

**Analysis of Variance**

 **of**

**Annual Plan 2018**

**Contents and Background**

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 **STRATEGIC PLAN**

**MAP OF ACTION**

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|  |  **2018**  |  **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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| **10 Year Property plan** |  |  |

**ANNUAL PLAN 2018**

**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** | **Status-traffic light** |
| 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. | ResponsibleBrian, JennieAccountableBecky, AnnetteConsultJennie (Learning support Leader)Anne (Curriculum Leader)Brian (Principal)InformBrian/BOT | **-**Utilise the strengths of Becky, 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, with four in school positions, who are resource persons to support colleagues with their teaching and Learning**-**Enhance parent understanding of school processes through targeted information sharing i.e parent meetings, workshops, community meetings. | 1.0 FTTE for ELLP, with a component on using the resourcing for Teacher PLD for Becky to support teachers  | Start 2018 and ongoing | -Professional Goals achieved for Teachers, -Survey teachers to examine effectiveness of the PLD-Student Targets for Learning are met | MayStrengths of the team utilised, included in professional goals, visits by teachers to see programme in actionAugustESOL Teachers working with teachers and students both in class and withdrawal. In School Kahui Ako Teachers supporting with collaborative Inquiry ‘H*ow is the Oral Language Curriculum currently delivered at Te Totara and how do we know we are effective?’* NovemberInquiries nearly completed, ready to support new initiatives for 2019 to support oral language development in 2019 |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| B. Strengthen student ownership of Learning/ Student Agency | ResponsibleBrian, AnneAccountableLeadership, Teachers and StudentsConsultStudents, Teachers, Whanau, InformBrian, 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**-**Review through Quality Assurance practices i.e. walkthroughs, Team meetings and Leadership. -Component in planning and assessment | -Teaching and Learning Time 0.6 FTTE to support professional goals- PLD through COL across school positions-Staff MeetingTeam meetings-Targeted resource buying | Start 2018 and ongoing | -Survey students-Survey Teacher-Planning and Assessment sheets-Quality Assurance-Teacher Inquiries and reflections | MayEarly stages with research viewed, need to further enhanceAugustInitial work has not continued due to other work streams i.e. Kahui Ako. May need to continue on in 2019 NovemberHas been strengthened further, with some good examples, need to continue for 2019, with sharing of good practice across the school. |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| C. Strengthen the appraisal process by identifying the impact of teacher practice on student achievement. | ResponsibleAnneAccountableAnne, Teachers, LeadersConsultTeachers, LeadersInformBrian, BOT | -Adapt our job descriptions and appraisal processes to show clear links to the effect of teacher reflection and practice on student achievement, using target students as a measure, link to Priority Learners document-Continue to enhance teacher reflections in the appraisal process and ensure a wide range of evidence is used-Utilise further School Leaders in the appraisal process to support their ongoing professional capability and teacher’s professional growth-Support teachers in gathering a wide range of evidence to support their own professional growth | -Teaching and Learning Time of 0.6FTTE-Additional release support at key times for professional conversations for Leaders and teachers if needed-Education Council courses and PLD  | 2018 job descriptions and appraisals | -Job Descriptions and appraisals contain impact of professional learning on student achievement-School Leaders and Teacher's capability and sustainability are enhanced-through teacher survey and discussions | MayJob descriptions completed, with teachers looking at and reflecting on practice through observations. Need to continueAugustAppraisal process effective in supporting students gains i.e. Priority student achievement. Leaders have supported by targeted appraisal and supportNovemberHas been implemented, evidence is that student achievement has continued to strengthen. Detailed professional conversations has supported this by Anne, with detailed knowledge and understanding of each Teachers learning needs. |
| D. Priority Learners role to be enhanced to coaching role, with a focus on Literacy and Numeracy, | ResponsibleMicheleAccountableBrian, AnneConsultTeachersInformSenior Leaders, BOT | -Continue Priority Learners role and look to enhance to a coaching role to embed for the future | -0.7 FTTE  | Ongoing | Teachers Performance management-School Targets are met | MayCoaching Role enhanced through support with programmes for school students and Priority Learners.AugustSupported strong gains in student’s achievement[**Priority Learners Achievement July 2018**](https://drive.google.com/open?id=0Bzapr1eH7g89NC0tY09OZW8wS2FMckoySWxpWHRuVUJRTjBV)NovemberContinues to support Teachers and Students, coaching role invaluable in providing practical support to teachers, good cross checking with Senior Leaders for support.**Priority** [**Learners**](2018%20Priority%20Students%20Year%20End%20O.T.J.%20and%20Achievement%20Analysis%20-%20Dec%202018.docx)**Achievement Nov 2018** |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| E. Set targets that almost all (90%) of students , including Maori, Pasifika will achieve in reading, writing and Maths . [See Targets at end of this document](#jiby7mnd6ad7) | ResponsibleAnneAccountableBrian, AnneConsultStaff, BOTInformBOT | -Using newly defined criteria as a result of abolition of National standards  | -Internal Time-Leadershipmeetings-Staff meetings | Developed by June 2018, which is by the first set of reporting for parents | -Targets are set and achieved | MayTargets set, are in relation to the curriculum. Families will have updated information on this as part of Learning plan information. NovemberShows strong progress against the targets set (see targets analysis at the end of this document).  |
| F. With abolition of National Standards review assessment and recording schedule with a view to rationalise and support more teaching and learning time,  | ResponsibleBrian, Anne, JennieAccountableBrianConsultStaffInformBOT | -Liaise with School staff on appropriate schedule that supports teaching and Learning, with a view to rationalise current requirements-Take into account any MOE requirements | -Internal Time-Leadershipmeetings-Staff meetings | November 2018 | Updated assessment and reporting schedule completed | MayAssessment schedule reviewed, previous anniversary standards have eliminated.AugustSchedule working effectively, working effectively with curriculum as base.NovemberSmooth transition to use of curriculum levels. System has remained the same just different indicators have changed. |
| G. Enhance ease of use of Priority Learners document and ensure that institutional information is accessible | ResponsibleBrianAccountableBrianConsultStaffInformBOT | -Update Priority Learners document for easier use -Ensure institutional knowledge from 2017 is easily accessible to support Teacher knowledge and information on what works for each priority learner | -Internal Time-Leadershipmeetings-Staff meetings | April 2018 | Updated Priority Learners document in place and working effectively | MayInstitutional knowledge kept as part of 2018 Priority Learners DocumentAugustEffective in supporting learners as evidenced by achievement growth by Priority students |
| H. Ensure that families of identified priority learners have contact in the first month of the school year, using previous National Standards information. | ResponsibleTBrianAccountableBrianConsultStaffInformBOT | -Ensure contact is made with families during the first month of the year. -Preferred method is face to face and at the least discussion | -Internal time for Teachers | -End February 2018 | Effective relationships are in place between home and school to support learning | MayIn place and completed.AugustHas supported strong learning gains.NovemberHas continued to support learning gains, important to carry on this into 2019. |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| Hold expos for teams on classroom programmes, completed by the end of Term 2 | ResponsibleTeam LeadersAccountableBrianConsultTeachersInformBOT | -Ensure expos are held so that families can see learning in action, especially in key areas of Literacy & Numeracy-Special invitations to those families of priority students | -Time | -By end of Term 2 to maximise effect | Effective relationships are in place between home and school to support learning | MayOn track to be completedAugustAll expos completed by end of Term 2 with pleasing turn outs from families.NovemberExpos have supported important learning gains. |
| Use of Seesaw- enhance engagement | ResponsibleSarah.C, Teachers AccountableBrianConsultTeachers, FamiliesInformBrian, BOT | -Further enhance the high use of Seesaw by looking at content of the engagement-Look at use as a further reporting tool in conjunction with assessment and reporting review | -Internal time | -Ongoing throughout 2018 | Analysis of interactions | MayReview of Seesaw use, draft guidelines in place and consulting with teams before final determination on use.AugustGuidelines in place and distributed for families...[Seesaw Guidelines](https://docs.google.com/document/d/1_ACuFFTjh9DIxwQcUjfuIBkqIYLxTm6ud1KIbrFusPQ/edit)NovemberGuidelines have supported Teachers and Families. In addition each child has recorded their name on E-Tap to support correct pronunciation. |
| Mindfulness for students-Pause, Breathe, Smile | ResponsibleSallyAccountableAnneConsultTeachersInformBrian | -Introduce the programme as part of Health & Wellbeing Curriculum-Sally to be a resource to train teachers | -Internal Time-$12000 from Professional development budget to release Sally to support training | -Ongoing throughout 2018 | Review with Teachers, students on effectiveness-Wellbeing survey from NZCER if deemed and action any outcomes | MayImplemented in Year 3 & 4 area, with very positive feedback from students and parents to date. Year 5 & 6 area programme in Term 2.NovemberContinues to be implemented, with positive feedback from Students, Teacher and Families. Tab on website instigated. |
| E-Learning for digital curriculum | ResponsibleAnne, E-Learning teamAccountableAnneConsultBrianInformBOT | -Examine the digital curriculum due for implementation in 2020 and devise school programme-Include in the development any need for change any learning tools and consider any budgetary implications | -Internal Time-Update and consult with Teaching staff as required | -Ongoing throughout 2018 | -Draft in place to trial which includes any resourcing implications | MayDiscussions with E-Learning team, draft plan being worked on to fit in with our way of implementing any new curriculum.AugustResourcing assembling for full assault in 2019!NovemberPlan developed by Anne to implement from Teacher Only Day 2019 onwards. Resources purchased. |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| Sharing of information regarding student needs across the school, along with pastoral care action | ResponsibleBrian, JennieAccountableBrianConsultStaff, including After School careInformBOT | -Review our current processes for sharing of information of students learning and behaviour needs-Examine our information sharing protocols along with After School Care to support students who access the service, take into account any privacy requirements | -Internal time-Team and Leadership meetings-After School Care liaison | -Ongoing throughout 2018 | -Updated protocols in place  | MayLiaison with After School Care has supported close links and sharing of information.AugustInformation shared also support for learning with coaching for ASC on reading help.NovemberPositive information sharing to support students in place |
| Pastoral Care- Examine our support for students, staff and parents  | ResponsibleJennieAccountableBrianConsultStaff, familiesInformBOT | -Look at our systems and processes -Examine additional support if able i.e. CounsellorSchool support, playground, counsellor | -Internal time-Team and Leadership meetings | -Ongoing throughout 2018 | -Processes reviewed and identified actions completed | May-Playground monitors introduced-Reviewing duties procedures underway, for completion in Term 2 Week 5AugustUpdated duties areas and also further guidelines for teachers on duty.NovemberSystem works adequately, relies on information sharing between staff.  |
| Wellbeing survey (NZCER) for students and staff enact any agreed modifications | ResponsibleAnneAccountableBrianConsultStaff, studentsInformBOT | -Complete survey-Examine results-Action any identified needs | -Internal time-Team and Leadership meetings | -Completed by end of 2018 | -Enact any changes form the review | May-Registered with surveys to be completed by end of Term 2. -Pause, Breathe, Smile programme also introduced for Year 3-6AugustWellbeing committee established involving 10 staff. Surveys underway for all students and staff. Analysis used to inform next steps. Minutes reported to BOT.NovemberSurvey results show a need to: Heighten students understanding of bullying and what actions to take, include as targeted actions for 2019, using pre and post data to show gains. |

**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** | **Status-traffic light** |
| Continue whole staff development in writing, continuing to build shared understandings of excellent teaching and learning practices | ResponsibleAnneAccountableAnneConsultBrianInformBOT | Through shared staff meetings held each term | -Internal Time | Each term | Student achievement is maintained, that almost all students (90%) achieve expectations | MayStaff meetings complete and valuable insight in supporting writers, especially boy.AugustContinues through Teachers professional development Teaching and Learning Time.NovemberContinued Teacher professional development through own plan. |
| Continue staff personal development in writing | ResponsibleAnneAccountableAnneConsultBrianInformBOT | 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 (90%) achieve expectations | MayPersonal development goals included in staff professional plan as needed.AugustContinues through Teachers Professional Teaching and Learning Time.NovemberShared understandings continue with the use of Teaching and Learning time, personalised programme for each Teacher. |
| Use Community of Learning(COL) Resourcing to support writing practices across the School- | ResponsibleAnneAccountableAnneConsultBrianInformBOT | -Utilise the resources of the COL to support school practices-Use the four in school (when available) positions to focus on writing, with positions based at Year 1, Year 2. Year 3 & 4, Year 5 & 6 to support consistent practices across the school-  | Internal TimeCOL resourcing | Ongoing | Student achievement is maintained, that almost all students (90%) achieve expectations | MayFour In-School positions appointed and Professional Learning Programme underway, ready for working with teachers in Term 3 and beyondAugustIn School Teacher begun work around Oral Language to support writing.NovemberContinued work in this area, with teams working with In-School teachers to support Oral Language/Writing. Well placed to continue this initiative in 2019.  |

**3.Grow professional capability through involvement in the Community of Learning (COL)**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| Support the Across School positions and teachers who work within school, with a focus on oral language and writing | ResponsibleAnneAccountableBrian, Anne, JennieConsultBrianInformBOT | -Ensure that any across School teachers with our school are well supported-Ensure that Across School Teachers have appropriate institutional information to work comfortably in our environment-Implement mechanisms for monitoring and reporting with Across School teachers | -COL resourcing, when available | Ongoing | -Successful anecdotal feedback from teachers and Across school teacher-Any milestone reporting implemented by the COL | MayInitial liaison with Across School Teachers, in place to continueAugustThree meetings held with Across School Teacher, also meet with In-School Teachers and School Leaders together.NovemberContinued working with teams by in School Teachers. Across School Teacher supporting and helping School initiative. |
| Utilise the COL to further support successful transitions between our School and Schools that we feed into | ResponsibleBrianAccountableBrian, Anne, JennieConsultBrianInformBOT | -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, and how this is done | -Internal time | By Year end | -Anecdotal feedback from school, including our own | MayLeaders in year 5 & 6 visited and liaised with Junior HighAugustCOL taken on board suggestion for an Across School Teacher in this area as well as a Special education support.NovemberPositive liaison with Junior High, included shared understanding of information flow between the two Schools. |
| Develop criteria for the four in school positions to support Teachers in this roles, linking the roles into current school systems | ResponsibleBrian, AnneAccountableAnneConsultBrianInformBOT | -Develop criteria for the in school roles-Incorporate into Performance management system-Ensure regular and ongoing meetings are held to support the teachers in their roles | -COL 0.08 FTTE per teacher x 4-School to provide 0.02 to make this one day per fortnight release for ease of managing this resource | Ongoing | -Student achievement is maintained, that almost all students(90%) achieve expectation in writing | MayIn School positions appointed, work underway.AugustThree PLD sessions completed, now working with Teachers on shared Collaborative Inquiry‘H*ow is the Oral Language Curriculum currently delivered at Te Totara and how do we know we are effective?’* NovemberSuccessful merging into the School system to support the specific aims of the School, secure systems developed. |

**Grow Whanau and community involvement**

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| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| Celebrate our Ten year anniversary, link to learning as well as involving past and present stakeholders | ResponsibleAnne, BOT, BrianAccountableAnne, BOT, BrianConsultBrianInformBOT | -Link our Learning for students to Social Sciences Curriculum our place and heritage-BOT initiated celebration for past and present stakeholders | -Time-$1 000 for any stakeholder celebration | Completed by year end | -Successful Social Sciences study-Successful Celebration event  | MayTo be actionedAugustPreliminary planning underway for Thu 10th October.NovemberSuccessful 10 year anniversary, with many previous staff and BOT attending the well supported function. |
| Ensure that school traditions are maintained and enhanced | ResponsibleBoT, Brian, AnneAccountableBrianConsultBrianInformBOT | Ensure events are well run-Production, (Junior & Senior)-Meet the Teacher -Alter School Assembly to three sessions due to growth-Athletics-Sports-Cross Country-Cluster Sports | -Time | -As scheduled through the year | -Events completed satisfactorily | MayTraditions continue-Assembly, Meet the Teacher, Productions planned AugustJunior Production, Cross Country recently completed, good community input.NovemberTraditions continue, all events completed apart from end of year celebration |
| Examine our supervision on Moonlight Drive and School car park to support safety | ResponsibleBrian, AccountableBria, StaffConsultBrianInformBOT | -Examine where our resources are used to support safety-Liaise with community Police officer on any responsibilities | -Time | -By end of Term 2 | -Areas continue to be safe | MayExamined and will continue, due to changing traffic patterns around the School.AugustContinue supervision in this area due to changing traffic patterns.NovemberContinues to be a pressure point and needs monitoring, with likely extension of Hector Drive a need to monitor. |

**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** | **Status-traffic light** |
| Complete all the actions of the 10 Year Property plan  | ResponsibleBOTAccountableBOT, StaffConsultBOT, StaffInformBOT | -Complete all the actions of the 10 year plan in 2018:-Court Cover-Marama, Matawhero, Milky Way, Orion upgrade-Matariki Toilets -Staff Lounge | Agreed 10 Year plan | -End of 2018, if tenders and work are able to be actioned in this timeframe | Work is completed | MayToilets upgraded, in Matariki. Drainage of car park and site complete. Sound baffling in Rm 16 & 17 complete.AugustCourt Cover with MOE waiting approval.NovemberAll actions underway and due for completion by March 2019 significant developments for the school. |
| 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 2018 | Work is completed | MayPlanning underway, resourcing of $77 000 secured. AugustPlayground funding of $85 000 in place, about to tenderNovemberTenders complete, due for completion by the start of School 2019. |
| Decals and signage | ResponsibleBrianAccountableBOTConsultPTA, BOT, Students, staffInformBOT | -Upgrade areas that have torn decals and paint walls to match existing colour scheme | -$9 000 from cyclical maintenance | By end of term 2 | Walls are painted | MayPainting plan being prepared ready to implement in Spring.AugustPainting tender about to go to tender for Christmas holidays.NovemberPainting due for completion by start of School 2019, includes removal of peeling signage,  |
| Property plan, future classrooms, native tree area | ResponsibleBOTAccountableBOTConsultPTA, BOT, Students, staffInform BOT | - Upgrade master plan for buildings and grounds to take into account six new classrooms, native tree area and other planning | - Dependent on MOE funding for roll growth and  | By end of Year or earlier if needed | Master growth plan completed | MayPlanning yet to happen.AugustPlanning yet to happen.NovemberTo be included in 2019 planning and beyond |
| **Action** | **Who RACI** | **How** | **Resourcing** | **When** | **How will we know if it is successful** | **Status-traffic light** |
| Install large TV screens in shared areas, with Apple TV that all our devices can link to | ResponsibleBrianAccountableBOTConsultPTA, BOT, Students, staffInformBOT | -Install large screens in Earth, Ra, Orion & Matawhero | -$10 000 from capital items budget | By February | TV’s installed | MayInstalled and in use daily.AugustContinue to be utilisedNovemberContinues to be well-utilised for Teaching and Learning |
| Stocktake 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 | MayPlan not yet underwayAugustAsset replacement programme underwayNovemberAll but completed ready for 2019, need to check next year and adopt asset replacement programme.  |

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| **2018 Curriculum Level Expectations Reporting** |   |   |   |   |  |   |   |
|  |   | **Date:** | 14/12/2018 |   |   |   |   |   |   |
|   | **Number:** | 577 |   |   |   |   |   |   |
| **Name:** | Te Totara School – Charter Goal students (Data - Year End Learning Plan Reporting) |
|   |   |   |   |   |   |   |   |   |   |
| **Reading** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 6 | 0.8% | 33 | 4.5% | 596 |  81.2% | 99 | 13.5% | 734 |
| **Māori** | 1 | 1.2% |  3 | 3.5% | 70 |  82.3% | 11 | 13.0% | 85 |
| **Pasifika** |   1 |  5.5% |  |  | 16 | 89.0% | 1 | 5.5% | 18 |
| **Asian** | 2 | 0.9% | 11  | 4.9% |  186 | 83.0% | 25 |  11.2% | 224 |
| **European/Pākehā/ Other European** | 2 | 0.6% | 16 | 5.0% | 251 |  78.2% | 52 | 16.2% | 321 |
| **All Other Ethnicities** |   |  | 3 | 3.5% | 73 | 84.9% | 10 | 11.6% | 86 |
| **Male** | 4 | 1.1% | 20 |  5.5% |  293 | 80.1% | 49 | 13.3% | 366 |
| **Female** | 2 | 0.5% | 13 | 3.6% | 303 | 82.3% | 50 | 13.6% | 368 |
|  |   |   |   |   |   |   |   |   |   |
| **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** | 3 | 3.0% | 10 | 10.0% | 84 | 84.0% | 3 | 3.0% | 100 |
| **End of Year 2** | 2 | 1.7% | 11 |  9.3% | 75 | 63.6% | 30 | 25.4% | 118 |
| **End of Year 3**  |  |  | 2 | 1.5% | 115 | 85.8% | 17 | 12.7% | 134 |
| **End of Year 4** |  |   | 2 | 1.8% | 100 | 90.1% | 9 | 8.10% | 111 |
| **End of Year 5** |  |  | 2 | 1.7% | 98 | 81.7% | 20 | 16.6% | 120 |
| **End of Year 6** | 1 | 0.8% | 6 | 4.8% |  99 |  78.6% | 20 | 15.8% | 126 |
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| **2018 Curriculum Level Expectations Reporting** |   |   |   |   |  |   |   |
|  |   | **Date:** | 14/12/2018 |   |   |   |   |   |   |
|   | **Number:** | 577 |   |   |   |   |   |   |
| **Name:** | Te Totara School – Charter Goal students (Data - Year End Learning Plan Reporting) |
|   |   |   |   |   |   |   |   |   |   |
| **Writing** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 3 | 0.4% | 51 | 7.0% | 646 | 88.0% | 34 | 4.6% | 734 |
| **Māori** |  1  | 1.2%  | 6 | 7.0% | 76 | 89.4% | 2 | 2.4% | 85 |
| **Pasifika** | 1 | 5.5%  |  1 |  5.5%  | 16 |  89.0% |   |   | 18 |
| **Asian** |  |  | 19 | 8.5% | 199 | 88.8% | 6 | 2.7 | 224 |
| **European/Pākehā/ Other European** | 1 | 0.3% | 20 | 6.2% | 280 | 87.2% | 20 | 6.3% | 321 |
| **All other Ethnicities** |  |  | 5 |  5.8% | 75 |  87.2% | 6 |  7.0% | 86 |
| **Male** | 2 | 0.6% | 33 | 9.0% |  318 | 86.9% | 13 | 3.5% | 366 |
| **Female** | 1 | 0.3% | 18 | 4.9% |  328 | 89.1% | 21 | 5.7% | 368 |
|  |   |   |   |   |   |   |   |   |   |
| **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** |   |   | 1 | 1.0% | 99 | 99.0% |  |  | 100 |
| **End of Year 2** | 2 | 1.7% | 5 | 4.2% | 108 | 91.6% | 3 | 2.5% | 118 |
| **End of Year 3** |   |   | 5 |  3.7% |  127 | 94.8% |  2 |  1.5%  | 134 |
| **End of Year 4** |  |  | 12 | 10.8% |  91 | 82.0% | 8 | 7.2% | 111 |
| **End of Year 5** |  |  | 13 | 10.8% |  104 | 86.7% | 3 | 2.5% | 120 |
| **End of Year 6** | 1 | 0.8% | 15 | 11.9% | 92 | 73.0% | 18 | 14.3% | 126 |
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| **2018 Curriculum Level Expectations Reporting** |   |   |   |   |  |   |   |
|  |   | **Date:** | 14/12/2018 |   |   |   |   |   |   |
|   | **Number:** | 577 |   |   |   |   |   |   |
| **Name:**  | Te Totara School – Charter Goal students (Data - Year End Learning Plan Reporting) |
|   |   |   |   |   |   |   |   |   |   |
| **Maths** | **Not At** | **Working Towards** | **At** | **Exceeded** | **Total** |
| **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** | **Proportion** | **Number** |
| **All students** | 8 |  1.1% | 37 | 5.0% | 606 |  82.6% | 83 |  11.3% | 734 |
| **Māori** | 2 |  2.3% | 6 |  7.1% | 73 |  85.9%  | 4 |  4.7% | 85 |
| **Pasifika** | 1 |  5.5% | 2 |  11.1% | 14 | 77.8% | 1 |  5.5% | 18 |
| **Asian** | 1 | 0.4% | 4 | 1.8% |  179 |  80.0% | 40 | 17.8% |  224 |
| **European/Pākehā/ Other European** |  3  | 0.9%  | 20 | 6.2% |  268 |  83.5% | 30 | 9.4% | 321 |
| **All Other Ethnicities** | 1 |  1.2% | 5 |  5.8% |  72 | 83.7% | 8 | 9.3% | 86 |
| **Male** | 6 | 1.6% | 17 |  4.7% | 292 | 79.8% | 51 | 13.9% | 366 |
| **Female** | 2 | 0.6% | 20 | 5.4% | 314 | 85.3% | 32 | 8.7% | 368 |
|  |   |   |   |   |   |   |   |   |   |
| **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** |   |   |  |  |  98 | 98.0% | 2 | 2.0% |  100 |
| **End of Year 2** |  3 |  2.5% | 4 |  3.4% | 95 | 80.5% | 16 | 13.6% | 118 |
| **End of Year 3** |   |  | 14 |  10.4% | 108 | 80.6% | 12 | 9.0% | 134 |
| **End of Year 4** | 2 | 1.8% | 5 | 4.5% | 84 | 75.7% | 20 | 18.0% | 111 |
| **End of Year 5** |  |  | 7 | 5.8% | 102 | 85.0% | 11 | 9.2% | 120 |
| **End of Year 6** |   3 | 2.4%  | 7 | 5.6% | 94 | 74.6% | 22 | 17.4% | 126 |
|  |  |   |   |   |   |   |   |   |   |
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**Targets - How did we go?**

**Background:**

Targets are set in relation to achievement data from the end of 2017, Te Totara School and Ministry of Education priorities. All targets are set with students who have been at Te Totara Primary School for one year or more at the end of 2018 (i.e. data collected in November 2018).

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.) When National Standards were removed at the end of 2017, we created our own reporting benchmarks to families, B.O. T .and M.O.E. These are relevant to the New Zealand Curriculum, the core document guiding our learning so that all would still have a clear understanding of student achievement, allowing us to clearly identify and make vital financial / resourcing decisions, in order to target accelerated achievement for our priority students.

**Reading**

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| --- | --- | --- | --- |
| **Students** | **Target**  | **Performance** | **Year End Status** |
| All students (Total - 734) | 91% (670 students) at or above  | **95% (695 students)** **at or above**  | **Target exceeded.** |
| Maori students (Total - 85) | 91% (77 students)at or above  | **95% (81 students) at or above** | **Target exceeded.** |
| Pasifika students (Total - 18) | 87% (16 students)at or above  | **94.5% (17 students) at or above** | **Target exceeded.** |
| After 2 Years at school (Total -118) | 91% (107 students) at or above  |  **89% (105 students) at or above** | **Target not met.** |

**Analysis:**

* Three out of Four targets set in the 2018 Charter were achieved.

 The end of Year 2 target was very close to being achieved. Two more learners making accelerated achievement would have lifted the percentage to 91 %. We were very close to the target. Teachers have identified the learners and have set ongoing learning goals and interventions for them. The Priority Learners lead teacher role was successfully implemented and has shown large shifts in achievement, recommendation is to continue in 2019 as a coaching focus with teachers with a close analysis of individual student and group learning needs.

 Continue positive links with Resource Teacher of Literacy and use her to provide professional development and readings as appropriate and available, early in 2019 school year.

**Writing**

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| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 734) | 91% (670 students) at or above  | **93% (680 students) at or above** | **Target exceeded.** |
| Maori students (Total - 85) | 90% (77 students)at or above  | **92% (78 students) at or above** | **Target met** |
| Pasifika students (Total - 18) | 90% (17 students) at or above | **89% (16 students) at or above** | **Target not met** |
| Year 6 students (Total - 126) | 90% (114 students) at or above  | **87% (110 students) at or above** | **Target not met** |

**Analysis:**

* Two out of Four targets set in the 2018 Charter were achieved.

 Pasifika student cohort is a small cohort, one more learner making accelerated achievement would lift the percentage

 to 94 %. Teachers identified the learner and set ongoing learning goals for them.

 Our target around Year 6 students was not met with 4 students still working in Level 2-3, not consistently in Level 3 so information to support their ongoing learning needs has been shared with the schools they are attending in Year 7.

 Writing linked with Oral Language was been identified as our Achievement challenge area for our Community of Learning (C.O.L.) focus for 2018 -2019. That focus took longer than expected during 2018 to ‘roll out’ from the C.O.L.

 Consequently, personnel resourcing didn’t occur until midway through 2018 with 4 in-school positions (1 per Year level; Yr 1, Yr 2,

 Yr 3-4, Yr 5-6). Once appointed their initial work for Term 3 was to develop their own understanding of inquiry with professional development, which had little impact on our wider staff until Term 4.

 So we have only just begun to support the teaching and learning goals, the growth in teacher practice and consistency in these curriculum areas particularly in Oral Language, and the development of an effective benchmark throughout the school in this area, is a 2019 focus.

**Maths**

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| --- | --- | --- | --- |
| **Students** | **Target** | **Performance** | **Year End Status** |
| All students (Total - 734) | 95% (695 students) at or above  | **94% (689 students) at or above** | **Target not met** |
| Maori students (Total - 85) | 91% (77 students) at or above | **91% (77 students) at or above** | **Target met** |
| Pasifika students (Total - 18) | 87% (16 students) at or above  | **89% (16 students) at or above**  | **Target met** |
| Year 6 (Total - 126) | 95% (120 students) at or above  | **92% (116 students) at or above** | **Target not met** |

**Analysis:

•** Two out of Four targets set in the 2018 Charter were achieved. The targets of 95% were very ambitious and the results that we

 did get were very high, whilst not achieving target for all students (94%) and Year 6 students (92%), still met our own benchmark indication set

 in relation to the Education Review Office indicators for ‘equity and excellence’ of 91%.

 Also very pleasing was the results for Maori students attaining the target and being within 3 % points of our ‘all students’ attainment.

 We remain focused on high levels of sustainability of the Professional Development in recent years with Bruce Moody by the use of

 targeted observations and feedback by the leadership team, the priority learner leader’s interventions, ongoing support of all teachers

 regarding mathematics progressions and moderation of evidence gathering procedures to inform achievement decisions.