

# Papatoetoe Central School



Charter  
2016 to 2018





**Persevere – Challenge – Succeed**

## Table of Contents

Page	5	Strategic Goals
Page	9	Strategic Direction 2016 – 2018
Page	19	<u>Annual Plans 2016</u>
Page	21	MOE National Standards Targets Data, End of 2015: PCS Analysis of Variance
Page	45	2015 Maori and Pasifika End of Year Reading Data
Page	52	Raising Student Achievement @ PCS Statement
Page	55	2016 MOE National Standards Targets
Page	61	Assessment Programme, Term 1-4, 2016
Page	67	Inclusive Education, Maori and Pasifika Plans, 2016
Page	72	BoT Triennial Review Programme, 2016-2018
Page	75	Annual Action Plans, 201

## CHARTER

### Mission Statement Persevere - Challenge - Succeed

<b>Vision</b>	<b>Values</b>	<b>Goals</b>
<p>We want all our students to become inquiring lifelong learners, independent, responsible and contributing citizens who:</p> <ul style="list-style-type: none"> <li>• Excel through effort</li> <li>• Are creative</li> <li>• Are flexible</li> <li>• Are working towards a sustainable future</li> <li>• Are able to relate well to others</li> </ul> <p>As a result of:</p> <ul style="list-style-type: none"> <li>• Ambitious teaching</li> </ul>	<p>At Papatoetoe Central School the values that are integrated into our curriculum at the request of our community are:</p> <ul style="list-style-type: none"> <li>• <b>PCS</b> – polite, considerate, sensible – our school mantra</li> <li>• Honesty</li> <li>• Determination</li> <li>• Responsibility</li> </ul>	<p>At Papatoetoe Central School we aim to:</p> <ul style="list-style-type: none"> <li>• Ensure success for all students including those with special educational needs and considerations through multiple learning opportunities</li> <li>• Provide professional learning for staff aligned to the annual plan</li> <li>• Foster effective home/school links</li> <li>• Celebrate our multi-ethnic community</li> <li>• Provide leadership opportunities for staff and students</li> <li>• Educate our staff and students about working towards a sustainable future</li> </ul>



## Our Vision

Our vision is for all our students to become lifelong, inquiring, and independent learners and responsible and contributing New Zealand citizens. We want all our students to know about what it means to be a New Zealander.

In our Papatoetoe Central School (PCS) graphic, the toitoi is our metaphor for developing and achieving success as learners.

It depicts our PCS whanau where all school staff in partnership with our parent and caregiver community and older students nurture and take care of our younger students.

The base of the toitoi depicts our mantra and mission that underpin everything that we do and the way that we go about doing things. The small branches emerging from the base of the toitoi depict our focus on whanau and the multiple learning opportunities our school provides for our students.

The top 3 branches depict our vision for our students: lifelong, inquiring and independent learners

## **Our strategic goals:**

- 1.To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic and physical development of our students in a strong values-based learning environment.**
- 2.To ensure that all students are able to access the New Zealand Curriculum (NZC) and that their achievement is measured regularly against national norms and MOE national standards. To aim to increase the number of students achieving at or above the MOE national standards in reading, writing and mathematics.**
- 3.To ensure that MOE priority groups – Maori, Pasifika and students with special educational needs are supported in their learning so that they can progress in the NZC, feel valued at our school, fully participate in and contribute to the school and their community environment. To ensure the wellbeing of all students at our school.**
- 4.To enhance students' learning through the development of learner agency, teaching as inquiry, evidence based pedagogy, in depth analysis and moderation of assessment data and the appropriate use of ICT tools.**
- 5.To provide professional learning opportunities for staff, aligned with our goals and MOE priorities.**
- 6.To foster more effective home/school links so that parents and whanau feel comfortable and empowered to ask questions and to support next learning steps.**
- 7.To enhance understandings about working towards a sustainable future and what it means to be a New Zealander.**

## **Our Commitments:**

### **i Our students' learning**

#### **Focus Areas, 2016**

##### **Mathematics**

Our focus in 2016 will be on improving student achievement in maths. We have completed a review of our maths curriculum and will introduce Prime Mathematics in year 2-3 and embed the programme in year 4-6. We will continue to ensure flexible groupings and to increase the application of mathematics. We will also offer a maths enhancement programme for our students with strengths in maths (year 4-6).

##### **Physical Education**

We are intent on improving the physical fitness and basic physical skills of our students in 2016. To this end, we will provide a specialist PE lesson for all students, each week.

##### **Learner Agency**

We are also continuing to focus on developing “student voice” at our school and incorporating students’ views into our learning models. We are encouraging students to take more ownership of their own learning, their current level, the next steps, and what they need to become successful learners. Our teachers will participate in Assessment for Learning professional development this year, facilitated by Evaluation Associates, to support our learner agency focus. We are also intent on integrating into our school’s curriculum, what is of value to our students.

## ii Commitment to 2016 MOE Priority Areas

**Papatoetoe Central School is committed to the three Ministry of Education priority areas of:**

- Strengthening student achievement for Maori students
- Strengthening student achievement for Pasifika students
- Supporting learners with Special Education Needs and further development of PCS as an inclusive school (Ministry of Education: Statement of Intent 2012-2017)

### **Strengthening student achievement for Maori and Pasifika students**

Papatoetoe Central School acknowledges the importance of the Ministry of Education and partner agencies working together with Maori whanau and Pasifika communities to improve outcomes for Maori and Pasifika learners. Working together ensures that learning programmes and experiences that are required to lift achievement also respond to the identities, languages and cultures of the different groups. Papatoetoe Central School is committed to working with parents, caregivers, whanau and communities to achieve better outcomes for our learners. Key actions have been identified in the annual plan under the themes of:

- Presence/profile
- Engagement
- Achievement
- Communication
- Partnerships

**The steps our school is taking to strengthen student achievement for Maori and Pasifika students are:**

- Identification of students who require learning support
- Appointment of a Maori and Pasifika student leader (boy and girl)
- Ongoing monitoring of Maori and Pasifika students' progress and achievement at year and school level by all teachers, team leaders and senior leadership team

## Tātaritanga raraunga

- Monitoring of Maori and Pasifika students included in our Ministry of Education national standards targets for specific student groups
- Individual student achievement targets for all Maori (89) and Pasifika (92) students in Writing
- Formal reporting to all Maori and Pasifika families summarising their children's achievement at an annual hui, sharing an evening meal with students and their whanau
- Incorporate Maori and Pasifika celebrations, events and language weeks in the school context
- Continued support of our school's Kaiarahi for Maori students
- Regular liaison with our Kai Awhina for consultation, support and advisory purposes
- Celebration of Pasifika culture with weekly Pasifika songs
- Integration of Tikanga Maori into classroom programmes and team assemblies

### **Supporting learners with Special Educational Needs**

Papatoetoe Central School is committed to being a school that demonstrates inclusive practices for learners with special education needs. As with all learners, Papatoetoe Central School will focus on the following themes to provide high quality education to suit the individual needs of learners:

- Presence/profile
- Engagement
- Achievement
- Communication
- Partnerships

### **The steps our school will take to support learners with Special Educational Needs are:**

- Clear identification of students with special educational needs and considerations
- A range of learning support programmes and staff to meet individual learning needs
- Continued Kaiarahi responsibility for all learning support students and a regularly updated register of them
- Ongoing monitoring and reporting of progress and achievement of students with special educational needs
- Ministry of Education national standards targets for specific student groups
- Formal reporting to parents and caregivers



## Tātaritanga raraunga

- Appointment of an ‘inclusion’ champion on the Board of Trustees (December 2012)
- Regular monitoring meetings for those students who generate ORS and MoE funding
- Participation in Papatoetoe Schools Cluster Enhancement Programme for our students with strengths
- Identification of two students with talents per class as focus students for 2016; plan differentiated learning experiences, monitor these and report on progress and achievement made.

### Strategic Direction 2016-2018

NAG 1: Curriculum	2016	2017	2018
<p><b>1.1</b> To improve our students’ mathematical capabilities. Analyse end of year assessment data to make evidence-based decisions for MOE national standards targets in maths</p>	<p>Associate Principal (AP) to lead introduction of Prime Maths (Y2) and maths enhancement programme (Y4-6) In class support provided by AP and team leaders PAT testing in Y3 – 6 Gloss and IKAN testing in Y1-6 for formative assessment purposes Maintain an upper ability class in mathematics for students in Y4-6 Teachers to integrate PCS best practice model into their daily maths teaching</p>	<p>Establish target areas based on school wide 2016 summative assessment data Review the outcomes of the introduction of Prime Maths AP and team leaders to continue with providing support at team level In class support provided by associate principal Upper ability classes continued Embed best practice model Continue with teacher professional learning in maths – pedagogy, assessment and use of data</p>	<p>Establish target areas based on 2017 summative assessment data Review long term plans in Mathematics Review best practice model Review assessment practices and procedures</p>
<p><b>1.2</b> To further refine our literacy teaching and learning</p>	<p>PCS student achievement targets for all Maori and Pasifika</p>	<p>Establish target areas based on school wide 2016 summative</p>	<p>Establish target areas based on 2017 summative assessment</p>

# Tātaritanga raraunga

<p>programmes. Analyse end of year assessment data to make evidence-based decisions for MOE national standards targets in reading and writing</p>	<p>students in writing (refer to student achievement targets in annual plan) Team meetings to discuss Maori and Pasifika target students In class support role by team leaders, Reading Recovery and Reading Support teachers to support students reading below MOE national standard level Year group learning assistants to work with ELL students, in particular with Rainbow Reading programme - Y1-6 Continue with in-school moderation in writing and cross school moderation - year 2, 4 and 6 with Kohia Terrace School, Epsom</p>	<p>assessment data</p> <p>Maintain in class support by team leaders Maintain Reading Recovery and Reading Support teacher Review ELL programme</p> <p>Continue with cross-school writing moderation</p>	<p>data</p> <p>Maintain support to ensure the improvement in student achievement</p>
<p><b>1.3</b> To ensure that our formative and summative assessment strategies inform our teaching and learning programmes to reflect teachers' practice in teaching as inquiry</p>	<p>In class support focus on learning intentions and success criteria in reading, writing and maths and the use of assessment data to plan for flexible approaches in developing the next steps in individual student's learning Maori and Pasifika student</p>	<p>Learning Intentions, success criteria and flexible approaches to cater for student capability and individual learning needs incorporated into daily classroom practice Analysis and evaluation of assessment data informs next steps in student learning</p>	<p>→</p>

	achievement focus in writing		
<p><b>1.4</b> To plan and implement accelerated learning programmes to cater for our very capable students</p>	<p>Two “top” students identified as target students in each class (talent focus)            Team planning to indicate learning opportunities for very capable students            Students participate in the local cluster Enhancement Programme            Students with strengths in maths participate in PCS maths enhancement programme            Students to participate in local cluster art festival            Present year group end of year performing arts concerts            Selected students in year 4 – 6 to participate in Mathex Challenge for local schools, run by PCS            Selected year 5 and 6 students participate in Tironui Trust Strings orchestra programme</p>	<p>Specific learning experiences developed for identified students</p> <p>Students to participate in local music festival.</p>	<p>Students to participate in local art festival</p>
<p><b>1.5</b> To support our students with special considerations.</p>	<p>Inclusive learning support programmes are developed for identified students            Learning assistants are employed to support students with special needs and considerations within</p>		

# Tātaritanga raraunga

	<p>each year group and with a number of individual students Students receiving learning support tracked by DP, AP, team leaders and Kaiarahi Multiple reading support programmes in place DP responsible for Y1-3 students AP responsible for Y4-6 students</p>		
<p><b>1.6</b> To develop school wide assessment systems to provide appropriate data to track the progress of individual and specified groups.</p>	<p>Develop further Student Management System (SMS) - eTap Provide further professional development in maximising the use of eTap Ongoing self review of school wide assessment practices, timing, recording and reporting</p>	<p>Further professional development for staff in maximising the use of eTap eTap used effectively to inform teaching and learning programmes.</p>	
<p><b>1.7</b> To ensure our students have a broad, challenging and culturally responsive learning environment.</p>	<p>Cooperative team level planning continued Further implementation of SOLO</p> <p>Teachers to offer cultural/performing arts and craft options during break 1 Sports teachers to provide sports coaching and team play activities during break 2 Acknowledgement of culturally</p>	<p>Team leaders to guide the development of a broad range of learning experiences through cooperative planning and ongoing self review processes</p>	

	<p>significant days at assemblies: Matariki, Diwali, Chinese New Year Acknowledgement of annual Race Relations Day</p>		
<p><b>1.8</b> To provide our students with ICT tools to enhance their learning</p>	<p>Prepare to disband ICT suite in term 1 (for classroom use during new building programme) Support in class ICT use: mimio boards, Google docs, Google Classroom, ipads, laptops, desk top computers, app use</p>	<p>Support in class ICT integration to enhance student learning</p>	<p>Support in class ICT integration to enhance student learning</p>
<p><b>1.9</b> To provide our students with an attractive learning library</p>	<p>Timetable cultural themes throughout the year Develop a permanent Being a New Zealander display Mount new pinboards for additional library displays Purchase non fiction books: graphic novels, applied science, NZ material, computer science, bibliographies of authors, news media, journalism, publishing, dictionaries, fossils, dinosaurs, poetry Develop specific focus areas within the library environment to support school wide inquiry learning themes</p>	<p>Review library requirements</p>	<p>Review library requirements</p>

# Tātaritanga raraunga

<p><b>1.10</b> To embed our PCS “Being a New Zealander” curriculum</p>	<p>Provide support for effective library teaching and learning programmes Train student librarians Offer library activities during break times: teacher led story times, puppet shows</p> <p>Focus at team assemblies with teachers leading the focus for the assembly Specific planning for daily class programmes</p>	<p>Further embed “Being a NZer”</p>	<p>Review progress in curriculum implementation</p>
<p><b>NAG 2: Self Review and Community</b></p>			
<p><b>2.1</b> To ensure that there is a consistent, considered approach to our self review procedures so that they are as inclusive as possible</p>	<p>Develop further ongoing self review as an integral element of our daily work Community consultation Survey at 3 way conferences Maintain: Maori Whanau Group and Pasifika Aiga Indian and Chinese advisory groups Continue with pizza and chips evenings for all community groups</p>		

# Tātaritanga raraunga

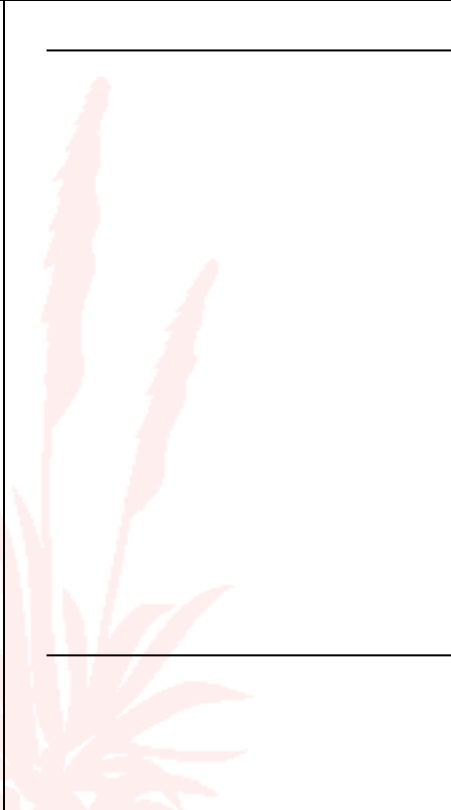
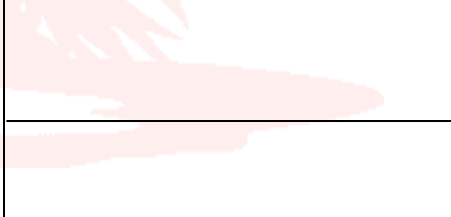
<p><b>2.2</b> To ensure that our teaching and learning planning is relevant and appropriate to meet the needs of our students</p>	<p>Review long term learning plans in relation to the NZC and students' learning needs Ensure planning for learning is inclusive, flexible and constantly addressing students' learning needs and considerations Ongoing review of 2016 Annual Action Plan where teaching and learning is concerned</p>	<p>Review planning documents in relation to students' learning needs and MOE requirements</p>	<p>Review planning documents in relation to students' learning needs and MOE requirements</p>
<p><b>2.3</b> To ensure that our communications with our community are relevant, appropriate and timely</p>	<p>Revise the Parent Handbook and create a new parent information pack to include information about the "Reading Together" programme Interview all new families prior to enrolment Organise 2 parent meetings – term 1 &amp; 3 - to share PCS maths, literacy and science learning programmes Continue with the "Reading Together" programme with year 1 parents and caregivers (term 1 &amp; 2) Translate the weekly newsletter into our community languages, when appropriate</p>	<p>Update Parent Handbook</p>	<p>Update parent handbook</p>

# Tātaritanga raraunga

<p><b>2.4</b> To encourage our staff and students to walk to school and use other sustainable modes of transport</p>	<p>Participate in the Auckland Transport TravelWise programme</p>		
<p><b>NAG 3: Personnel</b></p>			
<p><b>3.1</b> To provide specialist staff for our students</p>	<p>1.0 FTE specialist PE teacher 1.0 FTE Specialist Science and Technology teacher (CRT) Reading Support teacher (0.6FTE) 1 teacher to train in Reading Recovery 14 learning assistants for learning support Specialist music teacher (0.2 FTE)</p>	<p>→</p> <p>→</p>	
<p><b>3.2</b> To encourage our staff to be active members of our learning community through effective and needs based professional learning</p>	<p>Maintain Learning Partner programme and Professional Learning Groups – pairs of learning partners Maintain personal professional portfolios to include reflective journal as evidence for teacher registration criteria</p> <p>Provide staff with current research readings around effective professional practice</p>	<p>Learning Partner programme and Professional Learning Groups to be maintained Personal Professional Portfolios maintained Reflective writing continued each term</p> <p>Research readings to continue and linked to current focus areas Staff Conference</p>	<p>→</p>



	Plan, develop and implement a full staff conference Staff scholarships continued Provisionally Registered Teacher programme in place	Staff scholarships maintained	
<b>NAG 4: Finance and Property</b>			
<b>4.1</b> To ensure that our students are provided with high quality teaching and learning resources. To ensure that our students have a safe, attractive playground and school environment	Implement 2013/2014 5 YA agreement: Replace 6 relocatable classrooms with a new double storey, 8 classroom block. (Two rooms for roll growth) Remove 2 relocatable rooms and re-site 2 rooms (April school holidays) Building project planned to begin in August (MOE, AECOM) Other minor property work: regular maintenance painting	As per 5 YA Complete new building  Ongoing painting of the school and other regular maintenance and health and safety considerations, as required  All weather multi-use pitch installed, funded by the St George Trust	As per 5YA  Ongoing painting of the school and other regular maintenance and health and safety considerations, as required
<b>NAG 5: Health and Safety</b>			
<b>5.1</b> To provide our students and staff with a safe physical and emotional environment to support student wellbeing at school	PCS term value discussed at assemblies – both whole school and year group assemblies PCS: Polite Considerate Sensible posters for all rooms OSH Hazard Identification maintained on Intranet and monitored throughout each day		

	<p>by property manager Health and safety meetings held each term New PCS staff and student wellbeing lead teacher appointed to focus on new H&amp;S legislation First Aid training provided for selected staff 'Restricted' procedures maintained Review Student Behaviour policy and Student Code of Conduct Continue with Student Council as a mechanism for student voice Train student playground role models AP and DP to have pastoral care responsibilities for three year group teams. Yrs 1-3 and 4-6 respectively Liaison with the Dingwall Trust maintained and strengthened</p>		<p>→</p> <p>→</p>
<b>NAG 6: Compliance and Legislation</b>			
<p>To ensure that we are meeting all our legal obligations</p>	<p>See Triennial BoT self review programme Student attendance followed up Deputy Principal Regular attention to all compliance requirements</p>		<p>→</p>

## ANNUAL PLANS 2016

- 1. 2015 MOE National Standards data – PCS Analysis of Variance, Maori and Pasifika Reading data - December 2015**
- 2. Raising Student Achievement statement @ PCS, 2016**
- 3. 2016 MOE National Standards Achievement Targets and Action Plans**
- 4. PCS Assessment Timeline, Term 1-4, 2016**
- 5. Inclusive Education and Maori and Pasifika Education Plans, 2016**
- 6. BoT Triennial Policy Review Plan, 2016**
- 7. Other Specific Focus Areas arising from our self review processes, 2016**
- 8. Annual Action Plan, 2016**



## Papatoetoe Central School 2015 MOE National Standards Results

### Analysis of Variance: Reading

School name: Papatoetoe Central School

School number: 1426

#### READING

MOE NATIONAL STANDARD AVERAGE FOR PCS, 2015: 83% At or Above

#### **Focus Areas 2015:**

##### **Reading:**

We continued to have a strong focus on reading with comprehension, given our large number of students (184 in 2015), funded for English Language Learning (ELL).

Also, in 2015, we completed our two-year research project. In 2013 our school was one of eight schools out of 40 to be selected by the NZCER for a Teaching and Learning Research Initiative. We submitted a proposal with the University of Auckland and the Papatoetoe Library for funding for a two-year reading research project in 2014 and 2015. Our school managed the project. The focus was building on Professor Stuart McNaughton's summer reading effect research. The research involved tracking the reading achievement of our 2014 year 5 students (115) during year 5 and during year 6 – in 2015.

**Strategic Aim/s: (Papatoetoe Central School Charter 2015)**

1. To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic and physical development of our students in a strong values-based learning environment.
2. To ensure that all students are able to access the New Zealand Curriculum (NZC) and that their achievement is measured regularly against national norms and MOE national standards. To aim to increase the number of students achieving at or above the MOE national standards in reading, writing and mathematics.
3. To provide professional learning opportunities for staff aligned with our goals and MOE priorities

**Annual Aim: (Papatoetoe Central School Charter 2015)**

1. To further refine our literacy teaching and learning programmes.
2. To analyse end of year assessment data to make evidence-based decisions for MOE National Standards targets in reading and writing.
3. To provide our students with an attractive library
4. To provide specialist staff for our students
5. To support our Maori and Pasifika students as well as our students with special needs and considerations

**Target: MOE National Standard – Reading Year 5, 2015**

**Baseline data 2014: 5 students below (2 girls, 3 boys) and 2 students well below (2 boys)**

**Annual MOE National Standard target in Reading 2015:**

Five students (2 girls, 3 boys) who were *below* the MOE national standard in December 2014 will make at least 1 year's progress in relation to the MOE national standard for reading.

2 Maori girls  
2 Pasifika boys  
1 Indian boy (ELL funded student)

**WELL BELOW**

Two students (2 boys) who were *well below* the MOE national standard will make at least 2 years' progress.

1 Pasifika boy (ORS funded student)

# Tātaritanga raraunga

1 Middle Eastern boy (ELL funded student)

## Baseline data: Year 5 Below National Standard

1.

BELOW					
Gender	Ethnicity	End Y4	Mid Y5	End Y5	Progress
Female	Maori	L23			
Female	Maori	L23			
Male	Pasifika	L22			
Male	Pasifika	L27			
Male	Indian	L23			

## Year 5 Well Below National Standard

2.

WELL BELOW					
Gender	Ethnicity	End Y4	Mid Y5	End Y5	Progress
Male	Pasifika	L 15			
Male	Middle Eastern	L 11			

<b>Actions (what did we do?)</b> <b>(School-wide support programmes in Reading)</b>	<b>Outcomes (what happened?)</b> <b>(MOE National Standard Target group)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
<p>Small group reading support taken by a Reading Recovery teacher following data analysis of mid year and end of year data – between 45 - 50 students</p> <p>Two teachers were responsible for a Reading Recovery programme throughout 2015</p> <p>English Language withdrawal classes for 57 students for accelerated English learning</p> <p>A teacher taught a literacy programme 0.5 daily each term to support students in year one not making the expected progress to achieve MOE national standard for 40 weeks</p> <p>A learning assistant was available for each year group, each morning of the week to work with small groups of students – ELL focus</p> <p>Resource Teacher of Literacy programme for 4 students in 2015</p> <p>A teacher provided in class support in literacy one day weekly for students in year two, terms three and four</p> <p>Our Reading Support teacher continued to administer the Six Year</p>	<p><b>Results – refer table – next section</b>  From the <u>target of expecting five students to make more than one year's progress:</u></p> <p>One Pasifika boy made 1.5 years' progress and is now <b>ABOVE</b> expected standard for year 5</p> <p>Two students made 12 months' progress and are now <b>AT</b> the expected standard</p> <p>Two students made 6 months' progress and are <b>BELOW</b> expected standard for year 5</p> <p>All five students have benefited from targeted ELL or Reading Support programmes</p> <p>In relation to the <u>target for two students to make two years' progress:</u></p> <p>One student made 12 months' progress and one student made 6 months' progress.</p> <p>One student (6 months' progress) is ORS funded, and receives learning assistant support every day</p> <p>All seven students have benefited from targeted ELL or Reading Support programmes</p>	<p><b>The actions listed have all had a positive effect for 43% of the target group who achieved one or more year's progress</b></p> <p>Extensive learning support for groups of students and individuals have contributed to this positive outcome</p> <p>Although the students <b>WELL BELOW</b> made limited progress, their improvement is positive</p> <p>A focus on the library and increased opportunity to read library books has also had a positive effect</p> <p>In the year 5 cohort, (four classes), teachers read them the same novel concurrently, resulting in interesting, shared discussions and increased student engagement</p> <p>Most of the students in the group not achieving at MOE national standard level are students who speak little or no English</p> <p>There is a very consistent approach to the teaching of reading in the school with a strong pedagogical/instructional approach that addresses a wide range of student capability in all classes</p>	<p><b>Reading:</b>  83% of students in the school are achieving at or above MOE national standard.</p> <p>We were very pleased with this result which shows an increase since 2014. We are very pleased with the result., that is 5% higher than the 2014 national average.</p> <p>2014 PCS Average: 79%  2015 PCS Average: 83%</p> <p>In the target area of year 5, 92% are achieving at or above national standard.</p> <p>79% of our Maori students are achieving at or above MOE national standard in reading, and in the target year level - Year 5, one Maori student is below MOE national standard in reading.</p> <p>83% of our Pasifika students are achieving at or above national standard in reading and in the target year level - year 5, one Pasifika student is below and one is well below MOE national standard in reading. (ORS funded)</p> <p>Three teachers will implement the Reading Recovery programme in</p>



# Tātaritanga raraunga

<p>Net test for every six year old</p> <p>Two-year NZCER funded Reading research project – Year 6: 0.2 FTE Research Support teacher in Term 1 and 2</p> <p>Tracking of all Maori and Pasifika students in reading with comprehension - our practice for the last four years</p> <p>Library open daily for students' use in break times with an opportunity to listen to stories read aloud by teachers, daily</p> <p>A playground book bus providing students with the opportunity to read quietly in a playground space during break times</p> <p>A trained reading dog: selected students read to the dog each week</p> <p>Granny volunteer helpers supported and enhanced students' fluency</p> <p>The Reading Together project was implemented for three groups of parents</p> <p>Novel 'read alouds' in the year 5 &amp; 6 cohort and introduced to all year groups during 2015</p>			<p>2016 and the actions noted in column one, will be implemented again in 2016</p> <p>We will continue to monitor student progress closely and ensure support is in place when required</p> <p>We will also continue to ensure that our very able readers have the opportunity to increase the depth of their reading and to apply their reading skills in research-based, personalised learning activities</p>
--	--	--	---





# Tātaritanga raraunga

Appointed a Lead Teacher with responsibility for reading year 1 - 6  
Continued with a reading development team comprising teachers from all year levels  
Learning assistants trained to utilise the Rainbow Reading programme with selected students from all year levels

**Results:**

- Five students (2 girls, 3 boys) who were *below* the MOE national standard in December 2014 will make at least 1 year's progress in relation to the MOE national standard for reading.

BELOW					
Gender	Ethnicity	End Y4	Mid Y5	End Y5	Progress
Female	Maori	L23	L24	L25	+12 mths
Female	Maori	L25	L26	L26	+ 6 mths
Male	Pasifika	L22	L23	L24	+12 mths
Male	Pasifika	L27	L28	L30	+18 mths
Male	Indian	L25	L26	L26	+ 6 mths

## Results:

2. Two students (2 boys) who were *well below* the MOE national standard will make at least 2 years' progress

WELL BELOW					
Gender	Ethnicity	End Y4	Mid Y5	End Y5	Progress
Male	Pasifika	L15	L16	L16	+ 6 mths
Male	Middle East	L11	L12	L15	+12 mths

## Planning for 2016:

### To continue:

- Reading support programme with specialist teacher (Trained in Reading Recovery)
- Reading Recovery programme with 3 teachers for terms 1 & 2 (an increase of 4 students in Reading Recovery making a total of 12 students)
- Reading Together programme – invitations for parents in Enrolment Folder & for Meet the Teacher evening
- Reading Eggs computer programme for year 1 & 2 students
- Parent literacy information seminars – two per year
- ELL professional development for teachers and learning assistants
- More Learning Assistant hours in all classes Year 1 to Year 4 (Two learning assistants in each cohort, four mornings each week)
- Reading Development Team: lead teacher plus representatives from each cohort to examine current research, informed practice and disseminate findings to all staff

### To introduce:

- PAT Reading Comprehension and Reading Vocabulary Year 4 – 6
- PAT Listening Comprehension Year 3 - 6

# Analysis of variance reporting

School name: Papatoetoe Central School

School number: 1426

## WRITING

MOE NATIONAL STANDARD AVERAGE FOR PCS: 2015: 73% At or Above

**Focus: (Papatoetoe Central School Charter 2015)**

### **Writing**

To raise the level of those students whose writing achievement level is below the MOE National Standard expectation and to increase the number of students achieving at or above the expected MOE National Standard level.

**Strategic Aim: (Papatoetoe Central School Charter 2015)**

1. To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic and physical development of our students in a strong values-based learning environment.
2. To ensure that all students are able to access the New Zealand Curriculum (NZC) and that their achievement is measured regularly against national norms and MOE national standards. To aim to increase the number of students achieving at or above the MOE national standards in reading, writing and mathematics.
3. To provide professional learning opportunities for staff aligned with our goals and MOE priorities

**Annual Aim: (Papatoetoe Central School Charter 2015)**

- 1 To further refine our literacy teaching and learning programmes.
  - To analyse end of year assessment data to make evidence-based decisions for MOE National Standards targets in reading and writing.
  - To provide specialist staff for our students
  - To support our Maori and Pasifika students as well as our students with special needs and considerations
  - To moderate our writing assessment within year group teams, across year group teams and with a Decile 10 school

**Target: MOE National Standard – Writing Year 6, 2015**

**Baseline data 2014: 26 students below (17 boys, 9 girls) and 12 students well below (11 boys, 1 girl)**

**Annual MOE National Standard target in Writing 2015:**

**BELOW**

## Tātaritanga raraunga

Twenty-Six students who were *below* the MOE national standard in December 2014 will make at least 1 year's progress in relation to the MOE national standard for writing.

- 2 Maori girls
- 5 Pasifika boys
- 1 Pasifika girl
- 2 Chinese boys
- 1 Chinese girls
- 9 Indian boys
- 5 Indian girls
- 1 Cambodian boy

### **WELL BELOW**

Twelve students who were *well below* the MOE national standard in December 2014 will make at least 2 years' progress.

- 7 Indian boys (2 ORS funded students)
- 1 Chinese boy
- 2 Vietnamese boys
- 1 Maori boy
- 1 Cambodian girl (ORS funded student)

### **Baseline data: Year 6 Below National Standard**

Gender	Ethnicity	End Y5	Mid Y6	End Y6	Progress
Female	Pasifika	2A			
Male	Pasifika	2P			
Male	Pasifika	2P			
Male	Pasifika	2A			
Male	Pasifika	2A			



# Tātaritanga raraunga

Male	Pasifika	2A			
Female	Maori	2A			
Female	Maori	2A			
Male	Indian	2P			
Male	Indian	2P			
Male	Indian	2P			
Male	Indian	2P			
Male	Indian	2A			
Male	Indian	2A			
Male	Indian	2A			
Male	Indian	2P			
Male	Indian	2P			
Female	Indian	2A			
Female	Indian	2P			
Female	Indian	2P			
Female	Indian	2A			
Female	Indian	2A			
<b>Gender</b>	<b>Ethnicity</b>	<b>End Y5</b>	<b>Mid Y6</b>	<b>End Y6</b>	<b>Progress</b>
Male	Chinese	2P			
Male	Chinese	2P			
Female	Chinese	2A			
Male	Cambodian	2P			

**Baseline data: Year 6 Well Below National Standard**



# Tātaritanga raraunga

	Gender	Ethnicity	End Y 5	Mid Y 6	End Y 6	Progress
	Male	Indian	1P			
	Male	Indian	1A			
	Male	Indian	1A			
	Male	Indian	2B			
	Male	Indian	2B			
	Male	Indian	2B			
	Male	Indian	2B			
	Male	Vietnamese	2B			
	Male	Vietnamese	1B			
	Male	Chinese	1B			
	Male	Maori	2B			
	Female	Cambodian	1P			

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>English Language withdrawal classes for 57 students for accelerated English learning</p> <p>A teacher taught a literacy programme 0.5 daily each term to support students in year 1 not making the expected progress to achieve national standard for 40 weeks</p> <p>A teacher provided a support programme in writing for students in the Year 6 target group – 3 sessions weekly</p> <p>A teacher provided in class support in literacy, one day weekly, for students in year 2, term 3 &amp; 4</p> <p>Our Reading Support teacher administered the Six Year Net test for every 6 year old</p> <p>A learning assistant was available for each year group, each morning of the week to work with small groups of students – ELL focus</p>	<p><b>Results – refer table – next section</b> From the <u>target of expecting 26 students to make more than 1 year’s progress:</u></p> <p>9 students are now <u>AT</u> expected standard for Year 6</p> <p>9 students who progressed one or more years are now just <u>BELOW</u> expected standard for Year 6</p> <p>2 target students left PCS</p> <p>3 Pasifika students made more than one year’s progress</p> <p>A total of <u>13 students (50%) met the target by achieving more than 1 year’s progress</u></p> <p>All students have benefited from targeted ELL or Reading Support programmes.</p> <p>From the <u>target of expecting 12 students to make 2 years’ progress:</u></p> <p>4 students made more than 1 year’s progress</p> <p>11 of the students progressed 1 sublevel - 1 ORS funded student remained on the same level</p>	<p><b>The actions listed have all had a positive effect for 83% of the target group who achieved 1 or more year’s progress</b></p> <p>Extensive learning support for groups of students and individuals</p> <p>Although the students <u>WELL BELOW</u> only made one year’s progress, this is an improvement</p> <p>Most of the students in the group not achieving at MOE national standard level are students who have a home language other than English</p> <p>Two students in the Below national standard target group are ESOL funded students</p> <p>Five students in the Well Below national standard target group are ESOL funded students</p>	<p>73% of students are achieving At or Above national standard. We are pleased with the result, given our large number of English language learners and the complexities associated with learning to write in English.</p> <p>This result is 2% higher than the 2014 national average</p> <p>In the target area of year 6, 69.7% are achieving At or Above national standard</p> <p>63% of our Maori students are achieving At or Above national standard in writing Of the Maori students in Year 6, 3 Maori students are Below and 1 Well Below national standard in writing</p> <p>69% of our Pasifika students are achieving At or Above national standard in writing Of the Pasifika students in Year 6, 2 Pasifika boys are Below national standard in writing and 2 Pasifika boys are Well Below national standard in writing</p> <p>These students are now all in Year 7 at a range of other schools. (39% of the year six cohort enrolled for their year 7 education at schools other than our local intermediate school)</p>



# Tātaritanga raraunga

<p>RT Lit. programme for 4 students in 2015</p> <p>Writing moderation in-school and across a school – Y2, 4 and 6 with Kohia Terrace School, Epsom</p> <p>eastTtle writing assessment tool used formatively including exemplars, rubrics, reports and tests</p> <p>Appointed a lead teacher with responsibility for writing year 1 - 6</p> <p>Continued with a writing development team comprising teachers from all year levels</p> <p>The principal provided weekly writing support for a group of year 2 students (term 2 &amp; 3)</p>			



# Tātaritanga raraunga

## Results:

1. Twenty-Six students who were *below* the MOE national standard in December 2014 will make at least 1 years' progress in relation to the MOE national standard for writing.

Gender	Ethnicity	End Y5	Mid Y6	End Y6	Progress
Female	Pasifika	2A	2A	3P	+ 2
Male	Pasifika	2P	2P	2A	+ 1
Male	Pasifika	2P	2A	3B	+ 2
Male	Pasifika	2A	2A	3B	+ 1
Male	Pasifika	2A	2A	2A	NIL
Male	Pasifika	2A	2A	3P	+ 2
Female	Maori	2A	2A	3B	+ 1
Female	Maori	2A	2A	3B	+ 1
Male	Indian	2P	2A	2A	+ 1
Male	Indian	2P	2A	3P	+ 3
Male	Indian	2P	3B	3P	+ 3
Male	Indian	2P	2A	3B	+ 2
Male	Indian	2A	2A	3B	+ 1
Male	Indian	2A	3B	3P	+ 2
Male	Indian	2A	2A	3B	+ 1
Male	Indian	2P	2A	3P	+ 3
Male	Indian	2P	2A	3B	+ 2
Female	Indian	2A	2A	3P	+ 2
Female	Indian	2P	2P	2A	+ 1
Female	Indian	2P	2P	Left	Left
Gender	Ethnicity	End	Mid	End	Progress

## Tātaritanga raraunga

		Y5	Y6	Y6	
Female	Indian	2A	2A	2A	NIL
Female	Indian	2A	Left	Left	Left
Male	Chinese	2P	2A	3P	+ 3
Male	Chinese	2P	2A	3B	+ 2
Female	Chinese	2A	3B	3P	+ 2
Male	Cambodian	2P	2P	2A	+ 1

### Results:

2. Twelve students who were *well below* the MOE national standard in 2014 will make at least 2 years' progress

Gender	Ethnicity	End Y 5	Mid Y 6	End Y 6	Progress
Male	Indian	1P	1A	2B	+ 2
Male	Indian	1A	2B	2P	+ 2
Male	Indian	1A	1A	2B	+ 1
Male	Indian	2B	2B	2P	+ 1
Male	Indian	2B	2B	2P	+ 1
Male	Indian	2B	2B	2P	+ 1
Male	Indian	2B	2P	2P	+ 1
Male	Vietnamese	2B	2B	2A	+ 1
Male	Vietnamese	1B	1P	2B	+ 3
Male	Chinese	1B	1P	1A	+ 2
Male	Maori	2B	2P	2A	+ 2
Female	Cambodian	1P	1P	1P	NIL

### Planning for 2016:

## Tātaritanga raraunga

### To continue:

- In school and across school writing moderation
- Lead teacher for writing and leadership of Writing Development Team
- EasTTle professional development for teachers
- In class writing support from teachers and learning assistants
- Parent seminars in literacy – twice a year
- ELL professional development for teachers and Learning Assistants

### To introduce:

- Professional development in Writing at 2016 staff conference
- Professional development in Assessment for Learning
- Increase Learning Assistant hours in year 1 to 4 (Two learning assistants, four mornings per week. Three learning assistants in year 1, from term three onwards)



**School name: Papatoetoe Central School**

**School number: 1426**

## **MATHEMATICS**

**MOE NATIONAL STANDARD AVERAGE FOR PCS, 2015: 84% At or Above**

### **Focus:**

#### **Our Commitments (from Papatoetoe Central School Charter 2015)**

##### **Focus Areas, 2015**

#### **Mathematics**

Our focus in 2015 was on improving student achievement in maths. We completed a review of our maths curriculum and introduced PRIME Mathematics in year 4-6. We continued to ensure flexible groupings and to increase the application of mathematics. We monitored these changes during 2015 in relation to student achievement in maths. We also offered a maths enhancement programme for our students with strengths in maths (year 4-6).

#### **Strategic Aim/s: (Papatoetoe Central School Charter 2015)**

- 1.To provide multiple learning opportunities that will support and optimise the development of academic, social, cultural, artistic and physical development of our students in a strong values-based learning environment.
- 2.To ensure that all students are able to access the New Zealand Curriculum (NZC) and that their achievement is measured regularly against national norms and MOE national standards. To aim to increase the number of students achieving at or above the MOE national standards in reading, writing and mathematics.
- 3.To ensure that MOE priority groups – Maori, Pasifika and students with special educational needs are supported in their learning so that they can progress in the NZC, feel valued at our school, fully participate in and contribute to the school and their community environment. To ensure the wellbeing of all students at our school.
- 4.To enhance students' learning through teaching as inquiry, evidence based pedagogy, in depth analysis and moderation of assessment data and the appropriate use of ICT tools.
- 5.To provide professional learning opportunities for staff aligned with our goals.

#### **Annual Aim/s: (Papatoetoe Central School Charter 2015)**

- To improve our students' mathematical capabilities. Analyse end of year assessment data to make evidence-based decisions for MOE national standards targets in maths

## Tātaritanga raraunga

- To formulate MOE national standards targets in reading, writing and maths
- To support our students with special needs and considerations

### Target:

#### Annual MOE National Standard target in Maths 2015:

1. Fourteen students (**5 girls, 9 boys**) in Year 4 who were *below* the national standard in December 2014 **will make at least 1 year's progress** in relation to the MOE national standard for maths.

- 1 Indian girl
- 6 Indian boys
- 2 Maori girls
- 1 Maori boy
- 1 Pasifika girl
- 2 Pasifika boys
- 1 Chinese girl

2. Two students (**1 boy, 1 girl**) in Year 4 who were *well below* the national standard in December 2014 **will make at least 2 years' progress** in relation to the MOE national standard for maths.

- 1 Maori girl
- 1 Maori boy



# Analysis of variance reporting

**Baseline data:**

1

BELOW

Gender	Ethnicity	End Y3 Maths Stage (2014)	PAT (2015)	Mid Y4 Maths NZC level (2015)	End Y4 Maths NZC level (2015)	Progress
F	Indian	4/4				
M	Indian	4/3				
M	Indian	4/3				
M	Indian	4/4				
M	Indian	4/3				
M	Indian	4/3				
M	Indian	Early 5/3				
F	Maori	4/3				
F	Maori	New				
M	Maori	New				
F	Pasifika	4/4				
M	Pasifika	4/3				
M	Pasifika	New				
F	Chinese	4/3				



# Tātaritanga raraunga

2.

	WELL BELOW					
Gender	Ethnicity	End Y3 Maths Stage (2014)	PAT (2015)	Mid Y6 Maths NZC level (2015)	End Y6 Maths NZC level (2015)	Progress
F	Maori	2/3				
M	Maori	New				

## Tātaritanga raraunga

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Introduction of PRIME Mathematics resource for Year 4 to 6 classes.</p> <p>Review and update of school maths curriculum to include introduction of PRIME Maths resource.</p> <p>Ongoing focus on flexible/fluid groupings and to increase the application of mathematics.</p> <p>Embedding and ongoing monitoring of 'Friday Maths Programme' with focus on rich tasks/problem solving; mixed ability grouping and mathematical inquiry; using correct mathematical terminology and less focus on Numeracy Project strategies.</p> <p>Monitored these changes during 2015 in relation to student achievement in maths.</p> <p>Associate Principal (AP) led Mathematics Development Team with main focus being the introduction of PRIME Maths.</p> <p>In class support and formal observations of the Mathematics programme throughout the year.</p>	<p><b>Results – refer table – next section From the target of 14 students (below MOE national standard):</b></p> <p>7 students (50%) are achieving at expected Year 4 level (NZC)</p> <p>5 students (43%) were not achieving at expected Year 4 level (NZC) but achieving PAT results of average stanine (4 – 7) for Year 4.</p> <p>1 student left the school.</p> <p><b>From the target of 2 students (well below MOE national standard):</b></p> <p>1 student is not achieving at expected Year 4 level but achieved PAT average stanine of 5 for Year 4.</p> <p>1 student left the school.</p>	<p><b>The following areas of school operation in the area of Mathematics have had a positive effect for 100% of the target students (i.e. the students who are achieving at expected Year 4 level, and the students who achieving PAT average stanines for Year 4):</b></p> <p>Review and update of the school maths curriculum.</p> <p>Introduction of PRIME Maths resource.</p> <p>Embedding of ongoing programme of 'Friday Maths Programme'.</p> <p>Leadership role of AP in facilitating and monitoring all aspects of Maths review.</p> <p>Strong focus on flexible and fluid grouping approach and ambitious teaching.</p> <p>Testing and formative assessment procedures to identify specific learning needs.</p> <p>Extensive learning support to work with individuals and groups of</p>	<p><b>Maths:</b></p> <p>83.7% of students are achieving at or above National Standard (2015). This result is 8.5% higher than the 2014 national average of 75.2%.</p> <p>Our National Standards results have been very positive since 2013: 2013: 81.8% 2014: 86.1% 2015: 83.3%</p> <p>Our school receives many new enrolments throughout the year, which may explain the slight drop between 2014 and 2015. However, our success still exceeds the national average of 75.2%.</p> <p>We are very pleased with this overall result.</p> <p>Students receive a structured maths hour daily with cross grouping and Maths Enhancement programme in Y 4 to 6 to maximise teaching and learning for our highest achieving students.</p> <p>We had a focus on basic facts, the number strand and other NZC strands. Our maths curriculum has</p>



## Tātaritanga raraunga

<p>Summary of key observation ideas shared with whole staff.</p> <p>PAT testing in Y4 – 6.</p> <p>NZC and PRIME alignment in Y 4 – 6. Teachers observed and collected data in a very formative manner – minute by minute/day by day – ongoing feedback/checklist in Assessment folder.</p> <p>Y 1 – 3 Gloss and IKAN testing.</p> <p>Ongoing work of Maths Development Team with focus on introduction and delivery of PRIME Mathematics programme. Planning templates were developed which resulted in consistency of planning and delivery of the programme.</p> <p>Continued Maths Enhancement programme for high achieving Y 4 to 6 students.</p> <p>Learning assistants were employed to support students with special needs and considerations within each year group and with a number of individual students. Team leaders timetabled this support across their team with clearly identified students and learning focus areas.</p>		<p>students.</p> <p>Quality teaching and learning by all staff as evidenced by ERO in April, 2014.</p> <p>Maths Development Team kept staff informed of new developments in our school.</p> <p>Learning support/learning assistants targeted for specific students.</p> <p><b>For the students who did not meet the target of achieving expected levels for Year 4 but did achieve PAT results of the average stanine for Year 4, there are many factors beyond the school and learning environment that impact on a student's progress and achievement including:</b></p> <p>Severe developmental/cognitive delay ELL issues Significant Family issues CYFS and police issues Extreme Poverty Transience</p>	<p>been reviewed.</p> <p>We introduced a new resource - PRIME Maths which has resulted in a very consistent approach to Maths teaching and learning programmes, and we believe it is more effective than the Numeracy Project.</p> <p>82% of our Maori students are achieving at or above MOE national standard in maths.</p> <p>75% of our Pasifika students are achieving at or above MOE national standard in maths.</p>
---	--	---	---

## Tātaritanga raraunga

Students received learning support tracked by DP, AP, team leaders and Kaiarahi  
MoE ALiM contract (2<sup>nd</sup> year)

### Results:

Fourteen students (**5 girls, 9 boys**) who were *below* the MOE national standard in December 2014 **will make at least 1 year's progress** in relation to the MOE national standard for maths.

### BELOW

Gender	Ethnicity	End Y3 Maths Stage (2014)	PAT (2015)	Mid Y4 Maths NZC level (2015)	End Y4 Maths NZC level (2015)	Progress
F	Indian	4/4	6	2P	2P	At expected Yr 4 level
M	Indian	4/3	4		2P	At expected Yr 4 level
M	Indian	4/3	4	2B	2B	Below expected Yr 4 level but PAT average stanine for Yr 4
M	Indian	4/4	7	2B	2P	At expected Yr 4 level
M	Indian	4/3	5	2B	2B	Below expected Yr 4 level but PAT average stanine for Yr 4
M	Indian	4/3	5	2P	2P	At expected Yr 4 level
M	Indian	Early5/3	6	2P	2P	At expected Yr 4 level
F	Maori	4/3	5	1A	2B	Below expected Yr 4 level but PAT average stanine for Yr 4
F	Maori	New	5	2B	2P	At expected Yr 4 level
M	Maori	New	7	2B	2P	At expected Yr 4 level
F	Pasifika	4/4	7	2B	2B	Below expected Yr 4 level but PAT average

## Tātaritanga raraunga

							stanine for Yr 4
M	Pasifika	4/3	5	2B	2B		Below expected Yr 4 level but PAT average stanine for Yr 4
M	Pasifika	New	Left	Left	Left		LEFT
F	Chinese	4/3	5	2B	2B		Below expected Yr 4 level but PAT average stanine for Yr 4

Two students who were *well below* the MOE national standard in December 2014 **will make at least 2 years' progress** in relation to the MOE national standard for maths.

	WELL BELOW					
Gender	Ethnicity	End Y3 Maths Stage (2014)	PAT (2015)	Mid Y6 Maths NZC level (2015)	End Y6 Maths NZC level (2015)	Progress
F	Maori	2/3	5	1A	1A	Below expected Yr 4 level but PAT average stanine for Yr 4
M	Maori	New	Left	Left	Left	

\*\*In 2015 we introduced PRIME Mathematics resource, with Numeracy Project used only if students needed extra support with their Maths learning. Therefore, with less emphasis on the Numeracy Project and its associated assessment tools such as GLOSS, the focus of assessment has shifted to a more formative approach of observations and checklists (minute by minute, day by day).

The end of 2014 data was the Numeracy Project stage. In 2015 the assessment tools and processes that were mainly used are PAT and formative assessment processes (see above) resulting in a mid/end year best fit Maths level with alignment of NZC and PRIME Maths programme.

Therefore, the data in the above table does not compare end of 2014 of Numeracy stage with a 2015 stage.

## Tātaritanga raraunga

### **Mathematics Planning for 2016:**

Introduction of PRIME Maths for Y 2 and 3, and continuation of programme for Y 4 to 6.

The new school mathematics curriculum will continue to be monitored.

Friday Maths Programme will continue for all year levels.

Availability of a Mathletics option during break times.

Continue the use of Mathletics in Year 3 to 6, utilising home and school access.

Year group learning assistants to support Maths programme in all cohorts across the school.

A teacher (0.6FTE) to provide Maths Enhancement programme for groups of very high achieving students in Y 4 to 6. This will enable homeroom classes for Mathematics to have fewer students

Continuation of Maths Development Team to ensure staff are aware of the latest research, informed practice pedagogy and new Maths developments and ideas.

## PAPATOETOE CENTRAL SCHOOL

### Report of progress of Maori and Pasifika Target Students: Reading Comprehension

December 2015

The report includes information about our Maori and Pasifika students' progress in Reading Comprehension.

In 2015 students were identified if they were achieving below/well below expected levels for Year 2 to 6; and achieving at or below expected levels for Year 1 students.

Progress has been reported as either:

- 2 or less Reading levels
- 3 -5 Reading levels
- 6 Reading levels or more.

Report also includes information if a student is now achieving at expected level.

### MAORI STUDENTS (n = 89)

#### YEAR 1

Maori Students: Year 1			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 -5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 6)</b>			
Target below/well below cohort level	1	1	4
<b>Boys (n = 9)</b>			
Target below/well below cohort level	1	4	4

#### Summary

## Tātaritanga raraunga

- Five out of 6 Maori girls have progressed 3 Reading levels or more.
- Eight out of nine Maori boys have progressed 3 Reading levels or more.
- Three out of six Maori girls are now achieving at expected level.
- Four out of nine Maori boys are now achieving at expected level.

### YEAR 2

<b>Maori Students: Year 2</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 3)</b>			
Target below/well below cohort level		1	2
<b>Boys (n = 8)</b>			
Target below/well below cohort level	1		7

### Summary

- All Maori girls have progressed 3 or more Reading levels.
- Seven out of eight Maori Boys have progressed 6 Reading levels or more.
- All Maori girls are now achieving at expected level.
- Four out of eight Maori boys are now achieving at expected level.

### YEAR 3

<b>Maori Students: Year 3</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 2)</b>			
Target below/well below cohort level			2
<b>Boys (n = 0)</b>			
Target below/well below cohort level	nil		

## Tātaritanga raraunga

### Summary

- Both Maori girls have progressed 6 Reading levels or more.
- One out of two Maori girls is now achieving at expected level.

### YEAR 4

<b>Maori Students: Year 4</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 5)</b>			
Target below/well below cohort level		3	2
<b>Boys (n = 1)</b>			
Target below/well below cohort level		1	

### Summary

- All Maori girls have progressed 3 Reading levels or more.
- The one Maori boy has progressed 3 - 5 Reading levels.
- One out of 5 Maori girls is now achieving at expected level.

### YEAR 5

<b>Maori Students: Year 5</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 2)</b>			
Target below/well below cohort level	2		
<b>Boys (n = 0)</b>			
Target below/well below cohort level	nil		

## Tātaritanga raraunga

cohort level			
--------------	--	--	--

### Summary

- Both Maori girls have progressed 2 or less Reading levels; and are both just below expected level.

### YEAR 6

Maori Students: Year 6			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 1)</b>			
Target below/well below cohort level	1		
<b>Boys (n = 1)</b>			
Target below/well below cohort level	1		

### Summary

- One Maori girl has progressed 2 or less Reading levels; and is now achieving at expected level.
- One Maori boy has progressed 2 or less Reading levels.

## PASIFIKA STUDENTS (n = 107)

### YEAR 1

Pasifika Students: Year 1			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 -5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 8)</b>			
Target below/well below cohort level	1	1	6



## Tātaritanga raraunga

<b>Boys (n =9)</b>			
Target below/well below cohort level	2	1	6

### Summary

- Seven out of eight Pasifika girls have progressed 3 Reading levels or more.
- Seven out of nine Pasifika boys have progressed between 3 Reading levels or more.
- Five out of eight Pasifika girls are now achieving at expected level.
- Five out of nine Pasifika boys are now achieving at expected level.

### YEAR 2

<b>Pasifika Students: Year 2</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 2)</b>			
Target below/well below cohort level			2
<b>Boys (n = 1)</b>			
Target below/well below cohort level			1

### Summary

- Both Pasifika girls have progressed between 6 Reading levels or more.
- One Pasifika boy has progressed 6 Reading levels or more.
- One of two Pasifika girls is now achieving at expected level.

### YEAR 3

<b>Pasifika Students: Year 3</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = )</b>			
Target below/well below cohort level	nil		

## Tātaritanga raraunga

cohort level			
<b>Boys (n = 1)</b>			
Target below/well below cohort level			1

### Summary

- 1 Pasifika boy has progressed between 6 Reading levels or more; and is achieving just below expected level.

### YEAR 4

<b>Pasifika Students: Year 4</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = )</b>			
Target below/well below cohort level	nil		
<b>Boys (n = 2)</b>			
Target below/well below cohort level		1	1

### Summary

- Both Pasifika boys have progressed 3 Reading levels or more.
- One out of two Pasifika boys is now achieving at expected level.

### YEAR 5

<b>Pasifika Students: Year 5</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = 1)</b>			
Target below/well below cohort level		1	
<b>Boys (n = 3)</b>			
Target below/well below cohort level	2	1	

## Tātaritanga raraunga

### Summary

- 1 Pasifika girl has progressed 3 – 5 Reading levels and is now achieving at expected level.
- 2 Pasifika boys have progressed 2 or less Reading levels.
- 1 Pasifika boy has progressed 3 – 5 Reading levels and is now achieving at expected level.

### YEAR 6

<b>Pasifika Students: Year 6</b>			
	<i>Progress of 2 or less Reading levels</i>	<i>Progress of 3 - 5 Reading levels</i>	<i>Progress of 6 Reading levels or more</i>
<b>Girls (n = )</b>			
Target below/well below cohort level			
<b>Boys (n =2)</b>			
Target below/well below cohort level	1	1	

### Summary

- One Pasifika boy has progressed 2 or less reading levels and 1 Pasifika boy has progressed between 3 – 5 Reading levels.
- One Pasifika boy is now achieving at expected level.

### OVERALL SUMMARY

Of the 38 Maori students (42%) who were identified as achieving below or well below expected levels, (Year 1 at/below)

- 37 students (97%) have made some progress in Reading levels.
- 1 Maori boy has not made any progress.
- 9 Maori girls and 8 Maori boys are now at achieving at expected level.

Of the 29 Pasifika students (27%) who were identified as achieving below or well below expected levels, (Year 1 at/below)

- All students have made some progress in Reading levels.
- Seven Pasifika girls and eight Pasifika boys are now achieving at expected level



## Raising Student Achievement at Papatoetoe Central School, 2016

The BoT and staff at Papatoetoe Central School are committed to raising the achievement of all our students. At 1 March we have 664 students – 55% Indian, 11% Asian, 14% Pasifika, 13% NZ Maori and 5% European. We have 30 more students in the school on 1 March this year (664 students) compared with 1 March 2015, (634 students).

### Actions in 2016:

#### 1. MOE National Standards Targets – Reading, Writing, Maths (Please note, we will have four target groups in 2016)

As a result of in depth analysis of 2015 end of year achievement data, we have formulated MOE national standards targets as required by the MOE. We will focus on cohorts in which there are the greatest number of students who were well below the MOE national standard at the end of 2015. Many of these students – around 25% (166 students) of the total school roll, are MOE funded English language learners (ELL). These students speak little or no English.

#### Four Target groups: 2015

Reading:	Year 3 students
Writing:	Year 6 students
Mathematics:	Year 4 students and Year 6 students

## Tātaritanga raraunga

### **2. Writing Targets for all Maori and Pasifika students**

Since 2011 we have tracked and monitored the individual progress of all Maori and Pasifika students at our school and we will continue to do so in 2016. This year we have 89 Maori and 90 Pasifika students. Teachers will set an individual mid and end of year target for each of these students in writing. Data will be recorded and used by teachers and support staff for planning the next steps in the teaching of writing for each of these students. Maori and Pasifika students will also be closely monitored in the other core learning areas as well, as part of school-wide data collection, analysis and evaluation.

### **3. Students with Special Needs and Considerations and Four Students funded by the Ongoing Resourcing Scheme (ORS)**

Our Special Education Needs Register is comprehensively updated regularly. This register includes all students who have been identified as having special learning or behavioural needs and considerations and also our very capable learners. It includes four ORS-funded students – three boys and one girl. Two boys and one girl are autistic and one boy has Down syndrome.

At the end of 2012, to enhance our school as an inclusive school, we appointed our Kaiarahi to lead and manage all our special needs and considerations programmes and staff, and a special needs and considerations champion on our BoT. The appointed staff remain in these roles in 2016. The special needs champion is the chairperson of our BoT. He has been on our BoT for nine years.

### **4. Students with Strengths**

Included in our special education needs register are the students identified as gifted and or talented. Our goal is for these students to be challenged and accelerated in their learning and talent development and to develop high level thinking and conceptual skills. We plan to consolidate the SOLO Taxonomy (Structure of Observed Learning Outcomes) to enhance students' learning how to learn capabilities. In addition, each teacher will have gifted and/or talented students in their class as their 2016 focus students. The purpose is for teachers to be constantly mindful of these very capable students as well, as they cater daily, for a very wide range of student capability in their class.

### **5. Maori and Pasifika Education Plans and Inclusive Education Plan**

Included in the 2016 annual plan are specific actions for Maori and Pasifika students' education and an Inclusive Education plan, as per MOE requirements. Our Kaiarahi will continue to provide support and leadership for our Maori students and our Tikanga Maori programme. Our Kaiarahi will also support all our school community within the spirit of awhitanga, manaakitanga and whanaungatanga. In addition, we will have the continued support of our Kai Awhina to advise us.

## STUDENT ACHIEVEMENT TARGETS 2016

TEACHING & LEARNING PROGRAMME	MOE NATIONAL STANDARDS TARGETS (MOE PRIORITY)	PCS FOCUS TARGETS – MAORI AND PASIFIKA STUDENTS, ORS FUNDED AND GIFTED AND TALENTED STUDENTS
<p><b>Leading learning</b> by Deputy Principal (Y1-3) and Associate Principal (Y4-6)</p> <p><b>In class support</b> by team leaders (Y1-6)</p> <p><b>Team learning</b> to build team pedagogical content knowledge, analysis of standardised assessment data, evaluation of data used to plan for the next steps in students’ learning, alignment of data with MOE national standards and teacher OTJ and to ensure school wide consistency</p> <p><b>Team target meetings</b> once per term for staff to specifically review progress of Maori and Pasifika focus cohort target students in writing</p> <p><b>Staff Learning Partner programme and Professional Learning Groups (PLG)</b> – peer observation of each other’s teaching once per term and follow up discussion of learning programmes and teaching strategies: teaching as inquiry theoretical base to inform the work in the PLG and each teacher’s ongoing professional learning</p>	<p><b>Reading: Year 3</b>  <b>Writing: Year 6</b>  <b>Mathematics: Year 4 and Year 6</b></p>	<p>At 1 March 2016 there were 89 Maori and 92 Pasifika students enrolled at our school.</p> <p>Given the MOE focus on the improvement in Maori and Pasifika student achievement, focus cohort targets were formulated for each Maori and Pasifika student in writing in each cohort of the school.</p> <p>Each ORS funded student (4) will have an IEP.</p> <p>In each class, teachers will formulate a learning target for 2 gifted and/or talented students.</p> <p>Class teachers will monitor the progress of these students, access appropriate additional support if required and aim to reach the target.</p>

## Tātaritanga raraunga

<b>USE OF BASELINE DATA TO DEVELOP 2016 TARGETS (2 sets of targets)</b>	<b>ASSESSMENT MEASURES</b>	<b>EVALUATION and REVIEW at Team Meetings</b>	<b>ASSESSMENT REPORTING</b>
<p>Following analysis of school-wide data in reading, writing and maths, MOE national standards targets were formulated for 4 cohorts where the greatest need for improvement was identified – students below and well below MOE requirement</p> <p>Also, for our own improvement purposes, we have developed year 1-6 cohort targets for all Maori and Pasifika students in writing based on summative 2015 writing data.</p>	<p>e-asTTle Writing (Y1-6) National Curriculum Writing Exemplars and MOE national standards – reading, writing and maths Running Records (Y1-6) PAT Listening and Maths (Y3-6) PAT Reading Vocabulary and Reading Comprehension (Y4-6) NUMPA, IKAN and GLOSS levels – used formatively Ongoing monitoring of student progress Team moderation processes each term</p>	<p>Moderate student work across team once per term Review student progress Evaluate assessment data Identify next learning steps Plan flexible teaching strategies and learning programme to cater for all students’ learning needs Teach students to articulate the next steps in their own learning Monitor and review</p>	<p><b>Student progress reports presented to the BoT</b> at Strategic Plan reporting meetings: March, June, September, December 2016 <b>Student progress in relation to MOE national standards reported to parents</b> through mid and end of year reports, and student/parent/teacher meetings, March and August <b>Student progress discussed in teams</b> and noted in team meeting minutes and forwarded to Senior Leadership Team</p>

## MOE National Standards Targets 2016

Analysis of school-wide data in reading, writing and mathematics in December 2015 informed the following MOE National Standards targets for 2016:

**Reading: Year 3**

**Writing: Year 6**

**Mathematics: Year 4 and Year 6**

### Strategic Goal 2:

*To increase the number of students achieving at the MOE national standard for reading, writing and maths. In general, our aim is for students below to make one year’s progress and those well below to make two years’ progress. Realistically however, our first aim is for students well below to move up to below the MOE national standard.*

## Tātaritanga raraunga

### MOE National Standard – Reading Year 3, 2016

#### Baseline Data, (December 2015):

**11 Students below chronological age: (9 boys, 2 girls)**

**7 students well below: (6 boys, 1 girl)**

Actions to Achieve targets	Led by	Budget	Timeframe
Analyse reading assessment data	Senior management		End of 2015
Ongoing data-based professional discussions with reading support teacher about Y3 students' progress in reading	Senior Leadership Team and team leader		Throughout 2016
Teacher professional learning in reading with understanding at team level	Senior Leadership Team and team leader		Throughout 2016
Teachers monitor progress of Maori and Pasifika students in reading with comprehension	Senior Leadership Team and team leader		Throughout 2016
Additional support provided by Reading Recovery trained staff, particularly for MOE national standards target students	Deputy Principal		Throughout 2016
Provide support in classrooms during reading programmes	Year 3 Learning Assistants (two)	\$28,000.00	Throughout 2016



## Tātaritanga raraunga

Actions to Achieve targets	Led by	Budget	Timeframe
Reading support groups for extra support	Reading Support Teacher (withdrawal programme), reading assistance dog and community helpers	0.6 FTE	Throughout 2016
Analyse reading assessment data midyear to review progress and achievement	Senior Leadership Team, team leaders, class teachers		End of Term 2
Analyse year end reading assessment data to inform progress and planning for 2017	Senior Leadership Team and team leaders		Term 4

### MOE National Standard – Writing Year 6, 2016

#### Baseline Data, (December 2015):

**20 students below MOE NS: (10 boys, 10 girls)**

**13 students well below: (10 boys, 3 girls)**

Actions to Achieve targets	Led by	Budget	Timeframe
Analyse writing assessment data. Formulate targets for all Maori and Pasifika students in writing for 2016 focus	Senior Leadership Team Team leaders, class teachers		End of 2015
Professional learning in writing for Y 6 team leader	PCS lead teacher, DP		Term 1
Provide support in classrooms during writing programmes	Year 6 Learning Assistant	NZ\$14,000.00	Throughout 2016

## Tātaritanga raraunga

Actions to Achieve targets	Led by	Budget	Timeframe
Analyse writing assessment data midyear to review progress and achievement	Senior Leadership Team, team leaders, class teachers		End of Term 2
Analyse year end writing assessment data to inform progress and planning for 2017	Senior Leadership Team		Term 4
School wide moderation – within year group teams, across the school and with another school – Y 2,4, 6 (decile 10)	Team Leaders, all class teachers		Term 1, 2, 3, 4 – within teams Term 2, 4 – across school Term 2 – with another school

### MOE National Standard – Mathematics Year 4 and Year 6, 2016

#### Baseline Data, December 2015:

##### Year 4:

26 students a stage below the 120 week NS: (18 boys, 8 girls)

##### Year 6:

24 students below MOE NS: (12 boys, 12 girls)

7 students well below: (5 boys, 2 girls)

## Tātaritanga raraunga

Actions to Achieve targets	Led by	Budget	Timeframe
Analyse mathematics assessment data	Senior Leadership Team		End of 2015
Mathletics offered 4 times a week as an option in break times for target students without home access. Continuation of Friday maths programme – flexible groupings and rich task/Maths application focus. Basic facts focus.	Teachers & Associate Principal		Throughout 2016
Continue with Prime Maths resource	Associate Principal		Throughout 2016
Upper ability maths classes in Y 4-6  Provide maths enhancement for top maths students in Y 4-6 classes with maths enhancement teacher  Provide support for less able mathematicians	Team leaders & teams  Associate Principal Specialist maths enhancement teacher  Team leader, year group learning assistants	0.6 FTE	Throughout 2016
Analyse mathematics assessment data midyear to review progress and achievement	Senior Leadership Team, team leaders, class teachers		End of Term 2
Analyse year end mathematics assessment data to inform progress and planning for 2017	Senior Leadership Team		Term 4

## PCS Assessment review 2015

A review of our current assessment programme and tools took place in 2015, facilitated throughout the year, by Cathie Johnson, NZCER Education Adviser.

As a result of the review, the following assessment programme and tools have been confirmed for 2016.

A number of key themes emerged during the review which have resulted in changes made to the 2016 PCS assessment programme:

- Use of PAT Listening, Reading Vocabulary and Comprehension and Mathematics.
- Use of NZCER marking service that provides analysis reports of the PAT data. This will allow teachers more time for deeper analysis of results to inform their planning for learning needs and their professional practice.
- The use of running records in our school, and how they are used differently in different year levels. Running records will be used more for junior classes, and students at and below expected level.
- A more formative approach to Maths assessment with the focus on NZC and PRIME Maths resource.
- A more formative approach to Writing assessment – a formal sample and school wide moderation will still take place, but there will be regular goal setting. A focus on student voice/learner agency.
- We note that the introduction of PAT Listening has implications for our ELL students.

## PCS Assessment Schedule, 2016

PCS Assessment: Term 1 2016											
	1 1 – 5 Feb	2 8 – 12 Feb	3 15 – 19 Feb	4 22 – 26 Feb.	5 29 – 4 Mar	6 7 – 11 Mar	7 14 – 18 Mar	8 21 – 25 Mar	9 28 – 1 Apr	10 4 – 8 Apr	11 11 – 15 Apr
Junior			PAT Listening (Year 3)	eTAP: Reading level	Writing goals confirmed					eTAP: Reading level	
		Writing - goal setting based on 2015 OTJ. Goals confirmed by Week 5									Writing sample
		Running Records – see below									
		Maths: Gloss/PRIME – see below									

# Tātaritanga raraunga

Senior			PAT Listening	PAT Reading Comp	PAT Reading Vocabulary	PAT Maths		eTAP: all PAT scores		eTAP: Reading level/age	Writing sample
	Writing – goal setting – based on 2015 OTJ. Goals confirmed by Week 5			Running Records – see below							
Maths: PRIME – see below											

PCS Assessment: Term 2 2016											
	1 2 – 6 May	2 9 – 13 May	3 16 – 20 May	4 23 – 27 May	5 30 – 3 Jun	6 6 – 10 Jun	7 13 – 17 Jun	8 20 – 24 Jun	9 27 – 1 Jul	10 4 – 8 Jul	
Junior			eTap Year 3 Basic Facts	eTAP: Reading level/age Maths	eTAP: Writing OTJ Social Science	Reports to Learning Partners (Tuesday)	Reports to Sue & Ross (end of week)	Reports to Marilyn (end of week)	Reports home		
	easTTle writing marking and moderation			Reports to Team Leaders (end of week)				3 way Conferences DATE TBC			
	Running Records – see below					Maths: Gloss/PRIME –see below					

# Tātaritanga raraunga

Senior	easTTle writing marking and moderation		eTAP: Basic Facts	eTAP: Reading level/age Maths	eTAP: Writing OTJ Social Science	Reports to Learning Partners (Tuesday)	Reports to Sue & Ross (end of week)	Reports to Marilyn (end of week)	Reports home	
	Running Records – see below					Reports to Team Leaders (end of week)				
	Maths: PRIME – see below									

## PCS Assessment: Term 3 2016

	1 25 – 29 July	2 1 – 5 Aug	3 8 – 12 Aug	4 15 – 19 Aug	5 22 – 26 Aug	6 29 – 2 Sep	7 5 – 9 Sep	8 12 – 16 Sep	9 19 – 23 Sep	
Junior	Writing – goal setting based on mid year OTJ				eTAP: Reading level/age			eTAP: Oral language	eTAP: Reading level/age Maths	
	Running Records – see below									
	Maths: Gloss/PRIME – see below									

# Tātaritanga raraunga

Senior	Writing – goal setting based on mid year OTJ							eTAP: Oral language	eTAP: Reading age/level Maths

## PCS Assessment: Term 4 2016

	1 10 – 14 Oct	2 17 – 21 Oct	3 24 – 28 Oct	4 31 – 4 Nov	5 7 – 11 Nov	6 14 – 18 Nov	7 21 – 25 Nov	8 28 – 2 Dec	9 5 – 9 Dec	10 12 – 16 Dec
Junior	Writing – goal setting		eTAP: Yr 3 Basic Facts	eTAP: Social Science	eTAP: Reading age/level Maths Writing OTJ	Reports to Learning Partners (Monday)	Reports to Team Leaders (Monday)		eTAP: Reading age/level	
	Running Records – see below									
	Maths: Gloss/PRIME – see below						Reports to Sue (Friday)			Reports home



# Tātaritanga raraunga

								Reports to Marilyn (Friday)		
Senior	Writing – goal setting		eTAP: Basic Facts	eTAP: Social Science	eTAP: Reading age Maths Writing OTJ	Reports to Learning Partners (Monday)	Reports to Team Leaders (Monday)		Reports to Ross (Friday)	Reports to Marilyn (Friday)
	Running Records – see below									
	Maths: PRIME – see below									

## Tātaritanga raraunga

### Reading

Junior School: Y1 to 3 classes will use running records as their main source of assessment data for Reading. Y 3 teachers will also use PAT Listening Comprehension data. Y1 to 3 Team leaders will decide with teachers how often running records take place. Each term, a reading age and level is entered in eTAP every term

Senior School: Y 4 to 6 classes have a number of PAT tests as a source for assessment data for Reading. Running records will be used as diagnostic tool and as assessment data for those students at or below expected level. Y 4 to 6 Team leaders will decide with teachers how often running records take place. Each term, a reading age is entered/confirmed in eTAP every term.

### Mathematics

Junior School: PAT Maths test and PCS basic facts tests will provide assessment data for Y3. Assessment data for the three strands (NZC) will be collected using checklists and the assessment folder as decided by Team leaders and teachers. Other tools may be used as per PCS Curriculum.

Senior School: PAT Maths test and PCS basic facts tests will provide assessment data. Assessment data for the three strands (NZC) will be collected using checklists and the assessment folder as decided by Team leaders and teachers. Other tools may be used as per PCS Curriculum.

## Inclusive Education, Maori and Pasifika Education Plans 2016 (MOE Priority)

	<b>Inclusive Education</b>	<b>Maori student achievement</b>	<b>Pasifika student achievement</b>
<p>To support our students with their learning needs and experiences in the Ministry of Education priority areas of:</p> <ul style="list-style-type: none"> <li>• Inclusive education</li> <li>• Maori student achievement</li> <li>• Pasifika student achievement</li> </ul> <p>Under the themes of:</p> <ul style="list-style-type: none"> <li>• Presence</li> <li>• Profile</li> <li>• Engagement</li> <li>• Achievement</li> <li>• Communication</li> <li>• Partnerships</li> </ul>	<p><b><u>Presence/Profile at school</u></b> Board member maintained as 'inclusion champion' on the Board.</p> <p>←</p> <p>Kaiarahi position maintained Kaiarahi has responsibility for learning support for students, special needs considerations register, management of learning support staff Ta'ita'i Pasifika has responsibility for Pasifika students and Pasifika development</p>	<p><b><u>Presence/Profile at school</u></b> Maori protocol followed at school events; regular events such as weekly assemblies to formal occasions such as mihi whakatau – to reflect the unique place of Maori culture and language in New Zealand.</p> <p>School involvement in a range of celebrations and special occasions: Race Relations Day, Matariki, Maori Language Week, Mihi whakatau</p> <p>→</p> <p>Continue with Kaiawhina Rangitahi group</p>	<p><b><u>Presence/Profile at school</u></b> Liaise with Pasifika families and maintain ongoing, regular communication with them</p> <p>Select specific Pasifika contexts for social science topics, visual art and the performing arts. Use of reading resources relating to Pasifika culture</p> <p>School involvement in Race Relations Day, White Sunday, Pasifika language weeks and other Pasifika celebrations</p> <p>Continue with Kaiawhina Rangitahi group</p>

## Tātaritanga raraunga

	<p>Deputy Principal to monitor attendance patterns and report to the BoT on their impact on achievement trends/barriers, with the focus on barriers being minimised.</p> <p><b><u>Engagement</u></b></p> <p>Kaiarahi and Ta'ita'i Pasifika role – refer above. A range of learning support classes/programmes will operate:</p> <ul style="list-style-type: none"> <li>• Rainbow Reading programme</li> <li>• Learning assistants at each year level (3 in year 1, 2 in year 2-4) (1 in year 5-6)</li> <li>• Learning assistants for ORS and MoE funded students</li> <li>• Reading Recovery</li> <li>• Reading Support</li> <li>• Reading Dog</li> <li>• Reading volunteers</li> </ul> <p>Participation in Papatoetoe Schools Cluster Enhancement programme – 3 times a year.</p>	<p><b><u>Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. All classes to embed learning activities and experiences of our PCS curriculum 'Being a New Zealander'. All classes to include displays of this programme.</li> <li>2. Apply teaching as inquiry principles and practices in the analysis and evaluation of assessment data where Maori students are concerned.</li> <li>3. Provide Tikanga and Te Reo Maori learning experiences for students and teachers within the class programme and at team assemblies</li> <li>4. Continue with school Kapa Haka group</li> </ol>	<p><b><u>Engagement</u></b></p> <p>As for Maori students. (1&amp;2)</p> <p>In addition:</p> <ol style="list-style-type: none"> <li>3. Ta'ita'i Pasifika to have an oversight of Pasifika student development and support requirements (term 1)</li> </ol>
--	--	---	---

## Tātaritanga raraunga

	<p>Identify two students with strengths as focus students, plan differentiated learning experiences for students; monitor/report on progress and achievement made.</p> <p><b><u>Achievement</u></b> Set Ministry of Education National Standards student achievement targets for specific student groups – refer targets section. Regular meeting, planning and reporting against IEP's.</p> <p><b><u>Communication</u></b></p> <p>←</p> <p>Regular meetings include:</p> <ul style="list-style-type: none"> <li>• IEPs – ORS students and their families</li> <li>• Dingwall Trust staff</li> <li>• RT Lit</li> <li>• MoE Special Education team</li> <li>• SLT</li> <li>• Moderate Needs Team</li> <li>• Resource Teacher of the Deaf</li> <li>• RTL</li> </ul>	<p>→</p> <p><b><u>Achievement</u></b> Set targets for all Maori students in Writing, monitor trends from 2015 results</p> <p><b><u>Communication</u></b> Formal reporting to parents/families at mid/end year.</p> <p>Send a panui to all Maori families summarising Maori achievement in conjunction with annual report and annual meeting.</p>	<p>→</p> <p><b><u>Achievement</u></b> Set targets for all Pasifika students in Writing and monitor trends from 2015 results.</p> <p><b><u>Communication</u></b></p> <p>→</p> <p>Send a newsletter to all Pasifika families summarising Pasifika achievement in conjunction with annual report and annual meeting.</p>
--	---	--	---

## Tātaritanga raraunga

	<p><b><u>Partnerships</u></b> ‘Inclusion’ champion appointed on BoT , December 2012</p> <p>PACT (Papatoetoe Adolescent Christian Trust) counselling and student social and life skills support programme</p>	<p><b><u>Partnerships</u></b> Maintain Maori whanau group</p> <p>Organise a Pizza night to strengthen community consultation with the focus on:</p> <ul style="list-style-type: none"> <li>• Student achievement and needs of Maori students</li> <li>• Acknowledgement of their cultural capital</li> <li>• Feedback on current school programmes/events</li> <li>• Communication channels and partnerships.</li> </ul> <p>Consolidate our Papatoetoe Central School Maori whanau adviser, our Kai Awhina. (In 2012, one of our whanau, a parent, offered to assist us by writing our school haka). We met with him formally in term 4 2013 and he agreed to be our Kai Awhina and to be available for us to guide, support and advise. This relationship is very successful and will continue in 2016</p>	<p><b><u>Partnerships</u></b> Maintain Pasifika aiga</p> <p>Organise pizza night to strengthen community consultation with the focus on:</p> <p>Student achievement and how best we can meet the learning needs of Pasifika students:</p> <ul style="list-style-type: none"> <li>• Develop cultural understandings of the cultural capital of their individual countries – aspects of their culture that could be introduced and integrated in the school setting</li> <li>• Feedback on current school programmes/events</li> <li>• Communication channels and partnerships</li> <li>• Consolidate our Pasifika aiga</li> </ul>
--	--	---	--

## Triennial Policy Review Programme: February 2016 – December 2018

BOT Meetings	February	March	May	June	August	September	October	December
<b>Year One 2016</b>	Playground Safety/Supervision (NAG 5)  <b>Annual Student Achievement Targets</b> (Charter)  Appraisal (NAG 3)  Professional Standards (NAG 3)  Theft & Fraud Prevention (NAG 4)  ELL (NAG 1)	Te Reo Maori (NAG 1)  Treaty of Waitangi (NAG 1)  BoT Governance *Roles & Responsibilities *Code of Behaviour *Chairperson Role (Governance)  EEO (NAG 3)	Healthy Food (NAG 5)  Classroom Release Time (NAG 3)  Remuneration (NAG 3)	ICT (NAG 1)  Finance Management (NAG 4)  Property Management (NAG 4)  Credit Card (NAG 4)	Attendance (NAG 6)  Enrolment Scheme (NAG 6)	Staff Development (NAG 3)	<b>Annual Action Plan For Following Year</b> (Charter)	<b>Personnel</b> (NAG 3)  <b>Health &amp; Safety</b> (NAG 5)

## Tātaritanga raraunga

<p><b>Year Two 2017</b></p>	<p>Appointments (NAG 3)</p> <p>Finance Preparation/Monitoring (NAG 4)</p> <p><b>Annual Student Achievement Targets (Charter)</b></p> <p>Student &amp; Behaviour Management (NAG 5)</p>	<p>Reading Support (NAG 1)</p> <p>Reporting to Parents (NAG 2)</p> <p>Students with Special Consideration (NAG 1)</p>	<p>Equipment and Furniture (NAG 4)</p> <p>Learning Assistants (NAG 3)</p> <p>Surrender &amp; Retention of Property &amp; Searches (NAG 5)</p> <p>Medical (NAG 5)</p>	<p>Curriculum Budgets (NAG 4)</p> <p>Purchases / Reimbursement (NAG 4)</p> <p>Smoking (NAG 5)</p>	<p>Reporting Child Abuse Cases (NAG 5)</p> <p>Protected Disclosures (NAG 6)</p> <p>Acceptable Use Of Internet (NAG 1)</p> <p>Food &amp; Nutrition (NAG 5)</p>	<p>Assessment &amp; Evaluation (NAG 1)</p> <p>Parental Involvement (NAG 2)</p>	<p><b>Annual Action Plan For Following Year (Charter)</b></p> <p>Visitors to School (NAG 5)</p> <p>EOTC (NAG 1)</p>	<p><b>Personnel (NAG 3)</b></p> <p><b>Health &amp; Safety (NAG 5)</b></p>
<p><b>Year Three 2018</b></p>	<p>Student Placement (NAG 1)</p> <p><b>Annual Student Achievement Targets (Charter)</b></p>	<p>Community Consultation (NAG 2)</p> <p>Resolutions of Complaints (NAG 3)</p> <p>Homework (NAG 1)</p>	<p>Policy (NAG 2)</p> <p><b>Development of Strategic Direction (Charter Review) 2015 – 2017 (NAG 2)</b></p>	<p>Locally Raised Funds (NAG 4)</p> <p>PTA (NAG 2)</p> <p>Gift (NAG 4)</p> <p>Travel (NAG 4)</p> <p>Entertainment (NAG 4)</p> <p><b>Development of Strategic Direction</b></p>	<p>External Contractor Health &amp; Safety (NAG 5)</p> <p>Health &amp; Safety Induction checklist (NAG 5)</p> <p>Staff Leave (NAG 3)</p> <p>Principal Appraisal (NAG 3)</p> <p>Safe Working Environment</p>	<p>Staff Scholarships (NAG 3)</p> <p>Communication with the wider Community (NAG 2)</p> <p><b>Development of Strategic Direction (Charter Review) 2015 – 2017 (NAG 2)</b></p>	<p><b>Annual Action Plan For Following Year (Charter)</b></p> <p>Staff Code of Conduct (NAG 3)</p> <p>Beginning Teachers (NAG 3)</p> <p>Use Of School Facilities (NAG 4)</p> <p>Units (NAG 3)</p>	<p><b>Sunrisk (NAG 5)</b></p> <p><b>Personnel (NAG 3)</b></p> <p><b>Health &amp; Safety (NAG 5)</b></p>



## Tātaritanga raraunga

				(Charter Review) 2015 – 2017 (NAG 2)	(NAG 5)  Development of Strategic Direction (Charter Review) 2015 – 2017 (NAG 2)		Development of Strategic Direction (Charter Review) 2015 – 2017 (NAG 2)	
--	--	--	--	--	--	--	---	--

### Other Specific Focus areas to be addressed in 2016 as outcomes of self review processes

The following areas have been identified through our community consultation and self review processes as the key focus areas/considerations for our school to be reflected in our annual plan. These teams will meet three times a term to study current research and developments and they will lead a staff meeting once a term to update all staff on developments. Each development team will have a Y6 student representative as well. Teachers were invited to choose their development team. In addition, the fixed term salary units for 2016 have been aligned to our strategic goals and allocated, following a selection process, to staff willing to take a leadership role in most of these focus areas as indicated below, in alphabetical order.

## Tātaritanga raraunga

### **2016 Development Teams:**

**Reading: Lead teacher**

**Writing: Lead teacher**

**Maths: Lead teacher**

**PCs Learner Profile Development: AP and DP**

### **Other Focus Areas, in alphabetical order, for 2016, aligned to 2016 Annual Plan:**

**Accelerated learning programmes (Senior Leadership Team, School staff, Team Leaders, Kaiarahi, Ta'ita'i Pasifika)**

**Arts coordination (Lead teacher)**

**Community liaison, PTA, community groups' support (Associate Principal, Lead teacher)**

**E-learning development (Lead teacher)**

**English Language Learning (ELL) – (Deputy Principal)**

**Environment and sustainability programme (Lead teacher)**

**Library development (Lead teacher)**

**Maori Student Achievement, Support and Kapa Haka (Kaiarahi, Associate Principal)**

**Maths Development Team leadership (Lead teacher)**

**New junior school families' induction, Reading together programme (Lead teacher)**

**Physical Education (Specialist teacher)**

**School sport, student council, health promoting school, hauora (Lead teachers)**

**Science and Technology specialisation (Specialist teacher)**

**SOLO development (Lead teacher)**

**Ta'ita'i Pasifika - Pasifika student support and development, (Lead teacher)**

## ANNUAL ACTIONS PLANS – 2016 2016 actions in relation to the National Administration Guidelines

### NAG 1: Curriculum

NAG Reference	Action	Who	Budget	When	Expected Outcome	Actual Outcome
<b>1.1</b> To improve our students' mathematical capabilities and to increase the number of students achieving at and above the MOE national standard in maths	1.1.1 Embed PCS Best Practice model in maths with a focus on flexible groupings, place value and mental arithmetic Embed Friday Maths Programme with a focus on rich maths tasks and group problem solving	AP Team leaders Class teachers		Terms 1-4	Consistency in the teaching and assessment of mathematics at PCS Flexible grouping of students, based on data/evidence, to cater for capability and progress in maths Improved student achievement in maths Alignment of assessment results, OTJs, MOE national standards and NZC levels	
	Embed Prime Maths Y4-6 and introduce in Y2-3	AP	\$5,169.99			

## Tātaritanga raraunga

	Continue with Mathletics – Y 3-6 (offered as an option for students who do not have home access)	AP, Maths support teacher	\$7,980.00 (Mathletics)		Prime Maths programme is successful in raising student achievement in Maths	
	Maths enhancement classes: Y4-6 with Maths specialist teacher				Accelerated learning in maths evident in selected Y 4-6 students	
	1.1.2 In class support by team leaders and AP if required with a focus on the evaluation of assessment data to plan for the next steps in student learning	AP Team leaders		On going	Written and verbal feedback provided by team leaders Professional conversations underpinned by teaching as inquiry about the improvement in student achievement in maths	
<b>1.2</b> To improve our students' oral language capability	1.2.1 Learning assistants to support oracy development	Year 1 and 2 teachers and learning assistants- "Talk to Learn"		On going.	Year 1 and 2 students' oral language improved	
	1.2.2 Select a Year 5 or 6	Year 5 & 6 teachers	\$20.00	Finalist selected by Week 8	PCS participates in the annual APPA	

## Tātaritanga raraunga

	student to represent PCS at the APPA Speech Competition			Term 3	speech competition	
<b>1.3</b> To raise the level of those reading and writing below the expected level of the MOE national standards and to increase the number of students reading and writing at and above the MOE	1.3.1 Each class teacher to use assessment data formatively to plan for next steps learning. Consolidate the use of easTTLe across the school for assessing writing	DP Lead teacher, team leaders and teaching staff		Ongoing	Improved learning outcomes for all students. All teachers able to use easTTLe to inform their teaching strategies to improve student achievement in writing	
	1.3.2 Each year group team to focus on all Maori and Pasifika students in their cohort in writing	DP Team leaders and teaching staff		Ongoing	Maori and Pasifika students' targets set are met or exceeded. All teachers use effective teaching strategies to raise writing levels for all Maori and Pasifika students Report to BoT on improved student achievement in July 2016 and December 2016.	

## Tātaritanga raraunga

	1.3.3 Continue learning partners programme to engage in regular professional learning	Principal Senior Leadership Team Team leaders Class teachers	\$1,800.00	Each term	Staff demonstrate teaching as inquiry, engage in self and peer critique, team review and ongoing reflection and improvement	
	1.3.4 Team target meetings to analyse and evaluate PCS student achievement Analysis of effective teaching strategies and planning for students requiring additional support	Team leaders, class teachers, Reading Support teacher, learning assistants, DP, AP, Kaiarahi		Each term	Team meeting minutes reflect the focus on improved achievement levels	
	1.3.5 Weekly in class support	Team leaders DP, AP as required			Written and verbal feedback provided	
	1.3.6 0.6 FTE Reading Support position maintained (BoT funded)	Reading Support teacher	\$34,900.00		Improved reading levels of identified students following Six Year Net testing	

## Tātaritanga raraunga

	<p>1.3.7 1 teacher training in Reading Recovery “Reading Together” programme offered for all year 1 parents in term 1 &amp; 2 Teachers familiarised with “Reading Together” programme</p>	<p>DP Sue Fidler Year 1 team leader</p>		<p>Term 1-4 (Reading Recovery)</p> <p>Term 1-2 (Reading Together)</p>	<p>Four 6 year old students receive a 20 week programme of individual support. Eight others working with formerly trained Reading Recovery teachers (term 1-3) Year 1 parents trained in the “Reading Together” programme</p>	
	<p>1.3.8 To continue with cross school writing moderation with Kohia Terrace School, Epsom</p>	<p>Year 2, 4 &amp; 6 teams, DP</p>	<p>\$10.00 – van diesel</p>	<p>Term 2</p>	<p>Improved teaching, moderation of writing samples and achievement levels</p>	
	<p>1.3.9 Continue with “Reading Eggs” in Year 1 and 2</p>	<p>DP , Year 1&amp;2 team leaders</p>	<p>\$3,800.00 (Reading Eggs)</p>	<p>Term 1-4</p>	<p>Increased student engagement and improved reading achievement levels</p>	

## Tātaritanga raraunga

	1.3.10 Maintain optional story time in the library during break 1	3 teachers (library duty)		Daily	Students can listen to a story each day of the week during their break time	
<b>1.4</b> To formulate MOE national standards targets in reading, writing and maths	1.4.1 Complete analysis of 2015 end of year school wide data, identify areas of greatest concern and formulate specific targets as per MOE requirements	Principal & senior leadership team		Beginning of term 1 2016	Improved student achievement for identified students  Reading: Year 5 Writing: Year 6 Maths: Year 4 & 6	
<b>1.5</b> To implement programmes to cater for gifted and talented students' capabilities	1.5.1 Update and maintain the database of gifted and talented students/students with strengths	DP, AP Kaiarahi Team leaders Class teachers		As required, at least once per term	A file specifying G&T/students with strengths programmes. Updated as required	
	1.5.2 Identified students to be recorded in class descriptions and 2 target students identified in each class as focus students for 2016	Class teachers DP AP Team leaders		Updated each term as required	Teacher awareness of this group of students is enhanced and their learning accelerated	



## Tātaritanga raraunga

	<p>1.5.3 A component of in class support dedicated to the teaching of students with strengths Specific learning experiences planned for these students</p>	<p>Class teachers, Team leaders, DP AP</p>		<p>Ongoing</p>	<p>Verbal and written feedback provided during in class support</p>	
	<p>1.5.4 PAT and GLOSS Maths data used to establish classes in Y 4-6 of our most capable student mathematicians (Monday – Thursday). Each Friday we will run a Friday maths programme where groups of students will be flexible and mixed</p> <p>Continue with a maths enhancement programme: Y4-6 for our most capable mathematicians</p>	<p>Team Leaders Class teachers</p> <p>AP, Maths specialist teacher</p>	<p>0.6 FTE</p>	<p>Term 1 Week 2</p> <p>3 days per week</p>	<p>Maths classes established – for 4 days per week.</p> <p>Evidence of accelerated achievement in maths and repeated success in annual cluster Mathex competition</p>	

## Tātaritanga raraunga

	1.5.6 Selected students to participate in the Papatoetoe schools' Enhancement Programme	AP, team leaders, Y4 – 6 teachers	\$2,000.00 (per cluster school)	3 modules	Students selected according to established criteria to attend the modules	
	1.5.7 A Mathex competition to be held with local schools at PCS for Y4 – 6	AP Class teachers		Term 3 in National Maths Week	Capable maths students participate in annual cluster Mathex competition	
	1.5.8 Continue with Tironui Trust Strings orchestra for Y5 & 6 students	DP , Y5&6 team leaders and class teachers		Term 1-4	50 identified students are invited to participate to learn a string instrument and perform as an orchestra	
	1.5.9 Employ an assistant to support student learning in the ICT suite, term 1&2 and in classrooms, term 3&4	ICT Learning Assistant	\$17,000.00	Terms 1-4	Timetables of support in place from the beginning of the year and a learning assistant to work with each class teacher	

## Tātaritanga raraunga

	1.5.10 Coordinate school environmental team with a focus on sustainability	Property Manager, Environment team leader, DP	\$1000.00	Term 1-4	Habitat garden maintained outside the technology room  Garden areas outside rooms 14 – 18 and across the front of the school well maintained and attractive  Term 4 student-led market day to provide “seeding” funds for 2017 gardens	
	1.5.11 Participate in bi-annual cluster art festival	DP, Arts lead teacher	\$1,000.00	Term 3	A successful bi-annual cluster art festival	
<b>1.6</b> To support our students with special needs and considerations	1.6.1 Learning assistants employed to support student learning including 4 ORS students	AP Kaiarahi 14 learning assistants	1.0 FTE \$232,905.31	Ongoing	Improved learning outcomes for all students Student achievement targets met	

## Tātaritanga raraunga

	Trained learning assistants (2) use PMP components with selected students with special educational needs	Kaiarahi, 2 Learning assistants		Term 1	Enhanced motor skills functionality and confidence in approaching physical tasks and eventual mastery of these tasks	
	1.6.2 Students identified and specific support programmes developed and implemented where required	Class teachers and Learning assistants		Programmes in place by Week 2 Term 1		
	1.6.3 Learning assistants to work with MOE ELL-funded students, using Rainbow Reading programme	DP, LAs		Ongoing	Students speaking little or no English to be taught English within classroom programmes	
<b>1.7</b> To embed further school wide assessment systems and SMS to record student data and to track and report on the progress of individual and specific groups of learners	1.7.1 Teachers enter assessment data into eTap	Team leaders and class teachers		Ongoing	SMS fully utilised. All students tracked and monitored. Actions taken for those requiring extra support  eTap used effectively for planning and reporting	

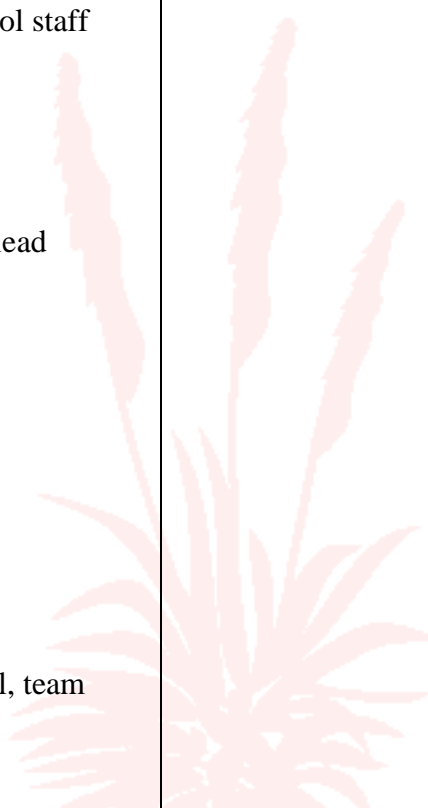
## Tātaritanga raraunga

<b>1.8</b> Further embed our “Being a NZer” Curriculum	1.8.1 Weekly teaching of the curriculum as noted in each teacher’s weekly planning	Principal, DP, AP Class teachers Team leaders		Terms 1-4	All students can demonstrate knowledge and skills as stated in the PCS curriculum with a strong Maori perspective	
	1.8.2 Tikanga Maori lessons included in class programmes and team assemblies. Kapa Haka group for all Maori students (Y4-6)	Kaiarahi AP Class teachers	1.0 FTE	Terms 1-4	Enthusiastic Kapa Haka group and all PCS students learn Tikanga Maori	
<b>1.9</b> Consolidate the use of SOLO	1.9.1 SOLO & metacognition integrated into daily learning programmes	DP, lead teacher, team leaders, class teachers		Terms 1-4	Thinking skills and metacognitive processes established and integrated in students’ learning	
<b>1.10</b> Offer specialist science and technology classes and PE classes	1.10.1 All students have a 45 minute lesson each week in these learning areas	Science specialist PE specialist	1.0 FTE 1.0 FTE	Terms 1-4	All students participate in a high quality science and technology and PE lessons each week, as per the NZC and our PCS curriculum	

## Tātaritanga raraunga

	Continue with the sustainability programme and the school environment team	Environment lead teacher, student option group, Property team	Property team salary component Salary unit	Ongoing	School gardens well tended and productive. Leaves recycled – composted and used for new planting. Food scraps fed to worms in worm farms. Rain water collected for school gardens	
<b>1.11</b> Offer a specialist music lesson for each class	1.11.1 All students have specialist music lessons and students have the opportunity to participate in the school choir	Music specialist	0.2 FTE	Three specialist music lessons per class, each term Weekly choir training	All students participate in a high quality music lessons Selected students sing in school choir	
	1.11.2 All students attend a weekly singing assembly	Music specialist, senior leadership team	0.2 FTE	Terms 1-4	All students participate in a weekly singing assembly	
<b>1.12</b> Continue to develop student voice	1.12.1 Students to articulate their own learning levels and their next learning steps. Focus - development of learner	DP, AP, team leaders Class teachers		Terms 1-4	All students can speak about their own learning and are able to co-construct their learning with others. Completed PCS	

## Tātaritanga raraunga

	<p>agency. Development of PCS learner profile Key Competency for 2016: Participating and Contributing</p> <p>1.12.2 Continued support of playground role models during break times to assist in solving playground dilemmas Continued focus on being polite, considerate and sensible at all times – our mantra – PCS</p> <p>1.12.3 Focus on each term's PCS value at weekly assemblies and in team assemblies</p>	<p>DP,AP All school staff</p> <p>Hauora lead teacher</p> <p>All staff</p> <p>Principal, team leaders</p>		<p>Terms 1-3 Ongoing</p>	<p>learner profile</p> <p>Students participate in school activities and contribute to the daily operation of the school, both in classrooms and outside of their learning environments</p>	
--	--	--	---	------------------------------	--	--



## NAG 2: Self Review and Community

<b>2.1</b> To ensure that there is a relevant, consistent and considered approach to our consultation and self review and procedures so that they are as inclusive as possible	2.1.1 Survey parents and caregivers in relation to how they can support the work of the school	Principal	\$1200.00	Meet the teacher evening: survey parents	Greater involvement of parents/caregivers Improved community consultation and feedback at each meeting on actions taken as a result of prior consultations Community input evident in school's processes and policies and how best we can meet the needs of their children and acknowledge their cultural capital	
	Maintain Maori whanau group, Pasifika aiga and Chinese and Indian advisory groups - Evening meetings with a light meal	AP		Pizza nights for Maori whanau, Pasifika fono, Indian and Chinese advisory/community groups		
	Implement Maori, Pasifika and Inclusive School plan	AP	Ongoing			
	2.1.2 Review policies and procedures as per Triennial Policy	BoT Secretary, Principal, BoT chairperson		BoT meetings	Policies and procedures updated as indicated in the schedule, reflecting current practice. BoT	



## Tātaritanga raraunga

					have full involvement in setting and monitoring school policies	
	2.1.3 Maintain BoT meeting structure 4 report meetings 4 strategic plan/student achievement monitoring meetings	Principal, BoT Chairperson, BoT Secretary		8 BoT meetings	Increased knowledge and understanding by BoT of student achievement, and teaching and learning programmes	
	2.1.4 Embed self review as a regular component of BoT meetings	BoT Principal		At each BoT meeting	Policies and procedures inform current practices and school processes	
<b>2.2</b> To ensure that teaching and learning planning is relevant and appropriate to meet the learning needs of our students as a result of effective self review practices	2.2.1 Establish development teams around priority focus areas; Reading, Writing, Maths PCS Learner Profile development  2.2.2 Ensure focused planning and teaching programmes to cater for identified	DP,AP, Lead teachers  DP,AP Team leaders Kaiarahi		Terms 1-4	Priority areas developed as outlined in strategic plan  All students' needs are catered for	

## Tātaritanga raraunga

	groups of students and individual students Arrange additional support or enhancement where required, following regular monitoring of student achievement throughout the year					
<b>2.3</b> To ensure that communications with our community are relevant, appropriate and timely	2.3.1 Continue with parent information meetings: PCS maths, literacy and science learning programmes. Conduct interviews with all new families, compile a new parent pack	DP, AP, lead teacher, team leaders	\$500.00	Information meetings -Term 1 and 3  Interviews with new families each Thursday morning	Parents feel included, better informed and participate and contribute more to their children's learning	
	2.3.2 Provide translated notices in school newsletter, as required (Hindi, Chinese) Send home a fortnightly newsletter and post on school's website	Principal, DP, AP Administration staff member		As required	Our families who are new to NZ feel informed and consulted	
		Principal, DP, AP		Fortnightly		

## Tātaritanga raraunga

	Maintain PCS Showcase on school's website	Principal, DP, Administration Assistant		Regularly	PCS community feels well informed with regular up to date information	
	2.3.3 Invite parents/caregivers to provide more information about how they might support school activities, including being a class parent	Principal, class teachers		Meet the teacher evening, 11 February 2016	The school has more information about how parents and caregivers can support the school	
	2.3.4 Send an annual report summary leaflet to all parents and caregivers	Principal		Beginning of term 2	Our community is informed of the 2015 key outcomes, including student achievement target results	
	2.3.5 Send a panui to all Maori and Pasifika families summarising 2015 Maori and Pasifika student achievement to coincide with the 2015 annual report and annual meeting	AP		Beginning of term 2	Maori and Pasifika families are informed of 2015 Maori and Pasifika student achievement	

## Tātaritanga raraunga

	2.3.6 Ensure correct school uniform is worn at all times	DP, all staff		Ongoing	Correct uniform is worn at all times	
	2.3.7 Participate in Auckland Transport TravelWise programme. Distribute Auckland Council material to families that encourages safe driving and parking	Community liaison lead teacher, DP		Terms 1-4	Families, students and staff are encouraged to walk more and use other sustainable forms of transport. Families park and drive within the law at the school gate	
	2.3.8 Counties Manukau Sport provide coaching support and organise selected sporting activities	AP , sports lead teachers, specialist PE teacher		Terms 1-4	Our students have extensive sporting opportunities from CMSport	

## Tātaritanga raraunga

### NAG : Personnel

<b>3.1</b> To arrange staff to support programmes of learning for our students with special needs and considerations	3.1.1 Kaiarahi to manage special needs and considerations staff and to be our school's Maori adviser and mentor	AP, Kaiarahi	1.0 FTE + 3 units	Terms 1-4	A well managed learning support team of learning assistants and when required, other para professional/specialist staff
	3.1.2 Employ a 0.6 FTE Reading support teacher	DP, Reading Support teacher	\$34,900.00		Improved Reading levels for identified students following Six Year Net assessment through a structured reading support programme
<b>3.2</b> To encourage our staff to be active members of our learning community through effective professional learning	3.2.1 Learning Partners programme and Professional learning groups maintained. Teachers video and critique their own teaching practice with their learning partner Personal professional portfolios maintained to include reflective practice documentation for teacher registration criteria based on teaching as inquiry	Principal DP, AP, team leaders, class teachers	\$6,300.00	Terms 1-4	All staff committed to ongoing learning and effective teaching Reflections recorded to support meeting registered teacher criteria and demonstrate teaching as inquiry understandings in each teacher's professional practice

## Tātaritanga raraunga

	<p>3.2.2 Continue with The Education Group's PLGs</p> <p>Deputy and Associate Principals to attend ACEL conference, Melbourne: "Insight and Innovation"</p> <p>Principal, DP and AP to attend one day of the NZPF/APPA conference, Auckland "Knowledge in Our Hands"</p>	<p>Principal, DP, AP</p> <p>DP, AP</p> <p>Principal, DP, AP</p>	<p>\$2,100.00</p> <p>\$5,000.00</p> <p>\$1,185.00</p>	<p>Terms 1-4</p> <p>28-30 September</p> <p>31 May</p>	<p>Principal, DP and AP participate in facilitated professional learning groups with senior staff from other schools</p> <p>Insights and outcomes shared with PCS staff and BoT</p> <p>Professional learning relating to educational leadership and excellent, informed professional practice</p>	
	<p>Continue with critical friend/mentor support for critique of principal's professional practice</p>	<p>Principal, peer reviewer/mentor</p>	<p>\$500.00</p>	<p>1 meeting each term, terms 1-4</p>	<p>Principal's work is critiqued by mentor to strengthen her professional practice</p>	
	<p>3.2.3 Organise annual staff conference based 2016 strategic goals, with a focus on mathematics</p>	<p>AP</p>	<p>\$3,000.00</p>	<p>3 June 2016</p>	<p>Professional learning for all staff aligned to 2015 strategic goals</p>	

## Tātaritanga raraunga

	<p>Research readings to continue for team leaders: catering for capability, evidence based approaches, teaching strategies for diverse learners, flexible and innovative teaching approaches, catering effectively for Maori and Pasifika students' learning and those with special needs. Also – learning conversation practice for tackling tough issues</p> <p>Teacher PLD in formative assessment/learner agency</p> <p>4 Development teams Reading, Writing, Maths, PCS Learner Profile development</p>	<p>Principal/Guest speakers</p> <p>AP, Evaluation Associates facilitator</p> <p>AP, DP Reading, Writing and Maths lead teachers</p>	<p>\$1,000.00</p> <p>\$3,150.00</p>	<p>Team leader PD meetings and informally</p> <p>5 facilitated meetings</p> <p>6 meetings, then sharing with rest of staff</p>	<p>Senior leadership team, team leaders, lead teachers, increase their skills &amp; knowledge and build their personal cultural, social and intellectual capital</p> <p>Student voice, student directed learning, learner agency are evident in all classes/learning contexts in the school</p> <p>Teacher professional learning evident in enhanced classroom teaching in all rooms PCS Learner Profile – draft ready for BoT approval – October meeting</p>	
--	--	---	-------------------------------------	--	---	--

## Tātaritanga raraunga

	Ulearn or similar ICT/digital learning conference attendance	Selected teachers	\$3,000.00		School's digital learning environment enhanced	
	3.2.4 BoT-funded staff scholarships continued	2 teaching staff members	\$5,000.00	2016 academic year	Successful completion of papers for one masterate and one post graduate diploma	
	3.2.5 Provisionally Registered teachers programme in place	DP, lead teacher, 3 first year PRTs and 2 second year PRTs		Throughout the year	Provisionally registered teachers have professional learning needs identified and support in place to meet professional development needs and legal requirements for full registration.	

### NAG 4: Finance and Property

<b>4.1</b> To ensure that our students are provided with high quality teaching and learning resources	Purchase required curriculum resources	DP	\$34,815.00	Terms 1-3	Curriculum resources are maintained and enhanced	
--	--	----	-------------	-----------	--	--



## Tātaritanga raraunga

<b>4.2</b> To provide our students with ICT tools to enhance their learning	Purchase 4 touch screen mimios and replacement hardware	Executive Officer	\$88,600.00	Terms 1-4	All staff and students able to use ICT tools effectively to support, develop and enhance their learning	
<b>4.3</b> To provide our students with an attractive, well resourced library	Develop e-book section Organise break 1 library activities for students Develop displays	School librarian, Library assistant, Library lead teacher, Library Committee and learning assistants	\$ 10,000.00	Terms 1-4	Students have access to high quality reading material. The library environment is visually attractive and is used extensively by students and staff	
<b>4.4</b> To ensure that our students have a safe, attractive environment and all learning spaces are maximised	4.4.1 As per strategic plan, (2013-2014 5YA): New 8-classroom double storey building to replace 6 relocatable classrooms (Please note: 20 months of negotiations for this building to date, hence repeating last year's planning for this...)	Principal, Property Manager, Executive Officer	MOE 5 YA (2013/2014) funding Plus BoT funding for: Heat pumps: \$12,000.00 Extra decking: \$12,500.00 Solar panels: \$20,000.00	Terms 3-4	Projects completed as per agreement	
	4.4.2 Replace netting on boundary and back fence	Property Manager Executive Officer	\$17,000.00 \$5,000.00	Term 1		

## Tātaritanga raraunga

	Replace vinyl flooring in art room		\$4,000.00	Term 1		
	Replace old furniture		\$5,000.00	Throughout the year		

### NAG 5: Health and Safety

<b>5.1</b> To provide our students and staff with an inclusive and safe physical and emotional environment	5.1.1 Playground role models identified and trained	Hauora lead teacher		Ongoing	Students have a safe physical and emotional playground environment Senior boy students mentor junior boys Playground student support programme maintained The school site is safe at all times and all policies and procedures comply with H & S legislation Primary duty of care is acknowledged and evident in practices, policies and procedures	
	5.1.2 Boys' mentoring programme continued	AP		Ongoing		
	5.1.3 Hazard register on intranet checked regularly throughout each day by Property Manager for any H & S matters to be addressed immediately	Property Manager		Daily		
	5.1.4 Formal H & S meeting held each	Property Manager -PCBU Principal		Each term		

## Tātaritanga raraunga

	term. Minutes tabled at BoT meetings			8 meetings per year		
	<p>5.1.5 PCS values implemented - focus on one per term Zero tolerance of any form of bullying as stated in student code of conduct and behaviour management policy, plan and processes</p> <p>Focus on the use of good manners and safe practices around the opening and closing of doors in the school for all staff and students: ‘please, thank you, I am sorry, excuse me’”</p>	<p>Principal, DP, AP All staff</p> <p>All members of the PCS school community</p>		<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students can talk about and demonstrate the values displayed in each area of the school</p> <p>No bullying at PCS</p> <p>Polite staff and students at all times - staff and students relate positively to each other</p>	
	5.1.6 School mission and mantra visible and	All staff		Ongoing	Excellent student behaviour in the playground and	

## Tātaritanga raraunga

	actioned through visual icons, class programmes, school assembly				relationships and attitudes to learning in classrooms	
	5.1.7 Initiate School Wellbeing Committee with focus on both staff and students  New policy developed relating to Vulnerable Children legislation	Wellbeing lead teacher  Wellbeing lead teacher Executive Officer/BoT Secretary and a representative staff committee	\$300.00		A focus on staff and student wellbeing with activities and policy development initiated and planned by Wellbeing Committee	
	5.1.8 Selected staff to maintain First Aid certificates – at least one teacher per year group, plus learning assistants and administration staff	Executive Officer	\$970.00	Ongoing	All students and staff receiving first aid are treated by St John trained personnel	

## Tātaritanga raraunga

	<p>5.1.9 Eliminate non-healthy foods from staff morning teas</p> <p>Continue with Fonterra “Milk in Schools” programme</p>	<p>All staff</p> <p>AP, class teachers</p>		<p>Ongoing</p> <p>Term 1-4</p>	<p>Healthy foods are promoted at our school with both staff and students</p> <p>480 students enjoy a carton of milk, 3 days per week, provided by Fonterra</p>	
	<p>5.1.10 All students participate in a daily fitness session, a weekly PE lesson and a team tabloids programme fortnightly</p>	<p>All students Specialist PE teacher</p>		<p>Ongoing</p>	<p>Increased student fitness levels and basic physical skills across all year groups</p>	
	<p>5.1.11 Embed PCS values into classroom programmes, weekly assembly and newsletters</p>	<p>All staff</p>		<p>At each school assembly and ongoing in class programmes</p>	<p>Excellent student behaviour and student interactions with each other</p>	

## Tātaritanga raraunga

	5.1.12 Student behaviour policy and code of conduct visible and actioned	DP, AP All Staff		Ongoing	Student Code of Conduct on display in classrooms and excellent behaviour evident at all times	
--	---	---------------------	--	---------	---	--

	5.1.13 Staff code of conduct actioned	Executive Officer All staff		Ongoing	Staff code of conduct signed by all staff and adhered to	
	5.1.14 Supervise students crossing two main roads outside the school	DP Two learning assistants	\$7,729.30	Twice daily	Students cross main roads safely	
	5.1.15 PACT to provide student counselling as necessary	AP Kaiarahi	\$5,000.00	Ongoing as necessary	Students receive support as required	
	5.1.16 Student Council maintained	Student Council and Hauora lead teacher		Commence in Term 1 and then regular meetings each term	Active student council Selected projects organised and implemented	

## Tātaritanga raraunga

	5.1.17 Dingwall Trust links strengthened and systems improved.	AP, Kaiarahi		First meeting in February and then each term throughout the year	Teachers have relevant information about the new enrolments from Dingwall	
--	---	--------------	--	--	---	--

### NAG 6: Compliance and Legislation

<b>6.1</b> To ensure that the school is meeting the legal and statutory obligations	6.1.1 Review policies and procedures according to the Triennial Review Policy Programme	BoT Secretary, Principal, BoT		Ongoing	Policies and procedures are current and relevant to the safe, effective and legal day to day management of our school and the improvement in student achievement	
---	--	----------------------------------	--	---------	--	--