



Argyll East School

School Number 2542

Charter

2017

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Attached as another file is the National Standards Reporting which includes:

- National Standards Data - NAG2A(c) data - (on the prescribed spreadsheet)
- National Standards Reporting - NAG2A(b) - reporting (on the prescribed headings)
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Mission Statement:

A caring, country setting growing potential through challenge, creativity and play – every child, every day.

**Argyll East School
Charter
2017**

School Motto: Achieve and Succeed

Argyll East Values:

To actively promote and encourage:

- Respect
- Perseverance
- Integrity
- Creativity

Goals:

1. To provide interesting, high quality programmes with an emphasis upon Literacy and Numeracy, that challenge all our children, and meet their individual needs
2. To welcome all learners in our community. We are committed to their engagement in all school activities and to their achievement
3. To encourage our children to take an increasing responsibility for their own learning
4. To promote strong partnerships between home and school
5. To develop an awareness of our local area and utilise the local environment
6. To retain the traditional features of our school
7. To foster a sense of pride in and belonging to, Argyll East School
8. To achieve excellence in all we do and celebrate student achievement
9. To be a progressive and constantly improving school
10. To foster respect, integrity, perseverance and creativity

Argyll East Habits (Key Competencies)

To actively promote and encourage:

- Managing self
- Thinking
- Relating to others
- Participating and contributing
- Using language, symbols and texts

Compliance:

Argyll East School is obligated and committed to:

- Fulfilling all the requirements set out in the National Education Goals
- Administering the School according to the National Administration Guidelines
- Delivering the curriculum to all students in a balanced programme as outlined in the New Zealand Curriculum

Unique School Environment:

To make use of our environment, that includes the school farm, wetland/dryland area, creek, to drive learning programmes and provide authentic learning experiences for our children.

Argyll East School Vision 2017

Teachers:

- Deliver the NZ curriculum competently focusing on literacy and numeracy
- Are enthusiastic, foster a love for learning and celebrate learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to professional growth
- Have high expectations
- Demonstrate caring and supportive interpersonal skills
- Provide needs based programmes
- Work in partnership with parents and keep them informed
- Are positive and professional

Leadership:

- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between home and school
- Ensures quality teaching and learning is paramount
- Plans for tomorrow
- Monitors progress towards meeting school goals

Home and School:

- Supports the school in numerous ways
- Is acknowledged for its work by the BOT and staff

A caring, country setting growing potential through challenge, creativity and play – every child, every day.

Children:

- Take increasing responsibility for their actions and learning
- Are respectful and creative and display integrity and perseverance
- Are proud of their school
- Feel safe, are respected, listened to and cared for
- Are encouraged and challenged to set goals and know their next learning steps
- Take pride in their achievements and others
- Are confident

Curriculum Programmes:

- Are delivered in a balanced and interesting manner
- Emphasise Literacy and Numeracy
- Meet the needs of all children
- Are regularly reviewed and updated
- Fulfil New Zealand Curriculum requirements
- Prepare our students for tomorrow

Support Staff:

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Care for the students
- Are positive and professional
- Work alongside teachers to help students meet their goals

Board of Trustees:

- Consults effectively with the community
- Meets requirements of NEGS and NAGS
- Is a good employer
- Stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future

Parents:

- Feel welcomed and included
- Are well informed
- Encourage children in their schooling
- Respect the professional judgement of the staff and work in partnership with them
- Are supportive of the Board, staff and school

Policies and Procedures:

- Are developed through consultation
- Are clearly stated and understood
- Facilitate school organisation
- Are accessible to everyone
- Are regularly reviewed

Environment:

- Is inviting and attractive
- Supports learning programmes and play
- Is safe and well maintained
- Promotes sustainability

Argyll East School is a primary school, catering for students from Year 0 – Year 8. It is situated in the rural community of Argyll East and has a small farm attached to the grounds. The school will start 2017 with 64 children (4 classrooms) and over at least 5 new entrants are expected throughout 2017. Children come from the Argyll East community and from the townships of Otane, Waipawa and Waipukurau. There are 2 bus runs, which bring the students to and from school daily. Our staff will consist of one teaching principal, two full-time teachers, three part-time teachers, a teacher aide and a school secretary. Argyll East School is warm and welcoming of others and the children enjoy good relationships with their peers and teachers. We welcome all students and we are committed to their engagement in all school activities and to their achievement. The school's culture is founded on our values of respect, integrity, perseverance and creativity. These values are evident throughout the school. Our motto is 'Achieve and Succeed' and we do our best to ensure all students reach their full potential. There are many opportunities for extra curricular activities and students are encouraged to 'have a go' in many areas. The school community is supportive of the school, its programmes and activities with families and children enjoying the close community nature of the school and the rural environment. Parents are encouraged to become actively involved in their child's education.

Argyll East School was opened on July 17th 1905 and currently has a four-classroom and administration block, a library/resource centre, swimming pool, adventure playground, tennis/netball/basketball court and a large playground area. Since 1905 Argyll East School has been at the heart of the Argyll Community, ensuring country values and farming contexts have been included in the school curriculum and part of school life. In 2011 the Board of Trustees, staff and students decided to head back to our country roots, using the school farm to help provide rich and meaningful learning contexts to enrich student's learning as well as allowing our parents and community to get more involved in school life. This is an ongoing process. Argyll East School has a very supportive parent body, community and an active Home & School Association. The Home & School Association runs fundraising activities and helps out at school events. Families are kept informed of what is going on at the school with a weekly newsletter, which is also delivered to the local community along with a website, facebook and a twitter text feed. In 2017, teachers are introducing Seesaw to their classrooms to promote communication of learning with parents and whanau. Parents are kept up-to-date on events at the school.

In 2016, the school roll remained steady with 77 children. A new principal settled into the school along with a newly appointed Board of Trustees. The school continues to develop and implement the Argyll East School curriculum– 'What Learning Looks Like at Argyll East School'. This is a very comprehensive document that is unique to our school. We achieved good National Standards results in 2016 and plan to maintain and increase students achieving at and above the National Standards in all learning areas. The improvement foci for 2017 will again be to improve writing levels, especially for boys; to improve the percentage of children performing above standard and to introduce and use Seesaw as a tool to increase communication between home and school. The Argyll East School and wider community continue to improve the natural environment with major development of the Mangaotai Riparian margin in 2016 alongside the wetland/dryland which remains a feature of the school. Other areas of the school such as the farm will receive a boost in 2017 through the development of clubs (including music, I.T. farm, school beautification etc.) aimed at providing a broad and comprehensive learning programme for all students.

Argyll East School Strategic Plan

Strategic Goals

Strategic Goal 1:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Strategic Goal 2:

Maori and Pacific Island students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture.

Strategic Goal 3:

To develop use of e-learning devices and different forms of technology to support teaching and learning and partnerships between home and school to improve learning across all year levels and for all students.

Strategic Goal 4:

To actively use the Argyll Curriculum to continue to build the habits and Argyll East School values of life long self-directed learners.

Annual Aims

1 To increase the number of students achieving at or above the National Standard in Mathematics, Writing and Reading.

2 To increase the number of Maori and Pacific Island students achieving at or above National Standard in Mathematics, Writing and Reading

2017 Targets

1a That we maintain the standard of 85% of all students at or above the National Standard in Reading and Maths. (Currently R – 85%, M – 85%)

1b That 80% of our students will be at or above the National Standard in Writing. (currently 70%)

1c That we increase by at least 5%, our students who are above the National Standard in Reading, Writing and Maths.

2 That 85% of Maori / Pacific Island students will be at or above the National Standard in Maths, Reading and 80% at or above in Writing (currently - 84% maths, 84% reading, 73% writing)

CORE STRATEGIES FOR ACHIEVING GOALS 2017 - 2019

Strategic Goal 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

- Argyll East curriculum implemented and reviewed and fully embedded into school culture and making a real difference
- Professional development in areas of focus and aligned to student/teacher needs and strategic direction
- School focus established depending on needs, data collected from previous year, comprehensive action plans
- Clear review schedule of learning pit, habits, values, performance management, learning folders, conferences and actions taken – trialling of Seesaw in 2017
- Teacher Inquiry based on “The Spiral of Inquiry” model developed and implemented enabling us to establish what is helping raise achievement and what is not. Reflective journals part of teacher appraisal with clear actions as a result of reflective thinking.
- Learning Pit, values and habits continues to be developed and implemented
- Performance Management system improving teacher practice
- Greater student ownership and leadership of their learning through increased assessment as learning practices, e-learning, student voice and modern learning pedagogies (student directed learning) becoming more visible.
- Greater engagement of all parents in their childrens learning - Seesaw
- Parent evenings a regular feature of the school – I.T., hui, information evenings
- Data (backed up by clear evidence) being used productively at a BOT, management and classroom level with evidence
- E-learning is happening to a high level within school and a strong feature of the home/school partnership
- Incorporating online learning folders with all children able to access work online, anywhere, any time

Strategic Goal 2: Maori and Pacific Island students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture.

- Children identified with specific detail on action plans
- Kahikatea principles embedded
- Tataiako cultural competencies fully embedded
- Continue consultation with whanau (Maori and Pacifica) as a group (2 x a year) and as individuals
- Maori/Pacifica achievement strategy developed and implemented
- Culturally responsive teaching evident, Maori/Pacifica perspective integrated, Te Reo continued in class and whole school involved in Kapa Haka
- Continue to strengthen links with Ngati Kahungungu and the Resource Teachers in Maori
- Maori/Pacifica families comfortable in school and actively involved

Strategic Goal 3: To develop use of a variety of e-learning devices to support teaching and learning and partnerships between home and school to improve learning across all year levels and for all students.

- E-Learning vision, strategy and budget revisited/updated
- E-Learning leader identified and regular PLD for teachers and staff
- Inform and educate parents about e-learning that is used at school and can support learning at home
- Ensure consistent and effective use of SMS
- Ensure online safety through the use of support systems such as Hapara, Classroom and Internet usage agreement
- Explore appropriate and most useful strategy for e-learning in years 0-3
- Review and update communication methods to ensure effectiveness and cost efficiency – website, facebook, twitter, SMS, Google Forms, Survey Monkey etc

Strategic Goal 4: To actively use the Argyll Curriculum to continue to build the habits and Argyll East School values of life long self-directed learners.

- The Argyll East Curriculum fully embedded into school culture and making a real difference
- Evidence of curriculum is easily identifiable and in many different forms in, around and throughout the school
- Emergent self-review evident to keep up with latest developments and ensure Argyll East Curriculum is pedagogically up to date
- Parents gaining greater knowledge of curriculum through quality information sharing therefore having a greater input
- Strengthening use of assessment tools with students and making the standards more visible (kids speak)
- Strengthening assessment and feedback element in learning; building teacher, self, peer and community skills
- Enabling children to take ownership of curriculum
- Continue to develop collaborative learning and teaching, within and across classrooms
- Encourage self-directed learning and improvement at all learner levels

Argyll East School and Cultural Diversity

New Zealand Cultural Diversity

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

The Unique Position of the Maori Culture

- All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes.
- Argyll East School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.
- To consult with our Maori community on targets for raising the achievement level of our Maori students and report to them as a community on these targets.
- To report as part of our annual reporting process to the BOT on the achievement of our Maori students in literacy and numeracy
- To continue to build and maintain our Maori resources to support our learning

What steps will be taken to discover the views and concerns of the school's Maori community?

- Maori community consulted in various ways
 - Report evenings
 - Parent workshops
 - Newsletters
 - School events involving students
 - Informal dealings with families
 - Maintaining open door practice encouraging families to approach the school
- Two hui with Maori community and as a result of this more meetings/workshops may arise.
- Kapa Haka Group (which is the school) with outside help and school staff.
- The Kapa Haka group (which is the school) is performing to the school and guests on a regular basis.
- Te Reo and Tikanga Maori integrated into classroom programme.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori protocol and culture) into the school's curriculum?

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number, waiata, National Anthem.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students.
- To seek opportunities to learn about Maori protocol and visit a local Marae

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to
 - Personnel with the requisite skills and qualifications
 - Overall school financial position
 - Skills in school community and wider community

Argyll East School Maori Enjoying Success as Maori

For all our students we will:

- Promote the use of the Te Reo Māori through the use of simple greetings, commands and vocabulary.
- Include Waiata in our class singing and assembly programmes.
- Include in our classroom teaching and learning programmes specific areas of skills and knowledge of Te Reo - colours, days, time, classroom objects, animals, mihi, etc
- Identify opportunities in each “Big Idea” integrated topic for development of a Māori perspective, Tikanga and Te Reo.
- Provide opportunities, resources and financial support for any pupil who requires higher levels of Te Reo and Tikanga as part of their school programme.

For Our Māori Students We Will:

- Recognise and respect the cultural needs of the student.
- Plan for differentiated class programmes that provide opportunities for pupils to include a Māori perspective in their learning.
- Identify and report on the achievement of Māori students to ensure that there is equity.
- Annually report to, and consult with, the parents of Māori pupils.

For Our Community We Will:

- Promote practices that recognise Te Reo as an official language of New Zealand - use of greetings/mihi at school functions, singing of national anthem in Māori and English, inclusion of Waiata at prizegiving and other important events.

In 2017 working alongside RTMaori, we will, in consultation with whanau, staff and students continue to develop our School Strategy for Maori Student Achievement.

This document will encompass the principles of Kahikitia (2013 – 2017), Tataiako and Angus McFarlane’s Educultural Wheel (A Kia hiwara! Listen to Culture. NZCER (2004)

Argyll East School believes:

1. All Maori children have unlimited potential
2. All Maori are inherently capable of achieving educational success

Argyll East School realises the importance of teachers’ relationships and engagement with Maori learners and with their whanau.

The teachers at Argyll East School actively promote the cultural competencies outlined in Tataiako:

- *Wananga*: participating with learners and communities in robust dialogue for the benefit of Maori learners achievement.
- *Whanaungatanga*: actively engaging in respectful working relationships with Maori learners, parents and whanau, hapu, iwi and the Maori community.
- *Manaakitanga*: showing integrity, sincerity and respect towards Maori beliefs, language and culture
- *Tangata Whenuatanga*: affirming Maori learners as Maori. Providing contexts for learning where the language, identity and culture of Maori learners and their whanau is affirmed.
- *Ako*: taking responsibility for their own learning and that of Maori learners

Maori learners achieving education success as Maori!

Argyll East School Annual Plan 2017: Key Improvement Strategies to Achieve Strategic Vision (aligned to NAG's and Strategic Goals)

NAG 1

- Argyll East curriculum fully developed and implemented
- Professional Development in literacy and science aligned to teacher needs
- Key competencies (habits), values, formative assessment, student voice and student directed learning as priorities
- Teacher inquiry using the Spiral Inquiry Model further refined and improved
- Learning Pit revisited, reinforced and embedded
- 3 way conferences reviewed with the introduction of online learning portfolios being developed
- Action plans refined to be streamlined with planning, reducing repetition and becoming more efficient
- Modern learning environment pedagogies continue to be explored and implemented
- Engage families through targeted parent sessions as required - reading together, maths, writing, reporting, ICT, e-learning
- Enhance home-school communication through the introduction of Seesaw
- Teachers to be highly reflective and show strong evidence of using data smartly
- Below, borderline and above children identified on action plans
- To continue to teach in a culturally responsive way with staff emphasizing cultural competencies outlined in Tataiako and establishing good practice in classroom
- Continue development of strategy for Maori/Pacifica Student Achievement
- BOT/Staff/whanua to review Kahikitia
- School Pepeha practiced, developed and used frequently
- Continue consultation with whanau as a group (2 x a year) and as individuals
- Te Reo continued in class and whole school involved in Ngati Whai Festival
- Maori/Pacifica perspective integrated into topic and other learning areas
- Build understanding and knowledge of inclusive schools and well being
- To use the Evaluation Indicators for Student Wellbeing for self review purposes and develop actions from this
- Discuss with community findings from self review and work together to develop an action plan
- Actively promote Argyll Values and Habits through everything we do
- Ensure the Argyll East School Curriculum is a living and working document that reflects who we are, where we are and what our school needs are
- Continue to review and redesign all learning areas incorporating Argyll values and habits (Key competencies)
- Listen and seek student voice and community voice. Make this feedback evident in Argyll East Curriculum
- Constantly review, change and keep up with developments. Take risks and explore what works for Argyll East Children.

NAG 2

- Follow BOT review schedule while continuing to develop and review
- Place an emphasis on Evaluation indicators for School Reviews
- Develop a structured review plan for curriculum, reporting, performance management, overall teacher judgements, moderation and implement it
- Reflection and review embedded in teacher practice with clear evidence of it
- Develop a review plan for other compliance issues such as police vetting for support staff and link into policies and procedures
- Continue to align self-review schedules with policies and procedures to enable more efficiency with compliance tasks
- Be more open to emergent self-review
- Review and explore ways to present data to BOT, community that is easily understood, reflects strengths and weaknesses and identify's areas of improvement
- Classroom evidence of data analysis and actions as a result of this.

NAG 2A:

- Report to parents twice a year on National Standards. This will include conference, written reports and evidence collected in the children's learning (SG: 1,2,4)
- Report school-level data on National Standards under the 3 headings outlined in NAG2A to the Secretary of Education by March 1 2016 (SG:1,2)

NAG 3

- Comply with legislative responsibilities as a good employer
- Implement and support an effective staff development programme which includes personal professional growth that will enhance the quality of teaching and learning
- A robust and effective performance management system in place that places a large emphasis on Teaching as Inquiry
- Review ERO national report – Recruiting and Managing Staff and put systems in place as a result

NAG 4

- Audit 2016 accounts, maintain asset register
- Monitor 2017 budget with reports at each BOT meeting
- Pool to be painted
- Review and continue to upgrade and explore digital technologies and their use in the classroom

NAG 6

- Review and make changes to policies/procedures following review schedule
- Keep informed of education issues and changes in education legislation
- Submit March and July returns
- Follow 2017 Review schedule
- Monitor electronic attendance register

NAG 5

- Health Community Consultation completed (2016) and reflected in 2017 Health and Physical Education planning(SG3, 4)
- Ensure health and safety plan complies fully with current legislation
- Pupil attendance monitored-daily beginning of day and afternoon check included
- Regular monitoring of School Water
- School Building Systems and Features Manual kept up to date
- Complete monthly safety check of grounds and buildings
- Emergency procedures practised each term-Fire & earthquake and the emergency plan reviewed
- Maintain swimming pool standards
- Accident register maintained
- Hazard and Near Miss register maintained
- Electricity contracts to be secured to ensure safety-testing & tagging, annual electrical inspection

NAG 7: Provide the Secretary of Education with a copy of the updated School Charter before 1 March 2017 (SG:1,2)

NAG 8: Provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives or targets (SG: 1,2)

Argyll East School Improvement Plan 2017 (Target 1A)

Strategic Goal 1:

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Annual Aims

1 To increase the number of students achieving at or above the National Standard in Mathematics, Writing and Reading.

2017 Target

1a That we maintain the standard of 85% of all students at or above the National Standard in Reading and Maths. (Currently Reading 85% and Maths 85%)

Baseline Data: Analysis of school-wide mathematics and reading data (OTJ's against National Standards) in December 2016 indicates that Argyll East School is reaching the national target for students meeting and above the National Standards for both learning areas. These are results that we wish to maintain and target 1C aims to increase our above students by at least 5% in both learning areas.

Maths

After	WB		BELOW		AT		ABOVE	
1			2	18%	8	73%	1	9%
2			1	5%	18	90%	1	5%
3	1	9%	1	9%	8	73%	1	9%
Yr 4	1	8%			10	84%	1	8%
Yr 5	1	33%			2	66%		
Yr 6	1	17%			3	50%	2	33%
Yr 7	2	40%	1	20%	2	40%		
Yr 8					4	100%		

Analysis

15% - (11 out of 72) of all students are below or well below the standard in maths.
 16% - (3 out of 19) of Maori and Pacifica students are below or well below the standard in maths.
 21% - (5 out of 30) of girls are below or well below the standard in maths.
 9.5% - (6 out of 42) of boys are below or well below the standard in maths.

Reading

After	WB		BELOW		AT		ABOVE	
1			3	27%	7	64%	1	9%
2			2	10%	15	75%	3	15%
3	1	9%			8	73%	2	18%
Yr 4			1	8%	8	67%	3	25%
Yr 5			1	33%			2	66%
Yr 6					4	66%	2	33%
Yr 7	1	20%	1	20%	3	60%		
Yr 8					4	100%		

Analysis

14% - (10 out of 72) of all students are below or well below the standard in reading.
 16% - (3 out of 19) of Maori and Pacifica students are below or well below the standard in reading.
 10% - (3 out of 30) of girls are below or well below the standard in reading.
 17% - (7 out of 42) of boys are below or well below the standard in reading.

Actions to achieve targets - Maths	Led by	Budget	Time	Expected outcomes
<ul style="list-style-type: none"> • Review assessment data with staff and determine the particular learning needs of students. • Regular slot in staff meetings to discuss progress for target students or children on action plans. • PACT trialled for Maths target students • Work with parents, families and whanau around ways to support students' learning. • Teacher aide support to be given to target students where possible. • Professional readings, quality professional development and continued collaboration between teachers to support and guide professional practice. • Process put in place for teachers to reflect on and improve practice. • Moderation systems and school-wide assessment continued so that there is consistency throughout the school. • Work with students to identify what they are struggling with in mathematics and how it can be addressed. • Software and/or iPad applications used to improve students' progress and achievement. • Math unit holder(half) • Staff member continue PD in math leadership • Continue to develop Argyll Maths Curriculum • Analyse year-end data to inform progress and planning for the following year. 	All actions are the responsibility of principal and teachers with principal primarily responsible for whole school data analysis and teachers responsible for collection and analysis of classroom data. The Math unit holder for 2017 is Karena Finch	\$2000 + part of \$4500 PD budget.	All actions are ongoing throughout the 2017 school year	<ul style="list-style-type: none"> • Maintain results from 2016 • Clear picture of school, class and individual needs • To monitor, keep track, make changes • Teacher working with accelerating groups more • Parents more informed and involved in student learning • TA reinforcing what teacher has taught to target students • Improved teacher practice including up to date teaching techniques and use of modern resources • Improved pedagogical knowledge that promotes discussion and sharing among staff • Teachers aware of own strengths and weaknesses • Greater understanding of forming OTJ's and a clearer picture on how data should be used in planning • Teachers working with target children regularly and action plans that describe in detail what is being done. • Technology used to reinforce concepts used • A rich balanced curriculum that encourages authentic and purposeful activities • Involve parents more and in child's learning • Improved student achievement and specific needs identified for following year
Actions to achieve targets - Reading	Led by	Budget	Time	Expected Outcomes
<ul style="list-style-type: none"> • Review assessment data with staff and determine the particular learning needs of target students. • Introduce and trial STEPS Literacy programme (Led by Emma Rees) Pilot school in 2017 • Regular slot in staff meetings to discuss progress for target students or children on action plans. • Plan programmes to meet the learning needs of the target students. • Work with parents, families and whanau around ways to support students' learning. • Teacher aide support to be given to target students where possible. • Process put in place for teachers to reflect on and improve practice. • Professional readings and quality professional development sought to support and guide teachers professional practice. • Moderation systems and school-wide assessment developed so that there is consistency throughout the school. Use e-asttle as a formal assessment tool • Student voice and links to other learning areas considered in reading topics and materials • Software and apps sought to improve students' progress and achievement. (incl STEPS) • Analyse year-end data to inform progress and planning for the following year. • Reinstate a literacy unit holder who will be involved in different literacy groups with other schools • Peer observations 	All actions are the responsibility of principal and teachers with principal primarily responsible for whole school data analysis and teachers responsible for collection and analysis of classroom data. The Literacy unit holder for 2017 is Rose Hay	\$2000 + part of \$4500 PD budget	All actions are ongoing throughout the 2017 school year except where otherwise indicated.	<ul style="list-style-type: none"> • Maintain results from 2016 • Clear picture of school, class and individual needs • To monitor, keep track, make changes • Teacher working with accelerating groups more • Parents more informed and involved in student learning • TA reinforcing what teacher has taught to target students • Teachers aware of own strengths and weaknesses • Improved pedagogical knowledge that promotes discussion and sharing among staff • Greater understanding of forming OTJ's and a clearer picture on how data should be used in planning • Reading having a purpose and children motivated • Improved student engagement • Specific needs identified for following year • To keep up with developing trends and latest research and work collaboratively with other teachers

Argyll East School Improvement Plan 2017 (Target 1B)

<p>Strategic Goal 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</p>	<p>Annual Aims 1 To increase the number of students achieving at or above the National Standard in Mathematics, Writing and Reading.</p>	<p>2017 Target 1b That 80% of our students will be at or above the National Standard in Writing. (currently 70%)</p>
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Baseline Data: Analysis of school-wide writing data (OTJ's against National Standards) in December 2016 identified some concerns across some cohorts, especially boys. School wide data shows that most year groups have a number of students below the standard in writing.

After	WB	BELOW		AT	ABOVE					
1		2	18%	9	82%					
2		7	35%	13	65%					
3	1	9%	3	27%	6	55%	1	9%		
Yr 4	1	8%	2	16%	9	75%				
Yr 5	1	33%			1	33%	1	33%		
Yr 6			2	33%	2	33%	2	33%		
Yr 7			3	60%	2	40%				
Yr 8					4	100%				

Overall School-wide Analysis of Writing Data
 30% - (22 out of 72) of all students are below or well below the standard in writing.
 26% - (5 out of 19) of Maori and Pacifica students are below the standard in writing.
 20% - (6 out of 30) of girls are below or well below the standard in writing.
 38% - (16 out of 42) of boys are below or well below the standard in writing

Actions to achieve targets	Led by	Budget	Time	Expected Outcomes
<ul style="list-style-type: none"> Participate in CHB district professional development in writing (Awaiting allocation by MOE – Feb 2017) alongside Science PD with development of transactional writing Introduce and trial STEPS Literacy programme (Led by Emma Rees) – Pilot school in 2017 ALL – Accelerated Learning in Literacy - 2nd intake for 15 week programme Review assessment data with staff and determine the particular learning needs of target students. Regular slot in staff meetings to discuss progress for target students or children on action plans. Plan programmes to meet the learning needs of the target students. Work with parents, families and whanau around ways to support students' learning – introduce and trial Seesaw to build home-school partnership in a bid to improve writing across all cohorts. Teacher aide support to be given to students below expectations where possible. Process put in place for teachers to reflect on and improve practice. Moderation systems and school-wide assessment used so that there is consistency throughout the school. Continue using e-astle as a formal assessment tool. Student voice and links to other learning areas considered in writing topics and genres with particular attention paid to the interests of boys Excellent examples of writing shared with students and community. Reinstate a literacy unit holder and 2 staff members involved in different literacy groups with other schools Analyse year-end data to inform progress and planning for the following year. Peer observations Emphasis on oral language underpinning all learning areas Use of Chrome books and other IT to engage learners supported with teacher PD 	All actions are the responsibility of principal and teachers with principal primarily responsible for whole school data analysis and teachers responsible for collection and analysis of classroom data. The Literacy unit holder for 2017 is Rose Hay	\$1000 + part of \$4500 PD budget.	All actions are ongoing throughout the 2017 school year.	<ul style="list-style-type: none"> Clear picture of school, class and individual needs To monitor, keep track, make changes Teacher working with accelerating groups more Parents more informed and involved in student learning TA reinforcing what teacher has taught to target students Teachers aware of own strengths and weaknesses Improved pedagogical knowledge that promotes discussion and sharing among staff Greater understanding of forming OTJ's and a clearer picture on how data should be used in planning Teachers aware of own strengths and weaknesses Writing having a purpose and children motivated Lots of written work around school Children enjoying writing Reinstate a literacy unit holder and 2 staff members involved in different literacy groups with other schools Improved student achievement and specific needs identified for following year

Argyll East School Improvement Plan 2017 (Target 1C)

<p>Strategic Goal 1: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</p>	<p>Annual Aims 1 To increase the number of students achieving at or above the National Standard in Mathematics, Writing and Reading.</p>	<p>2017 Target 1c That we increase by at least 5% our students who are above the National Standard in Reading, Writing and Maths Writing</p>
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Baseline Data: Analysis of school-wide data (OTJ's against National Standards) in December 2015 identified that we need to push our high achievers across the NS variables.

	Reading	Writing	Maths	<p>Overall School-wide Analysis of National standards Data 86% (62 out of 72) of all students are at or above national standards in reading 70% (50 out of 72) of all students are at or above national standards in writing 85% (61 out of 72) of all students are at or above national standards in maths</p> <p>Curriculum Targets Writing for the below standard students (in particular – boys) and a growth focus on the at and above students to further develop high achievers</p>
At	68%	64%	76.4%	
Above	18%	6%	8.3%	

Actions to achieve targets	Led by	Budget	Time	Expected Outcomes
<ul style="list-style-type: none"> • Review assessment data with staff and determine the particular learning needs of target students. • Introduction and trialling of Seesaw to build home-school partnership to encourage greater family input into learning. • STEPS programme years 2-8 introduced and trialled – extending literacy, vocabulary, spelling, grammar... • Investigate GATE programme • Emphasis on oral language development • Regular slot in staff meetings to discuss progress for achieving students or children on action plans as high achievers. • Plan programmes to meet the learning needs of the target students. • Work with parents, families and whanau around ways to support students' learning. • Teacher aide support to be given to target students where possible. • Process put in place for teachers to reflect on and improve practice. • Professional readings and quality professional development sought to support and guide teachers professional practice. Emphasis on extending our competent students • Moderation systems and school-wide assessment developed so that there is consistency throughout the school. Use e-asttle as a formal assessment tool • Student voice and links to other learning areas considered in reading topics and materials • Analyse year-end data to inform progress and planning for the following year. • Promotion of inquiry learning and self directed learning • Peer observations 	Principal and staff working together to meet needs of students requiring extension	Part of \$4500 PD budget.	All actions are ongoing throughout the 2017 school year.	<ul style="list-style-type: none"> • Clear picture of school, class and individual needs • To monitor, keep track, make changes • Teacher working with accelerating groups more • Parents more informed and involved in student learning • TA reinforcing what teacher has taught to target students • Teachers aware of own strengths and weaknesses • Improved pedagogical knowledge that promotes discussion and sharing among staff • Greater understanding of forming OTJ's and a clearer picture on how data should be used in planning • Curriculum having a purpose and children motivated • Improved student engagement • Specific needs identified for following year • To keep up with developing trends and latest research and work collaboratively with other teachers

Argyll East School Improvement Plan 2017 (Target 2)

<p>Strategic Goal 2: Maori and Pacific Island students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture.</p>	<p>Annual Aims 2 To increase the number of Maori and Pacific island students achieving at or above National Standard in Mathematics, Writing and Reading</p>	<p>2017 Target 2 That over 85% of Pacific Island / Maori students will be at or above the National Standard in Reading and Maths and 80% at or above in Writing (Currently 84% Reading 84% Maths and 73% Writing).</p>																																				
<p>Baseline Data: Analysis of school-wide mathematics, reading and writing data (OTJ's against National Standards) in December 2016 identifies a writing as an area of concern with 26% below or well below the national standard.</p>																																						
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">Maori / Pacifica</th> <th colspan="2">WB</th> <th colspan="2">BELOW</th> <th colspan="2">AT</th> <th colspan="2">ABOVE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1</td><td>5%</td> <td>2</td><td>11%</td> <td>12</td><td>63%</td> <td>4</td><td>21%</td> </tr> <tr> <td>Writing</td> <td></td><td></td> <td>5</td><td>26%</td> <td>12</td><td>63%</td> <td>2</td><td>10%</td> </tr> <tr> <td>Maths</td> <td>1</td><td>5%</td> <td>2</td><td>11%</td> <td>15</td><td>79%</td> <td>1</td><td>5%</td> </tr> </tbody> </table>	Maori / Pacifica	WB		BELOW		AT		ABOVE		Reading	1	5%	2	11%	12	63%	4	21%	Writing			5	26%	12	63%	2	10%	Maths	1	5%	2	11%	15	79%	1	5%	<p>Overall School-wide Analysis of Maori/Pacifica Achievement Data</p> <p>15% (3 out of 19) of Maori / Pacifica students are below or well below standard in maths.</p> <p>15% (3 out of 19) of Maori / Pacifica students are below or well below standard in reading.</p> <p>26% (5 out of 19) of Maori / Pacifica students are below or well below standard in writing.</p>	<p>Comparing Maori/Pacifica students to all students:</p> <p>1% more Maori / Pacifica students are below the standard in reading.</p> <p>4% less Maori / Pacifica students are below the standard in writing</p> <p>1% more Maori / Pacifica students are below the standard in maths.</p>
Maori / Pacifica	WB		BELOW		AT		ABOVE																															
Reading	1	5%	2	11%	12	63%	4	21%																														
Writing			5	26%	12	63%	2	10%																														
Maths	1	5%	2	11%	15	79%	1	5%																														
<p>Actions to achieve targets</p> <ul style="list-style-type: none"> • Review assessment data with staff and determine the particular learning needs of target students. • Regular slot in staff meetings to discuss progress for target students or children on action plans. • Plan programmes to meet the learning needs of the target students. • Use data collected to drive learning programmes and have evidence of this in planning • Work with parents, families and whanau around ways to support students' learning –trial Seesaw • Continue to work alongside RT Maori to develop framework including visual symbol of Mangotai(?) and continue to develop district knowledge alongside EnviroSchool staff and local kaumatua and kuia. • Implement ideas from 2016 hui including marae visits (College and Rakautatahi??) • Include learning around Lake Whatuma • Teacher aide support to be given to target students where possible. • School-wide professional development given to teachers in specific learning areas. • Process put in place for teachers to reflect on and improve practice. • More opportunities available to celebrate being Maori /Pacifica. • Continue to place emphasis on incorporating Tataiako into everyday learning • Two hui with Whanau • Explore Mauri Ora resource, establish links with Ngati Kahungunu, implement principles of Kahikatea, develop school pepeha • Analyse year-end data to inform progress and planning for the following year. 			<p>Led by</p> <p>All actions are the responsibility of principal and teachers with principal primarily responsible for whole school data analysis and teachers responsible for collection and analysis of classroom data.</p>	<p>Budget</p> <p>\$500 + part of \$4500 PD budget</p>	<p>Time</p> <p>All actions are ongoing throughout the 2017 school year.</p>	<p>Expected Outcomes</p> <ul style="list-style-type: none"> • Clear picture of school, class and individual needs • Provision of opportunities for Maori to achieve education success as Maori • Maori experiences for Maori and non-Maori • To monitor, keep track, make changes • Clearer picture of what needs to be worked on • Parents more informed and involved in student learning • TA reinforcing what teacher has taught to target students • Improved pedagogical knowledge • Teachers aware of own strengths and weaknesses • Regular activities, sessions, events, outings • Tataiako competencies embedded in school • An opportunity to share, discuss and be as one • To improve our knowledge and links with Maori • Improved student achievement in reading, writing, maths and specific needs identified for following year 																																

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

<p>Property</p> <ol style="list-style-type: none"> 1. Tennis court upgrade – line marking and surrounding netting 2. Continue landscaping and development of riparian and wetland learning area – pathways, 3. Pool upgrade and pool back flush 	<p>Finance</p> <ol style="list-style-type: none"> 1. Continued development of investment programs 2. Establish new fund raising group
<p>Personnel</p> <ol style="list-style-type: none"> 1. Teacher aide time directed at students best needs. 2. Professional Development in Science, Accelerated Learning in Literacy, Writing (CHB Literacy Group), STEPS (Literacy), Maths Forum, Learning through Play and other PD of interest. 3. Follow and participate in process for forming COL in CHB. 	<p>Community Engagement</p> <ol style="list-style-type: none"> 1. Twice yearly hui meetings with Maori and Pacific island families. 2. Introduction of Seesaw to promote communication between classroom and home – teacher inquiry 3. Use of community members for reading and helping with classroom and school projects 4. Inquiry learning projects with local farmers, teachers, kaumatua – stemming from 2016 hui 5. Meet the teacher opportunities
<p>Strategic and Annual Planning</p> <ol style="list-style-type: none"> 1. Continued development of review process and staff appraisal system 2. Board review schedule kept up to date and relevant 3. Necessary PD outlined and completed by board, staff and principal 	<p>National Standards Implementation</p> <ol style="list-style-type: none"> 1. Unit holders to facilitate moderation and professional development meetings to ensure clarification of standards and expectations. 2. Continued involvement with Central Hawkes Bay Literacy Group with view to develop writing across district working collaboratively with other involved schools

2017 Review Schedule

2017	Area of review	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6	Meeting 7	Meeting 8
Strategic Review	Charter	Approve Charter	Values	Annual Plan review	Mid-Year review of Strategic Plan	Mission and Motto	Annual Plan review	Strategic Planning	Analysis of variance
	Strategic Aims	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4
Regular Review	Policies	Rules of the BOT Policies related to the principal	NAG 1		NAG 2		NAG 3		
	Evaluation Indicators			Domain 4		Domain 5		Domain 6	
	Student Progress and Achievement		Standardised Tests	Other learning Areas	National Standards Mid-Year	Reading	Writing	Maths	National Standards End of year
	Curriculum	Principal to report on changes made	Pg 1- 7	Pg 8 -14	Pg 15 -21	Principal to report on changes made	Pg 22 - 27	Pg 28 -33	
	Budget	Budget Approved	Monitor	Monitor	Monitor	Mid Year review	Monitor	Next year's draft	Next year's draft
Emergent Review									
Board process requirements		Send Charter with National Standards	Accounts to Auditor	Annual report Completed and sent	Approve Annual Accounts				
Community Consultation						Hui			
Other	Report on monthly water results Report on other things on Maintenance plan				Report on hazards, asthma, medication, and accident register	Report on fire drills/evacuation	Review maintenance Plan Plan next year's	Review property Plan	Parent Handbook



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1a	History and Outcome	Analysis	Next Steps
That we maintain the standard of 85% of all students at or above the National Standard in Maths	<p>2012 - 61% were AT or ABOVE National Standard. 2013 – 75% were AT or ABOVE national Standard 2014 - 87.5% were AT or ABOVE National Standard 2015 – 87% were AT or ABOVE National Standard 2016 - 85% of all students are at or above the National Standard in Maths</p>	Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.	To improve our maths results and increase the number of children at or above the standard we will: <ul style="list-style-type: none"> • Continue professional development with Advisors Plus • Continue professional development of math leadership. • Continue to source quality Professional development and resources • Digital resources to be integrated into learning programmes • New action plans developed and timetabled meetings to discuss priority learners • Continued development of Argyll math curriculum. Focused on basics, rich tasks and authentic activities • Run a parental Maths evening in Term 2 • Unpack PACT Maths • Timetable moderation into staff meetings twice yearly • Continue peer observations twice yearly
Action Taken		The target children were scattered throughout the year levels.	
<ul style="list-style-type: none"> • Assessment data (PAT, Number knowledge GLOSS, JAM) reviewed with staff and the particular learning needs of all students determined. • Maths focus term 1 & 2 with in class observations • Programmes planned to meet the learning needs of the all students. • Teachers reflecting on and improving practice. • Students given time and motivation to accomplish tasks and practice skills • Year-end data analysed to inform progress and planning for the following year. • Continue with professional development with Advisors Plus • Purchases made to build resources – both strand and number • Integration of maths into other learning areas and greater use of e learning resources • Development of Argyll maths curriculum with a focus on the basics, rich tasks and authentic activities • Continue sharing and collaboration between classes • Improvements in our action plans to target learners or groups of learners more accurately • Maths unit holder continued • Students attended maths camp - years 6-8 • Students participated in Maths Quiz night yrs 5-8 • Teachers attended Maths Symposium • Buddy Maths – term 2 – enjoyed by students - student voice collected • Holiday numeracy ideas shared with whanau • Learning reinforced with customised home work 		We are pleased to have maintained achievement levels in maths this year. 85% of all learners are meeting or above the National Standard. 15% are below or well below. 16% (3 out of 19 Maori/Pacifica students) are below 9.5% (6 out of 42) boys are well below or below. 21% (5 out of 30) girls are well below or below	



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1a	History and Outcome	Analysis	Next Steps
That over 85% of our students will be at or above the National Standard in Reading	<p>2012 - 79% were AT or ABOVE National Standard. 2013 – 78% were AT or ABOVE National Standard 2014 – 84% were AT or ABOVE National Standard 2015 – 85% were AT or ABOVE National Standard 2016 - 86% of all students are at or above the National Standard in Reading</p>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p>	<p>To improve our reading results and increase the number of children at or above the standard we will:</p> <ul style="list-style-type: none"> • Continue to build on the previous good work happening • Reinstate a literacy unit holder • Develop E-asttle for reading • Investigate PACT reading • New actions planned developed and timetabled meetings to discuss priority learners • Continue to give teacher aide responsibility for the library • Library resources to be developed and budgeted for, to enhance reading opportunities for students • Look at ways of challenging and extending competent readers • Explore use of e-books and use of IT with reading component • Staff discuss and spend budget to enhance reading material with a emphasis beyond the colour wheel. • Re-enter CHB Lit Quiz to challenge able Senior readers. • Continued use of RLit , RTLB and other experts for target readers.
Action Taken		<p>The target students were scattered throughout the year levels.</p> <p>Overall Reading percentage is 86% achieving at or above the National Standard. This is an excellent result</p> <p>Very similar results to 2015 Only 3/19 Maori and Pacifica children are below. Also, 21% are above which is an increase from 2015</p> <p>No year groups to target just individual children across the year levels</p>	
<ul style="list-style-type: none"> • Assessment data reviewed with staff and the particular learning needs of all students determined and NS planned in Action Plans. Professional Development timetabled for staff meetings. • Programmes planned to meet the learning needs of the all students. • Work with parents, families and whanau around ways to support students' learning. . Eg termly holiday ideas. • Teacher aide support given to students below expectations in the early years. • Teacher aide time in library 30 minutes/week. • Teachers reflecting on and improving practice. Evidence in teachers planning. • Students given time and motivation to read and practice skills learnt. Buddy reading system weekly, Book Week held. • Year-end data analysed to inform progress and planning for the following year. • A literacy Unit holder reinstated • E-asttle reading begun to be looked at to provide data for able and older readers. • Staff members involved in literacy groups with people from other schools • Continued use of RLit , RTLB and other experts for target readers. • Greater emphasis on teacher/student reflections and reading review. Evidence in teachers planning. • More emphasis on reading in other curriculum areas. • Purchase readers for colour wheel • Use of local libraries as a resource for teachers to increase books in classrooms. Winter Warmers Programme in Term 3 schoolwide. Encourage families to join holiday programmes. • Offered Reading Together programme but numbers too low to go ahead • Refurbishment of Library/Tech/Science Room – "The Learning Hub" • Library budget established and books bought based on student voice and teacher reviews • Literacy PD undertaken (see pp 20-21) • Successful attendance at CHB Literacy Quiz 			



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1b	History and Outcome	Analysis	Next Steps
That over 85% of our students will be at or above the National Standard in Writing	<p>2012 - 73% were AT or ABOVE National Standard. 2013 - 66% were AT or ABOVE National Standard 2014 71.4% were AT or ABOVE National Standard. 2015 – 80% of all students were at or above the National Standard in Writing 2016 – 70% of all students are at or above the National Standard in Writing</p>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's are based on comprehensive understanding of where each child sits in accordance with the National Standards and they were rigorously moderated within our school. Writing moderation was also carried out across the Central Hawkes Bay district.</p>	<p>To improve our writing results and increase the number of children at or above the standard we will:</p> <ul style="list-style-type: none"> • ALL - 2017 (Accelerated Learning in Literacy) • Continue to target literacy by retaining a literacy unit holder • Continue to contribute to and participate in CHB PLD focusing on writing (within science context) and underpinned with oral language. • Ensure formative evaluation guides teaching and learning programmes. • Continue to develop knowledge and use of E-asttle working alongside CHB cluster. • Build on AES samples folder. • Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums. • Continue to seek authentic writing situations – (Science PLD) • Use of Chrome books and other IT to engage learners supported with teacher PD • Introduction of See-Saw to encourage whanau engagement • Continue to promote student writing in school newsletter • Term 2 buddy writing • Incorporate into teacher inquiry • Ensure boys are engaged and writing to lift their current representation • Continue peer observations twice yearly
Action Taken		The target children were scattered throughout the year levels with the greatest number in year 2.	
<ul style="list-style-type: none"> • Assessment data reviewed with staff and the particular learning needs of all students identified, discussed and next steps planned. Professional Development timetabled for staff meetings. • Programmes planned (andwith RTLb to meet the learning needs of the all students • Teacher Aide support for target students • Work with parents, families and whanau around ways to support students' learning. Eg termly holiday ideas. • Teachers reflecting on and improving practice. Evidence in teachers planning. • Student voice and links to other learning areas considered in writing topics and genres • Students given time and motivation to write. Print rich classrooms. • Year-end data analysed to inform progress and planning for the following year. • Work in with other CHB schools to share writing ideas and moderate once a term. • Reinstated a literacy Unit holder. Actively attends CHB Literacy meetings. Purchases made to support writing • Developed use of E-asttle - using it to create tests and moderate.. • Greater emphasis on teacher/student reflections and writing review • Writing samples shared in weekly newsletters with parents covering expectations at all year levels • Mid year writing plan developed to address mid-year data • Peer observations in writing as part of teacher appraisal • Buddy writing introduced and student voice collected • Add two writing samples to pre-existing student files to enable clear sight of progress through years • Introduce Steve Piha's "The Writing Teacher's Strategy Guide" • PACT PD • Writer of the week awarded at assemblies • Writing exemplars displayed at BOT meeting so Board members have a better understanding of levels. • Continued use of RLit , RTLb and other experts for target writers. • Principal attending regular CHB cluster groups and moderation of samples using Easttle done through first half of year • Whole school moderation undertaken in term 4 • Writing targetted through homework in term 3 • PD through CHB Literacy and Principals group – especially on writing for boys 		<p>The cohort of target students changed with movement between schools throughout the year.</p> <p>Achievement levels in writing reduced from 80% (2015) to 70% (2016). Writing has the lowest achievement data of the three national standard areas. A possible cause of this could be teachers making more informed OTJ's (an evolving area as more tools become available to make judgements). Another possibility is the changeover of principals in 2015 (4 principals during the year) with differing understandings of national standard expectations – e.g. students after 1 year at school can not be marked as below the national standard</p> <p>26% of Maori and Pacifica students are below the standard. In reality this is only 5/72 of the whole school student population.</p> <p>Boys are more highly represented in the below category – 16 out of 42 boys or 38%</p>	



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1c	History and Outcome	Analysis	Next Steps
That over 15% of our students will be above the National Standard in Reading, Writing and Maths	<p>2015 – Reading 10% Writing 3% Maths 6%</p> <p>2016 - Reading – 18% Writing - 6% Maths - 8%</p>	<p>Overall OTJ's were collected from teachers at the end of 2016. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>The target students were scattered throughout the year levels.</p>	<p>To increase the number of children above the national standards we will:</p> <ul style="list-style-type: none"> • Continue to build on the previous good work happening • Develop E-asttle formative data usage • Investigate PACT • New actions plans developed and timetabled meetings to discuss priority learners • Introduction of See-Saw to engage whanau in children's learning • Continue to look at new ways of challenging and extending competent readers, writers and mathematicians • Explore use of IT to extend students • Staff discuss and spend budget to enhance and meet all student learning needs. • Enter CHB Lit Quiz, Maths Challenge, Science Fair, Technology Challenge to challenge able students • Ensure curriculum broad and motivates • Continue to collect student voice re interests for learning • Build pedagogical knowldege around extending targetted students • Attend GATE meetings if possible • Extend interest clubs in 2017
Action Taken		<p>2016 results indicate positive increases in all national standard areas with reading exceeding the target of 15%. There have been small increases in both maths and writing.</p> <p>No year groups to target just individual children across the year levels</p>	
<ul style="list-style-type: none"> • Assessment data reviewed with staff and the particular learning needs of all students determined.and next steps Action Plans. Meetings to discuss progress of target students on action plans • Programmes planned to meet the learning needs of the all students. • Work with parents, families and whanau around ways to support students' learning. . Eg termly holiday ideas. • Teachers reflecting on and improving practice. Evidence in teachers planning. • Year-end data analysed to inform progress and planning for the following year. • E-asttle data used to inform programmes. • Greater emphasis on teacher/student reflections and evidence in teachers planning. • More emphasis on self directed learning through personal inquiry learning • Student voice collected to inform teaching and learning programmes – PMI's • Refurbishment of Library/Tech/Science Room – "The Learning Hub" • Participation in extra curricula activities including Maths Camp, Literacy and Maths Quiz nights, Centralines Technology Challenge • Leadership programmes including Sir Peter Blake Trust Awards • Friday buddy sessions grouped to extend leaders • Clubs within school – Mangaotai Committee, rotation groups (I.T, music, gardening, P.E.) 			



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2016 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 2: Maori/Pacific Students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori/Pacific

Specific Target 2	History and Outcome	Analysis	Next Steps
<p>That over 80% of Pacific Island students will be at or above the National Standard in Reading and Writing and that excellent results are maintained for Maori students</p>	<p>Reading: 2012 – 72% were AT or ABOVE the National Standard 2013 – 77% were AT or ABOVE the National Standard 2014 – 78.5% were AT or ABOVE the National Standard 2015 – 93% were AT or ABOVE the National Standard 2016 – 84% of Maori/Pacific are AT or Above the standard</p> <p>Writing: 2012 – 71% were AT or ABOVE the National Standard 2013 – 69% were AT or ABOVE the National Standard 2014 – 64.2% were AT or ABOVE the National Standard 2015 – 79% were AT or ABOVE the National Standard 2016 – 74% of Maori/Pacific are AT or Above the standard</p> <p>Maths: 2012 – 50% were AT or ABOVE the National Standard 2013 – 62% were AT or ABOVE the National Standard 2014 – 92.8% were AT or ABOVE the National Standard 2015 – 93% were AT or ABOVE the National Standard 2016 - 84% of Maori/Pacific are AT of Above the standard</p>	<p>Overall OTJ's were collected from teachers at the end of 2015. These OTJ's included a comprehensive understanding of where each child sat in accordance with the National Standards and they were rigorously moderated within school.</p> <p>Maori /Pacific students are scattered throughout the year levels.</p> <p>Maori/Pacific Compared to all students (at & above)</p> <p>Reading: Maori/Pacific 84% - All 86% Writing: Maori/Pacific 74% - All 70% Maths: Maori /Pacific 84% - All 85%</p> <p>Positive Maori/Pacific achievement is very positive, sitting just above or close to our whole school results.</p>	<p>There are two main next steps:</p> <ul style="list-style-type: none"> • To maintain Maori/Pacific academic success in 2017 • To continue to promote Maori/Pacific success as learners, people and Maori/Pacific <p>We will do this by:</p> <ul style="list-style-type: none"> • Meeting twice a year with our Maori whanau to help develop Maori as learners • Engagement practices within the curriculum to enhance achievement • Continue to work alongside professional organisations and whanau to develop a strategy for Maori/Pacific student achievement • Promote Tataiko cultural competencies • Continue exploration and use of Te Aho Arataki Marau mo te Ako I Te Reo Maori and He Reo Tupu • BOT/staff using Kahikitea 2013-2017
Action Taken			
<ul style="list-style-type: none"> • Identified Maori/Pacific students in Action Plans to accelerate learners and examined closely what was needed to increase and improve progress • Teachers using factors that benefit Maori/Pacific and celebrating Maori/Pacific success in a variety of ways • Using basic Te Reo in class and around school consistently and developing Pacifica reo through songs etc. • Promote and encourage the Tataiako cultural competencies • Keep informed of current research regarding factors that benefit Maori. • Participation in Ngati Whai Festival • BOT/Staff becoming familiar with and using Kahikitea 2013-2017 • Staff PD on the EnviroSchools program and integrating it into classroom programs • Haana Wilcox - EnviroSchools - myths and legends • Including a Maori/Pacific perspective in topic studies and other areas when possible • Utilising the knowledge in the community and involving community with school wide topics • Two hui held during year to encourage whanau engagement and to work on future directions • Working alongside Resouce Teachers of Maori • Ensure reading materials reflecting Maori and Pacifica cultures are available through guided reading programmes and in library 			

