

**Strategic Plan 2017-2019**

**&**

**Annual Plan 2019**

**Contents and Background**

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 **STRATEGIC PLAN**

**MAP OF ACTION**

|  |  |
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|  |  **2019** |
| **Grow achievement for Learners** |  |
| **Priority Learners** |  |
| **Writing** |  |
| **Community of Learning** |  |
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| **Grow Community involvement** |  |
| **Community Involvement** |  |
|  |  |
| **Grow infrastructure** |  |
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**1.Grow Achievement for Learners; Priority and other Learners**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| A. Further strengthen teacher capability, responsiveness and understandings of the needs of students who are English Language Learners (Priority students) to lift student achievement and whanau involvement. | ResponsibleAPAccountableAP, PConsultAP, DP, PInformP, BOT | **-**Utilise the strengths of Becky, Annette, Michele and Leaders to support Teachers in their settings, through modelling, sharing of and working alongside teachers in their context.**-**Include in professional goals for Teachers**-**PLD sessions with staff to support them in their role, focus on academic and social language**-**Utilise In-School COL positions to support ELL, these are four appointed teachers who are resource persons to support colleagues  | 1.0 FTTE for ELLP, with a component on using the resourcing for Teacher PLD for Becky to support teachers  | Ongoing, continuing on from 2018  | -Professional Goals achieved for Teachers, -Student Targets for Learning are met |
| Priority Learners- continue to target lifting achievement, focus on Equity and Excellence | ResponsibleDP, AccountableDP, P, AP, Leaders, Teachers, Learning SupportConsultStaffInformP, BOT | **-**Focus on class programmes-Initiate contact with whanau within the first month of identified Priority Students-Regular update of Priority Learners document with good practice that works with the Learner | -Michele 0.7 FTTE Priority learners from Term 2-Learning Support Teacher aides-0.4 FTTE Teaching and Learning Time-COL In School and Across School Leaders | Ongoing | Priority Learners and groups- Maori, Pasifika, European, Asian, Boys, Girls are within 3% of achievement levels and above 91% in curriculum levels in Reading, Writing and Maths |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Consistent following of School guidelines for curriculum, assessment and evaluation implementation  | ResponsibleTeam Leaders, TeachersAccountableDP, P, AP, ConsultStaffInformP, BOT | Utilise the Curriculum based P & A’s. They provide consistent and coherent curriculum guidelines for learners across the School, follow school handbook for curriculum implementation guidelines in Teachers shared and on the Landing Site | -Team Leaders-Support from Senior Leaders & Team Leaders | Ongoing | Performance management system |
| Alignment of Leadership roles and responsibilities with appointment of new Principal to support Teaching and Learning | ResponsiblePAccountableP ConsultStaffInformBOT | Ensure that the new Principal is able to align roles and responsibilities to support students, staff and community, to have a clear focus on Teaching and Learning. -Ensure all stakeholders have opportunities to contribute | -Principal time and consultation with staff | Ongoing throughout 2019 | -Student achievement targets are met-Staff, Students, BOT and community feedback |
| Support wellbeing and positive school culture through mindfulness programmes for students and staff | ResponsibleSenior leadership and Wellbeing committeeAccountableP ConsultStaff, Students, communityInformBOT | Continue Mindfulness programme students (Yr 2-6) and staff-Recognition of the Board of Trustees as ‘a good employer’ in supporting staff wellbeing.-Enrol in Employment Assistance Programme to support staff wellbeing… [www.eapservices.co.nz](http://www.eapservices.co.nz/) | -Funding of Employee Assistance programme | Mindfulness programme start in Term 1-Employee Assistance programme joined by end of February and staff updated on access | -Student, parent and staff feedback on Mindfulness and Wellbeing programmes-B.O.T. regularly informed of staff wellbeing. -Use of Employee Assistance Programme |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Use results of Wellbeing Survey to target specific support for students and Staff to continue to improve-set School target to improve  | ResponsibleP, Wellbeing leaders, School staffAccountableP, Staff, Students ConsultStaff, Students, communityInformBOT | Wellbeing- guidelines on behaviour, go over, posters etc, assemblies. Teams focus, go over definition, safe to and from school, treat others with respect, includes students who are re left out, listening to others views, 15% improvement on key areas from Student Survey base in 2018Enhance Links with our ‘Reach for the Stars’ programme  | -Wellbeing Committee meet at least twice a term | -Start midterm 1 | Wellbeing Survey in Term 4 shows gains in key areas-please see School target set |
| -Tikanga support with Emma Jordan, reinstate the programme.-Liaise with Kirikiriroa Marae for whole School visit and associated study  | ResponsibleDPAccountableEmma JordanConsultStaff, InformBOT | -Reimplement the support for Teachers for Tikanga-Marae Visit for whole School | -0.2 FTTE | Tikanga support from early Term 1-Marae visit proposed for Term 2 | Tikanga programme implemented-Marae visit occurs |
| Support Teachers Implementation of digital curriculum | ResponsibleP DPAccountableRenee Morgan (Term 1), DP, TeachersConsultStaff, InformBOT | -Utilise the expertise of Renee Morgan in Term 1-Include as part of PLD programme for teachers-Implement in class programmes | -0.2 FTTE for Term 1-Budget for Curriculum resources | -Teacher Only Days January-Continued PLD during 2019 | Programmes introduced, Performance Management system.Digital Technology curriculum fully implemented by 2020 |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Continue to Strengthen student ownership of Learning/ Student Agency | ResponsibleDP, P, APAccountableLeadership, Teachers and StudentsConsultStudents, Teachers, Whanau, InformP, BOT | **-**Collate and analyse state of current practices, include surveying students, teachers and whanau**-**Examine research and other contexts of learning**-**Come to a shared understanding of practices to support student ownership and agency within their learning settings**-**Implement a PLD programme to support teachers and students to strengthen ownership of learning to learn**-**Include in teachers and Leaders professional goals and Inquiries to support them in their practice | -Teaching and Learning Time 0.4 FTTE to support professional goals- PLD through COL across school positions-Staff MeetingTeam meetings-Targeted resource buying | Started 2018 and ongoing | -Survey students-Survey Teacher-Planning and Assessment sheets-Quality Assurance-Teacher Inquiries and reflections |
| Proactively utilise any changes to the Education system to support student achievement | ResponsibleBOT, P, DP, AP, StaffAccountableP, BOTConsultStudents, Teachers, Whanau, InformP, BOT | -A raft of changes in education are planned, keep abreast of these, plan and implement to ensure there is a continued focus on equity and excellence | -Time, allocate these within school and BOT meetings | Ongoing | -School runs smoothly, with a continued focus on what is best for students, staff and community-Targets in relation to student achievement are met |

**2.Grow achievement for students in Writing**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Continue whole staff development in writing, continuing to build shared understandings of excellent teaching and learning practices | ResponsibleDPAccountableDPConsultPrincipalInformBOT | Through shared staff meetings held each term | -Internal Time | Each term | Student achievement is maintained, that almost all students (91%) achieve expectations |
| Continue staff personal development in writing | ResponsibleDPAccountableDPConsultPrincipalInformBOT | Include writing goals, with reflections and links to student achievement in performance management system for each classroom teacher | Internal Time | Ongoing | Student achievement is maintained, that almost all students (91%) achieve expectations |
| Use Community of Learning (COL) Resourcing to support writing practices across the School | ResponsibleDPAccountableDPConsultPrincipalInformBOT | -Utilise the resources of the COL to support school practices-Use the four in-school on writing, along with oral language. Positions are based at Year 1, Year 2. Year 3 & 4, Year 5 & 6 to support consistent practices across the school | -Internal Time-COL resourcing | Ongoing | Student achievement is maintained, that almost all students (91%) achieve expectations |

**3.Grow professional capability through involvement in the Community of Learning (C.O.L.)**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Build Teacher capability and student achievement through key Inquiries developed in Oral Language/Writing | ResponsibleDPAccountableP, DP. APConsultPInformBOT | Continue Inquiries to support student achievement in Oral Language, develop this further to include how we are lifting student achievement in this area-Develop Key indicators to show value added | -COL Resourcing | Ongoing | -Oral Language indicators developed, with pre and post analysis |
| Support the Across School positions and teachers who work within school, with a focus on oral language and writing | ResponsibleDPAccountableP, DP. APConsultPInformBOT | -Ensure that Across School teacher with our school is well supported-Ensure that Across School Teachers have appropriate institutional information to work comfortably in our environment | -COL resourcing, when available | Ongoing | -Successful anecdotal feedback from teachers and Across School teacher-Any milestone reporting implemented by the COL |
| Utilise the COL to further support successful transitions between our School and Schools that we feed into | ResponsiblePAccountableP, DP, APConsultPInformBOT | -Liaise with the predominant schools that our children go to on completion of Year 6. In particular, Rototuna Junior High School, Fairfield Intermediate and Peachgrove Intermediate-Look at shared understandings of what a successful transition is, including what information is transferred. | -Internal time | By Year end | -Anecdotal feedback from school, including our own |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Undertake cultural responsiveness survey and utilise the results to support ways of working that are inclusive and lead to excellence and equity | ResponsibleDPAccountableP, DP, APConsultPInformBOT | Undertake’ Rongohia te Hau’ cultural responsiveness survey, collate and analyse, use information to support inclusiveness | Time Internal training for surveys | By end of Term 1 | If School targets are met |

**Grow Whanau and community involvement**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Ensure that the transition to a new Principal is well signaled and staff, students and community are well informed and can quickly gain trust in the Principal | ResponsibleBOTAccountableBOT, PConsultStaff, Students and communityInformBOT | -Ensure community have opportunity to meet and build trust with new Principal-Allow for opportunities for community to interact positively with Principal i.e. Whanau, PTA-Allow time and space for Principal to build relational trust with staff and community -Actively support the Principal in their new role to allow a focus on student achievement  | Time to meet with staff and community | Ongoing  | -Staff and community have trust in their new Principal-Focus on student achievement is maintained and targets are met |
| Undertake consultation with community on the health component of the curriculum and uniform shirt | ResponsibleBOTAccountableBOTConsultBOTInformBOT | -Undertake consultation on the health curriculum as required every two years and reflect community wishes in the health programme-Undertake uniform survey as promised in relation to a change in the colour of the shirts, action any changes as deemed fit by BOT | -Survey creation and analysis | -Health consultation by end if Term 2-Uniform consultation by end of Term 1 | Consultation undertaken and actions taken are communicated to the School community |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Ensure that the Community are aware of BOT elections and that the process runs smoothly | ResponsibleBOTAccountableBOTConsultBOTInformBOT | -Appointment of returning officer -Communication with community | -Payment for returning officer | -From Term 1 until elections are completed in June | Community have a full voice on the election of a new Board of Trustees |
| Ensure that there is a successful transition to a newly elected Board of Trustees in June. Include a whole Board Governance training programme | ResponsibleBOTAccountableBOTConsultBOTInformBOT | -Update current Governance manual and position descriptions-Enrol in any whole BOT training in conjunction with School Trustees Association | -Time for training and to update Governance manual | -From Term 1 | -New Board are aware of and can implement understanding of their Governance roles- New Board are aware of their responsibility as a ‘good employer.’ |
| Consult and implement new MOE guidelines for Charters, Annual and Strategic plans for 2020 | ResponsibleNewly elected BOTAccountableBOTConsultBOTInformBOT | -Consult and update the Charter, Strategic and Annual plan to reflect community and Ministry of Education Guidelines. Ensure that the community views are considered | -Time to consider new guidelines from MOE for 2010 and beyondTime to consult with community | New planning format adopted by 1 March 2020 or any other date as set by MOE | New format completed and by 1 March 2020 and has full community consultation |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Liaise with MOE over possible amendment to Enrolment scheme and subsequent implications on roll growth and future building work | ResponsibleP, BOTAccountableBOTConsultBOTInformBOT | Ensure that any implications for Te Totara are considered and mitigate any risks to students and achievements | Liaison time with MOE and possible consultation with staff and community | -Ongoing | Any future developments are well planned and allow the School to focus on student learning |
| Enhance the Community Links with Preschools and Summerset Retirement village | ResponsibleP, Marise, StaffAccountablePConsultBOTInformBOT | Schedule visits to the local Early Childhood centresInclude Year 0/1 team leaders.Strength relationship with Summerset Retirement villageInvolve staff and students in liaison visits | Release time for staff, as necessary.Time for Marise to assist this in her role as community liaison | From Term 1 | Stronger community links are formed.Reciprocal visits are arranged |
| Acknowledge the wonderful work that volunteers do | ResponsibleP, Marise, StaffAccountablePConsultBOTInformBOT | Create a database during the year of volunteers i.e. Library, Sports, helpers to allow for personal invitation to a morning tea or other function | Time for Marise to oversee the collation and invitations in her role as community liaison | -From Term 1, function in Term 4 | Volunteers are acknowledged for their work in the School |
| Keep community informed through Social media including Facebook, Website TTTV, Seesaw | ResponsibleDigital Leader, admin team, TeachersAccountablePConsultBOTInformBOT | Ensure community and parents/caregivers have current and relevant information related to them. Use TTTV to help parents with School events and ways of working i.e. drop off zone use, Moonlight drive pedestrian rules | -Time and resourcing for Digital Leader,-Michele Simms for TTTV | -From Term 1 | -Community are well informed, include feedback from community survey if needed |

**Grow infrastructure for Students, Staff and community**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| New Court Cover built | ResponsibleBOTAccountableBOT, StaffConsultBOT, StaffInformBOT | -Complete a court cover over the tennis courts-Complete lighting, sound provision and CCTV if funds allow install these-Liaise with stakeholders to ensure completion | Agreed 10 Year plan and PTA donation of $80,000, plus community donation of $20,000 (Summerset) | By April 2019 | Court cover is completed |
| Complete all the actions of the 10 Year Property plan  | ResponsibleBOTAccountableBOT, StaffConsultBOT, StaffInformBOT | -Complete all the actions of the 10 year started plan in 2018:-Court Cover-Marama, Matawhero, Milky Way, Orion upgrade -Staff Lounge | Agreed 10 Year plan and PTA funding of $70, 000 | -End of Term 2 2019  | Work is completed |
| New playground Built | ResponsibleBOTAccountableBOTConsultPTA, BOT, Students, staffInformBOT | -Complete a new playground between the end of Matariki and Orion-Liaise with stakeholders to ensure completion | -PTA and School, approx $80, 000 in total | By end of January 2019 | Work is completed |
| Replace Decals and signage and repainting of areas in the School | ResponsibleBrianAccountableBOTConsultPTA, BOT, Students, staffInformBOT | -Upgrade areas that have torn decals and paint walls to match existing colour scheme | -$35, 000 from cyclical maintenance | By end of January 2019 | Walls are painted and look attractive |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** |
| Stock take and asset replacement programme completed | ResponsibleBOT finance committeeAccountableBria, StaffConsultBrianInformBOT | -Update our Asset replacement programme now that the school is ten years old | -Internal Time | By year end | Asset replacement programme in place |

**Te Totara Primary School Targets to lift Achievement in 2019**

There are four specific targets for 2019, relating to Wellbeing, Reading, Writing and Maths. Each has a context relevant that promotes Equity and Excellence in our School. The targets reflect the National Administration guidelines of a focus in Years 1-8 in Literacy and Numeracy, as well as providing a safe physical and emotional environment.

**Target 1-Wellbeing**

**Background**

Te Totara Primary School has a belief that student and staff wellbeing are fundamental to a safe and inclusive environment that fosters Equity and Excellence. In 2018 a Wellbeing Committee was formed to support this. Confidential Surveys across all year levels was taken. In Years 1-4 this was a school designed format and in Year 5 & 6 the Wellbeing survey from NZCER was used. These provided very positive affirmations about the School as well as providing key areas to work on, in order to support students and staff. Improvements on the 2018 survey and then again taken in 2019 will see if these have been effective. It is the responsibility of the Senior Leadership, Wellbeing committee, along with staff and students to support these gains. The areas are:

* Student knowledge and understanding of guidelines and acceptable practices about behaviour
* What to do if someone is hurt or bullied
* Being safe going to and from school
* Students treat others with respect
* Include children who are left out
* Listening to others viewpoint.

**Expected Target**

* A 15% improvement in the results from 2018 to 2019 in the following: students feeling safe to and from school, treating others with respect, inclusion of students who are left out, listening to others views. Also in a clarity about ‘What is bullying and what to do when you see or experience it.’

Targets for Wellbeing are from the results of Wellbeing Surveys in Term 3 2018. These have been finalised before the February 2019 BOT meeting with staff, including the wellbeing committee having been consulted. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements

**Target 2-Reading**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2019 will have these measures and have been finalised before the February 2019 BOT meeting, then be ratified by the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that will be set will come from the 2018 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2018 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2019 (i.e. data collected in November 2019). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

**Target 3-Writing**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2019 will have these measures and have been finalised before the February 2019 BOT meeting, then be ratified by the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that will be set will come from the 2018 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2018 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2019 (i.e. data collected in November 2019). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

**Target 4-Mathematics**

**Background**

Te Totara Primary School has a firm belief that student achievement is vital and that both equity and excellence is crucial to our student’s future. In our school equity means groups in our school achieving within 3% of each other and excellence is at least 91% of students reaching and exceeding curriculum levels achievement.

Targets for 2019 will have these measures and have been finalised before the February 2019 BOT meeting, then be ratified by the Ministry of Education. As school staff have a vital role to play in student success, it is important to involve them in the process to support students in their achievements.

The targets that will be set will come from the 2018 Curriculum Level Expectations Reporting which contained achievement data on all of our students from the 2018 Year End Learning Plans.

These targets are also set in relation to Te Totara School and Ministry of Education priorities. All targets are set in terms of students who have been at Te Totara Primary School for one year or more at the end of 2019 (i.e. data collected in November 2019). Targets relate to the expected Curriculum level achievement which is relevant to the year level cohort of the student. (refer to diagram on Page 45 of the New Zealand Curriculum document.)

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| **2018 Curriculum Level Expectations Reporting*** **Data from the year end reporting December 2018 to inform 2019 target setting.**
 |   |   |   |   |  |   |   |
|  |   | **Date:** | **14/12/2018** |   |   |   |   |   |   |
|   | **Number:** | **577** |   |   |   |   |   |   |
| **Name:** | **Te Totara Primary School – All Students (Data from Year End Learning Plan Reporting)** |
|   |   |   |   |   |   |   |   |   |   |
| **Reading** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 13 | 1.7% | 42 | 5.6% | 598 |  79.5% | 99 | 13.2% | 752 |
| **Māori** | 2 | 2.1% |  8 | 8.8% | 70 | 77.0% | 11 | 12.1% | 91 |
| **Pasifika** |   1 |  5.3% |  |  | 17 | 89.4% | 1 | 5.3% | 19 |
| **Asian** | 4 | 1.8% | 11 | 4.9% |  185 | 82.2% | 25 |  11.1% | 225 |
| **European/Pākehā/ Other European** | 2 | 0.6% | 16 | 5.0% | 251 |  78.2% | 52 | 16.2% | 321 |
| **All Other Ethnicities** | 4 | 4.2% | 7 | 7.3% | 75 | 78.1% | 10 | 10.4% | 96 |
| **Male** | 7 | 1.8% | 26 |  7.0% |  292 | 78.0% | 49 | 13.1% | 374 |
| **Female** | 6 | 1.7% | 16 | 4.2% | 306 | 80.9% | 50 | 13.2% | 378 |
|  |   |   |   |   |   |   |   |   |   |
| **Reading** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  |  |  |  | 25 | 100% |  |  | 25 |
| **End of Year 1** | 5 | 4.8% | 14 | 13.3% | 83 | 79.0% | 3 | 2.9% | 105 |
| **End of Year 2** | 5 | 4.0% | 12 |  10.0% | 73 | 61.0% | 30 | 25.0% | 120 |
| **End of Year 3**  | 1 | 0.7% | 4 | 3.7% | 115 | 83.3% | 17 | 12.3% | 138 |
| **End of Year 4** | 1 | 0.9%  | 2 | 1.8% | 101 | 89.4% | 9 | 7.9% | 113 |
| **End of Year 5** |  |  | 4 | 2.4% | 100 | 81.3% | 20 | 16.2% | 123 |
| **End of Year 6** | 1 | 0.8% | 6 | 4.7% |  101 |  78.9% | 20 | 15.6% | 128 |
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| **2018 Curriculum Level Expectations Reporting*** **Data from the year end reporting December 2018 to inform 2019 target setting.**
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|  |   | **Date:** | **14/12/2018** |  |  |   |   |   |   |
|   | **Number:** | **577** |  |  |   |   |   |   |
| **Name:** | **Te Totara Primary School – All Students (Data from Year End Learning Plan Reporting)** |
|   |   |   |   |   |   |   |   |   |   |
| **Writing** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 4 | 0.5% | 68 | 9.0% | 646 | 86.0% | 34 | 4.5% | 752 |
| **Māori** |  2  | 2.2%  | 11 | 12.0% | 76 | 83.6% | 2 | 2.2% | 91 |
| **Pasifika** | 1 | 5.2%  |  2 |  10.5%  | 16 |  84.3% |   |   | 19 |
| **Asian** |  |  | 20 | 8.8% | 199 | 88.5% | 6 | 2.7 | 225 |
| **European/Pākehā/ Other European** | 1 | 0.3% | 20 | 6.2% | 280 | 87.2% | 20 | 6.3% | 321 |
| **All other Ethnicities** |  |  | 15 | 15.6% | 75 | 78.1% | 6 | 6.3% | 96 |
| **Male** | 3 | 0.8% | 40 | 10.7% |  318 | 85.0% | 13 | 3.5% | 374 |
| **Female** | 1 | 0.3% | 28 | 7.4% |  328 | 86.8% | 21 | 5.5% | 378 |
|  |   |   |   |   |   |   |   |   |   |
| **Writing** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  |  |  |  | 25 | 100% |  |  | 25 |
| **End of Year 1** |   |   | 6 | 5.7% | 99 | 94.3% |  |  | 105 |
| **End of Year 2** | 3 | 2.5% | 6 | 5.0% | 108 | 90.0% | 3 | 2.5% | 120 |
| **End of Year 3** |   |   | 9 |  6.4% |  127 | 92.2% |  2 |  1.4%  | 138 |
| **End of Year 4** |  |  | 14 | 12.4% |  91 | 80.5% | 8 | 7.1% | 113 |
| **End of Year 5** |  |  | 16 | 13.0% |  104 | 84.6% | 3 | 2.4% | 123 |
| **End of Year 6** | 1 | 0.8% | 17 | 13.3% | 92 | 71.9% | 18 | 14.0% | 128 |
|   |   |   |   |   |   |   |   |   |   |
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| **Name:** | **Te Totara Primary School – All Students (Data from Year End Learning Plan Reporting)** |
|   |   |   |   |   |   |   |   |   |   |
| **Maths** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 12 |  1.9% | 44 | 5.8% | 613 | 81.3% | 83 |  11.0% | 752 |
| **Māori** | 3 |  3.3% | 9 |  9.9% | 75 |  82.4%  | 4 |  4.4% | 91 |
| **Pasifika** | 2 |  10.5% | 2 |  10.5% | 14 | 73.7% | 1 |  5.3% | 19 |
| **Asian** | 2 | 0.9% | 4 | 1.8% |  179 | 79.6% | 40 | 17.8% |  225 |
| **European/Pākehā/ Other European** |  3  | 0.9%  | 20 | 6.2% |  268 | 83.5% | 30 | 9.3% | 321 |
| **All Other Ethnicities** | 2 | 2.1% | 9 | 9.4% |  77 | 80.2% | 8 | 8.3% | 96 |
| **Male** | 9 | 2.7% | 20 |  5.3%% | 294 | 78.4% | 51 | 13.6% | 374 |
| **Female** | 3 | 1.1% | 24 | 6.3% | 319 | 84.2% | 32 | 8.4% | 378 |
|  |   |   |   |   |   |   |   |   |   |
| **Maths** | **Not At** | **Working Towards** | **At** |  **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **End of Year 0** |  |  |  |  |  25 | 100% |  |  |  25 |
| **End of Year 1** |   |   |  |  |  103 | 98.1% | 2 | 1.9% |  105 |
| **End of Year 2** |  4 |  4.9% | 4 | 3.3% | 96 | 78.7% | 16 | 13.1% | 120 |
| **End of Year 3** | 1  | 0.7%  | 18 |  13.0% | 107 | 77.5% | 12 | 8.7% | 138 |
| **End of Year 4** | 2 | 1.8% | 7 | 6.2% | 84 | 74.3% | 20 | 17.7% | 113 |
| **End of Year 5** | 1 | 0.8% | 8 | 6.5% | 103 | 83.7% | 11 | 8.9% | 123 |
| **End of Year 6** |   4 | 3.1  | 7 | 5.5% | 95 | 74.2% | 22 | 17.2% | 128 |

2019 Targets set with staff in Reading Writing and Mathematics based on data tables above:

**Reading**

|  |  |  |
| --- | --- | --- |
| **Students** | **Target and numbers of students to reach target** | **Current Numbers not at Expectation levels** |
| **All students**  **(752)** |  **94 %** at and above the Te Totara Curriculum Expectation levels **=705** | **55 –** need to accelerate at least **8 students**  |
| **Maori students**  **(91)** |  **93 %** at and above the Te Totara Curriculum Expectation levels **=85** | **10 –** need to accelerate at least **4 students**  |
| **Pasifika students**  **(19)** | **94%** at and above the Te Totara Curriculum Expectation levels **= 18** | **1 –** need to maintain at least **1 student**  |
| **End of Year 2** **(105)** | **91%** at and above the Te Totara Curriculum Expectation levels **= 96** | **19 –** need to accelerate at least **10 students**  |

**Writing**

|  |  |  |
| --- | --- | --- |
| **Students** | **Target and numbers of students to reach target** | **Current Numbers not at Expectation levels** |
| **All students**  **(752)** | **92%** at and above the Te Totara Curriculum Expectation levels **= 690** | **72 –** need to accelerate at least **10 students**  |
| **Maori students**  **(91)** | **91%** at and above the Te Totara Curriculum Expectation levels **= 83** | **13 –** need to accelerate at least **5 students**  |
| **Pasifika students**  **(19)** | **94%** at and above the Te Totara Curriculum Expectation levels **= 18** | **3 –** need to accelerate at least **2 students**  |
| **End of Year 6** **(123)** | **91%** at and above the Te Totara Curriculum Expectation levels **= 112** | **16 –** need to accelerate at least **5 students**  |

**Mathematics**

|  |  |  |
| --- | --- | --- |
| **Students** | **Target and numbers of students to reach target** | **Current Numbers not at Expectation levels** |
| **All students**  **(752)** | **93%** at and above the Te Totara Curriculum Expectation levels **= 700** | **56 –** need to accelerate at least **4 students**  |
| **Maori students**  **(91)** | **91%** at and above the Te Totara Curriculum Expectation levels **= 83** | **12 –** need to accelerate at least **4 students**  |
| **Pasifika students**  **(19)** | **89 %** at and above the Te Totara Curriculum Expectation levels **= 17** | **4 –** need to accelerate at least **2 students**  |
| **End of Year 4** **(138)** | **91%** at and above the Te Totara Curriculum Expectation levels **= 126** | **19 –** need to accelerate at least **7 students**  |