**Ebbett Park School**

**Charter and Strategic Direction**

**2020**



**Ebbett Park School Background**

Ebbett Park School was opened in 1960 and is situated on the southern boundary of Hastings.

Ebbett Park School is situated in the suburb of Raureka. It is a contributing primary school catering for children from Years 1 – 6. It currently has a roll of approximately 180 children with an ethnic mix of Maori, Pacifica and European students, all of whom contribute to the overall positive culture of the school. The school draws its pupils from a range of socio and economic groups. Many of our students come from all over Hastings.

Our core values of EXCELLENCE, PRIDE & SPIRIT are embedded in our beliefs and systems. We are proud to be a PB4L school, currently in our second year of Tier 2. At Ebbett Park School you will see settled classrooms with engaged learners. We have an outstanding team of teachers who work extremely hard to provide engaging learning situations for our students.

The predominately Maori community is very supportive and is involved in many aspects of school life. The school prides itself on its ability to provide positive class pupil/teacher ratios as one strategy in enhancing learning opportunities. We have an amazing Kapa Haka ropu with a focus on performance and tikanga.

We are well known through the country as a school that provides outstanding school-wide inclusiveness. This has been best seen through Ebbett Park School becoming the pilot school for The Van Asch Deaf Education Centre in setting up NZSL communicators for students with hearing issues. We currently have three Deaf Communicators supporting our students.

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| **Ebbett Park School Mission**  Ebbett Park School will challenge students to excel and provide them with all they require to be lifelong learners. | |
| **Ebbett Park School Values** | |
| Excellence | Excellence in my attitude  Excellence in my behaviour  Excellence in my learning |
| Pride | Pride in myself  Pride in my school  Pride in my community |
| Spirit | Spirit in my individuality  Spirit in my relationships  Spirit in my team work |
| **How Ebbett Park School relate to the New Zealand Curriculum’s key Competencies** | |
| Relating to Others | Be a good listener  Manage and resolve conflict  Take on a range of roles in group including leadership  Accept people’s differences  Be open to new learning and accept that being wrong is part of the process |
| Managing Self | Set goals  Are self-motivated and have a ‘can do’ attitude  Make good choices  Listen to others  Be reflective |
| Thinking | Seek problems  Are curious  See problems as interesting  Use our imaginations/creativity/prior knowledge to come up with solutions to problems  Use thinking models to help us think  Ask questions |
| Participating and Contributing | Respond appropriately as a group member  Understands the rights and responsibilities of being a group member  Creates opportunities to include others |
| Using Language, symbols and text. | Seeks and gathers information from a variety of sources  Sorts, selects and records valid information  Presents coherent and structured information |

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| **How Ebbett Park School relates to the New Zealand Curriculum Principles** | | |
|  | Teachers | Students |
| High expectations | Model and provide examples of excellence.  Believe that all students can achieve at their best.  Give maximum effort and motivation and show positivity towards learning.  Model being a lifelong learner. | Keep up-to-date with their work.  Do their best at all times.  Model excellence to others.  Look for better ways to do something.  Feel confident that they are doing what they can to improve.  Be able to state their next steps.  Set goals. |
| Treaty of Waitangi | Include a Maori perspective in planning  Include Maori contexts in learning  Pronounce Maori vocabulary correctly  Show interest in Maori themes/contexts  Direct parental request from parents for their child to receive instruction in Te Reo Maori | Pronounce Maori vocabulary correctly  Show interest in Maori themes/contexts  Parents will be given assistance and support to access such a programme through correspondence school and/or supported to develop a relationship with Kura Kaupapa |
| Cultural Diversity | Make learning contexts relevant to all students. | Respect other cultures  Not be racist to other cultures |
| Inclusion | Ensure that all students regardless of their age, race or gender will achieve at their best and have their learning needs met. Recognise and acknowledge students talents and achievements.  Inclusion Initiatives are put in place to support students. | Include everyone in activities  Do their best in all areas.  Achieve and feel that they are being acknowledged for their achievement  Receive praise, feedback and certificates |
| Learning to Learn | Reflect on their own practice and encourage students to reflect on theirs.  Have observations completed on their teaching and next steps identified.  Assess alongside students and help them be aware of their next steps.  Encourage self and peer assessment.  Use a variety of approaches and strategies in their teaching. | Pay attention in class  Reflect on what they have done and how they can improve  Set goals and work towards achieving them  Discuss learning with others  Help others  Observe others  Use a variety of strategies and tools |
| Community Engagement | Involve the community in the students’ next learning steps.  Encourage community input into the curriculum and classroom.  Report to the community on achievement.  Reporting whole school parent/teacher meetings midyear  Clear reporting to parents twice a year. | Help involve their parents in their learning  Ask parents to provide support if it is needed  Get community input into possible learning contexts and themes. |
| Coherence | Help students to make connections between their learning, next steps and real life contexts.  Encourage inquiry and exploration. | Be encouraged and not be forced to do things  Know what they are learning and why they are learning it.  Connect between their learning, next steps and real life contexts |
| Future Focus | Let students know how the curriculum can be used in their futures. Connect what they are doing to real life contexts.  Provide financial knowledge and experiences.  Teachers connecting to latest educational ideas and practice  Teachers exploring digital technologies to support learning. | Relate learning to future careers  Focus on the future not the past  Give students the opportunity to learn about things that that interest them  Understanding how the curriculum can be used in their future  Develop financial literacy |

**REVIEWED**

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| **2019** | **After the 2018 Ebbett Park School Self Review and the change in Management these have been changed to meet the direction the school now wishes to go and are no longer deemed as relevant.** |
| **Student learning, engagement, progress and achievement** | All students who are achieving below or well below expectations in Reading, Writing and Mathematics will show accelerated progress in end of year Overall Teacher Judgements. Targets set will reflect these children especially in priority groups of Maori and children with special needs. **NA/OG**  Maori students will continue to achieve at similar or greater rates than the overall student population. **SWA/OG**  PB4L will continue to use effective tier 1 strategies and will strengthen our tier 2 strategies. **A/OG** |
| **Effective Teaching** | Teachers professional development will target areas identified through National Standards result and strategic self-review **SWA/OG**  Effective teaching as inquiry supports student achievement **NA/OG**  Continue effective strategies for the teaching of reading and writing **SWA/OG**  Teachers will be confident using key phrases in Te Reo Maori as an important form of communication **SWA/OG** |
| **Leading and Managing** | Moderation practices will be extended to working with other schools to develop consistency of National standards assessments (Community of Learning). **SWA/OG**  External review of practices **SWA/OG**  Look at reading and maths for PaCT **A/OG**  A senior management team that provides strong leadership for teaching and support staff. **A/OG** |
| **Governing** | Building an exceptional board - Board of Trustees will enter into year two of professional development around effective governance to support student achievement. **SWA/OG**  The Board is provided with progress and achievement data in relation to National Standards. Showing progress of students by gender and ethnicity and how money has been spent targeting achieved outcomes **A/OG** |
| **School Culture** | All students (including those in the national priority groups) will feel valued culturally educationally and physically, and programmes will enhance the learning of all. **A/OG**  Strong and positive school culture will continue to provide a safe and welcoming environment conducive to high student achievement **A/OG**  **Implement and celebrate cello and violin for students in years 3,4,5 and 6. A/OG** |
| **Engaging Families** | Parents will be consulted and given feedback of successes and changes necessary. They will be provided with quality reporting of their child’s progress in writing in plain language at least twice a year. **A**  We will have 100% parents connect to dojo seesaw **SWA**  **Put in place strategies to improve to regular student attendance and punctuality. Use inquiry approach. We aim to have 70% of students regularly attending in term 2, 2019. SWA/OG** |
| Review Key: **NA**=Not Achieved, **SWA**=Somewhat achieved, **A**=Achieved, **OG**=Ongoing | |

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| **2020** | **After the 2018 Ebbett Park School Self Review and the change in Management these have been changed to meet the direction the school now wishes to go and are no longer deemed as relevant.** |
| **Student learning, engagement, progress and achievement** | All students who are achieving below or well below expectation in Reading, Writing and Mathematics will show accelerated progress in end of year Overall Teacher Judgements. Targets set will reflect these children especially in priority groups of Maori and children with special needs.  PB4L will continue to use effective tier 1 and 2 strategies. Focus will be on the development of tier 3 strategies  Maori students will continue to achieve at similar or greater rates than the overall student population. |
| **Effective Teaching** | Teacher professional development will continue to target literacy and numeracy.  Continue effective strategies for the teaching of reading.  Effective teaching as inquiry supports student achievement  Teachers will be confident using key phrases in Te Reo Maori as an important form of communication |
| **Leading and Managing** | The staff will continue with the development of moderation practices to ensure consistency of Overall Teacher Judgements within the school setting.  Internal and External review of the moderation.  PaCT used effectively as a tool to confirm OTJs |
| **Governing** | An exceptional board - Board of Trustees will provide strong, effective governance that provides children with outstanding educational outcomes  The Board is provided with progress and achievement data in relation to National Standards. Showing progress of students by gender and ethnicity and how money has been spent targeting achieved outcomes |
| **School Culture** | All students (including those in the national priority groups) will feel valued culturally educationally and physically, and programmes will enhance the learning of all.  Strong and positive school culture will continue to provide a safe and welcoming environment conducive to high student achievement  Implement and celebrate cello and violin for students in years 3,4,5 and 6. |
| **Engaging Families** | Parents will be consulted and given feedback of successes and changes necessary. They will be provided with quality reporting of their child’s progress in writing in plain language at least twice a year.  We will have 100% parents connect to dojo seesaw.  An effective toolbox of strategies are developed to improve to regular student attendance and punctuality. Use inquiry approach. We aim to have 80% of students regularly attending in term 2, 2020. |
| Review Key: **NA**=Not Achieved, **SWA**=Somewhat achieved, **A**=Achieved, **OG**=Ongoing | |

**Strategic Aim 2**

With progress and achievement of all students being paramount the school must provide resources that ensure each student has opportunities that will encourage learning and achievement.

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| **2018 - 2020** | **After the 2018 Ebbett Park School Self Review and the change in Management these have been changed to meet the direction the school now wishes to go and are no longer deemed as relevant.** |
| **Personnel** | * Employ staff that will best meet the needs of the children whether they are academic, physical, cultural or social and those with Special needs **A and OG** * All staff will be valued and will be provided with opportunities to become innovative professionals who strive for excellence. **A and OG** * Staff will display a high level of cultural competence. **SWA and OG** |
| **Property** | * All aspects of the 10 Year Property Plan will be implemented as stated in the plan – including development of break out spaces. **NA (2018)** * Resources will be purchased that relate to the targets set in the Annual Plans **SWA and OG** * Environment of the school will be attractive, safe and provide opportunities for learning. **SWA and OG** * Provide spaces and equipment that will meet the special needs of children. **SWA and OG** |
| **Finance** | * Provide finances to ensure that all aspects of the curriculum can be accessed by all of the students. **OG** * Ensure that Finances are available to provide professional learning for all staff to up skill in all aspects of the curriculum with specific focus on National Standards and the national priority groups of Maori and Pacific. **SWA** * Provide funding to ensure that the PB4L framework can be effectively implemented **OG** |
| Review Key: **NA**=Not Achieved, **SWA**=Somewhat achieved, **A**=Achieved, **OG**=Ongoing | |

**Ebbett Park School Strategic Plan 2019 – 2021**

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| **The information below has been a result of the school based self review around these dimensions of teaching: Student achievement, quality of teaching, behaviour and safety, leadership and management, professional development and overall effectiveness, including the promotion of the pupil’s moral, social and cultural development. These replace the strategic plan goals set prior to the change in management.** | | | |
| Strategic Goal | Strategic Outcomes | Actions 2019 – 2020 - 2021 | Indicators |
| **ACADEMIC**  Extend student achievement in Literacy and Numeracy across the school through Formative Assessment practices | * Learning programmes foster student achievement * All students are provided opportunities to achieve success and reach their full potential * Students have positive feelings toward reading, writing and mathematics | * Robust testing/assessment of student achievement to ensure targeted tuition. * Develop targeted planning * Monitoring of targeted planning * Maintain solid moderation practices. * Use of achievement data to target teaching for optimal effect – Formative assessment * Develop and build school-wide understanding about what constitutes accelerated progress and achievement * Ensure Deliberate Acts of Teaching are evident in teacher structured sessions * Reflections, notes and next steps evident in planning (planning as a working document) * Peer coaching practices | * Enhanced engagement in the 3 core learning areas * Students will be able to articulate their own learning needs and what they have to do to achieve them * Students will experience flexible grouping with their learning style being catered for * Increased confidence in students own learning abilities and being proud of their achievements |
| **ACADEMIC**  All students will be able to effectively access and gain educational value from the Ebbett Park School Curriculum as evidenced by achievement. | * A sound Ebbett Park School Curriculum * Curriculum providing for all essential learning areas and is culturally responsive. | * Parents to be consulted regarding what the curriculum should look like/focus on. * Parents are informed of learning aims and progress through seesaw. | * Student will participate in learning that is designed with them in mind. * Students will experience learning that is culturally responsive and appropriate |
| **CULTURAL**  Improve education and achievement of Maori and Pacifica students. | * Programmes that support emotional, physical, social, educational and cultural needs are developed and implemented. * Culturally aware and responsive staff. | * Use student achievement data to target resources for optimal effect * Learner agency/student choice evident in classrooms – cultural responsive practice. * Integrate elements of students’ identity, language and culture into the curriculum teaching and learning. * Provide early, intensive support for those students who are at risk of falling behind. * Create productive partnerships with parents, whanau, hapu, iwi, communities and   businesses that are focused on educational success   * Retain high expectations of students to succeed in education as Maori | * Students will experience learning that is culturally responsive and appropriate for who they are and their beliefs * Students will participate in targeted programmes that are designed to benefit their needs |
| **LEARNING**  Develop proficiency in use of technologies with the school environment for learning, presenting, assessment and communication of achievement | * Using technology for information and knowledge in order to access, retrieve, store, organise, manage, synthesise, integrate, present, share, exchange and communicate in multiple formats, either textual or multimedia. * Create the opportunity to become proficient users of digital technologies to support learning. Effectively us eLearning to support student learning, including engagement with family and whanau. | * Classroom and individual to show learning in and around the school through the use of Seesaw * Student access to technology during class is unlimited. * Staff to use technologies to support teaching and learning within the classroom as well as personal reflection for teaching and inquiry * Staff to work through the ‘Digital Passport’ to develop and upskill themselves with the digit curriculum * Staff to collaborate with planning using digital school format and the use of digital form assessment. | * Students will have access and support to learning when and where they require it. * Students will be proud effective and efficient 21st century learners. * Learning successes and progress will be shared with family and students will show pride in all they are doing and learning. |
| **PROFESSIONAL LEARNING**  Build and strengthen teacher practices through evidence based learning | * Staff appraisal is based around teacher inquiry which is supporting of the strategic direction of the school. * Professional learning supports the needs of students and strategic direction * Teachers are to explore Teaching as Inquiry and share via Appraisal Connector | * Inquiry question derived from achievement data and target group identified and link to PD within school. * Establish reflective learning using appraisal connector as evidence for staff in regards to ‘Teaching as Inquiry’ and appraisal * Connection made to ‘Codes of Professional Responsibility’ and evidence to support meeting of them | * Teachers will have ‘targeted students’ that they have directed focus learning and teaching sessions * Accountability through Teaching as Inquiry will be transparent * School wide tracking walls will be established |

**Programme of Self Review/Development**

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|  |  | TERM ONE | TERM TWO | TERM THREE | TERM FOUR |
| 2022 | **Policies** | Legislation and Administration Policy  Alcohol, Drugs and other Harmful Substances  Swimming Pool | Curriculum and Student Achievement  Emergency Planning and Procedures | Performance Management  Health, Safety and Welfare | Education Outside the Classroom  Sun Protection |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Health & PE Education | Literacy - Reading | Gifted and Talented |
| 2020 | **Policies** | Recognition of Cultural Diversity  Staff Leave  Separated Parents, Day-to-Day Care & Guardianship | Documentation and Self-Review  Employer Responsibility | Learning Support  Appointment Procedure  Child Protection | Classroom Release Time/Timetable  Salary Units/Management Allowances  Privacy |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Numeracy - Mathematics | Literacy - Writing | Literacy – Visual Language |
| 2021 | **Policies** | Home Learning  Financial Control | Reporting to Parents  Protected Disclosure  Visitors | Complaints  Behaviour Management | Improving Educational Outcomes for Maori  Religious Instruction/Religious Education  Harassment |
| **Curriculum**  **Development**  **and Review** | Parent/Maori Consultation | Inquiry – Science/Social Science | Literacy – Oral Language | Careers/languages/Technology |

**National Education Priorities**

# 1. Success for all

***All year 1 to 8 students will be given effectively taught programmes of learning in English, Mathematics, The Arts, Science, Social Studies, Health and Physical Education, technology and another language.***

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| Policies in  place at School | Procedures and programmes to support policy | Supporting documentation for policies and procedures |
| * Assessment * Curriculum Delivery * Assessing Achievement Levels of Maori Students * Reporting to Parents | * Planning from the NZ Curriculum with an emphasis on the Key Competencies. * Curriculum Resources are purchased according to the needs of students. * Special Needs Programmes where students work with a Teacher’s Aide and / or the classroom teacher. * Extension Programmes where students work with a teacher. * Variety of teaching approaches to cater for students differing learning styles and needs, specifically in a multi-level classroom. * Use of E.O.T.C. to meet the student’s needs. | * School Planning and Assessment folder. * Teachers’ Daily Planning Diary. * School Master Student Management System * School Procedure Booklet * School Website * BOT policy folder |

# 2. A safe learning environment

*Schools will provide a safe physical and emotional environment for all students.*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Health & Safety * Emergency Procedures * Sexual Harassment * Smoke Free * Stand down/exclusion * Behaviour Management * Anti-Bullying * Food and Nutrition | * Foster a culture of respect, caring, and tolerance through the family atmosphere of our school. * Administration of Medicines * Protection from Identifiable Hazards * Internet Usage * Enrolment / School Leavers. * School hats in term’s one and four * Bus behaviour contract * Healthy foods emphasis | * BOT Policy Folder * Administration Folder * Medicine and first aid booklets in sickbay * School Behaviour Booklet * Emergency procedures booklet |

# 3. Improving Literacy and Numeracy

***School will ensure that priority is given to improving student achievement in literacy and Numeracy, especially in years 1 to 4.***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Daily programmes are planned where Literacy and Numeracy is taught in the morning sessions which makes up 68% of the school day. * Integrating Literacy and Numeracy into other subject areas where possible. | * School wide data and targets * Teacher Observations * Teachers’ Daily Planning Diary. * Class formative planning and assessment |

***Special emphasis should be placed on students whose further education or training may be at risk through under achievement in Literacy and/or Numeracy.***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Professional Development of staff in Literacy and Numeracy. * Teacher’s Aides work in classrooms and/or withdraw children to boost their basic skills in literacy and numeracy. * Extension groups work with a teacher to extend their literacy and numeracy skills. * Use of the Library is encouraged and books are purchased according to needs. * Literacy is a core practice | * Cumulative Records * Student Profiles * School wide data and targets * National Exemplars, asTTle models/rubic * NUMP Advisors, Resource Teachers * School Professional Development * School writing rubric * Modelling books |

# 4. Better use of student achievement information

***Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities***

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * School wide data collection is based on asTTle, STAR and Running Records for Reading. NUMP, PAT and asTTle for maths. * Teachers will gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement. * Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * + School Planning and Assessment Books.   + Teachers’ Daily Planning Diary.   + National Exemplars   + AsTTle Reading and Maths Tests   + Advisors, Resource Teachers   + Star Reading test   + PAT Tests   + Community consultation folder   + At risk student and gifted and talented student records   + Student Profiles |

# 5. Improving Outcomes

*Drawing on dependable assessment evidence, schools will improve outcomes for all students, including those who are not achieving, or who have special learning needs*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * + Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * Setting targets for the year, which are challenging but achievable. * Using tests, which have been nationally normed to assess and analyse our students. * Identify students that are not achieving or who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that need special attention. * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * School Planning, Assessment, Evaluation Books. * Teachers’ Daily Planning Diary. * Assembly – SMS. * National Exemplars * NUMP * P.A.T.’s * e-asTTLe * Advisors, Resource Teachers * Community consultation folder |

# 6. Improving outcomes for Maori

*Schools will work with their Maori communities to plan, set targets for, and achieve better outcomes for Maori students.*

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| Policies in  **place at School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Assessment * Assessing Achievement Levels of Maori Students * Curriculum Delivery * Reporting to Parents | * The Maori community is consulted through the newsletter and at celebration days, as are all parents of children at school * The Maori Liaison person on the BOT is also used to consult with the Maori community. * A whanau group is operating to help encourage Maori culture, language and Maori achievement * Consult with the Maori community, to develop and make known its plans and targets for improving the achievement of Maori students | * School Planning, Assessment, Evaluation Books. * Teachers’ Daily Planning Diary. * Assembly Classroom Manager * Student File * National Exemplars * NUMP * P.A.T.’s * e-asTTle * Advisors, Resource Teachers |

# 7. Reporting

*Schools will 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 in the national education priorities.*

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| Policies in  **place at Ebbett Park School** | Procedures and programmes to support policy | **Supporting documentation for policies and procedures** |
| * Reporting on Student Achievement * Community consultation * Privacy Act | * School reports are sent out twice a year. * Students are assessed against the national standards in reading, writing and mathematics. * Formal parent Interviews are conducted twice a year. Informal interviews are conducted when necessary. * Ebbett Park School has an open-door policy, school assemblies are a time for sharing our successes. Parents are welcome to join us for these occasions. At the end of each term the school will hold a big assembly to share what they covered over the term. The new curriculum approach has allowed us to have group celebrations. * The BOT receives a curriculum report at each meeting. A number of these reports include detailed assessment, which outlines student achievement and progress of our students. Where possible there is a comparison with the previous year/s to show how we are making a difference to our students’ education over time. These reports also help identify students who need remedial or extension help. | * Cumulative Record Cards. * Reports. * School wide assessment data * Principal Reports * Profile folders |

**Ebbett Park School Annual Plan 2020**

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| **Curriculum Focus (NAG 1)**  Annual Targets:   * Reading * Writing * Mathematics   Formative Assessment – development and understanding  Creation of EPS curriculum document  Development of TAI.  Technology – increased focus and integration of this curriculum | **Professional Development (NAG 3)**  Formative Assessment  Planning documentation developed  Cultural Responsive Practice  Digital Passport  Incredible Years (2 staff a year)  First Aid Certification | **Community Partnership (NAG 2)**  Half and full year reporting to parents (moved away from anniversary reporting)  Ensure feedback and next learning steps are reflected in reporting system  More active use of seesaw for informing parents of students learning  Termly ‘showcase’ days where students get to inform the community about what they have been doing |
| **Finance (NAG 1)**  Prepare budget that supports development areas and targets  Budget holder’s/Curriculum holder’s responsibilities  Budget regularly reviewed (monthly) | EBBETT PARK SCHOOL  Annual Plan 2020 | **Self Review (NAG 2)**  Policy and Procedure review  Strategic review  Curriculum review  Principal school review plan  Principal Reporting and review to BOT |
| **Health and Safety (NAG 1)**  Daily/weekly/monthly safety checks according to Moe requirements  Regular fire and earthquake drills once a term  First aid supply maintained  First aid training for staff on a two yearly basis  First aid training for senior classes (if appropriate) | **Personnel (NAG 3)**  Performance appraisal system for all staff with strong focus on Teacher as Inquiry  Opportunities to attend appropriate PD as individuals require it  Job descriptions to be reviewed  Review of policies | **Grounds & Property (NAG 1)**  Regular check for hazards and insect nests  Ensure appropriate device to student ratio is maintained  Consideration of Enviroschools values when designing 5YPP  Maintenance of land-space  Monitor playground equipment for replacement, removal and/or repair. |

**Cultural Diversity**

We will recognise the cultural diversity of Aotearoa by integrating Te Reo Maori and Tikanga Maori into all curriculum areas. The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand. Regular Te Reo Maori and Kapa haka lessons will ensure our students are familiar with greetings, social phrases and instructions and will emphasise the bicultural heritage that contributes to their identity as New Zealand citizens. Our Board of Trustees will consider all requests for instruction in Te Reo Maori in light of the school’s expertise and resourcing and with due consideration at the time the request is received.

**Providing for Inclusive Education**

We recognise student diversity at Ebbett Park School. Students with disabilities have full membership in age-appropriate classes with the appropriate support services and supplement aides. The school curriculum will encourage students to understand and respect the different abilities that make up our school. Students with a disability will unconditionally belong too and have full membership of a regular classroom in our school and its community. The school will work alongside outside agencies to enhance and support the full development of all students at Ebbett Park School.

**Community Consultation in 2019**

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| **Topic** | **Where found** |
| Finance and Property | School Newsletter T1 |
| Alcohol, Drugs and other harmful substances | School Newsletter T1 |
| Swimming Pool | School Newsletter T1 |
| Curriculum and student Achievement | School Newsletter T2 |
| Emergency Planning and Procedures | School Newsletter T2 |
| Performance Management | School Newsletter T3 |
| Health, Safety and Welfare | School Newsletter T3 |
| Education Outside the classroom | School Newsletter T4 |
| Sun Protection | School Newsletter T4 |
| Ebbett Park School Vision | Term 1/2 Principal report |
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**Community Consultation in 2020**

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| **Consultation to be carried out**  Consult with community about school targets  Consultation with the community about new report format  **Plans and documents that support our school charter**  5 and 10 year plan  Current year budget  School policies  School procedures  Strategic plan  Teacher and Principal Appraisal  Staff Meeting records  Community Consultation Folder |

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| **Topic** | **Where found** |
| Recognition of Cultural Diversity | School Newsletter |
| Separated Parents, Day-to-day care and Guardianship | School Newsletter |
| Parent and Māori Consultation | School Newsletter |
| Health and PE Education |  |
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| **Ebbett Park School Achievement Annual Target Action Plan 2019 REVIEWED** | | | |
| **Strategic Aim:** To increase student performance as they transition from ECE to Primary School | | | |
| **Target Outcomes**   * 85% of those students transitioning from ECE to Primary school will be ‘school ready’ | | **Historical Data**  Out of 20 children 17 are emergent and the other three children are on level 3.  17 of the 20 children have 2-5 letters in Letter Identification.  They can't differentiate between letters/numbers.  In concepts about print only 3 have one to one matching established.  The others have not established this and even have confusions about the front of a book and where to start reading.  50/50 with shape and colour knowledge.  17 of the children are unable to hear initial, medial or final sounds when writing. The other 3 were able to hear some initial sounds, but not medial or final sounds when hearing and recording sounds in words. | |
| **Curriculum Area**  School Wide | **Year Level**  NE/Y1 and Y2 | **Target Group:**  All NE students due to join EPS during the year. Individual students identified | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Establish relationships between EPS and the ECEs | | Principal | T1 |
| Design a proposal from ECE to EPS transition, share and get feedback | | Principal | T1 |
| Regular visits to be established for NE students due to enter EPS | | Principal and NE teacher | T1 |
| Plan and establish a ‘transition class’ | | Principal/DP/BoT | T1/T2 |
| Observations to identify ‘school readiness’ of NE students and ensure placement into either transition class or NE class. | | NE teacher/DP/Senco | T1/T2 |
| Transition class plan and programme design | | Principal/DP/NE | T1 |
| Employ a teacher for the transition class that will follow the programme design as required | | Principal/DP/NE Teacher | T2 |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Established relationships between EPS and ECEs and designed an ECE to EPS transition plan  Regular visits established for NE students due to enter EPS  Plan and established a ‘transition class’ and employed a teacher to take this transition class.  Established ‘talk to learn’ as a core component in the transition class. | 20 Weeks: 15 learners are at 20 weeks: Of the 20-week testing after the observational survey 8 were still emergent, 4 were on level 2, Two learners are on level 3 and 1 on level 4. Four learners know less than 10 letters, 8 are still stanine 1. 4 learners are stanine 2, 2 are stanine 4 and I is stanine 5. Only 3 learners have moved off stanine 1 for word recognition and only 1 has a stanine higher than stanine for concepts about print.  40 weeks: 8 learners of the 20 are at 40 weeks. 2 learners are on level 3 and the remaining 6 are still emergent. These 6 have been placed on Reading Recovery wait list. Only 1 of the 8 knows less than 8 letters. 3 remain stanine 1 for letter Identification. 4 are stanine 2 and 1 is stanine 4. They are all still stanine 1 for basic sight words and 3 of the 8 have moved to stanine 2 instead of a 1 for concept about print. | While the teacher employed in the transition job had sound teaching practice the NE teacher struggled to meet expectations and was eventually put on a ‘support programme’ to ensure accountability.  The transition class was set up to be more of a co-teaching situation with one teaching taking numeracy and the other taking literacy in the mornings. Rather than a class to enter to settle and upskill before entering the new entrant classroom. Transition class was not able to be established until the 2nd half of the year. | Change the format for the transition classroom be exactly that, a classroom that the newbies enter into so that they can settle, learn and understand the expectations and be ready to learn prior to entering the New Entrant class. This classroom will be a combination of learning through play and the literacy and numeracy focus.  Continue to ‘track’ this group of 20 students throughout their time at EPS and monitor progress in the junior team.  Ensure that the ‘right teacher’ is employed as the NE teacher and the Transition teacher. These two people need to be able to work as a team, have an equal workload and shared understanding. |
| **Planning for next year**: | | | |
| Establishing the transition class as a transition class and ensuring we have the right combination of staff to work together. Ultimately it would be great to have this as a permanent position and full time so that it can continue to benefit our students and their achievement. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2019 REVIEWED** | | | |
| **Strategic Aim:** To increase the number of students writing at their curriculum Level | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2019 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  There is a greater number of students achieving at or above in writing compared to Reading. Once again, the girls have a significantly higher achievement rate in this subject than the boys. In fact, the girls’ achievement is double that of those girls not achieving while the boys have greater non-achievers than achievers. We have a fairly even balance of Maori achievers and non-achievers. This is similar for our Pacific students also. However, our NZE students have double the rate of achievers to non-achievers. In writing our year 1 and 2s are significantly lower than other year groups and we see significant change in achievement in year 5 and 6 year levels. The year 3 and 4 groups have a fairly even split with achievement and non-achievement. | |
| **Curriculum Area**  Writing | **Year Level**  Y3-6 students | **Target Group:**  Year 3-6: Individual students identified after solid and consistent data collection | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Establish consistent assessment methods and data collection | | Principal | T1 |
| Upskill all staff around ‘Formative Assessment’ – PD allocation | | Outside Facilitator | Throughout the year |
| Establish school wide planning documents | | Principal and NE teacher | T1 |
| Establish collaborative planning | | All Staff | T1 and ongoing |
| Design and establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| Data forms to be handed in at the end of each term with all students current curriculum placement | | All staff | Throughout the year |
| Regular staff meetings that focus on student achievement | | All staff | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Established school wide planning and assessment expectations.  OTJ collection sheets designed and used across the school.  Planning became collaborative and with teams working together to plan.  Formative Assessment PD established school wide. | 28 learners made accelerated progress in writing by the end of the 2019 academic year This is 68% of the year 4-6. 13 learners made no shift in the year. This means the target of 80% is short by 12%. Our year 3 learners were the group that made the lese progress with only 7 students meeting level at the end of the year.  We have shifted 53 of the 67 students. We were 0.6 off the 80% that we set as our target outcome.  Unfortunately, we had 4 learners who did not sustain their achievement or continue their progress. | There is a strong writing programme in the senior school, and this can contribute to the improved performance of the seniors. Two of the 3 teachers in this team have significant years’ experience in teaching, while the junior school has less experience and as a result the writing programme is not as strong, consistent and as regular as it should be. | Literacy times in the school timetable for 2020 will be put into place as non-negotiables. For both literacy and numeracy there will be 4 hours across the week that will have expectations of writing programmes being implemented into these slots. The need to create a formalised writing curriculum for EPS is evident. |
| **Planning for next year**: | | | |
| Establishment of a school wide Writing programme/curriculum will be vital to ensure ALL students are getting the exposure, experience and practice in writing that they require to build their knowledge and skill. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2019 REVIEWED** | | | |
| **Strategic Aim:** To increase the number of students achieving at their curriculum Level for math | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2019 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  There is a significant achievement rate in this curriculum area with almost 2/3s of our students achieving at or above expectations. This is clearly our strongest subject. Our girls have a significant strength in this area over the boys. While both genders have over half either meeting or exceeding expectation the girls have a greater percentage actually achieving. All ethnicities have a higher achievement rate than not. NZE achievement is just over 60% while Maori is just over 50% and Pacifica just under 50%. Math is a significant strength for all groups buts specifically our year 1s and 5. | |
| **Curriculum Area**  Math | **Year Level**  Y3-6 students | **Target Group:**  Year 3-6: Individual students identified after solid and consistent data collection | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Establish consistent assessment methods and data collection | | Principal | T1 |
| Upskill all staff around ‘Formative Assessment’ – PD allocation | | Outside Facilitator | Throughout the year |
| Establish school wide planning documents | | Principal and NE teacher | T1 |
| Establish collaborative planning | | All Staff | T1 and ongoing |
| Design and establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| Data forms to be handed in at the end of each term with all students current curriculum placement | | All staff | Throughout the year |
| Regular staff meetings that focus on student achievement | | All staff | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Established school wide planning and assessment expectations.  OTJ collection sheets designed and used across the school.  Planning became collaborative and with teams working together to plan.  Formative Assessment PD established school wide.  Senior school established cross-grouping math’s sessions amongst themselves. | 80% of the target group equates to 46.4 learners that were required to shift. As a result, 40 students made significant progress in the 2019 academic year. 3 students in the target group dropped backwards.  Only 1 student did not sustain their achievement or continue their progress. | Number knowledge is still of major concern with this group of students. They are struggling to move forward because they do not have the knowledge and understanding about number concepts that allow them to transfer this to other strands within the math’s curriculum.  Cross-Grouping allowed for directed ability level teaching for the senior students. This had a positive impact on the confidence and achievement of the learners. | Establishment of a school wide mathematics curriculum programme/document that puts number knowledge at the forefront of teaching and learning.  Numeracy times in the school timetable for 2020 will be put into place as non-negotiables. For both literacy and numeracy there will be 4 hours across the week that will have expectations of writing programmes being implemented into these slots. |
| **Planning for next year**: | | | |
| Establishment of a school wide Numeracy programme/curriculum will be vital to ensure ALL students are getting the exposure, experience and practice in number knowledge that they require to build their knowledge and skill in other strands of mathematics. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2019 REVIEWED** | | | |
| **Strategic Aim:** To increase the number of students reading at their curriculum Level | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2019 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  57% of our students are achieving at or above where they should be in Reading. The girls are making better progress that the boys in this area with a greater number of boys struggling to meet standard. Our Maori students have an almost equal share of those meeting and exceeding as there are those not yet meeting. In fact, this is similar across the ethnicities with a close balance of 50/50 meeting and not. It is important to note that there is a small number that are at risk compared to the number that are of concern. The year groups 1 and 2 are struggling with reading as they are largest group by far that have greatest numbers sitting below. However, there is an obvious improvement in achievement as we get into years 3-6. It is positive to see the year 3 group holding the place fro the number of students above expectations. | |
| **Curriculum Area**  Reading | **Year Level**  Y3-6 students | **Target Group:**  Year 3-6: Individual students identified after solid and consistent data collection | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Establish consistent assessment methods and data collection | | Principal | T1 |
| Upskill all staff around ‘Formative Assessment’ – PD allocation | | Outside Facilitator | Throughout the year |
| Establish school wide planning documents | | Principal and NE teacher | T1 |
| Establish collaborative planning | | All Staff | T1 and ongoing |
| Design and establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| Data forms to be handed in at the end of each term with all students current curriculum placement | | All staff | Throughout the year |
| Regular staff meetings that focus on student achievement | | All staff | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Established school wide planning and assessment expectations.  OTJ collection sheets designed and used across the school.  Planning became collaborative and with teams working together to plan.  Formative Assessment PD established school wide. | 38 of our 53 students made progress in reading. This equates to 72%. This is 8% off our target of 80%.  10 learners shifted in a negative direction in rather than maintaining 100% at or above. | Phonological knowledge has been identified as an area of concern with our older students. There are a number of learners that were not picked up to do Reading Recovery due to the age of which we received them at school. This is now resulting in a struggle to read as they get older. | Literacy times in the school timetable for 2020 will be put into place as non-negotiables. For both literacy and numeracy there will be 4 hours across the week that will have expectations of writing programmes being implemented into these slots. The need to create a formalised Reading programme/curriculum for EPS is evident.  School wide professional development focusing around an alternative reading programme to build phonological knowledge at all year levels of the school |
| **Planning for next year**: | | | |
| Establishment of a school wide reading programme/curriculum will be vital to ensure ALL students are getting the exposure, experience and practice in phonological knowledge. | | | |

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| **Ebbett Park School Achievement Annual Target Action Plan 2020** | | | |
| **Strategic Aim:** To increase student performance as they transition from ECE to Primary School | | | |
| **Target Outcomes**   * 100% of those students transitioning from ECE to Primary school will be ‘school ready’ after 6 months in the transition class | | **Historical Data**  20 Weeks: 15 learners are at 20 weeks: Of the 20-week testing after the observational survey 8 were still emergent, 4 were on level 2, Two learners are on level 3 and 1 on level 4. Four learners know less than 10 letters, 8 are still stanine 1. 4 learners are stanine 2, 2 are stanine 4 and I is stanine 5. Only 3 learners have moved off stanine 1 for word recognition and only 1 has a stanine higher than stanine for concepts about print.  40 weeks: 8 learners of the 20 are at 40 weeks. 2 learners are on level 3 and the remaining 6 are still emergent. These 6 have been placed on Reading Recovery wait list. Only 1 of the 8 knows less than 8 letters. 3 remain stanine 1 for letter Identification. 4 are stanine 2 and 1 is stanine 4. They are all still stanine 1 for basic sight words and 3 of the 8 have moved to stanine 2 instead of a 1 for concept about print. | |
| **Curriculum Area**  School Wide | **Year Level**  NE | **Target Group:**  All NE students due to join EPS during the year. Individual students identified | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Maintain the relationships between EPS and the ECEs | | Principal and NE/transition teacher | T1 |
| Continue the weekly visits of the ECE to EPS | | Principal and NE/transition teacher | T1 |
| Transition class set up and established from the beginning of the year | | Principal/DP/BoT | T1 |
| Observations to identify ‘school readiness’ of NE students and ensure placement into either transition class or NE class. | | NE/transition teachers/DP/Senco | ON Going |
| Establish transition protocol of students moving from transition class into the NE class | | Principal/DP/NE and transition teachers | T2 |

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| **Ebbett Park School Achievement Annual Target Action Plan 2020** | | | |
| **Strategic Aim:** To increase the number of students writing at their curriculum Level | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2020 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  Our Asian students have the strongest ability in this area with 75% at/above curriculum level. Followed by our European/Pākehā with 59.3% and Māori with 53.1%. It is our Pasifika students that are struggling in this area with only 40% at/above. Our girls are achieving with 64.3 at/above but the boys lag behind with only 40.9% at/above. This disparity between boys and girls is the biggest in this curriculum area. Our junior school that are struggling to reach the desired curriculum level with years 1 - 3 achieving between 42.9% - 48.1%. Our senior students do struggle in this area with year 4 having 56% at/above and year 5 51.6%. Our year 6 group is attaining close to 80% achievement rate (79.1%). Writing is a curriculum area that needs a great deal of focus with targeted teaching given to boys in all ethnic groups except our Asian students and it needs to have a strong focus within the junior school. Directed and guided writing needs to be happening EVERY DAY for every student. | |
| **Curriculum Area**  Writing | **Year Level**  Y1 - 3 | **Target Group:**  Year 1-3: All below curriculum level students | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of writing in all junior classrooms | | Team Leader | Throughout the year |
| Design and establish a ‘writing curriculum’ for EPS | | Literacy leader supported by Principal and DP | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with Writing focus established as a progression from the Reading set at beginning of year | | Principal and outside facilitator | Second half of the year |

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| **Ebbett Park School Achievement Annual Target Action Plan 2020** | | | |
| **Strategic Aim:** To increase the number of students achieving at their curriculum Level for math | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2020 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  Our European/Pākehā students have successful experiences with math. They are the only group that have above 70% at/above (70.4%). There is a significant struggle by our Asian students to achieve in math with only 25% at/above. Our Māori students sit at 63.9% while our Pasifika are only able to attain 56.7% at/above curriculum. Our girls are stronger in this curriculum area than our boys with girls having 69.1% at/above and only 57.5% at/above. Our year 2 group are achieving well with 70.4% at/above. They are only marginally behind the year 6's who have 75% at/above. The year 3 group are achieving the least here with only 50% of the group at/above. Year 1 students have 56.2% at/above while year 4 and 5 are closely aligned with 68% and 64.6%. Our targeted teaching needs to be focusing on our Asian and Pasifica students with a major focus on our boys and within the first and 3rd year of schooling. | |
| **Curriculum Area**  Math | **Year Level**  Y4 students | **Target Group:**  Year 4: All students in this year group | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| Directed and targeted teaching of mathematics in all junior classrooms | | Team Leader | Throughout the year |
| Design and establish a ‘Numeracy curriculum’ for EPS | | numeracy leader supported by Principal | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where numeracy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with Writing focus established as a progression from the Reading set at beginning of year | | Principal and outside facilitator | Second half of the year |
| Continue and sustain mathematics cross-grouping within the senior school | | Team leader | Throughout the year |

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| **Ebbett Park School Achievement Annual Target Action Plan 2020** | | | |
| **Strategic Aim:** To increase the number of students reading at their curriculum Level | | | |
| **Target Outcomes**   * 80% of the ‘at risk’ and ‘of concern’ students will make accelerated progress by the end of the 2019 academic year. * 100% of the students that are achieving will sustain their achievement and continue their progress. | | **Historical Data**  Our European/Pākehā students are the group meeting milestones the best with 59% at/above curriculum level, this is followed by our Asian group of students who have 50% at/above. Our Pasifika and Māori students are the group struggling to meet curriculum level. It is also our boys that are struggling to meet level with only 37.5% at/above. There is a significant challenge in our junior school with none of the years 1-3 reaching about 37% at/above. This is an alarming result. As the senior student’s progress through the years there is an improvement in achievement each year: year 4 has 56% at/above curriculum level, 61.3% for our year 5 group and 75% of our year 6 group are at/above. 75% is where each group needs to be reaching and this is not yet being achieved. While we have students involved in Reading Recovery Programme (a greater number than the usual) we are still not seeing the progress that we want. There needs to be a directed focus on boys, Māori and Pasifika students within the junior school. This low achievement puts a great deal of pressure on all teaching staff as these student’s progress throughout the years. | |
| **Curriculum Area**  Reading | **Year Level**  Y3-6 students | **Target Group:**  Year NE- Y3: All students in these year groups | |
| **ACTIONS TO ACHIEVE TARGETS** | | **Led by Budget** | **Timeframe** |
| School Wide professional Development: teaching to ensure progress in literacy – Tātai Angitu, Massey. | | Christine Braid | TOD beginning of year |
| Directed and targeted teaching of reading in all junior classrooms | | Team Leader | Throughout the year |
| Design and establish a ‘Reading curriculum’ for EPS that includes ‘5 a day’ concept/strategy | | Literacy leader supported by Principal and DP | Throughout the year |
| Collaborative planning | | Junior Team | T1 and ongoing |
| Establish data tracking and review regularly | | Principal/DP | T1 and ongoing |
| School timetable to identify non-negotiable times where literacy MUST take place (4x 1hours sessions/wk.) | | Principal | Before year begins |
| Regular staff meetings that focus on student achievement | | All staff – in teams | Each term |
| Regular reporting to BoT around the progress of the target students | | Principal | End of each term |
| Teacher as Inquiry with reading focus established as a result of beginning of the year PD | | Principal and outside facilitator | TOD beginning of the year. |