



School Charter Strategic and Annual Plan for Addington School Te Kura Taumatua 2018 -2020



**Awesome
Achievement**



**Brilliant
Behaviour**



**Being
Connected
Citizens**

ABOUT OUR SCHOOL

At Addington Te Kura Taumatua we take our name and our logo very seriously. We are situated among some beautiful old protected trees that we treasure. We have made it our mission to continue to plant trees in our environment. We have a wild, native garden area in one section of our playing field, an orchard, community garden and garden beds that our students nurture and care for.

Local iwi, Kai Tahu, gifted us our beautiful name, Te Kura Taumatua which embraces what we, here at Addington truly stand for - a school likened to;

- Trees as a gathering place for birds(children) to find shelter and nourishment. The metaphor being a place of nurturing learning.

Our school whakatauki relates to this concept;

‘E tipu, e rea’ - Grow tender young shoot

We look to trees once again for what we want our students to achieve;

Advice from a Tree

Stand up tall and proud.

Sink your roots into the earth.

Be content with your natural beauty.

Go out on a limb.

Drink plenty of water.

Remember your roots.

Enjoy the view!

And, ‘LET YOUR GREATNESS BLOSSOM’

Addington School 2018 - 20
Introductory Section - Strategic Intentions

Mission Statement	GROWING OUR FUTURE
Vision	Growing our future through awesome achievement, brilliant behaviour and being connected citizens.
Values	<p>Awesome Achievement / Paetae Papai</p> <ul style="list-style-type: none"> ● We work hard - Golden Rule ● Thinking, Looking, Listening, Speaking, Concentrating ● Collaboration ● Creativity ● Critical Thinking ● Communication <p>Brilliant Behaviour / Whanonga Wheriko</p> <ul style="list-style-type: none"> ● We are gentle - Golden Rule ● We are kind and helpful - Golden Rule ● We listen - Golden Rule ● We look after property - Golden Rule ● Character ● Communication ● Collaboration <p>Connected Citizens / Tāngata Tūhonohono</p> <ul style="list-style-type: none"> ● We are honest - Golden Rule ● Citizenship ● Collaboration ● Communication ● Culture
Principles	<p>Learning to Learn:</p> <p><i>Where students and staff are challenged by both new and prior learning, activities and experiences.</i></p> <p><i>Where students are intrinsically motivated to learn.</i></p> <p><i>Where both students and teachers make a commitment to lifelong learning</i></p> <p>Community Engagement:</p> <p><i>Where the connection between student/teacher/whanau successfully enhances learning.</i></p> <p><i>Where students, staff and community learn together and from each other.</i></p> <p><i>Where students get joy and inspiration from learning and from being a member of our school community.</i></p> <p>Coherence:</p> <p><i>Where learning activities are relevant to the real world and the student's own context.</i></p>

	<p><i>Where students are empowered and involved in learning choices.</i></p> <p>Cultural Diversity: <i>Where students show respect for the feelings, wishes and rights of self and others. Where students feel a sense of belonging within the school and its community.</i></p> <p>High Expectations: <i>Where students work towards achieving their personal best in all they do Where students are supported and celebrated in attaining their personal best in all aspects of school life. Where people care for themselves, each other, possessions and the environment.</i></p> <p>Treaty of Waitangi: <i>Where the connections between student / teacher / whanau successfully enhance learning. Where mutually beneficial partnerships are nurtured, valued and celebrated.</i></p> <p>Inclusion: <i>Where students develop resilience. Where students feel safe. Where students of all abilities are valued and accepted as members of our school community.</i></p> <p>Future Focus: <i>Where innovation and creativity is encouraged, recognised and celebrated. Where students are encouraged to develop as leaders. Where students show concern for the environment now and in the future.</i></p>
<p>Māori Dimensions and Cultural Diversity</p>	<p>Addington Te Kura Taumatua has a cultural mix of 36% New Zealand European, 34% Māori, 7% Pasifika, 18 % Asian, 3% MELAA and 2% other.</p> <p>Progress of Māori and Pasifika students, is monitored alongside the achievement of all students, in the the school wide data gathering systems to give us a clear picture of achievement. For 2018 our Pasifika students will form part of our Literacy Achievement Target. The school will consult and report to the community on the achievement of both Māori and Pasifika students against their peers.</p> <p style="text-align: center;"><u>RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY</u></p> <p>Addington School, as appropriate to its community, continues to implement procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori Culture.</p> <p>In recognising the unique position of the Māori culture, Addington Te Kura Taumatua takes all reasonable steps to provide instruction in Tikanga (Māori Culture) and Te Reo Māori (Māori Language) for students whose parents request it.</p> <p><u>Māori Responsiveness Plan</u></p> <p>If a Whanau requests a high level of Tikanga and / or Te Reo than is at present evident in our school's Maori programme, the staff and the Whanau will discuss and explore the following options:</p> <ul style="list-style-type: none"> • Further explain the existing programmes • Further extend the existing programmes if and as appropriate • Combine with a neighbouring school for parts of the day / programme • Dual enrolment with correspondence school • Provide in-school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom • Explore other schools who may offer programmes closer to their expectations

- Other negotiated actions
- Continue to upskill staff in Te Reo and Tikanga Māori

At Addington we currently:

- Budget for Professional Development Courses
- Work closely with local iwi
- Involve the Māori Language Advisor
- Have a Lead Teacher of Māori
- Work in partnership with other lead teachers of Māori from schools in the Kahukura Cluster
- Have a newly-established Māori Curriculum Committee to oversee the teaching of both Tikanga and Te Reo as detailed in the Addington Curriculum.
- Continue to update our Māori resources
- Provide opportunities in relation to Kapa Haka

What we intend to do:

- Hold Parent Information / Consultation Hui twice a year.
- Encourage teachers to have evidence of Te Reo and/or Tikanga programmes as part of their classroom displays.
- Encourage parents to attend Celebrations of Learning and all Assemblies
- Provide the staff with professional development in relation to Ka Hikitia
- Recognise Maori Giftedness
- Continue our commitment to the Maori Achievement Collaborative
- Contribute to the development of a Kahukura Cluster Māori Curriculum.
- Upskill staff in their knowledge of Te Reo Māori

Baseline Data or School Context

Students' Learning	<p>In 2017 we have 60.7% achieving National Standards in Reading compared with 57.7% in 2016</p> <p>54.8% achieving National Standards in Writing compared with 65.4% in 2016</p> <p>51.2% achieving National Standards in Maths compared with 57.5% in 2016</p>
Student Engagement	<p>In response to student engagement in the past we have committed to the following</p> <ul style="list-style-type: none">• We continue our involvement in the Maori Achievement Collaborative.• We are moving into tier 2 training for PB4L and continue our commitment to Quality Circle and Golden Time.• The Board of Trustees have shown their commitment to the use of ICT in classrooms by agreeing to the leasing of ipads and the purchasing of chrome books through Operation Grant and charitable trusts. We continue to grow this resource.• We continue to be a Google Apps for Education school with students in the senior school having their own school based gmail and google drive accounts. These accounts are managed by teachers through Hapara Dashboard.• Teachers carryout collaborative inquiries into their own practice and into the practice of others with a focus on lifting engagement and achievement levels.
School Organisation and Structures	<p>Addington School is a decile 3 contributing school in central Christchurch, located close to the city centre on a main arterial route. The school has a long history as it opened in 1881. Students reside in the immediate suburbs of Addington, Spreydon and Sydenham with a number of families travelling across the city to attend. Our roll has grown considerably over the last 4 years and continues to increase.</p> <p>The main thrust of our rebuild work is due to occur throughout 2017/ 2018. This should see us with a new 5 space teaching block and a brand new Conductive Education space. One of our classroom blocks will be completely revamped with a brand new library incorporating a Whanau space being built at the end of this block.</p> <p>We continue to focus on all core learning areas with a particular focus on Literacy throughout 2017 / 18 whilst continuing to acknowledge and support our community with their pastoral care needs.</p>

GROWING OUR FUTURE through...

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2020
A	AWESOME ACHIEVEMENT	<ol style="list-style-type: none"> 1. To strengthen Deep Learning Pedagogical Practices (learning environment, partnerships and effective use of digital practices) so that deep learning occurs across the curriculum 2. To ensure student agency is enabled, encouraged and supported by effective teacher practice and learning design 3. To complete the realignment of the Addington Te Kura Curriculum. 4. To support and strengthen teachers capability to work collaboratively. 5. To ensure that the teaching as inquiry / appraisal processes are aligned and embedded into Addington Te Kura Taumatua practices. 6. To lift Māori and Pasifika achievement with the support of Whanau, Community and Cluster Ministry Initiatives. 7. To use achievement data and practice analysis conversations to affirm and inform practice. 8. To ensure students working above the National Standards in Literacy and Numeracy and/or with recognised strengths across the curriculum and key competencies will be supported to further extend and enrich their understandings and knowledge
B	BRILLIANT BEHAVIOUR	<ol style="list-style-type: none"> 1. To enable our PB4L systems/initiatives to be responsive to the changing needs of our learners and our learning environments. 2. To develop the use of Restorative Practices across the school. Staff to have PLD in the principles of restorative practice. 3. To ensure that the importance of relationships as being key to student success is recognised, encouraged and supported through classroom programmes, school wide practice and professional development

C

**CONNECTED
CITIZENS**

1. To clarify what an Addington Connected Citizen looks like.
2. To develop systems and/ or initiatives that ensure opportunities for relationships to grow between students, staff, whanau, community, locally and globally .
3. To maintain efficient methods of communication with community, ie. emailing newsletter etc. Annual Goal Survey / Grow staff capacity.
4. To explore ways to connect with our Māori, Pasifika and other ethnic groups that make up our School community.
5. To encourage and support our students to become confident and responsible digital citizens.

Annual School Improvement Plan

A = Awesome Achievement

A = Awesome Achievement			
ANNUAL GOAL	1a To strengthen Deep Learning Pedagogical Practices (learning environment, partnerships and effective use of digital practices) so that deep learning occurs across the curriculum		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
Embed Deeper Learning Pedagogies in authentic contexts across the curriculum <ul style="list-style-type: none"> • Embedding of the 6Cs in alignment with KCs and ABCs • Upskill teachers in the planned use of digital technologies in the classroom • Embed assessment practices established in 2017 - 6C rubrics and solo taxonomy 	Lead Team All Staff Cluster Networks	Ongoing	
ANNUAL GOAL	1b To ensure that student agency is enabled, encouraged and supported by effective teacher practice and learning design		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
Ensure that learning tasks have connections to real life contexts and that students (and community) are given <ol style="list-style-type: none"> A. Voice B. Choice C. D. And the tools to be successful in acting upon them 	Lead Team All Staff Cluster Networks Community	2017-2018	
ANNUAL GOAL	1c. To complete the realignment of the Addington Te Kura Taumatua Curriculum.		

Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
To carry out a Curriculum review with a focus on working within a collaborative responsive learning environment. <ul style="list-style-type: none"> To carry out a full curriculum review with a focus on the 6cs. 	Lead Team All staff PLD Providers	Ongoing		
ANNUAL GOAL		1d To support and strengthen teachers capability to work collaboratively.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
To support staff as they begin working within collaborative environments. Eg. PLD, hard systems and soft systems.	Lead Team BOT Teachers PLD Providers	On going		
ANNUAL GOAL		1e To ensure that the teaching as inquiry / appraisal processes are aligned and embedded into Addington Te Kura Taumatua practices.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
Investigate an online platform Introduce staff to new platform and support them in its use. Meet once a term to discuss progress with Inquiry.	Providers Lead Team BOT			
ANNUAL GOAL		1f To lift Māori and Pasifika achievement with the support of Whanau, Community and Cluster Ministry Initiatives.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
Continue our focus on lifting student achievement in all areas of learning. <ul style="list-style-type: none"> Maintain our focus on lifting Maori achievement by continuing our involvement with the Maori Achievement Collaborative. Increase levels of Te Reo and Tikanga teaching and learning. Target lifting Pasifika Achievement by working with our Pasifika Community. 	Lead Teacher Māori Lead Team BOT Staff Community			

<ul style="list-style-type: none"> Investigate ways to increase engagement with both Māori and Pasifika Whanau. 				
ANNUAL GOAL	1g To use achievement data and practice analysis conversations to affirm and inform practice.			
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
<p>To increase staff capability around the analysis of achievement data and the ways in which this data can be used to inform practice with a particular focus on digital platforms for examining cohorts eg Assembly, e-asTTle</p> <p>In teaching teams regularly monitor and track target students in the areas of both reading and writing.</p> <p>Further embed the use of PAC to support teaching as inquiry and meeting achievement targets through planned, responsive and reflective professional conversations</p>	PLD Providers Lead Team Teachers			
ANNUAL GOAL	1h To ensure that students working above the National Standards in Literacy and Numeracy and/or with recognised strengths across the curriculum and key competencies will be supported to further extend and enrich their understandings and knowledge			
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
Introducing / trialing; <ul style="list-style-type: none"> Individualised Deep Learning Tasks International Examinations STEAM SPEC Digital Technologies Curriculum / Coding Club 	Reusable resources Lead Team Teachers			
Budget and Other Implications for Annual Goals 1a to h	<ul style="list-style-type: none"> TO Day cluster wide Professional Development Budget must allow for both training and observation. Possible TA resourcing increase ICT Budget/Funding Sources 			

B = Brilliant Behaviour			
ANNUAL GOAL	2a To enable our PB4L systems/initiatives to be responsive to the changing needs of our learners and our learning environments.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
<p>To continue our focus on explicitly teaching the behaviours we expect.</p> <p>To ensure there is a consistent response to behaviours across the school.</p> <ul style="list-style-type: none"> • Develop a 1 page flow chart to reflect this understanding. • Develop the behavioural expectations relating to both tier 1 & 2 and make available for students, staff and parents. <p>Continue to integrate behaviour initiatives and use data collected to increase students engagement</p> <ul style="list-style-type: none"> • Look to include a cup for the winning whanau. 	PB4L Cluster PB4L Team Lead Team / BOT All staff	Ongoing	

ANNUAL GOAL	2b To develop the use of Restorative Practices across the school. Staff to have PLD in the principles of restorative practice.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
Bring Marg Thorsborne to NZ and offer workshops to local schools. Lead team to continue to use restorative practices To continue to train staff in IYT	PB4L Team Lead Team / BOT All staff	Ongoing	
ANNUAL GOAL	2c To ensure that the importance of relationships as being key to student success is recognised, encouraged and supported through classroom programmes, school wide practice and professional development		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
Continue to embed the use of Quality Circle Time. Ongoing monitoring of the effectiveness of Golden Time Schoolwide. Embedding the PIRATE philosophy.	PB4L Team Lead Team / BOT All staff Community	Ongoing	
Budget Implications for Annual Goals	<ul style="list-style-type: none"> Professional Development Budget Funding for Golden Time and PB4L Initiatives 		

C = CONNECTED CITIZENS

ANNUAL GOAL	3a To clarify what an Addington Connected Citizen looks like.		
Actions to Achieve	Resources Needed	Timeline	Progress to date

Steps to Take	Including Who		Evaluation
Scrum Team 2 to; <ul style="list-style-type: none"> ● Survey Staff ● Survey Community ● Survey Students Collate findings and present definition to lead team. Agreed definition shared with Staff, Students and Community.	Lead Team and BOT Teachers Community Students	End Term 1	
ANNUAL GOAL	3b To develop systems and/ or initiatives that ensure opportunities for relationships to grow between students, staff, whanau, community, locally and globally .		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation
Focus on programmes that promote a positive school culture <ul style="list-style-type: none"> ● FISH philosophy - ensure all staff have read this book and commit to practising the philosophy ● Teach Like a Pirate - continue the Bloghop 	Lead Team and BOT Teachers	Ongoing	
Continue to develop the school whanau / runaka system so that it encourages a sense of belonging.	Lead Team School Student leaders Teachers Students	Ongoing	
Revamp our buddy system throughout the school so that it reflects a shared understanding of purpose, value and use; <ul style="list-style-type: none"> ● Peer to peer ● Tuakana / Teina Continue to develop ESP programme with SCL	Lead Team School Student leaders Teachers Students SCL	Ongoing	
Maintain consultation with parent groups including Whanau Hui, Pasifika Fono -Allow greater opportunities for feedback feed-forward -Ensure that we celebrate our other cultures and religions e.g. African cultures, Muslim religion	BOT Lead Teacher Māori ELA Teachers Lead Team	Ongoing ½ yearly Ongoing	

Annual Goal		3c To maintain efficient methods of communication with community, ie. emailing newsletter etc. Annual Goal Survey / Grow staff capacity.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
Investigate the effectiveness of current communications <ul style="list-style-type: none"> ● Survey Staff ● Survey Community ● Survey Students Collate findings and present to lead team and BOT.				
Grow staff capability and capacity to streamline communications <ul style="list-style-type: none"> ● Website ● Facebook ● Foyer TV ● Newsletter Cover ● Notice Boards ● Weeksheet ● School and Community calendars 				
Annual Goal		3d To explore ways to connect with our Māori, Pasifika and other ethnic groups that make up our School community.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
Maintain consultation with parent groups including Whanau Hui, Pasifika Fono Look to develop a forum for celebrating the successes of our Māori and Pasifika students. Staff / community to participate in Te Ara Reo class for 2018	BOT Lead Teacher Māori ELA	Ongoing ½ yearly Ongoing		
Annual Goal		3e To encourage and support our students to become confident and responsible digital citizens.		
Actions to Achieve Steps to Take	Resources Needed Including Who	Timeline	Progress to date Evaluation	
To implement the Google 'Be Internet Awesome' programme				

Budget and Other Implications			<ul style="list-style-type: none">• Photocopying• Fixed Term Management Units• Funding Hui / Fono

Improvement Plan - Domain: Learning

Strategic Goals - Awesome Achievement in Literacy.

Annual Goal

- To raise student achievement in Literacy

Annual Target

Reading

- At least 70% of all students will achieve at or above the standard (maintain 119 (2017 Yr 0 - 5) students currently at or above the standard and move 29 students into at least at the standard)
- At least 75% of all students in Years 1 achieving below the standard will move to at least achieving at the standard (13 students)
- At least 75% of all students in Year 1 achieving well below the standard will move to at least achieving below the standard (3 students)
- At least 75% of all students in Years 4 achieving below the standard will move to at least achieving at the standard (12 students)
- At least 75% of all students in Year 4 achieving well below the standard will move to at least achieving below the standard (5 students)
- At least 100% of Pasifika students achieving below the standard will move to at least achieving at the standard (1 students)
- At least 100 % of Pasifika students achieving well below the standard will move to at least achieving below the standard (2 students)

Writing

- At least 70% of all students will achieve at or above the standard (maintain 131 students currently at or above the standard and move 75 students into at least at the standard)
- At least 75% of all students in Years 4-6 achieving below the standard will move to at least achieving at the standard (25 students)
- At least 75% of all students in Year 4 -6 achieving well below the standard will move to at least achieving below the standard (33 students)
- At least 75% of Pasifika students achieving below the standard will move to at least achieving at the standard (8 students)
- At least 75 % of Pasifika students achieving well below the standard will move to at least achieving below the standard (6 students)

Baseline data

Reading

- 13% of all students working **well below** the standard - 25/191 students
- 24% of all students working **below** the standard - 46/191 students

- 17% of all Pasifika students working **well below or below** the standard - 3/18 students
- 61.1% of all students after 1 year at school working **well below or below** the standard - 23/36 students
- 47.8% of all Year 4 students working **well below or below** the standard - WB 7 /46 B 15/46

Writing

- 16% of all students working **well below** the standard (15.4% in 2016) - 31/191 students
- 23% of all students working **below** the standard (19.3% in 2016) - 44/191 students
- 39 % of Pasifika students working **well below or below** the standard -7/18 students
- 65.2% of students at Year 4 school working **below or well below** the standard - WB 16 /46 B 14/46
- 65.1% of students at Year 5 school working **below or well below** the standard - WB 13/43 B 15/43
- 48.8% of students at Year 6 school working **below or well below** the standard - WB 15/41 B 5/41

Key Improvement Strategies

- To increase teacher capability in the delivery of a student responsive classroom literacy programme
- To have increased accountability (and monitoring) for students progress in literacy

Who	What	When	Indicators of Progress
Teachers and Lead Team - Reading	READING Continue with our planned Reading PLD for the first half of the year through <ul style="list-style-type: none"> • Staff Meetings • Literacy Lead Meetings • Team Meeting • Collaborative Inquiry Meetings • Practice Analysis Observations • Practice Analysis Conversation • Professional Reading with PLD Facilitator 		Staff attendance at PLD, reflect and share any learnings. Class based cumulative assessment will identify targeted students and learning progressions will identify specific learning intentions and success criteria for these students area of focus and personalised learning will be recorded.

	<p>Literacy Leader, Leadership Team and PLD Facilitator led Reading PLD in</p> <ul style="list-style-type: none"> ● Reading Progression and National Standards ● Assessment – Running Records, e-asTTle, using the School SMS ● Deliberate Acts of Teaching ● Comprehension Strategy ● Shifting the Locus of Control ● Reading for Purpose ● Our Reading Beliefs ● Text Selection ● What Successful Readers do ● Continue to observe literacy practice in each other’s classes ● Review the OTJ formulation process ● Increased moderation practices ● Continue to monitor students on a 3 week cycle in Y0-3 with this practice also being implemented in Y4-6 ● School Based Curriculum Review ● Maintain using the Building Blocks Framework in Y0-3 ● Complete full analysis 2017s 5 year old net data with 2018s 6 year old net data ● Look at PAO and PAC involving other members of the teaching team ● Encourage teachers to self review their practice through the use of video ● Peer critique 		<p>Teacher action will be planned and evidence collected (and referenced to PTCs)</p> <p>Teacher Professional Blogs will reflect their thinking about their and their students learning in Literacy</p> <p>The necessary shifts in practice and modification of classroom literacy programmes is timely and assists accelerated achievement.</p> <p>Teachers will participate in Practise Analysis Conversations and Observations (including of peers and critique of self)</p> <p>Mid Year OTJ projections will indicate shift in achievement Mid Year asTTle results will show individual progress</p> <p>Teachers use SMS to enter and use reporting visualisations of their students achievement data to better inform their teaching practice and school wide achievement information</p> <p>Teachers are positively engaged in Literacy PD provided by the Literacy Lead Teacher, Leadership team and PLD Provider</p> <p>Literacy lessons/programmes are engaging.</p> <p>Literacy programmes relate to and enhance other curriculum areas</p>
<p>Teachers and Lead Team - Writing</p>	<p>WRITING</p> <ul style="list-style-type: none"> ● As part of our PLD proposal we will collect and analyse teacher voice on their understanding of the Writing Strategies and their confidence in teaching them. Student and 	<p>May 2018</p>	

	<p>community voice will be collected to ascertain attitudes and value placed on writing.</p> <ul style="list-style-type: none"> ● From July we will move into the Writing phase 2 year MoE Centrally funded PLD in Literacy with Evaluation Associates as the Contracted facilitators. The PLD Programme will be implemented through <ul style="list-style-type: none"> ○ Staff Meetings ○ Literacy Lead Meetings ○ Team Meeting ○ Collaborative Inquiry Meetings ○ Practice Analysis Observations ○ Practice Analysis Conversation ○ Professional Reading ○ 1 to 1 with PLD Facilitator <p>Our Literacy Leader along with Leadership Team and PLD Facilitator to lead PLD in</p> <ul style="list-style-type: none"> ● Writing Progressions and National Standards ● Assessment – e-asTTLe, using the School SMS ● Deliberate Acts of Teaching ● Shifting the Locus of Control ● Writing for Purpose ● Our Writing Beliefs ● A balanced writing programme ● What successful writers do ● Continue to observe literacy practice in each other’s classes ● Review the OTJ formulation process ● Increased moderation practices <ul style="list-style-type: none"> ● Pasifika students to receive in class support from the ESOL Learning Assistants 	<p>Ongoing from June 2018</p>	
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	<ul style="list-style-type: none"> ● Students need to have more opportunities to write - to be a writer you need opportunities to write ● Increase the capacity and pedagogical knowledge of teachers working collaboratively in an innovative learning environment where best practice in Literacy encourages and enables student agency, self regulation and the development of the key competencies ● To support the review of our Addington curriculum so that is key competency driven and the alignment with best practice in literacy and numeracy is strengthened, in the belief these learning areas are the access way to the curriculum. ● Use assessments to inform teaching and resource selection to teach the gaps and next steps ● Exposure students to different genres in authentic contexts and when deep learning tasks/activities require the students to be able to communicate in purposeful and suitable ways 		
Students	<p>Our students will:</p> <ul style="list-style-type: none"> ● develop confidence in using literacy language and self-belief ● have regular opportunities to use processing and comprehension strategies on a range of text and across the curriculum ● have increased opportunities for reading/writing with authentic purpose ● be involved in choosing reading material and response activities that promote higher thinking/deeper learning 	Students	<p>Increased engagement</p> <p>Progress in achievement levels</p> <p>Literacy becomes a life-long passion, a pleasure pursuit</p> <p>Students see a purpose to literacy</p>

	<ul style="list-style-type: none"> • have authentic purposeful literacy tasks • have fun and enjoy literacy • transfer the skills learned in literacy into other areas of the curriculum. • reflect on their own literacy success and that of others 		<p>Students able to better verbalise their current learning success and their next steps</p> <p>Locus of Control sits with students</p> <p>Increase opportunities for writing</p>
<p>Monitoring</p> <ul style="list-style-type: none"> • Teacher Collaborative Inquiry as part of a team. • PAC • Assessment data 			
<p>Resourcing</p> <ul style="list-style-type: none"> • PLD Programme as funded by MoE and strengthened by BOT staffing and budgeting • Professional Learning Opportunities and Discussions- CRT / Staff and Team meetings 			

DEEP LEARNING - RESPONSIVE CURRICULUM

Deep Learning is the ability to master and leverage existing knowledge making links to re-interpret and create new meaning. It is facilitated through questioning and authentic engagement in meaningful real world challenges.

“Learning contexts should encompass conversations that are challenging, problematic, engaging and horizon stretching. The teacher's tasks is to create possibilities and opportunities for students to become, learn, and act.” (Dewey, 1916)

When we help young people make connections between what they are learning and the real world, they learn that everything is connected and that learning is a continuous process. Learning from experience is one of the best ways to give akonga the skills they need for living, working, and learning in the modern world. Deep learning provides experiences that nurture competencies (i.e. 6 Cs, Key Competencies, Cultural Competencies) and effective learning partnerships. This type of learning supports the values of our school, helping akonga thrive and become confident, connected, actively involved lifelong learners.

Strategic Goal	Lead teacher Job Description/ Role	2018 Action Plan	2020 Goal
<ol style="list-style-type: none"> 1. Influence and develop our school curricula across the cluster in order to embed deep learning (NPDL) 2. Lead professional learning on the development of deep learning tasks (including Cluster TOD) 3. Ensure increasingly deeper learning happens in each school using the NPDL suite of tools (rubrics) 	<p>Be the primary point of contact for staff at your school to help develop responsive curriculum programmes, run staff development in order to raise teachers understanding of deep learning and students learning outcomes.</p> <p>Participate in professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.</p> <p>Supporting teachers to develop deep learning tasks based on global best practice and moderation exemplars (working towards our own best practice submissions).</p> <p>Assist with the moderation of cluster tasks</p> <p>Develop cluster moderation example</p> <p>Attend CORE sessions as PLG</p>	<p>SOLO</p> <ul style="list-style-type: none"> • All schools to use SOLO tools to support Deep Learning. • All schools use SOLO to support students to measure their capacity as digital citizens. <p>Kahukura Conference - Lead teachers to organise the conference with SOLO as a key capacity building focus.</p> <p>Digital Tools - Use digital tools to support Deep Learning and learning partnerships.</p> <p>Deep Learning Lab:</p> <ul style="list-style-type: none"> • Three of the lead teachers to attend and present at the Deep Learning Lab in Vancouver. • Shared with cluster staff at Kahukura Conference. 	<p>Children leading their own learning and making learning links across the cluster in their real world contexts</p>

CULTURALLY RESPONSIVE SCHOOLS - MĀORI

In order to lift Māori student achievement and for Māori to achieve educational success as Māori we must;

- Ensure all schools in the cluster are culturally responsive
- Promote mana Māori in our schools and across the cluster
- Ensure students take pride in their language, culture and identity

Strategic Goal	Lead teacher Job Description/ Role	2018 Action Plan	2020 Goal
<p>1. To increase cluster capacity in both Te Reo and Tikanga Maori.</p> <p>2. To develop clusterwide kawa.</p> <p>3. To increase knowledge and capability of lead teachers.</p> <p>4. To develop a cluster Maori Curriculum.</p> <p>5. To investigate different ideas for Cluster Cultural Celebrations</p> <p>6. To look for opportunities to upskill ourselves and our people. Rock Art (Timaru + Marae stay) Local Canterbury historical sites</p>	<p>Be the primary point of contact for staff at your school to help develop Māori programmes, run staff development in order to raise Māori students achievement.</p>	<p>TERM 1 To share and compare Te Reo programmes with a view to developing our own COP graduated Te Reo Māori Curriculum.</p>	<p>Cluster Curriculum is embedded in all schools.</p> <p>A clear Maori graduate profile is developed and in place.</p> <p>Lead Teachers attending and presenting at World Indigenous Peoples Conference./</p>
	<p>Be the primary point of contact for whanau at your school to connect them with school programmes and advocate for their child.</p>	<p>TERM 2 To further develop the place based learning framework to include Years 7 / 8</p>	
	<p>Participate in Māori professional development personally to continue to build your professional knowledge and promote professional development opportunities for other staff at your school.</p>	<p>TERM 3 To investigate the possibility of leads attending MAC national hui.</p>	
	<p>Advocate for all Māori students and families in your school.</p>	<p>TERM 4 To organise and co-ordinate the idea of a Summer Cultural Festival in the Park.</p>	
	<p>Organise and run school wide and cluster wide Māori events.</p> <p>Connecting with the community to connect the school with local experts and resources.</p>	<p>ONGOING INITIATIVES</p> <ul style="list-style-type: none"> • As a group of lead teachers develop a clusterwide tikanga that can be adopted by schools, include waiata, karakia, whakatauki. • Support COP members in to Te Ara Reo Level 2 language course via Te Wananga o 	

	<p>Meet at a cluster level to discuss and plan shared cluster objectives and projects and to learn from one another to better serve our schools.</p> <p>Track Māori students achievement across the school in collaboration with team leaders/DPs/APs and advocate for their learning.</p> <p>Liaise with the principal and BOT with regards to raising Māori students achievement.</p>	<p>Aotearoa.</p> <ul style="list-style-type: none"> ● Track Māori students achievement across the school in collaboration with team leaders/DPs/APs and advocate for their learning. ● Info used by SENCo's ● 	

	<p>each meeting. Term 1, Wk6 Term 2, Wk3 Term 3, Wk2 Term 4, Wk 4</p> <p>Monitor trends over time to determine ongoing needs of students in the cluster</p> <p>Collate family trends referral/ trends - family interventions</p> <p>Collate interventions and share expertise across the cluster for these students</p>		
PD focus on Well being	SENCO's attend the Positive Schools Conference Christchurch Wk 10, term 1 Fri/Sat	SENCO's	

2017 Literacy Analysis of Variance

School name: Addington School	School number: 3271
Focus: Literacy	
Strategic Aim: Awesome Achievement in Literacy	
Annual Aim: To raise student achievement in Literacy	
<ul style="list-style-type: none">● Target: At least 50% of all students in Years 1- 4 achieving below the standard will move to at least achieving at the standard● At least 50% of all students in Year 1 - 4 achieving well below the standard will move to at least achieving below the standard● At least 50% of Pasifika students achieving below the standard will move to at least achieving at the standard● At least 50% of Pasifika students achieving well below the standard will move to at least achieving below the standard	
Baseline data: Baseline data	
Reading <ul style="list-style-type: none">● After 1 year 63% of students are achieving well below or below (15/40)● After 2 years 42 % of students are achieving well below or below (18/41)● After 3 years 57% of students are achieving well below or below (18/32)● At Year 4 38% of students are achieving well below or below (16/42)● 65.2% of all Pasifika students working well below or below (15/23)	
Writing <ul style="list-style-type: none">● After 1 year 26% of students are achieving well below or below (10/40)● After 2 years 25% of students are achieving well below or below (10/41)● After 3 years 42% of students are achieving well below or below (14/33)● At Year 4 48% of students are achieving well below or below (20/42)● 43.5% of all Pasifika students working well below or below	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Literacy is the sole curriculum school wide focus in 2017.</p> <p>As part of our PLD proposal we collected and analysed teacher voice on their understanding of the Reading Strategies and their confidence in teaching them., Student and community voice was collected to ascertain attitudes and value placed on reading.</p> <p>In June we started our 2 year MoE Centrally funded PLD in Literacy with Evaluation Associates as the Contracted facilitators. The PLD Programme to date has been implemented through Staff Meetings Literacy Lead Meetings</p>	<p>READING</p> <p>In 2016 After 1 year 37% were at or above in 2017 the same cohort sees 77.2% achieving at or above</p> <p>In 2016 After 2 years 58% were at or above in 2017 the same cohort sees 73.1% achieving at or above</p> <p>In 2016 After 3 years 43% were at or above in 2017 the same cohort sees 52.2% achieving at or above</p> <p>In 2016 at Year 4 62% were at or above in 2017 the same cohort sees 65% achieving at or above</p> <p>In 2016 Pasifika 35% were at or above in 2017 the</p>	<p>Our targeted PLD as explained in column one which as also resulted in</p> <ol style="list-style-type: none"> 1. Huge improvement in teachers reading practice 2. Teachers an increase in their confidence level 3. In the Year 0-3 Reading Collaboration close monitoring of students reading levels and rates of progress took place on a 3 weekly cycle – forcing increased ownership and robust dialogue across the team. 4. Teachers are becoming confident at accessing on line data and drilling down to examine what it tells them ie- next steps. <p>Building Blocks to Literacy was implemented across</p>	<p>Continue to monitor students on a 3 week cycle in Y0-3 with this practice also being implemented in Y4-6</p> <p>PLD continues with a further 2 terms on Reading then moving to Writing</p> <p>School Based Curriculum Review</p> <p>Review the Collaborative Inquiry Process</p> <p>Maintain using the Building Blocks Framework in Y0-3</p> <p>Complete full analysis 2017s 5 year old net data with 2018s 6 year old net data</p> <p>Look at PAO and PAC involving other members of the teaching team</p>

<p>Team Meeting Collaborative Inquiry Meetings Practice Analysis Observations Practice Analysis Conversation Professional Reading 1-1 with PLD Facilitator</p> <p>Appointed a new Literacy Leader who with the Leadership Team and PLD Facilitator led PLD in</p> <ul style="list-style-type: none"> • Reading Progression and National Standards • Assessment – Running Records, e-asTTLe, using the School SMS • Deliberate Acts of Teaching • Comprehension Strategy • Shifting the Locus of Control • Reading for Purpose • Our Reading Beliefs • Text Selection 	<p>same cohort sees 62.5% achieving at or above</p> <p>WRITING <i>NB – No PLD in Writing in 2017 this is the 2nd half of our PLD Contract – June 2018. We have however revisited and corrected some anomalies with our benchmarks which means this gives us a more accurate picture for this second phase</i></p> <p>In 2016 After 1 year 74% were at or above in 2017 the same cohort sees 86% achieving at or above</p> <p>In 2016 After 2 years 75% were at or above in 2017 the same cohort sees 69% achieving at or above</p> <p>In 2016 After 3 years 58% were at or above in 2017 the same cohort sees 34% achieving at or above</p>	<p>the Y0-3 team with 12 children identified at risk of not being ready to be reading. After 6 months intervention the target for 75% of students passing in the 5 identified areas was met with 77% success.</p>	<p>Encourage teachers to self review their practice through the use of video</p> <p>Peer critique</p>
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<ul style="list-style-type: none"> • What Successful Readers do • Continue to observe literacy practice in each other's classes • Review the OTJ formulation process • Increased moderation practices <p>Pasifika students received in class support from the ESOL Learning Assistants – this differed from previous years where they were in withdrawn groups. Two Support Staff Members have trained in ELA – meaning we have 3 fully trained English Learning Assistants</p> <p>Implemented and participate in professional development with the RTLB in Building Blocks to Literacy</p> <p>Board of Trustees supported and resourced the following data driven</p>	<p>In 2016 After 4 year 52% were at or above in 2017 the same cohort sees 34.9% achieving at or above</p> <p>In 2016 Pasifika 57% were at or above in 2017 the same cohort sees 29% achieving at or above</p>		
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PLD opportunities – Boys Literacy, SHARP Reading, Building Blocks staffing, Carrying the Tapa			
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Triennial Audit & Report Plan

2018		Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter		Approve A.Plan and Targets				Review Charter revision and thoughts				Review Strat Plan (3-5yr)		
Strategic Plan			Strategic Goal - B	Strategic Goal -A	Strategic Goal -C		Strategic Goal - B	Strategic Goal -A	Strategic Goal -C			Analysis of Variance
Policy		Role of Chair	Home Learning	Financial Control and Expenditure	Complaints Procedure Disclosure	Relationship Management	BOT Roles responsibility	Improving Educational Outcomes for Maori	Reporting to Parents	Harassment Visitors	Code of Behaviour	
NAG Dimension (ERO)				NAG 1 Student Learning EOTC Audit		NAG 3 Effective teaching Audit Appraisal of staff					NAG 2 Leading and Managing Audit Reporting to parents	
Learning Areas					English-Reading		Maths Numeracy			Science		
To do and Special Issues	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	Delegations Inc-Principal Deputy Principal Discipline Cmt	Elect Chair (1st Mtg) Approve Annual Plan and Budget Principals perform agreement	MOE Roll returns Draft financial statements to auditor by 31st Finalise Charter - send to MOE BOT PD	BOT mtg evaluation	Teacher Reg 4 signed copies of Annual Rpt „financial statements 31st-copy to community National St report to parents	Budget forecast	MOE roll returns Principal perform. Appraisal BOT PD or NZSTA conference	National St report to parents			Appoint Principal Appraiser Enrolment Intelligence National St report to parents	Draft Annual Plan Draft Budget Nominees for Chair for first BOT Mtg next year Principals Perform Appraisal

2019		Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter		Approve A.Plan and Targets				Review Charter re vision and thoughts				Review Strat Plan (3-5yr)		
Strategic Plan			Strategic Goal - B	Strategic Goal -A	Strategic Goal -C		Strategic Goal - B	Strategic Goal -A	Strategic Goal -C			Analysis of Variance
Policy		Role of Chair	Alcohol Drugs and Harmful Substances		Health, Safety and Welfare		Crisis Managemt Emergency Planning Procedure	Performan. Managemnt		Sun Protection ansdEOTC	BOT Code of Behaviour	
NAG Dimension (ERO)				NAG 1 Student Learning EOTC Audit		NAG 3 Effective teaching Audit Appraisal of staff					NAG 2 Leading and Managing Audit Reporting to parents	
Learning Areas					Social Sciences		The Arts			Health and Physical Ed		
To do and Special Issues	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	Delegations Inc- Principal Deputy Principal Discipline Cmt	Elect Chair (1st Mtg) Approve Annual Plan and Budget Principals perform agreement	MOE Roll returns Draft financial statements to auditor by 31st Finalise Charter - send to MOE BOT PD	BOT mtg evaluation	Teacher Reg 4 signed copies of Annual Rpt ,,financial statements 31st-copy to community National St report to parents	Budget forecast	MOE roll returns Principal perform. Appraisal BOT PD or NZSTA conference	National St report to parents		Appoint Principal Appraiser Enrolment Intelligence National St report to parents	Draft Annual Plan Draft Budget Nominees for Chair for first BOT Mtg nxt year Principals Perform Appraisal	Approve delegations BOT Self Review/ Audit Celebrate!!

2020		Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Charter		Approve A.Plan and Targets				Review Charter revision and thoughts				Review Strat Plan (3-5yr)		
Strategic Plan			Strategic Goal - B		Strategic Goal -C	Strategic Goal -A	Strategic Goal - B	Strategic Goal -A	Strategic Goal -C			Analysis of Variance
Policy		Role of Chair		Recognising Cultural Diversity	Students with Special needs	Employer Responsibility Management Units	Doc. and Self Review	Appointmt Procedure CRT	Staff Leave Custody Guardianship			Code of Behaviour Update Charter
NAG Dimension (ERO)					NAG 1 Effective Teaching	NAG 6			Engaging Parents and Whanau			
Learning Areas					Physical Ed	Languages		Technology				
To do and Special Issues	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec
	Delegations Inc-Principal Deputy Principal Discipline Cmt	Elect Chair (1st Mtg) Approve Annual Plan and Budget Principals perform agreement	MOE Roll returns Draft financial statements to auditor by 31st Finalise Charter - send to MOE BOT PD	BOT mtg evaluation	Teacher Reg 4 signed copies of Annual Rpt „financial statements 31st-copy to community National St report to parents	Budget forecast	MOE roll returns Principal perform. Appraisal BOT PD or NZSTA conference	National St report to parents		Appoint Principal Appraiser Enrolment Intelligence National St report to parents	Draft Annual Plan Draft Budget Nominees for Chair for first BOT Mtg next year Principals Perform Appraisal	Approve delegations BOT Self Review/ Audit Celebrate!!

