

2018

Te Horo School
Board of Trustees



TE HORO SCHOOL CHARTER

School Number 3038

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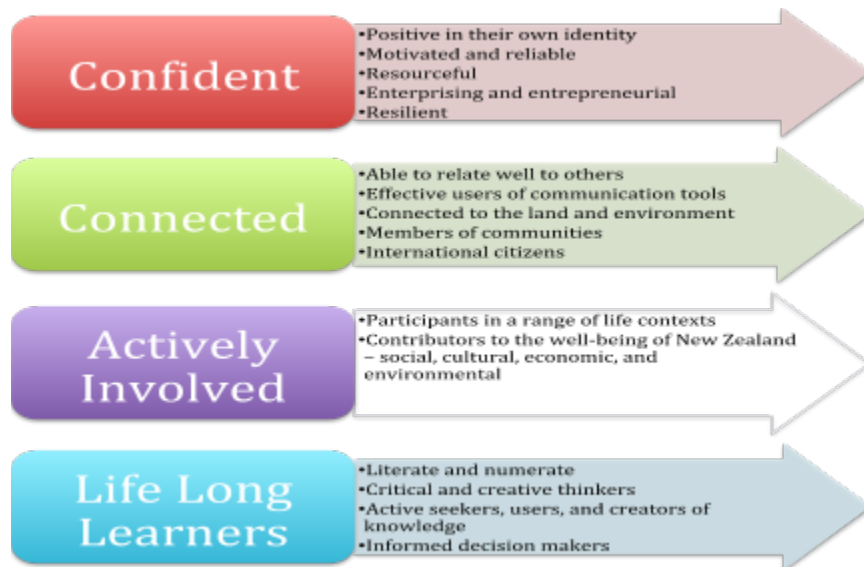
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School Mission Statement

Our children, Our community, Our future!

School Vision

Our vision is that Te Horo’s children will be **confident, connected, actively involved, lifelong learners** who have the ability to make a difference in this world long after they have left our school and community.



Culture Statement

The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage.

- Tikanga Maori and Te Reo will be integrated into curriculum areas in an appropriate manner.
- Tolerance and understanding of different cultures and values will be practical and expected in the school environment.
- The Board of Trustees will consider any request for instruction in Te Reo Maori.
- As part of reporting to the Board of Trustees on student achievement, the Principal will report separately on Maori achievement, where appropriate.
- The Board of Trustees will consult with our school's Maori community.
- Resources are available to support these programmes such as [The Māori Education Strategy: Ka Hikitia – Accelerating Success 2013–2017](#) and [Tataiako](#)-Cultural Competencies for Teachers of Maori Learners.

Ethnic Composition

The ethnic composition of Te Horo School is as follows:

Pakeha/NZ European=84.5%

Maori=11%

Pacific Island=0.5%

Asian=2%

African=2%

School Motto and Haka

MA TE MAHI KIHAI TE KORERO-Actions speak louder than words.

What does this look like in our school environment?

All students will be engaged in learning environments that motivate and stimulate them to want to learn. Different learning styles are acknowledged and catered for.

They will be encouraged to take responsibility for their learning, be aware of their learning needs and be active in achieving the specified learning intentions.

The school culture promotes full participation in core and traditional activities with a respect and acknowledgement of others

Students know and understand the significance of the school motto.

Core Teaching and Learning Beliefs

Freedom to be Children

Our teaching and learning beliefs promote a sense of belonging within a caring and safe environment for children where; trust, high expectations, culture and traditions are valued.

Te Horo School children: -

Are Responsible and Independent

We believe responsibility and independence are important qualities that prepare children for the future.

We will:-

- Teach and encourage self-management in a variety of situations.
- Provide leadership opportunities.
- Demonstrate trust by providing opportunities for children to take responsibility.
- Provide opportunities for risk taking.
- Give opportunities to use initiative.

Are Good Citizens

We believe that children need to be active, participants of our school community and contribute to our school culture.

We will: -

- Provide opportunities for social interactions across levels.
- Develop positive relationships within the school community.
- Promote and model school values and beliefs.
- Involve students in whole school decisions (student council)
- Value and model inclusion of all students and families/whanau.

Have Self Belief

We believe that children need confidence in order to be happy and reach their full potential.

We will: -

- Provide an environment where every child is valued.
- Foster the notion that mistakes are learning opportunities.

- Recognise personal successes.
- Value uniqueness and individuality
- Encourage a resilient 'I can' attitude.
- Allow for development of own opinions.

Value their learning

We believe that children learn best when they value their learning and make the most of opportunities and experiences.

We will: -

- Teach the foundation skills of literacy and numeracy enabling students to access future learning.
- Teach students perseverance and to take pride in what they do.
- Involve students in decision making about their learning.
- Deliver a variety of authentic learning experiences that cater to the needs and interests of students.
- Actively foster curiosity and seize the teachable moment.
- Provide opportunities for reflection and practice.

Have fun

We believe fun is an essential part of childhood and this should be promoted, valued and encouraged.

We will: -

- Offer opportunities for learning through free play, explorative play and expressive play.
- Promote creativity and personal expression.
- Motivate and involve students by providing enjoyable and stimulating learning experiences.

2018 Strategic Goals

Overarching Statement: Provide best practice teaching and learning programmes that incorporate the core teaching and learning beliefs in order to meet children’s individual needs and abilities, enabling them to become confident, connected actively involved, lifelong learners.

1. **Growth mindset:** Embed the principles of Growth Mindset Practices into our everyday teaching, learning and actions.
2. **Continuous Improvement:** Create a culture of continuous improvement.
3. Focus on Individual student achievement which continues to develop the holistic well-being of every child.
4. **Future Focussed in use of Technologies:** Continue to be a future focussed school and pushing the boundaries with our use of technologies to enhance learning opportunities.
5. **Special Character of the School:** Actively engage the wider community to nurture and enhance the unique and special character of our school.

Strategic Goal	2020 Target	2017 Status	2018 Actions/ Indicators	2018 Success Indicators
<p>Embed the principles of Growth Mindset Practices into our everyday teaching, learning and actions</p>	<ul style="list-style-type: none"> • Conclusions from Principal's Sabbatical Report implemented throughout all classrooms • GM best practice indicators will be integrated into classroom practices and part of reporting process to parents • Increased national standards data 	<p>Student</p> <ul style="list-style-type: none"> • Developing in classrooms • Seeing some changes in language and behaviour • Parent involvement and education in principles of GM <p>Teachers</p> <ul style="list-style-type: none"> • PD for staff including attendance at Carol Dweck related seminars, Principal sabbatical indicators have been developed • Adopting principles • Valued <p>Governance</p> <ul style="list-style-type: none"> • School Vision discussion 	<p>Student</p> <ul style="list-style-type: none"> • Students will continue to develop GM best practice. • Develop 'child speak' GM indicators as part of reporting process to parents • Junior classrooms will continue to adopt and adapt to the principles of play based learning <p>Teachers</p> <ul style="list-style-type: none"> • Create conditions for a GM classroom <ul style="list-style-type: none"> ○ Develop collaborative teaching spaces to allow for collaborative teaching practices ○ flexible grouping ○ use of GM language ○ visuals in classrooms (inc online tools) ○ teacher belief • Ensure all staff (support +teachers) receive appropriate and relevant PD <p>Governance</p> <ul style="list-style-type: none"> • Support revision of school vision to include GM indicators 	<p>Student</p> <ul style="list-style-type: none"> • Improved assessment data (refer to 2017 data) • Evidence of accelerated learning <p>Teachers</p> <ul style="list-style-type: none"> • Evidence gathered via <ul style="list-style-type: none"> ○ teacher observation ○ student feedback ○ teacher and student reflections ○ parent meeting, discussions ○ positive behaviours and learning outcomes <p>Governance</p> <ul style="list-style-type: none"> • Vision completed

<p>Create a culture of Continuous Improvement</p>	<ul style="list-style-type: none"> • Continually looking for opportunities to make positive improvements across the curriculum • Learning programmes are purposeful and engaging for children • Fully immersed in principles of MLP's-collaborative teaching, project based and/or authentic learning experiences • Play-based learning programmes, environment and equipment maximised • Extending all children, including those already meeting national standards • School vision will be embedded 	<p>Student PBL developing in the junior school</p> <ul style="list-style-type: none"> • Project Based Learning (Years 4-8) • Willingness and freedom to try new things <p>Teacher</p> <ul style="list-style-type: none"> • Curriculum and programme review • Teachers Videoing sessions • Coaching • Appraisal Connector - reflections and PLG • Teaching as Inquiry - evolving • Support in Syndicates • Staff PD <ul style="list-style-type: none"> ○ Maths ○ MLP • Supportive, honest environment <p>Governance</p> <ul style="list-style-type: none"> • Development of Board Culture and Strategic Governance 	<p>Student</p> <ul style="list-style-type: none"> • PBL practices immersed in Junior classrooms, including the environment and equipment • Collaborative teaching and modern learning practices occurring in more classrooms <ul style="list-style-type: none"> ○ Senior block ○ Year 5/6 ○ Year 3/4 <p>Teacher</p> <ul style="list-style-type: none"> • Teachers continue to use video to improve their teaching practice and student outcomes. • Coaching practices integrated in everyday practice • Maths PD continuing into its 3rd year with Dinah Harvey. Focusing on creating a collaborative, high expectation environment where maths tasks have an authentic context and are based on child's needs and interests. Maths is accessible for all. Staff meetings, training days, follow up meetings and parent information evenings. • Continual promotion of active positive maths messages to the wider community through <ul style="list-style-type: none"> ○ newsletters ○ selection of home learning tasks ○ parent information sessions • Refine systems for programme review (curriculum, appraisal,) • Refine indicators for GM, PBL, flexible grouping and collaborative teaching 	<p>Student</p> <ul style="list-style-type: none"> • Assessment data will improve (refer to 2017 data) • Student and parent feedback survey <p>Teacher</p> <ul style="list-style-type: none"> • Evidenced through AC reflections, videos, meeting/discussion notes <p>Governance</p> <ul style="list-style-type: none"> • Financial fitness • Link Charter to Budget • Medium and Long Term financial plan • Property Development Plan
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			<ul style="list-style-type: none"> ● Explore school talk parent module <p>Governance</p> <ul style="list-style-type: none"> ● Regular Professional Development for Board members ● Regular budget review and optimisation of financial position ● Financial planning medium and long term ● Maximise grant opportunities and budget to ensure progress is ongoing and can be funded ● Create property development plan ● Promote H&S culture ● Promote initiative register 	
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<p>Focus on Individual Student Achievement which continues to develop the holistic well-being of every child.</p>	<ul style="list-style-type: none"> ● Academic, Social, Emotional, Cultural and Sporting success based on individual goals ● Identifying both academic and pastoral interests for each child and monitor progress against these ● Help teachers and encourage parents to engage in what children are working towards ● Exposure to a variety of experiences 	<p>Student</p> <ul style="list-style-type: none"> ● Mastermind book competition ● Science fairs ● EPro8 challenge ● School bands ● Performing arts programme ● Kapahaka ● Interschool sports ● Einstein Shield 	<p>Student</p> <ul style="list-style-type: none"> ● Personalised learning programmes where the system is built around the learner, rather than the learner being required to fit with the system. This challenges us to think about how to deploy the resources for learning (teachers, time, spaces, technology) more flexibly to meet learners' needs. ● Involve and engage parents in student learning/goals -'schooltalk' and other technologies/systems ● Our most diverse learners receive in class support rather than withdrawal so that the model of 'inclusion' for all is provided. Individual education plans are created for these children with a focus on developing key competencies and independence. 	<p>Student</p> <ul style="list-style-type: none"> ● Personalised learning plans ● Increased parent interactions ● Successful participation at inter school events ● School wide points system operational
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	<p>outside the classroom to further support our curriculum (refer to student next column)</p>		<ul style="list-style-type: none"> • Continue to enter into inter school events and experience success • Development of schoolwide club points system to build on sports and library 	
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<p>Future Focussed use of Technologies: Continue to be a future focussed school and pushing the boundaries with our use of technologies to enhance learning opportunities.</p>	<ul style="list-style-type: none"> • Future-fit children • Digital curriculum will be introduced into the school curriculum • Allow children to explore technology and lead the teachers in its use • Teachers continuing to keep pace with technological developments 	<p>Student</p> <ul style="list-style-type: none"> • Robotics • BYOD • Google Docs/Drive • E-portfolios • Wevideo <p>Teacher</p> <ul style="list-style-type: none"> • Using technology as a tool for learning <p>Governance</p> <ul style="list-style-type: none"> • Support with provision of devices 	<p>Student</p> <ul style="list-style-type: none"> • Widespread access to technology throughout the school • Further development of e-portfolios • Further develop coding • Establish robotics club • Enter into robotic events <p>Teacher</p> <ul style="list-style-type: none"> • Effectively using technology as a tool to enhance learning eg writing motivation, making movies, collaborative tasks in ALL areas of the school • Explore the use of relevant social media as an effective means of communication • Teach cyber safety and continue to resource middle syndicate with devices. <p>Governance</p> <p>Prioritise requests for Technology resources</p>	<p>Student</p> <ul style="list-style-type: none"> • Using technology as a tool to support and enhance their learning. • Communicating and informing learning to parent <p>Teacher</p> <ul style="list-style-type: none"> • Teach cyber safety and <p>Governance</p> <ul style="list-style-type: none"> • Increased accessibility to devices in class • Continue to resource school with devices
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<p>Special Character of the School: Nurture and enhance the unique and special character of our school.</p>	<ul style="list-style-type: none"> ● Maintain and protect our traditional aspects, activities and experiences ● Continue to develop a stimulating, challenging and interesting physical environment ● Community embrace all aspects of school life and participate ● International students attending THS 	<ul style="list-style-type: none"> ● Ag Day ● Music programme ● Te Horo's got talent ● Anzac Day ● Technology programme-Year 7 & 8 ● Inter school sports for all children ● Playground - mingling of all age groups during break times ● School environment-Bamboo forest, forts ● Garden club ● Parental involvement - parents in classes, camps, trips ● Speeches ● Mastermind ● Prime Minister / Deputy Prime Minister ● Paddy's Mart ● Band events ● Attending inter-school events other than sporting events ● School swimming pool ● Staff collegiality 	<ul style="list-style-type: none"> ● Maintain and protect our traditional aspects, activities and experiences: <ul style="list-style-type: none"> ○ Events/ Days/ Activities <ul style="list-style-type: none"> ○ Ag Day ○ The Performing Arts programme ○ Anzac Day ○ Paddy's Mart ○ Inter School events, sporting and non-sporting ○ School Environment <ul style="list-style-type: none"> ○ Bamboo forest/ forts ○ Playground - mingling of all age groups during break times ○ Staff collegiality ○ Parental involvement in classes, camps, trips ○ Swimming Pool ○ Curriculum/ Extracurricular <ul style="list-style-type: none"> ○ Technology programme -Year 7 & 8 ○ Music programme ○ Te Horo's got Talent ○ Garden club ○ Speeches ○ Mastermind ○ Prime Minister / Deputy Prime Minister ○ Band events ● Review events and programmes above and make appropriate suggestions for future improvements 	<ul style="list-style-type: none"> ● Ensure all experiences are successfully run and children across the school participate ● Progress made on reviewing International Students attending THS
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			<ul style="list-style-type: none">• Investigate the possibility of International students attending THS	
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Supporting documents:

- Teacher Handbook
- Budget
- 10YPP
- Assessment information-school wide reports, student portfolios
- Appraisal Connector
- School reviews

Te Horo School 'Raising Achievement Plan' 2018 – Annual Targets

Aim: For all children to achieve their individual goals to the satisfaction of their teacher, their parents and themselves. We want our children to have high levels of literacy and numeracy as well as demonstrating independent work habits/skills.

We aim to maintain or improve our current levels of all students within the wider New Zealand Curriculum. A particular focus will include the foundational learning areas of maths, reading, and writing

2018 Achievement Goals – to be achieved and reported on by mid December 2018

1. To increase the number of boys achieving at or above the Curriculum levels for Writing. Within this group is a specific subgroup of year 8 boys.
2. To increase the number of children achieving at or above the Curriculum Levels for Maths. This is the major school wide PD focus with an external facilitator.
3. To increase the number of students achieving 'At' to achieving 'Above' the appropriate Curriculum Level for their year group in all foundation learning areas. (refer to diagram below)

How we will achieve this?

To increase the number of boys achieving at or above the Curriculum levels for Writing. Within this group is a specific subgroup of year 8 boys.

Based on the 2011 to 2017 school wide writing trends we noted that boys are not achieving at the same level as girls.

Baseline Data: Analysis of the 2017 writing data showed that 80% of students were writing at or above the National Standard. Only 70% of boys were achieving at or above the National Standard compared to 90% of girls.

2017 End of Year NS data for Year 7 boys =1 boy well below and 8 boys below, 5 boys at and 1 boy above

When	Actions-What	Who	Indicators of Progress
Weeks 1-2 term 1	Analyse 2017 writing trend data, identify areas of concern, plan appropriate programmes. Review PLG notes from previous years.	All staff	Priority list developed Students placed onto class PLG notes
Week 3-5	Update PLG information based on new knowledge of learners. Speak with previous teachers if required to gather additional information on learners.	Staff/SENCO	Action completed Staff can reference student information/data from previous years to ensure effective transition
Ongoing	Ensure assessment moderation processes are consistent throughout the school. Regular discussions, sharing of views/work samples, PLG information	Staff	Assessment practices will be consistent throughout the school.
Ongoing	SchoolTalk (Years 4-8). Students will be able to monitor progress, set learning goals and drive their own learning. There will be PD for staff and regular monitoring over the year.	Years 4-8 teachers, Lauren & Richard (lead), Principal	Children will more accurately be aware of their current learning and what is required to make continued progress. They will be articulate and knowledgeable of their learning.

	Possibility of using the parent portal to inform parents of children progress (TBC)		Increased student achievement.
On-going	Monitor students' levels of achievement within a PLG team at least twice a term. Students who require support will be identified and included on the PLG notes. Monitor students during syndicate meetings and PLG groups. Discuss progress, implement appropriate actions. PLG groups will be linked with appraisal discussions.	All staff	Meetings ongoing, reflection/progress indicator sheets from PLG meetings
As required	Staff professional readings and discussions, staff meetings, links. Trialling new initiatives and reflecting on the impact of these. Using 'The Writing Book' to guide our teaching.	All staff	Greater teacher effectiveness in teaching writing. Student outcomes improve.
1-2 per term	Use Appraisal Connector appraisal system to reflect on and adapt and guide teaching practice and student achievement/progress. Can be linked to PLG notes as required.	Principal, Teachers	Adapt and guide teacher practice. Will have positive impact on student outcomes
Ongoing	Implement growth mindset strategies into classroom programme. Resources-Principal 2016 sabbatical report, professional readings, talks	Principal, Teachers	Adapted teacher practice has positive impact on student outcomes. Teachers and students will use GM strategies as part of their learning, teaching and it will become part of 'what we do'.

On-going	Continue to explore flexible grouping which has been a focus since 2015.	All staff	Teachers have higher expectations, student outcomes improve
On-going	BYOD for Years 5-8. This can have a positive impact on levels of achievement.	Principal/BYOD teachers/BOT	Ongoing monitoring of boys attitude to writing takes place.
As required	Attend relevant PD/courses.	Literacy Leader/Principal	PLD is in place and effective
Term 1 trial	Train RR teacher in Reading Lit Teachers - "Spelling Programme". Work with small groups of targeted students (daily).	SENCO, Reading Coordinator, Principal	Student achievement and engagement will improve
Each term	Students who require support will be identified and given explicit teaching.	SENCO/Teachers	Student outcomes will improve
On-going	School will use appropriate writing resources and exemplars.	Teachers & Lit Leader	Resources effectively support programme
Term 1....	Development of school vision building on 2017 staff meetings. TOD seek feedback from parents and children. Vision will be implemented into the classrooms and school culture	All staff	Vision will be understood and a real living and acting document which will form the basis of learning programmes and decisions.
Term monitoring	Continue to provide additional support through teacher aide hours.	BOT/ SENCO/ Principal	Student outcomes will improve
Term 1	Involve student voice in direction of writing programme.	Teachers	Increased engagement and enthusiasm for writing
Ongoing	Junior classes continue with play based learning.	Years 1-2 Principal	Increased engagement and enthusiasm for writing

	Adapting student writing books from lines to scrap books and felts. Writing to be based on experiences and have an authentic context. Development of oral language and fine motor skills through play based activities.		Readiness for writing to be assessed on an individual basis.
On-going	Work with parents/whanau to further support learning at home. We will inform parents of concerns and look for ways to work together to improve the writing achievement of our boys.	Teachers	Parents/whanau are more confident in supporting student progress. No surprises when reporting to parents.
On-going Term -BOT	Monitor attendance and lateness data. We have identified a clear link between this and at risk children. BoT will receive term reports on attendance data. Staff to be proactive in contacting families/whanau before low levels of attendance become an issue.	Teachers/Principal/BOT	High attendance.
End of Term 1 & 3	Provide and update BOT with progress indicator reports to track progress, is any additional support or resourcing required?	SENCO/Principal/ Teachers	Data informs next steps for teaching. Possible BOT support/resourcing supplied as required.
End of Term 2	Complete mid year assessments in Term 2, analyse data and plan teaching and learning and resourcing for remainder of year. Report to the BOT.	SENCO/Principal/ Teachers	Mid year results used to inform next teaching steps for remainder of 2018

End of Term 4	Complete final assessments in Term 4, analyse data and plan teaching and learning and resourcing for 2019. Report to the BOT.	SENCO/Principal/ Teachers	End of year results used to inform us for 2019.
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To increase the number of children achieving at or above the curriculum Levels for Maths. This is the major school wide PD focus with an external facilitator.

Baseline Data: Percentage of all students at or above the National Standards for maths- 2014= 75%, 2015 =83%, 2016 =85%, 2017=82%

When	Actions-What	Who	Progress Indicators
Term 1 Weeks 1-4	Analyse Dec 2017 PAT and NS assessment data. Look for trends, areas of weakness, needs to address, compare scale scores to curriculum levels. Identify target students.	Principal/ Senior staff/Staff	Priority list developed Planning adjusted to meet needs and specific areas/cohorts etc
Week 3-5	Update PLG information based on new knowledge of learners. Speak with previous teachers if required to gather additional information on learners.	Staff/SENCO	Action completed Staff can reference student information/data from previous years to ensure effective transition
Ongoing	Ensure assessment moderation processes are consistent throughout the school. Regular discussions, sharing of views/work samples, PLG information	Staff	Assessment practices will be consistent throughout the school.
Ongoing	SchoolTalk (Years 4-8). Students will be able to monitor progress, set learning goals and drive their own learning. There will be PD for staff and regular monitoring over the year. Possibility of using the parent portal to inform parents of children progress (TBC)	Years 4-8 teachers, Lauren & Richard (lead), Principal	Children will more accurately and concisely be aware of their current learning and what is required to make continued progress. They will be articulate and knowledgeable of their learning. Increased student achievement.

On-going	Engage with whanau on a regular basis. Work with parents/whanau to further support learning at home. This will include parent evenings date (TBC).	All	Parents/whanau are more confident in supporting student, student outcomes improve
5 PD days for 2018	Working alongside Dinah Harvey (PD facilitator) who will be guiding us throughout the year. Looking at rich maths tasks, analysing data, monitoring progress, professional readings/video clips. Lesson observations-feedback / feedforward.	DP/ Maths Team and Principal + staff	Student achievement improves. Improved teacher practice
Term 1	Survey student attitudes to maths. Compare 2017 data with 2018.	Maths team/ Principal	Attitudes to maths will have improved.
Term 1....	Development of school vision building on 2017 staff meetings. TOD seek feedback from parents and children. Vision will be implemented into the classrooms and school culture	All staff	Vision will be understood and a real living and acting document which will form the basis of learning programmes and decisions.
Ongoing	Implement growth mindset strategies into classroom programme. Resources-Principal 2016 sabbatical report, professional readings, talks	Principal, Teachers	Improved teacher practice has positive impact on student outcomes. Teachers, students will use GM strategies as part of their learning, teaching and it will become part of 'what we do'.

On-going	Continue to explore flexible grouping as well as grouping to meet specific needs of students	All staff	Teachers have higher expectations, student outcomes improve
On-going	Effectively teach the number strategies, knowledge skills and application of maths through rich(er) mathematical tasks and deliberate acts of teaching.	All staff	Best practice
On-going	Analyse assessment data, trends and revise programmes as required. Formative assessment practices to inform teaching.	SENCO/ Teachers	Reports completed T2 and 4
Allocate staff meeting time	Use Appraisal Connector appraisal system to regularly reflect on and improve teaching practice.	Principal, Teachers	Improved teacher practice has positive impact on student outcomes
Term monitoring	Continue to provide additional support through teacher aide hours.	BOT/ SENCO/ Principal	Student outcomes will improve
On-going	Effectively use appropriate resources, including Dinah's resource, online sites and Ministry material.	Lead Teachers	Resources effectively support programme
On-going	Monitor students' levels of achievement within a PLG team at least twice a term. Students who	SENCO/ Senior Staff	Meetings ongoing

	<p>require support will be identified and included on the PLG notes. Monitor students during syndicate meetings and PLG groups. Discuss progress, implement appropriate actions. PLG groups will be linked with appraisal discussions.</p>		
On-going Term -BOT	<p>Monitor attendance and lateness data. We have identified a clear link between this and at risk children. BoT will receive term reports on attendance data. Staff to be proactive in contacting families/whanau before low levels of attendance become an issue.</p>	Teachers/ Principal/ BOT	High attendance.
Term 1/3	<p>Assess students throughout the year. This may include using the Mini GLOSS/PAT/Classroom observations and JAM resources.</p>	SENCO/ DP	Teachers use data to inform next steps to improve outcomes for students
End of Term 1 & 3	<p>Provide and update BOT with progress indicator reports to track progress, is any additional support or resourcing required?</p>	SENCO/Principal/ Teachers	Data informs next steps for teaching. Possible BOT support/resourcing supplied as required.
End of Term 2	<p>Complete mid year assessments in Term 2, analyse data and plan teaching and learning and</p>	SENCO/ Principal/ Teachers	Mid year results used to inform next teaching steps for remainder of 2018.

	resourcing for remainder of year. Report to the BOT.		
Term 4	Complete final assessments in term 4 analyse data to plan for 2019. Report to the BOT.	Numeracy Lead Teacher/ SENCO/Staff	End of year results used to inform us for 2019.

To increase the number of students achieving 'At' to achieving 'Above' the appropriate Curriculum Level for their year group in all foundation learning areas. (refer to diagram below)

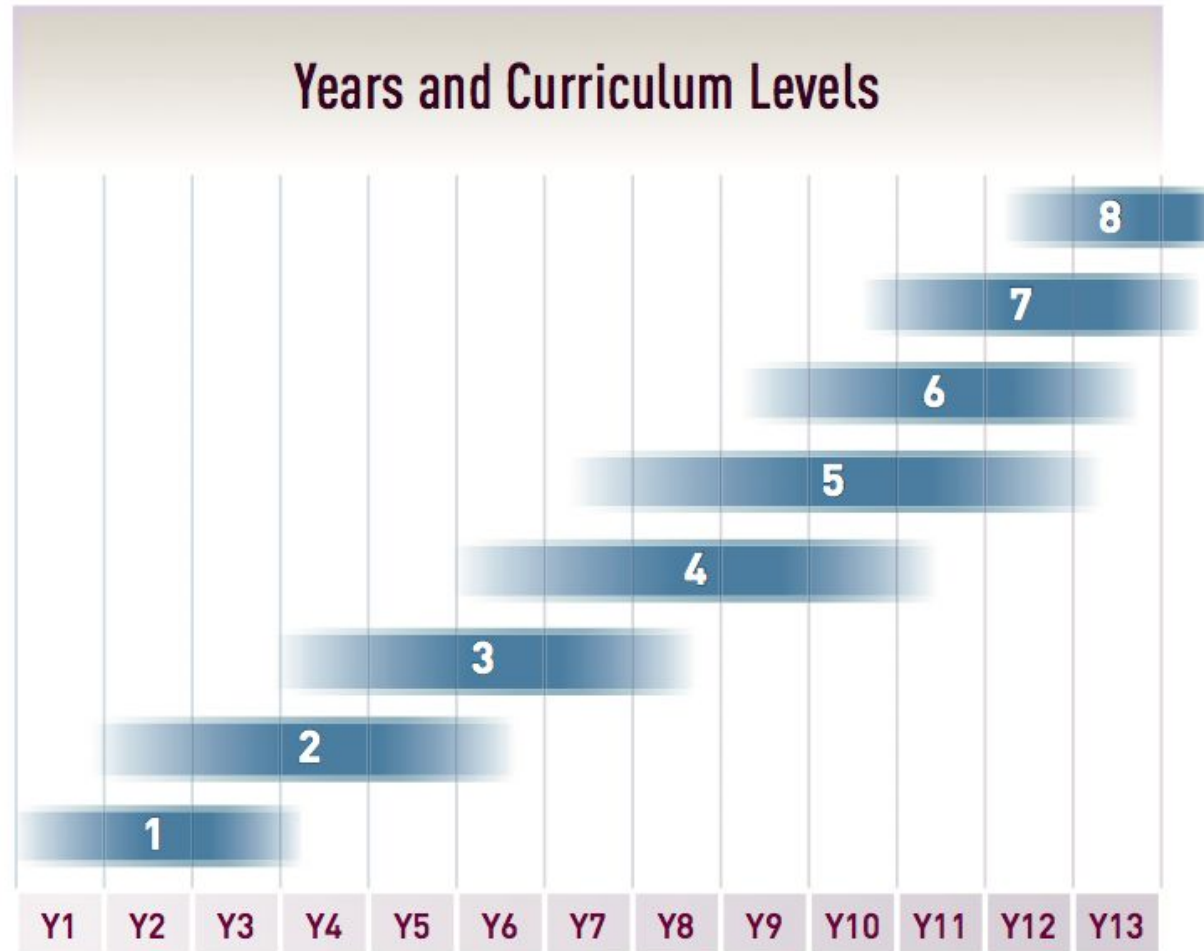
Baseline Data: Based on 2017 the percentage of students achieving at and above the National Standards for all areas were

	% At	% Above
Writing	70.1%	10.3%
Maths	65.4%	15.4%
Reading	44%	35.5%

When	Actions-What	Who	Progress Indicators
Weeks 1-4 term 1 and ongoing	Review 2017 assessment and PAT data with staff and determine the particular learning needs of students. Focus on accelerating learning.	Principal/ Senior staff/staff	Priority list developed
Week 3-5	Update PLG information based on new knowledge of learners. Speak with previous teachers if required to gather additional information on learners.	Staff/SENCO	Action completed Staff can reference student information/data from previous years to ensure effective transition
Ongoing	Ensure assessment moderation processes are consistent throughout the school. Regular discussions, sharing of views/work samples, PLG information	Staff	Assessment practices will be consistent throughout the school.

Ongoing	SchoolTalk (Years 4-8). Students will be able to monitor progress, set learning goals and drive their own learning. There will be PD for staff and regular monitoring over the year. Possibility of using the parent portal to inform parents of children progress (TBC)	Years 4-8 teachers Lauren & Richard (lead), Principal	Children will more accurately and concisely be aware of their current learning and what is required to make continued progress. They will be articulate and knowledgeable of their learning. Increased student achievement.
Ongoing	Implement growth mindset strategies into classroom programme. Resources-Principal 2016 sabbatical report, professional readings, talks	Principal, Teachers	Adapted teacher practice has positive impact on student outcomes. Teachers and students will use GM strategies as part of their learning, teaching and it will become part of 'what we do'.
Ongoing	Provide opportunities for extension and enrichment activities and experiences eg Mastermind, tech challenges, project based learning and stimulate and meet the needs of our children.	All staff	Attendance at events, more children will move from 'at' to 'above'.
On-going	Relevant staff meetings will be held throughout the year to provide teachers with support and PD.	All staff Principal	Teacher effectiveness will improve, student outcomes improve.
Term 1....	Development of school vision building on 2017 staff meetings. TOD seek feedback from parents and children. Vision will be	All staff	Vision will be understood and a real living and acting document which will form the basis of learning programmes and decisions.

	implemented into the classrooms and school culture		
As required	Attend relevant PD courses.	Principal/ Teachers	PLD is in place and effective
Ongoing	Use Appraisal Connector appraisal system to regularly reflect on and improve teaching practice.	Principal/ Teachers	Improved teacher practice has positive impact on student outcomes
End of Term 1 & 3	Provide and update BOT with progress indicator reports to track progress, is any additional support or resourcing required?	SENCO/Principal/ Teachers	Data informs next steps for teaching. Possible BOT support/resourcing supplied as required.
End of Term 2	Complete mid year assessments in Term 2, analyse data and plan teaching and learning and resourcing for remainder of year. Report to the BOT.	SENCO/ Principal/ Teachers	Mid year results used to inform next teaching steps for remainder of 2018.
Term 4	Complete final assessments in term 4 analyse data to plan for 2019. Report to the BOT.	Numeracy Lead Teacher/ SENCO	End of year results used to inform us for 2019.



Adopted by Te Horo School BOT February 2018

Proposed Planning and Reporting Timetables

Deliverable	Responsible	Timeframe
Charter/Annual Plan/A.O.V	Principal	March 1
Data Collection	School wide	Term 2/Term 4
	Progress reports	Term 1/3
Analysis of Data	School wide	Term 2/Term 4
Reporting to B.o.T./Community	Principal	Monthly + Weekly Newsletters
Achievement Targets for following year	Principal/Staff	November/December
Annual Plan prepared for following year	Principal/Staff	November/December
Budget	B.o.T. Treasurer/Principal	November/December/February
Professional Development Plan	Principal/Staff	December/ February

