

Kaikoura Suburban School 2014 - 2016.



Motto: Reaching New Heights
Kia eke eke taumata

Vision: Fyffe Force learners will commit to climb the
mountain of learning for life.

Values: Fun, Organised, Respect, Communication, Excellence

'Learning for Life' at Kaikoura Suburban School

The school has strength in leading and instilling learning for life. This learning journey enables children to express and challenge themselves by having opportunities to take ownership of their learning and recognise how they each have a point of difference.

'Learning for Life' (L4L) starts with an overall theme, which is identified from the New Zealand Curriculum "Future Focus" areas: Sustainability, Enterprise, Citizenship and Globalisation.

For example our 2013 overall theme was Citizenship - our three units of work were 'Being a good citizen' with participating and contributing in a whole school drama, 'We can explain and identify what makes a good citizen' and 'We can connect as a digital citizen.' These three units of work are co-planned by teachers from student choice, our school curriculum and staff's knowledge. Kaikoura Suburban School always includes learning based around our community, our country, our world and us. The teachers plan and provide five weeks of teaching (immersion), identifying curriculum achievement objectives, the communities' experts, our school curriculum and resources that best link.

Once the five weeks of immersion is complete the children reflect, create a big question and choose the learning that will best answer this. The outcome must provide a difference - a difference with each child's understanding and knowledge, a difference in a community, our school, our community, our country and/or our world. Throughout the year each child is assessed using Blooms to show the difference in knowledge and attitude towards the learning.

The result of this learning is then presented to our whanau and our wider community at an evenings celebration.

Using our vision, "Fyffe Force learners commit to climb the mountain of learning for life," our L4L journey starts with our backpacks loaded with new knowledge from the five weeks of immersion. We start tramping up Mt Fyffe. We stop and reflect on our way at the hut checking in with resources, experts and ourselves reflecting on our learning and our progress. We make the necessary changes and then head for the summit to present our knowledge to the community.

As we continue to develop L4L we have noticed a considerable improvement in our student's strengths: questioning, presenting, locating information, reflecting and identifying next steps of learning, incorporating ICT to support learning, sharing knowledge with a wider audience, linking learning with key competencies, school values and our vision and identifying how each child/class/our school has made a difference.

Board of Trustees

January 2014

www.kaikourasuburban.school.nz

Kaikoura Suburban School - Strategic Vision 2014 - 2016

We achieve our Vision by focussing on the six dimensions of a successful school.

Student Learning - engagement, progress and achievement.

Leading and Managing

Leading and Managing - Our leadership is by example, it is supportive, collaborative and inspired from a sound foundation of pedagogy (the science of teaching and learning).

School Culture

School Culture - Our school is a safe, fun and positive learning environment where everyone has a shared vision, models positive relationships and celebrate success.

We have a culture of continual improvement, celebrating diversity and making decisions that are evidence based, reflective and child centered.

Student learning

Student learning - All of our students are highly engaged and experience success in their learning. They contribute positively to our community & are developing the values, knowledge & competencies that will enable them to live full and satisfying lives.

Teaching

Teaching Goal - Every teacher adds something special to our school, is committed to achieving our vision and is passionate about maximising learning opportunities and outcomes for all students.

Governing

Governing - Our Board of Trustees are visionary custodians of our school resources. They effectively represent the community's aspirations, have a mixed skill base and make decisions focussed on improving student learning outcomes.

Engaging Families

Engaging Families - Every family adds something special to our school, is fully engaged in their child(ren)'s learning and is actively involved in wider school activities.

Three Year Strategic Plan showing links to our annual plan.

Leading and Managing

2014

2015

2016

Our leadership is by example, it is supportive, collaborative and inspired from a sound foundation of pedagogy (the science of teaching and learning.)

1. Use internal and external skills and expertise to increase leadership knowledge.
2. Lead the students, staff (new and existing) and community through the school's vision statement.
3. Implement effective literacy practices and programmes from 2013 professional development.
4. Implement support programmes for new staff and families and aligning these to PB4L programme.

1. Teaching staff maintain high expectations for student learning and achievements.
2. Lead the students, staff and community through the school's vision statement.
3. Use ongoing data collection and analysis at teacher level to guide professional development.
4. Develop approaches that allow teachers to inquire into their practices.

1. Articulate high expectations for student learning and achievement.
2. Lead the students, staff and community through the school's vision statement.
3. Implement support programmes for staff and families from strategic questionnaire 2015 and parent evenings.
4. Use ongoing data collection and analysis at teacher level to guide professional development.



School Culture

2014

2015

2016

School Culture - Our school is a safe, fun and positive learning environment where everyone has a shared vision, models positive relationships and celebrate success. We have a culture of continual improvement, celebrating diversity and making decisions that are evidence based, reflective and child centered.

1. Student voice is extensively used to enhance teaching and consultation.
2. Celebrating success and diversity is well embedded in our culture.
3. To provide a curriculum that caters for the diversity of learners and where learners feel safe and positive
4. Focus on next-step learning and reporting to parents.
5. Participate with PB4L Ministry initiative as part of Kaikoura cluster.

1. Student voice is extensively used to enhance teaching and consultation.
2. Celebrating success and diversity is well embedded in our culture.
3. The curriculum plan and programmes are reviewed in Numeracy.
4. Data is gathered and analysed on reporting to Board of Trustees and parent community.

1. Student voice is extensively used to enhance teaching and consultation.
2. Celebrating success and diversity is well embedded in our culture.
3. The curriculum plan and programmes are reviewed in our L4L learning areas: Social Sciences, Science, Physical Activity & The Arts.



Student learning

2014

2015

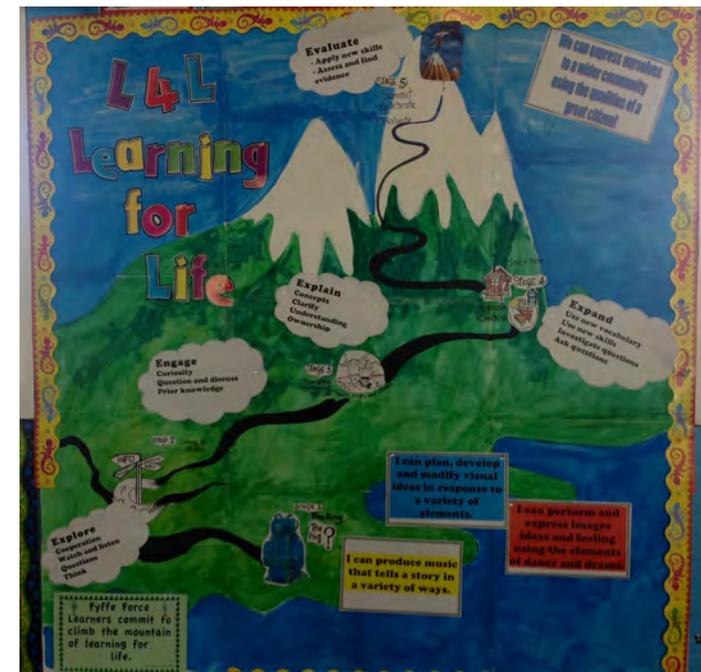
2016

Student Learning - All of our students are highly engaged and experience success in their learning. They contribute positively to our community and are developing the values, knowledge and competencies that will enable them to live full and satisfying lives.

1. Students are involved with L4L and other learning programmes eg. Learning Staircase.
2. Student voice is extensively used to enhance teaching, wellbeing and consultation.
3. Focus on managing self and develop the concept of self regulated learning.
4. Increase the number of all students that are achieving at or above National Standards in Reading, Writing and Mathematics.

1. Students are involved in the development of L4L and other learning programmes.
2. Focus on 'Thinking' Key Competency through the support of ICT and understand the importance of life long learning.
3. Increase the number of all students that are achieving at or above National Standards in Reading, Writing and Mathematics.

1. Students are involved in the development of L4L and other learning programmes.
2. Focus on 'Using language, symbols & text' Key Competency and understand the importance for life long learning.
3. Increase the number of all students that are achieving at or above National Standards in Reading, Writing and Mathematics.



Teaching

2014

2015

2016

Every teacher adds something special to our school, is committed to achieving our vision and is passionate about maximising learning opportunities and outcomes for all students.



1. Teachers will reflect and use Blooms as an effective method of assessment particularly in L4L.
2. Teachers engage in professional development in catering for the diverse learner.
3. Staff develop capabilities to develop questioning techniques for students.
4. Teachers will provide a range of learning experiences based on student's need particularly relating to Enterprise.



1. Teachers will reflect and use learning tools as an effective method of teaching.
2. Increase knowledge of ICT within our classroom programmes.
3. Teachers use new practices from in-depth mathematics professional development to support whole school planning and curriculum development in this area.



1. Systems are established which support high quality teaching eg. induction, performance appraisal, teacher reflection, professional learning.
2. Teachers identify and reflect to improve their teaching.
3. Teachers provide experiences to develop students thinking and knowledge.



Governing

2014

2015

2016

Our Board of Trustees are visionary custodians of our school resources.

They effectively represent the community's aspirations, have a mixed skill base and make decisions focussed on student learning outcomes.

1. The board has an ongoing cycle of robust self review to identify priorities for improvement.
2. BOT establishes positive, effective and purposeful communication with Iwi, Hapu and Whanau.
3. School resources are allocated effectively to meet school priorities with particular focus on PB4L.
4. Trustees regularly access training and support to increase their awareness of good governance.

1. Practices in the school are aligned with board policies and procedures.
2. The board has an ongoing cycle of robust self review to identify priorities for improvement.
3. BOT engages regularly with Iwi, Hapu and Whanau.
4. Trustees regularly access training and support to increase their awareness of good governance.

1. The BOT will plan through consultation from Iwi, Hapu and Whanau priorities for property programme.
2. Trustees regularly access training and support to increase their awareness of good governance.
3. Ongoing cycle of robust self review to identify priorities for improvement.



Engaging Families

Engaging Families - Every family adds something special to our school, is fully engaged in their child(ren)'s learning and are actively involved in wider school activities.

2014

1. The school community is consulted on the school vision, reporting of the National Standards and Strategic Plan.
2. Parents encouraged and supported to belong to the school to enhance the support of their child's learning through assemblies, parent evenings, learning celebrations, PB4L and open-door policy.
3. Transition year from hard copy portfolio to e-portfolio.

2015

1. The school community is consulted on the school vision, reporting of the National Standards and Strategic Plan.
2. The school website will provide each child's individual learning for parents to access.
3. Parents educated to view their child/s learning on line via e-portfolio.

2016

1. Information is regularly and systematically gathered from all families, analysed and used to improve desired outcomes and learning at Kaikoura Suburban School.
2. Our values and Key Competencies are well understood by parents and children who model and reinforce in the home environment.



Annual Plan 2014

Goal 1 - Our <u>leadership</u> is by example, is supportive, collaborative and inspired from a sound foundation of pedagogy (the science of teaching and learning).				
Annual Aims	Actions	Responsible	Resources	Variance
1. Use internal and external skills and expertise to increase leadership knowledge.	<ul style="list-style-type: none"> • Identify school wide goals to ensure a collaborative, cohesive approach to developments within the school. Goals monitored each term. 	Principal		
2. Lead the students, staff and community in the review of the school's vision statement.	<ul style="list-style-type: none"> • Support new staff and families with the meaning and values the school embeds throughout the school day. • Through PB4L review our grounding statements to confirm they represent the school and it's community. 	Principal/staff PB4L	PB4L funding, \$10 000. Funds for meetings	
3. Implement effective literacy practices and programmes from 2013 professional development.	<ul style="list-style-type: none"> • Continue to align literacy practices across the school so that the learning journey is visual. • Organise and lead Steps programme for our students below National Standards in literacy. Teacher aides, with training, will support and run the programme. This will be monitored by senior management. • Professional development will consist of initiatives from PB4L programme and upskilling the teacher with analysing and reflecting on ones teaching. 	Principal Principal Deputy Principal Principal Deputy Principal		
4. Implement support programmes for new staff and families for 2014.	<ul style="list-style-type: none"> • Provide current information for new teaching staff: curriculum expectations, assessment procedures, planning guidelines, Vision and values and other requirements of NZC. • Offer at least two evenings for parents to attend to hear about learning at our school. • Establish a senior leadership team to support the implementing of new staff. 	Principal and staff Principal & BOT		

2. School Culture - Our school is a safe, fun and positive learning environment where everyone has a shared vision, models positive relationships and celebrate success. We have a culture of continual improvement, celebrating diversity and making decisions that are evidence based, reflective and child centered.

Annual Aims	Actions	Responsible	Resources	Variance
1. Participate in the PB4L Ministry initiative as part of Kaikoura cluster.	<ul style="list-style-type: none"> Attend meetings and carry out requirements from the programme. 	Principal/Deputy principal, staff & whanau (yet to be nominated.)		
2. Celebrating success and diversity is well embedded in our culture.	<ul style="list-style-type: none"> Aspects of our cultural groups are embedded throughout our curriculum, visual aspects within our classrooms. Build and support Kapa Haka group to led school based and community based events. Use our visual mountain to show the way to the summit to celebrate each child's learning journey. 	Principal Kapa Haka teacher Whanau	Whanau	
3. To provide a curriculum that caters for the diversity of learners and where learners feel safe and positive.	<ul style="list-style-type: none"> Reflect and implement programmes of learning across the school to cater for all learners. Use a variety of tools eg Making Thinking Visible, Think Forward conference, Blooms, student voice. 	All staff Teacher Aides	Learning Staircase/ Steps. TOD	
4. Focus on next-step learning and reporting to parents.	<ul style="list-style-type: none"> Thorough assessment and overall teacher judgements will be generated by child and teacher to set goals for year. These are shared with parents in March, mid-year at student-led conferences and anniversary reports. Following Term One invite Edge support person to introduce on line end-of-year reports. Decision will be made as to whether the school adopts one of these report forms or continue with current one. 	All staff Senior management	Edge support technician.	

3. Student Learning - All of our students are highly engaged and experience success in their learning. They contribute positively to our community and are developing the values, knowledge and competencies that will enable them to live full and satisfying lives.

Annual Aims	Actions	Responsible	Resources	Variance
1. Students are involved with L4L and other learning programmes eg. Learning Staircase.	<ul style="list-style-type: none"> • Student voice is paramount for the success of our programme. • Teacher Aides to work firstly with the older students with Steps programme. • Children thoroughly analysed at six-year nett and prioritised. 	Principal BOT All staff		
2. Student voice is extensively used to enhance teaching and consultation.	<ul style="list-style-type: none"> • Using a generic question across the whole school to provide every student to show and/or explain their learning. Therefore the learning received is purposeful that extends their prior knowledge. • Involve the children with the articulation of next-steps in all areas across the curriculum. 	All staff All staff		
3. Focus on managing self and develop the concept of self regulated learning.	<ul style="list-style-type: none"> • Provide support and scaffolding for each child to be able to identify and discuss next-step learning. Encourage regular reflection on progress, learning that has helped to progress and learning practices that need to be changed. 	All staff		
4. Increase the number of all students that are achieving at or above National Standards in Reading, Writing and Mathematics.	<ul style="list-style-type: none"> • See student achievements targets. 	Principal		

4. Every *teacher* adds something special to our school, is committed to achieving our vision and is passionate about maximising learning opportunities and outcomes for all students.

Annual Aims	Actions	Responsible	Resources	Variance
<p>1. Teachers will reflect and use Blooms as an effective method of assessment particularly in L4L.</p>	<ul style="list-style-type: none"> All students will be assessed using Blooms to confirm the students are making a difference with their learning in L4L. 	<p>Staff & students</p>		
<p>2. Teachers engage in professional development in catering for the diverse learner.</p>	<ul style="list-style-type: none"> All staff will participate in a days professional development led by Learning Staircase. All students will be assessed and prioritised. Teacher Aides will support programme with senior staff monitoring progress and data. 	<p>Staff, teacher aides, senior management</p>	<p>\$640 PD training \$1000 Teacher aide budget.</p>	
<p>3. Staff develop capabilities to develop questioning techniques for students.</p>	<ul style="list-style-type: none"> Staff continue to develop reflective, forward thinking questions to develop knowledge of all students learning. Continue to use and introduce new questioning techniques from Making Thinking Visible. Support new staff with schools techniques used. 			
<p>4. Teachers will provide a range of learning experiences based on student's need particularly relating to Enterprise.</p>	<ul style="list-style-type: none"> Teachers will plan learning experiences from the students direction linking to the students, community and globally. Collaborative planning involving enterprise from our community. Learning experiences to include focus on Key Competencies, Values and Vision. 			

5. Our Board of Trustees are visionary custodians of our school resources.

They effectively represent the community's aspirations, have a mixed skill base and make decisions focussed on student learning outcomes.

Annual Aims	Actions	Responsible	Resources	Variance
1. The board has an ongoing cycle of robust self review to identify priorities for improvement.	<ul style="list-style-type: none"> Board will follow self review cycle to inform them of improvement across the school. 	BOT		
2. BOT establishes positive, effective and purposeful communication with Iwi, Hapu and Whanau.	<ul style="list-style-type: none"> BOT member to establish links with local Iwi and initiate open and transparent discussions to allow the local Maori contribute to the development and review of school policy and practice. Board member will be part of the school's PB4L team. 	BOT		
3. School resources are allocated effectively to meet school priorities.	<ul style="list-style-type: none"> The BOT sets and monitors closely a budget that allocates resources to support student learning and staff professional learning goals. 	BOT Principal		
4. Trustees regularly access training and support to increase their awareness of good governance.	<ul style="list-style-type: none"> Board members to take part in at least two relevant Professional Learning sessions during the year. Encourage a board member to attend a NZSTA conference. 	BOT	\$1000	

6. Engaging Families - Every family adds something special to our school, is fully engaged in their child(ren)'s learning and are actively involved in wider school activities.

<p>1. The school community is consulted on the school vision, reporting of the National Standards and Strategic Plan.</p>	<ul style="list-style-type: none"> From the parent meetings held 2013, future meetings, at least two per year, will be hosted at the school. The meetings will be dictated by the school community. The first one will start with vision and reporting to parents. 	<p>BOT Staff</p>	<p>\$250</p>	
<p>2. Parents encouraged and supported to belong to the school to enhance the support of their child's learning through assemblies, parent evenings, learning celebrations and open-door policy.</p>	<ul style="list-style-type: none"> All school events eg. Friday funday, inter-school activities, assemblies, learning celebrations etc will be extended to school community. 			
<p>3. Transition year from hard copy portfolio to e-portfolio</p>	<ul style="list-style-type: none"> Concentrate on systems within each class as to best practices with adding regular learning onto each child's individual blog. Support for parents will be added to newsletters and included in learning shared at assemblies. 	<p>ICT support person Staff</p>	<p>\$1000 technician</p>	

STUDENT ACHIEVEMENT TARGET 1

Focus Area:	To increase the number of students achieving at or above the National Standard for reading .			
Baseline Data:	<p>Analysis of school-wide reading data in November 2013 identified concerns across the school but particularly the 40 week cohort. While the data showed respectively 35% (22/62) of all students were identified at and 40% (25/62) of all students were identified above National Standards, further analysis showed that 60% of 40 week students were below National Standards in reading.</p> <p>2 of the 40 week children are receiving support from RTL. 1 40 week child has been accepted for Reading Recover.</p>			
Target:	The group of 40 week students below standard in 2013 will have made more than one year's progress and will be reading at or above the standard by 80 weeks.			
Actions	Timeframe	Responsible	Resources	Variance/Future Action
<ul style="list-style-type: none"> • Review assessment data at 60 weeks to see progress. • Ensure IEP's and support networks are in place for students with special learning needs. • Refer all 'below' standard students to necessary agencies. • Regularly communicate with parents, families and whanau around ways to support students' learning, particularly to inform choice of reading topics, materials and working together as a partnership. • Running record procedures will be moderated to ensure school-wide consistency. • Provide a number of different reading materials both hard copy and electronic to support the learning. • Analyse year-end data to inform progress and planning for the following year. 	As anniversary falls.	Principal/staff		
	End of Term 1	Principal/staff		
	As occurs.	Principal/staff		
	All year	Principal/staff		
	All year	Principal/staff/ RTL		
	All year	Principal/staff		
End of year	Principal/staff			

STUDENT ACHIEVEMENT TARGET 2

Focus Area:	To increase the number of students achieving at or above the National Standard for mathematics .			
Baseline Data:	<p>Analysis of school-wide writing data in November 2013 identified that 80% of all students were achieving at or above National Standard. 20% were working below.</p> <p>Advice from an outside agencies suggested we changed our assessment practices and to concentrate on speed of recall of basic facts. These areas became focus.</p> <p>At the end of year the data showed that the 23% of Year 4 and 50% of Year 5 group were below.</p>			
Target:	The group of Year 5/6 students will maintain or have made more than one year's progress against the mathematics National Standard.			
Actions	Timeframe	Responsible	Resources	Variance/Future Action
<ul style="list-style-type: none"> • Review assessment data with staff and determine the particular learning needs of target students. • Termly monitoring meetings to discuss progress of target students. Staff to reflect and share improved practices • Student voice set future goals. • Seek professional advice from outside agency. • Moderation from group work, Gloss, Basic facts sheets, class focus. • Work with parents, families and whanau around ways to support students' learning so that parents are more confident in helping their children's maths. • Analyse year-end data to inform progress and planning for the following year. • Purchase license to use an online Maths programme to support the teaching of mathematics. 	Week 1 - 4 Term 1	Principal/staff		
	Week 9 termly	Principal/staff		
	All year.	Principal/staff Outside agency.	\$2000	
	All year.	Staff		
	On going	Principal/staff/ students		
	Principal/staff	Staff		
		Principal/UC Ed Plus Advisor	\$640	

STUDENT ACHIEVEMENT TARGET 3

Focus Area:	To increase the number of students achieving at or above the National Standards across literacy .			
Baseline Data:	<p>All students have been assessed using Schonell spelling test, in early 2014, this has determined the planning of the Steps programme for the school. Priority has been given to the two senior classes.</p> <p>Data shows that 7 students, all boys, from Years 4-6 are classified as 'High Needs' and a group of 5 boys and 2 girls from Years 4-6 are classified as 'Remedial.'</p> <p>The High Needs group will receive 4 x 40 minutes per week and the Remedial group will receive 1 x 60 minutes.</p>			
Target:	<ul style="list-style-type: none"> The students who scored the lowest with Schnoell spelling test, make accelerated progress against National Standards in literacy with the support of the Steps programme. 			
Actions	Timeframe	Responsible	Resources	Variance/Future Action
<ul style="list-style-type: none"> Review assessment data, Schonell spelling, with staff and determine the particular learning needs of students with lowest spelling age. From reviewed assessment data identify students who will work from the Steps programme led by teacher aides who have had full training. Purchase equipment to run programme. Senior management alongside teacher aide, data at end of each term. Analyse year-end data to inform progress and planning for the following year. 	<p>Week 2 Term 1</p> <p>Week 3 Term 1</p> <p>1Week 1, Term 4</p> <p>Week 10 Term 1</p> <p>Week 1-4 Term 1</p> <p>End of year</p>	<p>All staff</p> <p>All staff Teacher aides Principal</p> <p>Principal/Deputy principal & teacher aides. Principal/Deputy principal & teacher aides.</p>		

Cultural Diversity at Kaikoura Suburban School 2014

Schools Cultural Diversity	Unique position of Maori
<p>35% Maori 62% NZ European</p> <p>1% Chinese 1% Australian</p> <p>1% British/Irish</p> <ul style="list-style-type: none"> 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 their cultural background. 	<ul style="list-style-type: none"> All staff members are expected to develop an awareness of Tikianga Maori (Maori culture and protocol) and Te Reo Maori (Maori language); and incorporate these into classroom programmes. Kaikoura Suburban School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi. All Maori whanau and students will be invited to a special meeting to collaboratively complete a survey re Maori and their education at Kaikoura Suburban School. This is completed biannually.
<p>What reasonable steps will the school take to incorporate Tikianga Maori (Maori protocol and culture) into the school curriculum?</p>	
<ul style="list-style-type: none"> Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number. Each L4L programme will include components as appropriate to the topic and class level. Prepare and continue with an annual visit to our local marae, Takahanga Marae, to celebrate Matariki with an overnight stay for Y3/4/5/6 students. Host a Powhiri for new staff, students and whanau at the beginning of the school year. Invite komata to bless new buildings. Include Te Reo Maori in our Friday morning rotations where each child is involved with a more in-depth teaching of up to 8 weeks. Provide Kapa Haka instruction for those tamariki who wish to be involved. 	
<p>What will the school do provide instruction in Te Reo Maori (Maori Language) for full time students whose parents ask for it?</p>	
<p>All such requests will be given full, and careful consideration by the Board of Trustees with the regard to:</p> <ul style="list-style-type: none"> The existing programmes the school already offers. Personnel with the requisite skills and qualifications Overall school finance position 	
<p>What steps will be taken to discover the views and concerns of the school's Maori community?</p>	
<ul style="list-style-type: none"> Encourage parents of Maori students to participate in all cultural aspects particularly the annual marae visit and the school survey. Maori community consulted in various ways; Workshop evenings, newsletters, school website, school events involving students, informal dealings with families, maintaining open door practices, L4L evening celebrations, Kapa Haka group, Clubs afternoon Allow Maori community to contribute to the development and review of school policy and practice. Hold our biannual Maori survey here at school. 	

2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Analysis of Variance

<p>Strategic Goal: 2013 All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards, including cultural.</p>	Target area: LITERACY															
<p>ANNUAL TARGET: To increase the number of students achieving at or above the National Standard for reading.</p>	<p>Student Group:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Gender</td> <td style="width: 20%; text-align: center; color: red;">All</td> <td style="width: 20%; text-align: center;">Female</td> <td style="width: 20%; text-align: center;">Male</td> </tr> <tr> <td>Ethnicity</td> <td style="text-align: center; color: red;">All</td> <td style="text-align: center;">Maori</td> <td style="text-align: center;">Other</td> </tr> <tr> <td>Student</td> <td style="text-align: center; color: red;">All 40 wks</td> <td style="text-align: center; color: red;">80 wks</td> <td style="text-align: center;">120 wks Y4 Y5 Y6</td> </tr> </table>				Gender	All	Female	Male	Ethnicity	All	Maori	Other	Student	All 40 wks	80 wks	120 wks Y4 Y5 Y6
Gender	All	Female	Male													
Ethnicity	All	Maori	Other													
Student	All 40 wks	80 wks	120 wks Y4 Y5 Y6													
<p>HISTORICAL: Analysis of school-wide reading data in November 2012 identified some concerns in the 40 and 80 week cohorts. While the data showed respectively 36% (21/59) of all students were identified at and 47% (28/59) of all students were identified above National Standards, further analysis showed that 50% of 40 week students were Maori students and 75% of 80 week students have had support programmes in place during 2012. 3 out of the 7 students achieving below or well below in reading 2012 were students with moderate special learning needs. The 40 week students have all had support from RTL and one child has extra support outside of school hours attending a Speld tutor. The 80 week students have all had support from RTL and one was formerly in Reading Recovery.</p>	<p>Target: The group of 40 week students below standard in 2012 will have made more than one year's progress and will be reading at or above the standard by 80 weeks. The group of 80 week students below standard in 2012 will have made more than one year's progress and will be reading at or above the standard by 120 weeks.</p>															
<p>What will the school do to meet its target?</p>	<p>When will it be done by?</p>	<p>Who is involved and responsible?</p>	<p>What resources will be allocated?</p>	<p>Variance/Future action</p>												

2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Analysis of Variance

<p>Action Plan</p> <ul style="list-style-type: none"> Review assessment data with staff and determine the particular learning needs of target students. 	<p>Week 1 - 4 Term 1</p>	<p>Principal/ staff</p>		<p>A major focus for 2013 & 2014 is to be confident to understand what the 'error' means. What does the child need support with and how will I plan and provide for this? Through the teachers inquiring their own practices, confidence and articulation is now dominating conversation both with the student and teachers.</p> <p>Future Action: Involve the RTL and other experts to visit school to work with individual staff on their needs. Continue with the visual journey so children can identify their next-steps.</p>
<p>Ensure IEP's and support networks are in place for students with special learning needs.</p>	<p>As occurs</p>	<p>Principal/ Advisor of deaf/staff/ family</p>	<p>van Asch resources and teachers</p>	<p>All IEP's were administered. Resources and visits from van Asch were sent and brought to the school for next-steps for child.</p> <p>Other IEP will be reviewed early 2014 and learning from PD will be incorporated into the IEP.</p> <p>Future Action:</p> <p>Extra support for children who have been recognised as dyslexic learners will focus of 2014 PD. The staff TOD is led by Learning Staircase where all staff will be trained as Step 1, teachers.</p>

<ul style="list-style-type: none"> • Termly monitoring meetings to discuss progress of target students. Staff to reflect and share improved practices 	Week 9 termly	Principal/ staff	Overviews Ariki	<p>The term target reporting sheet was amended by adding more thought-provoking questions so the staff had to be very concise and precise with the teaching that made a difference and that areas that required more support.</p> <p>Future Action: For the staff to identify next-steps of their learning and communicate with leadership to collaborate professional support and future learning.</p>
<ul style="list-style-type: none"> • Work with parents, families and whanau around ways to support students' learning, particularly to inform choice of reading topics, materials and working together as a partnership. 	Parent/teacher meetings	Principal/staff	National standards pamphlets School website Parent workshop	<p>National Standard pamphlets, website games, reading material and support as to how best guide your child with learning to read were provided to all families. One of the three parent evenings we held was on transitioning to school. A major focus of this was ways to support with the learning of reading.</p> <p>Future Action: The school has agreed on hosting up to two parent workshops for 2014.</p>
Literacy school-wide professional development for teachers and students.	All year	Principal/staff/ students/UC Ed Plus Advisor		<p>All staff participated with the support from UC. The facilitator visited at least two times per term. The less experienced staff had a greater amount of support on a one-to-one basis. This assisted tremendously with identifying next-steps and planning of reading and writing.</p> <p>Our reading and writing overviews were reviewed and still stand as current practices. Professional readings and ideas sourced from other schools were regularly shared. New learning and highlights on each others teaching were celebrated.</p> <p>Future Action: Invite facilitator from Evaluation Associates to visit school. The facilitator led our LPPD in 2006/7.</p>

<p>Daily reading will be sent home. Reading logs will be given to students.</p>	<p>Terms 1-4</p>	<p>Class teachers</p>		<p>Support material from RTL and putting more responsibility on the senior children to choose their own reading material helped daily reading to happen. Senior children were asked to identify the different reading material around them. Devices were encouraged to read from allowing numerous topics, sites, and information to be learnt. Junior school was sent home daily. Notebooks were used to keep track of regular reading. Future Actions: Continue to focus on what good readers and writers do. Encourage seniors to keep online diaries of what they are reading. Incorporate into reading programmes.</p>
<ul style="list-style-type: none"> • Running record procedures will be moderated to ensure school-wide consistency. 	<p>Terms 1</p>	<p>Class teachers</p>		<p>RTL led a meeting outlining the current practices of administering a running record. This was valuable and will include annually. Future Action: Each year the RTL leads a number of staff sessions on courses, next-steps for staff, new practices etc. Administering of running records will be included in 2014.</p>
<ul style="list-style-type: none"> • Analyse year-end data to inform progress and planning for the following year. 	<p>Terms 4</p>	<p>Principal/ staff/RTL/UC Ed Plus Advisor</p>		<p>* Target children and groups were identified. Our school overviews, Literacy Progressions, National Standards and observations were used for OTJ's. End of term discussions were analysed following the final OTJ. The data also determined class placements for 2014. Future Action: The reading data for the school is pleasing however we still have a large number of our 40 week children not making Green. This will be a feature of our learning for 2014.</p>

Final Data:

Year 3 (120 weeks) - 3 students

Reading - 66% were reading at or above against National Standard for reading.
33% were reading below.

80 week students - 10 students

Reading - 90% were reading at or above against National Standard for reading.
10% were below.

40 week students - 20 students

Reading - 45% were reading at or above against National Standard for reading.
55% were below.

There is a marked improvement from 40 weeks to 80 weeks with the reading data. We have seen this a recent pattern where, in some cases, it has taken the extra year to consolidate the skills and strategies of reading at to above standard. Extra reading both at school and in the home has been beneficial. Teachers being more clear with next-steps has enhanced the progress. The 120 week students have bettered their reading level. The school will still maintain the practice of children at 40 weeks be reading at *Green*, as set out in National Standards.

<p>Strategic Goal: 2013 All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards, including cultural.</p>	<p>Target area: LITERACY</p>																		
<p>ANNUAL TARGET: To increase the number of students achieving at or above the National Standard for writing.</p>	<p>Student Group:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Gender</td> <td style="width: 20%; text-align: center;">All</td> <td style="width: 20%; text-align: center;">Female</td> <td style="width: 20%; text-align: center;">Male</td> <td style="width: 20%;"></td> </tr> <tr> <td>Ethnicity</td> <td style="text-align: center;">All</td> <td style="text-align: center;">Maori</td> <td style="text-align: center;">Other</td> <td></td> </tr> <tr> <td>Student Year</td> <td style="text-align: center;">All Y1 Y2 Y3 Y4 Y5 Y6</td> <td></td> <td></td> <td></td> </tr> </table> <p>Target: The group of Year 4/5/6 students will maintain or have made more than one year's progress against the writing National Standard.</p>				Gender	All	Female	Male		Ethnicity	All	Maori	Other		Student Year	All Y1 Y2 Y3 Y4 Y5 Y6			
Gender					All	Female	Male												
Ethnicity	All	Maori	Other																
Student Year	All Y1 Y2 Y3 Y4 Y5 Y6																		
<p>HISTORICAL: Analysis of school-wide writing data in November 2012 identified that 83% of all students were achieving at or above National Standard. Teachers' reflection on the writing samples used to moderate and report against were in-general taken from writing time. We believe our learners need to be writing consistently across all curriculum learning areas. Therefore writing samples will be moderated on and reported against using writing samples and Learning for Life (Inquiry).</p>																			
<p>Action Plan</p>																			
<p>What will the school do to meet its target?</p>	<p>When will it be done by?</p>	<p>Who is involved and responsible?</p>	<p>What resources will be allocated?</p>	<p>Variance/Future action</p>															

<ul style="list-style-type: none"> Review assessment data with staff and determine the particular learning needs of target students. 	Ongoing	Principal/ staff	Writing samples AsTTle	<p>Data was reviewed and term plans were created. Writing overviews were discussed and writing samples were aligned to the different skills. Staff moderated and discussed samples of work. This ongoing analysing and identifying supported the growth of the teachers knowledge.</p> <p>Future action: Include the children with identifying and analysing writing samples and then to articulate their next-steps against the writing overviews.</p>
<ul style="list-style-type: none"> Termly monitoring meetings to discuss progress of target students. Staff to reflect and share improved practices. 	Terms 1-4	Principal/ staff	RTL REAP Staff meetings	<p>By providing many different models of writing - modelling books, other children's work, Writing Fun and visible learning journey the children became more confident at articulating the different skills to make their writing better. Clicker 6 was purchased which enabled the 'target' students another way of recording their learning. The staff were more creative with ways of recording the writing of the target student allowing success for all.</p> <p>Future Action: From the PD around catering for the dyslexic learner, practices will be incorporated into the classroom practice.</p>
<ul style="list-style-type: none"> Student voice when considering writing samples for moderation. 	Terms 1-4	Principal/ Staff Y4/5/6 & students	Staff meetings RTL	<p>The children moderated together and this also helped with the teachers knowledge. Rubrics were used to support this. The children responded very well to the rubric. This made the success criteria more easily obtained by all.</p> <p>Future Action: Continue to incorporate rubrics into the two senior classes. Continue the visual journey into the Y3/4 and Y5/6 classes.</p>

<ul style="list-style-type: none"> Literacy school-wide professional development for teachers and students. 	<p>Terms 1-4</p>	<p>Principal/ staff/ students/UC Ed Plus Advisor</p>	<p>Staff meetings Observation of other classroom practice.</p>	<p>All staff participated in the years PD. Our overviews and systems were reviewed. Staff were more involved in identifying their next steps and selecting professional support to bridge the gap. Future Action: Work with the individual staff to identify next-steps and support with finding the right professional advice to master the skills required for them to progress.</p>
<ul style="list-style-type: none"> Moderation process developed using Easttle and school wide exemplars. 	<p>Terms 1-4</p>	<p>Principal/UC Ed Plus Advisor</p>	<p>All staff</p>	<p>Moderation was seen as a regular part of a staff meeting. Certain staff would bring writing from morning programme and then Learning for Life programme to make judgements. This was proven worthwhile as in some classrooms the teacher teaching the morning programme was different to the Learning for Life programme. A whole district moderation session was held which all staff attended. This involved lots of sharing of practices and the opportunity of moderating other samples of work. Future Action: Continue to align writing across the school day. Continue to experiment and investigate ways of recording children's learning. Encourage more online writing particularly onto the child's individual blog.</p>

<ul style="list-style-type: none"> • Students identify next-steps of learning. Have learning visible in all classes. 	All year	Class teachers/ students		<p>Having multitudes of writing in books, around the walls and in portfolios, the children became very precise of the features and types of writing they were involved with. Next-steps were easily identified. A greater level of discussion was created through good questioning and sharing of understanding of what the next-steps involved.</p> <p>Future Action: Include the visible journey across all the school. Further professional development of all school visible learning will be part of this years learning. Some staff will visit the school that the learning originated from.</p>
<p>Work with parents, families and whanau around ways to support students' learning so that parents are more confident in helping their children's written language.</p>	Terms 1-4	Principal/ staff		<p>Discussions at parent evenings, interviews and through school assemblies shared the many different ways to make writing fun: lists, journals, diaries etc. Parents were allowing more devices to come to school to support their child's learning. This certainly catered for the diverse learner.</p> <p>Future Action: Include more parent evenings. Build systems for all children to be communicating on their personal blog, ready for e-portfolio's for 2015.</p>
<ul style="list-style-type: none"> • Analyse year-end data to inform progress and planning for the following year. 	Terms 4	Principal		<p>* Data analysed and full report in analysis.</p>

Final Data:

Year 6: 14 students

Writing: 86% writing at or above National Standards for writing.

14% writing below National Standards.

Year 5: 13 students

Writing: 77% writing at or above National Standards for writing.

15% writing below National Standards.

8% writing well-below National Standards.

Year 4 students: 16 students

Writing: 75% writing at or above National Standards for writing.

19% writing below National Standards

6% writing well-below National Standards.

The groups have maintained good statistics of at or above. With the in-depth learning and professional support with moderating, staff are more clear of the criteria for a well-below child. This year we've included well-below data as prior to this we would have called them below. This has changed our data some what so therefore agree that we are reporting more accurately. The well-below writers have had support using Clicker 6, IEP, RTL and teacher aide support. 2014's focus will be identifying programmes for the school to utilise to cater for the diversity of the learner and to capture the learning of dyslexia. The Learning for Life programme we lead allows all children to succeed as writing is not the only way to share the learning. We have found using multiple intelligence, the learning has become more robust and the success and confidence of the learner has grown incredibly.

2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Action Plan

Strategic Goal: 2012

All students are able to effectively access the New Zealand Curriculum as evidenced by achievement against National Standards, including cultural.

Target area: **LITERACY**

ANNUAL TARGET:

Students, parents, families and whanau are clear about how to support learning in the home. Staff provide workshops to provide a better understanding of opportune moments of learning.

Student Group:

Gender	All	Female	Male
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Parent Group

Ethnicity	All	Maori	Other
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Student Year	All	Y1	Y2	Y3	Y4	Y5	Y6
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HISTORICAL:

Analysis of school-wide data in November 2012 identified that 17% (10/59) of all students in reading, 17% (10/59) of all students in writing and 10% (6/59) of all students in numeracy were well below or below National Standards.

The Board of Trustees have agreed to support and offer parent workshops to enhance our three-way-partnership. Our aim is to improve all student achievement particularly the students achieving well below or below National Standards. The workshops will inform practices for the home environment and educate parents of how best to support their child(ren) and their learning.

Target:

The parents, families and whanau of the whole school with particular focus on the students who are well below or below National Standards.

Action Plan

What will the school do to meet its target?

When will it be done by?

Who is involved and responsible?

What resources will be allocated?

Variance/Future action

2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Action Plan

<ul style="list-style-type: none"> National Standard information sessions held for parents and whanau. 	1 per term.	Principal/ staff	\$200	<ul style="list-style-type: none"> Our first parent evening outlined the importance of our school's vision, key competencies, values and the principles and how they all support each child and their learning against National Standards. The pamphlets were discussed and the links on our school website as ways of how to improve learning in the home. Food was supplied and the parents agreed the evening was new and valuable way of learning ways in which to support their child/ren's learning. It has been agreed to hold up to two evenings per year.
Provide resources and support to enhance learning in the home.	Workshops, 1 per term.	All staff		<ul style="list-style-type: none"> Staff happily provided support and new ideas to all families to enhance the learning in the home. Parents were constantly supporting the school with visits, whole school drama, A&P creations, assemblies and L4L celebrations.
<ul style="list-style-type: none"> Parents are provided with an opportunity to walk through classrooms to see the visible learning across the school. 	Workshops	All staff		<ul style="list-style-type: none"> One of the parent sessions was a transitioning to school. This was an open invite to all early childhood centers. We had approximately 30 people attend, current families, in-coming families and families from the community. Strategies of learning, Letterland, transferring new learning across the curriculum, numeracy and the different stages, the reporting to parents - school entry within the first month, 20 weeks, 40 weeks, 60 weeks, 80 weeks, 100 weeks and 120 weeks. The main focus for the session was to instill the love of learning.

2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Action Plan

• Next steps discussed and how they link to the home.	Workshops	All staff		Regular catch up with parents, support materials sent home and staff informing parents of good practices at school assemblies.
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2013 ANNUAL STUDENT ACHIEVEMENT TARGET: Action Plan

Final data:

The school hosted three different workshops throughout the year.

The first was held on 4 April 2013 from 7pm - 9pm. We advertised through our school newsletter, school website and speaking to families in person. We purposely spoke to those families who child/ren were achieving below standard.

The evening included a powerpoint about the school's vision, values, learning journey, Charter, policies and school website.

We also invited one of our board members to speak about their role on the board with the elections approaching.

We completed the evening with request for further workshops. Ideas that stemmed from this were: junior school and transitioning to school and how to support children with literacy and numeracy, children to demonstrate learning, Numeracy evening, Literacy strategies, ICT and Learning for Life.

We finished with kai and further casual discussion.

Unfortunately none of the target families attended the workshop.

The second workshop was held on 29 May 2013 from 3.15pm - 4.30pm. This was advertised through our school newsletter, school website and speaking to families in person. We also rang and emailed all early childhood centers inviting parents of children transitioning to school. We had a great response with 33 parents attending. The audience consisted off current families, families about to start at our school and parents of families enrolled in other schools. Our main purpose was to support the transition and early days for children so were only to happy to support.

We talked about starting school and the importance of the 'love to learn.' Then moved onto our phonics programme and literacy programmes. We stressed the home partnership and suggested many different creative, fun ways to introduce and learn sounds, reading strategies, maths in the home and sight words. Numeracy was also discussed mentioning the different stages with a handout with further information. The school website was discussed mentioning the different pages eg. calendar, learning links and parents page.

The workshop finished off with reporting to parents and how we report in the junior school at the child's anniversary. The School Entry assessment was also included and how the class teachers meets with the family with next-steps.

We provided kai for the visitors and also had organised for the tamariki to be cared for during the workshop.

The third and final workshop was held on 17 September 2013 from 7pm - 9pm. We started with introducing the children's individual page on the school website and how we plan by 2015 to be using the pages for the children's learning as an e-portfolio replacing the book portfolios. Maths Buddy, an online maths programme, was shared and how the school will be including this as in class and at home learning for 2014. Hectors World was introduced outlining how the app can be downloaded and how it works. We had 10 Year 6 students present the learning they do on the iPads. They each shared apps, the effectiveness of collating and sorting information collaboratively and finished with showing one of the claymations one of the children had created as part of the Learning for Life programme.

This concluded the parent workshops. We had 2 parents of our target children attend the transition to school workshop but that was all. Even though the workshops didn't attract our target children they were extremely successful and we have agreed to host at least 2 per year. We will endeavour to continue to be creative with ways to include and encourage all families to extend learning into the home and the school will continue to support this.

NAG2A (b)

NAG2A (b) (i) Areas of strengths

85% (22/26 students) of Maori students at Kaikoura Suburban School are progressing and achieving in line with the National Standards in writing, 3 above and 19 at the National Standard. This year we had the support of a UC facilitator who supported staff across the school with modelling, observing and leading professional development. The staff also participated in a number of moderation workshops, critiquing writing of all levels. This has made a vast differences with the articulations and aligning all students writing.

The staff all use a variety of tools, resources and examples of writing to cater for the diversity of learning. Modelling books were created displaying children's work. The junior classes use a visual journey to support next steps. Clicker 6 was purchased and students were able to use to present learning.

82% (9/11 students) of After 2 Years at school readers are progressing and achieving in line with the National Standard in reading, 7 above and 2 at the National Standard. We are proud of this gain as a number of our 40 week students, were reading below standard. We set our expectations in line with National Standards and even though reading Green in the first 40 weeks is challenging for some by the time they've reach their 80 weeks they are at to above. The two that were below have received extra support from teacher aide and RTL.

92% (11/12 students) of After 1 Year at school are progressing and achieving in line with the National Standards in mathematics, 3 above and 8 at the National Standard. We had an independent facilitator visit the school in Term 1 who gave all staff and students next-steps. The staff focused on the feedback and aligned their planning and teaching around our needs. A whole school focus was basic facts.

100% (5 students) of After 3 Years at school are progressing and achieving in line with the National Standards in reading, 3 above and 2 at the National Standard. The junior school has received support from teacher aides and splitting a class of Year 3/4 (31 in total) into two smaller groups. Space was a premium so the split was 9 and 22. This was successful particularly for the reading levels of this group. Daily reading was always sent home and parents were supportive by signing and adding comments.

92% (12/13 students) of end of Year 6 are progressing and achieving in line with the National Standards in writing, 5 above and 7 at the National Standard. The teacher introduced rubrics and modelling books for all genres which helped the children to identify best practices and skills to become a better writer. A variety of resources were offered to present the students learning catering for the diverse learning. The UC facilitator also supported the teachers programme with observations, resources, and modelling.

NAG2A(B)(i) Areas for improvement

National Standard subject: Mathematics

Throughout all year groups with the exception of end of Year 5, the boys are showing less success at the National Standard for mathematics.

After 1 year: 1/18 boys are below. 0/18 girls are below.

After 2 years: 3/11 boys are below. 1/11 girls are below.

After 3 years: 1/5 boys are below. 0/5 girls are below.

End of Year 4: 1/18 boys are well below. 3/18 boys are below. 2/18 girls are below.

End of Year 5: 2/12 boys are below. 4/12 girls are below.

End of Year 6: 1/13 boys are well below. 1/13 boys are below. 0/13 girls are below.

The overall teacher judgements are showing that the results are showing the numeracy strand of the National Standards for mathematics as a key area of concern for these students.

NAG2A (b)(ii) Basis for identifying areas of improvement

Discussion:

The levels of achievement that the data shows is concerning that our boys are more likely to be achieving below National Standard than our girls.

With the large numbers of children joining us in the middle to senior school, for example 9/26 were original students, the students backgrounds in numeracy varies considerably.

NAGSA (b)(iii) Planned actions for lifting achievement

Discussion:

With the school already focusing on catering for the diversity of learning with particular focus on literacy, the board agrees that close monitoring of assessment data and teachers reflecting and inquiring into their practice will create numerous discussion that will support the teacher's pedagogy.

Through collaboration and aligning systems the school will identify areas of concern and planned for in-depth support in numeracy for the upcoming year (2015).

An independent facilitator has been organised to visit the school early Term 4 for professional advice to scope and plan the professional development for 2015. All boys who were below, will be 'term' targets across the school. These targets are reviewed at the end of each term where the staff reflect and share the achievements and any further concerns.

NAG2A(b)(iv) How students are progressing in relation to National Standards

Our student achievement results for the National Standard for mathematics shows this is an area we need to focus on. However the students still made progress in moving towards achieving the standard. 10 of the 13 boys that are well below or below made considerable progress this year and with close monitoring and support from colleagues we will endeavour to accelerate this progress.

