3%)
Māori = 79.0%(+0.5%)	After 3 Years at school = 92.3% (+6.9%)
Pacifica = 80.0% (+8.6%)	End of Year 4 = 100% (+7.0%)
Asian = 66.7% (- 8.3%)	End of Year 5 = 75.4 (+9.3%)
NZE = 82.5% (+8.6%)	End of Year 6 = 80.5% (+13%)
Male = 79.0% (-0.3%)	End of Year 7 = 62.8% (-15.2%)
Female = 85.0% (+4.6%)	End of Year 8 = 70.5% (-6.5%)

OUTCOME EoY 2019:

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
- Working with Rita Palmer to have students taking responsibility for writing – learning to apply writing approach best suited to reader purpose
- Writing tasks purposefully included into Collaborative learning and integrated tasks
- Students taught writing skills through integrated 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.
- Review of assessment strategies; Feedback

RESPONSIBILITY

- Principal
- Teachers/syndicates
Leader of Learning
- Teachers/syndicates
Principal
- Leader of Learning
Teachers/Principal

INDICATORS OF PROGRESS:

- Movement of students to expected writing level or better
- Student engagement, attitude and enthusiasm for writing
- Teachers using newly developed indicators (aligned with writing progressions and PaCT)
- Student progress against these Indicators
- Teachers working collaboratively and confidently using Rita's approach – DATS.
- Writing skills being confidently used in other Essential Learning Areas
- Students achieving below at the beginning of the year making accelerated progress
- 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 have all students able to identify, monitor and grow their ability to 'Manage Self'	TARGET: Each year group will be assessed against the developed criteria to establish baseline data and systems. We realise it will be difficult to assign a percentage number to a target like this.																						
BASELINE DATA: There is no consistent, reliable or comparable data from 2018	OUTCOME EoY 2019: (Pahiatua School) – measurement TBD <table border="0"> <tr> <td>All students =</td> <td>After 2 Years at school =</td> <td></td> </tr> <tr> <td>Māori =</td> <td>After 3 Years at school =</td> <td></td> </tr> <tr> <td>Pacifica =</td> <td>End of Year 4 =</td> <td></td> </tr> <tr> <td>Asian =</td> <td>End of Year 5 =</td> <td></td> </tr> <tr> <td>NZE =</td> <td>End of Year 6 =</td> <td></td> </tr> <tr> <td>Male =</td> <td>End of Year 7 =</td> <td></td> </tr> <tr> <td>Female =</td> <td>End of Year 8 =</td> <td></td> </tr> </table>		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 =	
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ACTIONS PLANNED:	RESPONSIBILITY	INDICATORS OF PROGRESS:																					
<ul style="list-style-type: none"> Working with senior students criteria will be developed and trialled Syndicates to work on integrating key competencies into each module so students are provided with opportunities to demonstrate their level of competency, measure and review, collect evidence of progress Evidence presented in Learning Logs Teacher PD in developing activities and moderating outcomes Key Competency procedures defined in CDP Development of language and student voice to allow students to measure and self-assess against success criteria Promotion of importance of key competencies and lifting personal achievement 	<ul style="list-style-type: none"> Lynne and Judy Leaders Students and teachers Lynne and leaders Judy Teachers Lynne, newsletters , Learning Logs 	<ul style="list-style-type: none"> Success indicators developed and promoted in classrooms – success criteria displayed, data walls showing progress Success criteria developed by each syndicate and then moderated across the school to ensure progression of growth Activities developed and shared within syndicates and across the school Learning Log samples include evidence measured against the success criteria and student voice Clear, concise statements in CDP so teachers are able to deliver quality opportunities and consistent assessment Common language developed and used across the school to define competencies and critique progress Students able to support and encourage others to develop and improve their key competencies Reporting procedures easily understood and supported by whanau 																					
MONITORING: <ul style="list-style-type: none"> Criteria and templates to be developed and trialled Community feedback surveyed and acted on 																							
RESOURCING: <ul style="list-style-type: none"> Release time provided to allow development of the approach and to ensure it is integrated into the CDP, Assessment and Reporting procedures of the school Syndicates supported to develop and trial activities which provide students with clear indicators of current position, indicators of success and progress being made towards goals 																							