

Flemington School

“Pathway to Success”

School No. 2561

Charter 2017

OUR VISION

“Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world.”

Mission Statement

“Educational Excellence and Success”

While fostering and encouraging these Competencies and Values:-

COMPETENCIES

- Be able to **Think** for themselves
- Be **confident** when Using **Text** and **Language**
- Be able to **Manage** themselves
- To be able to **Participate** confidently
- To **Contribute** in **successful** ways
- To be able to make a connection and **Relate** to Others

VALUES

- Resilience
- Respect - for themselves and others
- Honesty
- Responsibility
- Effort and Success

SCHOOL PROFILE

Flemington School is a State, rural, co-educational school catering for students from year 1 to Year 8, situated about 20 kilometres south of Waipukurau, on a strip of property originally named 'Boar Hills'. This name travelled all the way from Scotland with the Fleming family (Boar Hills is an area close to the St Andrews golf course in Scotland). The school was opened in 1908 and was situated at Viewfield until 1917. Opening again in 1918 the school was situated adjacent to the Purimu Stream bridge on land given to the Education Department by local landowner W.D. Fleming. Over the years the school closed and opened again, Wanstead, Hatuma, and Marakeke schools were closed and students were moved to Flemington, along with the Wanstead School building. Land was also purchased from W.D. Fleming at the more suitable site that the present day school resides on. Flemington School celebrated 100 years of schooling in the district in 2008, with a reunion held during Easter 2008.

The school staffing roll of 4.8 Full Time equivalents and is very well supported by the community to supply the best environment and learning it can. The school is heavily reliant on bus transport, with 95% of children bussing from their homes to school. The majority of the children are European with an approximate 13% Maori roll. Our school families consist of farm owners, farm workers, town workers and business owners. The majority of families live within, or in close proximity to the Flemington District. Some families live in town or in other country school areas but have chosen Flemington School as the preferred education centre for their children.

The school is serviced by the Dental Clinic in Waipukurau, the Technology Centre at Waipawa School, the Public Health Nurse, the Resource Teachers of Learning and Behaviour, and Special Education Cluster based in Waipawa, and through Hawkes Bay Health Eye and Ear testing.

There has been extensive building work completed over the years, which has come from space deficiency and other Ministry funding, and provides 4 classroom spaces, two small teaching spaces, a new library, a new staffroom, and a new office area. The most recent work, 2015, has been the second stage in remodelling the Chalets, where the junior children are taught, and also restructuring of the principal's office and teacher workspace area. A Network Upgrade adds to the school's improvements, with a connection to the Fibre Optics cables happening in 2013. Following this the school upgraded the wireless network and with the hardware being upgraded again in 2015 by the ministry. The school has on site a community hall, good outdoor play areas, heated swimming pool, playing field, and several storage sheds. The Board and Community have been very proactive in increasing the shade sails coverage around the school, with lots of shade for the children.

A caring, supportive family atmosphere is apparent where children are encouraged to learn and develop both within and outside school. There is excellent parental/caregiver involvement in all school activities eg attendance, transport, working bees, in-class help, as well as Saturday sport. The school also maintains close liaison with the Flemington playgroup.

The school is the focal point of the community, which is served by the Playgroup, Flemington Community Hall, Volunteer Fire Brigade, Wanstead Polo Club and Pony Club. The parents and community have high expectations of the school to provide the children with well-rounded development in all areas of education.

What we do well

- High involvement in a wide range of Cultural, Sporting, and Academic activities
- Consistent expectations of behaviour
- High expectations of performance underpinned by clear guidelines
- Active involvement of parents and community
- A unified Staff, Board of Trustees and community
- Encourage the understanding and ownership of things and actions that affect learning
- Support the children to become confident and have an active role in their learning

CONSULTATION – PLANNING & REPORTING REQUIREMENTS

The Board of Trustees consults the community annually at the Annual Meeting and through surveys. All curriculum, Charter, and Policy documents are displayed and discussion is invited. When required the Board also calls general meetings to discuss relevant issues. Informal feedback is also encouraged, either at Board meetings, to Board members individually, who then report to the Board, to the school which then reports to the Board via the Principal or the Staff Representative.

The community are consulted annually with written surveys; the feedback received is used when changes are made in policy and procedures. The Maori community is consulted annually at Parent/Child Conferences, through personal contact by a delegated Board member or written surveys, as part of the annual self-review process. This revised Charter will be presented to the Board for discussion in the December Board Mtg and ratified at the following February Board Mtg. The community consultation happening during the year follows into the review and redevelopment of the Charter each year. Once ratified by the board it is posted on the school website www.flemington.school.nz

The Flemington School Annual Planning Year ends in December of each year. Reporting to the school's community formally takes place at a 'Break up' ceremony in December of each year and at the Annual Meeting. Further reporting is via a weekly school newsletter, and once a term through the School generated Community Newsletter.

Reporting to the Ministry of Education is done 1 March, 31 March and 31 May of each year.

References

- Flemington School Charter
- Flemington School Curriculum
- Flemington School Policy Folder
- Flemington School Administration handbook
- Flemington School 10 Year Property Plan
- Flemington School Budget
- Flemington School Self Review Guidelines

CULTURAL DIVERSITY & MAORI ACHIEVEMENT

- We aim to take all reasonable steps to provide instruction in Tikanga Maori and Te Reo Maori for students whose parents request it.
- Teaching Staff are encouraged and supported in developing their knowledge and skills in Tikanga and Te Reo.
- Tataiako is used as a guide to how well the needs of the Maori students and their whanau are being met.
- Components of Tikanga Maori and Te Reo Maori are integrated into appropriate aspects of the curriculum.
- The school will provide tuition for students within the staff's capabilities and supported by the Resource Teacher of Maori.
- Should parents require levels of Te Reo of a higher level than we are able to instruct we will endeavour to seek more fluent speakers to assist from the local community, and/or encourage students to enrol in this subject area with the Correspondence School.
- The Maori community is consulted annually either at 3-Way Conferences or through contacting individual families, holding Hui or through written surveys, seeking their views as to whether the school is meeting the local community's needs and aspirations.
- The school's official Maori roll tends to fall between 10-14 percent, varying slightly from year to year.
- Flemington School makes a particular effort to involve the whole school in the biennial Ngati Whai Festival.
- Through the Resource Teachers of Maori or local whanau Marae visits are arranged every 2 years.
- The Flemington School Te Reo Maori Rarangi Mahi – maori language programme – continues to be in the consultation stage (with the local community) and Resource Teachers for Maori. RT Maori support is sought for classroom integration of Te Reo.

Glossary of Acronyms

As there are many acronyms used in Education to assist with understanding this document a list of acronyms has been included.

• 10YPP	10 Year Property Plan	• NZC	New Zealand Curriculum
• 5YA	5 Year Agreement	• OTJ	Overall Teacher Judgment
• BOT	Board of Trustees	• PAT	Progressive and Achievement Tests
• DARE	Drug Abuse Resistance Education	• PD	Professional Development
• ECE	Early Childhood Education	• PLD	Professional Learning and Development
• EEO	Equal Employment Opportunities	• PFG	Parents and Friends Group
• EOTC	Education Outside The Classroom	• PTC	Practicing Teacher Criteria
• EOY	End of Year	• RTLB	Resource Teacher for Learning and Behaviour
• GloSS	Global Strategy Stage (Numeracy Assessment)	• RTLit / RTL	Resource Teacher for Literacy
• GSE	Group Special Education	• RTM	Resource Teacher for Maori
• ICT	Information and Communication Technology	• SMS	Student Management System (Electronic)
• IKAN	Individual Knowledge Assessment of Number	• STAR	Supplementary Test of Achievement in Reading
• NS	National Standards	• TasI / TAI	Teaching as Inquiry
• NUMP	Numeracy Project	• PaCT	Progress and Consistency Tool
• LCN	Learning and Change Network	• CoL	Community of Learners
• e-asTTle	Electronic - Assessment Tools for Teaching and Learning	•	

THE NATIONAL EDUCATION PRIORITIES

Success for All	Reporting	Improving Literacy & Numeracy	Better Use of Student Achievement Information
<ul style="list-style-type: none"> • Our programmes are consistent with the NZ Curriculum Aims & Objectives catering for Students in a multi-level setting and meeting individual needs. Planning is based on the aims and objectives of the NZ curriculum. • Development of Flemington School Curriculum underway with an Action Plan and PD support. • Flemington School acknowledges and celebrates the success of our students. We provide a wide and exciting range of learning experiences, both in and outside of the classroom. • We endeavour to resource our school according to student's needs with personnel, equipment, and resources. • Resources and programmes are in place to support the learning for children identified as displaying special abilities. • Support is provided for children with special needs. 	<ul style="list-style-type: none"> • Sharing Books go home at the end of each Term. These include Goals and student self-evaluation & samples of evaluated work. • Student/Parent/Teacher 3-way conferences occur End of Term 2 to discuss and report on progress and National Standards expectations and again at the beginning of Term 4. • Twice yearly (biannual) written reports identify student's individual curriculum abilities and success against National Standards. • Parents are encouraged to attend Board meetings, with regular newsletters to keep them informed of governing matters. • Community Newsletters are sent out each term. • Weekly Newsletters are sent home which ensure awareness of school's endeavours, and to 'celebrate success.' 	<ul style="list-style-type: none"> • Literacy & Numeracy are a priority at Flemington School • The BOT has resourced the school well for literacy & numeracy and will continue to provide staff with quality time and tuition for professional development. • We will have classroom and library environments rich in print. • Student progress is monitored and analysed accordingly, for future planning & growth. • Support from Advisors, RTLBs, RTL's, and consultants will be actively sought. • Teachers are engaged in Teaching as Inquiry to build capacity to reflect and change practice. 	<ul style="list-style-type: none"> • Continued use of all relevant Assessment Tools at Flemington School enables a positive future revolving around planning, resourcing, implementation and assessment. • Analysis is based on a range of formative and summative assessment, to be used in a purposeful way. AtoL Contract 2008 and 2009, Numeracy Sustainability Project 2009, 2010 and 2011, Literacy Moderation 2013, 2014, 2015 and 2016. • TAls are fully implemented and include detailed information about the learning and achievement of the target students. • Annual reviewing of the Flemington School Assessment Schedule gives staff a comprehensive guide to follow. • Student achievement information is recorded in each child's subsequent EOY reports, SMS files and teacher assessment folders. • The use of Assembly (SMS) is used broadly to support teachers and student learning and to maintain cumulative records of achievement.

Improving Outcomes for Students at Risk	Improving Maori Outcomes	Providing Career Guidance	A Safe Learning Environment
<ul style="list-style-type: none"> • Students at risk, both accelerant & remedial will be identified, catered for & supported accordingly. • We offer programmes involving teachers, teacher aides and peer support. • We welcome and endorse continued parent support. Strong home and school partnerships are valued at Flemington School. • External support services (eg. RTLb's, SE, Correspondence School) are readily available. • Learning programmes are designed to build on what the student already knows- with the use of appropriate diagnostic tests. 	<ul style="list-style-type: none"> • Whanau are consulted on a regular basis about the teaching and learning programmes, and managing of the school. • Maori student achievement is analysed within the school, where appropriate, and targets are established accordingly and in consultation with parents/whanau. • Accessing resources to underpin teacher dispositions and cultural competencies e.g. Tataiako 	<ul style="list-style-type: none"> • Years 7 & 8 students are provided with career guidance in the context of unit studies where applicable (eg. Visits/ Visitors/ EOTC/role-models at school) • Opportunities that arise to promote future careers are investigated and utilised. • At Flemington School we instil a strong belief in one's own ability and aspirations. 	<ul style="list-style-type: none"> • We foster a school culture of caring, respect, and tolerance in a welcoming environment. • Parents are encouraged to be involved in all aspects of school life. • The BOT & Staff will ensure the physical surroundings are maintained and enhanced. Hazards are identified and neutralised as necessary. • At Flemington School we promote a school culture of respect for people and property. • DARE and Life Education Trust are programmes implemented on a regular basis. • Restorative approaches are used for managing behaviour and social interaction. • Road to Sexuality programme is implemented annually for years 5,6,7,8 – separate programmes.

FLEMINGTON SCHOOL GOALS

School-based objectives have been prepared for curriculum delivery, based on the National Curriculum Guidelines. These set out the school's expectations at each level of the curriculum. Policies and procedures are in place to monitor the delivery at each level of the curriculum and evaluate outcomes. These are reviewed annually as part of the school's self-review cycle where whole school, and individual needs are identified. The curriculum and school objectives are reviewed on a cyclical basis. Future planning and specific targets arise from these reviews. These have been identified as key goals for current strategic planning.

STRATEGIC GOALS:

GOAL 1	GOAL 2	GOAL 3	GOAL 4
High all-round Achievement.	Quality Teaching and Learning Environment.	Strong Relationships	Instill the Values and Culture that Defines Flemington School.

<p>MISSION "Educational Excellence and Success"</p> <p>VALUES</p> <ul style="list-style-type: none"> • Resilience • Respect - For themselves and others • Honesty • Responsibility • Effort and Success 	<p>VISION "Our students will be confident, resilient and innovative learners who can successfully contribute in a fast changing world."</p>			
	<p>Confident</p> <ul style="list-style-type: none"> •Willing to contribute •They believe in themselves and their ability •Willing to give things a go •Supportive class culture •They can talk about how they learn 	<p>Resilient</p> <ul style="list-style-type: none"> •To keep going when things are hard or difficult. •To find solutions – problem solve •Willing to take risks •See mistakes as learning opportunities 	<p>Innovative</p> <ul style="list-style-type: none"> •Think creatively •Problem solve capability •Different thinking is accepted •Try different ways of working, learning, and communicating. 	<p>Successfully Contribute</p> <ul style="list-style-type: none"> •Involved in school activities •Can speak to a large group •Take on leadership roles in school •Giving your best effort •Can use technology to contribute

We believe these 4 goals give us the ability to implement actions that will help us to follow our **Mission** and achieve our **Vision**.

As the Charter is the document that underpins what the school is here for if you have any queries or want to discuss it further please contact Jenn Evans (Board Chair) or Phil Bourke (Principal).

FLEMINGTON SCHOOL STRATEGIC PLAN – 2017 - 2019

	GOAL ONE: High all-round achievement	GOAL TWO: Quality Teaching and Learning Environment	GOAL THREE: Strong Relationships	GOAL FOUR: Instill the Values and Culture that Define Flemington School.
What Will The Achievement of This Look Like?	<ul style="list-style-type: none"> • Students are excited and engaged Learners • Small classes for Junior classes • Children know about science, displaying the nature of science skills • Well Resourced classrooms • Enthusiastic, knowledgeable Teachers • ‘At or Above’ NS Achievement and/or Progress Being Made Against NS • Children want to share their learning • Children are good citizens • Children know how to be a responsible digital citizen 	<ul style="list-style-type: none"> • Students motivated, excited and engaged in learning • Students and teachers excited about learning • Teachers are reflective practitioners • Teachers fully engaged in Inquiring into their practice - Teaching as Inquiry • Teachers able to articulate what they believe and why they are doing what they do. • Classrooms reflect students work and feedback is valued <ul style="list-style-type: none"> ○ Physical ○ Conversations had and heard ○ Children feel safe ○ Questioning and Asking for help are encouraged • Parents/caregivers/whanau are an integral part of their children’s learning 	<ul style="list-style-type: none"> • Highly supportive Community • United Community • Sense of Belonging • Community is Engaged with the school • Connected with ECE and High Schools • Fundraising activities are supported • Community feedback • Teachers know their students and build purposeful relationships with them 	<ul style="list-style-type: none"> • Children are polite and friendly • Children of all ages mix together, playing and working. • Children act responsibility • Whole school involved in school activities • Children take ownership for their actions. • Children know what their Flemington Values are • Children support others who need it • Children build an understanding and display what being a good community member is.
How Will We Measure Progress on Achieving The Goal	<ul style="list-style-type: none"> • Student Voice – Critical thinking • National Standards Achievement Levels • Self-Review Report to Board • Standardized Assessments: PAT, STAR, • E-asTTle • Parent Feedback • 3-Way Conferences • Science is happening on a regular basis 	<ul style="list-style-type: none"> • Appraisal System – Principal and Teachers • Use of tools to assist reflection and self-Appraisal – Appraisal Connector, Google Apps • Student Voice: Safe, Secure, Learning. • Level of student engagement • Teacher voice • Teacher Feedback: Safe, Secure, Resources, Physical Environment. • Classroom environment: Children’s work on display, Learning Resources in use, Learning Conditions support Modern Learning Pedagogy • Technology is an integral part of the teaching and learning happening • Communication with parents/caregivers/whanau 	<ul style="list-style-type: none"> • Active and Successful PFG • Parental involvement in school activities • Attendance and support for sporting, cultural, EOTC activities • Community support for school fundraising • How new students integrate into and out of Flemington School • Level, and tone of Teacher/student talk • Teacher knowledge of students and their families/whanau 	<ul style="list-style-type: none"> • Whole school involvement in Ngati Whai, Music Festival and other Interschool interaction. • Observation of children while at play and at work. • Student Voice • Students can talk about what the values mean • High Percentage involved in winter sport and also extra curricula Sport. • Restorative Practice thinking underpins actions of staff in interactions with children, parents and other staff. • The language that is heard and the actions that are observed of both students and staff.

<p>Initiatives 2017</p>	<ul style="list-style-type: none"> • Inquiring into practice underpins teacher thinking and actions. • Embed the new focus of the TAIs as a prerequisite of improving achievement. • Embed Teaching and Learning approaches to move persistent low achievers. • Reading Recovery implemented • Review support/opportunities for high achievers. • Continue implementing Cooperative Learning pedagogy across the school • Build on the use of Google Apps for Education (GAFE) to further support the engagement, collaboration and motivation of students • Build on Authentic learning contexts • Assembly - Student Management System – SMS) is fully utilized • Use of PaCT tool for target and at risk learners. • CHB Literacy Project • CHB PLD Application • CoL structure and development is progressed • Science Roadshow CHB Project • CHB Science Learning and Change Network 	<ul style="list-style-type: none"> • Inquiring into practice is the culture. • Modern Learning Environment – Review of any differences it has made • Appraisal Connector use is fully embedded and used extensively • Continue to develop consistent learning language across school • Board visit classrooms and talk to teachers about successes and challenges: Alternate terms; T1/T3 Ngahape & Purimu– T2/T4 Rotohiwi & Ngawaka • CHB Literacy Project continues to develop collaboration between schools and sharing of success and challenges. • CHB Literacy Group submit a PLD application for Term 2 2017 – Term 1 2018. • CHB Science Learning and Change Network (LCN) sharing of learning, inter student and sector collaboration • Incorporate the EnviroSchools Kaupapa into the teaching and learning to underpin the engagement and motivation of science. 	<ul style="list-style-type: none"> • Meet with 2016 Year Leavers in Term 1 2017 • Planning meetings with PFG in February 2017 • Parent meeting about learning and learning values in Term 1 2017. • Initiate local iwi resources to develop School Waiata and review Haka – ongoing with support from the Resource Teacher for Maori (RTM) • Build on initial contact to enhance engagement with the ECE and High School through the Science LCN. • 3-Way Conferences • Build strong communication links between teachers and parents/caregivers/whanau 	<ul style="list-style-type: none"> • Community consultation meetings: Review of Values • Review how Values can be embedded at Board level. • Interact with other Schools for sporting and cultural activities • Community Challenge evening • Further development of the Shadehouse and gardening programmes.
<p>Strategies 2017</p>	<ul style="list-style-type: none"> • Achievement Targets set based on Reading, writing and mathematics. • Learning Maps are used to improve student agency (Taking an active role in their learning) • Review Reading Programme • Review Science Programme • Complete review of Mathematics • Lit Leadership Cluster • Reading Recovery • Interschool visits of teachers and students • GAFE developed more fully • Plan more learning experiences that are outside of the classroom • Allow for a flexible timetable. • Collaborative Teachers and learning in both junior and Middle/senior school 	<ul style="list-style-type: none"> • PLD programmes linked to School Goals and Teacher Goals Performance Agreements. • PLGs Operating • Reading Recovery implemented • Continued review of Technology introduced to support teachers with RTC and TAI e.g. GAFE, Appraisal Connector • Appraisal Connector use is part of culture • Moderation of Reading, Writing and Maths • Using capability of wifi infrastructure to support learning e.g. GAFE, portability of learning • Logistics of supporting the Science Roadshow Project with transport, Release time for PLD and Release time to allow for collaboration between students from different schools. • Staff collaborate with other schools. • Students collaborate with other students • Blog developed 	<ul style="list-style-type: none"> • Communication - Newsletters: School and community • Surveys, Questionnaires, Meetings, 3-Way Conferences • Consultation with parent community - specifically Maori and Pasifika • Review process of engagements and resulting Outcomes. • Review of school Website • Class Blogs • Beginning of the year gathering for families – games, competitions, fun evening • School/Community BBQ • Pet Day 2017 	<ul style="list-style-type: none"> • Children’s Values Board • Values Displayed in classes, office, staffroom • Vision used on Letter Head and Newsletters • Values addressed in School Assemblies • GOTHCA’s linked to Values • Consistent language of Values across school. • Display Cabinet for Cups and Trophies • GAFE – Google Form used to gather students and teacher voice • GAFE – Google Form used to target specific parents groups

Initiatives 2018	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. • NS PaCT Tool 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. • Network for Learning accessed 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2017 strategies.
Strategies 2018	<ul style="list-style-type: none"> • TAI – Appraisal Connector is used for appraisal as well as reflective journal • Integration of Technology • Review Arts Programme • Lit Leadership Cluster • School Visits • Small classes • CHB Literacy Project • CHB Literacy PLD • CoL Leadership and Teacher Roles are well established and Challenges have been decided. • Science Roadshow CHB Project • CHB Science Learning and Change Network 	<ul style="list-style-type: none"> • TAI ongoing and embedded in learning culture of teachers/school • PLD programmes linked to School Goals and Teacher Goals. • PLGs Operating • Reading Recovery • Technology to support teachers with RTC and TAI e.g. AC and GAFE • Moderation of Reading, Writing and Maths 	<ul style="list-style-type: none"> • Communication - Newsletters: School and community • Surveys, Questionnaires, Meetings, 3-Way Conferences • Consultation with parent community - specifically Maori and Pasifika • Review process of engagements and resulting Outcomes. • Review of school Website • Beginning of the year gathering for families – games, competitions, fun evening • School/Community BBQ 	<ul style="list-style-type: none"> • Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments •
Initiatives 2019	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies. 	<ul style="list-style-type: none"> • Implement any initiatives as a result of a review of the 2018 strategies.
Strategies 2019	<ul style="list-style-type: none"> • Review Writing Programme • Lit Leadership Cluster • School Visits • Small classes • 	<ul style="list-style-type: none"> • TAI ongoing and embedded in learning culture of teachers/school • PLD programmes linked to School Goals and Teacher Goals. • PLGs Operating • Reading Recovery • Technology to support teachers with RTC and TAI e.g. AC and GAFE • Moderation of Reading, Writing and Maths 	<ul style="list-style-type: none"> • Communication - Newsletters: School and community • Surveys, Questionnaires, Meetings, 3-Way Conferences • Consultation with parent community - specifically Maori and Pasifika • Review process of engagements and resulting Outcomes. • Review of school Website • Beginning of the year gathering for families – games, competitions, fun evening • School/Community BBQ 	<ul style="list-style-type: none"> • Investigate other approaches to foster and develop Flemington Culture • Visit other schools of similar environments •

FLEMINGTON SCHOOL ANNUAL PLAN 2017

NAG 1: Curriculum – Raising Student Achievement

- Achievement Targets 2017: Reading, Writing, Mathematics set against National Standards
- Reading Recovery: 0..05 MOE; 0..05 BOT Funding
- Reading Comprehension focus each term
- Oral Language Development focus
- Literacy Intervention programmes implemented: Quick 60 and Stairway Literacy
- CHB Literacy Group is supported
- Numeracy – NUMP assessment
- Prime Maths trial with target groups
- Maths Delivery Plan completed
- Science Delivery Plan Developed Teaching and learning resources purchased per budget and on need basis
- Professional Development: Science Roadshow Project; ICT – Google for Schools, Appraisal Connector, Student Ownership of Learning; Literacy; Play Based Learning; Leadership
- Science / Technology – Yr 7/8 Tech Centre: Yr 5 & Y6
- Robotics – Problem Solving Skills, Enviro Schools development
- Science – Roadshow Collaborative across school learning
- The Arts – weekly singing, End of Year Production, Guitar, Drama.
- Maori/Te Reo – Community consultation
- Health/PE – Team sports identified, skills taught, involvement in EZ Cluster and CHB Schools events, Sports Academy: Sport HB Coaches Hockey and Futsal; Life Education Trust; School Triathlon; Grass Hopper Tennis; Gymnastics; Softball; PAL Leaders
- Learning Support: Reading Recovery; Outside Agencies – RTLb, RTLit, Speech and Language, Vision and Hearing;
- Special Needs Register review
- Teacher Aide to support junior room maths and literacy

NAG 1: Curriculum – Raising Student Achievement (Con't)

- Review ICT Plan
- Assessment Schedule Self-review
- New South Wales University Schools English & Maths Competition offered.
- Otago Problem Solving
- Halogen Young Leaders Day – House Leaders and or All Yr8s
- NZCER Marking service accessed for PAT, STAR

NAG 2: Self-Review – Raising Student Achievement

- Community Consultation: Charter (Goals)
- Community Consultation: Teaching and Learning
- Report to Board of Trustees & Parents on Targets
- Community Newsletter: Each term
- School Newsletter: Each week
- Annual Break-up/Prize-giving
- Maori/Te Reo – Community/Whanau consultation
- Update Annual Strategic Plan: 2017-2019
- Succession Planning implemented
- Annual Reports
- Review Budget
- Annual Staff Performance Management Agreements & Appraisals completed
- Update and lodge Charter with Ministry of Education
- Analysis of Variance Report and Reset Targets
- Review Policies and Procedures as per schedule
- Follow Self-Review Plan: Provide reports as scheduled
- Continue monitoring the 10 Year Property Plan and 5YA (2015/16-2019/20)
- Board visits classrooms twice yearly
- Parent education evening is held at the beginning of Term 1

NAG 4: Finance and Property

- Fundraising events e.g Mud Run, Winter Olympics, crutching, stock drive etc Cattle Scheme in conjunction with the FSPFG.
- Flemington School Parent and Friends Group (FSPFG) operating
- Principal and Treasurer prepare Annual Budget
- Monitor Budget Monitor Financial management
- Notify New and existing Board Members of Professional Development opportunities
- Prepare monthly & annual reports & accounts
- Review cash receipting & banking procedures
- Grant Applications and Accountability completed
- Stock Drive – End of November / begin of Dec - if required
- Support all PLD re: Innovative Learning Practice and Environments, Writing Moderation, PaCT, e-asTTle
- Purchase furniture as per need - as part of asset replacements
- Continued development of Shade House and surrounding area
- Review area around junior sandpit
- Plant native trees received as part of Paper4Trees.
- Drainage behind Chalets
- Drainage behind Rotohiwi – further work required
- Paint Chalets: Ngahape and Purimu

NAG 3: Personnel – Raising Student Achievement

- Review policies
- BOT given job descriptions – Reviewing Annually
- BOT participate in professional development around new roles
- Professional Development Strategic Plan prepared in support of school targets and goals.
- Professional Learning and Development Application submitted
- Community of Learning Expression of Interest is followed up and further work done around this.
- Review Performance Management document
- Appraisal: Teachers, Principal have job descriptions and written goals for the year -
- Ensure all staff appointments follow E.E.O. requirements
- Review Job Descriptions & Review Teacher Registration database
- Update Relievers database
- Principal has regular communications with all staff members
- Principal is supported in Leading and Managing the school
- Staff are supported in developing their professional knowledge and practice
- Teachers are supported to develop professional portfolios of their teaching and learning

NAG 5: Health & Safety

- Review Safety & Hazard Checklist
- Emergency Procedures Self-Review
- Review student Medication / Emergency information
- Building Warrant of Fitness
- School Building Safety Compliance / Argest Warranty Checks
- Drinking Water Testing Regime – Operating under a Water Plan – 3 Monthly testing
- Regular Fire and Earthquake Drills
- Electricity Testing and Tagging – as required
- Risk Management Plans for EOTC activities.

ICT

- Purchase/Lease Chrome Books / ipads
- Develop and promote use of a school website
- Provide professional development for librarian
- Newly purchased library books purchased and entered into library system
- Continue to support staff in developing the skills and knowledge to use and include ICT in class programmes – Google Schools Apps and supporting technology
- Embed the use of the Student Management System (SMS) Assembly to manage all students assessments and pastoral information
- Support the teachers in consolidating the use of Appraisal Connector for collection and storage of evidence for Teachers registration

NAG 6: Policies and Procedures Administration

- Hold two 3-Way Conferences and complete two written reports for parents
- Keep Board Folders up-to-date (policy/procedure)
- Maintain database of projected enrolments & demographic shifts (future bus routes etc) - yes
- Bus Contract – Liaise with provider and community
- SMS system Professional Development – Principal / Staff
- Update Student Information
- Renew storage of files/records
- Flemington School Parent Handbook reviewed and updated
- Review Administration Procedures and processes.
- Review Administration Procedural Handbook
- Scheduled 4 Year old school visits -
- School Working Bees
- Pet Day
- Maintain roster of Parent Helpers for Lunches, Reading Support etc.

School Camps undertaken for Yr4-5 and Yr6-8: Big Day Out for Yr0-3

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Strategic Goals for Professional Development 2017 (Page 1)

Planned Impact on our Staff /Students

Action

Planned Impact on our Staff /Students	Action		
<p>Science</p> <ul style="list-style-type: none"> • Students will be enthused and engaged in science and things to do with science • Build links between the school and the community: Parents, Interested others and Businesses • Continue to strengthen links between ECE Centres and CHB College • Improved opportunities for students to engage in science • Collaborative Learning 	<ul style="list-style-type: none"> • Engagement in the CHB Science Roadshow Pilot project: All staff • Engagement in CHB LCN Science project: Principal and Teacher responsible for science • Collaborate with other teachers to implement science learning opportunities: All teaching staff • Attend the Science Roadshow PLD days <ul style="list-style-type: none"> ○ Principal and Teacher responsible for science ○ Implement Science Roadshow programme in conjunction with Unit developed at PLD days • Attend appropriate PLD opportunities <ul style="list-style-type: none"> ○ All Teaching Staff • Students working with students from other schools on collaborative projects • Students sharing learning in central online space • Shade House <ul style="list-style-type: none"> ○ Development of seed propagation, transplanting and preparing for planting out 		
<p>Mathematics</p> <ul style="list-style-type: none"> • Up-skill staff to inform classroom practise and support student learning across curriculum • Improved learning for students leading to improved achievement and understanding with mathematical concepts, knowledge and its application in problem solving. • Improved understanding of the overview of Flemington School's Mathematics Curriculum 	<ul style="list-style-type: none"> • Refine Flemington Mathletics Curriculum • Mathematics Leadership: Lyn Gibson • Link Maths across the curriculum: All staff involved • Collaborative Teaching and Learning across classes • Leadership Support in development of the Flemington Maths Curriculum <ul style="list-style-type: none"> ○ Principal & Lead Teacher (Lyn Gibson) • Target and At Risk children are entered into PaCT (Progress and Consistency Tool) as a means of tracking progress. <ul style="list-style-type: none"> ○ All Staff • Teachers Inquiring into their Practice - TAI <ul style="list-style-type: none"> ○ Teachers plan and implement an inquiry into their practice aimed at lifting mathematics achievement. ○ All target and at Risk Children are the focus of the teacher's inquiries 		
<p>Leadership</p> <ul style="list-style-type: none"> • Effective and Informed leadership of Flemington School • Build Leadership Capacity – Knowledge, Skills, Understanding • Build Mentoring and Coaching capabilities • Effective review of school programmes and teacher performance • Collegial support with other Principals • Teachers reflect on practice, attitudes and knowledge of content and learning. 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Access Professional Development opportunities that support leadership development <ul style="list-style-type: none"> ○ Relevant conferences or other leadership PLD opportunities ○ Brendon Spillane – Lower Hutt 30 March ○ PLD that supports ICT and Modern Learning environments and pedagogy • Professional Learning Group – Continue being a part of this group in CHB • Community of Learning – actively engage in the process of establishing these groups • Continue facilitation of the CHB Literacy Group based around improving writing across all CHB schools • Continue to Facilitate and coordinate the CHB Learning and Change Network based on Science </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • Visit other experienced principals and observe practices, procedures and programmes that foster success. • Engage in reflective practice as a leader • Develop the Performance Management Agreement to further promote leadership and on-going learning of teachers and staff • To embed the use of Appraisal Connector an online tool to facilitate gathering of evidence and reflections and as a tool to support their Teachers Inquiry <ul style="list-style-type: none"> • Continue in a structured Appraisal process • To revisit and reconnect with Ta Taiako in relation to further to develop the understanding of Maori learners and their whanau • Management Committee of RTLit – continue in this role • Management Committee of new Regional Principal Advisors in HB – start in this role • Leadership of the CHB Education leaders Association – continue in this role </td> </tr> </table>	<ul style="list-style-type: none"> • Access Professional Development opportunities that support leadership development <ul style="list-style-type: none"> ○ Relevant conferences or other leadership PLD opportunities ○ Brendon Spillane – Lower Hutt 30 March ○ PLD that supports ICT and Modern Learning environments and pedagogy • Professional Learning Group – Continue being a part of this group in CHB • Community of Learning – actively engage in the process of establishing these groups • Continue facilitation of the CHB Literacy Group based around improving writing across all CHB schools • Continue to Facilitate and coordinate the CHB Learning and Change Network based on Science 	<ul style="list-style-type: none"> • Visit other experienced principals and observe practices, procedures and programmes that foster success. • Engage in reflective practice as a leader • Develop the Performance Management Agreement to further promote leadership and on-going learning of teachers and staff • To embed the use of Appraisal Connector an online tool to facilitate gathering of evidence and reflections and as a tool to support their Teachers Inquiry <ul style="list-style-type: none"> • Continue in a structured Appraisal process • To revisit and reconnect with Ta Taiako in relation to further to develop the understanding of Maori learners and their whanau • Management Committee of RTLit – continue in this role • Management Committee of new Regional Principal Advisors in HB – start in this role • Leadership of the CHB Education leaders Association – continue in this role
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Strategic Goals for Professional Development 2017 (Page2)

<p>Literacy</p>	<ul style="list-style-type: none"> • Improved Reading programmes/Up-skilling Teachers/Sharing good practise/ Collegial support. • Literacy Leadership • Learning Intervention programmes • Reading Recovery Support Programme • Update Literacy knowledge which impacts on raising student achievement • Collaborative Learning 	<ul style="list-style-type: none"> • Collaborative teaching and learning between classes following innovative learning practices • Literacy (Reading) Network CHB Literacy Group <ul style="list-style-type: none"> ○ Literacy Lead Teacher as Liaison • Trained Reading Recovery Teacher on staff provides collegial support and implements RR Programme <ul style="list-style-type: none"> ○ Reading Recovery Teacher • Literacy Learning Intervention programmes implemented <ul style="list-style-type: none"> ○ Quick 60 ○ Stairway Literacy • Janine Remnant, literacy facilitator, reviews and refines the Junior Literacy Programme <ul style="list-style-type: none"> ○ Leanne and Beth in classes all teachers as part of mtgs • Teachers attend PLD according to Targets and need within budget restraints <ul style="list-style-type: none"> ○ All Teaching staff • Engage in developing the Integration of National Standards into reporting to parents • Developing moderation model that supports OTJ's • Implement the use of PaCT for target and At Risk learners • Teachers Inquiring into their Practice <ul style="list-style-type: none"> ○ Teachers plan and implement an inquiry into their practice aimed at lifting literacy achievement. ○ TAls have specific focus on target learners
<p>Teaching & Learning</p>	<ul style="list-style-type: none"> • Planning for success for all students • Up-skilled staff on the learning processes and the impacts it has for children's learning. • Learning Intentions/Success Criteria integrated into classroom practice, and in reporting to parents • Teachers expanding and improving pedagogical knowledge and practice • Teacher practice reflects innovative teacher practice thinking 	<ul style="list-style-type: none"> • Implement school wide introduction of thinking and Learning tools that allow for divergent thinking. <ul style="list-style-type: none"> ○ Learning Maps • Engage in professional development based on maximising student input into their learning • Developing Active Learners rather than Passive learners. • Teaching as Inquiry – the action cycle and supporting tools (Appraisal Connector) <ul style="list-style-type: none"> ○ All teaching staff ○ Onsite and offsite. • Performance management focus on reflective <i>teaching and inquiry</i> into practice as part of appraisal process incorporating the Practising Teacher Criteria (PTCs), School and Personal Goals, Ta Taiako, <ul style="list-style-type: none"> ○ All Teaching Staff • Structure classroom programmes to meet specific needs of students: TAls are a natural link to this • Professional development linked to Strategic plan and Educational Goals. • Staff leading professional discussions in staff meetings • Facilitating Professional Learning Communities • Build on the integration of modern technology into classroom programmes. • Building understanding of competencies and concepts in Ta Taiako • Learning Maps <ul style="list-style-type: none"> ○ Attend PLD sessions on creating and using Learning Maps ○ Implement across the school

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

READING TARGET 2017

Curriculum Area: English – Comprehension of Written Texts.

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Target: To have all students who are not achieving the relevant Reading National Standard for their year level, achieving it by the end of 2017 or their anniversary enrolment date.

Historical Position and Data.

- We have used a range of data to support the teacher's Overall Teacher Judgment (OTJ) of students' achievement.
- Over the last 5-6 years there have been a group who have not been achieving their relevant NS and we have found difficult accelerate. There have been others who have come through within school and not been achieving their relevant NS. Another group have been students who have enrolled from other schools and have been judged as not achieving their relevant NS on our judgements.
- This has been the catalyst for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge. These children are at risk of being turned off from learning and end up thinking they are not learners.
- We are very conservative in the judgments made in the junior end of the school as we want to make sure that any children that have not got a solid grounding are not missed.
- **2017:** Again the data from the end of 2016 indicated that there had been significant progress for the Target group in 2016, with 9 children making accelerated progress to achieve the standard by the end of 2016 but the EOY data indicated that there would still be 10 Target students to carry over into 2017 – although some had made accelerated progress there were still other students presenting as not achieving the NS in Reading.
- With new families enrolling and children moving into their first 40 Weeks NS cycle **the Target group for 2017 is 14 Students.**
- The anecdotal evidence indicates that we have made a significant difference to the self-belief and attitude to learning for many students and the data has backed this up.
- Although the targets are based on the EOY 2015 data there have been other students that have enrolled that we judge to be achieving Well Below and Below the relevant NS.
- Of the 14 Targets in 2017, 3 have carried over from 2016, 7 had their first judgement (40weeks) in 2016, 1 has been included but has only been at school for 13 weeks at the end of 2016, 3 are new from new families that have moved to the area.
- As part of reporting to the Board in 2016 the staff categorized the students against the National Standards for Reading, Writing and Mathematics.
- The data from several different norm-referenced assessment tools, Running Records (Junior years and other older target children) along with the teachers professional knowledge of the curriculum content were used to support the decision making process. Even though norm referenced assessment scores are a one off snapshot of performance it allows teachers to put it together with all they know about a student's performance and create an overall picture of how they are achieving.
- The OTJ's are a professional judgment made by the teacher of a student's reading capability, behaviors, attitudes and knowledge as outlined in the National Standards.

Achievement Data:

2017 INITIAL Achievement		
ENGLISH - READING		
Year	Well Below	Below
Aft 40wks		2
Aft 80wks		7
Aft 120wks		2
Year 5	1	1
Year 7		1
Total	1	13

16% (14) of 2017 starting school roll - 86
 (18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)

- The outcome of the 2016 OTJs against National Standards indicated that there were 10 students spread across the school that were identified as not achieving the relevant Writing National Standard – 10 ‘Below’ and 1 ‘Well Below’. **In 2017, With 3 Year 8 leavers, some new families enrolling and children moving into their 40 week cycle, 14 students have been identified at the start of 2017: 13 Below and 1 WB.**
- It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.
- 9 (64%) of the 14 of the students (71% 2016; 80% 2015; 80% 2014; 55% 2013) listed also were also identified in either the Writing or Mathematics targets.
- These 14 students represented 16% of the starting roll (86) in 2017 (18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012; 25% in 2011).
- For those students who are in the anniversary cycle for OTJs the EOY report is based on how the children were judged after the anniversary of being at school for 40, 80 or 120 weeks rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard but weren't on their anniversary then they are recorded as Not Achieving.
- Those students whose 40, 80 or 120 week anniversary of starting school is after 1 November but before 1 March of the following year are also included in the Schools EOY and MOE NS data reporting.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school and between schools.
- The process of establishing and embedding the NS into the assessment process and programme is well established and it is about how do we refine and improve this.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's is becoming more understood but will also be supported by the use of PaCT and ongoing moderation.
- Once again the knowledge and experience of the teacher has a paramount position in the whole National Standards process and building the teacher knowledge and understanding around this is always a priority.

Learning Area	Student Target Group Baseline Data	One Year Target		Three Year School wide Target
Language: Reading	<p>As determined through analysis of the 2016 end of Year NS Data.</p> <p>Reading:</p> <p>After 40 Weeks 2 Below</p> <p>After 80 Weeks 7 Below</p> <p>After 120 weeks: 2 Below</p> <p>Year 5: 1 Well Below 1 Below</p> <p>Year 7: 1 Below</p> <p>16% (14) of 2017 starting school roll - 86 (18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)</p>	<p><u>Reading Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • All students achieving the National Standard for Reading. • To accelerate the progress of the target group so they are working at their relevant National Standard level or above it. • To progress the students who have proved difficult to accelerate. • To lift the achievement of all target group students. • To improve the reading enjoyment, capability and capacity of all students. • To increase the level of motivation and engagement in learning, with improved levels of student agency. 		<p><u>Reading Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To reach and maintain a high level of reading capability across all year levels – • 100% achieving their relevant standard for reading. • To accelerate the learning of all students in reading. • To develop an enjoyment of reading culture across the school. • To develop a language programme that consistently raises the achievement of low achievers so the Achievement Gap keeps reducing. • To reduce the number of students that appear consistently in the Lower Achievements Bands • To have all students motivated and engaged in learning, with high levels of student agency. • To have a high level of motivation and engagement in learning, with improved levels of student agency. • To increase Student Agency in reading and literacy in general. • To increase their active involvement in their learning and understanding of how they affect their learning.
<p><u>Ethnicity:</u></p> <p>Target Group:</p> <p>86% - European 14% - Maori 0% - Pasifika</p>	<p><u>School:</u></p> <p>81% - European 13% - Maori 0% - Pasifika 6% - Other</p>	<p><u>Gender:</u></p> <p>Target Group:</p> <p>21% - Girls 79% - Boys</p>	<p><u>School:</u></p> <p>51% - Girls 49% - Boys</p>	
<p>The target group has a close relation to the school profile - although one student can skew the percentages quite considerably; 1 child = 7%</p>		<p>Although a small group the Boys far outweigh the girls by 11:3 The target group size means a small number of students can have a large percentage effect: 1 child = 7%</p>		

Strategies for Improvement

Strategies

- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- Dedicated language learning daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- To continue using modern learning pedagogy and collaborate across classes and run learning workshops and support students to improve their student agency.
- Use Community generated funds to employ to support the fulltime employment of a teacher aide.
- To use community funds to support the purchase of programmes and resources to assist literacy learning.
- To implement Reading Recovery for specific students.
- Engage in Professional Development that will enhance the learning and teaching of reading comprehension skills/strategies.
- To maintain participation in the CHB Science Roadshow Project as a vehicle that can underpin the desire to change where and how we learn. The desired outcome is that this Science focus will flow through all learning areas.
- Support ongoing professional development of to support the Google Apps for Education in the Ngawaka and Rotohiwi as tools that will give options for students and teachers for collaboration and bridge the gap with home and school.
- Evaluation of assessments such as STAR and PAT looking at reducing to once a year.
- Report to BoT on Reading Achievement - Including Reporting to the Board twice a term on the progress of the target learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Undertake specific focused teaching of comprehension in practice.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Use questions that students can ask themselves to help them develop a sense of purpose for their reading.
- Use PaCT and e-asTTle as checkpoints to help provide ongoing and specific assessment information on the progress and achievement of the students for Year 4-8 Students.
- Continue the Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improving teacher knowledge and practice.
- Continue with the CHB Literacy Project and the associated PLD group application for ongoing PLD based around writing and the link to oral language in the early stages and through to transactional writing using science as the catalyst.
- To review and evaluate the literacy programmes in the junior rooms to see if there are actions that will make a difference in these early stages of language acquisition.
- Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Observe teachers in other schools and programmes used.
- Facilitate use of online programmes such as Reading Eggs, Sunshine Classics and Studyladder.
- Use the Google Apps tools to facilitate student self-monitoring and lessen the demarcation between learning at home or at school.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY WRITING LANGUAGE TARGET 2017

Curriculum Area: English – Written Language – Writing Capability and Behaviours

Budget: Teacher Release, Resources, PLD Course Costs, Travel, Observing identified Good Practices

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Target: To have all students who are not achieving the relevant Writing National Standard for their year level, achieving it by the end of 2017 or their anniversary enrolment date.

Historical Position and Data.

- During the analysis of writing samples, used as part of the normal practice of assessing written language since 2010, the evidence showed that there had been gains made in writing capability but there was still this issue that kept coming up during moderation sessions – **the ability of students to plan, construct and present relevant and interesting writing that reflected the rich and varied discussions that occurred in classes.** This was still apparent when writing involved topics across the curriculum - the transfer of language and content cross-curricula.
- Over the last 5-6 years there have been a group who have not been achieving their relevant NS and we have found difficult accelerate. There have been others who have come through within school and not been achieving their relevant NS. Another group have been students who have enrolled from other schools and have been judged as not achieving their relevant NS on our judgements.
- This has been the catalyst for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge. These children are at risk of being turned off from learning and end up thinking they are not learners.
- The 2016 NS data indicated that there had been a significant acceleration in the Target group of 9 students with 6 (66%) making accelerated progress and moving into the relevant level of NS achievement. This should be celebrated for the work that has been done by the students and teachers to achieve this gain. This has been noted by the staff and the Board but doesn't change the focus of always looking to improve.
- The 2016 EOY data indicated that there would still be 5 students to carry over into 2017 – although some had made accelerated progress there were still other students presenting as not achieving the NS in Reading.
- **With new families enrolling and children moving into their first 40 Weeks NS cycle the Target group for 2017 is 9 Students.**
- The staff continues to work on improving their knowledge and understanding of the National Standards and the respective criteria, it has become evident that the **Literacy Learning Progressions** give specific criteria that can be used to give a main guide in judging what writers were doing in their writing. These criteria could also be applied when judging writing across the curriculum.
- Teachers developed a one sheet summary of their respective teaching year levels and this was shared between staff as reference points for the different achievement levels for the curriculum. These will be reviewed and modified as part of the ongoing development of the Language Delivery programme.
- Data from Formal Assessment of PAT and STAR will be used to support the broader view of how the students complete language capability is progressing.
- The ongoing commitment to developing moderation is a reflection of the desire for the teachers to keep improving their knowledge and capabilities. This includes the established moderation we engage in with 2 other country schools and also the CHB Literacy Project initiative that is currently developing.
- The **teacher's professional knowledge and understanding of Written Language** still remains the main resource when rating the achievement of a group of students in relation the National Standards. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement.
- The use of PaCT will be used for all target and students identified as being At Risk to help moderate the judgements made by the teachers and to help improve understanding and knowledge of the NS criteria.

Historical Achievement Data:

2017 Initial Achievement:		
WRITING		
Year	Well Below	Below
Aft 40wks		2
Aft 80wks		4
Aft 120wks		1
Yr 5	1	1
Yr 7		1
Total	1	9

12% (10) of 2017 starting school roll - 86
(21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)

- The outcome of the 2016 OTJs against National Standards indicated that there were 5 students spread across the school that were identified as not achieving the relevant Writing National Standard – 4 ‘Below’ and 1 ‘Well Below’. In 2017, With some new families enrolling and children moving into their 40 week cycle, 10 students have been identified at the start of 2017: 9 Below and 1 WB.
- It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.
- All 10 of the students (100%) of the students listed were also a target in either Reading or Mathematics.
- These 10 students represented 12% of the starting roll (86) in 2017 (21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013; 12% in 2012; 29% in 2011).
- For those students who are in the anniversary cycle for OTJs the EOY report is based on how the children were judged after the anniversary of being at school for 40, 80 or 120 weeks rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard but weren't on their anniversary then they are recorded as Not Achieving.
- We make sure that we keep any students that may appear to have some weaker aspects to their writing are kept very much front and centre in the teachers focus.
- Those students whose 40, 80 or 120 week anniversary of starting school is after 1 November but before 1 March of the following year are also included in the Schools EOY and MOE NS data reporting.
- We have been seeing a trend of more children achieving the standard as we have been progressing of the last few years, which is a reflection of the seeing learning as a progression and that all kids can learn but we need to keep them motivated and engaged so we can build their learning skills and lift their student agency, which then flows through to improved achievement.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school and between schools.
- The process of establishing and embedding the NS into the assessment process and programme is well established and it is about how do we refine and improve this.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's is becoming more understood but will also be supported by the use of PaCT and ongoing moderation.
- Once again the knowledge and experience of the teacher has a paramount position in the whole National Standards process and building the teacher knowledge and understanding around this is always a priority.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target
Language: Writing	<p>As determined through analysis of the 2016 End of Year NS Data.</p> <p>After 40 Wks: 2 Below</p> <p>After 80 Wks: 4 Below</p> <p>After 120 Wks: 1 Below</p> <p>Year 5: 1 Well Below 1 Below</p> <p>Year 7: 1 Below</p> <p>12% (10) of 2017 starting school roll - 86 (21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)</p>	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To accelerate the progress of the target group so they are working at their relevant level or above it. • To progress the students who have proved difficult to accelerate. • To lift the achievement of all target group students. • To improve the writing capability and capacity of all students. • To review and evaluate the Junior literacy programmes to see if we can make a difference in the achievement profile in the early years. • To increase the level of motivation and engagement in learning, with improved levels of student agency. 	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To have all students achieving at the relevant Standard for their year level. • To progress writing capabilities for all children at Flemington School – accelerate their learning. • To have students using a wide range of writing skills across all curriculums and in many different formats. • To develop the language programme so that it keeps all students advancing but also lifts the low achievers and narrows the gap to the high achievers. • To reduce the number of students that appear consistently in the Lower Achievements Bands • To have all students motivated and engaged in learning, with high levels of student agency. • To have a high level of motivation and engagement in learning, with improved levels of student agency. • To increase Student Agency in writing and literacy in general. • To increase their active involvement in their learning and understanding of how they affect their learning.
<p><u>Ethnicity:</u></p> <p>Target Group: 90% - European 11% - Maori 0% - Pasifika</p> <p>School: 81% - European 13% - Maori 0% - Pasifika 6% - Other</p> <p>The percentage of Maori in the Target group is slightly lower than the school %. Due to the number of students in a group a small change can have a large effect on the percentage figure; 1 = 7%</p>		<p><u>Gender:</u></p> <p>Target Group: 10% - Girls 90% - Boys</p> <p>School: 51% - Girls 49% - Boys</p> <p>There is a very much higher representation of Boys in the Target group, compared to the school wide percentage. At these numbers 1 student in the Target group equates to 7%. The majority of these boys are in the transition between 40wks and 80wks at school.</p>	

Strategies for Improvement

Strategies

- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to more hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- To maintain participation in the CHB Science Roadshow Project as a vehicle that can underpin the desire to change where and how we learn. The desired outcome is that this Science focus will flow through all learning areas.
- Dedicated language learning daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning tasks is taught.
- To continue using modern learning pedagogy and collaborate across classes and run learning workshops and support students to improve their student agency.
- Support ongoing professional development of to support the Google Apps for Education in the Ngawaka and Rotohiwi as tools that will give options for students and teachers for collaboration and to bridge the gap between home and school.
- Undertake deliberate acts of teaching for writing skills and all language skills.
- Engage in Professional Development that will enhance the learning and teaching of comprehension skills/strategies.
- Collection and moderation of writing samples from whole school – including samples from different genre.
- Report to BoT on Writing Achievement - Including Reporting to the Board twice a term on the progress of the target learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Continue with the CHB Literacy Project and the associated PLD group application for ongoing PLD based around writing and the link to oral language in the early stages and through to transactional writing using science as the catalyst.
- Moderation with other schools to improve consistency and knowledge of judgements which will be an integral part of the PLD if successful and the CHB Lit Project if the PLD application is not successful.
- Evaluation of other Language assessments such as STAR and PAT.
- Engage with Literacy Leadership Network.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Collect student's voice about their language learning. Develop questions that students can ask themselves to help them develop a sense of purpose for their writing.
- Engage in critical staff discussions about assessments and pedagogy.
- Continue to engage in Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improving teacher knowledge and practice.
- Continue with Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Review and evaluate the junior literacy programmes with support of a Literacy learning facilitator.
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FLEMINGTON SCHOOL CENTRAL HAWKES BAY

MATHEMATICS TARGET 2017

Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability and particularly the capacity to transfer maths knowledge across the curriculum.

Target: To have all students who are not achieving the relevant Mathematics National Standard for their year level, achieving it by the end of 2017 or their anniversary enrolment date.

Historical Position and Data.

- Traditionally numeracy has formed the basis of the school wide targets. Numeracy has been a strategic target previously and the diagnostic Nump Interview was used to get some comprehensive baseline data in 2009. The targeted numeracy focus as part of the Numeracy Sustainability Programme over the following years had significant outcomes with some large gains made in the student numeracy capability. As part of the reflection on 2015 we feel that we need to revisit what and how we teach mathematics.
- The school wide data gathered over that period was mainly focused on numeracy and not the specific strands of the maths curriculum of Number/Algebra – Geometry/Measurement - Statistics. The introduction of the **National Standards** has initiated a refocus on the whole maths learning area.
- The assessment achievement data was gleaned from a number of assessment tools such as PAT, Gloss, IKan, and e-asTTle, also from the student’s work samples/modelling books. Alongside this have been the observations and conversations the teachers have engaged in of and with the students while they are learning.
- The teachers have used these aspects of evidence along with their specific content knowledge and experience to make Overall Teacher Judgments (OTJs) as to what level the students are achieving at. Assessment is an integrated part of the maths programme with Overall Teacher Judgments, underpinned by verifiable evidence such as Gloss, IKan, e-asTTle and student work samples, being one outcome of this process along with the continual readjustment of the teaching and learning in the classroom.
- The introduction of PaCT will assist in making judgements that are more robust and help to identify areas to focus on for the students as the teachers and students plan ahead

Historical Achievement Data:

2017 Initial Achievement:

MATHEMATICS		
Year	Well Below	Below
Aft 40wks		2
Aft 80wks		2
Aft 120wks		1
Yr4		
Yr 5	1	
Yr 8		1
Total	1	6

8% (7) of 2017 Starting roll – 86 (18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)

The outcome of the 2016 OTJs against National Standards indicated that there were 8 students spread across the school that were identified as *not achieving* the relevant **Mathematics** National Standard – 7 ‘Below’ & 1 ‘Well Below’. **In 2017, With 3 Year 8 leavers, some new families enrolling and children moving into their 40 week cycle, 7 students have been identified at the start of 2017: 6 Below and 1 WB.**

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 6 of the 7 students listed (86%) were also identified in either the Writing or Reading targets.
- These 7 students represented 8% of the starting roll (86) in 2017 (18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)
- The EOY report is based on how the children were judged after the anniversary of being at school for 40, 80 or 120 weeks rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard but weren’t on their anniversary then they are recorded as Not Achieving.
- Those students whose 40, 80 or 120 week anniversary of starting school is after 1 November but before 1 March of the following year are also included in the Schools NS data reporting.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school and between schools.
- The process of establishing and embedding the NS into the assessment process and programme is well established and it is about how do we refine and improve this.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ’s is becoming more understood but will also be supported by the use of PaCT and ongoing moderation.
- Once again the knowledge and experience of the teacher has a paramount position in the whole National Standards process and building the teacher knowledge and understanding around this is always a priority.

Learning Area	Student Target Group Baseline Data	One Year Target	Strategies for Improvement	Three Year Target
Mathematics – All Strands	<p><u>Maths Knowledge and Application</u> As determined through analysis of the 2016 End of Year NS Data.</p> <p>After 40wks: 2 Below</p> <p>After 80wks: 2 Below</p> <p>After 120wks: 1 Below</p> <p>Year 5: 1 Well Below</p> <p>Year 8: 1 Below</p> <p>8% (7) of 2017 Starting roll - 86 (18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)</p>	<p><u>Maths Knowledge and Application</u></p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they are working at their relevant level or above it To lift the achievement of all target group students. To improve the maths capability of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. 	<p><u>Strategies</u></p> <ul style="list-style-type: none"> Explicit teaching of maths knowledge skills and strategies scheduled daily for all students. Continue the collaborative teaching and learning sessions between classes following modern learning pedagogy. Group monitoring of mastery of objectives for each child. Effective ongoing school records developed to show cumulative information on each child's progress in all Maths Strands across the school. Data used by next teachers to form groupings and for reporting stages to parents (oral report with explanation) To maintain participation in the CHB Science Roadshow Project as a vehicle that can underpin the desire to change where and how we learn. The desired outcome is that this Science focus will flow through all learning areas. Student "I can...., I am learning to...." Sheets used as home-school communication and self-assessment. Use of Gloss, ICan and work samples as evidence of assessment and OTJ (Overall Teacher Judgment) Regular shared planning and review meetings for teachers of these levels. Continued unpacking of the Maths National Standards and the links between them and NZC and Numeracy Framework. Use PaCT and e-asTTle as checkpoints to help provide ongoing and specific assessment information on the progress and achievement of the students for Year 4-8 Students. Continue the Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improving teacher knowledge and practice. Maths Lead Teacher involved in CHB Maths Lead Teachers Group. Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding. Observe teachers in other schools and programmes used. Facilitate use of online programmes such as Mathletics and Studyladder. Use the Google Apps tools to facilitate student self-monitoring and lessen the demarcation between learning at home or at school. Report to the Board twice a term on the progress of the target learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement. 	<p><u>Maths Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> To have all students achieving at the relevant Standard for their year level. To progress maths knowledge and capabilities for all children at Flemington School – accelerate their learning. To have students transferring their knowledge and capability into many different contexts. To reduce the number of students that appear consistently in the Lower Achievements Bands To increase the level of motivation and engagement in learning, with improved levels of student agency. To increase Student Agency in Maths. To increase their active involvement in their learning and understanding of how they affect their learning.
<p><u>Ethnicity:</u></p> <p>Target Group: 100% - European 0% - Maori 0% - Pasifika</p> <p>School: 81% - European 13% - Maori 0% - Pasifika 6% - Other</p> <p>The target group has no Maori identified. Due to the small number of students in the target group one student can skew the percentages quite considerably.</p>	<p><u>Gender:</u></p> <p>Target Group: 14% - Girls 86% - Boys</p> <p>School: 51% - Girls 49% - Boys</p> <p>Although a small group the Boys far outweigh the girls by 6:1 The target group size means a small number of students can have a large percentage effect: 1 child = 14%</p>			

FLEMINGTON SCHOOL **ANALYSIS OF VARIANCE REPORTS 2016**

Reading Target for 2016 and Analysis of Variance

Writing Target for 2016 and Analysis of Variance

Mathematics Target for 2016 and Analysis of Variance

FLEMINGTON SCHOOL CENTRAL HAWKES BAY READING TARGET 2016

Curriculum Area: English – Comprehension of Written Texts.

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Target: To have all students who are not achieving the relevant Reading National Standard for their year level, achieving it by the end of 2016 or their anniversary enrolment date.

Historical Position and Data.

- We have used a range of data to support the teacher's Overall Teacher Judgment (OTJ) of students' achievement.
- Of the 15 targets in 2015, 5 students carried over from 2014, 12 are a target in another area in 2015, 2 were new to the school in 2014, 7 have come from the After 1 Yr at school OTJ. We have a good success rate of accelerating the Target children during a year and we tend to have a high percentage in the After 40-80 Wk OTJs in any current NS area. We are very conservative in the judgments made in the junior end of the school as we want to make sure that any children that have not got a solid grounding are not missed.
- 2016: Again the data from the end of 2015 indicated that there had been significant progress for the Target group in 2015, with 5 children making accelerated progress to achieve the standard by the end of 2015 but the EOY data indicated that there would still be 13 Target students in 2016 – although some had made accelerated progress there were still other students presenting as not achieving the NS in Reading.
- The area of concern has been the group (5) that were a target in 2014 and were again in 2015. This hard to move group of children are always a concern for the teachers. The anecdotal evidence indicates that we have made a significant difference to the self-belief and attitude to learning and hope this will lead to better achieve as they head off to secondary school.
- Although the targets are based on the EOY 2015 data there have been other students that have enrolled that we judge to be achieving Well Below and Below the relevant NS.
- Of the 14 Targets in 2016, 3 have carried over from 2015, 7 are in the transition between the 40 Wk and 80Wk judgements and 2 enrolled at the beginning of 2016.
- As part of reporting to the Board in 2015 the staff categorized the students against the National Standards for Reading, Writing and Mathematics.
- The data from several different norm-referenced assessment tools, Running Records (Junior years and other older target children) along with the teachers professional knowledge of the curriculum content were used to support the decision making process. Even though norm referenced assessment scores are a one off snapshot of performance it allows teachers to put it together with all they know about a student's performance and create an overall picture of how they are achieving.
- The OTJ's are a professional judgment made by the teacher of a student's reading capability, behaviors, attitudes and knowledge as outlined in the National Standards.

Achievement Data:

2016 INITIAL Achievement		
ENGLISH - READING		
Year	Well Below	Below
After 80wks		7
After 120wks		2
Year 4	1	
Year 6		1
Year 7		1
Year 8		2
Total	1	13
	14 Total 18% of starting school roll 76 (19% in 2015; 16% in 2014; 16% in 2013)	

- The outcome of the 2015 OTJs against National Standards indicated that there were 18 students spread across the school that were identified as not achieving the relevant Writing National Standard – 16 ‘Below’ and 2 ‘Well Below’. In 2016, 12 returned to school and 2 more enrolled from other schools making 14 identified target students.
- It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.
- 10 of the 14 of the students (71% - 80% 2015; 80% 2014; 55% 2013) listed also were also identified in either the Writing or Mathematics targets.
- These 14 students represented 18% of the starting roll (76) in 2016 (19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012; 25% in 2011).
- It has become clearer how we will classify and report on students in their first three years of schooling. The EOY report is based on how the children were judged after the anniversary of being at school for 40, 80 or 120 weeks rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard **but weren't on their anniversary then they are recorded as Not Achieving**. Children who have their birthday between the end of the school year and the end of February the following year are included in the data.
- We are still working on improving moderation of these OTJs. This is an ongoing process of establishing and embedding the NS. The reliability and validity of the OTJ's will become more evident as we become more familiar with the National Standards and how they link to the Literacy Progressions, NZC and a range of assessment tools.
- We continue to be concerned about the difference between how we judge new students that enrol from others schools and how these other schools have judged them.
- The weighting put on each aspect of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's will continue to evolve.

Learning Area	Student Target Group Baseline Data	One Year Target		Three Year School wide Target
Language: Reading	<p>As determined through analysis of the 2015 end of Year NS Data.</p> <p>Reading: After 80 Weeks 7 Below After 120 weeks: 2 Below Year 4: 1 Well Below Year 6: 1 Below Year 7: 1 Below Year 8: 2 Below</p> <p>14 of 76 Below Standard 18% of starting school roll 76 (19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)</p>	<p>All students achieving the National Standard for Reading.</p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they are working at their relevant National Standard level or above it. To progress the students who have proved difficult to accelerate. To lift the achievement of all target group students. To improve the reading enjoyment, capability and capacity of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. 		<p>To reach and maintain a high level of reading capability across all year levels –</p> <ul style="list-style-type: none"> 100% achieving their relevant standard for reading. To accelerate the learning of all students in reading. To develop an enjoyment of reading culture across the school. To develop a language programme that consistently raises the achievement of low achievers so the Achievement Gap keeps reducing. To reduce the number of students that appear consistently in the Lower Achievements Bands To have all students motivated and engaged in learning, with high levels of student agency.
<p>Ethnicity: Target Group: 86% - European 14% - Maori 0% - Pasifika</p>	<p>School: 83% - European 14 % - Maori 0% - Pasifika 3% - Other</p>	<p>Gender: Target Group: 50% - Girls 50% - Boys</p>	<p>School: 53% - Girls 47% - Boys</p>	
<p>The target group has a close relation to the school profile. The % of Maori in the Target group compared to the overall School % is the same, although one student can skew the percentages quite considerably; 1 = 7%</p>		<p>The target group closely reflects the gender spread of the school - allowing for the rounding of the percentage values where 1 child equates to 7%.</p>		

Strategies for Improvement

Strategies

- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to more hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- Dedicated language learning daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- To start using modern learning pedagogy and collaborate across classes and run learning workshops and support students to improve their student agency.
- Integrate language learning across whole school curriculum.
- Use Community generated funds to employ extra teaching staff so an extra class can be facilitated during Language time, allowing for smaller class numbers. This will allow specific focused teaching of skills and knowledge.
- To implement Reading Recovery for specific students.
- Engage in Professional Development that will enhance the learning and teaching of reading comprehension skills/strategies.
- To engage in the CHB Science Learning and Change Network as a vehicle that can underpin the desire to change where and how we learn. The desired outcome is that this Science focus will flow through all learning areas. Establish Google Apps for Education in the Ngawaka and Rotohiwi as tools that will give options for students and teachers for collaboration and bridge the gap with home and school.
- Evaluation of assessments such as STAR and PAT.
- Submit data to the NZCER Marking site to gain a range of analysis.
- Report to BoT on Reading Achievement.
- Undertake specific focused teaching of comprehension in practice.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Develop questions that students can ask themselves to help them develop a sense of purpose for their reading.
- Engage in Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improve teacher knowledge and practice.
- Implement Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2016

Reading Target for 2016

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Annual Goal: To improve all students' level of engagement and achievement in reading.

Target Group: Students who had been at school for 1 full year through to Year 8 children who are 'Below' or 'Well Below' from the target group. Once again due to the limited number of students it was decided that the target group would consist of these students rather than a particular group (e.g. Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: Analysis of school-wide data in December 2015 identified that there were 18 students who were either *Below (16)* or *'Well Below' (2)* the relevant National Standard (18 equates to 23% of the EOY eligible roll (78) in 2015: Taking into account Year 8 Leavers, moving families and new enrolments there were 14 identified Target Students at the start of 2016 - 18% of the total starting roll - 76.

2016 Target: To have all students who are not achieving the relevant Reading National Standard for their year level to make accelerated progress so by the end of 2016, or by their anniversary enrolment date, they are working at the required level.

Expected levels of achievement will be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Reading Analysis of Variance 2016			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR assessments, ARB and also from the student's writing samples in their books and Writing Sample Folders. Differentiated teaching and learning helped to meet the needs of all students. Teacher Aide time was increased for the 2 junior classes, which incorporated the NE to Yr 3 chn. Teachers conducted targeted teaching of the target students. Teachers attended various PLD focused on Language during the year. Teachers built on the progress they had made in 2015 on making learning fun and bringing choice back into to learning. All teachers Inquiries were focused on the target children in their classes – the target children were front and center at all times and in all discussions. Teachers continued to build of the work they have been doing on supporting the students to build their ability to understand and take responsibility for their learning. Teacher's pedagogy changed with motivation and engagement of the children being a big focus. Engaged in the CHB Literacy Project with 7 other CHB primary schools and CHB College, which focused on Moderation of writing and improving knowledge of e-asTTle. Used student feedback when purchasing library resources/books. Continued focus on improving the library selection for boys. 	<ul style="list-style-type: none"> 14 Students in the original group: <i>13 Below & 1 Well Below</i> 1 student left during the year 86% European - 14% Maori 50% Girls; 50% Boys Of the remaining 13, 9 made accelerated progress and moved into the AT band (69% of the Target group) Of the 9 students that progressed to meet the standard 5 were girls and 4 were boys. 2 of those 9 were also Maori Students – 100% of the Maori students in the Target group Of the other 4 students (1 Girl and 3 Boys) 1 has high learning needs and will do so for some time. The other 3 improved their self-belief and made significant progress but not enough to meet their relevant standard in the teacher's judgment. 	<ul style="list-style-type: none"> The specific teaching programmes of the target children achieved some significant shifts for some of the students. Communication and engagement with student's families about their reading capability. The moderation process within school continued to have a focus on writing which has supported these students reading progress. This in school moderation was supported by the CHB Literacy Project work being done. The staff have a natural enjoyment with, and love of, reading which is conveyed to the students. As part of the Teaching Inquiry process Cooperative Learning strategies were targeted. The direct, specific and timely feedback was an effective strategy. The anecdotal feedback from the students indicated that they liked getting feedback as soon as possible. There continue to be other factors affecting some of the student's progress that we are still not able to influence greatly as yet – such as time and places to learn at home, seeing the need to learn, and employing learning strategies on a regular basis. The engagement in a strong learning link with home has yet to be fully realised – the self-belief some parents is still at a low level. 	<ul style="list-style-type: none"> We achieved a significant lift in achievement for a significant number of these students (69%) which is fantastic but there are still a few that we were not able to accelerate enough. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be part of the Teachers TAIs. As writing, reading and oral language are so closely intertwined the moderation of writing online was accepted as a very practical way to keep this process going at a distance collaboration between schools going. The CHB Literacy Project has been well established and will support many teachers in CHB in developing skills and practice at using assessment to target specific teaching and learning. A PLD application has been submitted for this group of schools and if successful it will support literacy across all schools. To continue reviewing the reporting regime for the tracking and reviewing the progress of the target students. To review the Junior Literacy programme as this is something that we want to make sure is being done well as we get the balance between engagement and motivation and language acquisition. To continue keeping any target children as the main focus of the Teacher's Inquiries (TAIs) and keep the research

<ul style="list-style-type: none"> • More books that had CD's that with them were purchased for the library. • Buddy Reading: <ul style="list-style-type: none"> ○ The NE/Y1 and Yr2/3 classes engaged in Buddy reading daily. ○ Collaborative writing between Senior and Junior classes. • Pedagogy based around collaborative teaching and learning was built on from previous years. • The investment in technology, Chromebooks, to allow greater use of the tools & approaches GAFE opens up was increased. The availability of technology for target students has been very well received by them. • Through change in pedagogy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. • Teachers talk about learning and use Learning Maps to help students understand the process of learning and that feeling worried, unsure or anxious are all natural reactions and do not mean you cannot learn but you need to know to manage these feelings and then what the first step is. • This focus on learning is not content or context specific so is across all teaching and learning times. 		<ul style="list-style-type: none"> • 4 Students have received Reading Recovery support either in 2016 or previous years. • 2 of the students have broader learning challenges that are affecting their progress across the curriculum. 	<p>and implementing new knowledge and practice that will benefit these students.</p> <ul style="list-style-type: none"> • To keep improving the procedures and systems involved with the TAIs. • To maintain this level of success for all children and evaluate what were some contributing factors in their progress or lack of progress. • To further Investigate and implement a programme of moderating reading that is effective. • To continue with developing the modern learning teaching and learning strategies explored in 2016 • To develop and improve student agency.
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FLEMINGTON SCHOOL CENTRAL HAWKES BAY WRITING LANGUAGE TARGET 2016

Curriculum Area: English – Written Language – Writing Capability and Behaviours

Budget: Teacher Release, Resources, PLD Course Costs, Travel, Observing identified Good Practices

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Target: To have all students who are not achieving the relevant Writing National Standard for their year level, achieving it by the end of 2016 or their anniversary enrolment date.

Historical Position and Data.

- During the analysis of writing samples, used as part of the normal practice of assessing written language since 2010, the evidence showed that there had been gains made in writing capability but there was still this issue that kept coming up during moderation sessions – **the ability of students to plan, construct and present relevant and interesting writing that reflected the rich and varied discussions that occurred in classes.** This was still apparent when writing involved topics across the curriculum - the transfer of language and content cross-curricula.
- The 2015 NS data indicated that there was a good level of achievement acceleration in the Target group of 16 students with 7 (44%) making accelerated progress and moving into the relevant level of NS achievement. This should be celebrated for the work that has been done by the students and teachers to achieve this gain. This has been noted by the staff and the Board but doesn't change the focus of always looking to improve.
- Of the 16 targets in 2015, 4 students carried over from 2014, 13 are a target in another area in 2015, 3 were new to the school in 2014, 7 have come from the After 40 Wks at school OTJ. We have a good success rate of accelerating the Target children during a year and we tend to have a high percentage in the After 40 Wks OTJ in any current year. We are very conservative in the judgements made at this end of the school as we want to make sure that any children that have not got a solid grounding are not missed or if they are not ready for structured learning that they are kept in the teachers focus.
- Of the 9 Targets in 2016, 3 have carried over from 2015, 4 were 40 Wk judgements and 2 enrolled at the beginning of 2016.
- The staff continues to work on improving their knowledge and understanding of the National Standards and the respective criteria, it has become evident that the **Literacy Learning Progressions** give specific criteria that can be used to give a main guide in judging what writers were doing in their writing. These criteria could also be applied when judging writing across the curriculum.
- Teachers developed a one sheet summary of their respective teaching year levels and this was shared between staff as reference points for the different achievement levels for the curriculum. These will be reviewed and modified as part of the ongoing development of the Language Delivery programme.
- Data from Formal Assessment of PAT and STAR will be used to support the broader view of how the students complete language capability is progressing.
- The ongoing commitment to developing moderation is a reflection of the desire for the teachers to keep improving their knowledge and capabilities. This includes the established moderation we engage in with 2 other country schools and also the CHB Literacy Project initiative that is currently developing.
- The **teacher's professional knowledge and understanding of Written Language** still remains the main resource when rating the achievement of a group of students in relation the National Standards. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement.

Historical Achievement Data:

2016 Initial Achievement:		
WRITING		
Year	Well Below	Below
After 80 wks		5
After 120 wks		1
Yr 4	1	
Yr 6		1
Yr 8		1
Total	1	8
<p>9 Total 12% of the starting roll of 76 (21% in 2015; 21% in 2014; 13% in 2013)</p>		

The outcome of the 2015 OTJs against National Standards indicated that there were 13 students spread across the school that were identified as *not achieving* the relevant **Writing** National Standard – 13 ‘Below’. In 2016, 7 returned to school and 2 more enrolled from other schools making 9 identified target students.

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- All 9 of the students (100%) of the students listed were also a target in either Reading or Mathematics.
- These 9 students represented 21% of the starting roll (76) in 2016 (21% in 2015; 21% in 2014; 13% in 2013; 12% in 2012; 29% in 2011).
- The EOY report is based on how the children were judged after their anniversary of being at school for 40, 80 and 120 weeks - rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard **but weren't on their anniversary then they are recorded as Not Achieving**. We tend to have a large percentage of students who accelerate their progress as their schooling progresses. We make sure that we keep any students that may appear to have some weaker aspects to their writing are kept very much front and centre in the teachers focus.
- Students that have an anniversary (40, 80, 120) after November 1 (of the current year) and before March 1 of the following year are also included in the NS reporting.
- We have been seeing a trend of more children achieving the standard as we have been progressing of the last couple of years, which is a reflection of the seeing learning as a progression and that all kids can learn but we need to keep them motivated and engaged so we can build their learning skills and lift their student agency.
- Since the introduction of NS a better understanding of how we will classify and report on students in their first three years of schooling has been developed. We are still working on improving moderation of these OTJs. This is an ongoing process of establishing and embedding the NS. The reliability and validity of the OTJ's will become more evident as we become more familiar with the National Standards and how they link to the Literacy Progressions, NZC and a range of assessment tools.
- The weighting put on each aspect of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's will continue to evolve.
- We continue to see some variance in the judgements we make for students enrolling at the school from other schools – invariably we see them as at a lower level than they have been previously recorded at.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target																
Language: Writing	<p>As determined through analysis of the 2015 End of Year NS Data.</p> <p>After 80 Wks: 5 Below</p> <p>After 120 Wks: 1 Below</p> <p>Year 4: 1 Well Below</p> <p>Year 6: 1 Below</p> <p>Year 8: 1 Below</p> <p>9 of 76 Not Achieving the NS 12% of the starting roll of 76 (21% in 2015: 21% in 2014; 13% in 2013)</p>	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To accelerate the progress of the target group so they are working at their relevant level or above it. • To progress the students who have proved difficult to accelerate. • To lift the achievement of all target group students. • To improve the writing capability and capacity of all students. • To increase the level of motivation and engagement in learning, with improved levels of student agency. 	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To have all students achieving at the relevant Standard for their year level. • To progress writing capabilities for all children at Flemington School – accelerate their learning. • To have students using a wide range of writing skills across all curriculums and in many different formats. • To develop the language programme so that it keeps all students advancing but also lifts the low achievers and narrows the gap to the high achievers. • To reduce the number of students that appear consistently in the Lower Achievements Bands • To have all students motivated and engaged in learning, with high levels of student agency. 																
<p><u>Ethnicity:</u></p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>78% - European</td> <td>83% - European</td> </tr> <tr> <td>22% - Maori</td> <td>14 % - Maori</td> </tr> <tr> <td>0% - Pasifika</td> <td>0% - Pasifika</td> </tr> <tr> <td></td> <td>3% - Other</td> </tr> </table> <p>The target group has a close relation to the school profile. The % of Maori in the Target group compared to the overall School % is slightly higher, although one student can skew the percentages quite considerably; 1 = 7%</p>	Target Group:	School:	78% - European	83% - European	22% - Maori	14 % - Maori	0% - Pasifika	0% - Pasifika		3% - Other		<p><u>Gender:</u></p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>22% - Girls</td> <td>53% - Girls</td> </tr> <tr> <td>78% - Boys</td> <td>47% - Boys</td> </tr> </table> <p>There is a very much higher representation of Boys in the Target group, compared to the school wide percentage. At these numbers 1 student in the Target group equates to 7%. The majority of these boys are in the transition between 40wks and 80wks at school and is not unexpected at this stage – keeping them engaged in learning is the priority at this stage.</p>	Target Group:	School:	22% - Girls	53% - Girls	78% - Boys	47% - Boys	
Target Group:	School:																		
78% - European	83% - European																		
22% - Maori	14 % - Maori																		
0% - Pasifika	0% - Pasifika																		
	3% - Other																		
Target Group:	School:																		
22% - Girls	53% - Girls																		
78% - Boys	47% - Boys																		

Strategies for Improvement

Strategies

- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to more hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- To engage in the CHB Science Learning and Change Network as a vehicle that can underpin the desire to change where and how we learn. The desired outcome is that this Science focus will flow through all learning areas.
- Language learning integrated across all class programmes and curriculum.
- Dedicated language learning daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- To start using modern learning pedagogy and collaborate across classes and run learning workshops and support students to improve their student agency.
- Integrate the Google Apps for Education tools and technology that has been established in Ngawaka and Rotohiwi as tools that will give options for students and teachers for collaboration and bridge the gap with home and school.
- Undertake deliberate acts of teaching for writing skills and all language skills.
- Engage in Professional Development that will enhance the learning and teaching of comprehension skills/strategies.
- Collection and moderation of writing samples from whole school – including samples from different genre.
- Re-engage in systematic Moderation with other schools to improve consistency and knowledge of judgements. A large part of this is making sure we participate fully in the CHB Literacy Project
- Evaluation of other Language assessments such as STAR and PAT.
- Report to BoT on Writing Achievement.
- Engage with Literacy Leadership Network.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Collect student's voice about their language learning. Develop questions that students can ask themselves to help them develop a sense of purpose for their writing.
- Engage in critical staff discussions about assessments and pedagogy.
- Continue to engage in Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improving teacher knowledge and practice.
- Continue with Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2015

Writing Target for 2015

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Annual Goal: To improve all students' level of engagement and achievement in writing.

Target Group: Students from Year 1 through to Year 8 who are 'Below' or 'Well Below' form the target group. Due to the limited number of students it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: Analysis of school-wide data in December 2015 identified that there were 13 students were working *Below* the relevant National Standard (13 equates to 17% of the EOY eligible roll (78) in 2015: Taking into account Year 8 Leavers, moving families and new enrolments there were 9 identified Target Students at the start of 2016 - 12% of the total starting roll - 76.

2016 Target: To have all students who are not achieving the relevant Writing National Standard for their year level to make accelerated progress so by the end of 2016, or by their anniversary enrolment date, they are working at the required level.

Expected levels of achievement will be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Writing Analysis of Variance 2016			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR assessments, Margaret Peters and also from the student's writing samples in their books and Writing Sample Folders. All teachers Inquiries were focused on the target children in their classes – the target children were front and center at all times and in all discussions. Teacher Aide time was increased for the 2 junior classes, which incorporated the NE to Yr 3 chn. Teachers conducted targeted teaching of the target students. Teachers attended various PLD focused on Language during the year. Teachers continued to support the students to build their ability to understand and take responsibility for their learning – To build Student Agency – which was applicable regardless of content or context. Children were given lots of real/authentic experiences that were used as motivators and catalysts to get target children interested in writing. Engaged in the CHB Literacy Project with 7 other CHB primary schools and CHB College, which focused on Moderation of writing and improving knowledge of e-asTTle. Buddy Reading/Writing: <ul style="list-style-type: none"> The NE/Y1 and Yr2/3 classes engaged in Buddy reading daily. Collaborative writing between Senior and Junior classes 	<ul style="list-style-type: none"> 9 Students in the original group: 1 Well Below; 8 Below 78% European (7) - 22% Maori (2) 22% Girls (2); 78% (7) Boys Of those 9, 6 made accelerated progress and moved into the AT band (66% of the Target group) 4 of the group that accelerated progress were Boys & 2 were Girls (100% of those in the Target Group). 2 of the 6 who accelerated progress were also Maori Students – 100% of the Maori students in the Target group 2 of the other 3 students (3 Boys) made progress but not enough to move into the At Level of achievement. 1 student of those that did not accelerate has high learning needs. 	<ul style="list-style-type: none"> The specific teaching programmes of the target children achieved some significant shifts for most of the students. The moderation process within school was more focused on writing, which kept these students in front of all staff and they were the centre of much professional dialogue as a result of this. Improving capability to focus and understand what their role is in their own learning has been a factor in their progress. Communication and engagement with student's families about their writing capability. The engagement in a strong learning link with home has yet to be fully realised – the self-belief of some parents is still at a low level. Despite the many strategies used to move these children some have not progressed enough. Of the 3 Boys that did not accelerate enough to achieve the standard there was only 1 Yr8 – we managed to make significant changes in attitude about his own learning capability and this will hopefully make a difference for him as he progresses through secondary school. The move towards modern learning pedagogy has been a very positive move that is building student agency – the children below are believing they can improve and learn. 2 of the students have broader learning challenges that are affecting their progress across the curriculum. 	<ul style="list-style-type: none"> There was a high level of accelerated progress (66%) for this group of children which is fantastic but there are still a few that we were not able to accelerate quickly enough. To continue reviewing the reporting regime for the tracking and reviewing the progress of the target students. To continue keeping any target children as the main focus of the Teacher's Inquiries (TAIs) and keep the research and implementing new knowledge and practice that will benefit these students. To keep improving the procedures and systems involved with the TAIs. As writing, reading and oral language are so closely intertwined the moderation of writing online was accepted as a very practical way to keep this process going at a distance collaboration between schools going. The CHB Literacy Project has been well established and will support many teachers in CHB in developing skills and practice at using assessment to target specific teaching and learning. To review the Junior Literacy programme as this is something that we want to make sure is being done well as we get the balance between engagement and motivation and language acquisition. Taking calculated risks (Trying new things) can have beneficial effects. The trend data indicates that we are making a difference to the children as they are coming through the school and are reducing the disengagement from learning or a low level of student agency.

<ul style="list-style-type: none"> • Pedagogy based around collaborative teaching and learning was built on from previous years. • The investment in technology, Chromebooks, to allow greater use of the tools & approaches GAFE opens up was increased. The availability of technology for target students has been very well received by them. • Through change in pedagogy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. • Teachers talk about learning and use Learning Maps to help students understand the process of learning and that feeling worried, unsure or anxious are all natural reactions and do not mean you cannot learn but you need to know to manage these feelings and then what the first step is. 		<ul style="list-style-type: none"> • It needs to be noted that 4 of these students have received Reading Recovery support either in 2016 or in previous years. 	<ul style="list-style-type: none"> • To try more strategies, while assessing their effectiveness, to accelerate the progress of these students. • To continue using Cooperative Learning pedagogy and implementing of its structures. • We continue to have students arrive from other school who come in meeting the Standards but are judged by us to not be in some instances
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FLEMINGTON SCHOOL CENTRAL HAWKES BAY

MATHEMATICS TARGET 2016

Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability and particularly the capacity to transfer maths knowledge across the curriculum.

Target: To have all students who are not achieving the relevant Mathematics National Standard for their year level, achieving it by the end of 2015 or their anniversary enrolment date.

Historical Position and Data.

- Traditionally numeracy has formed the basis of the school wide targets. Numeracy has been a strategic target previously and the diagnostic Nump Interview was used to get some comprehensive baseline data in 2009. The targeted numeracy focus as part of the Numeracy Sustainability Programme over the following years had significant outcomes with some large gains made in the student numeracy capability. As part of the reflection on 2015 we feel that we need to revisit what and how we teach mathematics.
- The school wide data gathered over that period was mainly focused on numeracy and not the specific strands of the maths curriculum of Number/Algebra – Geometry/Measurement - Statistics. The introduction of the **National Standards** has initiated a refocus on the whole maths learning area.
- The assessment achievement data was gleaned from a number of assessment tools such as PAT, Gloss, ICan, and e-asTTle, also from the student's work samples/modelling books. Alongside this have been the observations and conversations the teachers have engaged in of and with the students while they are learning.
- The teachers have used these aspects of evidence along with their specific content knowledge and experience to make Overall Teacher Judgments (OTJs) as to what level the students are achieving at. Assessment is an integrated part of the maths programme with Overall Teacher Judgments, underpinned by verifiable evidence such as Gloss, ICan, e-asTTle and student work samples, being one outcome of this process along with the continual readjustment of the teaching and learning in the classroom.

Historical Achievement Data:

2016 Initial Achievement:

MATHEMATICS		
Year	Well Below	Below
After 80wks		5
After 120wks		1
Yr 4	1	3
Yr 6		1
Yr 7	-	1
Yr 8		2
Total	1	13

18% (15) of school roll - 76 (19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)

The outcome of the 2015 OTJs against National Standards indicated that there were 19 students spread across the school that were identified as *not achieving* the relevant **Mathematics** National Standard – 18 ‘Below’ & 1 ‘Well Below’. In 2016, 12 returned to school and 2 more enrolled from other schools making 14 identified target students.

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 9 of the 14 students listed (71%) were also identified in either the Writing or Reading targets.
- These 14 students represented 18% of the starting roll (76) in 2016 (19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)
- It has become clearer how we will classify and report on students in their first three years of schooling. The EOY report is based on how the children were judged after the anniversary of being at school for 40, 80 or 120 weeks rather than the level they were working at the end of the school year, so even if they had progressed and would meet the next relevant standard but weren't on their anniversary then they are recorded as Not Achieving.
- Those students who will turn 5 after 1 November but before 1 March of the following year are also included in the Schools NS data reporting.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school and between schools.
- The process of establishing and embedding the NS into the assessment process and programme is well established and it is about how do we refine and improve this.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ's will continue to evolve.
- Once again the knowledge and experience of the teacher has a paramount position in the whole National Standards process and building the teacher knowledge and understanding around this is always a priority.

Learning Area	Student Target Group Baseline Data	One Year Target	Strategies for Improvement	Three Year Target
Mathematics – All Strands	<p><u>Maths Knowledge and Application</u> As determined through analysis of the 2015 End of Year NS Data.</p> <p>After 80wks: 5 Below</p> <p>After 120wks: 1 Below</p> <p>Year 4: 1 Well Below 3 Below</p> <p>Year 6: 1 Below</p> <p>Year 7 1 Below</p> <p>Year 8: 2 Below</p> <p>14 of 76 Below Standard – 18% (19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)</p>	<p><u>Maths Knowledge and Application</u></p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they are working at their relevant level or above it To lift the achievement of all target group students. To improve the maths capability of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. 	<p><u>Strategies</u></p> <ul style="list-style-type: none"> Explicit teaching of maths knowledge skills and strategies scheduled daily for all students. Some collaborative teaching and learning sessions between classes following modern learning pedagogy. Group monitoring of mastery of objectives for each child. Effective ongoing school records developed to show cumulative information on each child's progress in NUMP across the school. Data used by next teachers to form groupings and for reporting stages to parents (oral report with explanation) To maintain participation in the CHB Science Learning and Change Network as a vehicle that can underpin the desire to change were and how we learn. The desired outcome is that this Science focus will flow through all learning areas. Student "I can...., I am learning to...." Sheets used as home-school communication and self-assessment. Use of Gloss, ICan and work samples as evidence of assessment and OTJ (Overall Teacher Judgment) Regular shared planning and review meetings for teachers of these levels. Continued unpacking of the Maths National Standards and the links between them and NZC and Numeracy Framework. Use e-asttle to provide ongoing and specific assessment information on the progress and achievement of the students for Year 4-8 Students. Continue the Teaching as Inquiry programme, for all teachers across the school, focused on underachieving students with the aim of continuing to improving teacher knowledge and practice. Maths Lead Teacher involved in CHB Cluster facilitated by Waikato University. Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding. Observe teachers in other schools and programmes used. Facilitate use of online programmes such as Mathletics and Studyladder. Use the Google Apps tools to facilitate student self-monitoring and lessen the demarcation between learning at home or at school. 	<p><u>Maths Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> To have all students achieving at the relevant Standard for their year level. To progress maths knowledge and capabilities for all children at Flemington School – accelerate their learning. To have students transferring their knowledge and capability into many different contexts. To reduce the number of students that appear consistently in the Lower Achievements Bands To increase the level of motivation and engagement in learning, with improved levels of student agency.
<p><u>Ethnicity:</u></p> <p>Target Group: 79% - European 21% - Maori 0% - Pasifika</p> <p>School: 83% - European 14% - Maori 0% - Pasifika 3% - Other</p> <p>The target group has approx. a slightly higher weighting of Maori students compared to the school %. Due to the small number of students in the target group one student can skew the percentages quite considerably.</p>	<p><u>Gender:</u></p> <p>Target Group: 50% - Girls 50% - Boys</p> <p>School: 53% - Girls 47% - Boys</p> <p>The spread between the genders is very close to the school profile, which is a good indication of gender balance of the programmes.</p> <p>The target group size means a small number of students can have a large percentage effect – 1 = 7%</p>			

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2016

Maths Target for 2016

Focus Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability, understanding and enjoyment of mathematics, particularly the capacity to transfer math's knowledge across the curriculum

Annual Goal: To improve all students' level of engagement and achievement in mathematics learning.

Target Group: Students from Year 1 through to Year 8 who are 'Below' or 'Well Below' form the target group. Due to the limited number of students it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: Analysis of school-wide data in December 2015 identified that there were 19 students were working *Well Below or Below* the relevant National Standard (19 equates to 24% of the EOY Roll eligible for OTJs (78) in 2015: Taking into account Year 8 Leavers, moving families and new enrolments there were 14 identified Target Students at the start of 2016 - 18% of the total starting roll - 76).

2016 Target: To have all students who are not achieving the relevant Mathematics National Standard for their year level to make accelerated progress so by the end of 2016, or their anniversary enrolment date, they are working at the required level.

Expected levels of achievement will be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Mathematics Analysis of Variance 2016			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year both formal and informal e.g. PAT, Gloss, IKan, and also from the student's work samples. Differentiated teaching and learning strategies were instigated to meet the needs of students. Teachers conducted targeted teaching of the target students. Teachers attended various PLD focused on maths during the year. Teachers built on the progress they had made in 2015 on making learning fun and bringing choice back into to learning. All teachers Inquiries were focused on the target children in their classes – the target children were front and centre at all times and in all discussions. Teachers continued to build of the work they have been doing on supporting the students to build their ability to understand and take responsibility for their learning. Teacher's pedagogy changed with motivation and engagement of the children being a big focus. Structured use of online programmes such as <i>Mathletics</i> were used to bridge the learning between home and school – more target students were regular users this year. Buddy Reading: <ul style="list-style-type: none"> The NE/Y1 and Yr2/3 classes engaged in Buddy reading daily. Some collaboration on maths lessons happened with the junior classes. 	<ul style="list-style-type: none"> 14 Students in the original target group: <i>1 Well Below; 13 Below</i> 79% European; 21% Maori 50% Girls; 50% Boys 2 students left during the year. Of the remaining 12, 8 made accelerated progress and moved into the AT band (66% of the target group) Of the 8 students that accelerated progress to meet the standard 4 were a girls and 4 were boys. 3 of those 8 were also Maori Students – 100% of the Maori students in the Target group Of the other 4 students (1 Girl and 3 Boys) 1 has high learning needs and will do so for some time. The other 3 improved their self-belief and made significant progress but not enough to meet their relevant standard in the teacher's judgment. 	<ul style="list-style-type: none"> The specific teaching programmes employed for the target children achieved some significant shifts for some students but not the shifts we were wanting across the group. The Targeted specific Teachers Inquiries based around these children, which also fed into the RAP plan developed through the year. For those that did not accelerate enough to achieve a 2 year jump in achievement not enough time has passed to build their self-belief to a level where they could make that jump. The key to unlocking the learning experiences that these children need may not have been revealed as yet. There continue to be other factors affecting some of the student's progress that we are still not able to influence greatly as yet – such as time and places to learn at home, seeing the need to learn, and employing learning strategies on a regular basis. The engagement in a strong learning link with home has yet to be fully realised – the self-belief of the parents is still at a low level. 2 of the 4 students that did not accelerate have broader learning challenges that are 	<ul style="list-style-type: none"> We achieved a significant lift in achievement for a significant number of these students (66%) which is fantastic but there are still a few that we were not able to accelerate enough. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be part of the Teachers TAIs. We have been able to make significant changes to attitude to learning and strongly believe this has made an impact on achievement over time – we have to get them believing in themselves before we can push the academics. All teachers and support staff involved can take heart that we are making a difference to these students. To make sure that a structured reporting regime is put in place for the tracking and reviewing the progress of the target students. To build on the more structured programme for moderation of the target children and keep anecdotal reporting front and centre at staff mtgs. To build on the Teaching as Inquiry progress that has been made as part of the ongoing focus on improving the outcomes for the students and particularly the target group through improved teacher knowledge and practice. As part of the Teaching Inquiry, continue researching and implement any well researched and successful new

<ul style="list-style-type: none"> • Pedagogy based around collaborative teaching and learning was built on from previous years. • The investment in technology, Chromebooks, to allow greater use of the tools & approaches GAFE opens up was increased. The availability of technology for target students has been very well received by them. • Through change in pedagogy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. • Teachers talk about learning and use Learning Maps to help students understand the process of learning and that feeling worried, unsure or anxious are all natural reactions and do not mean you cannot learn but you need to know to manage these feelings and then what the first step is. • This focus on learning is not content or context specific so is across all teaching and learning times. 		<p>affecting their progress across the curriculum</p>	<p>knowledge and practice that will benefit these students.</p> <ul style="list-style-type: none"> • To continue with developing the modern learning teaching and learning strategies explored in 2016. • To develop and improve student agency. • To continue to build students understanding of learning and how they fit into the learning happening all around them – Using the Learning Pit as a metaphor. • To continue building on the introduction and use of Learning Maps.
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This Charter was ratified by the Flemington Board of Trustees at the meeting on the 15th February 2017.

Flemington School will lodge a copy of its annually updated Charter to the community and the Ministry of Education by the 1st of March 2017. The analysis of variance reports have been forwarded to the Ministry with the 2016 Annual reports.

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Jenn Evans
Chairperson: Board of Trustees

Date:

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Phil Bourke
Principal

Date: