

CHARTER AND ANNUAL PLAN

ELSTOW-WAIHOU SCHOOL

2016



Reach for the Stars – *Totoro hoki nga whetu*

Principal – Mrs Heather Tanner

Board Chair – Andrew McGiven

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PART ONE

INFORMATION ABOUT THE SCHOOL

OUR PEOPLE

Board of Trustees: Chair, four elected parent members including the Chair, principal and staff elected representative.

The Staff: 5.27 FTTE includes Principal, DP, AP, two scale A teachers, an administration officer, two teacher aides, cleaner and two grounds staff. Elstow-Waihou Combined School is a decile 7 full-primary school serving Year 1-8 students including 1 ORs student.

OUR PLACE

Location and description: Elstow-Waihou School is situated in an attractive, rural setting close to the township of Te Aroha. Elstow-Waihou as the name suggests is a combination of two schools which is sited on the Elstow School site in 2000. Students are drawn from the local and surrounding communities. The school has developed a culture where students are encouraged to achieve their full potential, be aspirational and ambitious within a supportive school and family based community. This belief is exemplified in the school vision of **'Reach for the Stars' – 'Totoro hoki nga whetu'**.

The historical arched cast iron entrance and pillars complete with the names of local soldiers who had died in WW1 and WW2 open way to attractively appointed school buildings and grounds. The administration block welcomes visitors to the school, adjacent to the administration block is the Endeavour - multi-purpose hall which includes a storage area, kitchen and toilet block, staging and sound system is a great asset to the school community. The school site includes seven classrooms in total with four of the seven in use. One of the non-operational classes is set up for an Art/PMP programme while the other is used as a music suite / teacher withdrawal/teacher resource storage. There is a teacher aide/book room, newly up-graded library, a reading recovery room which also stores an onsite camera surveillance system. Outside facilities include well-appointed gardens including vegetable gardens and chicken housing area (as part of the school's involvement of Enviro-School silver award endorsement). The grounds are complete with a multi-sport astro-turf facility, large swimming pool, extensive playground, sandpit area, shaded lunch areas, storage and sports sheds, and extensive field with a native grove. In all, the school is attractively positioned around a central assembly area with generous seating and space.

CHARTER CONSULTATION AND PROCEDURAL INFORMATION

Elstow-Waihou School will lodge with the Ministry of Education a copy of its annually updated Charter and Report on Annual Targets.

Elstow-Waihou School consults with its community, including its Maori community, regularly as part of its three year cycle of self review.

Regular opportunities of community consultation take place through open invitations to BOT meetings. Consultation includes all aspects of school management. Targets for student achievement will be identified by the teaching staff then be presented to the Board of Trustees for discussion. Once the Board has approved the targets for the forthcoming year they will be presented to the school community prior to being submitted to the Ministry of Education. In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter. Maori consultation held term one 2016.

A copy of the school's charter is available to parents at the school office.

OUR VISION

Reach for the Stars
Totoro hoki nga whetu

OUR VALUES

Success – Teamwork – Attitude – Respect
Ako – Mahi tahī – Manaakitanga - Whanaungatanga

GUIDING PRINCIPLES OF THE TREATY OF WAITANGI AND SCHOOL GOALS

PRINCIPLES OF TREATY OF WAITANGI AND HAUORA

We are committed to the guiding principles of the Treaty of Waitangi and attending to the whole child 'hauora' and align our vision and values accordingly;

AKO

Success in our relationships of teaching and learning

MAHI TAHI

Teamwork through the unity of people working towards a common goal

WHANAUNGATANGA

Attitude is positive to our relationships, rights and responsibilities

MANAKITANGA

Respect of others through the care and responsibility of emotional, spiritual, physical and mental well-being

We are aspirational and ambitious for our learners we want them to develop self-belief and determination to reach their potential and **be the best that they can be;**

- Confident skilled thinkers and communicators.
- Develop key competencies and skills
- Life-long learners with the ability to adapt to change and accept challenges

SCHOOL GOALS

- Deliver engaging quality teaching and learning programmes
- Raise student achievement and support students to be self-regulated learners
- Teachers work with parents/whanau to engage learners effective teaching and learning strategies in all curriculum areas
- Fosters our school's identity, values, and promote care for people and our environment, locally, nationally and globally.
- Make quality resources accessible and supportive of the learner and community.
- Technology is used to maximise student engagement. Tony Wagner's Seven Survival Skills – Learning Pedagogy;
- **CRITICAL THINKING AND PROBLEM SOLVING**
- **COLLABORATION ACROSS NETWORKS AND LEADING BY INFLUENCE**
- **AGILITY AND ADAPTABILITY**
- **INITIATIVE AND ENTREPRENEURSHIP**
- **EFFECTIVE ORAL AND WRITTEN COMMUNICATION**
- **ACCESSING AND ANALYZING INFORMATION**

New Zealand's Cultural Diversity

The students will . . .

- Develop an understanding and appreciation of their own culture as well as respecting the diversity of others.
- Gain an understanding of other cultures through units of inquiry, EOTC opportunities and a range of technology and resources.

The school will . . .

- Raise student achievement academically, culturally and physically (develop the whole child) within a school culture of key competencies, values, annual targets and goals.
- Actively develop the health and well-being of students which is paramount.
- Be a warm and welcoming inclusive school for all students and parents and encourage parents to be involved with the school in learning, social, cultural and sporting capacities.

New Zealand's Maori Culture

The students will . . .

- Develop an understanding of taha Maori and te reo which will be incorporated into areas of the curriculum as appropriate given the unique position Maori hold as tangata whenua.
- Be given an opportunity to visit the Te Aroha Marae on a two yearly cycle to ensure a greater understanding of the local marae and kawa, Maori history and strengthening social through tikanga.
- Participate in Kapahaka lessons.

The school will . . .

- Consult with our Maori community on targets for raising the achievement level of our Maori students and report these targets to them.
- Ensure that each year classroom programmes will develop an understanding of the Treaty of Waitangi.
- Report as a part of our annual reporting the process of achievement of our Maori students in literacy and mathematics to the Board of Trustees.
- Incorporate tikanga into the school through units of inquiry, basic te reo, National anthem, build local knowledge, assist student to learn own whakapapa and mihi. Continue to build our resources to support programmes and recognise the uniqueness of the Maori culture.
- Continue to strengthen representation of Maori through EEO policy where reasonable both at staff and Board level.

PART 2 OVERVIEW OF STUDENT ACHIEVEMENT

The Board of Trustees recognise the National Priorities as shown by NAG 1 with the focus on Literacy and Numeracy. The school uses a range of standardised assessment tools for school wide information gathering, these include:

- Progressive Achievement Tests (PATs) in Reading Comprehension, Reading Vocabulary, Listening Comprehension
- Supplementary Tests of Achievement in Reading (STAR), Prose Inventory Reading Assessment
- asTTle (Writing), New Zealand Curriculum Exemplars in Written Language, Spelling tests,
- GLOSS and/or Pearsons Mathematics test, asTTle mathematics and PAT Mathematics.
- School Entry Test, 6-year Observation Survey

A range of school wide data in Literacy and Numeracy is reported on and presented to the Board. Data is analysed within cohorts. Reliable and valid comparative data is presented to the Board. Teachers use the data to identify students who are at not achieving and who are at risk of not achieving.

Conversely, those students who are achieving superior levels of achievement are identified so the Board can be informed and programmes can be provided to support students in targeted learning programmes. Reporting to parents format reflects National Standards in two written reports, interviews and a portfolio.

Student achievement will be supported by the following Strategic Implementation Goals

- Focussed budgeting so priority is given to annual curriculum targets
- Specific Professional Development as identified through our Strategic Curriculum Development and Annual Plan and funded through our Annual Professional Development Plan
- Professional learning discussions about deliberate acts of teaching and best evidence based practices.
- School wide commitment to high expectations of 'Reach for the Stars' – 'Totoro hoki nga whetu'
- Teacher aides and outside agencies that support students with special needs
- By implementing an integrated curriculum approach through authentic, meaningful contexts that engage learners -'Elstow-Waihou Inquiry Learning Model'
- Implementation of technology to raise engagement, transparency, ubiquity and closer relationships with family/whanau
- Cups and certificates that acknowledge high student achievement in values, leadership, academic, arts, cultural and sporting achievement will be presented at the End of Year Prize giving.

Higher Student Achievement

- Encouragement to participate in UNSW tests
- Support of differentiated accelerated technology programmes
- Enrichment G.A.T.E programmes

High Priority - Maori and Pasifika Achievement

The school has a good knowledge of the outcomes of interventions/programmes/responses. The success of Maori and Pasifika students is shared with students and staff at incidental and staff meetings. Student's needs are identified by collating of standardised data. Appropriate programmes are set in place with tracking and targeting of Maori and Pasifika students. The presentation of Maori and Pasifika achievement is shared with parents at interview and reporting times, as well as Maori and Pasifika cohort information to the Board of Trustees in the Principal's Report.

OVERVIEW OF NATIONAL AND LOCAL EDUCATIONAL PRIORITIES

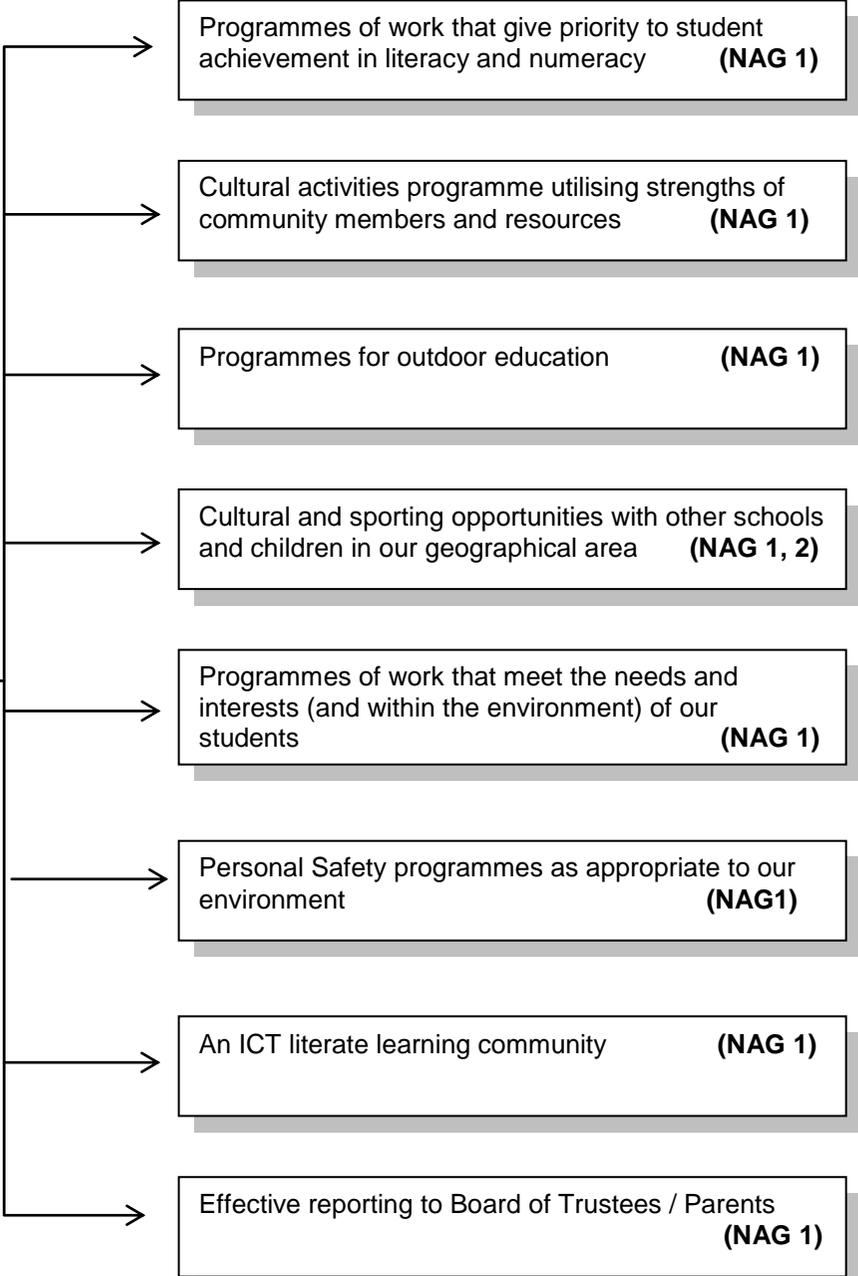
NATIONAL EDUCATION PRIORITIES

- Achievement for all
- A safe learning environment
- Improved literacy and numeracy
- Dependable student achievement
- Information used to inform reviews of teaching and learning programmes
- Improved outcomes for students at risk
- Improved outcomes for Maori and priority learners
- Focus on student achievement

LOCAL CURRICULUM GOALS
To develop, sustain and enhance:

OUR VISION

- Challenges within our environment
- Opportunities to develop contemporaries skills
- Retention of rural and family values
- Encouragement of critical and creative thinking
- Participation and contribution to society



Strategic Aim 1 – All children achieve academic success and reach their personal best

- 1.1 Deliver National Standards curriculum to our highest ability
- 1.2 Support for student, teachers and community and deliver an inclusive curriculum for students with special needs
- 1.3 Ensure that gifted and talented students are identified and their needs met.
- 1.4 Maori and Pacifica students to achieve as well as or better than majority learners.
- 1.5 Students able to plan, lead and talk about their learning
- 1.6 Learning authentically in an inquiry based context

Strategic Aim 2 – To provide for the whole child ‘Hauora’ through the concepts of;

Ako (the relationship of teaching and learning)
Mahi tahi (unity of people working towards a common goal)
Whanaungatanga (relationships, rights, responsibilities and obligations)
Manaakitanga (care and responsibility of emotional, spiritual, social, physical and mental well-being)

- 2.1 By delivering authentic curriculum learning through; The Arts, Science, Technology, Health and P.E
- 2.2 Encourage students to take an active involvement in a wide variety of programmes.
- 2.3 Develop student’s confidence and collaboration in digital learning and cyber safety

Strategic Aim 3 – Support life-long learning, connectivity and collaboration with staff, students, Board and Community

- 3.1 Support professional learning of staff through teacher/staff appraisals
- 3.2 Develop digital learning in our school community
- 3.3 Implement digital learning for staff and Board members
- 3.4 Develop Board professional development through STA professional learning

STRATEGIC CURRICULUM DEVELOPMENT PLAN 2016 - 2018			
	2016	2017	2018
Curriculum Focus	Science Literacy (Writing) Mathematics Digital Learning	Literacy (Reading and Writing) Digital Learning Inquiry Learning	Science Literacy (Writing) Mathematics Digital Learning
Annual Curriculum Goal Reporting Literacy and Mathematics	Overall Teacher Judgement (OTJ) will be based on triangulated data gathered from standardised testing, non-standardised testing and diagnostic observations in Literacy and Mathematics. Ultimately raise student achievement in literacy and numeracy in relation to NAG 1	→	Report will use the following assessment tools for Literacy (Reading) <ul style="list-style-type: none"> e-asTTle (English) exemplars PAT Reading comprehension Running Records
Annual Reporting in LITERACY and MATHEMATICS (in line with National Standards and Literacy Learning Progressions and the Numeracy Project)	Report will use the following assessment tools: <ul style="list-style-type: none"> PAT reading comprehension, vocabulary, listening asTTle / exemplars writing Shonnell Spelling Test Running Records/ Probe Reading PAT/asTTle/ GLOSS mathematics Implementation Plan - Literacy	→	→
Digital Learning (2016 – 2018)	Student and Teacher Professional Development in; <ul style="list-style-type: none"> Google docx, drive and apps Ipad apps All teachers responsible for digital development	→	→
Focus on Writing Science	Focus on Writing PD Literacy Curriculum Plan	Report will use the following assessment tools for Science/Enviro-School e-asTTle exemplars science	→
Focus on Mathematics Inquiry Learning	GLOSS (SOY and EOY assessment) National Standards Mathematics Implementation Plan - Mathematics		Mathematics PD Numeracy/Mathematics Curriculum Plan
Staff Professional Development Implementing Annual targets and National Standards Implement ERO recommendations	Mrs Tanner – School Leadership, Digital Learning, SENCO, PR, Appraisals, Reporting, Principal Updates, Curriculum Planning, Special Needs, allocation of resources, annual budget setting, SUE report analysis. Mrs Oliver – Writing Mentoring, Inquiry Mentoring, Senior Literacy and Numeracy, Student leadership, Speeches, College Liaise Mr Scott – junior literacy and numeracy, The Arts, Pre-school Liaise, Staff elected Representative, PMP, Teacher Inquiry Mr Conder – Enviro-Schools, PE, Sports Organisation, junior Social Studies/Science/Health Ms Manktelow –Music, Dance, Drama, Library, senior Social Studies/Science/Health, SIT for ALiM Mrs Legg – Administration, SMS, Enrol, Assembly, administration technical support, PR, Chromebook administration Mrs Latimer – TA support Mrs Simmonds – T.A senior teacher aide, library OCS Cleaners – Cleaning Whole School – Digital Learning, Writing, Science, Mathematics, Reading, PMP, PR, Sports, Inquiry Learning		

National Administration Guideline 1 (NAG) Curriculum Requirements and National Educational Priorities (NEP 1-7)

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the *National Curriculum* as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*

Each Board, through the principal and staff, is required to:

- (a) develop and implement teaching and learning programmes:
 - (i) to provide all students in years 1-8 with opportunities to achieve for success in the New Zealand curriculum;
 - (ii) giving priority to student achievement in literacy and numeracy, especially in years 1-8;
 - (iii) giving priority to regular quality physical activity that develops movement skills for all students especially in years 1-8
(Utilising Kiwi Sport Resources specifically for this purpose)
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - (i) student achievement in literacy and numeracy, especially in years 1-8;
 - (ii) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);
- (c) on the basis of good quality assessment information, identify students and groups of students;
 - (i) who are not achieving;
 - (ii) who are at risk of not achieving;
 - (iii) who have special needs
 - (iv) aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

National Administration Guideline 2 (NAG) Documentation and Self Review Planning and (NEP 8)

Each Board of Trustees, with the Principal and teaching staff is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1 (c) above) including the achievement of Maori students against the plans and set targets referred to in 1(e) above.

NAG 2A

Where a school has students enrolled in years 1-8, the Board of Trustees, with the principal and teaching staff, is required to use National Standards to:

- a. The requirement to report to parents in plain language at least twice a year
- b. The requirement to include school-level data in the boards annual report of how students are progressing against National Standards
 - (i) **School strengths and identified areas for improvement;**
 - (ii) **The basis for identifying areas for improvement;**
 - (iii) **Planned actions for lifting achievement;**
 - (iv) **How students are progressing in relation to National Standards and/or Nga Whanaketanga Rumaki Maori**
- c. Report to the Secretary of Education by the 1 March on the numbers and proportions of students achieving at, above below and well below the standard broken down by year level year 1-8 including European/Pakeha, Maori, Pasifika, gender and year level (where this does not breach an individual's privacy).
- d. Report the NAG 2A (b) and NAG 2A (c) National Standards information in the prescribed format by the allocated times (March/May)

The Annual and Five Year Strategic Planning and Self Review process forms a significant aspect of Elstow-Waihou School's Charter

- Overview of National and Local Educational Priorities
- Strategic Goals 2016-2017
- The Strategic Curriculum Development Plan 2016-2017
- NAG – Annual and Five Year Strategic Planning
- NAG – Documentation and Self Review Goals
- Annual Curriculum Targets
- Annual Action Plans
- Three Year Plan for Self Review

STRATEGIC GOALS	2016	2017	2018
NAG 2: DOCUMENTATION AND SELF REVIEW GOALS			
2.1	To develop and monitor annually the school's strategic and operational plans in all areas of school operation within the school's operational funding		
2.2	To establish an ongoing programme of self review/policy review as per annual plan		
2.3	To report to parents on the achievement of individual students through a variety of formats		
2.4	To report to the BOT on the achievement of students including achievement of priority students		
2.5	To communicate and consult effectively and appropriately with the community through a variety of means		
2.6	To undertake BOT training and development as required. Training programmes will be provided for new Board members.		
2.1.1	To complete, amend and adjust the annual review		
2.2.1	To establish self review cycles as per strategic and annual plan		
2.3.1	Reporting cycle completed on annual basis		
2.4.1	Continue with annual reporting cycle		
2.5.1	Communicate with the community through a variety of means		
2.6.1	To plan and provide BOT training as required		
NAG 3: PERSONNEL GOALS			
3.1	Develop, and further refine procedural frameworks which promote high levels of staff performance (appraisal). External consultant for Principal appraisal.		
3.2	Encourage the staff and school to reflect on annual targets		
3.3	Ensure professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning.		
3.4	Establish systems to ensure the BOT fulfils its role as a 'good employer' and to continue policy and procedure development.		
NAG 3: PERSONNEL ACTION PLAN FOR 2016			
3.1.1	Continue with appraisal system		
3.1.2	Principal appraisal		
3.2.1	Principal to observe classroom practice, work through professional standards and job descriptions with each teacher		
3.3.	Implement Professional development plan as identified in NAG 1 of the strategic plan		

ELSTOW-WAIHOU SCHOOL

STRATEGIC GOALS	2016	2017	2018
NAG 4: FINANCIAL AND PROPERTY GOALS			
4.1 Allocate funds to reflect and support the schools strategic and operational plans through the annual budget review			
4.2 Implement an efficient programme for maintenance for school buildings through the 5 year property plan			
4.3 Develop school facilities to reflect priorities as stated in the schools charter and strategic plan			
NAG 4: FINANCIAL AND PROPERTY ACTION PLAN FOR 2016			
4.1.1 To review and prepare annual budget			
4.2.1 Manage 5 year property plan			
4.3.1 To carry out identified projects			
NAG 5: HEALTH AND SAFETY GOALS			
5.1 To provide a safe physical environment for student's and staff through regular policy updating and 5 year property plan			
5.2 Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current first aid qualifications			
5.3 Consult community regarding Health and PE curriculum			
NAG 5: HEALTH AND SAFETY ACTION PLAN FOR 2016			
5.1.1 Review existing policies as required			
5.2.1 To train identified staff in first aid			
5.2.2 Accident register incidents that require professional medical attention will be reported to BOT			
5.2.3 Compile a hazard register to identify and address potential and /or current hazards			
NAG 6: LEGISLATION GOALS			
6.1 Develop systems to comply with all current legislation through policy and procedure			
6.2 Board will take note of any legislation requirement and ensure that management have the opportunity to enhance their legal literacy			

NAG 1: CURRICULUM

2016 – 2017 THREE YEAR PLAN FOR SELF REVIEW

		Term 1	Term 2	Term 3	Term 4
All	<p>Annually : <u>Analysis of Variance, Charter</u>, <u>Term 1 and 2</u> : Curriculum Delivery Statement, Annual Plan, School Targets, Staff Performance Management Plan Term 3 : Health Consultation (every two years – odd years) Maori Consultation (every 3 years, Term 4 : 10 YPP, 5 YPP, EEO Program, Budget Review National Standards, ERO Recommendations, NZ Curriculum Implementations</p>	<p>NAG 1 - Curriculum Strategic Aim 1 & 2 Charter and Annual Report Appoint Chair Approve Budget</p>	<p>NAG 1- Curriculum Strategic Aim 1 & 3 Analysis of Variance Report</p>	<p>NAG 1- Curriculum Strategic Aim 3</p>	<p>NAG 1- Curriculum Strategic Aim 1 & 2 Review Strategic and Annual Plan and Budget</p>
2016		<p>NAG 2 –Self Review Maori and National Standards Reporting Consultation</p> <p>NAG 3 – Personnel Review of Staff Development Staff Appraisals and Professional Standards</p>	<p>NAG 3 – Personnel Protected Disclosure</p> <p>NAG 4 – Finance and Property Fraud Policy</p> <p>NAG 7 - Legislation Preparation for BOT Elections</p>	<p>NAG 5 - Health and Safety Review of Health and Safety Policies</p>	<p>Review of Curriculum Focus Science</p> <p>NAG 2 – Self Review Review of the Annual Plans</p>
2017		<p>NAG 7 – Legislation Policies to review</p>	<p>NAG 3 – Personnel Review job descriptions Appraisals and staff development plan</p> <p>NAG 5 - Health and Safety Health consultation with community</p>	<p>NAG 4 – Finance and Property Review of Finance Policies</p>	<p>NAG 1- Curriculum Review of Curriculum Focus Literacy</p>
2018		<p>NAG 1- Curriculum Review Digital learning student self-review Review reporting to parents</p> <p>NAG 3 – Personnel Review job descriptions, Appraisals, personnel management and staff development plan</p>	<p>NAG 1- Curriculum Digital Learning Policy</p> <p>Review of Curriculum Focus Mathematics and Statistics</p> <p>NAG 2 - Self Review School Self-Review</p> <p>NAG 3 – Personnel Review EEO Policy</p>	<p>NAG 7 – Community Community consultation</p> <p>Consultation with the Maori Community</p> <p>NAG 5 - Health and Safety Child Protection Policy</p>	<p>NAG 5 - Health and Safety Pool Management Policy</p>

PART THREE

READING ANNUAL PLAN 2016

NAG 1: 2016 Reading Targets:

To raise the achievement of literacy **READING** across the school to **90%** of all students achieving 'at or above' National Standards. For the Board of Trustees, Principal and teaching staff to be knowledgeable in the implementation of National Standards **READING** and to understand and demonstrate how our children are doing in relation to them.

ACTION REQUIRED	PERSONNEL	ACTUAL OUTCOME 2015 (NAG 2A) 88% Achievement																																																																					
<p>Collection of standardised and non-standardised data to form overall teacher judgement.</p> <p>Professional development of staff in Reading and National Standards.</p> <p>Modelling and explicit teaching. Tracking and monitoring reading. Regular running records of children 'below' and 'well below' standard</p>	<p>Principal, teachers, teacher aides, specialty and support teachers.</p> <p>COST/RESOURCES</p> <p>Resources: as required.</p> <p>3415 (TA), 3316 (English)</p> <p>Links: National Education Priority, Local Curriculum Goals, Core Values 1, 2, 4.</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="6">Percentage of Learners against National Standards</th> </tr> <tr> <th></th> <th>% Well Below</th> <th>Below</th> <th>At</th> <th>Above</th> <th>% Below or Well Below</th> <th>% At or Above</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>8%</td> <td>4.5%</td> <td>42%</td> <td>45.5%</td> <td>12.5%</td> <td>87.5%</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td>58.3%</td> <td>41.7%</td> <td></td> <td>100%</td> </tr> <tr> <td>Pacifika</td> <td></td> <td></td> <td></td> <td>100%</td> <td></td> <td>100%</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>European</td> <td>10%</td> <td>5.7%</td> <td>40%</td> <td>44.3%</td> <td>15.7%</td> <td>84.3%</td> </tr> <tr> <td>Male</td> <td>7.1%</td> <td>4.8%</td> <td>38.1%</td> <td>50%</td> <td>11.9%</td> <td>88.1%</td> </tr> <tr> <td>Female</td> <td>8.7%</td> <td>4.3%</td> <td>45.7%</td> <td>41.3%</td> <td>13%</td> <td>87%</td> </tr> </tbody> </table>								Percentage of Learners against National Standards							% Well Below	Below	At	Above	% Below or Well Below	% At or Above	All	8%	4.5%	42%	45.5%	12.5%	87.5%	Maori			58.3%	41.7%		100%	Pacifika				100%		100%	Asian			100%			100%	European	10%	5.7%	40%	44.3%	15.7%	84.3%	Male	7.1%	4.8%	38.1%	50%	11.9%	88.1%	Female	8.7%	4.3%	45.7%	41.3%	13%	87%
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BACKGROUND DATA	EXPECTED OUTCOME																																																																						
<p>Baseline data 2014 data was 92% at and above achievement.</p> <p>All students will be closely monitored throughout the school year. <u>Special Needs and Abilities Register</u> Children will be identified in term 1 from reading data listed above who are; 'below standard' and 'well below standard.'</p> <p>Children are also identified with the support of data who are; 'achieving well above standard'</p>	<p>2015 reading target was 90% of achievement. For 90% of students to be at or above National Standards Reading by the End of the Year (2016) using strategies outlined in 'action required' and 'strategies'.</p> <p>Reading Intervention Children who have been identified as not falling within the 90% of 'at standard' data will be identified in our special needs register and supported through small group guided reading, reading recovery or teacher aide support.</p>																																																																						
<p>88% of students achieve 'at' and 'above' reading standard</p>																																																																							
<p>ANALYSIS Results were slightly down on target and last year's results; 1. Our target was higher by 5% compared to 2014 target. 2. Influx of high needs student's midway through the year. 3. Change of teaching staff in Term 3. Maori, Asian and Pacifika had exceptional results. Boys are out performing girls. Trends identify below : well below; 1:3 Year 1, 1:0 Year 3, 1:0 Year 4, 2:1 Year 5, 2:2 Year 6, 0:1 Year 7 in reading.</p>																																																																							
<p>STRATEGIES Teachers will group and monitor students according to ability. Teaching strategies will be reviewed and shared at regular monitoring meetings. Consistent term review of student achievement/National Standards. Students identified early for reading intervention programmes.</p>																																																																							

WRITING ANNUAL PLAN 2016

NAG 1 : 2016 WRITING TARGETS

To raise the achievement of literacy **WRITING** across the school to **85%** of all students achieving 'at or above' National Standards. For the Board of Trustees, Principal and teaching staff to be knowledgeable in the implementation of National Standards **WRITING** and to understand and demonstrate how our children are doing in relation to them.

ACTION REQUIRED	PERSONNEL	ACTUAL OUTCOME 2015 <small>(NAG 2A)</small> 82% Achievement																																																																						
<p>Professional development of staff of Writing - National Standards</p> <p>Modelling and explicit teaching. Tracking and monitoring writing.</p> <p>Regular exemplar and e-asttle testing identifying children 'below' and 'well below' standard, planning teaching strategies to meet those needs identified. Marking and moderating of student's written work as a literacy team.</p>	<p>Principal, teachers, teacher aides, specialty and support teachers.</p> <hr/> <p>COST/RESOURCES</p> <p>Resources: as required.</p> <p>IES group \$500 per teacher</p> <hr/> <p>Links: National Education Priority, Local Curriculum Goals, Core Values 1, 2, 4.</p>	<table border="1"> <thead> <tr> <th colspan="8" data-bbox="1265 419 2060 486">Percentage of Learners against National Standards</th> </tr> <tr> <th data-bbox="1265 486 1406 703"></th> <th data-bbox="1406 486 1503 703">% Well Below</th> <th data-bbox="1503 486 1615 703">% Below</th> <th data-bbox="1615 486 1727 703">%At</th> <th data-bbox="1727 486 1839 703">% Above</th> <th data-bbox="1839 486 1935 703">% Below or Well Below</th> <th data-bbox="1935 486 2060 703">%At or Above</th> </tr> </thead> <tbody> <tr> <td data-bbox="1265 703 1406 754">All</td> <td data-bbox="1406 703 1503 754">5.7%</td> <td data-bbox="1503 703 1615 754">12.5%</td> <td data-bbox="1615 703 1727 754">63.6%</td> <td data-bbox="1727 703 1839 754">18.2%</td> <td data-bbox="1839 703 1935 754">18.2%</td> <td data-bbox="1935 703 2060 754">81.8%</td> </tr> <tr> <td data-bbox="1265 754 1406 805">Maori</td> <td data-bbox="1406 754 1503 805"></td> <td data-bbox="1503 754 1615 805">7.7%</td> <td data-bbox="1615 754 1727 805">92.3%</td> <td data-bbox="1727 754 1839 805"></td> <td data-bbox="1839 754 1935 805">7.7%</td> <td data-bbox="1935 754 2060 805">92.3%</td> </tr> <tr> <td data-bbox="1265 805 1406 857">Pacifika</td> <td data-bbox="1406 805 1503 857"></td> <td data-bbox="1503 805 1615 857"></td> <td data-bbox="1615 805 1727 857">100%</td> <td data-bbox="1727 805 1839 857"></td> <td data-bbox="1839 805 1935 857"></td> <td data-bbox="1935 805 2060 857">100%</td> </tr> <tr> <td data-bbox="1265 857 1406 908">Asian</td> <td data-bbox="1406 857 1503 908"></td> <td data-bbox="1503 857 1615 908"></td> <td data-bbox="1615 857 1727 908">50%</td> <td data-bbox="1727 857 1839 908">50%</td> <td data-bbox="1839 857 1935 908"></td> <td data-bbox="1935 857 2060 908">100%</td> </tr> <tr> <td data-bbox="1265 908 1406 959">European</td> <td data-bbox="1406 908 1503 959">7.2%</td> <td data-bbox="1503 908 1615 959">14.5%</td> <td data-bbox="1615 908 1727 959">58%</td> <td data-bbox="1727 908 1839 959">20.3%</td> <td data-bbox="1839 908 1935 959">21.7%</td> <td data-bbox="1935 908 2060 959">78.3%</td> </tr> <tr> <td data-bbox="1265 959 1406 1010">Male</td> <td data-bbox="1406 959 1503 1010">6.9%</td> <td data-bbox="1503 959 1615 1010">8.9%</td> <td data-bbox="1615 959 1727 1010">66.7%</td> <td data-bbox="1727 959 1839 1010">17.8%</td> <td data-bbox="1839 959 1935 1010">15.8%</td> <td data-bbox="1935 959 2060 1010">84.5%</td> </tr> <tr> <td data-bbox="1265 1010 1406 1061">Female</td> <td data-bbox="1406 1010 1503 1061">4.7%</td> <td data-bbox="1503 1010 1615 1061">16.3%</td> <td data-bbox="1615 1010 1727 1061">60.5%</td> <td data-bbox="1727 1010 1839 1061">18.6%</td> <td data-bbox="1839 1010 1935 1061">21%</td> <td data-bbox="1935 1010 2060 1061">79.1%</td> </tr> </tbody> </table> <p>82% of at and above achievement in writing. Our Pacifika and Asian students performed extremely strongly followed closely by our Maori students. Our male students out performed our female student given the gender ratio is 50:50.</p>							Percentage of Learners against National Standards									% Well Below	% Below	%At	% Above	% Below or Well Below	%At or Above	All	5.7%	12.5%	63.6%	18.2%	18.2%	81.8%	Maori		7.7%	92.3%		7.7%	92.3%	Pacifika			100%			100%	Asian			50%	50%		100%	European	7.2%	14.5%	58%	20.3%	21.7%	78.3%	Male	6.9%	8.9%	66.7%	17.8%	15.8%	84.5%	Female	4.7%	16.3%	60.5%	18.6%	21%	79.1%
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BACKGROUND DATA	EXPECTED OUTCOME																																																																							
<p>2014 data showed 85% achievement in writing while 2013 indicated 70% of achievement based on 2012 results.</p> <p>Collect results from exemplar and Asttle writing samples (each term)</p> <p><u>Special Needs and Abilities Register</u></p> <p>Children will be identified in term 1 from writing data listed above who are; 'below standard' and 'well below standard'.</p> <p>Children are also identified with the support of data who are; 'achieving well above standard</p>	<p>2015 target was set for 85% at and above achievement. For 85% of students to be at or above National Standards Writing by the End of the Year using strategies outlined in 'action required' and 'strategies'. Children who have been identified as not falling within the 85% of 'at standard' data will be identified in our special needs register and supported through group writing support and teacher aide support time. Each class identified their below standard achievers. Effective teacher practice, teacher support and improved home school relations to build student confidence and achievement.</p>																																																																							
<p>ANALYSIS Results were slightly down on last year's results but above last year's target; 1. Our target was higher by 5% compared to 2014 target. 2. Influx of high needs student's midway through the year. 3. Change of teaching staff in Term 3. Maori, Asian and Pacifika had exceptional results. Boys are out performing girls. Trends identify below : well below; 2:1 Year 1, 2:1 Year 3, 1:0 Year 4, 0:1 Year 5, 4:1 Year 6, 3:1 Year 7 2:0 in writing.</p>																																																																								
<p>STRATEGIES Focus will be on improvement of teacher feedback and feed forward which will build student self-regulated learning strategies. Teaching strategies will be reviewed and shared at regular monitoring meetings. Consistent term review of student achievement/National Standards.</p>																																																																								

MATHEMATICS ANNUAL PLAN 2016

NAG 1 : 2016 MATHEMATICS TARGETS
 To raise the achievement of numeracy **MATHEMATICS** across the school to **85%** of all students achieving 'at or above' National Standards. For the Board of Trustees, Principal and teaching staff to be knowledgeable in the implementation of National Standards **MATHEMATICS** and to understand and demonstrate how our children are doing in relation to them.

ACTION REQUIRED	PERSONNEL	ACTUAL OUTCOME 2015 <small>(NAG 2A)</small> 82% Achievement																																																																				
Professional development of staff of Mathematics - National Standards. Modelling and explicit teaching. Tracking and monitoring numeracy. Regular testing identifying children 'below' and 'well below' standard, planning teaching strategies to meet those needs identified.	Principal, teachers, teacher aides, specialty and support teachers.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7">Percentage of Learners against National Standards</th> </tr> <tr> <th></th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">% Well Below</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">% Below</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">%At</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">% Above</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">% Below or Well Below</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">%At or Above</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>5.7%</td> <td>10.2%</td> <td>61.4%</td> <td>22.7%</td> <td>15.9%</td> <td style="background-color: #4F81BD; color: white;">84.1%</td> </tr> <tr> <td>Maori</td> <td></td> <td></td> <td>81.8%</td> <td>18.2%</td> <td></td> <td>100%</td> </tr> <tr> <td>Pacifika</td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>100%</td> <td></td> <td></td> <td>100%</td> </tr> <tr> <td>European</td> <td>7%</td> <td>12.5%</td> <td>54.9%</td> <td>25.4%</td> <td>19.5%</td> <td>80.3%</td> </tr> <tr> <td>Male</td> <td>2.4%</td> <td>11.9%</td> <td>59.5%</td> <td>26.2%</td> <td>14.3%</td> <td>85.7%</td> </tr> <tr> <td>Female</td> <td>8.7%</td> <td>8.7%</td> <td>63%</td> <td>18.6%</td> <td>17.4%</td> <td>81.6%</td> </tr> </tbody> </table>						Percentage of Learners against National Standards								% Well Below	% Below	%At	% Above	% Below or Well Below	%At or Above	All	5.7%	10.2%	61.4%	22.7%	15.9%	84.1%	Maori			81.8%	18.2%		100%	Pacifika			100%			100%	Asian			100%			100%	European	7%	12.5%	54.9%	25.4%	19.5%	80.3%	Male	2.4%	11.9%	59.5%	26.2%	14.3%	85.7%	Female	8.7%	8.7%	63%	18.6%	17.4%	81.6%
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BACKGROUND DATA	EXPECTED OUTCOME	<p>84% of at and above achievement in mathematics. Our Maori, Pacifika and Asian students performed extremely strongly. Similar to writing our boys achieved better than our girls. There was a target groups in Year 6-8.</p>																																																																				
<p>2014 data showed 86% at and above achievement which was a significant improvement on 2013 data had indicated 78.1% achievement.</p> OTJs included; In class work, PAT Mathematics (Year 4-8) Gloss Maths test (global strategy) Basic Facts and Four Operations Tests Problem solving strategies. A group of six target students were identified mid-year to take part in the ALiM programme as well as four in class students	<p>The target for mathematics was 85% at and above achievement.</p> For 85% of students to be at or above National Standards Mathematics by the End of the Year (2016) using strategies outlined in 'action required' and 'strategies'. Year 6-7 students who were identified as not falling within the 'at standard' achievement were enrolled in the ALiM (accelerated withdrawal learning group). Targeted Year 8 students also received extra in class support for learning in maths. The majority of targeted learners were girls.																																																																					
<p>ANALYSIS Results were slightly down on last year's results and target; 1. Our target was higher by 5% compared to 2014 target. 2. Influx of high needs student's midway through the year. 3. Change of teaching staff in Term 3. Maori, Asian and Pacifika had exceptional results. Boys are out performing girls. Trends identify below : well below; 1:1 Year 1, 2:0 Year 3, 2:0 Year 4, 3:0 Year 5, 2:3 Year 6, 4:1 Year 7 in mathematics.</p>																																																																						
<p>STRATEGIES Target Groups will be identified and monitored. Relevant resources purchased. Teacher maths resources will also be invested. Monitoring meetings held to specifically meet the needs of those students who are below expectation. ICT activities to support mathematics strategies utilised..</p>																																																																						

Action Plan To Improve Student Achievement In Literacy (Reading and Writing)				
Objectives	Strategies	Resources	Personnel	Time Frame
1.1. <i>To increase students reading mileage</i>	School wide literacy plan. Explicit Instruction in classroom reading programmes. Guided Reading Buddy Reading Study ladder Extend the use of IT (chromebooks and ipads)	Professional development budget Literacy contract Update library resources Update 'readers'	All staff	Ongoing
1.2 <i>To increase the ability of students in dealing with comprehension skills.</i>	Guided reading and writing programme Literacy 'target' groups Guided reading Critical thinking skills Increase literacy skills through digital learning	"Effective Literacy Practice" (ELP) handbooks Literacy Learning Progressions National Standards – Reading and Writing	All staff	Ongoing
2.1 <i>To improve the quality of written work. 5 star criteria (milage, variety, models, student editing, teacher feedback and feed forward)</i>	Use of the Learning Intentions Exemplars/asTTle Revision portfolio assessment Prof. Development Use of Google.docx	School wide literacy plan National Standards – Reading and Writing	All staff	Ongoing
2.2 <i>To increase student confidence in using oral language</i>	Continue to be involved in speech contests throughout school and locally	(ELP) Literacy Learning Progressions	All staff	Ongoing
2.3 <i>Raise teacher effective practice in writing</i>	IES community of schools Te Aroha Cluster Moderation of data and shared teacher practice	Regional and local resources	Teachers	Ongoing

Action Plan To Improve Student Achievement of Mathematics				
Objectives	Strategies	Resources	Personnel	Time Frame
3.1 <i>To identify and support students who are not achieving or at risk of not achieving in mathematics.</i>	To develop as a staff a Mathematics Plan Focus on best practice used in Literacy and utilise strategies in Mathematics. Select a 'target group' who are monitored and tracked.	Staff become familiar with the assessments used for mathematics and identify and use resources that will raise student achievement National Standards – Mathematics	Working as teachers of inquiry in Mathematics	Ongoing
3.2 <i>To develop students ability to evaluate their own progress and set individual learning goals with teachers that are achievable and measurable</i>	Give regular specific feed back and feed forward to individual students through resources Next steps in learning Study ladder	nzmaths site	All Staff	Ongoing
3.3 <i>To extend students who are high achievers in mathematics</i>	Focus on best practice used in Literacy and utilise strategies in Mathematics. Regular staff meetings about teacher professional practice and how best to cater for individual and small group needs.	Staff become familiar with the assessments used for mathematics and identify and use resources that will raise student achievement	All Staff	Ongoing
2.3 <i>Raise teacher effective practice in mathematics</i>	Shared best teacher practice from AliM Regular monitoring meetings	Regional and local resources	Teachers	Ongoing

ELSTOW-WAIHOU SCHOOL

PROFESSIONAL STAFF DEVELOPMENT PLAN 2016				
CURRICULUM	STRATEGIES and PROFESSIONAL DEVELOPMENT	PERSONNEL	COST	TIME
	Teacher professional development determined by needs identified from Teacher Appraisals (2016) as well as planned PD as set below;			
Reading Target 90% 2016 Actual 88%	Utilise data from standardised testing to establish baseline information. Implement Early Words and Spelling Rules, Probe, Compile register of students with special needs and abilities	All Teaching Staff Teacher Aide / Parent support All Teaching Staff	NZCER \$375 In school	2016 2016
Professional Development READING	Incredible Years Training (6 day workshop) Learning with Digital Technology (Priority Learners)	Darren Wendy, Donna, Darren, Deane, Heather	Ministry Funded	2016
Writing Target 85% 2016 Actual 82%	Utilise data from standardised testing to establish baseline information. PAT testing, asTTle, Gloss, Spelling and basic facts tests. Compile register of students with special needs and abilities PD class observations, linking teacher practice to student objectives (Target Levels) Writing Model, monitoring meetings.	All Teaching Staff All Teaching Staff All Teaching Staff	 In school In school	2016 2016 2016
Professional Development WRITING	Incredible Years Training (6 day workshop) Learning with Digital Technology (Priority Learners) Writing PD – Community of Schools *	Darren Wendy, Donna, Darren, Deane, Heather Whole school	Ministry Funded Yet to be *confirmed	2016
Mathematics Target 85% 2016 Actual 84%	Utilise data from standardised testing to establish baseline information. Compile register of students with special needs and abilities Link teacher practice to student to student needs.	All Teaching Staff All Teaching Staff All Teaching Staff	NZCER \$375 In school CRT Term 2	2016 2016 2016
Professional Development MATHEMATICS	Incredible Years Training (6 day workshop) Learning with Digital Technology (Priority Learners)	Darren Wendy, Donna, Darren, Deane, Heather	Ministry Funded	2016
Digital Learning	Chromebooks, Google docx, G.A.F.E - senior students Ipads, video recording, photos – Class and individual blogs	All Teaching Staff /Martin Webinars – Hapara	Per hour basis Free IT PD	2016
Professional Development	Learning with Digital Technology (Priority Learners)	Wendy, Donna, Darren, Deane, Heather	Ministry Funded	2016
Maori	Whole School Maori Development Plan.	Darren		tbc
Professional Development	Kapahaka	Whole staff support lead teacher Darren		2016
SENCO	Identify and cater for high needs students	All staff including PD for Teacher Aides		
Professional Development	Engage PD with SENCO providers to support special needs	Heather	Ministry funded	2016
Science	Science in all of the five strands through-out year	Deane		
Enviro-Schools	Attend Enviro-schools Courses/Meetings	Darren as lead teacher with Deane		2016
Leadership	Master of Educational Leadership	Heather		2016

CURRICULUM PROGRAMME 2016

	Term 1	Term 2	Term 3	Term 4
<p>Vision (Confident, connected, actively involved, life long learners) Principles (High expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community engagement, coherence, future focus.)</p>	<p>Key Competencies and Vision Thinking; Using language, symbols and text; Managing self, Relating to others; Participating and contributing. Reach for the Stars – <i>Totoro hoki nga whetu. STAR linked to Ako, Mahi Tahī, Manaakitanga, Whanaungatanga</i></p>			
	<p>Values – Success Ako</p>	<p>Values – Teamwork Mahi Tahī</p>	<p>Values - Attitude Manaakitanga</p>	<p>Values – Respect Whanaungatanga</p>
	<p>Inquiry Unit Beach Study</p>	<p>Inquiry Unit Production</p>	<p>Inquiry Unit Olympics</p>	<p>Inquiry Unit Sounds Good to Me</p>
	<p>Learning Areas English Recount Writing (<i>expressive</i>) Report and Poetic Writing</p>	<p>Learning Areas English Procedural Writing (<i>transactional</i>) Poetic Writing (<i>poetic</i>)</p>	<p>Learning Areas English - Persuasive Writing (<i>transactional</i>) Speech Writing (<i>expressive</i>) Debate</p>	<p>Learning Areas English Recount Writing (<i>expressive</i>) Explanation, factual accounts</p>
	<p>Mathematics Numeracy Number knowledge/operations Statistics</p>	<p>Mathematics Numeracy Number Operations, Fractions Geometry, Problem Solving</p>	<p>Mathematics Numeracy Number Operations Measurement, Problem Solving,</p>	<p>Mathematics Numeracy Number knowledge/operations/Algebra</p>
	<p>Science – Living World</p>	<p>Science - Planet Earth and Beyond</p>	<p>Science - Material World</p>	<p>Science - Physical World</p>
	<p>Health and P.E Swimming, Triathlon, Biathlon E.O.T.C</p>	<p>Health and P.E Winter Sports, Maori Games, Gymsports, Jump Jam,</p>	<p>Health and P.E Fun Run Cross Country, Skipping, Winter Sports, EOTC</p>	<p>Health and P.E Athletics, Swimming and Water Safety, Cricket, Softball</p>
	<p>The Arts Visual Arts –Scarecrows Observation, self-portrait</p>	<p>The Arts Performing arts, dance singing, Props</p>	<p>The Arts Visual Arts – Cultural representation Ag Day Art– Calendar Art</p>	<p>The Arts Prize giving Music (making, composing, creating, performing)</p>
	<p>Social Studies – Continuity Change Blogging Technology – Hapara</p>	<p>Social Studies- Identity Culture/Place Environment Technology ipads/chromebooks</p>	<p>Social Studies/ Technology Digital Learning Blogging – video logging</p>	<p>Social Studies/ Technology Making musical instruments</p>
	<p>Assessment Recount Writing Spelling A, Probe, PAT Reading Listening, Vocab, 6 YR Net ,Entrance Test PAT Maths GLOSS 4 Interviews/ Maori/ Report consultation</p>	<p>Running Records, e-AsTTle Writing Maths Gloss Mid-Year Interviews Portfolios, Reports</p>	<p>AsTTle Writing (procedural) (persuasive) Running Records Basic Facts/ Four operations Open Day Learning Portfolio</p>	<p>Running Records Maths Gloss End of Year Reports Portfolios</p>
<p>Learning Opportunities EOTC/camps outings</p>	<p>Matariki Celebration Mihi Whole school production</p>	<p>Speches Science Fair EOTC</p>	<p>Calf Club Outings/ cultural exchanges</p>	

NAG 1**CURRICULUM**

Elstow-Waihou Curriculum Cycle
 Elstow-Waihou School
 Curriculum(Vision, values, key competencies, and Curriculum Implementation Plans)
 Student Assessment Portfolios
 Inquiry Learning Plans

Values programme **S.T.A.R.**
Success, Teamwork, Attitude, Respect
Incorporate the values of Ako, Mahi Tahī, Manaakitanga, Whanaungatanga

Key Competencies
 Chrome books (Year 5-8)
 1 to 1 digital learning
 Teacher dashboard
 Google Apps/Docs
 LTP's/ Unit Plans
 Te Aroha rural Speech Competition
 Biathlon, Triathlon (Piako)
 Outdoor Education
 Cooperative days, Sports exchanges
 Register of Students with special needs and abilities
 Ongoing communication with RTLB's, RTLITs, GSE

Major Curriculum Focus
Literacy (Reading and Writing)

Mathematics

Assess: Literacy Curriculum

Resources

Library text
 Science Resources
 Software games
 Maths Equipment
 Reading text
 Digital equipment
 (replacement/maintenance of aging equipment)
 PE Resources
 Student texts books

Review of NAG 1 Policies

**NAG 2
SELF REVIEW/REPORTING**

On going Review Programme
 Mid-Year Written Reports and interviews
 Policy Cycle
 Needs Analysis
 Introduce new legislation to Staff/BOT
 BOT Self Review/ Training
 School Management System
 ENROL

NAG 2A –Priority Learners and National Standard Reporting to Parents and Ministry.

Review of NAG 2 Policies

**NAG 3
PERSONNEL**

Job Descriptions/ Performance Appraisals
 Performance Agreements
 Professional Development Plan
 Readings/Dialogue
 Staff organisation and responsibilities
 EEO

Review of NAG 3 Policies

**NAG 4
PROPERTY**

Staffroom and administration upgrade
 Senior Room Extensions
 Landscaping/Lunch seating area
 Sand pit area beautification.
 Astroturf Court/ Concrete Marking
 Periodic detention Work
 Cultural artistic representations
 5 and 10 year Property Plan
Review of NAG 4 Policies

NAG 7**PARTNERSHIP WITH THE COMMUNITY**

Weekly Newsletter/ Email
 Visit Kindergartens/ Preschools
 Website – Class Blogs
 Enviro-school
 Kapahaka
 Review, report
 Welcoming visitors
 Productions
 Country Fair
 School Gardens
 Inquiry Units
 Prize giving
 Science Fair
 Speech (inter-school)
 Newspaper Articles
 BOT Report Summaries
 Pre school programme
 Calf Club and Group Day
 Fun Days
 Local business sponsorship
 Working Bees
 EOTC/School trips
 Sports days
 Hall and swimming pool used by community
Review of NAG 7 Policies

**ELSTOW-WAIHOU SCHOOL
 ANNUAL PLAN (Overview) 2016**

Priority Areas for Improving Student Achievement

Empower Student Learning

Plain language National Standards Reporting

**Integrate Maori perspective/programmes in class and school environments
 ERO, 2011**

**NAG 4
FINANCE**

Budget
 Trust Applications Coordination
 Ongoing Monitoring
 Preparing Annual Accounts
 Employment of financial services
 Developing asset replacement schedule
 Te Aroha Trusts/Grants and Applications for Funding
 Strategic planning of staff usage
 Financial review

Review of NAG 4 Policies

**NAG 5
HEALTH & SAFETY**

Align with Health and Safety legislation
 Road Safety (Health Mgt. Issues)
 Hazard identification processes
 Playground and electrical inspections
 Staff Register Accidents
 Civil Defence
 Evacuation Processes
 Review attendance processes
 Pandemic Planning
 First Aid Training

Review of NAG 5 Policies

