

2014

COLWILL SCHOOL MASSEY



Colwill School Massey

Board of Trustees, Community & Staff

1/1/2014












School Charter Strategic and Annual Plan for Colwill School Massey 2014 -17

Principals' endorsement:	01.03.2014
Board of Trustees' endorsement:	03.03.2014
Submission Date to Ministry of Education:	04.04.2014

Colwill School Massey 2014 - 17

Introductory Section & Strategic Intentions

Mission Statement (our mission for lifelong learners)	 'Learn to live'
Who we are	 Welcome to Colwill School Massey <p>Colwill School Massey is a state owned, full primary school with eight variable spaced or semi-open plan rooms and nine separate rooms. Our current roll is approximately 240 students aged 5-13 years (New Entrants to Year 8). We are a multi-cultural school having students from diverse cultural backgrounds. We cater for our International students (maximum 10%) through an English Support class and mainstream programmes</p>
Description of Colwill School Massey	 History <p>In 1979 the Foundation School Committee had the task of choosing a name for the School. Parents voted for the name Colwill after John Henry Colwill who owned a large block of land in the area. In 1920 he subdivided the Colwill Road area into two and five acre blocks where the owners developed orchards and cropping, often on a part-time basis.</p> <p>The founding Principal, Ian Gray, chose the School Motto. Foundation pupils who observed the birds in the swamp that is now the School playground chose the crest of a white-faced heron. In winter when swampy conditions return the birds are still seen feeding on the field.</p> <p>In 2012 the school name was changed to Colwill School Massey to better identify its location and the Heron was replaced as school mascot by Manaaki, the cheeky Pukeko. The Pukeko is another local bird frequenting both school grounds and surrounding area and the name Manaaki was given by the students as it clearly identified what Colwill was about, meaning to support, take care of, give hospitality to, cherish. Changes in the community both ethnically and socio-economically saw a change in direction for Colwill with a greater emphasis on Community engagement and a fun learning environment. Serving a school community of more than 40 different ethnicities has</p>

	seen the establishment, at the beginning of 2013, of The Colwill Community Hub in the de-commissioned Dental Clinic which offers support to the parents of the children attending The Colwill Learning Hub that is Colwill School Massey.	
Vision (Our hopes for the future)		Respectfully Colwill Learning lots and giving it a go!
Values (things we hold dear)		Trust, caring, respect, honesty, adventure, family, responsibility. Understanding, enthusiasm, fun, success, learning
Principles (things we live by)		<div><div>1. We set goals.</div><div>2. We are not afraid to try new things.</div><div>3. We take risks in learning.</div><div>4. We never give up.</div><div>5. We achieve things we desire.</div><div>6. We try our best in everything.</div><div>7. We take on challenges.</div><div>8. We take responsibility.</div></div>
Māori dimensions and Cultural Diversity		New Zealand Cultural Diversity: All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff and students ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievements irrespective of their cultural backgrounds.  The unique position of the Maori Culture: Colwill School Massey will endeavour to develop an awareness of Te Mana Aotearoa and provide the means of fostering better cultural understanding with the Treaty of Waitangi.  The Colwill School International Cultural Diversity: Colwill School Massey is a truly multi-cultural environment with approximately 30 ethnic groups currently

represented. This diversity is respected and treasured and will form the basis of all aspects of school development.

We continue to develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. We meet this aim by involving parents/whanau of Maori students in identifying important learning needs for their students and by encouraging their interest and support for their children's educational progress and achievement. Whanau are also encouraged to be involved in the development of the school's strategic planning processes.

We aim to reflect the cultural diversity of the school while acknowledging and respecting the uniqueness of each culture and the importance to each person and whanau of knowing and showing their own cultural identity.

The following steps will continue to be taken to incorporate Tikanga Maori into the school curriculum:

- Employment of a specialist with skills in teaching all things Maori
- The Colwill School Massey Kapa Haka/Pasifika group will perform publicly throughout the year. The group will have representatives from all age groups across the school
- There will be fundraising events to support the Kapa Haka group to travel and perform
- Ka Hikitia will be used as a guiding document for staff in their planning and curriculum design. There will be staff development in Ka Hikitia.
- A diverse range of cultural groups will be operating and performing across the school on a regular basis.


The school will consider the provision of Te Reo Maori for full time students by:

- Fully considering any requests depending on personnel skills and qualifications at the time of the request, the overall school financial position of the school and the availability of accommodation within the school
- Informing parents of alternative Te Reo Maori providers in the local area if appropriate

The school takes steps to consult with the Maori community by:

- Engaging in regular consultation via school based Hui and surveys, through the website, the newsletter, the Hub and through Facebook.

Colwill School plans to continue fostering and building a strong community partnerships with all Maori and Pasifika groups. This will be done through the continuation of the *Reading Together Programme* as the Best Evidence Synthesis (BES) cites that one of the most successful interventions for increasing student reading levels for at risk

	<p>Maori and Pasifika students is through the development of a strong home – school partnerships and the homework club which aids all our ESOL students. The identification of a suitable Kaumtua remains a priority for Colwill.</p> <p>The continuation of kilikiti evenings and Fiafia evenings to help engage our Pasifika community for fun and the gradual introduction of engagement for learning with our Pasifika community through our Board member and Pasifika pre-school manager (Leataata preschool). The identification of a Matua or senior church/Pasifika leaders to aid in the engagement with our Pasifika aiga is a priority for 2014.</p>
Inclusiveness (Special needs & gifted and talented students)	 Colwill is an inclusive school and welcomes children of all abilities. Students with super-powers including those with different needs are encouraged and appreciated at Colwill and all their powers will be developed to their fullest capabilities. <p>The gifted and talented are encouraged to stretch themselves and take on new challenges.</p> <p>All students are supported to learn lots and give everything a go!</p>

COLWILL SCHOOL MASSEY
CHARTER

Learn to Live

VISION

*Respectfully Colwill
Learning lots and giving it a go!*



Special
Trust
Understanding
Dependable
Enjoy
Neat
Try
Study

Transform
Enthusiastic
Adventure
Confidence
Harmony
Exciting
Risk-takers
Supportive



Caring
Organised
Meaningful
Mentoring
United
Nurturing
Inclusive
Trustworthy
Youth-focused



Learners
Educators
Aspirational
Dedicated
Excited
Respectful
Super-heroes

Because.....

That's the way we roll!

STUDENTS

Special - students who are individuals with individual needs.

Trust - students trusting their school, teachers and each other.

Understanding - students knowing and understanding what is expected of them.

Dependable - students who can be relied on to 'do the right thing'.

Enjoy - students who are willing to give it a go and are not afraid to have fun.

Neat - students who are cool, proud of their school and wear their uniform with pride.

Try - students who always give it a go even when the way looks difficult.

Study - students who want to learn and be the best that they can be.

TEACHERS

Transform - Turns learners into critical thinkers and lessons into fun.

Enthusiastic - Whose students to love to learn and learn to live.

Adventure - Educators able to make learning an adventure and who enjoy the ride.

Confidence - Are confident in themselves and the support they have behind them.

Harmony - Able to maintain good relationships in both classroom and staff-room.

Exciting - Not afraid to turn the classroom into a wonderland for kids of all ages.

Risk-takers - Able to step outside their comfort zone and take a leap into the unknown.

Supportive - Willing to support students and staff on their journey through life.

LEADERS

Learners - Working as a team, willing to learn and improve.

Educators - Leaders who are committed to educating all in supportive ways

Aspirational - Having high expectations of themselves as well as colleagues and students. Achievement.

Dedicated - To school, colleagues, students and excellence, a desire to succeed.

Excited - Enthusiastic and eager to share knowledge with other lifelong learners.

Respectful - and resolved to encourage respect in others.

Super-heroes - Can be the 'go-to' person for staff, students, whanau and community.

Baseline Data or School Context

Students' Learning



See Analysis of Variance Maths, Reading and Writing 2013

Student Engagement



eTap data across the 2013 school year.

- Regular attendance total = 84.3%
- Lateness = 3%
- Student Voice = see attached doc.

School Organisation and Structures



Board of Trustees and Board Policies.

- CEO/Principal and school procedures.
- Deputy Principals x2 and S.E.N.C.O
- Team Leaders
- Teachers
- Support staff

STUDENTS (our lifelong learners)

Review of Charter and Consultation



The Charter is reviewed and updated with the Board of Trustees consulting on an annual basis with our community.

A Hui is held in July/August each year for our Maori Whanau and a Fono takes place in December for our Pasifika families.

Feedback is encouraged through the Colwill facebook page, the Colwill website and the Colwill Community Hub. Information is circulated regularly via newsletters, facebook, the Hub, the website and our friendly office staff.

ANALYSIS OF VARIANCE – STRATEGIC AIMS FOR 2013

We said we would	Results																																																			
<p>Increase the number of students achieving at or above the National Standards (Reading, Writing and Mathematics) through setting and reaching their learning goals and the school Annual Targets.</p> <p><i>See attached Analysis of Variance 2013 as presented on National Standards NAG2A(b) reporting template</i></p> <p><i>For schools with students in Years 1 to 8 that use The New Zealand Curriculum and/or Te Marautanga o Aotearoa to set teaching and learning programmes.</i></p>	<table><tr><th>Curriculum Area</th><th>Year</th><th>Well below</th><th>Below</th><th>At</th><th>Above</th></tr><tr><td rowspan="2">Maths</td><td>2013</td><td>8%</td><td>26%</td><td>53%</td><td>12%</td></tr><tr><td>2012</td><td>10%</td><td>40%</td><td>40%</td><td>10%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">English - reading</td><td>2013</td><td>13%</td><td>31%</td><td>38%</td><td>17%</td></tr><tr><td>2012</td><td>13%</td><td>22%</td><td>43%</td><td>22%</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td rowspan="2">English - writing</td><td>2013</td><td>6%</td><td>37%</td><td>39%</td><td>18%</td></tr><tr><td>2012</td><td>10%</td><td>32%</td><td>43%</td><td>15%</td></tr></table>	Curriculum Area	Year	Well below	Below	At	Above	Maths	2013	8%	26%	53%	12%	2012	10%	40%	40%	10%							English - reading	2013	13%	31%	38%	17%	2012	13%	22%	43%	22%							English - writing	2013	6%	37%	39%	18%	2012	10%	32%	43%	15%
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Arts, Drama, Dance and Music	Ongoing throughout the coming years with the success of North West Talent Quest Kapa Haka, Pasifika Group and School Production																																																			
Curriculum focus on Science across the school	This did not occur at an acceptable level but will become a focus for 2014 curriculum																																																			
Strengthen English Language Teaching supporting ESOL students	Integration of ESOL teachers as support in classrooms well accepted and useful. Will continue as standard practice																																																			
ICT Computers into classrooms	Completed. Fibre being connected 2014 awaiting SNUPS.																																																			
Effectively improve student assessment	Assessments recorded on e-tap and hard copy log books																																																			

records Reliable access to and analysis of assessment data	efficiently and reliably used but not yet consistent across the school. Access to and analysis of data has improved but will be fine-tuned during 2014.
Improvements and maintenance to School Property With Grounds and Gardens Replace defunct heating system Repair Staffroom kitchen and associated flood damage. Repairs to Room 11 and attached toilets –leaky building damage Pool pumps x 2 and monitor possible leak Community Hub	Grounds and gardens largely complete with ongoing maintenance required Heating system replaced Staff room flood damage still awaiting repair but approved now Repairs to room 11 see Alexander Report (will be managed by MOE) Pool pumps replaced leak monitored Community Hub complete and fully booked by community providers
All staff to be trained in First Aid	Completed
PB4L move from Tier 1 to Tier 2	Unable to complete this as MOE not able to provide Tier 2 until 2014
New signage around school for re-branding and PB4L	Completed
Focus on multi-lingual opportunities for students	Ongoing with the addition of a Mandarin language assistant for 2014 as well as a teacher on a funded course learning and imparting Mandarin. Teachers within school able to offer French, Spanish, Hindi, Mandarin and Samoan as required.
Encouraging students to learn their mother tongue	This will continue throughout the next three years with engagement with our Pasifika and Maori communities, support is currently received to teach Te Reo

	Maori but more work is required.
Focus on daily physical fitness and health	<p>Structured play for fitness, playground apparatus, Productive play.</p> <p>Daily fitness class for each class is happening at a variable rate and has yet to become consistent.</p> <p>Quotes for replacement playground matting in 2014 may need to be fund raised for since there is no room left in the Budget. The entire playground both Junior and Senior need a re-vamp/ rebuild. Enquiries into cost of new playgrounds for 2015/16</p>
<p>Improve English Language and Study Skills for Refugee children</p> <p>Develop and maintain an 'After School' homework programme for all refugee children in the community</p> <p>Investigate growing the programme to include other identified 'At Risk' students.</p>	<p>Completed. Homework Centre and Summer School for Refugees up and running successfully.</p> <p>Programme has been grown to include some 'At Risk' students</p>
Board of Trustee Elections	Completed. New Trustees inducted, working well.
Community access to ICT in the Hub	<p>Completed</p> <p>Computers in Homes completed</p>
Provide free services in the Hub via clinics	Completed. Community service providers regularly attend Colwill Hub providing free services for our community, this will be ongoing
Improve communication with Pasifika and Refugee communities	<p>This will be ongoing though coming years but communication has improved with two Fale built on school grounds, a Fono annually, regular Kilikiti and Pasifika suppers, Pasifika cultural Dance and performances and the Samoan play-school on school grounds.</p> <p>The opening of the Homework Centre, Summer School and the presence of Safari at Colwill has helped engage with our refugee community, the provision of a Burmese language translator hosted at Colwill will further assist.</p>
Improve relationships with Community	There has been an enormous improvement in school/community relations since the

	opening of Colwill Hub and efforts to engage both community and parents have had an impact on the roll which is now increasing instead of falling
Improve Communication with parents	Parents now have many avenues of communication but not limited to: A revised user friendly newsletter. Updated, rebranded Website, Facebook, Hub, Friendly reception and Open door policy in classrooms

STRATEGIC SECTION

Strategic Aims 2014 - 17		who	Core Strategies for Achieving Goals 2014 - 2017	when	Mid-year review
1. Student Learning & Engagement	Principal classroom walk-throughs as identified in PPF. Team Leaders PD Teaching Staff PD	Principal Lead Teachers	Useful classroom observations and feedback PB4L follow through - Tier 2. Classroom environment. Student Learning Conversations. Leadership & Assessment PD (Vision and Team Solutions) Review of Teacher Appraisal Process Improving Student outcomes academically, socially and emotionally Close monitoring of both absences/truancy and W.A.S.S. (Truancy Services)	2014 2014 2014 Term 1&2 Term 3&4 Term 2 2014-2017	
2. Student and Staff Safety	Policy Review Appointments Policy Employment Practices Management procedures for management of Student safety	Board of Trustees Principal	Review of all policies with student safety in mind in line with the ERO report: < Student Safety in Schools: Recruiting and Managing Staff (January 2014) > Encourage student voice with increased student conversations Investigate the legality/plausibility of video surveillance in any area staff may be working alone with students (including the Principal's Office), for both Staff and Student safety, also as a learning tool for staff to self-review classroom practice. Cultural Safety - engage services of a	As per policy schedule 2014-2017 2014-2015 2014	

			Kaumatua and a Matua for our Pasifika community		
3. School Curriculum Review	MOE support through Team Solutions	Board of Trustees SAF/Malaga Team Staff	<p>Review and revise and update where necessary the school curriculum (not been done for three years).</p> <p>Supported by Vision, Team Solutions, SAF/ Malaga teams and Leadership & Staff</p> <p>Continue focus on multi lingual opportunities and mother-tongue</p>	<p>2014-2016</p> <p>2014</p> <p>2014-2017</p>	
4. Property *	<p>Complete repairs</p> <p>Work with MOE to identify all existing risk areas</p>	Board Chair Principal Sandra Orrs (MOE)	<p>Staff room repairs</p> <p>Room 11 repairs</p> <p>Admin block repairs</p> <p>*See Alexander Report</p> <p>5YA has been allocated for 2014 but indications are that MOE will manage the repairs and 5YA</p>	2014 -	

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Student Achievement	<p>Raise student achievement against National Standards</p> <p>Record and analyse data and progress of students to a consistent, accurate level school-wide</p> <p>Target students who are at risk, below or well below National Standards with a particular focus on Maths and Writing for 2014</p>	<p>Mathematics:</p> <ol style="list-style-type: none"> 1. By the end of year 2 (and the 80 week assessment) all Pasifika students will be at or above the year 2 National Standard for mathematics. 2. By the end of 2014 all year 5 Maori and Pasifika students who at the end of 2013 and beginning of 2014 were assessed as being; below or well below the National Standard for mathematics will make accelerated progress and be at least 'at' the year 6 National Standard 3. By the end of 2014 all year 8 Maori and Pasifika students who at the end of 2012 and beginning of 2013 were assessed as being; below or well below the National Standard will make accelerated progress and be at least 'at' the year 8 National Standard 	<p>Supported by:</p> <p>LPDP – Literacy</p> <p>L&A - Assessment</p> <p>Maori - Language</p> <p>ALL</p> <p>Mst and Alim</p> <p>SAF stage 2</p> <p>Mandarin Language Assistant</p> <p>After school Homework Club</p> <p>Classroom videos & Teacher self-review</p> <p>R.Lit. PD</p>

	<p>Improve the rate of progress for all students deemed at risk of falling below or well below National Standard in Reading or Writing.</p> <p>Or...Accelerate progress of students performing below expectations in reading.</p>	<p>Reading & Writing:</p> <p>Maori and Pasifika students who were <i>well below</i> or <i>below standard</i> in 2013 will have made accelerated progress and be achieving <i>at below</i> or <i>at standard</i> by their 2014 anniversary if they are a year 1-3 student, or by the end of 2014 if they are a year 4-8 student.</p>	<p>After school Homework Club</p> <p>Maori - Language</p> <p>Incredible Years</p> <p>ESOL/ELA</p> <p>Duffy Books</p> <p>Reading Recovery Programmes</p>
Staff & Student Safety	<p>Whilst maintaining a 'good employer' role the Board of Trustees with the Principal will review Policies linked to student and/or staff safety, disclosures, appointments and increasing student voice.</p> <p>Board & Principal to review Employment procedures in line with good practice identified in the ERO report "Student safety in schools".</p>	<p>Confidence in the safety of Colwill Staff & Students at School</p> <p>Videos / cameras in all areas where adults may be alone with children and where adult or child may be at risk</p>	<p>Principal</p> <p>Board of Trustees</p> <p>ERO report Jan 2014</p> <p>PB4L Tier 2</p> <p>Roots of Empathy</p> <p>Wastewise</p> <p>Travelwise</p> <p>Appraisal Process Review</p> <p>Colwill Policies.</p>
Curriculum Review	<p>Complete Review of the Colwill Curriculum to update and bring in line with current requirements.</p> <p>Last review now 3 years old and update is required</p>	<p>Students offered the opportunity to experience the full curriculum including the Arts, Sciences and Music.</p>	<p>Focus has largely been on the National Standards, Reading, Writing and Mathematics for the last three years, we now need to address the rest of the curriculum more fully.</p>

Improvement Plan - Domain: Mathematics

Strategic Goals: To increase the number of students achieving at or above National Standards in Mathematics

Annual Goal: Improve the rate of progress for all students deemed at risk of falling 'below' or 'well below' National Standard in Mathematics

Annual Target:

2. By the end of year 2 (and the 80 week assessment) all Pasifika students will be at or above the year 2 National Standard for mathematics.
3. By the end of 2014 all year 5 Maori and Pasifika students who at the end of 2013 and beginning of 2014 were assessed as being; below or well below the National Standard for mathematics will make accelerated progress and be at least 'at' the year 6 National Standard
4. By the end of 2014 all year 8 Maori and Pasifika students who at the end of 2012 and beginning of 2013 were assessed as being; below or well below the National Standard will make accelerated progress and be at least 'at' the year 8 National Standard

Baseline data:

65% of all Colwill students remain at or above National Standard (2013 data = 65% 2012 = 69%)

This data is evaluated as reliable -Given that data moderation has been more consistent/rigorous in 2013 and the figure remains within a 5% +/- range. The following cohorts have significantly lower achievement rates:

Year 2's:

60% are 'at or above standard' with 51% 'at' and 9% are 'above'.

40% are 'below' standard

The sub-group identified as 'Pasifika' has 50% 'at or above' standard and 50% 'below' making this group slightly over-represented in the latter category.

Year 5's:

Just over half (53%) of students are 'at or above' standard with 39% 'at' and 14% 'above' standard.

47% are 'below' or 'well-below' standard. At the beginning of the year a number of students who were identified as 'well below' were placed on an MST intervention programme. Some of these children experienced accelerated progress and moved to 'below' or 'at' standard. Some experienced initial gains but these did not prove to be sustained over time.

Pasifika students account for over 50% of the students who are 'below' or 'well below'.

Year 8's:

Just under half; 45% are 'at' or 'above' standard.

Just over half; 57% are 'below' or 'well below' standard.

Pasifika and Maori students account for 80% of the students who are 'below' or 'well below' with the rest being spread throughout the other sub categories.

Two content factors may have influenced this result. Firstly Year 7 students need to be able to understand and apply Place Value in respect to decimal numbers – students cannot progress through stage 7 without a sound understanding of this aspect of number. Secondly in Year 7 the content of the mathematical strands of geometry, measurement and statistics is given a greater weighting than in years 1-6.

Key Improvement Strategies:

Continuation of the MST (Maths Specialist Teacher) programme targeting year 5 and 8 students.

Professional Development that targets content and pedagogy appropriate to our Pasifika students and all students who are experiencing difficulty with mathematical literacy

When:	What:	Who:	Indicators of Progress
Jan/Feb	<ul style="list-style-type: none"> Initial 'teacher only day professional development via Helen Walters (Educational Consultancy. 2 days per term professional 	<p>via Helen Walters (Educational Consultancy</p> <p>Three key staff working with Helen Walters and, or Maths</p>	<p>Teachers personally re-evaluating math programmes using an 'Inquiry-into-Teaching' model. Focus in classrooms on mathematical literacy</p> <p>3 key staff attending professional learning</p>

2014 -	<p>development with school mathematic leaders.</p> <ul style="list-style-type: none"> • 2 curriculum team meetings per term to provide specific professional development to staff • In-class mentoring/coaching twice each term • In class videoing twice each term • Continuation of the MST (Maths Specialist Teacher) programme targeting year 5 and 8 students • ALiM (Accelerated Learning in Maths) programme targeting a group of year 5 students in term one. • Greater use of ICT to support, develop math skills/competencies – use of sites such as Teacher Tools (NZMaths), Studyladder and ixl. 	<p>Learning Cluster (MLC) presenters</p> <p>Raewyn Pilbrow</p> <p>Eileen Ogden</p> <p>Raewyn Pilbrow</p> <p>Eileen Ogden</p> <p>Curriculum Team Leaders</p> <p>All teaching staff</p> <p>Raewyn Pilbrow</p> <p>Eileen Ogden</p>	<p>together</p> <p>Classroom teaching and learning utilising knowledge and strategies covered.</p> <p>Professional evidenced based learning conversations between mentor and teacher</p> <p>MST programme operating daily</p> <p>ALiM programme operating daily in term one</p> <p>All students using leap pads (year 1-3) or visiting mathematical learning sites (year4-8) weekly</p>

Monitoring

JAM (Junior Assessment Mathematics)

GLoSS – number strategy assessments

IKAN – knowledge assessments

PAT (Progress and Achievement) Mathematics normed tests

Peer/Self assessments (in individual mathematic books and cumulative files) Modelling books

Resourcing:

8 release days (over year) for external professional development for mathematic leaders

Texts to support yr 6-8 programme

Improvement Plan - Domain: Reading and Writing

Strategic Goals:

To increase the number of students achieving at or above National Standards in Reading and Writing and
 Improve outcomes of all students, particularly Maori, Pasifika, and children with special needs and
 Accelerate progress of students performing below expectation..

Annual Goal:

Improve the rate of progress for all students deemed at risk of falling below or well below National Standards in Reading and Writing and

 Accelerate progress of students performing below expectations in reading

Annual Target:

Maori and Pasifika students who were *well below* or *below standard* in 2013 will have made accelerated progress and be achieving at *below* or *at standard* by their 2014 anniversary if they are a year 1-3 student, or by the end of 2014 if they are a year 4-8 student.

Baseline data:

	Reading National Standards Whole School 2011-2013	Well Below	Below	At	Above
2013	All	13.65%	31%	37.3%	17.8%
2012	All	13%	22%	42%	22%
2011	All	14%	36%	31%	19%
2013	Maori	10%	40%	32.5%	17.5%
2012	Maori	12%	29%	47%	12%
2011	Maori	15%	40%	38%	7%
2013	Pasifika	20.7%	32.9%	30.4%	15.8%
2012	Pasifika	15%	24%	42%	19%
2011	Pasifika	22%	36%	29%	13%

Key Improvement Strategies:			
When:	What:	Who:	Indicators of Progress
T1/2	In class Guided Reading support for specific classes and year groups. School wide staff meetings: a) 'Inquiry into Practise' with teachers focusing on goals set end 2013. B) unpacking ELLP c) 'what the others are doing'. Reliever 2x	Vision Education: DD	Focused teaching leading to accelerated progress
T1-4	Assessment for Learning and Leadership with writing as the curriculum vehicle. Reliever (not determined yet)	MT/Snr Management Team	Improved understanding of effective assessment practises in particular formative assessment leading to accelerated progress
T1-4	R T Lit working alongside and supporting below and well below students in 2 classes. Every second week RT Lit in class. On following week 2 teacher to attend Literacy Support workshops run by RT Lit.	RT Lit: CA Teachers: EO, MP	Teacher increased pedagogical practise leading to accelerated progress for students
Summer 2013, T1-4	Homework Centre/ Summer School. After school enrichment programme for children identified as below and well below.	MA, DH	Reduction in 'Summer syndrome' ie a reduction in the fall off of reading skills due to non-reading over the summer break and thus maintaining accelerated progress. The opportunity for students to consolidate their learning after school.
T1-4	PB4L Professional Development that targets content and pedagogy appropriate to support the development of positive behaviours for learning especially for our Maori and Pasifika students and all students who are experiencing difficulty	Whole school	Development of a positive, learning focused culture where achievement is lifted especially for Maori and Pasifika

T1-4	Malaga Empowerment Team SAF Professional Development that targets content and pedagogy appropriate to our Maori and Pasifika students and all students who are experiencing difficulty with reading and writing	SMT	Development of a positive, learning focused culture where achievement is lifted especially for Maori and Pasifika
T3-4	Te Reo tutor, greater awareness of cultural capital: stronger links to Te Reo fostering positive self-image for Maori students.	Whole School	Building on self-image of Maori students leading to accelerated progress
T1-4	Duffy books	Whole School	Development of a positive, learning focused culture where achievement is lifted especially for Maori and Pasifika
T1 wk 1-6	Duality	Whole School	Development of a positive, learning focused culture where achievement is lifted especially for Maori and Pasifika
T1-4	Reading Together	NA community	Increased efficacy of parents/caregivers leading to improved achievement especially for Maori and Pasifika
T1-4	Acelerated Literacy Learning (ALL)	LW	Improved pedagogical knowledge leading to improved outcomes for students especially for Maori and Pasifika
T1-4	Other programmes which mabe mentioned else where: Reading Recovery, Kids Can, Swis, Samoan Play Group, Hippy, Safari, Hub		
Monitoring: student outcomes to be checked via PLC's (one per month) as well as on going tracking of guided reading focus students			
Resourcing:			

Improvement Plan for a Learning Area/ Reading and Writing

School Strategic Learning Goal:

Improve the rate of progress for all students deemed at risk of falling below or well National Standard in Reading or Writing and
Accelerate progress of students performing below expectations in reading

School Annual Learning Target:

Maori and Pasifika students who were *well below* or *below standard* in 2013 will have made accelerated progress and be achieving at *below* or *at standard* by their 2014 anniversary if they are a year 1-3 student, or by the end of 2014 if they are a year 4-8 student.

Baseline data : Reading

Maori/ Pasifika not achieving at NS Across Year Levels 2013			
Year Level	Maori Not at NS	Pasifika Not at NS	Total not at NS
1	75%	62.55%	65%
2	36%	58.33%	47.83%
3	33.33%	54.55%	50%
4	66.66%	64.29%	65%
5	33%	42.88%	38.46%
6	100%	55.55%	63.64%
7	40%	60%	53.33%
8	33.33%	33.33%	33.33%

Target (Reading):

Y1-3 Team

2013 Y 1 and Y2 Maori and Pasifika students who were well below and below standard at their anniversary last year will make accelerated progress this year and be achieving at the appropriate point on the 4 point NS continuum on their 2014 anniversary.

2014 Y1 Maori and Pasifika students will make accelerated progress this year and be achieving at the appropriate point on the 3 point NS continuum on their 2014 Y1 anniversary ie below, at or above.

Y4-8 Team

2013 Y 3, 4, 5, 6,7 and Y2 Maori and Pasifika students who were well below and below standard at their anniversary or by the end of last year will make accelerated progress this year and be achieving at the appropriate point on the 4 point NS continuum by the end of 2014.

Key Improvement Strategies

When	What	Who	Indicators of Progress
T1-4	Even weeks: R T Lit working alongside and mentoring 2 teachers (1xY4/5, 1xY2/3) with students who are well below standard. Odd weeks 2 teachers to attend Literacy Support workshops run by RT Lit.	RT Lit: CA Teachers: EO, MP	Teacher increased pedagogical practise leading to accelerated progress for students, particularly those well below standard
T1-2	Vision Education in class specific support and mentoring:	Vision Ed: DD Teachers: RC, RS, LW, CH, T M-C	Teacher increased pedagogical practise leading to accelerated progress for students, particularly those well below standard
T1-4	RTLb supporting specific well below learners and their teacher	EO RTLb	Focused student engagement leading to improved learning outcomes
Monitoring: student outcomes to be checked via PLC's (one per month) as well as on going tracking of guided reading focus students			
Resourcing: <i>Budgeting: Relievers to release teachers for feed-back sessions</i>			

Other 2014 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> - 5YA and 10 year Property Plan currently held in abeyance pending further investigation into leaky buildings. See Alexander Report - General maintenance and Cyclical Maintenance - Repairs to Staff room approved, quotes approved, awaiting start date - Leaky Pool, minor leak constantly monitored, repairs will be effected as necessary 		<ul style="list-style-type: none"> - Increase Working Capital Surplus to no less than \$100,000. By working within Budget allocations and ceasing spending @ Term 3 - Continue to increase student Roll 	<p>Fund raising will need to augment Operational Grant if all items to support the curriculum are to be acquired.</p> <p>A falling roll for the previous 5 years have seen financial uncertainty for Colwill, this now appears to be reversing.</p> <p>A change of Financial Support provider to assist with financial management and succession planning in the event of staff changes.</p>
Personnel	Short Report	Community engagement	Short Report
<p>2014 Focus on Staff and Student safety</p> <p>Continue Staff PD</p> <p>Continue work with SAF level 2 to enhance Leadership Skills</p>	<p>Careful review of Staff Appointment policies whilst continuing to be a good employer</p> <p>Leadership & Assessment PD MOE funded (Team Solutions)</p>	<ul style="list-style-type: none"> - Maintain the Colwill Community Hub - Engage with Pasifika Community Leaders to support our students - Engage with a local Marae to obtain services of a Kaumatua acceptable to our Maori Community 	<p>Continue with the Kilikiti and Pasifika Suppers. Engage with the Samoan pre-school and continue to engage with the community for fun but now also engage for learning.</p>