SUNNYBRAE   NORMAL   SCHOOL

CHARTER

and

STRATEGIC PLAN

2017 - 2020

Updated February 2018
Approved by BoT 19 February 2018

SUNNYBRAE NORMAL SCHOOL
CHARTER

INTRODUCTION

Sunnybrae Normal is a school with a proud history of making every endeavour to meet the learning needs of its students. Stability in leadership and staff, a focus on ongoing professional learning and development of teachers and strong parental support, are three of the more significant factors that have enabled our school to build an excellent reputation in the wider community. The School provides a positive learning culture and environment, which has established a strong and balanced education for all of its students. The School Vision Statement Tauākī Moemoeā is aligned to the New Zealand Curriculum.

Our Vision is to be ...

A connected community of positively engaged learners

He hapori rangitāmiro ō ngā ākonga pai whai wāhi

Sunnybrae Normal School was established in 1966 at a similar time as the North Shore Teachers College. One of the school's key purposes, in addition to providing for the learning needs of its students, is to play a significant role in the pre-service training of student teachers. A close and effective partnership continues to exist with the University of Auckland, Faculty of Education. We are also providing practicum experiences for student teachers from Massey University and AUT.

Sunnybrae Normal School entered into a new 10 Year Property Plan at the end of 2015. Providing good equipment, resources, buildings and ground facilities, continues to be a priority. There is an ongoing commitment from the parent community to support the School's resourcing needs. This additional income has complemented the Government funding. It means that we have a school that is particularly well resourced and maintained to a high standard.

Our school looks forward to its ongoing success and the contribution it makes to the learning of its students and to education in New Zealand generally.

Cultural Diversity and Māori Dimension

The School demographic reflects the ethnic and cultural diversity evident in Auckland. Strong programmes have been established to address the needs of English Language Learners. Cultural diversity brings much strength to a school and the desire to learn and succeed has been very evident in our students. While maintaining a positive culture and focus on high expectations in learning, our school also offers a greater diversity and new strengths.

This cultural diversity is recognised through an in-depth ESOL programme, which prioritises English learning and also the acknowledgement of, and understanding of different cultures. Meetings are held with parents/caregivers of different ethnicities according to need. A very successful International Food Festival is held annually. Our social studies curriculum is regularly re-examined to reflect our school's culturally diverse needs.

During the school's history our Māori student population has ranged from 7-11%. We continue to provide tikanga Māori (Māori culture) and te reo Māori (the Māori language) programmes for all students as part of the regular classroom programme. In addition we offer all Year 3-6 students the opportunity to participate in a Kapa Haka (Māori Performing Arts) programme. Meetings are held and surveys are taken regularly with our Māori parent community to consult with them on how we can best meet the needs of their children. Our Māori parents have given very positive feedback about the programmes that we are offering. Any future requests from Māori parents for more in depth instruction in te reo Māori will be considered by the Board of Trustees with regard to the availability of suitable resource personnel, (in terms of their skills and qualifications), the overall financial position of the School at the time and availability of accommodation within the School.

Values Statement

The following key values will be fostered in our school …

Respect / Whakaute - includes … empathy, courtesy, honesty, integrity, diversity

Independence / Motuhaketanga - includes … perseverance, resilience, confidence

Cooperation / Pahekotanga - includes … teamwork, sharing, friendship

Excellence / Hiranga

Our Core Beliefs

- Our school provides a secure environment in which all students are nurtured and helped to make the right choices in learning and behaviour. Self-esteem is enhanced.
- We value and acknowledge a professional climate, teamwork, supportive relationships and high levels of performance.
- Students, staff and parents/caregivers enjoy an excellent rapport where there is a high level of mutual trust and respect between all involved. Maintaining a partnership with the School's community and being responsive to the needs and wishes of the community enhances learning for our students.
- Students and staff, with the support of the school community, respect, care for and maintain the environment.
- In order to foster a strong sense of community partnership, effective communication and regular consultation with all stakeholders is a priority i.e. parents/caregivers, whānau, University of Auckland Faculty of Education staff, local pre-schools and Intermediate schools.
- All students learn to show respect for, and value other students with different cultural backgrounds.
- The changing and evolving learning needs of all students are identified and programmes developed and implemented accordingly. Priority is placed on the development of literacy and numeracy competencies. Students take increasing responsibility for their own learning.
- All staff are lifelong learners who engage actively in their own and the School's professional learning and development programmes.

We are directed by and committed to the goals and objectives as stated in the NEG's, the NAG's, the National Education Priorities (NEP's) and all other supporting documentation from the Ministry of Education.

National Education Priorities

- Success for all
- A safe learning environment
- Improved literacy and numeracy
- Better use of student achievement information
- Improved outcomes for students at risk
- Improved outcomes for Māori, Pasifika and special needs students
- Improved reporting

STRATEGIC PLAN
2017 - 2020

KEY ELEMENTS

- A long-term broad view of the direction of the School based on the educational needs of the students.
- Ownership of it by all members of the School Community.
- A priority on collecting and analysing evidence to inform practice.
- Establishing, maintaining and monitoring a deliberate strategy of improvement.
- A commitment to the time and resources that will be needed to implement it.

Where are we now?

- We have a well-established positive and inclusive learning environment, one that prioritises the use of effective teaching and learning strategies, to ensure the achievement of all students.

- We are well resourced in personnel, equipment, buildings and grounds. In addition to our grant entitlements, we will continue to be proactive in accessing any other contestable Ministry and government grants.

- Resourcing is provided to support Professional Learning and Development (PLD) goals for staff and to focus on enhancing e-Learning practice to ensure progress continues to be made with this dimension.

- At the end of 2015 we entered into a new 10-Year Property Plan.

- The Board has in place a strong set of practices for addressing its financial responsibilities. We will continue to source additional income through a variety of community and parent sources for our programmes.

- Regular school-wide reviews provide further data on our standards. A detailed review cycle and time frame is in place. The conclusions reached in these reviews continue to be influential in determining our annual goals and priorities.

What are our strengths?

Consultation with students, staff, student teachers, visiting lecturers and the School Community indicates the following strengths: -

- A welcoming climate where good communication prevails, providing high levels of mutual trust and respect.
- A strong sense of community and partnership.
- A very professional approach characterised by a commitment to professional learning and development that improves teaching and learning practice, teamwork, organisation and collegiality.
- A commitment to the use of formative assessment that enhances learning and ensures students achieve to their potential; this is an area for constant reflection. Teachers use the 'teaching as inquiry' model as a tool to reflect on their effectiveness and the impact of their teaching.
- Individualised programmes, inside and outside the classroom, which highlight authentic learning environments and activities.
- High expectations of students, staff and student teachers, constant inquiry and professional discussions feature prominently. As a result the School provides a sound model for student teachers.

What are our needs?

- To maintain and enhance the concept of meaningful curriculum integration as a basis for planning and implementing learning. In particular the effective use of the inquiry learning approach and the utilisation of e-Learning and thinking skills as tools for teaching and learning.
- Student achievement data, along with its analysis through professional dialogue related to teacher inquiry, will play a key role in determining our students' needs and subsequent action.
- To reduce any achievement disparity identified within our school, especially within literacy and numeracy. Our review cycle will drive the identification of need and subsequent action throughout the school.
- To continue to refine and implement strategies that will empower students to make considered choices.
- Continuity and partnership will be prioritised in on-going inter-team communication.
- Work with the University of Auckland as a 'Partner' school to continue to implement an effective practicum model and promote the Normal School role further, to ensure that we fulfil our pre service education commitments. We will continue to provide practicum experiences for the Masters and Graduate programmes.
- Understanding the change process and the need for all staff to be lifelong learners will underpin the professional learning and development process in our school.

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Strategic Plan Goals 2016 – 2019

Striving for excellence in teaching and learning with the aim of ensuring maximum achievement levels for all students is a key goal.

Departing Year 6 students will view learning as purposeful, fun, life long, self-initiated and an integral part of their life. They will be balanced individuals, with strong basic skills, a confidence in their own ability to succeed, and positive in their outlook.

NAG 1 Goals: Curriculum and Student Achievement	Specific focus for 2018	Supporting action plans and documentation
1.1 To provide quality literacy programmes that enable students to communicate effectively through oral, written and visual language. Our aim is for students to achieve at or above the levels as indicated in the National Standards for reading and writing.	Ongoing focus on providing effective writing/reading programmes – literacy target; effective use of assessment information Teacher Led Innovation Fund: second year of this Literacy project.	Curriculum Delivery 2018 English and Literacy Action Plan Learning Progressions Framework TLIF action plan 2017/2018
1.2 To provide quality numeracy programmes that enable students to achieve at or above levels as indicated in the National Standards for maths.	Maths is a major focus area for school-wide PLD Maths target - acceleration project at the Year 4 level	Maths Action Plan Facilitator support as needed Learning Progressions Framework
1.3 To integrate the curriculum effectively with an emphasis on the inquiry learning approach, with thinking competencies and e-Learning used as tools to enhance learning and further develop students' information skills.	e-Learning strategies – build on skills from 2017 PLD	Curriculum team action plans Thinking Competency Overview
1.4 To meet the needs of diverse learners through regular class programmes and provide additional programmes for students at risk i.e. CWSN, ESOL, GATE programmes.	Integrating Māori programme Additional staffing for literacy and maths support groups	CWSN, GATE, Māori and ESOL action plans
1.5 To sustain and further develop formative assessment strategies and utilise student achievement and self review data effectively to inform teaching and learning programmes.	Effective use of the SMS visualisation tool to generate reports	Assessment and self-review data; Syndicate and Class Planning; Assessment for Learning Statement
1.6 To sustain and further develop the school as a positive learning community by modelling and teaching all students how to be self-directed, lifelong learners.	Inquiry Learning model	School based curriculum

	The Learning Process - consolidate learning form Mark Treadwell whole school PLD. Self-assessment using SOLO	

NAGs 2 and 2a Goals: Review and Reporting	**Specific focus for 2018**	**Supporting action plans and documentation**
2.1 To review all school policies, procedures and programmes on a 4 yearly cycle.	See 2018 Timeframe for specific areas for review	Audit and Review Cycle and Timeframe 2018
2.2 To continue to focus on building strong partnerships with parents/caregivers and the wider school community through effective communication and reporting.	Parent/Caregiver and Student led conferences – end T1 & beg. T3. Consultation with Māori and Pasifika families. Family Literacy evening	Parent/Caregiver conferences information sheets and teacher guidelines. Reporting cycle.

NAG 3 Goals: Personnel	**Specific focus for 2018**	**Supporting action plans and documentation**
3.1 To provide an effective, ongoing and relevant professional learning and development programme that supports all staff to achieve school, syndicate and personal professional learning goals.	Teacher inquiry PLD goals related to inquiry teaching. The Learning Process	Performance Management Cycle and documents Delivering the Curriculum – 2018 PLD Targets
3.2 For teaching staff to plan and implement programmes from the NZ Curriculum document.	Planning from NZ Curriculum. School based curriculum – ongoing update of all statements by curriculum teams on GDrive.	Planning overviews – long/short term planning Curriculum Statements
3.3 In our pre-service education role as a Normal School our teachers will model best practice and give quality feedback to student teachers in consultation with ITE providers, in particular with the Auckland University, Faculty of Education staff.	Regular meetings with staff from the Universities with ITE programmes; implementing the Masters and Grad. programmes	Practicum booklets; Associate Teacher Handbook

NAG 4 Goals: Finance and Property	**Specific focus for 2018**	**Supporting action plans and documentation**
4.1 To ensure the school operates in a fiscally responsible manner by operating a balanced budget, which is aligned to and supports all strategic plan goals.	Action 2018 Budget Fully utilise invoicing system for parents through SMS	Current budget Annual Accounts

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4.2 To maintain and further develop the physical environment of the school through the current 10 Year Property Plan.	Action 5YA projects as identified in 10YPP.	10YPP and 5YA

NAG 5 Goals: Health and Safety	**Specific focus for 2018**	**Supporting action plans and documentation**
5.1 To provide an emotionally and physically safe, secure and supportive school environment.	Annual Review of Health prog. Cool Schools Peer Mediation programme	10YPP; Health Action Plan Behaviour Plan
5.2 To ensure the school Behaviour Plan is understood and practiced by all members of the School community.	Review of Behaviour Plan	Behaviour Plan
5.3 To sustain environmentally friendly school practices.	Enviroschool goals	Enviro Team action plan
5.4 To emphasise the need for healthy eating and regular physical activity.		Health and PE curriculum team action plans

NAG 6 Goals: Legislation and Administration	**Specific focus for 2018**	**Supporting action plans and documentation**
6.1 To utilise our Student Management System effectively.	Effective use of SMS - Assembly to collate assessment data for analysis and reporting purposes; use of the visualising tool and student hub	Assessment for Learning Statement Assembly and CareMonkey software - information and updates

NAGs 7 and 8: In 2018 we will comply with the requirements related to the submission of Charter updates and the School's Analysis of Variance.

List of Abbreviations

10YPP	Ten Year Property Plan		LMS	Learning Management System
5YA	Five Year Agreement		NAG	National Administration Guidelines
AT	Auckland Transport		NEG	National Education Guidelines
BoT	Board of Trustees		OTJ	Overall Teacher Judgement (related to National Standards)
CWSN	Children with Special Needs		PTA	Parent Teacher Association
DP	Deputy Principal		PLD	Professional Learning and Development
e-asTTle	electronic - Assessment Tools for Teaching and Learning		RTLB	Resource Teacher of Learning and Behaviour
ESOL	English for Speakers of Other Languages		PAT	Progressive Achievement Test

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GAFE	Google Apps For Education	SEA	School Entry Assessment
GATE	Gifted and Talented Education	SMS	Student Management System
ICT	Information and Communication Technology	SOLO	Structure of Observed Learning Outcomes
ITE	Initial Teacher Education	STAR	Supplementary Test of Achievement in Reading
MoE	Ministry of Education	TLIF	Teacher Led Innovation Fund

Strategic Plan Goals: Action Plan for 2018

NAG 1 Goals: Curriculum and Student Achievement

Goals	Proposed Action	Required resources	Expected Outcomes
1.1 To provide quality literacy programmes that enable students to communicate effectively through oral, written and visual language. Our aim is for students to achieve at or above the levels as indicated in the National Standards for reading & writing.	• See English curriculum team action plan and specific goals. • See TLIF action plan • Literacy target in place (see below). • Assessment data for reading, writing and oral language will be analysed and used to identify underachieving students to target for additional support programmes. • Use of e-asTTle for assessments.	Curriculum budget Staff meeting time Staffing for Literacy Support programmes and Reading Recovery PLD funding for Alison Davis w'shops and Joy Allcock online videos TLIF project funding	• Students will be achieving according to NZ Curriculum Levels for reading and writing. • See specific literacy target outcomes below. • Curriculum team goals will be met. • TLIF goals will be met - progress reports will be sent to the Ministry as required.
1.2 To provide quality numeracy programmes that enable students to achieve at or above levels as indicated in the National Standards for maths.	• See Maths curriculum team action plan and specific goals. • Maths target in place – see below. • Maintaining and embedding Maths PLD from 2015/2016	Curriculum budget CRT - Assessments PLD proposal for external provider Staffing for Maths support programmes	• Students will be achieving according to NZ Curriculum Levels for maths • See specific maths target expected outcomes below. • Curriculum team goals will be met.
1.3 To integrate the curriculum effectively with an emphasis on the inquiry learning approach, with thinking competencies and e-Learning used as tools to enhance learning and further develop students' information skills.	• Regular reference is made to school curriculum statements and policies. • See e-Learning curriculum action plan. • e-Learning and particularly the effective use of iPads as tools for enhancing learning opportunities - maintain PLD from 2016	Curriculum Statements ICT tools available	• Teaching and learning programmes will be planned effectively to ensure that students are using the inquiry approach; a range of thinking skills; and ICT tools that enhance learning and engage students.
1.4 To meet the needs of diverse learners through regular class programmes and provide	• See CWSN, ESOL, GATE action plans - policies and procedures to be reviewed.	Additional staffing provided, above MoE	• Individual learning needs of all students will be met.

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additional programmes for students at risk i.e. CWSN, ESOL, GATE programmes.	• SENCO, GATE and ESOL teachers will attend syndicate meetings to upskill teachers in strategies for meeting the diverse needs of learners within the classroom programme.	entitlement, for these programmes.	

Goals	Proposed Action	Required resources	Expected Outcomes
1.5 To sustain and further develop formative assessment strategies and utilise student achievement and self-review data effectively to inform teaching and learning programmes.	• Formative assessment strategies will be used across all curriculum areas. • Plan *Teacher Only Days* to focus on knowing our students using 2016 end of year data. • School-wide assessment data will be collected and analysed as per the Assessment for Learning Statement – updated each year. • PLD sessions as needed re the Student Hub area and Visualisation Tool in SMS to create meaningful class reports that can be analysed to inform teaching and learning. • Time will be spent at staff and syndicate meetings moderating assessment results both within and beyond our school and using them to inform programmes. • Student self-assessment and peer assessment will be widely utilised. • Recommendations from previous self-reviews will be actioned – led by team leaders. • 2017 Self-review cycle will be actioned – see updated cycle and timeframe.	Assessment tools and tests. Additional release time for curriculum leaders as needed. PLD support for staff to utilise the reporting tools on SMS - Assembly	• Analysed data will be used at class, syndicate and school levels to inform practice. • Evidence based practice – links from the analysis of assessment data, planning, teaching and learning will be evident. • Reporting against NZ Curriculum Levels will be moderated between syndicates and with other schools. • Self-review will be an ongoing cycle with results used to inform next steps in programme delivery.
1.6 To sustain and further develop the school as a positive learning community by modelling and teaching all students how to be	• Senior Leadership team and teachers will be models by sharing their own learning with peers and the students. • Students will set goals and use self-assessment with guidance from teachers.	Self-assessment rubrics for SOLO Staff PLD schedule – meetings and readings for 2018	• Teachers and students will be positive, active participants in the learning programme.

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self-directed, lifelong learners.	• Learning intentions, success criteria and exemplars will be used across the curriculum. • SOLO rubrics will be used consistently. • Students will further develop their understanding of the competencies (as in Treadwell resource). • Teachers developing the Concept Curriculum approach based on Mark Treadwell work.	Consolidate recent PLD work with Mark Treadwell Maths PLD Proposal	

NAG 2 Goals: Review and Reporting

Goals	Proposed Action	Required resources	Expected Outcomes
2.1 To review all school policies, procedures and programmes on a 4 yearly cycle.	• Update Audit and Review cycle and timeframe for actioning 2018 reviews. • Principal and Deputy Principal to ensure that Board members and curriculum team leaders involved in preparing 2018 reviews are informed and supported. • Utilise review guidelines for leaders involved in the review process.	Curriculum leader release time.	• Review results and conclusions will be shared with the BoT, staff, students and parents/caregivers. • Reviewed and amended policies and procedures will reflect current practice.
2.2 To continue to focus on building strong partnerships with parents/caregivers and the wider school community through effective communication and reporting.	• Provide fortnightly newsletters – through website email list. • Hold a meeting for parents/caregivers to meet the teachers, who will outline goals and programmes for 2018 – Feb. • Invite all parents to attend a parent-teacher conference in Week 11 of Term 1 and a student led conference in Week 2 of Term 3. • Report against NZ Curriculum Levels through progress folders of work samples/written reports - T3 W1; T4 W8 • Promotion of class eportfolios/blogs/syndicate sites as a place to share programmes and learning. • Consult with Māori and Pasifika families. • Hold prospective parent/caregiver meetings.	Funding for copying Website costs Assessment for Learning Statement Mid and end-year report formats using SMS - Assembly	• Parents/caregivers and the community will be informed about all aspects of the school programme, school-wide achievements and their own child/children's achievement results and progress.

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	• Hold school-wide family Literacy evening. • Involve parents in school events i.e. Assemblies, Sports days, trips, Senior production		

NAG 3 Goals: Personnel

Goals	Proposed Action	Required resources	Expected Outcomes
3.1 To provide an effective, ongoing and relevant professional learning and development programme that supports all staff to achieve school, syndicate and personal professional learning goals.	• Update the Performance Management Cycle for 2018. • Provide a Professional Learning and Development Overview for 2018. • Provide a staff meeting and professional readings schedule for 2018 – teachers will be provided with links to professional readings and references to websites on Google Drive. • A plan for every staff member's PLD will be developed with his/her appraiser. • Teachers will take part in staff and syndicate meetings and relevant external workshops related to goals. • Syndicate PLD meetings are scheduled fortnightly in addition to staff PLD mtgs.	PLD Budget allocation of $20 000 Budget of $2 000 for Appraisal meeting release costs. Professional readings. Purchase costs of relevant texts. Release time for teachers to take part in peer observations as needed.	• A commitment to a culture of continuous improvement and lifelong learning, through goal setting, reflection and action will be evident i.e. teaching as inquiry model. Appraisal documentation will reflect this. • Improved student achievement outcomes.
3.2 For teaching staff to continue to develop and implement programmes from the NZ Curriculum document.	• All teachers to plan from the NZ Curriculum document. • School Curriculum statements to align with NZC. • Continue to refine and reflect on our curriculum through planning meetings.	NZ Curriculum document. School Curriculum statements. SNS Google Drive. Allocate staff meeting time for discussion.	• Teaching staff will be confident in their use of the NZ Curriculum and school-based curriculum. • Teachers will continue to develop new approaches to planning and teaching as needed.

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	Plan *Teacher Only Days* to focus on Mentoring, inquiry model. • Maintain skills learned from PLD sessions held in 2017 to improve teacher and student use of the iPads.		• Teachers will be able to use e-Learning tools effectively to enhance learning.

Goals	Proposed Action	Required resources	Expected Outcomes
3.3 In our pre-service education role as a Normal School our teachers will model best practice and give quality feedback to student teachers in consultation with ITE providers, in particular with the University of Auckland, Faculty of Education staff.	• Ensure regular communication with the Auckland University staff. • Associate teachers will guide student teachers to fulfill the practicum requirements. • Work as a 'Partner' school attending regular meetings at UoA, FoEd. Further develop understanding of the Masters and Graduate programmes. • DP to ensure student teachers complete evaluations of their practicum experience and share these with staff. • Participate in regular Normal School Principal and DP meetings with University of Auckland staff. • Principal to attend the NZ Normal Schools Conference.	DP Normal School staffing entitlement Associate Teacher Handbook Conference costs	• Effective practicum experiences for student teachers working in our school. • All teachers will be effective in their Associate Teacher/Mentor role. • Strong relationships maintained with the University of Auckland, Faculty of Education.

NAG 4 Goals: Finance and Property

Goals	Proposed Action	Required resources	Expected Outcomes
4.1 To ensure the School operates in a fiscally responsible manner by operating a balanced budget, which is aligned to and supports all strategic plan goals.	• Finance policy, procedures and guidelines will be followed. • Monthly accounts to be analysed and monitored by staff and Board members.	Staffing for Secretary and Accounts Clerk	• School spending enables strategic plan goals to be met.

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	Principal to meet regularly with Senior Leadership and curriculum leaders to determine spending needs for learning resources that support the curriculum.		
4.2 To maintain and further develop the physical environment of the school through the current 10 Year Property Plan.	• Prioritise, plan and action projects for 2018 as stated in our 5YA. • Principal and Property Officer to meet regularly to review and prioritise tasks.	Staffing for Property Officer	• The School's physical environment, grounds and buildings will be maintained to a high standard.

NAG 5 Goals: Health and Safety

Goals	Proposed Action	Required resources	Expected Outcomes
5.1 To provide an emotionally and physically safe, secure and supportive school environment.	• Health and Safety team will review the Health and Safety policies and procedures. This team will ensure that all staff know and action the Health and Safety guidelines. • Implement Health team action plan. • Participate in TravelWise programme.	Health and Safety Toolkit and Guide. Health team budget Support from AT staff to action the school's TravelWise Plan.	• The school environment will be maintained by all members of the school community to a high standard of safety, both emotionally and physically.
5.2 To ensure the school Behaviour Plan is understood and practiced by all members of the school community.	• DP to train peer mediators and monitor the programme. • PLD for teachers re Cool Schools Peer Mediation programme. • Review the Behaviour Plan • Utilise SMS - Assembly effectively to record and monitor incidents.	Behaviour Plan document on GDrive. Peer mediation resources. Respect badges and prizes.	• All staff will demonstrate their understanding of the Behaviour Plan by implementing it appropriately and consistently. • Teachers and students will know and use peer mediation strategies.
5.3 To sustain environmentally friendly school practices.	• Implement the Environment curriculum team action plan. • Work with a facilitator to participate fully in the Enviroschools programme – see separate goals.	Environment team budget	• Enviro-friendly school practices will be evident within the school environment.

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5.4 To emphasise the need for healthy eating and regular physical activity.	• Refer to targets in Health and Phys-Ed curriculum team action plans. • Continued involvement in the TravelWise programme.	Health team budget Phys-Ed team budget KiwiSport funding from MoE	• Students, parents/caregivers and staff will know about and support the school's Health and Physical Well-Being Curriculum goals.

NAG 6 Goals: Legislation and Administration

Goals	Proposed Action	Required resources	Expected Outcomes
6.1 To utilise our Student Management System effectively.	• Provide ongoing training sessions and support for all staff using the SMS - Assembly to further develop everyone's understanding of how to enter and retrieve assessment data for individual, class, syndicate and school-wide reporting purposes. • SMS Visualisation tool and the Student Hub area will be fully utilised. • Fully utilise the electronic register within Assembly to track, analyse and report attendance data.	Release time for PLD. Funding of training sessions as needed. Assembly software updates.	• Assessment data and school reports will be recorded on the system. • Data will be effectively entered, stored, retrieved and collated to support evidence-based practices.
6.2. To work with other local schools to advance the Community of Learning (CoL) concept.	• Attend meetings with Pupuke CoL Principals, BoT Chairpersons, SNS Across School Teacher and SNS Within School Teacher with the aim of establishing the achievement challenges to further meet the needs of the schools involved.	Time to attend meetings.	• Commitment to the CoL confirmed. • Progress in the areas of Key Competencies, Wellbeing and Community Engagement.

NAGs 7 and 8: In 2018 we will comply with the requirements related to the submission of Charter updates and the School's Analysis of Variance, including the National Standards data i.e. to be sent to the Ministry by 1 March.

Strategic Plan Goal 1.1:

Literacy Target 2018

To provide quality literacy programmes that enable students to communicate effectively through oral, written and visual language. Our aim is for all students to achieve above the NZ Curriculum Levels as indicated for reading and writing. In 2018 a particular focus will be to lift the literacy achievement of children within their first year of school.

	Proposed Action	Actual Outcomes
Baseline Data	❏ 2017 data across the school in literacy which shows that Pasifika students are over represented below the national standard in reading and writing. ❏ Year 1 Pasifika students knowledge of the concepts about Print is low on entry and while gains are often made after the first year of school they still remain below stanine 5. ❏ Some Pasifika students have ongoing low attendance rates compared to other ethnic groups within our school. ❏ Little evidence of Pasifika images within our school environment e.g. all murals on display within the school do not depict Pasifika motifs.	

Intervention	**Deliberate shifts in teacher practice** ❏ Teachers to unpack their own language culture and identity ❏ Undertake related readings to the needs of our Pasifika students e.g. Tapasa ❏ Explore a range of strategies to assist Pasifika students within the literacy programmes ❏ Use of visuals to support the teaching and learning programme ❏ Explore contexts for learning that support Pasifika interests as captured in student voice e.g. sports and cultural identity	

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	❏ Embed Pasifika art projects within the classroom art programme **Deliberate shifts across the school for inclusion** ❏ Tongan speaking teacher aide to touch base with Pasifika students every morning she works i.e. Monday- Thursday to make ongoing connections with them and to check in on their well-being. ❏ Re-establish the Pasifika group (middle and senior syndicate) ❏ Have displays of successful Pasifika people for students to look up to and celebrate. ❏ Establish a Pasifika learners group - to look at key competencies, identity, respect, cultural history, oral storytelling (Winnie working in space between classrooms) 1:45 - 2:15 Group A, 2:15-2:45 Group B ❏ Design a mural that reflects Pasifika to place in our school grounds **Student voice and agency** ❏ Collect student voice on what Pasifika students would like to write about, what they see as their strengths and what they need help with on a regular basis. ❏ Students to have say into the design of the teacher aide programme as well as a say into the mural to be placed on display ❏ Student council to be given the responsibility to organise recognition of the different cultures including Pasifika **Connecting with family and pasifika community** ❏ Video teacher reading alphabet sounds to support Year 1 students in learning sounds. Place this on	

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	the 'Messenger' page for families to refer to, to support their children at home. ❏ Send home digraph and blend cards as appropriate ❏ Continue with the 'Drop in cafe' encouraging families to attend a once a week. A specific focus each term for Pasifika parents and families ❏ Continue to use teacher aide (Winne) to prompt family members to make appointments to attend parent conferences and remind them on the day of the conference to attend. ❏ Encourage high profile Pasifika people to attend school assembly to share their journey of success ❏ Share ideas of this project to Pasifika family in Term 1 and at this meeting make plans for meeting in Term 2,3, and 4 to give feedback on the project **Attendance** ❏ Monday-Thursday - If Pasifika students are absent Winnie to make a phone call to the family to touch base as to why the student is away. Winnie to call in at the office after seeing all the pasifika students in the morning. ❏ Year 1 and 2 team leaders to track attendance in weeks 3,6, 9	

Measuring success of target	❏ Data from ongoing assessments of students within the target group i.e. running records, writing in Year 1-6, Hearing and Recording Sounds in Words and Writing Vocabulary every 10 weeks in Year 1 will be analysed at the end of each term with a report being generated to share with staff trends in student achievement. This will be reflected upon in terms of its impact on teacher practice as we strive to lift achievement.	

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	❏ Data collected in 2017 with regard to PAT Listening results will be compared with 2018 data. This will be analysed in terms of the impact of the weekly listening activity undertaken with the Year 6 cohort in Year 5 last year. ❏ Concepts about Print data for Pasifika will be collected on entry to school and again at the end of the student's first year of school. This data will be reflected upon in terms of value added as well as signs of acceleration. ❏ Data collected from student voice will be reflected upon and analysed in terms of its implications for teacher practice. ❏ Attendance rates of Pasifika students will be tracked at weeks 3, 6 and 9 of each term. This will be analysed alongside of efforts made to contact family members to increase attendance at school. ❏ The profile of 'all things Pasifika' will be more evident within the school environment e.g. murals hanging within the school groups that reflect Pasifika, images of high profile Pasifika people evident within our school, Pasifika cultural group reinstated ❏ Meeting with Pasifika parents will be held each term to share findings of this project and to seek guidance and support from the community on ways to further enhance Pasifika achievement. Recommendations from the families will be noted and actioned ❏ Rates of attendance of Pasifika families at school wide events will be noted and reflected upon.	
Expected Outcomes		
All of the targeted students will have raised their achievement levels in literacy.		

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Strategic Plan Goal 1.2:

Maths Target 2018

To provide quality numeracy programmes that enable students to achieve at or above NZ Curriculum levels for maths.

	Proposed Action	**Actual Outcomes**
Baseline Data	❏ Results from teachers OTJ's in maths from Term 4 2017 will be used to identify an intervention group of Year 4 students who are functioning Below the National Standard. ❏ Having identified this group, data will be collected in Term 1 (2018) to assess the students' ability in numeracy, in order to highlight their weaknesses and strengths. Assessment tools used will be all, or some of: GloSS; IKAN; PAT; JAM assessment tool. ❏ Data gathered will then be analysed to highlight strengths and weaknesses of students to be targeted, initially by the classroom teacher and then in the second half of Term 1, by the intervention teacher. ❏ An entry survey will be conducted to identify the children's interest and attitude to maths. ❏ In addition, all teachers in the school will use data collected (as above) to identify students below and well below in their class and target these children within their own maths programme.	

| **Intervention** | ❏ Baseline data will be collated and distributed to class teachers for each student in the intervention groups.
❏ 3 different groups will be targeted across the year for 8 weeks each (Term 1, 2, 3)
❏ All underachieving students will be targeted initially through their classroom programme and t-aide support programmes. From Week 3, Term 1, The first group of 6 intervention students will be targeted by the numeracy intervention teacher. | |

	❏ Analysed data will be used to determine areas of weakness and the required future teaching focus; evidence of this will be seen in all teachers' planning. ❏ The Mathletics online programme will be used school-wide. ❏ Each group of identified students will be assessed and interviewed before the intervention starts to determine their areas of need, attitude to maths and what they perceive their strengths and weaknesses to be in number. ❏ The intervention will occur daily for around 30 minutes, over a period of 8 weeks. ❏ Parents will be informed of their child's participation in this intervention via a letter explaining the programme. Further information re. their progress will be given to parents during the scheduled parent conferences in Term 1 and Term 3. ❏ Parents will be invited into the school to meet the intervention teacher to discuss the programme and ways they can help at home. ❏ Class teachers, of the intervention student group, will work in consultation with their Syndicate Leader and intervention teacher. They will continue regular professional discussions, reflecting on the programme and their role as classroom teacher.	

Measuring success of target	❏ Teachers will continue to monitor Below and Well Below students and record this information on the school-wide maths target document. ❏ Teachers' OTJ's in maths will be collected from all students in June and November and compared with OTJ's made in Term 4 2017. ❏ Final results will be collected and collated at the end of the intervention period and shared with the BoT and teaching staff. ❏ Assessment tools and interviews will be used to measure progress of the Target group in relation to achievement and attitude. This will include specific assessments taken before and after the intervention (including PAT and GloSS), and regular assessments taken by Year 4 classroom teachers. ❏ As per Ministry focus, Maori and Pasifika students will be accelerated.

Expected Outcomes
All of the targeted students will have raised their achievement levels in maths.