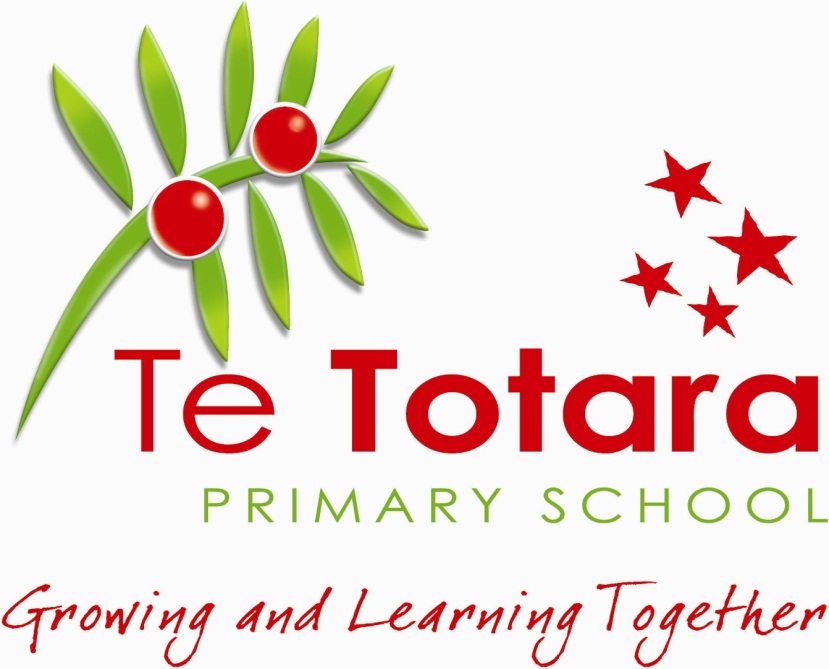
**2015**



Te Totara Primary School Analysis of Variance



What is an Analysis of Variance?

**A review of the charter, which is an agreement between Te Totara Primary School and the Ministry of Education that sets out the School objectives and aims for the 2015 school year.**

**It contains a Strategic planning section, annual planning and targets for student achievement.**

About Te Totara Primary School

* **Located at 31 Hector Drive, in the fast growing Rototuna suburb in North East of Hamilton, New Zealand**
* **Opened in January 2008 with 58 students, at December 2014 had 806 students and has grown rapidly**
* **Has 38 Learning areas, that includes two Satellite classes from Hamilton North Special School, an Administration area that includes resource area and offices, also a Multipurpose area that houses a Hall and Staff Lounge**
* **Added 10 classrooms in 2014.**
* **Has an individual Learning plan for each student and teacher to help them develop and fulfil our Mission of “Growing and Learning Together”.**
* **Has a diverse community, with over 20 different nationalities, making for a great school. This includes 12% Maori, 2% Pasifika**
* **Has a supportive community who are active in the school through groups such as the Board of Trustees (who govern the school) PTA and Whanau.**
* **Runs a Before and After School care programme catering for over 100 students daily.**
* **For further information visit** [**www.tetotara.school.nz**](file:///\\dc1\home$\Staff\Office_Admin\receptionist\Downloads\www.tetotara.school.nz%20)

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| **Our Aim**  Growing and Learning Together |
| **Our Purpose**  **For our school community to be:**   * **Smart Decision makers leading to individual excellence and positive reinforcement of one’s self, the school culture and whole community** * **Trying our Best to achieve success, grow and develop new skills, meet targets and surpass expectations** * **Always Learning and growing individual and team academic, professional and social skills** * **Respectful at all times of cultures, beliefs and decisions within our school and wider community. Embrace cultural diversity and encourage the learning of Te Reo Maori and Tikanga** * **Self-Managing and taking ownership for learning, motivating and celebrating success** |

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| Strategic Plan 2012-2015 |  |  |  |  |
| To support our purpose we will | Our context | *Strategic Goals*  *2013-2015* | *Our Targets in 2015 to achieve our strategic goals set in 2012* | *Our Analysis.*  *How did we go?* |
| **Continue to develop our School and Community**  Further enhance our school and community using our STARS as a focal point as well as our mission of Growing and Learning Together | Our school began in 2008 with 58 students, there were 806 in December 2014, there is a need to continue to ensure students and families are well supported and valued in our school community. | A community who are positively connected to their school by having 90% parent satisfaction on a school survey for parents, staff and students of the school | *Target 1*  ***Continue to develop our school community; indicated by 90% satisfaction on a parent, staff and student survey in December 2015.*** | ***Survey completed through Charter consultation, showed 96% positive connections to the school*** |
| **Cater for Diversity**  The aim of developing for the school, policies and practices that reflect NZ’s cultural diversity and the unique position of the Maori culture  The aim of ensuring that all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori for full-time students whose parents ask for it | There is a need to continue this development to further lift achievement. To do this we need to continue to develop practices to support achievement. | Students who are Maori and have been at Te Totara Primary School for at least one school year will by 2015 achieve in relation to National Standards at:  93% in Reading  93% in Writing  93% in Mathematics  Continue to develop policies and practices to support the unique position of Maori and to provide instruction in Tikanga Maori and Te reo Maori for full time students whose parents ask for it | *Target 1* ***As outlined above***  *Target 2* ***Enhance systems, processes and resources to focus on teaching and learning, indicated by 85% satisfaction on staff survey***  *Target 3*  ***To develop further our teaching pedagogy by teachers using Teaching as Inquiry to support the learning needs of students in their care as indicated by 90% satisfaction on staff survey***  *Target 4 Reading.* ***For those who have been at Te Totara for one year or more lift achievement:***   * **Across the school from 92.4% to 93%** * **Maori student achievement from 90.9 to 93%** * **After 3 years at school from 86.4% to 93%**   *Target 5 Writing.* ***For those who have been at Te Totara for one year or more lift achievement:***   * **Across the school from 94.4% to 95%** * **Maori student achievement from 89.4% to 93%** * **At the end of Year 5 students from 89 % to 93%** * **At the end Year 6 students from 86.5% to 93%**   *Target 6 Mathematics.* ***For those who have been at Te Totara for one year or more lift achievement:***   * **Across the school from 90.9% to 93%** * **Maori student achievement from 81.3to 93%** * **At the end of Year 5 students from 83.5% to 93%** * **At the end of Year 6 students from 85.4% to 93%** | ***Staff feedback, showed 100% of respondents affirmed the direction of the school.***  ***Hautu self-review (Ka Hikitia 2013-2017) tool used to support school programme… recommend re-implementing School wide Tikanga programme, engaging with families through discussions and invitations in less formal settings.***  ***Goal setting above 85% target in National Standards, continue approach of targets to lift student achievement for Maori. Continue work of Whanau with liaison with Kirikiriroa marae and regular part of curriculum. Continue well established Whanau group within the school.***  *National Standards results in relation to 2015 Charter Goals*  *All Students at Te Totara for one year or more* ***(609 students)***  ***Percentage ‘at’ or ‘above’***  ***Reading 92.4%***  ***Writing 92.5%***  ***Maths 90.7%***  *Maori students at Te Totara for one year or more* ***(70 students)***  ***Percentage ‘at’ or ‘above’***  ***Reading 90.0%***  ***Writing 88.6%***  ***Maths 88.1%*** |
| Ensure that, Pasifika is valued to ensure students achievement is improved | In 2014 Pasifika students (12 in total ) achieved at or above in relation to National Standards  Reading 66.6%  Writing 91.6%  Maths 91.7% | Students who are Pasifika and have been at Te Totara Primary School for at least one school year will by 2015 will exceed the Pasifika plan of attaining 85% achieving at or above in relation to National Standards to achieve at:  93% in Reading  93% in Writing  93% in Mathematics | ***Target 1***  ***Target 2***  ***Target 3***  ***Target 4***  ***Target 5***  ***Target 6***  ***As outlined above*** | ***Pasifika Plan (2013-2017) reviewed, need to continue to set targets above 85%, engage with families. Continue programme in place of discussions with families***  *All Pasifika Students at Te Totara for one year or more* ***(8 students)***  ***Percentage ‘at’ or ‘above’***  ***Reading 100%***  ***Writing 87.5%***  ***Maths 75.0%*** |
| **Enhance systems, processes and resources to support Teaching,**  Provision human and physical resources to support a continued focus on student achievement in a happy and safe environment | Our school is in a state of growth with 58 students enrolled in 2008 and is likely to reach 800 in 2015 | Enhance Systems, processes and resources School Resources to support our school progress, indicated by 90% satisfaction on staff survey in 2015  Ensure that 100% all Teaching staff meet the Criterion dimensions of the Registered Teachers Criteria | ***Target 1***  ***Target 2***  ***Target 3***  ***Target 4***  ***Target 5***  ***Target 6***  ***As outlined above*** | ***See specific results and recommendations***  ***In 2015 Teacher Appraisals100% all Teaching staff meet the Criterion dimensions of the Registered Teachers Criteria*** |
| **Cater for those with Special Needs**  Cater for the ever increasing special needs of our students | Our school has students identified as having special needs, including 9% of the School roll identifying as ESOL (English Speakers of other Languages) students. There is an on-going need to meet all students learning needs | Ensure that all students with identified special needs are catered for through identification, an adapted curriculum and support for them and their families | ***Target 1***  ***Target 2***  ***Target 3***  ***Target 4***  ***Target 5***  ***Target 6***  ***As outlined above*** | ***See specific Curriculum results and recommendations*** |
| **Raise Levels of achievement in Literacy**  Raise levels of achievement in Literacy, specifically Reading and Writing | Our school has a commitment to lift levels of achievement in these key areas and report these to the Ministry of Education through National Standards | Students who have been at Te Totara Primary School for at least one school year will by 2015 achieve in relation to National Standards at:  93% in Reading  93% in Writing  93% in Mathematics | ***Targets 4& 5***  ***As outlined above*** | ***See specific results and recommendations on Pages 17-22 of this document*** |
| **Raise Levels of achievement Mathematics**  Raise levels of achievement in Numeracy | Our school has a commitment to lift levels of achievement in these key areas and report these to the Ministry of Education through National Standards | Students who have been at Te Totara Primary School for at least one school year will by 2015 achieve in relation to National Standards at:  93% in Reading  93% in Writing  93% in Mathematics | ***Target 6***  ***As outlined above*** | ***See specific results and recommendations on Pages 23-25 of this document*** |

Te Totara Primary School Annual Plan 2015

Target 1

Continue to develop our school community; indicated by 90% satisfaction on a parent, staff and student survey in December 2015. We will do this by…

***Continue to develop our school community; indicated by 80% satisfaction on a parent, staff and student parental survey in December 2013, we will do this by….***

Background**: The school has grown considerably since opening in 2008. This has seen many systems and processes implemented. It is timely to embed these further in the school to make sure what we do is of high quality and is sustainable, yet reflect our community aspirations.**

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| **ACTION** | **WHO-Lead in Bold** | **RESOURCING** | **BY WHEN** | **Our Analysis** |
| **FOR COMMUNITY** |  |  |  |  |
| **Review our school charter, which is done every three years, to reflect the changing school community since the last review in 2012** | **Board of Trustees** | Time | November 2015 | **Charter consultation completed, included surveys, public meetings, meeting with families. During 2015 a number of external documents supporting school self-review were accessible. Recommend that for 2016 Charter the school uses ERO school evaluation indicators, ERO Board Assurance audit checklists, Hautu, Ka Hikitia and Pasifika plan to support school practices and include in Annual planning for the revised Charter and Annual planning for 2016** |
| **Investigate a school lunch service** | **Principal, Celeste** | Self-funding | Term 2 | **School lunch service launched at the beginning of Term 2, works effectively** |
| **Investigate funding through Grocery fly buys scheme** | **Principal, Celeste** | Self-funding | Term 2 | **Investigated, response was muted to our overtures** |
| **Hold an end of year celebration and Arts festival that showcases our students’ abilities and celebrates our year at Te Totara** | **Brian, Art leader** | $1 200 sound system | End Term 4 | **Successfully completed for both** |
| **Support School Festival Gala being run by PTA, support this initiative, involve children and liaise with the team to support this venture** | **PTA, School PTA Committee,** Students and School community | PTA funded | Saturday 21 March 2015 | **Gala went amazingly well, raised $30 000. Wonderful support from community.** |
| **Demonstrating teaching practices through team based expo. Involve parents in expo lessons to see link with National Standards explanation** | **Principal, Leadership team** | Time | Term 2 & 3 | **Expos in place and led by Team Leaders, has seen a closer alignment between home and school** |
| **Annual plan format in easy to read leaflet** | BOT**, Anne** | $400 | 1 April | **Completed in April and distributed to families as well as in enrolment packs** |
| **Annual Reporting and Polices available through new web site tab** | BOT**, Anne, Michelle** | Time | 1 May | **Completed and on line, advertised in newsletter** |
| **Ensure school community are kept up to date with school happenings through web site, Facebook page, on line calendars, TV displays in reception and foyer in Matariki** | **Principal, Michelle, Anna** | Time | Ongoing | **Continually updated as a part of everyday school life.** |
| **Ensure school traditions and events such as Cross Country, Weetbix Tryathlon Athletics, Arts display, End of Year Celebration continue** | **Staff** | Time | Ongoing part of school life | **Traditions continue, provide great days for the children and community.** |
| **Meet the Teacher events are held to build positive relationship** | **Staff** | Time | Wed 11 Feb 2015 | **Completed and went well.** |
| **Ensure that in the first four weeks of the school year that there are minimal interruptions to class programmes so that relationships can be built.** | **Staff** | Time | February 2015 | **The first four weeks were kept reasonably clear, allowed for building key relationships across the school.** |
| **Ensure School Committees are in place to ensure our sense of community: Sports , Enviro, Whanau, Year Book, PTA and that an annual action plan is developed for each area** | Sports: Anne  Sports teams: Megan, Naomi  Enviro: Suzie  Year Book: Cath  Whanau: Ryan  PTA: Brian | Time | Ongoing | **In place and bring an added dimension to school life. Also teachers across teams work together.** |

Target 2

*Enhance systems, processes and resources to support our school progress, indicated by 85% satisfaction on staff survey*

Background: **Our staff numbers have grown from 12 in 2008 to 74 at the beginning of 2015. There is a need to ensure that our processes cater for them to support student achievement.**

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| **ACTION** | **WHO-Lead in Bold** | **Resourcing** | **By When** | **Our Analysis** |
| **Enhancing Teaching and Learning** |  |  |  |  |
| **Introduce BYO iPad and have information sessions for families, with a staggered roll out.** | **Anne** |  | Ongoing | **BYO iPad sessions ran for Year 3 & 4, Year 5 & 6, over 100 parents at one session, will continue next year. 70 students with BYOD in 2015** |
| **Learning plan discussions** | **Teachers**,families |  | Terms 1 & 3 | **Completed** |
| **Learning plans published** | **Teachers,** families, students |  | Terms 2 & 4 | **Completed, need to shorten time taken and revise to allow for more discussion with families and students on their learning** |
| **Ensure Teaching and Learning days are in place to continue staff professional development** | **Anne, Paula**,Teachers | 0.4 Teaching time | On going | **Continues to be a part of school life, regular monitoring by DP to support personal Professional development** |
| **Allocate time for Teaching as Inquiry** | **All** | Time for fortnightly team meetings | On going | **In place, review indicates very successful initiative to support flexible professional learning pathways for teachers** |
| **BOT** |  |  |  |  |
| **Ensure Curriculum reports are produced for the Board and community each term in accordance with schedule** | **BOT – Brian, Anne** |  | Ongoing | **In place and reported one per term across the curriculum, led very ably by Deputy Principal and staff contributions are highly reflective and support future learning.** |
| **Ensure that Analysis of Variance is completed** | **Principal, D.P. BOT** |  | 1 March | **Completed and sent to MOE, met statutory guidelines** |
| **Ensure that this Annual plan is completed** | **Principal, D.P. BOT** |  | 1 March | **Completed and reported to MOE** |
| **Ensure that Policies are reviewed regularly** | **BOT** |  | End 2015 | **Regular and ongoing cycle by BOT, flexible enough to meet any identified needs that present through the year. Also reviews Hautu tool for Ka Hikitia, Pasifika plan as well as ERO Board Assurance Statement with findings to be used in 2016 Annual plan** |
| **Ensure all Audit requirements are met and that any recommendations from Auditor are considered** | **BOT,** Executive Officer |  | May 2015 | **Completed and recommendations actioned. Excellent audit report with no major items requiring attention.** |
| **Continue to consistently demonstrate being a good employer by morning teas, leave provision if appropriate, resourcing activities** | **BOT** |  | Ongoing | **As part of everyday school life, staff are valued and school does its very best to support this, in turn helps our students. New Community liaison role instigated by BOT has been a huge factor in this support.** |
| **Resourcing for Growth** |  |  |  |  |
| **Continue to utilise All of Government pricing for Electricity, Coffee, School Supplies and photocopiers and other opportunities as they arise** | **Brian, Celeste** | As per school budgets | On going | **In place, has led to significant saving e.g. Electricity, Photocopy, and Stationery contracts. Business development manager role highly successful in leveraging any advantage we can** |
| **Ensure that furniture is purchased for Year 3/4 & 5/6 area to accommodate growth** | **Principal,** Staff | $40 000 | On going | **Completed, with all rooms updated with the best furniture, over $50,000 of purchases. Need to extend further furniture to Year 2, 3 & 4 areas to enhance STARS programmes developed by the school to support student ownership of learning and independence and collaboration** |
| **Enhance school signage to reflect new school layout** | **Principal** | $20 000 | Term 1 2015 | **Completed, adds to the school, with positive feedback from community, need to continue to enhance the physical layout through signage** |
| **Continue to develop landing page, ensure that staff have email and access to this** | **Brian** Staff |  | On going | **Completed, need to continue to refine the content, but a great point of reference for all teachers, need to extend to all staff, including teacher aides** |
| **Communication** |  |  |  |  |
| **Team meetings to focus on Teaching as inquiry, alternating with management meeting** | **Team Leaders** | Every second week or as determined | Fortnightly | **In place, a focus on Teaching and Learning. Noticed when in busy times, the time for this diminished. Need to refine Learning plan work load to allow for even greater focus on this aspect of teaching and learning and supporting student achievement** |
| **Leadership meetings change - meet each Friday 7.45-8.20,** | **Principal, Leadership team** | Friday 7.45-8.20 am | Weekly | **In place and supports school direction, meetings are very focussed and clear agenda. Need to extend time for leaders to meet to discuss and consider wider issues related to the school** |
| **Senior leadership meetings** | **Principal, DP, AP** | Each Monday 9.15 | Weekly | **In place - invaluable in synthesising and supporting the school direction** |
| **Full Teacher meetings** | **Senior Leadership** | Once per team for curriculum | Once per term | **In place and supports school direction. This has worked well, especially meeting in Week 8 of each term to support curriculum delivery for the following term. Also allows teacher time to look at own inquiries** |
| **Administration team meetings** | **Office Manager, Executive Officer, Senior Leadership** | Each Friday 11.15-12.15 | Weekly | **In place, highly capable Administration team support school direction so well** |
| **After School Care meetings** | **Principal, After school care Leader and Deputy After School Care Leader** |  | Once per term | **Regular meetings work well with minutes distributed to staff. Service received glowing MSD report and a credit to Anna and her team! Provides a service to 130 children after school and their families. In addition contributes to school funding.** |
| **10.55 in Staff Lounge** | **Principal, DP, AP,** Leadership, Staff | Daily @ 10.55 | Daily | **Continues to a vital part of information sharing, self-review and continuing to build our team. A vital part of school life.** |
| **Continuing to enhance our newly revamped web site, but keeping this up to date and fresh weekly. Look for greater learning content** | **Michelle Simms** | $500 web site and 2 hours per week of time | Weekly | **Updated and now has mobile friendly version, really well kept up to date by Michelle as part of keeping our community informed** |
| **Holding School Tours - Ensure families are able to see the school.** | **Principal** | Each Tuesday 9.15-10.15 | Weekly | **Held regularly, each week, feedback from participants is very positive.** |

Target 3

*Enhance systems and processes to support Teaching and Learning as Inquiry, to support school targets in reading, writing, maths and NZ curriculum objectives*

Background: **During our rapid roll increases many systems and processes have been put in place to support the growth of our school. A major focus on Teaching and Learning systems has needed to happen. This has led to our staff being highly competent and achieving so much. With this very solid base of pedagogy it is timely now for teachers to use their unique abilities to further enhance Teaching and learning as inquiry. This is intended to support their practice as they own the Inquiry process, the aims and objectives of the NZ curriculum, as well as school targets in Reading, Writing and Maths.**

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| **ACTION** | **Who-Lead in bold** | **Resourcing** | **By When** | **Our Analysis** |
| **Enhancing Teaching and Learning as Inquiry** | **Leadership team** |  | Ongoing | **Initiated and in place for teaching staff** |
| **Develop further teaching as Inquiry by teachers focussing their own inquiries based on their personal needs, students’ needs and school targets** | **Teachers** |  | Ongoing | **In place, review indicates teachers enjoy focussing on their own context and ways to support themselves and their Learners, need to continue and enhance by use of internal blog to support our professional practice** |
| **Develop further a professional learning community by sharing teacher inquiries with our colleagues, on our school landing page, allowing for support and help from each other** | **Leaders, teachers** |  | Ongoing | **Sharing in place through contributions to Teacher Inquiries, predominantly done through Teams with time for reflection, support and contribution to colleagues work. All inquiries available to each other and has resulted in some professional sharing. To enhance this a common blog to support each other will enhance our professional support, reflection and dialogue** |
| **Ensure time is allocated to allow for Inquiry and reflection by rationalising full staff meetings** | **Brian** |  | Ongoing | **Time in place, other meetings rationalised to support this approach. There are times for full staff meetings i.e. looking at curriculum for the next Term. Rationalising further the Learning Plans will allow for further reflection to support professional practice** |
| **Supporting teachers in their inquiries by team leaders helping others in their teams. Senior Leadership working with two teams each as mentors to support teachers and leaders in their inquiries** | **Senior Leadership** |  | Ongoing | **In place and allowed for enhanced link between Leaders and teachers in the School, to continue on 2016** |
| **Reviewing anecdotally in term 3 teaching as inquiry, what we are finding and what we could improve on** |  |  | Term 3 | **Review indicates enhanced professional dialogue and focus on teaching practice, a need to continue and refine as we look to support and reflect on our practice. Student achievement progress supports this practice.** |
| **Develop Discovery time to support oral language progress in Year 1. Benchmark pre and post programme data to examine effectiveness. Report to the BOT on progress by November 2015. If successful look to extend further in the school. Use Research from TLRI research project (2011-2013) to support Teaching in Learning for new entrant students** | **Jennie Brook-Watt**  **Anna Pratt**  **Teachers in Year 1** | $32 000 Teaching assistants | Year end | **BOT funded initiative has been an overwhelming success, with lifts in student oral language levels, a very timely intervention due to 40 of our Year 1 students being non English speaking background. The TLRI research project has definitely enhanced our practice, a need to support this project which has now developed into our own STARS programme. This has also enhanced student ownership of learning, something ERO commented on in 2013 and for 2016 we will look to extend further in our school from Year 2 onwards.** |
| **Enhance student learning opportunities through managed roll out of BYO IPad, based on our research including visiting school in NZ and overseas, our own analysis of iPads in our school** | **E Learning team-Anne Fraser**, Michelle Simms | Time  Managed apps | Term 2 Year 5/6  Term 3 Year 3/4  Term 4 Year 0/1 | **This was initiated and parent sessions held for Year 5/6 and 3/4 parents, these were highly supported with over 100 parents coming. The school was able to articulate the philosophy behind the programme and this provided surety as a tool to support learning. Lockable cabinets purchased as well to support security. A need to continue these sessions for parents, perhaps twice a year, to support them. Teachers have a good understanding of iPads support Teaching and Learning, but a need to continue to develop this aspect** |

Target 4 Reading: *For those who have been at Te Totara for one year or more lift achievement:*

* Across the school from 92.4% to 93%
* Maori student achievement from 90.9 to 93%
* After 3 years at school from 86.4% to 93%

Background: **Reading achievement has shown improvement over the last three years at school, there is a need to continue to build on the gains made. In the Year 2 & 3 area there is a need to focus to support enhanced achievement.**

**2015 National Standards Reporting Against 2015 Charter Goals – Target 4 Reading**

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| **Reading** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 8 | 1.3% | 38 | 6.2% | 363 | 59.6% | 200 | 32.8% | 609 |
| **Māori** | 1 | 1.4% | 6 | 8.6% | 47 | 67.1% | 16 | 22.9% | 70 |
| **Pasifika** | 0 |  | 0 |  | 6 | 75.0% | 2 | 25.0% | 8 |
| **Asian** | 0 |  | 3 | 3.0% | 65 | 65.7% | 31 | 31.3% | 99 |
| **European/Pākehā/ Other European** | 6 | 1.6% | 27 | 7.3% | 199 | 54.1% | 136 | 37.0% | 368 |
| **Male** | 4 | 1.3% | 20 | 6.6% | 190 | 62.9% | 88 | 29.1% | 302 |
| **Female** | 4 | 1.3% | 18 | 5.9% | 173 | 56.4% | 112 | 36.5% | 307 |
|  |  |  |  |  |  |  |  |  |  |
| **Reading** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **After 1 year at school** | 2 | 3.2% | 7 | 11.3% | 45 | 72.6% | 8 | 12.9% | 62 |
| **After 2 years at school** | 2 | 1.7% | 16 | 13.4% | 75 | 63.0% | 26 | 21.8% | 119 |
| **After 3 years at school** | 1 | 0.8% | 6 | 4.8% | 76 | 61.3% | 41 | 33.1% | 124 |
| **End of Year 4** | 1 | 0.9% | 3 | 2.8% | 59 | 55.1% | 44 | 41.1% | 107 |
| **End of Year 5** | 1 | 0.9% | 2 | 1.9% | 60 | 56.1% | 44 | 41.1% | 107 |
| **End of Year 6** | 1 | 1.1% | 4 | 4.4% | 48 | 53.3% | 37 | 41.1% | 90 |

Our Analysis

* **Across the school from 92.4% to 92.4%, target not met, achievement levels maintained**
* **Maori student achievement from 90% to 90% target not achieved, achievement levels maintained**
* **After Three years at school from 86.4% to 94.4% target achieved**

**Information below to support achievement and gains made. A need to look closely at our targets due to a very changing demographic in our school from 2014 to 2015, i.e. in 2014 there were 66 students who were classified as Asian, in 2015 there were143, a significant increase in the diversity within the school as well as students with English as a second Language. Supporting information with future actions outlined in the green column below…**

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| ACTION | WHO-Lead in Bold | Resourcing | By When | Our Analysis |
| Within classes and support programmes target those identified as needing to move categories in relation to National Standards | Anne, Paula Classroom practitioners and those implementing support programmes. Anne for curriculum implementation and Paula for Learning Support | Time and Learning Support Budget | Ongoing throughout 2015 | Supported within classroom practice, teachers focus on the learning needs and support students |
| Implement specific actions from Teachers performance management to support their Teaching of Reading practice | Anne, Teachers | 0.4 Teaching and Learning time | Ongoing throughout 2015 | Teaching and learning Time has enhanced Teacher practice and Student achievement, need to continue as we have teachers who are highly reflective |
| Reading Recovery a 0.7 Full time teachers to allow at least 30 students | Paula, Nikki, Amie, Teachers | .7 teaching time | Ongoing throughout 2015 | Resourcing in place, with the Board committing 0.3 staffing to support our children, this has seen significant gains for the 30 students involved |
| Ensure that teachers have reading as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook | Teachers | Full Time Teachers | Ongoing throughout 2015 | This has continued and has seen very pleasing progress and achievements made by students |
| Continue to moderate internally our judgements on National Standards | Anne, Teachers, Leadership, Brian, , Paula, | Time | Ongoing throughout 2015 | Moderation in place through Deputy Principal moderation process working with leaders and also individual teachers Timely now to review our Learning plans in light of workload and also the emergence of MOE moderated tools such as PACT. Look at this to review our reporting and moderation systems in conjunction with E-Tap in 2016 |
| Within teams to continue to focus on needs of their learners | Team Leaders, Teachers | Team meetings, each fortnight | Ongoing throughout 2015 | Reduced staff meetings has enabled a heightened focus on reflections on learning in teams, working collaboratively to support each other yet allowing for individual teachers to use their skills to meet the needs of their learners, this approach enables Teachers to have their ownership to support the children in their care. |
| Purchase high quality literacy materials to support Teaching and Learning | Anne, Leadership | $30 000 | Ongoing throughout 2015 | Resources purchased have enabled continued high quality resources for learning needs. Where there are pressure points these are quickly attended to. |

Target 5 Writing: *For those who have been at Te Totara for one year or more lift achievement:*

* Across the school from 94.4% to 95%
* Maori student achievement from 89.4% to 93%
* At the end of Year 5 students from 89 % to 93%
* At the end Year 6 students from 86.5% to 93%

Background: **There is a need to continue to build on the gains made in this aspect of school life. In 2011 64% of students achieved the National Standard, achievement has shown improvement, there is a need to continue to build on the gains made. A focus on the Year 5 & 6 as well as Maori student achievement will support further gains.**

**2015 National Standards Reporting Against 2015 Charter Goals – Target 5 Writing**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 2 | 0.3% | 44 | 7.2% | 531 | 87.2% | 32 | 5.3% | 609 |
| **Māori** | 1 | 1.4% | 7 | 10.0% | 60 | 85.7% | 2 | 2.9% | 70 |
| **Pasifika** | 0 |  | 1 | 12.5% | 7 | 87.5% | 0 |  | 8 |
| **Asian** | 0 |  | 1 | 1.0% | 96 | 97.0% | 2 | 2.0% | 99 |
| **European/Pākehā/ Other European** | 0 |  | 32 | 8.7% | 309 | 84.0% | 27 | 7.3% | 368 |
| **Male** | 1 | 0.3% | 25 | 8.3% | 262 | 86.8% | 14 | 4.6% | 302 |
| **Female** | 1 | 0.3% | 19 | 6.2% | 269 | 87.6% | 18 | 5.9% | 307 |
|  |  |  |  |  |  |  |  |  |  |
| **Writing** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **After 1 year at school** | 0 |  | 1 | 1.6% | 60 | 96.8% | 1 | 1.6% | 62 |
| **After 2 years at school** | 0 |  | 0 |  | 117 | 98.3% | 2 | 1.7% | 119 |
| **After 3 years at school** | 0 |  | 3 | 2.4% | 110 | 88.7% | 11 | 8.9% | 124 |
| **End of Year 4** | 1 | 0.9% | 7 | 6.5% | 98 | 91.6% | 1 | 0.9% | 107 |
| **End of Year 5** | 1 | 0.9% | 17 | 15.9% | 86 | 80.4% | 3 | 2.8% | 107 |
| **End of Year 6** | 0 |  | 16 | 17.8% | 60 | 66.7% | 14 | 15.6% | 90 |

Our Analysis

* **In Writing across the School from 94.4% to 92.5% Target of 95% not achieved**
* **Maori Student achievement from 89.4% to 88.6% target not achieved**
* **At end of Year 5 from 89% to 84%, target not achieved**
* **At end of Year 6 from 86.5% to 82%, target not achieved**

**This aspect of achievement showed a levelling off and a slight decline during 2015, whilst not alarming, this aspect is now identified as a priority of focus for the school after the completion of our Mathematics focus for 2014-2016. In 2016 we will run focussed professional development sessions and work with Teachers and team leaders to support their practice.**

**In 2017 we will make this our professional development focus, once our maths development is completed. Supporting information with future actions outlined in the green column below…**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACTION | WHO-Lead in Bold | Resourcing | By When | Our Analysis |
| Within classes and support programmes target those identified as needing to move categories in relation to National Standards | Anne, Paula Classroom practitioners and those implementing support programmes. Anne for curriculum implementation and Paula for Learning Support | Time and Learning Support Budget | Ongoing throughout 2015 | Supported within classroom practice, teachers focus on the learning needs and support students |
| Ensure that teachers have writing as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook | Anne, Teachers | Full Time Teachers | Ongoing throughout 2015 | Continued priority in programmes. With our focus on maths it is important that we continue to monitor and support writing programmes in 2016. A need to enhance teachers knowledge and understanding and a refresher programme in 2016 would be appropriate |
| Implement specific actions from Teachers performance management to support their teaching of Writing practice | Anne, Teachers | 0.4 Teaching and Learning time | Ongoing throughout 2015 | These were actioned as part of each teachers personal professional learning and monitored through performance management systems. Continues to show high quality teaching practices. Important to ensure that this remains a focus despite other ‘competing interests’ in the school. |
| Keep staff updated on school practice through regular staff meetings and leadership meetings | Teachers | 1 per term | Ongoing throughout 2015 | In place and Teachers show a willingness and skills in ensuring they keep up to date professionally and in turn implement high quality programmes as validated through our performance management systems. |
| Continually moderate with teams and across the school our judgements in relation to national Standards to ensure students have correct judgements made | Anne, Teachers, Leadership team, Brian, Paula, | Two staff meetings  All judgements moderated by team leader and Curriculum leader. | Ongoing throughout 2015 | Moderation in place through Deputy Principal moderating judgements with leaders and also individual teachers. Timely now to review our Learning plans in light of workload and also the emergence of MOE moderated tools such as PACT. Look at this to review our reporting and moderation systems in conjunction with E-Tap in 2016 |
| Within teams to continue to focus on needs of their learners | Team Leaders, Teachers | Team meetings, each fortnight | Ongoing throughout 2015 | Reduced staff meetings has enabled a heightened focus on reflections on learning in teams, working collaboratively to support each other yet allowing for individual teachers to use their skills to meet the needs of their learners, this approach enables Teachers to have their ownership to support the children in their care. |

Target 6 Mathematics: *For those who have been at Te Totara for one year or more lift achievement:*

* Across the school from 90.9% to 93%
* Maori student achievement form 81.3to 93%
* At the end of Year 5 students from 83.5% to 93%
* At the end of Year 6 students from 85.4% to 93%

Background: **Student achievement in Maths is lower than in reading and writing. The school has recognised this and provided high quality Mathematics professional development with a consultant, Bruce Moody, in 2014. This has seen a lift in achievement, however there is a need to continue to this focus so that we can achieve our Strategic goal of 93% at or above the National Standard. The model of professional development uses Teaching as Inquiry and fits well with our direction in Target 2.**

**2015 National Standards Reporting Against 2015 Charter Goals – Target 6 Maths**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Maths** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 12 | 1.8% | 50 | 7.5% | 483 | 72.9% | 118 | 17.8% | 663 |
| **Māori** | 1 | 1.4% | 8 | 11.4% | 54 | 77.1% | 7 | 10.0% | 70 |
| **Pasifika** | 1 | 12.5% | 1 | 12.5% | 4 | 50.0% | 2 | 25.0% | 8 |
| **Asian** | 1 | 0.7% | 4 | 2.9% | 102 | 73.9% | 31 | 22.5% | 138 |
| **European/Pākehā/ Other European** | 5 | 1.4% | 28 | 7.6% | 265 | 72.0% | 70 | 19.0% | 368 |
| **Male** | 6 | 1.9% | 21 | 6.5% | 214 | 66.5% | 81 | 25.2% | 322 |
| **Female** | 6 | 1.8% | 29 | 8.5% | 269 | 78.9% | 37 | 10.9% | 341 |
|  |  |  |  |  |  |  |  |  |  |
| **Maths** | **Well below** | | **Below** | | **At** | | **Above** | | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **After 1 year at school** |  |  |  |  | 73 | 90.1% | 8 | 9.9% | 81 |
| **After 2 years at school** |  |  | 3 | 2.3% | 119 | 90.8% | 9 | 6.9% | 131 |
| **After 3 years at school** | 1 | 0.8% | 10 | 7.7% | 100 | 76.9% | 19 | 14.6% | 130 |
| **End of Year 4** | 3 | 2.8% | 10 | 9.3% | 61 | 57.0% | 33 | 30.8% | 107 |
| **End of Year 5** | 7 | 6.0% | 15 | 12.8% | 71 | 60.7% | 24 | 20.5% | 117 |
| **End of Year 6** | 1 | 1.0% | 12 | 12.4% | 59 | 60.8% | 25 | 25.8% | 97 |

Our Analysis

* **Across the School from 90.9% to 90.7%, target nearly achieved**
* **Maori achievement from 80.3% to 88.1%, a lift of 8%**
* **Year 5 students from 83.5% to 82.2%, target not achieved**
* **Year 6 students from 85.4% to 86.8%, gains made, target not achieved**

**Encouraging lift in achievement in Maori students, however the cohort into 2016 will be different, need to continue to focus on lifting achievements in areas to 90% as a school wide target. Need to continue to focus on this area in 2016 to complete our professional learning and build sustainability. Supporting information with future actions outlined in the green column below…**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACTION | WHO-Lead in Bold | Resourcing | By When | Our Analysis |
| Ensure that teachers have maths as a priority in their programmes, and plan, teach, assess and differentiate in their programmes to cater for needs of students, as outlined in school handbook | Anne, Paula, Teachers | Full Time teachers | Ongoing throughout 2015 | Maths continues to be a heavy focus for our Teachers, leadership and Senior leaders |
| Continually moderate with teams and across the school our judgements in relation to national Standards to ensure students have correct judgements made | Anne, Paula, Teachers | Two staff meetings  All judgements moderated by team leader and Curriculum leader. | Ongoing throughout 2015 | Moderations in place and during the year we looked to refine what we do in this area. Investigate in 2016 this area in light of Leaning plan review, PACT tool form MOE. |
| Employ Bruce Moody to examine our practices, systems and processes in how we teach Maths. Provide individual observations and feedback to support staff in their daily practice | Paula, Anne, Brian | $20 000 | Ongoing throughout 2015 | This has been an outstanding success with each of our teachers having a personalised learning and teaching programme in relation to the maths programme. Model lessons, observations and reflections has supported our Teachers in their practice |
| Using Bruce Moody’s expertise review our pedagogy and update and critique our systems to support the lifting of achievement | Paula, Anne, Brian | $5 000 of time for teacher release | Ongoing throughout 2015 | This is the second year of working with Bruce Moody and we are seeing gains in reflective practice and movement of student learning. It is now timely to build sustainability in the programme in the third year of having Bruce Moody work with us in 2016. Need to support our School Leadership with observations and ways to support their teachers in their teams |
| Ensure that students and teachers have good resources to support their programmes | Anne, Paula | $10 000 | Ongoing throughout 2015 | Resource purchasing in place and supports school programmes. Resources that are needed can be readily purchased and Teachers are good at helping supporting the shopping that needs to be undertaken. |

**Additional Attachments as required:**

* 2015 National Standards Reporting – all students enrolled as at Oct 2015 - NAG2A(c) Data tables
* 2015 National Standards Reporting Commentary – all students NAG2A(b)