values

Our school community foster the following values:

- **Hiranga**
  [Excellence]

- **Ngakau / Tapatahi**
  [Integrity]

- **Rereketanga**
  [Diversity]

- **Poirihanga**
  [Community & Partnership]

- **Kaitiakitanga**
  [Ecological sustainability which includes care for the environment]

school goals

Teaching & learning are the highest priority.

- Providing a safe environment where the children's self-esteem/mana and learning potential is nurtured.
- Encouraging life-long learning by becoming active learners who think critically & take risks to achieve success.
- Supporting children to achieve their full potential while respecting their dignity, rights and individuality.
- Encouraging positive social interaction, communication skills that will enable them to succeed in the wider world.

Our school community foster the following values:

- **Hiranga**
  [Excellence]

- **Ngakau / Tapatahi**
  [Integrity]

- **Rereketanga**
  [Diversity]

- **Poirihanga**
  [Community & Partnership]

- **Kaitiakitanga**
  [Ecological sustainability which includes care for the environment]
‘Proud & Passionate Leaders of Learning in the Heart of the Community’

‘Inā te tūkaha, te tū maia o ngā kaiarataki mātauranga kei waenganui, kei te manawa o te iwi kainga’

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

**Children**
- Take increasing responsibility for their actions and learning
- Are respectful, considerate and confident
- Are proud of their school & achievements
- Feel safe and cared for
- Are encouraged and challenged
- Develop as leaders
- Work towards achieving all aspects of ‘Te Manu Huruhuru O Te Kura O Paparore’

**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
- Receive appropriate support

**Management Team**
- Gives high quality leadership to the school
- Supports, values and empowers others
- Maintains effective communication between school and home
- Ensures quality teaching and learning is paramount
- Plan for future-focussed learning
- Monitors progress towards meeting school goals
- Receive appropriate support

**Board of Trustees**
- 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
- Consulti with the community

**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
- Have opportunities to support the school and children’s learning

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

**Curriculum Programmes**
- Are delivered in a balanced and interesting manner
- Emphasise literacy and numeracy
- Meets the needs of all children
- Are regularly reviewed and updated
- Fulfil NZ Curriculum requirements
- Prepare our students for the future
<table>
<thead>
<tr>
<th>Baseline Data (Why the goal was chosen)</th>
<th>Annual Goals &amp; Targets</th>
<th>Actions to Achieve (How will we know)</th>
</tr>
</thead>
</table>
| Targets based on our end of 2016 year data. These were our largest cohorts in each of the 3 areas; Reading, Writing and Mathematics | **NS Target:**  
1. The 5 year 6 students Below in Reading will be At by the end of the year  
2. The 12 year 5 students Below in Writing will be At by the end of the year  
3. The 7 year 4 students Below in Mathematics will be At by the end of the year | • Teachers to run ‘accelerated learning programmes for these students.  
• All staff to participate in regular moderation meetings  
• Report at least two times a term on the target group progress |
|  | **Goal 1: Reflect modern learning pedagogy in our approaches to learning** | • Identify key modern learning [ML] approaches [e.g. Personalised learning, Self-directed, student agency, inquiry, e-learning, collaboration, etc.]  
• Use professional readings to set the scene with teachers |
|  | **Goal 2: Ensure student voice/agency is reflected in curriculum planning/design, classroom programmes, school review, school organisation and leadership** | • See ML above  
• Initiate and promote student agency across the school in curriculum design, classroom programmes, school review, school organisation and leadership |
|  | **Goal 3: Ensure a meaningful bi-cultural dimension is woven through the design and delivery of the school’s curriculum** | • Integrate key learnings from ‘Ka Hikitia: Accelerating Success 2013-2017’ into a review of ‘Learning to Learn.’  
• Ensure a meaningful bi-cultural dimension is included in every inquiry unit for all syndicates/classes across the school  
• Enable senior students to lead tikanga o te kura o Paparore  
• Develop and maintain Paparoretanga as the expected culture of school  
• Maintain connections with the local iwi |
|  | **Goal 4: Ensure Google docs and apps for education [GAFE] are used effectively to support student progress and achievement** | • Set up a system for collaboration and communication sharing using Google docs e.g. school calendar, planning, meeting minutes  
• Support teachers to trial using some nominated apps with the students  
• Trial students in Years 3-6 setting up and using a personal Google site |
|  | **Goal 5: Provide opportunities in a variety of forums for students to develop leadership qualities** | • Promote leadership activities / assemblies with senior students taking responsibility  
• Students have opportunities outside of the school environment to be involved in a variety of ‘leadership’ activities  
• Establish a ‘tuakana-teina’ model within classrooms and across the whole school |
|  | **Goal 6: Students display the qualities expected from our involvement in the PB4L programme, a student that displays all the values of the school** | • Students are working towards meeting all areas of ‘Te Manu Huruhuru O Te Kura O Paparore’  
• Students are confident displaying the school values in action  
• Students recognise and acknowledge others who display characteristics of our school values |
### Baseline Data (Why the goal was chosen)

<table>
<thead>
<tr>
<th>School Focus</th>
<th>MOE Focus</th>
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<table>
<thead>
<tr>
<th>CoS Goal</th>
<th>School focus</th>
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<tr>
<th>PB4L School Charter</th>
<th>NZC</th>
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<table>
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<tr>
<th>School ICT Focus</th>
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<table>
<thead>
<tr>
<th>School Focus to address needs of all students</th>
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<table>
<thead>
<tr>
<th>School Value [Porihanga]</th>
<th>Home/School Partnerships</th>
</tr>
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<table>
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<tr>
<th>Overarching goal, to improve achievement of all students</th>
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</table>

### Annual Goals & Targets

<table>
<thead>
<tr>
<th>Goal 1: The progress of all priority learners is accelerated towards achieving National Standards</th>
<th>Suitable targets and measures of student achievement.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Reading, Writing and Mathematics programmes are differentiated and personalised with a focus on student voice and agency</th>
<th>Suitable targets and measures of student engagement and progress.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 3: The school curriculum reflects a Paparoretanga kaupapa</th>
<th>Suitable targets and measures of curriculum alignment and implementation.</th>
</tr>
</thead>
</table>

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<tr>
<th>Goal 4: There is an e-learning culture across the school for staff and students where digital technologies are used to raise student achievement</th>
<th>Suitable targets and measures of technology integration and student engagement.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 5: GATS and Special Support programmes are improving provision for students with specific needs and interests</th>
<th>Suitable targets and measures of support and outcomes.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 6: Educationally powerful connections have been established for the benefit of Paparore students</th>
<th>Suitable targets and measures of partnership and student engagement.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 7: Assessment practices measurably improve student outcomes</th>
<th>Suitable targets and measures of assessment and student outcomes.</th>
</tr>
</thead>
</table>

### Actions to Achieve (How will we know)

<table>
<thead>
<tr>
<th>Goal 1: The progress of all priority learners is accelerated towards achieving National Standards</th>
<th>• Each teacher identify students below NS in their class and plan IEP to address needs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 2: Reading, Writing and Mathematics programmes are differentiated and personalised with a focus on student voice and agency</th>
<th>• Plan interventions for ‘at risk’ student of not achieving at least twice a term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 3: The school curriculum reflects a Paparoretanga kaupapa</th>
<th>• Staff participate in ALL programme</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>Goal 4: There is an e-learning culture across the school for staff and students where digital technologies are used to raise student achievement</th>
<th>• Provide teacher aide support to assist teachers in classroom programmes</th>
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<thead>
<tr>
<th>Goal 5: GATS and Special Support programmes are improving provision for students with specific needs and interests</th>
<th>• Ensure individual needs are catered for</th>
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</table>

<table>
<thead>
<tr>
<th>Goal 6: Educationally powerful connections have been established for the benefit of Paparore students</th>
<th>• Students have opportunities to have input into their learning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal 7: Assessment practices measurably improve student outcomes</th>
<th>• Classroom Environment reflect students work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Data (Why the goal was chosen)</td>
<td>Annual Goals &amp; Targets</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>
| School Value: Porihanga Parent Survey  | **Goal 1:** Get parents and whanau engaged in school events - Community Events [Invite Days - Library, Reading, Maths Week, Whanau Open Day, Education Nights, Community Sports events] | • Provide opportunities for parents, families/whanau to come into school.  
• Provide opportunities to celebrate student success and achievements  
• Classes organise an assembly once a term [terms 1-3]  
• Parents encouraged to support, organise, supervise various school sports and other activities |

| School Value: Porihanga Vision Statement MoE Focus | **Goal 2:** Teachers have established strong partnerships with home which have resulted in lifting learning outcomes in school | • Increase communication around ‘Meet the Teacher’ and student-led conferences with parents  
• Conduct PD around effective ‘student-led’ conference practices  
• Teacher presence at school events and focus on developing relationships and strong relational trust with whanau |

| Far North CoL Goal | **Goal 3:** Students can articulate their learning progress clearly, and this voice is utilised in the reporting process | • Review current written reports in line with school vision, values and focus areas  
• Review the use of, and effectiveness of student-led conferences  
• Include student voice section in whanau surveys in order to identify student perceptions about their involvement in the reporting process |

| Parent Survey School Focus | **Goal 4:** School support for parents/whanau to support their child/ren’s learning | • Host regular learning events in order to support parents [in maths, reading, writing, etc.]  
• Review current reporting practices and seek feedback from parents about strengths and improvements  
• Develop use of a Parent Portal |

| Values: Porihanga, Hiranga School Focus Parent Survey | **Goal 5:** Effective communication and collaboration to maintain partnerships between school, Board of Trustees and community which impacts positively on student outcomes | • Feedback is sought from parents and community about effective communication of information and learning  
• Board to publish regular updates and panui to maintain good levels of communication  
• Board presence at events is regular and Board are introduced and offered a chance to speak |

| Values: Porihanga, Rereketanga Vision Statement | **Goal 6:** Utilise the diversity of our local and national community for the benefit of our learners | • Tataiako is aligned and integrated into Paparoretanga, performance management and teacher appraisal process  
• Electronic communications used as a means of reaching as many parents, families/whanau as possible |
## NAG 1: Curriculum: Raising Student Achievement

**Our focus** is to raise the achievement of all our students

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Develop inquiry learning implementing formative practices through teaching &amp; learning throughout the school.</td>
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<tr>
<td>Develop a school-wide planning and assessment system that adequately covers the total curriculum and that meets the needs of both the student and the teacher.</td>
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<tr>
<td>Staff Professional Development: Student Agency, Te Reo me ona Tikanga Maori, NZC, ICT</td>
<td></td>
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<tr>
<td>Improving knowledge in NZC; build on assessment knowledge in line with curriculum guidelines &amp; National Standards reporting: Continue to up-skill in ICT</td>
<td></td>
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<tr>
<td>Meetings to support parents helping their child(ren) in home reading, writing and mathematics.</td>
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<tr>
<td>Learning resources including E-learning resources to be sourced for all curriculum areas in particular Numeracy &amp; Literacy.</td>
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<tr>
<td>Curriculum Lead Teachers attend workshops - keep staff up-skilled</td>
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<tr>
<td>Integrate reading, writing &amp; mathematics throughout other curriculum areas.</td>
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<tr>
<td>Mathematics and Health &amp; PE programmes to be reviewed and improved to lift the achievement throughout the school.</td>
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<tr>
<td>IT embedded in daily Literacy, Mathematics and inquiry programmes</td>
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<tr>
<td>Key Competencies integrated within units of work.</td>
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<tr>
<td>Physical Activity/Health included in term planning – ensuring school Kiwi Sports sessions every Monday, swimming term 1&amp;4; cross country term 3 &amp; athletics term 4 included in school unit planning; selected groups involved in community Miniball, Rippa Rugby, Kiwi Netball, Soccer and Mini Hockey: A weekly school fitness session [Tuesdays and Thursdays, Terms 2 &amp; 3]: are some of the few planned activities</td>
<td></td>
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<tr>
<td>Year 4-6: Mondays to include Kapa Haka for opting students</td>
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<tr>
<td>Provide Teacher Aides/IEP’s/RTLB/Parents/learning resources/specialised teachers/other agencies to support Children With Special Needs [CWSN] &amp; Children With Special Abilities [SWSA]programmes</td>
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<tr>
<td>Provide support for appropriate “out of school” programmes to cater for student needs – e.g. Saturday &amp; Community Sports</td>
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<tr>
<td>Accelerated Literacy and Mathematics Learning programme for at-risk students</td>
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<tr>
<td>Literacy &amp; Numeracy Needs Programme assisted by teacher aides</td>
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<tr>
<td>School Vision and Values embedded in school planning- school-wide class emphasis</td>
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<tr>
<td>Strong teacher development on all aspects of school programmes to lift teacher pedagogical knowledge and improve practice in the classroom [PLC] including MLE pedagogy</td>
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</tr>
<tr>
<td>Focus on students ‘Learning to Learn.’</td>
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<tr>
<td>New programmes sourced to help students with special needs and abilities.</td>
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<tr>
<td>Parents encouraged to support students learning at home.</td>
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<tr>
<td>Successes celebrated at school wide assemblies.</td>
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<tr>
<td>Open evenings to encourage students and parents to share the good learning taking place at school.</td>
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<tr>
<td>School website and Facebook used to promote classroom learning</td>
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<tr>
<td>Leadership groups to promote ownership [Magazine, Assemblies, Fitness and lunchtime sports, Peer teaching and learning, library responsibilities.]</td>
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<tr>
<td>Communities of Learning initiatives implemented – Students Agency / Lift writing standards /Collaboration</td>
<td></td>
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<tr>
<td>PB4L Programme to reinforce school vision and values</td>
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</tbody>
</table>
### NAG 2: Self Review: Raising Student Achievement

| Implement the Paparoa School Curriculum |
| Regular review and re-write curriculum policies and procedures |
| Review the Staff handbook and reformat & rewrite as required |
| 2017-2019 New goals for Strategic Plan to be developed and implemented |
| Make the community aware of Paparoa School Curriculum and how the National Standards will work at our school |
| Portfolios to contain samples of Writing, Mathematics, Visual Arts, Science, Technology, Social Sciences, Handwriting, Spelling, Basic Facts, and how students are doing against the National Standards. |
| Overall Teacher Judgement [OTJ’s] and moderation robustness so that judgements are fair and consistent throughout the school. |
| Staff to collate documented evidence of OTJ’s across reading, writing & mathematics and used in moderation meetings |
| Reflection and review evident in teacher planning and monitoring |
| Regular staff observations and learning conversations carried out |
| Principal to report monthly to BOT |
| Continue reporting to parents on student’s progress – correlation between the National Standards and the overall curriculum. |
| Report on progress of 2017 targets |
| Board Training |
| Survey amongst school stakeholders for future development considerations |
| Yearly Targets continue to be set in Reading, Writing and Numeracy against the National Standards. |
| Regular updates to E-tap student data base to include CWSA/CWSN, teacher aide assistance, RTLB, etc. |
| Charter to MOE - 1st March 2017 |
| Comprehensive school-wide review in ‘Technology’ and ‘English – Listening, Reading & Viewing’ |
| Promote our home reading, writing and mathematics programme |

### NAG 3: Personnel: Raising Student Achievement

| BOT participate in professional development around their roles & responsibilities |
| Develop and publish an EEO programme |
| 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 |
| Staff have signed job descriptions and written goals for year- consideration given to areas of teaching & learning priorities |

### NAG 4: Finance & Property: Raising Student Achievement

| Audit 2016 accounts |
| Monitor 2017 budget |
| Monthly financial reports for BOT meetings |
| Prepare 2018 budget in line with 2018 priorities |
| Fund approved priorities for 2017 – refer to budget |
| Education Services via Whangarei office used as finance service |
| Long term vision plan based on property requirements for student achievement |
| Implement 5YA projects |
| Two Classroom Build |
| Power Upgrade |
| Access funding and raise funds towards junior playground |
| New septic system installed |
| New roof on main block |
| Paint upgrade |
| Upgrade toilet and corridor area |
| Outdoor shed area development for community events |
**NAG 5: Health & Safety: Raising Student Achievement**

- Ensure Health and Safety Plan complies in full with legislation currently in force to guarantee the safety of students and employees.
- iMOKO programme to address health issues of students to improve learning.
- Health Community Consultation in Term 2. Analyse and report back to community with recommendations.
- Hazards identified and rectified - book in principal’s office.
- Pupil attendance monitored – office administrator to make daily checks if no phone call received. Term reports to the Board.
- School Building Systems and Features Manual kept up to date.
- Emergency procedures practiced each term – Fire, Lockdown & Earthquake.
- 6 monthly checks of air conditioning units in all classrooms, offices and staffroom.
- 3 monthly checks of swimming pool access, fencing and gate.
- Playground Maintenance check.

**NAG 6: Policies & Procedures: Raising Student Achievement**

- Monitor and update as required Board Assurance Statement.
- 12 Month Plan.
- Management Plan.
- Maori Whanau consultation meetings.
- Implement Paparoa School Curriculum.
- Regular displays around school.
- Parent / Teacher Conferences.
- Student’s School Reports & Portfolio’s.
- SMS up-skilling.

**Involving Parents in Student Learning and School**

- Fun ‘Meet the Teacher’ gathering at start of year.
- World Wetland’s Day.
- Environmental Projects [Road & Beach Cleans, Lake Ngatu Re-vegetation Project, starting school/ community gardens.
- End of week school assemblies.
- Class Assemblies [every 2nd Friday].
- Parents as First Teachers, Incredible Years Programme encouraged.
- Visiting Shows/Artists/Performers.
- Inter-school sport activities- Swimming/Cross Country/Athletics/etc.
- Community Sports.
- Activities related to school topic [Learning to Learn].
- Senior Class Camps.
- Class Trips.
- Far North School’s Speech Finals.
- School fundraisers.
- School Disco.
- School theme days.
- School Photos.
- School Prize Giving.
- End-of-Year magazine.
- Website.
- Parent Curriculum Meetings.

**School reflected Positively in Wider Community**

- Promotion in early childhood centres.
- Local Newspaper.
- School Prospectus & School website.
- Pre-School Visits.
- Children’s work displayed at airport terminal.
- Invitations to wider community to participate in school activities.
- Gala / Whanau Open Day.
- School website.
- Facebook page.

**Information Forums available to Parents**

- Meet the Teacher [Week3, Term 1].
- 3-way Conferences [End of Term 2].
- PTC App, website, Facebook page.
- BOT meetings.
- ‘MASAM’ hui once a term.
- Parent/Teacher Discussions.
- Newsletters - school, class, BOT.
- Curriculum Information Hui.

**Promotion of School Values and Vision**

- Students recognised at weekly assemblies for identified values.
- Goal Setting by students.
- Classroom goals and vision established yearly.
- Open evenings for parents and wider community.
- Meaning of each value established in each room.
- School / Class certificates continued.
- Specific ‘Values’ certificate each week.
- End of Year Prize Giving.
- School vision displayed in each classroom.
- Key Competencies displayed in each room.
Recognising New Zealand’s cultural diversity

Paparore School, as appropriate to its community, will develop policies and practices that reflect New Zealand’s cultural diversity and the unique position of Maori.

In recognizing the unique position of Maori, Paparore School will take all reasonable steps to provide instruction in Kapa Haka, Tikanga Maori and Te Reo Maori for all students.

To achieve this:

The school is to incorporate ‘Te Reo Me Te Tikanga Maori’ into the school’s curriculum?

- Daily programmes will have a dimension where appropriate: greetings, commands, language related to everyday objects, days, months, number etc.
- 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.
- Powhiri for visitors
- Provide regular waiata sessions
- Have weekly Tikanga Maori sessions
- Attend a Marae ‘live-in’ every two years
- Te Timatatanga O Te Ra
- Using local Resources, e.g. Te Oranga, Marae personnel, REAP
- Utilise Te Reo and Tikanga in signs, artwork, etc. within school environment
- Students develop individual pepeha
- Recognise classes by Maori Names
- Greet visitors in Te Reo
- Weekly panui ‘Kupu o te Wiki’

Incorporate the following to discover the views and concerns of the school’s Maori community?

- Encourage parents of Maori students to become a Board of Trustee member
- Maori community consulted in various ways
  - Report evenings
  - Regular hui with and for Maori student’s parents
  - Google Group for our Maori Whanau Roopu
  - Marae visits
  - Panui / Newsletters
  - School events involving students
  - Informal dealings with families
  - Maintaining open door practice encouraging families to approach the school
  - Liaise regularly with Ngai Takoto to inform them of school initiatives
Principal’s Annual Plan

Reading Target 2017
The five Year 6 students Below the National Standard in Reading will be At by the end of the year

### Strategic Goal 1:
Globally enabled life-long learners

### Strategic Goal 2:
Exciting, Passionate and Connected Culture

### Strategic Goal 3:
Proudly Connected to Communities

### Annual Aims
1) To increase the number of our students achieving at or above the National Standard in Reading
2) To increase the number of our Maori students achieving at or above National standard in Reading

### Baseline Data
Analysis of school-wide writing data (OTJ’S against National Standards) in 2016 identified some concerns in the year five cohort. The data shows that 5 of our Year 5 students are achieving ‘below’ the NS in reading.

### School-wide Analysis of Year 5 Reading Data
19.2% of all year five students were achieving below the standard. This equates to 5 students that are ‘below’ the standard and will form our target group at this level. This year these students are in Year 6. All 5 students are of Maori ethnicity.

### Actions
1. Review assessment data with staff and determine the particular learning needs of all students.
2. Monthly meetings to discuss all student’s progress.
3. Work with parents, families / whanau around ways to support students’ learning.
4. Professional development given to teachers on teaching writing and different learning styles.
5. Process in place for teachers to reflect on and change & improve practice.
6. Professional readings and quality professional development put in place to support and guide teachers professional practice.
7. Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
8. Accelerated classes and/or teacher aide support to be given to students below the expectations.
9. Student voice considered in writing topics and genres
10. Plan a programme to meet the learning needs of all these students.
11. Excellent examples of reading & writing shared with students and community.
12. Staff share reading and writing book examples at staff meetings
13. Students given time and motivation to write.
14. Allocated daily one hour sessions in both reading & writing in class.
15. Teachers report twice a term on target group progress.
16. Analyse year-end data to inform progress and planning for the following year.

<table>
<thead>
<tr>
<th>Year Level in 2016</th>
<th>Above</th>
<th>At</th>
<th>Below</th>
<th>WB</th>
<th>Total Number of Students</th>
<th>Percentage at or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>26</td>
<td>80.8%</td>
</tr>
</tbody>
</table>
Principal’s Annual Plan

Writing Target 2017
The 12 Year 5 students Below the National Standard in Writing will be At by the end of the year

Strategic Goal 1:
Globally enabled life-long learners

Strategic Goal 2:
Exciting, Passionate and Connected Culture

Strategic Goal 3:
Proudly Connected to Communities

Annual Aims
1) To increase the number of our students achieving at or above the National Standard in Writing
2) To increase the number of our Maori students achieving at or above National standard in Writing

Baseline Data
Analysis of school-wide writing data [CTJS against National Standards] in 2016 identified some concerns of the year 2 cohort. School-wide data shows 8 students were below the National Standard in writing.

School-wide Analysis of Year 4 Writing Data
28.6% of all year four students were achieving below the standard. This equates to 12 students that are ‘below’ the standard and will form our target group at this level. These students will be in Year 5 in 2017. 10 of the 12 students are of Maori ethnicity.

School Level

<table>
<thead>
<tr>
<th>Year Level in 2016</th>
<th>Above</th>
<th>At</th>
<th>Below</th>
<th>WB</th>
<th>Total Number of Students</th>
<th>Percentage at or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>0</td>
<td>30</td>
<td>12</td>
<td>0</td>
<td>42</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

Actions

1. Review assessment data with staff and determine the particular learning needs of target students.
2. Monthly meetings to discuss progress target students.
3. Plan a programme to meet the learning needs of the target students.
4. Work with parents, families and whanau around ways to support students’ learning.
5. Process put in place for teachers to reflect on and improve practice.
6. Professional readings and quality professional development put in place to support and guide teachers professional practice.
7. Access or purchase e-learning software to improve student’s progress and achievement in writing.
8. Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
9. Class ‘writing’ walls to display expectations in writing
10. Classroom environments display samples of quality writing.
11. Accelerated classes and/or teacher aide support to be given to students below the expectations.
12. Student voice considered in writing topics and materials
13. Allocated daily one hour sessions in writing in class
14. Teachers report twice a term on target group progress
15. Analyse year-end data to inform progress and planning for the following year.
Principal’s Annual Plan

Mathematics Target 2017

The 7 Year 4 students Below the National Standard in Mathematics will be At by the end of the year

Strategic Goal 1: Globally enabled life-long learners
Strategic Goal 2: Exciting, Passionate and Connected Culture
Strategic Goal 3: Proudly Connected to Communities

Annual Aims
1) To increase the number of our students achieving at or above the National Standard in Mathematics
2) To increase the number of our Maori students achieving at or above National standard in Mathematics

Baseline Data
Analysis of school-wide mathematics data (OTJ’S against National Standards) in 2016 identified some concerns in the Year 3 Students cohort. The data shows that 7 of our students who are in Year 4 this year were below the National Standard in mathematics last year.

School-wide Analysis of Students After 3 Years At School Mathematics Data
31.8% of all students after 3 years at school were achieving below the standard. This equates to 7 students that are ‘below’ the standard and will form our target group at this level. This year these students are in Year 4. All 7 students are of Maori ethnicity.

Actions
1. Review assessment data with staff and determine the particular learning needs of target students.
2. Monthly meetings to discuss progress target students.
3. Plan a programme to meet the learning needs of the target students.
4. Work with parents, families and whanau around ways to support students’ learning.
5. Acceleration classes and/or teacher aide support to be given to target students.
6. School-wide development given to teachers on teaching mathematics and different learning styles.
7. Process put in place for teachers to reflect on and improve practice.
8. Professional readings and quality professional development put in place to support and guide teachers professional practice.
9. Moderation meetings and school-wide assessment developed so that there is consistency throughout the school.
10. Student voice considered in mathematics planning
11. Analyse year-end data to inform progress and planning for the following year.
12. Purchase new classroom resources to support classroom mathematics programmes
13. Continue with the ‘Mathletics’ programme