



# **TITAHI BAY SCHOOL**

## **CHARTER**

**2020– 2023**

**He Manu hou ahau, he pi ka rere  
Learning for Life**

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### **Titahi Bay School Vision**

KURA kids are believers and achievers.

## MISSION STATEMENT

To promote achievement and self-worth and provide challenging opportunities for all our students and staff

### Learning for Life

He Manu hou ahau, he pi ka rere

#### OUR CULTURE:

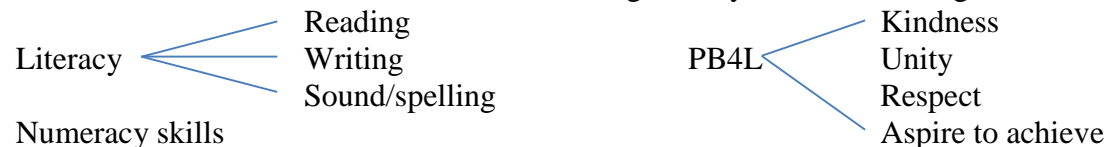
We celebrate our dual heritage, and today's multi-cultural school community, respecting and valuing diversity, and have high expectations, inclusiveness and care for ourselves, others and our environment.

#### WHO WE ARE:

Titahi Bay School is nestled in the heart of Titahi Bay, a short distance to our beach and harbor. We have New Entrants – Year 6 children and we are very proud of our achievements. We are a vibrant, big school which embraces the cultural traditions found within our diverse group of students. We currently have 37.31% Maori, 44.78%, Pakeha, 6.47% Samoan, 0.25% Tokelauan, .23% Filipino, 0.50% Middle East, 1.74% Indian, .25% African, 6.22% Cook Island, 0.25% Chinese, 0.75% British, 0.75% Australian, 0.25% Cambodian, 0.25% Fijian.

#### OUR STRENGTHS:

We have a very effective staff with a lot of experience who deliver innovative programs across our school. We believe that the foundations to an effective education come about through a very focused teaching and learning program on:



We offer a wide range of initiatives to ensure all our students are challenged and reach their expected level of achievement. We provide Reading Recovery, Lexia Reading and Priority Learning, target teaching groups for students who need a little extra help. We are very proud of our special needs program in our school and our Te Manawa area. We have been developing our teaching skills in Writing, Math's and Spelling over the last two years and have raised the level of achievement across the school. We are currently in our 10th year of Positive Behavior for Learning and in 2018 we were trained in Restorative Practice.

#### OUR TEACHING STAFF:

We seek to always employ the most effective teachers to join our team with an emphasis on a range of diverse backgrounds and skills – Our teaching staff are experienced, committed, vibrant, enthusiastic, positive and ready to go the extra mile for our students. Our staff has a range of professional experience and interests and work very collaboratively on all

aspects of school development.

All our staff are part of ongoing professional development, particularly in the areas of:

- Reading – Linking Reading with comprehension, Learning Progressions- PACT/ SHINE/BEAGLE
- Writing – Engagement and Motivation to Accelerate achievement. - Learning Progressions – PACT all Hubs working with Auckland University.
- Sounds/spelling – Joy Allcock Research and SHINE project
- Math's- Math's Whizz in Year 3 – 6 – Learning Progressions and PACT, NZCER.
- Behavior / wellbeing student – PB4L and social skills program, Restorative Practice.
- “4D” Becoming a Dyslexia Friendly school- Implementing our screening tools.
- YEAR 4-6 Learning Maps

Our school wide curriculum reflects THE NEEDS AND INTERESTS OF OUR STUDENTS each year. The staff has a high expectation on achievement but also that all our learning community work harmoniously together.

#### **OUR TRADITIONS:**

We have a reputation in the performing arts and Kapa Haka. Our school shows are legendary and always involve the whole school. We celebrate our new 5 year olds coming into our school through Kakano and we hold a very special graduation night at the end of Year 6 – where each child receives a Taonga. We also recognize the Year 6's who have reached the highest level in Numeracy, Literacy, Sports, Visual Arts, Pasifika, Maori, Performing Arts and KURA values awards contribution to school and role models/leaders.

We are a very sporty school and have Saturday netball and hockey and we also compete in a range of sporting events locally and regionally. All new children and staff are welcomed into our school with a Powhiri. The Powhiri team is made of students – the karanga and speaker on the paepae are students.

We run an annual whole school triathlon, held at the beginning of the year which every child trains for and participates in. This has become a popular community event.

**K** Kindness   **U** Unity   **R** Respect   **A** Aspire to achieve

We celebrate that Titahi Bay School uses the KURA anagram as our motto for how we operate at school.

#### **OUR SCHOOL:**

We are on big grounds with two large grass areas. Our buildings, hall and playgrounds are well maintained. We have shaded areas for children. Our school celebrates enviro education through our edible garden, worm farms and recycling; and we encourage students to take pride in their environment. Each team has an edible garden to look after in the school grounds.

#### **OUR COMMUNITY:**

Our community totally supports our school and is very approachable and keen to help us. Our community enjoy coming to all

our celebrations, especially when their children are showcasing their talents. We celebrate Academics, The Arts, Sports and our Values program. We have very supportive parents who work with the school on any new initiative.

**JOINT EXPECTATIONS:** Parents, teachers and the community hold high expectations for student achievement:

- Students will become self-motivated, independent and confident
- Parents and teachers will do everything they can to overcome the barriers to learning that some children encounter
- Children will achieve the fundamentals of a good education and in doing so will have fun and discover and experience new and exciting things.

**COMMUNITY  
CONSULTATION:**

Titahi Bay School consults regularly with our parents and caregivers over matters which affect the education of their children. The consultation process includes strategic plans, school reviews, community surveys and reporting to parents. The BOT has a Maori rep who reports to the Maori community on the progress of Maori students as a group. The BoT has a Pasifika Rep who represents to our school community. In 2017/18 the school had a Maori and Pasifika group who meet termly to focus on student engagement and achievement. This group wrote and helped Implement the Maori and Pasifika Strategy across our school. We will have an elected student council which will allow students some involvement in school decision making and reporting to our BOT – “students’ voice”. In 2019 we had our community consultation on our Local Courricula and what they wanted to see in our school programs. We will go back to our community on the local curriculum in 2020.

**EXPECTATIONS:**

A profile (our vision) of a Year 6 student who has spent at least 3 years at Titahi Bay School before leaving us:

- \*Be at the expected National Standards level in Reading, Writing and Math’s. To be achieving at the expected level and have the necessary skills to be moving onto Year 7/8.
- \*Proud of his/her achievements, school and community
- \*Confident (motivated and happy)
- \*Organized (responsible for self)
- \*Able to persevere (set goals and work hard)
- \*Able to get along with others (friendly and fair), show gratitude
- \*Resilient (able to handle setbacks and conflict)
- \*Able to think for himself/herself and take responsibility
- \*Able to read, write, communicate and use math’s skills – to his/her potential
- \*Creative, healthy and active
- \*Excited about learning and future opportunities

**INCLUSION AND  
EQUITY:**

At Titahi Bay School we celebrate difference and value people as individuals. The strictest confidentiality will be adhered to in accordance with the Privacy Act 1993. The needs of all our children will be catered for regardless of gender, ethnicity, culture, physical, social and academic abilities. We welcome all children to our school and will work with families to ensure their child receives the correct funding and programs. Our social play area called 'Te Manawa' is used daily by children and a special program is planned, organized and run by the school SENCO. All special needs are overseen by our SENCO who is the school Deputy Principal.

**MAORI & PASIFIKA:**

In 2020 this will be a focus by our BOT and Leadership Team and we will identify all tamariki working below and well below and have them in a target program of accelerated learning. We will continue to work on the development of consultation with Maori and Pacific Island community. We will also continue to develop and target achievement levels of our Maori/Pacific Island children. We want children to lead our powhiri both on the paepae and doing the karanga. We will have whanau nights to celebrate our successes. We will continue our Pasifika success night and TBI night. We have Murray Patterson working one day a week on Te Reo lessons, extension classes, Kapa Haka training and a boys mentoring programme. We will have Renata Marshall on staff to teach dance and song across our school for our Pasifika program.

**ENVIRO EDUCATION:**

In 2020 this will be a continued school area of development using the skills of our experienced gardening team in at school. We will have an ENVIRO group in Years 4/5/6 run this. We have signed up to the program from the Garden to the Table also LOVE waste PCC program and Healthy school lunch box. We will work in our gardens and kitchen and put an implementation plan together in 2020.

The charter drives the operational plan and links with the policies and procedures of the school. The policies and procedures are reviewed on an annual cyclical basis.

Community consultation occurs every third year as part of the self-review of curriculum delivery in term 4, 2020 will we do re do a full consultation. We will report on student achievement to the community in newsletters, BoT newsletter and BoT minutes, surveying of new families, random sampling and consultation with our Maori and Pacific Island families.

Titahi Bay School's planning year is from January to December each year. A copy of our charter and annual plan will be lodged with the Ministry of Education each February.

**A copy of the annual variance report will be lodged with the Ministry of Education by 28 February the following year.**

### **THE UNIQUE POSITION OF MAORI CULTURE:**

The School curriculum will recognize and value the unique position of Maori in New Zealand society. All students will have the opportunity to acquire some knowledge of Maori language and culture. The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha values, traditions and histories.

The Leadership Team will share with the Board of Trustees the Maori / Pasifika achievement data stating the percentage of children below, at and above the National Standards from the school report in Term 2 and 4.

The school entry data and Reading recovery percentages will be shared with the BoT.

The Board of Trustees will work with the CoL and IWI in 2020.

The Board of Trustees will work report on Maori and Pacifica achievement in their newsletters in 2020.

The across school teachers will work with the CoL in 2020 on local history.

### **MAORI / PACIFIC ISLAND ACHIEVEMENT**

### **NEW ZEALAND'S CULTURAL DIVERSITY**

The School curriculum will encourage students to understand and respect different cultures that make up the NZ Society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognized and valued. It will acknowledge the place of Pacific Island societies in New Zealand society and New Zealand's relationships with the peoples of Asia, Europe and the South Pacific.

The School will incorporate tikanga Maori into the curriculum by:

- \* Having a trained teacher one day a week take level 1, 2, 3, lessons in Te Reo - Murray will assess every child who comes into the program – a report will be written on these children in Term 4. (This program will be in Terms 3 and 4)
- \* Recognising that students may need to meet more than one set of cultural expectations
- \* Incorporating into the school curriculum, practices that reflect the value of tikanga Maori
- \* Empowering Maori parents and whanau to participate in their child's education by having the chance to put them in a Maori language class
- \* Whole school Kapa Haka training every odd week and on even weeks a student Powhiri group.
- \* Consult with the Maori community using their own consultation processes, in the development of priorities for the education of Maori children
- \* Encouraging children to value each other's heritage and culture
- \* Empowering children to be accepting of other cultures and cultural difference
- \* All new children will be part of a powhiri when they arrive at school and also when the school has visitors
- \* Year 4 - 6 children will be trained to speak on the paepae and girls to perform the karanga
- \* Whanau group meetings to share in school successes and give guidance and feedback to school

## TITAHI BAY SCHOOL

We want:

“Young people who will be confident, connected, actively involved, lifelong learners”

### HOW WE DELIVER THE CURRICULUM

**Every child is teachable**

**Fundamental  
Stepping Stones**



**Rich Inquiry Learning**

**Using sound assessment and then effective classroom teaching  
to develop a broad knowledge, effective skills, positive attitudes and values  
with a special acknowledgement of Te Reo Maori and sign language**

**These all link to the five key competencies of the NZ Curriculum**

#### English – Literacy

- Reading
- Writing
- Reading Recovery
- Spelling
- Early words/quick 60
- Lexia
- Math's – Numeracy
- Math's Support teacher

#### **PB4L – K U R A**

Using language, symbols  
Managing self  
**Thinking**  
Relating to others  
Participating Contributing

#### Social Sciences

Technology  
Science  
Health & P.E.  
The Arts  
Enviro

### HOW WE DELIVER THE CURRICULUM AT TITAHI BAY SCHOOL

Foundation	Rich context	Inquiry Learning			
Literacy & Numeracy	Social Sciences	Science	Technology	The Arts	PE & Health
<p>*All teaching based on overall teacher judgement and assessment</p> <p>*flexible groupings</p> <p>*Daily instructional lessons</p> <p>*Opportunities to practice and consolidate skills and strengths through relevant and useful independent activities</p> <p>*Targeting students whose learning is at risk with extra support (targeted teaching and teacher aide support)</p> <p>*Integrated programs across the curriculum to provide purpose for learning</p> <p>*Multi Lit/Lexia program</p> <p>*Reading Recovery</p>	<p>This is planned and taught through units from our curriculum delivery document and the NZ curriculum. This is collaboratively written in class/teams and whole school where we can integrate two areas we do.</p> <p>*Belonging to groups</p> <p>*Roles &amp; responsibilities</p> <p>*History of NZ – tangata whenua &amp; subsequent migrations</p> <p>*Culture in our daily lives</p> <p>*Places of significance</p>	<p>*Understanding, investigation and communication in science.</p> <p>*Participating and contributing through these contexts</p> <p>- <b>The living world</b></p> <p>- life processes</p> <p>- ecology</p> <p>- evolution</p> <p>- <b>Planet Earth &amp; Beyond</b></p> <p>- Earth systems</p> <p>- interacting systems</p> <p>- astronomical systems</p> <p>- <b>The physical world</b></p> <p>- physical enquiries</p> <p>- physics concepts</p> <p>- <b>The material world</b></p> <p>- property &amp; changes of matter</p> <p>- chemistry &amp; society</p>	<p>*Technology knowledge</p> <p>*Technology practice</p> <p>*The nature of technology at appropriate levels as outlined in the NZC</p>	<p>Rich opportunities to learn about and create:</p> <p>-Visual artworks</p> <p>-Dance</p> <p>-Drama</p> <p>-Music</p> <p>Through:</p> <p>-outside performers &amp; artists working with children</p> <p>-performance opportunities</p> <p>-Artsplash</p> <p>-school concerts</p> <p>-local events</p> <p>Leading to:</p> <p>-understanding in the arts context;</p> <p>-development of practical knowledge</p> <p>-communicating and interpreting</p>	<p><b>P.E.</b></p> <p>*In class/syndicate program of:</p> <p>-daily fitness</p> <p>-dance &amp; aerobics</p> <p>-swimming</p> <p>-athletics</p> <p>-skills based program using equipment</p> <p>*Out of school senior sports teams:</p> <p>-netball/hockey</p> <p>-arena sports</p> <p>-interschool competitions</p> <p>-sports program in school offered by outside agencies</p> <p><b>Health</b></p> <p>*NZC based units of work at class, syndicate, or whole school levels</p> <p>*Life education van</p> <p>*Program offered by outside agencies</p> <p>-Police</p> <p>-Roots of Empathy</p> <p>-Public health nurse</p>

**PB4L – is integrated across everything we teach at this school.**

## HOW WE ASSESS THE CHILDREN

We will use appropriate assessment methodology, including diagnostic (before), formative (during) and summative (after) assessment, particularly in literacy and numeracy. This enables early identification of those students who need extra support, helps us to plan our programs and the next step learning for individual children or groups and enables us to keep parents well informed on how their child is progressing and what they can do to help.

<b>Year 1:</b>	<ul style="list-style-type: none"><li>*School entry assessment – using SPAT</li><li>*Running records</li><li>*Junior Assessment of Mathematics (JAM)</li><li>*6-Year diagnostic survey on some children</li><li>*Sounds/Letters</li><li>*Learning Progressions – PACT- after 1 year -WRITING</li><li>* Hodder Group Reading – End of year</li></ul>	<p><b>Using these standardized tools in conjunction with more informal classroom assessment and overall teacher judgement, teachers gain knowledge of</b></p> <p><b>students’ progress and achievement. This informs future programs, allows teachers to see where students fit against Curriculum levels and fulfills statutory reporting requirements. Teachers also assess children’s well-being and behavior.</b></p>
<b>Year 2:</b>	<ul style="list-style-type: none"><li>*Running records Shine assessment</li><li>*Junior Assessment of Mathematics (JAM)</li><li>*Reading recovery testing (for children in the program)</li><li>*Learning Progressions – PACT - WRITING</li><li>*Sounds/Letters</li><li>* Hodder Group Reading – End of year</li></ul>	<p><b>All of this information is available to parents, and is presented to them in the form of written reports twice a year.</b></p> <p><b>Meet the teacher evenings are held to allow discussion of children’s progress. Parents with concerns are encouraged to get in touch with the teacher or principal at any time.</b></p>
<b>Year 3:</b>	<ul style="list-style-type: none"><li>*Shine assessment</li><li>*Junior Assessment of Mathematics (JAM) where required</li><li>*Running records</li><li>*Essential Spelling Lists 1-4</li><li>*Learning Progressions – PACT – WRITING</li><li>*Joy Allcock spelling</li><li>* Hodder Group Reading – End of year</li><li>* Code Knowledge</li></ul>	
<b>Year 4-6</b>	<ul style="list-style-type: none"><li>*Shine assessment</li><li>*e-AsTTle Reading, e-AsTTle Writing, e-AsTTle Maths (Assessment Tools for Teaching &amp; Learning)</li><li>*GloSS testing (Maths)</li></ul>	

- \*IKAN Maths
- \*Joy Allcock Spelling
- \*Learning Progressions – PACT – WRITING
- \* Hodder Group Reading – End of year

## TO ACHIEVE OUR 3 STRATEGIC GOALS

Initiative, plans, goal and projects

We do this through:

- \*Ongoing staff professional development plans
- \*Property plans
- \*Curriculum delivery and assessment plans
- \*Self-reviews
- \*Consultation
- \*Assessment results
- \*Set budgets to reflect our goals
- \* BoT focus

**As a school our target overview is:**

- No child slips back from current level of achievement (November – November) over summer holidays.
- All children maintain level and move (well below – below)
- All children making sufficient accelerated progress to enable movement beyond current level
- All children working towards the National Standards levels
- All children on Reading Recovery, Reading Eggs come off the program supported to sustain level and move up.

**ALL CHILDREN ACHIEVING AT OR ABOVE THE EXPECTED CURRICULUM LEVEL WHEN THEY LEAVE OUR SCHOOL.**



OUR SCHOOL'S VISION

**Our Values: These are the things this school and its community hold dear:**

**The Values we foster in our classrooms and playground: We celebrate these when students can show us them**

**Kindness**

- \*We like our school and we are happy to come to school.
- \*A smile and greeting go a long way.
- \*When things don't go our way, we need to be able to bounce back, (emotional resilience).
- \*Laugh lots, share your humor.
- \*Be willing to contribute and be involved.
- \*We learn how to respond to, deal with and eliminate bullying and hurt.



**Unity**

- \*We all take pride in our school and community.
- \*Our school's family atmosphere is to be treasured.
- \*Everyone needs to be able to get along with each other.
- \*Teachers, parents, caregivers and children know each other well and work together positively.
- \*We all have ownership of our class and school rules.
- \*Everyone is involved in how our school works and in how it grows – 'The Kura Kid Way'



**Respect**

- \*Everyone is responsible and accountable for their actions and behavior.
- \*Everyone needs to respect others.
- \*Good manners are priceless.
- \*Show gratitude.
- \*We treat everyone with fairness and friendship.
- \*Trust and honesty in everything is very important.
- \*We are all responsible for our environment and for 'picking up after ourselves'.



**Achieve**

- \*Always give things a go and do your best.
- \*Understand what you have to do and set goals.
- \*Do quality work.
- \*Get better and better at everything, every day.
- \*Learn from your mistakes and move on
- \*Take time to reflect. (quietly and honestly think about your learning and your growing).
- \*Rewards and success often come as a result of hard work, persistence and determination.
- \*Take control of your learning.
- \*Competition can challenge us and give us something to strive for.
- \*We all need to know how learning happens and how we best learn.

**Teaching and Learning**

- All students are motivated for challenging learning by skilled, well-trained teachers.
- All students, regardless of ability, receive excellent teaching and learning opportunities so they can achieve their potential.
- All students develop a commitment for their own learning.
- All teachers are motivated and eager to provide an innovative and challenging learning environment.

- Professional development that addresses both the teaching needs of teachers and the identified learning needs of students is provided for teachers.

## K U R A

### • Values We Share

The school values were developed after extensive consultation and reflect those on page 10 NZC.  
These values shape how we behave and interact at Titahi Bay School. Through ongoing reflection and review the school ensures they are encouraged, modelled and explored in all school practices and programmes

<p>NZC Values we support as a national direction, through encouragement, modelling and exploration</p>	<p>Our School Values that are encouraged, lived and regularly reviewed by everyone in our school</p>	
<p><b>Excellence</b> * aiming high, persevering</p> <p><b>Innovation, inquiry, curiosity</b> * thinking critically, creatively, reflectively</p> <p><b>Diversity</b> * different cultures, languages, heritages</p> <p><b>Equity</b> * fairness and social justice</p> <p><b>Community and participation</b> * for the common good</p> <p><b>Ecological sustainability</b> * Care for the environment, etc.</p> <p><b>Integrity</b> * being honest, responsible, accountable, ethical</p> <p>The NZ Curriculum (2007)</p>	<p><b>PERSONAL BEST</b> *Always give things a go and <b>do your best</b>. *Understand what you have to do and set <b>goals</b>. *Do <b>quality</b> work. *Get <b>better and better</b> at everything, every day. *Take time to <b>reflect</b>. (quietly and honestly think about your learning and your growing) *Rewards and success often come as a result of hard work, <b>persistence</b> and determination *Take <b>control</b> of your learning *<b>Competition</b> can challenge us and give us something to strive for.</p> <p><b>HAPPINESS</b> *We <b>like</b> our school and we are <b>happy</b> to come to school. *Learning can be <b>fun</b> and it can also be <b>hard work</b>. *A <b>smile and greeting</b> go a long way. *Everyone is learning to grow in <b>confidence</b>. *when things don't go our way, we need to be able to <b>bounce back, (Emotional resilience)</b> *Learn from your <b>mistakes</b> and move on. *<b>Laugh</b> lots, share your humour. *Be <b>willing</b> to contribute and be involved. *We learn how to respond to, deal with and eliminate <b>bullying and hurt</b>.</p> <p><b>CREATIVITY</b> *<b>Imagination</b> is a tool we can use positively. *We encourage <b>creativity and expression</b> in all areas. *We all need to be taught how to develop better <b>thinking</b> skills *We love the challenges of <b>solving problems</b>.</p>	<p>*<b>Reflection</b> is a key to tapping into our imagination and creativity. *We all need to know how learning happens and <b>how we best learn</b>. *We value time to <b>play</b>. <b>RESPONSIBILITY</b> *Everyone is responsible <i>and accountable</i> for their <b>actions and behavior</b>. *Everyone needs to <b>respect</b> others. *<b>Good manners</b> are priceless. <i>Show gratitude</i> *We treat everyone with <b>fairness and friendship</b>. *<b>Trust and honesty</b> in everything is very important. *<b>Independence</b> will help you to focus on your own work. *Being <b>organized</b> is a key to independence *We are all responsible for our <b>environment</b> and for 'picking up after ourselves'. <b>TOGETHERNESS</b> *We all take <b>pride</b> in our school and community. *Our school's <b>family atmosphere</b> is to be treasured. *Everyone needs to be able to <b>get along</b> with each other. *Teachers, parents, caregivers and children know each other well and <b>work together</b> positively. *We all have <b>ownership</b> of our class and school <b>rules</b>. *Everyone is <b>involved</b> in how our school works and in how it grows – 'The Kura Street Way'.</p>

<b>NAG 1 Curriculum</b> . Develop and strengthen whole school moderation processes for consistency of Overall Teacher Judgements (OTJs) for reporting achievement. Use PACT for moderation. Working in Literacy with Literacy Solutions. *NZCER work with Y1 –6 Program planning and Assess . Planning and classroom programs will show evidence of differentiated learning opportunities for students. . Use the 2019 data to drive 2020 learning. Collaborative planning will be in place 2020. Learning Maps in Year 4-6 SHINE and BEAGLE used across school	<b>NAG 2 Documentation and Review</b> . Leaders of teams keep folders on area of responsibility . Unit holders keep clear evidence of area of responsibility . Student data available and used for all planning . Be part of all school reviews  All staff will use the school portal for storing all school wide documentation. 2020 – we will review *Curriculum *Teacher Appraisal process *Attendance process *Health and Safety procedures *Emergency procedures.	<b>NAG 3 Personal</b> . Be part of all PD in school . Have personal, team and school goals . Work with your coach to achieve your goals . In class observations will be linked to goals . Participate in all new school learning Be part of coaching through team leaders. -Work on BLOGS and keeping evidence for teacher registration Work on life work balance and your own Wellness.
<b>NAG 7 Community Partnership</b> . Promote Home & School events especially the Triathlon . Continue to strengthen school/whanau relationships . Actively encourage whanau to work in our school . Run an afterschool homework program . Share as much information with whanau as you can through e-mails, Facebook, website, roles . Work and liaise with whanau/Pasifika group -Work with the COL	<b>TITAHU BAY SCHOOL</b>  <b>TEACHER’S ANNUAL PLAN</b>  <b>2020</b>  <b>Work in the Western Cluster COL</b> <b>(See Strategic plan – 2 teachers for in school)</b>	<b>NAG 4 Property/Maintenance</b> . Use students in school gardens . Use gardens to make soups in winter . Plant seeds across school Plant fruit trees. *Set up recycling depot at school in 2020. Love food hate waste, Healthy lunch boxes and from the garden to the table will be 2020 programs we implement. Work on plan for cyclical work around school
<b>NAG 6 Administration</b> . Ensure each term all student data is entered on E TAP accurately and on time . Electronic rolls are completed twice a day . Planning shows evidence of differentiated learners . Planning shows and reflects Maori/PI/Special needs students and their needs	<b>NAG 5 Health and Safety</b> . Participate in evacuations once a term for whole school and staff . Support students to actively contribute to the school’s student council by having regular, planned class meetings . Report to caretaker any classroom and/or playground hazards so they can be attended to promptly . Continue to promote an inclusive school climate that celebrates and learns from diversity	<b>NAG 4 Finance</b> . Manage curriculum budgets and ensure expenditure is within budgeted amounts . Actively encourage and support the Home & School . Push for all students to do Triathlon . Manage class spending budget

<b>NAG 1 Curriculum</b> * Continue to support extra staffing for Reading Recovery, Math's, Writing, Priority learning * Develop with the leadership team an ongoing Digital plan across the school- term 2 - 4 * Ensure staff development is set up for all for 2020 with time at BOT meeting for feedback *Ensure the Pasifika and Whanau plan become part of the school Strategic plan. *Respond and ask questions of all data shared with the BOT	<b>NAG 2 Documentation and Review</b> * Review and craft a Charter for 2020 - 2023. Share with MOE and school community- *Continue to develop Digital plan and action it within budget – Chrome book PD. * Initiate a review of Maori and Pasifika student engagement and achievement during 2020 with COL. * Establish a self-review programme to ensure compliance with legislative requirements and to assist in strategic planning for 2020 - 2023 * Share with school community the Annual Report following May 2020 submission to MOE	<b>NAG 3 Personal</b> * BOT undertake NZSTA PD as they see the opportunity * Continue to induct all new BOT members in * Continue to support staff development in line with school's priorities * BOT members visible and known to staff Keep a record of all BOT training *BOT training around Health & Safety with NZSTA *BoT uses Google Docs for all information
<b>NAG 7 Community Partnership</b> *BOT actively promote Titahi Bay School * BOT actively engage and support the whanau of Titahi Bay School * BOT communicate after every BOT meeting in school newsletter and once a term give feedback to community * BOT members visible at school events .	<b>TITAHİ BAY SCHOOL</b>  <b>BOT'S ANNUAL PLAN</b>  <b>2020</b>	<b>NAG 4 Property/Maintenance</b> *Make provisions for environment plans – cycle track, playground, sunshade * Start the design work for 5YA work identified in 10YPP. * Establish a maintenance cyclical program for school property Start the work on extra classroom upgrade
<b>NAG 6 Administration</b> * Ensure the MOE receive accurate and timely returns and legislative requirements * Submit annual reports and Charter to MOE, including required reports for audit * BOT ensure all policies and procedures are completed and minute by 2020 * Ensure time, staff, building and finance are set out in BOT plan February 2020	<b>NAG 5 Health and Safety</b> *Participate in evacuations once a term for whole school and staff *Support students to actively contribute to the school's student council by having regular, planned class meetings * Report to Steve/Kerry classroom and/or playground hazards so they can be attended to promptly *Continue to promote an inclusive school climate that celebrates and learns from diversity * Hazards are identified with BOT/School for minimization and isolation	<b>NAG 4 Finance</b> * Preparation of annual budget and end of year accounts for audit within required time frame Submit final accounts for audit by 31 May to MOE * BOT establish finance person to work with Principal *BOT actively encourage and support the parent Home & School fundraising group * Fund professional development for agreed PLD priorities for teaching and support staff

## APPENDIX D – ANALYSIS OF VARIANCE REPORTING - December 2019

<b>School name:</b> Titahi Bay School	<b>School number:</b> 3045								
<b>Focus:</b> READING									
<b>Strategic Aim:</b> 2019 <ul style="list-style-type: none"> <li>Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.</li> <li>We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).</li> <li>All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).</li> <li>Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.</li> <li>Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in reading skills.</li> </ul>									
<b>Annual Aim:</b> Our student achievement will meet the high expectations of the school community through learning programs based on quality consistent assessment and analysis of data, which will result in improved learning outcomes for all students.									
<b>Target:</b> We aim to reduce the year 2 group from 23 students to 10 working below expected levels within the curriculum level by the end of year 2 in Reading.									
<b>Baseline data:</b> From our December 2018 data (Year 1) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 25%;">Below all ethnicities</th> <th style="width: 25%;">Below Maori</th> <th style="width: 25%;">Below Pasifika</th> <th style="width: 25%;">Below Pakeha</th> </tr> <tr> <td>Year 1 23 (34%)</td> <td>Year 1 12 (50%)</td> <td>Year 1 1 (17%)</td> <td>Year 1 10 (27%)</td> </tr> </table> <p style="margin-top: 10px;">The group of 23 children in Year 1 working below our expected levels for them in reading will be tested further, those who meet the criteria will be prioritised for Reading Recovery. We are also running Quick 60, and Early words as reading interventions. These children have been prioritized for these programs. Maori will be the main focus as they are the group underperforming.</p>		Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha	Year 1 23 (34%)	Year 1 12 (50%)	Year 1 1 (17%)	Year 1 10 (27%)
Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha						
Year 1 23 (34%)	Year 1 12 (50%)	Year 1 1 (17%)	Year 1 10 (27%)						

<b>Actions (What did we do?)</b>	<b>Outcomes (What happened?)</b>	<b>Reasons for the variance (Why did it happen?)</b>	<b>Evaluation</b>
<p>Of the 23 identified children: 2 have left our school 4 have been through Reading Recovery - each progressing at least 11 reading levels 12 of these children were put on the Early Words programme over the year with an average increase of 18 known sight words while on the programme. A further 11 of these students have been on the Q60 programme during the year. 4 Students have been involved in a small group learning the sounds of English 3 have been involved in a clay words programme aimed at helping children with dyslexia learning tendencies.</p>	<p>These children have increased in confidence. Of the remaining 21 children, 17 have made at least a year's progress (81%) 10 of the 22 are still reading at a level below that expected for their age. (48%) 3 of those are slightly below (a month or 2.) (14%) 4 are still significantly below. (19%) 10 are now working at the expected level for their age (48%) 1 is working at a level a year ahead of their age. (4%) Of those 12 Māori students below, 7 have moved to 'at' and 1 has left, leaving 4 reading at a level below what is expected for age.</p> <p>The whole cohort has 81% reading at upper level 1 or level 2 of the curriculum.</p>	<p>The variety of support offered to these students allowed us to target their next learning steps on the way to being literate learners without enforcing a programme on students for an extended period of time that didn't have the desired impact. Those 4 students who we were unsuccessful in moving at least 1 year's progress over the year were given opportunities in different terms to be part of different strategies. All took part in Early Words and a Sounds based small group programme and 1 of them was also tried on the Clay words programme. All 4 were also on the RTLB roll in 2019 for Learning.</p> <p>We will continue to use a variety of approaches to accelerate the reading learning of our year 2 students in reading. Whole words, sounds, small group reading and 1:1. This has the best chance of meeting the varying needs of our learners.</p>	<p>There is going to be a focus on the teaching of sounds and decoding in our year 1 and 2 hubs in 2020 and a team leader with special skills in these areas have moved there to lead this.</p> <p>We will continue with Reading Recovery as this makes the most difference for individuals. We will also continue with Early Words and Quick 60.</p> <p>The 4 students who made limited progress we will continue to monitor and, with RTLB help, continue to search for strategies to unlock their potential.</p>
<p><b>Planning for next year (Where to next?):</b> The BOT will continue to prioritise extra reading support in our Junior school through Reading Recovery, and extra small group work. This is important to ensure the children are set up with the foundations they will need for further success.</p>			

<b>School name:</b> Titahi Bay School	<b>School number:</b> 3045
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**Focus:** WRITING

**Strategic Aim:** 2019

- Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.
- We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).
- All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).
- Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.
- Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in writing skills.

**Annual Aim:**  
Our student achievement will meet the high expectations of the school community through learning programs based on quality consistent assessment and analysis of data, which will result in improved learning outcomes for all students.

**Target:**  
We aim to reduce this group from 16 to 10 students working Below expected levels within curriculum level by the end of year 5 in WRITING

**Baseline data:**  
From our December 2018 data (Year 4)

Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha
Year 4 16 (20%)	Year 4 10 (32%)	Year 4 0	Year 4 6 (14%)

The group of 16 Year 4 working below our expected levels for them in writing will be tested further, especially in their spelling knowledge and skills. We will run a targeted spelling program for them and make them in class priorities for our ongoing Writing PLD working with outside providers. Maori will be the main focus as they are the group underperforming . Boys will be our second focus as more than half of the students struggling with writing from this group are boys. We need to engage these boys through the use of experiences, visuals and culturally responsive writing models. We aim to drop the number from 16-10 this year.

<b>Actions (What did we do?)</b>	<b>Outcomes (What happened?)</b>	<b>Reasons for the variance (Why did it happen?)</b>	<b>Evaluation</b>
<p>We prioritised these students and had them working in a small group using Joy Allcock's program learning the sounds of English and spelling rules. We identified after talking to some students that often spelling words or a lack of confidence to do so is what has held them back from getting more down on paper when writing.</p> <p>We also continued our work with Caron Watson and Andrea Piters (formerly of Auckland University) From Learning Solutions. This work was upskilling our teachers in their confidence in engaging and teaching our students how to write. A lot of work was done on modeling and using 'mentor texts' as examples of what good writing looks like and how to produce it.</p>	<p>15/16 students moved at least half a curriculum level (or one year worth of progress). 1 student made accelerated progress making 2 years progress and making it to the level expected for his year group.</p> <p>All of the students made progress in their spelling knowledge.</p> <p>We did not meet our goal of moving 10 of the 16 students from below to at in writing this year.</p>	<p>We definitely made a difference for these students in their ability to encode words and put their ideas on paper.</p> <p>We didn't get the outcome desired as we focused on one area of writing too much when giving extra support to these students.</p> <p>They were more confident in writing the words but needed extra practice in developing sentences and enjoying writing.</p> <p>The teaching of sounds is important for our writers and readers especially in our senior school if they have gaps in their knowledge which our testing shows that they do. We will continue to teach this.</p>	<p>We need to keep a record of student's confidence and attitude towards the subject they are being targeted in. Sometimes we can change attitudes in a year but the attainment takes longer to kick in.</p> <p>We need to give these students short authentic writing tasks where it can have an immediate impact/or is fun and humorous to do.</p> <p>Keep the sound work in class. All students will benefit from this work and it hasn't had an impact on the writing of these students in our senior school we would have liked for the amount of time put in.</p> <p>We will plan collaboratively for writing in year 5/6 and bounce ideas about how to engage these students.</p> <p>We will continue to work with Learning Solutions in Term 1 and will be part of the Shine Project all year.</p>

**Planning for next year (Where to next?):**

We will need to continue to focus on this cohort for writing. Being part of the Shine Project continued work with Learning Solutions and work on Learning Maps will help us narrow and mould a plan to meet the needs of these students.

**School name:** Titahi Bay School

**School number:** 3045

**Focus:** MATHEMATICS

**Strategic Aim:** 2019

- Our student achievement meets the high expectations of the school community through learning programmes based on quality assessment and analysis of data which will result in improved learning outcomes for all students.
- We will foster student achievement by providing opportunities to succeed in all areas of the New Zealand Curriculum (NZC).
- All students will make measurable progress from the start of the school year to the end of the school year across all learning areas of the New Zealand Curriculum (NZC).
- Titahi Bay students will work towards achieving to their highest level of capability in order that each child achieves their full potential.
- Titahi Bay students will be achieving at or above their year level expectations when they reach the end of Year 6 in maths skills.

**Annual Aim:**

Our student achievement will meet the high expectations of the school community through learning programmes based on quality achievement and analysis of data, which will result in improved learning outcomes for all students.

**Target:**

We aim to reduce this group from 20-10 working Below expected levels within curriculum level by the end of year 3 in Maths.

**Baseline data:**

From our December 2018 data (Year 2)

Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha
Year 2 20 (27%)	Year 2 12 (43%)	Year 2 3 (33%)	Year 2 5 (15%)

The group of 20 Year 3 students working below our expected levels for them in mathematics will be tested further, using the new Primary Maths Assessment Tool created by Charlotte Wilkinson. Most of the 20 students are on SPRING into Maths programme in Term 1. They will also be in class targets. We aim to drop the number from 20 to 10 in Year 3 in 2019.

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation
<p>This group of 20 children were all a focus for extra learning in maths. They were all part of a SPRING into maths programme.</p> <p>We kept this going all year a full SPRING into maths focus in terms 1 and 2 to focus on number knowledge and understanding of additive strategies. Then a basic facts focus in terms 3 and 4. The teachers had identified that this was the area in number knowledge that they were making the slowest progress.</p>	<p>We used Charlotte Wilkinson's Primary Maths Assessment Tool to measure the progress of SPRING. All children except one showed progress in being able to correctly answer the addition and subtraction problems</p> <p>We used a timed test to measure basic facts progress.</p> <p>The average score on the timed basic facts test at the beginning of the term was <b>14/40</b></p> <p>The average score on the timed basic facts test at the end of the term was <b>24/4</b></p> <p>18 of the 20 identified children made at least 1 year's progress.</p> <p>2 did not. 1 we have applied for ICS for, the other we are continuing to focus on in multiple areas including attendance.</p> <p>4 Made accelerated progress and with 2 years progress are now at the expected level.</p> <p>The cohort remains a focus in maths learning with 18/75 or 24% working in curriculum level 1.</p>	<p>We made progress with all children, especially in their confidence and attitude though not as much in their strategy stage as we had aimed for.</p> <p>The children we targeted made good progress but had a lot of knowledge gaps especially in basic facts to fill before we could really move their strategy knowledge.</p> <p>Due to spending so much time consolidating basic facts knowledge and some forward and backwards sequencing gaps we didn't make the strategy progress we had anticipated.</p>	<p>For SPRING Primary Maths Assessment wasn't the best pre and post assessment tool to use. What this assessment does not show is how the children progressed in their Maths knowledge such as, forwards and backwards sequence, number ID, basic facts to 10 and 20. JAM would have been a better assessment to show knowledge progress and we will use this in future.</p> <p>Make sure we track confidence and attitude towards a subject we are targeting.</p> <p>We are working with Julie Roberts from NZCER in 2020.</p>

**Planning for next year (Where to next?):**

This cohort will need to be a continued focus in maths. Specific assessments identifying gaps and then teaching to those will be a focus. PLD with Julie Roberts NZCER within hubs.

## **EXPLANATORY NOTE:**

In developing both our Reading, Writing and Numeracy targets for 2020, care has been taken to ensure that they comply with the Education Act.

As a staff team we will continue to collect and analyse base-line student achievement data for all year levels in Reading, Writing and Mathematics. The staff team will continue to track the progress of every student, at every year level, in Reading, Writing and Mathematics through their successive years of schooling. This will include teachers making overall teacher judgements (OTJ's) against the expected curriculum level. We have used the PACT progression tool for Writing in 2019 and this has empowered our staff in moderation. We use PACT Reading and Writing as needed across the school for moderation. We will be using BEAGLE platform to track data and be able to share effect size difference.

Teachers assess each child at regular intervals throughout the year and track their progress constantly, including teachers making overall teacher judgements (OTJ's) against the National Standards and school-wide monitoring and moderating opportunities. This, along with a range of other information, is used to write the mid-year and end-of-year reports. Our assessment and reporting system is reviewed every year to ensure we are consistent and up to date. In 2019 we received very positive feedback from parents about the frequency of and content of the student achievement reporting we shared with them both orally and in written form. While we are constantly looking to improve our assessment practices we feel confident that our practices are robust.

Term 1 – 15 minutes meet the whanau meetings setting up a learning relationship

Term 2 - where their child is at in relation to the mid-year point of National Curriculum levels.

Term 4 - a full report detailing all assessment with an OTJ against the National Curriculum levels.

Staff look closely at the student achievement data they are collecting in order to set class, group and individual goals for all children. We appreciate the importance of clearly identifying where a student is at and where they need to go next in their learning. Feedback from our parents and caregivers at the start of Term 2 this year was very positive. They appreciated the specific feedback they received including next steps for their child's learning.

We know that children progress at individual rates and that they do not necessarily conform to group or sub-group rates. We recognize that sustainable and lasting improvement in student achievement, particularly for those students with special learning and personal needs, cannot be achieved in a single year alone. We know sustained improvement requires resourcing, time and the continuous focused attention on improvement by the school with support from family and whanau.

Kerry Delaney  
Tumuaki/Principal  
February 2020