

Tauwhare School

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# CHARTER

2014 - 2016

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## *Timeline*

Charter & Targets Reviewed .....	November 2013
Staff and B.O.T. Consultation on Targets & Curriculum Focus.....	November 2013
Ratification of Charter Minuted at B.O.T. Meeting.....	February 2014
Community Consultation Strategic Plan & Proposed Targets.....	February 2014

### *Mission Statement*

To ensure that all children receive a high quality, broad based education equipping them with the skills and attitudes to succeed in life.

### *Values*

### *Description of School*

Tauwhare School is a rural primary school. It is a decile 7 school and employs, in addition to a principal, seven full time teachers, one part-time teacher, 5 teacher aides, secretary, cleaner and part-time caretaker.

We are committed to putting in additional resources to ensure optimum staff/pupil ratios.

Due to growth from rural subdivision in the district the school is steadily growing with the ethnic composition of the school being approximately three quarters European and one quarter Maori/Pacifika.

One fifth of the students come from a farming background.

The school consists of a main block which contains seven classrooms fully equipped with interactive whiteboards and sound field systems, an administration area, Principal's Office, Staff Room, withdrawal rooms and a Multi-Purpose Room with a library, kitchen, art room, storage rooms and meeting area.

The school grounds cover 1.9 hectares, which consists of a sports field, 20m swimming pool, 2 tennis courts and 3 adventure playgrounds. An active Board of Trustees and P.T.A support the ongoing beautification programme and landscaping of the grounds. We are a Silver Enviro School.

The Pukeko Pre-School and Tauwhare playgroup are housed on our school grounds, and this makes the transition from pre-school to school seamless.

### *Description of Community*

Tauwhare School is centred in a mixed rural/lifestyle community situated 20km east of Hamilton City. Facilities include a pre-school, local hall, church, marae and several small businesses allied to the rural sector.

The community consists of a wide range of socio-economic groups involved in both rural and urban areas.

The school is extremely well supported by the community in all aspects of its operation.

## BELIEFS and GOALS

- All children have a right to learn and to have exposure to a high-quality, balanced curriculum.
- Learning is lifelong for students and teachers.
- The school will be a warm, caring and welcoming place for the whole community, especially children.
- The children and staff have a right to feel secure and confident in class and on school grounds. The environment will be aesthetically pleasing yet educationally functional.
- Community involvement and participation is essential to the value of our school: “It takes a village to raise a child”.
- Cultural diversity of our school community will be acknowledged, respected and valued.

### *Local Goals and Objectives*

Promote Tauwhare 3 Rs – Respect, Resilience & Responsibility.

#### **Goal 1**

**To continue to provide opportunities for students to be at the cutting edge of new technology, and fully integrate learning across all curricula.**

#### **Objectives:**

To clarify professional learning for effective teaching through E-learning  
To incorporate E-learning/Thinking skills into planning and teaching across the curriculum.

#### **Goal 2**

**To enhance the benefits of being a rural and Enviro school.**

#### **Objective:**

Undertake a sustainability journey of learning and action.  
Reflect on, evaluate and share the journey with others within and outside the wider school community.  
Work collaboratively with other agencies  
Develop conservation minded children who will become conservation minded adults through their inclusion in the decision-making.  
Having an appreciation of the rural environment in which we live.

#### **Goal 3**

**Through sport, cultural and artistic activities engender pride in themselves and the school.**

#### **Objectives:**

- a) Support new and existing groups and projects within the school, designed to enhance children’s appreciation of sport, culture and the arts.
- b) Encourage and promote participation of teachers, parents and members of the community in providing instruction for students in sport, culture and the arts.
- c) Develop and encourage resilience in our children: Whakamaatau (Try)

*National Priorities*

**The school will determine its priorities by focusing on national priorities.**

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

- Providing a safe physical and emotional environment for students;
- Providing opportunity for success in all key competencies and essential learning areas of the New Zealand curriculum.
- Improving Numeracy and Literacy, reducing the ‘tail’.
- Developing a range of assessment and evidence gathering practices that provide sufficiently comprehensive data to evaluate the progress and achievement of students;
- Identify and provide opportunities for the enrichment and extension of gifted and talented children;
- Improve the achievement of Maori students in consultation with the Maori community;
- Report to students and parents on achievement of individual students and to the community on achievement of students as a whole and groups of students in a way that is easily understood and includes, but is not limited to National Standards, and which can be used to publicly rate our school against all other schools.
- Actively promoting ‘healthy children’ with emphasis on nutrition and physical activity.

**Local priorities will be identified through:**

- The school’s programme of self review;
- Analysis of the school’s assessment data

In-meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

## *GOALS FOR MAORI & PASIFIKA CHILDREN*

**To attain the highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.**

1. The cultural diversity of our school community will be acknowledged, respected and valued.
2. Equality of educational opportunity for all students, by identifying and removing barriers to achievement.
3. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
4. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori & Pasifika, and New Zealand's role in the Pacific and as a member of the international community of nations.
5. Advising parents and the community that Tauwhare School offers instruction in Level 1 Te Reo and Tikanga.
6. Raise the level of achievement for all Maori & Pasifika students by:
  - Liaising closely with our Maori & Pasifika community
  - Closely monitoring attendance for Maori & Pasifika students.
  - Utilising skills and talents from the community.
  - Providing support and communication with Whanau and community.
  - Raising the level of cultural awareness for all children.
  - Appointing a committee of teachers in Multi-Culturalism, I FTU, to communicate and liaise with Maori community, arrange marae visits, kapa haka etc.
  - Staff will learn Tikanga alongside the students with a Maori Language teacher employed in terms 2 & 3.
  - Working closely with our Maori Representative on the BOT to strengthen communication between whanau and school.
7. Lift Maori Boys & Girls reading attainment by providing extra support (Teacher Aides), removing barriers to learning and offering opportunities to excel in all areas including, but not limited to, music, drama & sports,

## *Charter Undertaking*

1. This charter is an undertaking by the Board of Trustees of Tauwhare School to the Minister of Education.
2. The Board of Trustees will take all reasonable steps to ensure that the school meets the goals and objectives of this charter within the resources and time available to it, in accordance with section 64 of the 1989 Education Act.
3. The Government's commitment to education is to provide funding for salaries and the operation of the school out of money appropriated by Parliament, in accordance with section 79 of the 1989 Education Act.
4. The operation of the school and its progress in meeting its charter objectives will be reviewed regularly by the Education Review Office.
5. The partnership between this school and its community will play a vital part in achieving the goals of the charter.
6. This charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989, or it is withdrawn by the Minister of Education.
7. The Tauwhare School Board of Trustees agrees to administer the school so as to ensure that the school's operations take into account all the National Educational Guidelines and reflect both the content and the spirit of this charter.
8. The Board of Trustees of this school accepts the obligation to adhere to all relevant Acts of Parliament, national guidelines for education, employment contracts, and regulations as they relate to the school.

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Chairperson Board of Trustees)

Signed \_\_\_\_\_ Date: \_\_\_\_\_  
(Minister of Education)

**Strategic Plan 2014 -2016**

**NAG 1 – Curriculum**

**GOALS**

**ACTIONS**

<p>To have all children who begin and complete their schooling at Tauwhare School read with understanding equivalent to or beyond their chronological age by Yr 6.                  To have all children write and spell effectively.                  To have all children competent in basic mathematical processes at each level of the NZ Curriculum, and to progress through National Standards stages appropriately.                  To have all children achieving at or above National Standards in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> <li>• Annual monitoring &amp; moderation of Standardised testing.</li> <li>• Allocate 50 -70% Yr 4 – 6, 60 - 80% Yrs 1 – 4 of Math teaching time to number strand.</li> <li>• To further explore all literacy techniques to raise the level of literacy for all children.</li> <li>• To sustain philosophies and beliefs formulated through our revised Tauwhare School Curriculum implementation plans.</li> <li>• Identify children working Above, On, Below and Well Below</li> <li>• Explore new contracts to support the teaching and learning in Reading.</li> </ul>
<p>To provide programmes for children displaying special needs and/or abilities.</p> <p>To continue to be a 'Dyslexic Friendly' school.</p> <p>Continue a full Perceptual Motor Programme for juniors.</p> <p>Continue to provide teacher aides in every classroom</p>	<ul style="list-style-type: none"> <li>• Identify pupils for extension programmes.</li> <li>• Maintain an ongoing register of students who are not achieving; are at risk of not achieving; and/or have special educational needs.</li> <li>• Continue enhancement or support programmes. Liaise closely with support services eg. G.S.E., R.T.L.B. One Day Schools, Correspondence School.</li> <li>• Continue to research and implement dyslexia screening and learning programmes, and PMP programmes.</li> <li>• Provide opportunities for out of school experiences in culture and sport.</li> </ul>
<p>To raise the achievement levels of Maori children</p>	<ul style="list-style-type: none"> <li>• Liaise closely with our Maori community</li> <li>• Closely monitor attendance for Maori students.</li> <li>• Utilise skills and talents from the community.</li> <li>• Provide support and communication with Whanau and community.</li> <li>• Raise level of cultural awareness for all children.</li> <li>• Appoint a Lead teacher of Maori, I FTU, to communicate and liaise with Maori community, arrange marae visits, kapa haka etc.</li> </ul>
<p>To develop high self-esteem in each child.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor and develop reward systems.</li> <li>• Have zero tolerance of bullying and swearing.</li> <li>• Promote caring and positive attitude through values programme.</li> <li>• Continue to maintain firm, fair boundaries and consequences.</li> <li>• Introduce <b>FISH</b>: Be There, Play, make Their Day, Choose Your Attitude.</li> </ul>
<p>To give priority to regular quality physical activity developing movement skills</p>	<ul style="list-style-type: none"> <li>• Have at least 1 hour of quality P.E. per week + 20 mins Fitness daily</li> <li>• Maintain weekend sports teams in Rugby, Soccer, Netball, Hockey, cricket, athletics, T-Ball and Softball</li> </ul>

### ***NAG 2: Documentation and Self-Review/ Community Partnership***

1. Implementing a curriculum for Tauwhare School children
2. To document, review and maintain an ongoing programme of Self – Review.
3. To promote co-operation between home, community and school for the educational benefit of each child.
4. To have each Parent/Caregiver feel informed and involved with the school's activities and aims.
5. Consult with the community to review the Charter and Strategic plan for the next three years.
6. To broaden home/school learning opportunities.
7. Report bi-annually to parents on individual student achievement in relation to testing including National Standards.

- Implement a curriculum for Tauwhare School children embracing key competencies, values and inquiry learning.
- Continue programme of staff appraisals, self-review, curriculum review and assessments practices.
- Continue to seek Parent/Caregiver feedback and input in planned area of review.
- Consult with the Maori community, liaising through our Maori Representative, our Kaumatua, our Maori parents
- Report regularly on individual student achievement to Parents/Caregivers through 1 oral and 2 written reports.(NAG 2) per year.
- Liaise with local sports clubs (NAG 1).
- Parents to be Managers and Coaches of school teams. (NAG 2)
- Liaise closely with the P.T.A. and Pre-School groups. (STEP IN programme for 4 – 5 yr olds.)
- Continue to promote website to parents/caregivers and to broaden and widen the use of the web page so it reflects the teaching and learning happening in the classrooms.

### ***NAG 3 - Human Resource Management***

1. To develop a school that has sound personnel practices, attracts, maintains and develops high quality staff.
2. To enhance and challenge the pedagogy of all staff.
3. Create and grow leadership pathways for senior staff.

- Support staff supported appropriately with Professional Learning courses and Peer tutoring.
- Initiate and promote staff development programmes.
- Refine appraisal systems to recognise strengths and needs.
- To support new staff as they align their teaching styles to our expectations and routines.
- Enhance and broaden leadership opportunities.
- Explore staff personality profiles to explore and understand how team dynamics serve or hinder our performance
- To learn to work more interdependently and create high performance teams

**NAG 4 - Finance & Property**

1. To govern a school where the property and plant is well maintained and which has attractive classroom and administration facilities alongside a pleasing outside environment for sport and recreational activities
2. To have effective financial management practices which ensure adequate budgeting for resources, professional development, and extra staffing where necessary

- Provide area for sick children
- Build new staffroom
- School grounds will reflect our Enviro School objectives.
- Develop innovative play areas.
- Develop admin area, providing for sick bay, extra staff toilet, Principal's office.
- Build new classroom number 8

**NAG 5 - Health & Safety**

1. To maintain a safe physical and emotional environment for students and staff.
2. To ensure a consistent, fair discipline system based on positive re-enforcement.
3. To promote a partnership or support base between school/home.
4. Fulfil requirements meeting health needs of our students.

- Review school pool safety requirements as required.
- Regularly identify hazards and report to B.O.T. for action.
- Regularly review Hazards book for Caretaker
- Continue to promote the House System.
- Inform students and Parents/Caregivers of zero tolerance policy.
- Liaise with Parents/Caregivers over behavioural concerns.
- Review and update Health & Physical wellbeing Policy and Implementation Plan. Consultation with the community.
- Promote a healthy lifestyle among students and encourage Healthy Eating
- Maintain peer-support programmes.
- Promote Tauwhare School's 3 Rs - Respect, Resilience and Responsibility.

**NAG 6 - Administration**

1. To ensure that school governance, leadership and management is effective and efficient.
2. To ensure that the B.O.T. is fully informed on student achievement.
3. Manage roll growth.
4. B.O.T. and staff aware of the relevant legislative requirements and are complying with them.

- Evaluate managerial leadership through Principal's performance agreement (NAG 3)
- Provide training or support as appropriate for B.O.T. members.
- Effectively manage and communicate development and change (NAG 2)
- Review and formalise report on student achievement to B.O.T.
- Monitor roll growth.
- Ensure Parents/Caregivers are notified of dates, times of opening at the start of each year.
- B.O.T. to approve the reviewed policies.

*SCHOOL DEVELOPMENT &  
ACTION PLAN 2014*

TOPIC	GOAL	HOW	WHO	BUDGET	TARGET
<p><b>Nag 1</b></p> <p><b>MATHS</b></p>	<p>To increase knowledge in basic facts</p> <p>Raise achievement in Knowledge areas.</p> <p>To move children through the stages at an accelerated level</p> <p>To meet the National Standards for all children in relation to maths assessment</p> <p>To improve teacher pedagogy to deliver better maths learning to students.</p>	<ul style="list-style-type: none"> <li>• Reporting/Tracking via children's testing.</li> <li>• Explicit, focussed teaching</li> <li>• Cross group children throughout the junior &amp; senior school based on their Numpu stages to provide opportunities for support &amp; extension.</li> </ul> <p>Provide opportunities for Catch Up Numeracy for children struggling at stage 4</p> <ul style="list-style-type: none"> <li>• Purchase new maths equipment</li> <li>• PROFESSIONAL LEARNING in Maths with 3 Professional Learning sessions through the year.</li> </ul>	<p>Classroom teachers Part time Teachers</p> <p>Teacher Aides</p> <p>Principal, teachers, teacher Aides, Facilitator (Charlotte Wilkinson)</p>	<p>\$ 2000</p> <p>\$1200 T/Aide</p> <p>\$2000 P/D</p>	<p>That basic facts knowledge will increase.</p> <p>That the levels in maths achievement will rise and will reflect in National Standards testing results.</p> <p>Consistent, reliable benchmarks which are understood by all cohorts.</p> <p>Increased pedagogy for staff to improve delivery of subject.</p>
<p><b>ENGLISH</b></p>	<p>To have children transfer their knowledge of surface features such as spelling and punctuation into their written work.</p> <p>To increase the level of oral language mastery</p> <p>To use National Standards in relation to literacy assessment</p> <p>To lift Maori boys reading attainment</p>	<ul style="list-style-type: none"> <li>▪ Compare base-line data.</li> <li>▪ Review current teaching practices and teacher pedagogy.</li> <li>▪ Identify at-risk learners.</li> <li>▪ Resources and T/Aide time to be allocated to give extra support to these students.</li> <li>▪ Step In Programme</li> <li>▪ Maori parents encouraged into school during reading/literacy.</li> </ul> <ul style="list-style-type: none"> <li>• Moderate, compare, research standards of reading &amp; writing within and across schools.</li> <li>• Purchase new computers &amp; replace aging models</li> <li>• Dyslexic programmes</li> </ul> <p>Screen all children showing indicators for Dyslexia</p> <ul style="list-style-type: none"> <li>• Addressing the Tail: Teachers to</li> </ul>	<p>Classroom teachers Enhancement / Extension teachers</p> <p>Principal Teachers T/Aides</p>	<p>\$50,000 Teacher Aide time.</p> <p>\$20,000 Support/Enhancement Teacher</p> <p>\$6000 curriculum resources</p>	<p>An increase in writing levels across the school.</p> <p>All children who enter as Yr 1 and complete their schooling at Tauwhare School will be on/above their chronological age in English by Yr 6</p> <p>The 'Tail' will reduce.</p> <p>Consistent, reliable, robust benchmarks which are understood by all cohorts.</p> <p>Teachers will strengthen</p>

	To screen for and find strategies to assist learning in dyslexic children.	track 3 children each term to assess accelerated progress and the value of intervention programmes	Principal Teachers Teacher Aides	\$300 Dyslexia Screening Tools	pedagogy in reading based on current research.
<b>Key Competencies</b>  <b>Values</b>	Embedding thinking skills, integrated inquiry learning and e-learning.  Concepts/Contexts  Respect, Resilience, Responsibility  Raise self-esteem	<ul style="list-style-type: none"> <li>Revisiting values programme: Tauwhare's 3 R's</li> <li>Using the <b>FISH</b> model: Choosing Your Attitude, Being There, Play, &amp; Make Their Day</li> </ul>	All staff  Board  Community  Facilitators/Experts	\$1000 P/D	Children will be life-long connected learners who display the Tauwhare values.  All staff, parents and Board will be embracing the same vision.  Children will feel valued by their peers, their teachers and themselves.
<b>Enviro Schools</b>	Continuing emphasis on environmental education.  Move toward winning our Gold medal.	<ul style="list-style-type: none"> <li>A plan for future planting &amp; development designed by children, staff and Board.</li> <li>Involve the community in our projects</li> <li>Get our message out to the community to change practice.</li> <li>Go for Green/Gold</li> </ul>	Environment al group  Community/ Local marae  Staff members  Board of Trustees	\$1000	Children will value our environment and learn ways to sustain it.  The wider community will change practice.  The Enviro Group will share their knowledge with the local marae to set up a community garden.
<b>Developing Leadership</b>	To realise the leadership potential in both staff and students	<p><b>For students:</b></p> <ul style="list-style-type: none"> <li>Peer support</li> <li>Positions of responsibility/Monitors</li> </ul> <p><b>For Teachers</b></p> <ul style="list-style-type: none"> <li>Tetra-Mapping Sessions</li> <li>Youth leadership Course</li> </ul>	Principal Teachers  HR Facilitator	\$2000	Reduce conflict Build effective relationships Trigger the combined power of different personal styles.

## **2014 CURRICULUM TARGET**

### **CURRICULUM GOALS**

#### **Reading**

All children who begin and complete their schooling at Tauwhare School will be reading on or above their chronological age by Year 6 and be achieving at or above National Standards.

#### **Mathematics**

All children who begin and complete their schooling at Tauwhare School will be achieving on or above the expected levels according to National Standards.

#### **Writing**

All children who begin and complete their schooling at Tauwhare School will be achieving on or above the expected levels according to National Standards.

### **AREAS OF STRENGTH:**

#### **Reading**

The end of year testing and final overall teacher judgements have shown 91% on or above in Reading. This equates to 68 children out of 151 are reading above and 70 children are reading on. 8% or 12 children are reading below and <1% or 1 child is Reading well below. 6 out of 12 children reading below did not start their schooling at Tauwhare.

The one child that is well below in Reading has been identified and has had specific programmes put in place for her own specific needs. She is receiving assisted computer technology, has RTLB help, occupational therapy, an auto-pilot programme running and teacher aide help with toe-by-toe and picture it punctuation programmes.

The cohort of year 3 children who were identified in year 1 data has continued to achieve at or above apart from one child who has been identified as needing specific learning programmes. (7 were below in Year 1, 2 were below last year and 1 is below this year). This group have continued to have intensive input through picture-it-punctuation, toe-by-toe, auto-pilot, fluency programmes and teacher extra time. The cohort of 5 Year 6 children have remained below despite extra time with a release teacher in Term one and toe-by-toe with a teacher aide. Of the three year 1 children reading below 2 are at present on Reading Recovery.

We are very fortunate to run many intervention programmes such as toe-by-toe, picture it punctuation, oral language groups, fluency programmes, rainbow reading, in conjunction with teacher aide time and the Joy Allcock spelling programmes and blink blink spelling programmes. All these interventions help to accelerate children's progress.

#### **Maori Reading Results**

78% of Maori children are reading on or above the expected levels. 22% equates to 8 children out of 36 children reading below. Of that 8, 5 are Year 6 children who have interventions throughout their schooling. One child is often transient or not attending any school. One Year 1 child is in Reading Recovery and 2 children are new to the school.

## **Writing:**

137/151 or 90% of children are achieving on or above. This figure breaks down to 40/151 or 26% writing above and 97 or 64% writing on.

13/151 or 9% are below and 1/151 is achieving well below.

All children who are below or have been identified at risk have had intervention programmes such as toe-by-toe, picture it punctuation, oral language groups, blink spelling, Joy Allcock spelling and teacher aide time. This means that as well as the 13 children below, 33 children who achieved at National Standards have also received programmes which have helped them to reach the National Standard required for their year.

Last year we identified a group of 7 Year 5 children who were achieving below. Of those 7 children, four were still below this year. However 2 years ago they were achieving well below and three children are now achieving on. This group will continue to need support as they move on to intermediate school.

There is another cohort of children in Year 3 that have been identified who are below or at National Standards. Two years ago 7 children were below in this cohort. Now there are four (one is new to the school and was not in the original 7). They have continued to receive considerable interventions such as toe-by-toe, Picture it Punctuation, Auto-pilot, Handwriting help and teacher aide time. This group will also need to be carefully monitored and continue to have explicit teaching in order for them to achieve.

The one child that is achieving well below has continued to receive RTLB assistance, and has received assistive technology help, toe-by-toe, Picture it Punctuation, Auto-Pilot and teacher aide time. This child will continue to need specific interventions and scaffolding in her learning.

40 children compared to 28 last year and 18 the year before are achieving above. This is a clear indication that the Gay Beyer's writing programme running throughout the school continues to have a considerable impact on our school results as we see a shift from children on to above in writing. There are 8 Year 4 and 5 children that are achieving above in writing who could be considered for an extension group.

### **Maori Writing Results**

78% are achieving on or above National Standards in writing. 22% are below and none are well below.

## **Mathematics**

79% are achieving on or above the required National Standard in Maths.

Of the children below, 70% enrolled at Tauwhare School during this year and have not completed a full year at our school. These children are often transient with poor attendance. The two children that have been identified as well below in Maths have only been at Tauwhare for 6 months. All well below and below children have been part of Numeracy catch up programmes, cross grouping, teacher aide support and auto pilot.

### **Maori Mathematics Results**

67% are on or above the National Standards. 28% are Below and 5% are well below.

54% of the children below enrolled part way through this year – so of these 13 students below 7 of these have not been at Tauwhare School for longer than 6 months. Two students who achieved below the National Standard last year now have achieved the National Standard.

## STUDENT ACHIEVEMENT TARGET 2014 BOYS WRITING

### ACTION PLAN

**Strategic Goal:**

To have all children achieving at or above the expected levels in reading, writing and mathematics as evidenced by achievement in relation to National Standards

**Target Area WRITING**
**Gender:** BOYS

**Ethnicity:** ALL

**Student Yr:** Yrs 1- 6

**Annual Targets:**

To have all students at or above the Writing National Standard for their year level by Dec 2014

**Baseline data:**

2013 Results	On or Above	Below	Well Below
Whole School	90%	9%	1%
Girls	95%	4%	1%
Boys	86% (61)	11% (10)	
Maori Girls	86%	14%	
Maori Boys	67% (10)	33% (5)	

**Action Plan:**

<i>What will the school do to meet the target?</i>	<i>When will it be done by?</i>	<i>Who is involved/responsible</i>	<i>What resources will be allocated to meet target?</i>	<i>Desired Outcomes</i>
<b>Intensive Tracking:</b> Each teacher will present the data for up to 3 Boys who are not achieving the expected standard in writing at a staff meeting in Term 1. All staff will review the programmes currently operating for these children and suggest strategies to help. Children will be tracked and discussed each month. Data for these 3 children will be presented again in June, analysed for accelerated progress and the effectiveness of intervention programmes. Teachers to choose up to 3 more boys not achieving to present in July and review in November.	Throughout school year.	All staff.	Teacher Aide catch up writing programmes Small group work throughout the school \$50,000 Teacher Aide budget.	Intervention programmes will be effective and children at risk of failure will show accelerated progress.  All children will show accelerated learning.  There will be fewer boys below in writing at the end of 2014.
Professional development for Teacher Aides in supporting children who are struggling in writing. Professional development for all staff on the teaching of Boys and Maori boys in particular.	Throughout year.	Teacher Aides Withdrawal teacher Teachers Principal	\$2000	Staff will have a better understanding of how boys and girls learn best.
Boys to be given extra support with teacher aide help, and programmes such as: Phonics, assistive technology, toe-by-toe, Picture it Punctuation, Auto-Pilot	All Year	Teacher aides Teachers	\$1000	

**Final Data:**

## Strategic Plan Curriculum Review, Development and Implementation

	2014	2015	2016
<b>Review</b> <ul style="list-style-type: none"> <li>- School-Wide Review</li> <li>- Budget Resources</li> <li>- Identify Needs to be Developed</li> </ul>	<ul style="list-style-type: none"> <li>- E-Learning <i>Integrating into the curriculum / questioning/ inquiry learning/Solo Taxonomy</i></li> <li>- The Arts – Visual Strand</li> </ul>	<ul style="list-style-type: none"> <li>- English (Writing)</li> <li>- Boys’ Education</li> </ul>	<ul style="list-style-type: none"> <li>- Thinking Skills/Gifted &amp; Talented</li> <li>- Social Studies</li> </ul>
<b>Development Focus</b> <ul style="list-style-type: none"> <li>- Research</li> <li>- Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>- The Teaching of Boys</li> </ul>	<ul style="list-style-type: none"> <li>- E-Learning <i>Integrating into the curriculum / questioning/ inquiry learning/Solo Taxonomy</i></li> <li>- Visual Strand</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Thinking Skills /Gifted &amp; Talented</li> <li>- <i>Deeper learning/ integrated curriculum.</i></li> </ul>
<b>Monitoring &amp; Implementation</b> <ul style="list-style-type: none"> <li>- Supporting Classroom Practices</li> <li>- Curriculum Documentation Up-Dates</li> <li>- Budget Resources</li> </ul>	<ul style="list-style-type: none"> <li>- Mathematics</li> <li>- <i>Assessment, Place value</i></li> </ul>	<ul style="list-style-type: none"> <li>- Science <i>Integrating into the curriculum / questioning/ inquiry learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>- E-Learning <i>Integrating into the curriculum / questioning/ inquiry learning/Solo Taxonomy</i></li> <li>- Visual Strand</li> </ul>
<b>On-Going</b> <ul style="list-style-type: none"> <li>- Reporting to the Board on National Standards</li> <li>- Appraisals</li> <li>- Assessment Plan</li> <li>Data Collection for OTJ’s &amp; national Standard results e.g. P.A.T; Burt; S.E.A; Peters; 6 Yr. Nett. E.N.P. A.N.P; Probe; STAR; Exemplars; AsTTle</li> <li>- School-Wide Focus on Literacy and Numeracy</li> </ul>			

	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>TERM ONE</b>	<b>Curriculum:</b> Resources Professional Development	<b>Environment</b> Resources Playground safety Landscape Plan	<b>I.C.T. Requirements</b>
<b>Policy Reviews</b> - Review one policy each Board Meeting throughout the year. <b>Health &amp; Safety Programme</b> - Accident Register, Hazards <b>E.E.O.</b> <b>Annual Report</b> <b>Board Positions – Self Review</b>			
<b>TERM TWO</b>	<b>Curriculum:</b> Mathematics Special Needs <b>Board Delegations and Training</b> Community Consultation	<b>Curriculum:</b> National Standard expectations	Literacy
<b>TERM THREE</b>	<ul style="list-style-type: none"> <li>- School Donations</li> <li>- Audit Procedures</li> </ul> <b>Finance</b> - S.E.G. <ul style="list-style-type: none"> <li>- Budget Reports</li> </ul>	<ul style="list-style-type: none"> <li>Building Fitness</li> <li>- Property Development</li> <li>- Vandalism, damage</li> <li>- School Pool</li> <li>- Playground Equipment</li> </ul> <b>Property</b>	<ul style="list-style-type: none"> <li>- Job Description</li> <li>- Appraisal Procedures</li> <li>- E.E.O. Programme</li> <li>- Staff Development</li> </ul> <b>Personnel</b>
<b>TERM FOUR</b>	<b>Budget/Asset Register</b> –Preparation for Annual Report <b>Performance Agreement,</b> <b>Staff Appraisal, School Action Plans – Staff Development,</b> <b>Property/Maintenance Plan</b>		

**Board of Trustees Three Year Programme of Self Review**

## 2013 ANALYSIS OF VARIANCE: MATHEMATICS FOR MAORI UNDERACHIEVERS.

### Mathematics Baseline Data 2012

109/134 (82%) of all children are working on or above in mathematics. 23/134 (17%) are below and 2/134 (1%) are working well below their expected levels according to National Standards.

Catch Up numeracy programmes have helped some children improve however there is a cohort of Maori children who are not achieving accelerated learning and are not reaching the National Standard.

Maths Maori	Well Below	Below	On	Above
Number of Maori	0	7	21	5
% of Maori	0%	21%	64%	15%

Maths Maori Boys	Well Below	Below	On	Above	Maths Maori Girls	Well Below	Below	On	Above
Number of Maori Boys	0	3	8	4	Number of Maori Girls	0	4	13	1
% of Maori Boys	0%	20%	53%	27%	% of Maori Girls	0%	22%	72%	6%

**Goal: By the end of the 2013 school year all children will be achieving at the National Standard in Mathematics, or will have at least made accelerated progress towards this goal.**

### Actions:

- Year long Professional Learning for teachers and teacher aides. Charlotte Wilkinson, Maths Consultant, worked with staff throughout 2013 to up skill and refresh strategy teaching. Assessment practices were aligned across the school. Assessment tools were critically assessed for relevance. Intensive skill development in the teaching of Place Value which was an area of need identified from 2012.
- Lead teacher of maths appointed to mentor & support other teachers – 1 PTU
- Extra Teacher Aide employed to enable all classrooms to have support in the classroom setting, and to withdraw groups of children for intensive or catch up sessions.
- Maori children who are not achieving at the National Standard were targeted with extra resources and time. These children were tracked throughout the year.
- Parents/caregivers encouraged to help at home (with support from teachers).
- Teachers & Teacher Aides to run Catch Up Maths programmes, Auto-Pilot, Basic facts practice in all classrooms.

### OUTCOMES for 2013

Over all 33% (13) of Maori children are achieving below the expected standard. Many of these children are new to our school so tracking for accelerated progress was not possible. These children will be tracked throughout 2014.

**Children with baseline data and end of year data.** (*Children must have been at Tauwhare School for one school year in order to have their progress tracked for target results*).

79% (23) of Maori children are achieving on or above their expected levels in Mathematics. Two children have moved from Below to On the National Standards.

21% (6) of Maori children are still not achieving at the National Standard despite intensive monitoring and support.

Three of these children are girls, three boys. Three are in the junior school, one is Year 5 and 2 are Year 6. One Year 6 Maori boy has been identified as being Dyslexic and has difficulty with memorising basic facts. One Year 6 boy has delayed learning in all areas and works one-on-one with a teacher aide.

## **PLANNING FOR 2014**

Teachers have devised new testing which enables them to more specifically identify areas of concern for all students. Following intensive, explicit professional development around Mathematics and assessment, attainment expectations have been increased, which means children must now attain at a higher level in order to be considered at or above the National Standard.

Teachers have found the professional development very valuable and are keen to continue to work closely with Charlotte Wilkinson throughout 2014 to embed and sustain new pedagogy. Appointing a Lead Teacher of Mathematics with 1 unit attached has been worthwhile. Having this teacher to drive changes, encourage self-reflection and lead critical discussions at staff and syndicate meetings has been very beneficial. This is now a permanent unit.

Teacher Aides (4) will receive training in Catch Up maths programmes and will withdraw small groups to working intensively on knowledge first then strategies.

### **Intensive tracking**

Teachers will bring the achievement data of 3 children who are part of our 'tail' to staff meeting each term. Teachers will critically discuss the programmes offered to raise achievement, and will give support and advice to work collegially in supporting each child.

A new position of SENCO will be created (1 FTU) and she will analyse data after one term to see a) has there been accelerated progress and b) which interventions are proving the most effective.

The data on 3 more children within the 'Tail' will be presented each term.