



**Holy Family School**  
**Porirua East - 2859**

# **SCHOOL CHARTER-2010**

**Vision:**

*Holy Family School students embrace and embody the Gospel Values and are life long learners who think critically and contribute confidently to society*

**Mission:**

*To provide our students with a comprehensive education within a Catholic environment*

**Values:**

-  *Excellence*
-  *Love*
-  *Respect*
-  *Integrity*

**Curriculum Definition:**

*The Holy Family curriculum is a tool for teaching and learning that interprets the 2007 New Zealand Curriculum in a way that meets the needs of our students, families and wider community*

**Cultural Diversity Statement:**

*The school continues to recognise the cultural diversity of New Zealand, and, in particular the importance of Maori as the foundation community of New Zealand*

## ***Strategic Plan – Our Goals and Objectives***

| Area                       | Title                                   | Goals   | Objectives   |
|----------------------------|---|---|--|
|                            | <b>Special Character</b>                | 1. To ensure a Christ-centred learning experience is available to all children through school and parish activities.  | 1. Each year the Principal, DRS, and Catholic Character Committee where appropriate, will review the Catholic Character Review on a three-year cycle and act on any findings from that review.   |
| <b>Student Performance</b> | <b>Curriculum Content</b>               | 1. To provide a balanced, broad based curriculum which recognizes national requirements, gives priority to literacy and numeracy, develops skills of communication, critical thinking, problem solving and self-management and prepares students to face future challenges and benefit from opportunities.  | 1. Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum and its content, and will ensure that opportunities are continually extended and enhanced.   |
|                            | <b>Student Progress and Achievement</b> | 2. To monitor and report on students' progress in ways that have a positive impact on learning, give clear, dependable and helpful information about their achievements, and encourage shared responsibility among students, parents and teachers for reviewing performance and deciding goals for improvement.   | 2. The school's curriculum plan will identify the key purposes, principles and practices for assessing, monitoring, recording and reporting on student's progress and achievement.   |
| <b>School Performance</b>  | <b>Curriculum Delivery</b>              | 1. To stimulate students' love of learning, desire to succeed and strength of self-confidence by matching curriculum, learning opportunities, teaching approaches, and achievement expectations to their interests, needs abilities and talents. To foster and develop an inclusive school (covering race, gender, religion, ethnic background and learning capability) environment where <i>all</i> children will be offered opportunities to contribute and participate in school activity. | 1. Each year the Principal and staff will develop, revise or confirm the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum and its content, and will ensure that opportunities are continually extended and enhanced.   |
|                            | <b>Self-Review</b>                      | 2. To maintain a commitment to continuous improvement, and the identification of successes and <i>weaknesses</i> through ongoing self-review of the schools performance in relation to our charter, policies and plans and the specific requirements of our community.  | 2. The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans.  |
| <b>Use of Resources</b>    | <b>Personnel</b>                        | 1. To be a good and fair employer by promoting a working environment where high standards of professionalism and teamwork are encouraged and valued, where good interpersonal communications, relationships and loyalties are demonstrated, and where everyone is committed to providing the best possible learning opportunities for our students.   | 1. The Board with the Principal will prepare policies and plans to appoint along with the Principal quality staff so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff developments and operate a fair and effective performance management system. |
| <b>Use of</b>              | <b>Finance</b>                          | 1. To make available, through prudent financial planning and management, the resources needed to maximise effective teaching and learning and the realisation of the school's mission.<br>2. To plan and manage programmes of property development, enhancement and upkeep, which ensure a high quality-learning environment with buildings,  | 1. The Board with the Principal will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.   |

|  |                 |  |  |
|--|-----------------|--|--|
| <b>Resources</b>   | <b>Property</b> | <p>grounds and facilities that are attractive, safe and well suited to the demands of a progressive curriculum.</p> <p>3. To promote an open and active partnership with parents and the wider school community, which fosters shared values, good communications, mutual support and high confidence in what is done for the education and well being of students.</p>  | <p>2. The Board will comply with the conditions of current asset management agreement as a good steward of the State's and community's assets, and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene.</p> <p>3. The Board will have a policy of promoting parent-community communications and involvement.</p>  |
| <b>New Zealand's cultural diversity and the unique position of Maori culture</b>   |                 | <p>Education Act: Our charter is required to meet these goals:</p> <p>1. Developing for the school, policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori and Pacifica culture.</p> <p>2. Ensuring all reasonable steps are taken to provide programmes in tikanga Maori (Maori culture) and te reo Maori (Maori language) for full time students whose parents request it.</p> | <p>We will meet these goals by:</p> <p>1. Implementing policies in ways that are sensitive to the cultural backgrounds, values and needs of individual students and their families.</p> <p>2. Making available to and consulting with the school's Maori and Pacifica whanau to develop policies, plans and targets for the advancement of the achievement of Maori and Pacifica students.</p> <p>3. Continuing to resource Te Reo and Tikanga Maori tutors.</p> |
| <b>Local Goals</b>   |                 | <p>1. To maintain a sense of the history of the school and its associated communities</p> <p>2. To maintain and support school traditions</p> <p>3. To have high behavioural expectations which are consistently reinforced</p> <p>4. To maintain a cooperative culture school-wide.</p>   | <p>We will meet these goals by:</p> <p>1. Fostering links with parish and community</p> <p>2. Ensuring that traditions are part of annual planning and practice</p> <p>3. Employing policy/ procedures consistently</p> <p>4. Continuing co-operative planning at syndicate / school level</p> <p>5. Implement co-operative teaching strategies regularly</p>  |
| <p><b>School Description</b></p> <p>Holy Family School was founded originally to serve the Catholic community of the Parish of Holy Family in Porirua East. The school belongs to the Catholic Archdiocese of Wellington. It was founded by the Brigidine Sisters. Most of the community who send their children to the school are also parishioners of the Holy Family Parish. The school is situated at 169 Mungavin Avenue, adjacent to the Holy Family Parish Church. The maximum roll of the school is 305 set by the school's Integration Agreement 8 September 1981. The children attending the school are drawn from all of the Porirua East area, extending from Ascot Park in the north to Ranui Heights in the south. They represent a number of different cultures, with the predominant groups being 65% Samoa(129), 12% Maori(23), 11% Tokelau(22), 5% Cook Island(10), 2.5% Tonga(5), 2% Kiribati(4), 1% Burmese(2), 0.5% Tuvalu(1), 0.5% NZ/Pakeha(1), 0.5% Indian(1).</p> <p>The socio-economic breakdown of the community is of significance. This is typically in the mid-lower wage-earning category, with some level of unemployment. There is a high degree of reliance on State income assistance in one form or another, with many families also looking to the State for rental accommodation. There is a strong sense of community within the school and every encouragement is given to parent participation within the various aspects of the programmes of the school. There exists a valued tradition of leadership and quality education delivery by all staff. This is seen as essential to bringing about the expectations of the community for the education of their children.</p> <p>The school continues to recognise the cultural diversity of New Zealand, and, in particular the importance of Maori as the foundation community of New Zealand.</p> |                 |  |  |

## ***HOLY FAMILY SCHOOL BOARD OF TRUSTEES***

## **PROGRAMME OF SELF-REVIEW**

| Term   | Year 1<br>2010   | Year 2<br>2011                                       | Year 3<br>2012   |
|--|--|--|--|
| <b>One</b>   | Personnel (3) (NAG 3)<br><b>BOT Election</b>   | Personnel (1) (NAG 3)                                | Documentation and Self Review (NAG 2)  |
| Budget / Cash flow / Asset Register , School Annual Plan, Property/ Maintenance Plan/ Annual Goals   |  |  |  |
| <b>Two</b>   | Finance & Property (NAG 4)<br>Charter/ Strategic Plan  | Documentation and Self Review<br>(NAG 2)             | Personnel (1) (NAG 3)  |
| <b>Three</b>   | Curriculum (NAG 1)<br>Legislation<br>Treaty of Waitangi<br>(NAG 6) }<br>Community Consultation | Curriculum (NAG 1)<br>Special Character<br>Enrolment | Curriculum (NAG 1)<br>Personnel (NAG 3)<br>Protected Disclosures/ Allocation of Units<br>(NAG 3) |
| <b>Four</b>  | Health & Safety (NAG 5)<br>Catholic Character  | Health & Safety (NAG 5)<br>Catholic Character        | Health & Safety (NAG 5)<br>E.O.T.C.  |
| Smoke free Policy (every year), Health Programme (every 18 months), Job Descriptions, Performance Agreements, Staff Appraisal, Staff Development Plan / E.E.O. Programme |  |  |  |

### **Long Term Curriculum Development Priorities**

| YEAR        | MAJOR FOCUS   | MINOR FOCUS         |
|-------------|---|---------------------|
| <b>2010</b> | English: Reading/ Writing<br>Arts                                   | Technology<br>Maori |
| <b>2011</b> | English: Reading/ Writing<br>Science<br>Health & Physical Education | Religious Education |
| <b>2012</b> | English: Reading/ Writing<br>Social Studies                         | Mathematics         |

### **Strategic Goals for 2010-2012**

Achievement towards these goals would be achieved using the following expected outcomes

| Year | Area | Expected Outcomes |
|------|------|-------------------|
|------|------|-------------------|

|             |                                |  |
|-------------|--------------------------------|--|
| <b>2010</b> | <b>Special Character</b>       | <ol style="list-style-type: none"> <li>1. To encourage more parental involvement in school life</li> <li>2. To continue developing a closer relationship with parish</li> <li>3. Participate in Catholic Review</li> </ol>   |
|             | <b>Student Performance</b>     | <ol style="list-style-type: none"> <li>1. All students will read, write and operate in mathematics at or above their chronological age, Level or stage with reference to the national standards</li> <li>2. To review <b><i>Reading and Writing/ Arts (Major)</i></b></li> <li>3. To review <b><i>Technology and Maori (Minor)</i></b></li> <li>4. To continue improving assessment practices</li> <li>5. To improve students attitudes to reading and writing through effective teaching strategies</li> <li>6. To identify and implement programmes for Gifted/ Talented children</li> <li>7. To participate in Numeracy Professional Development- Accent</li> </ol> |
|             | <b>School Performance</b>      | <ol style="list-style-type: none"> <li>1. To consult community on Health Programme</li> <li>2. To consult community on aspects of school operation</li> <li>3. To consult community on student achievement and attendance</li> <li>4. Implement ERO recommendations</li> </ol>   |
|             | <b>Resource Management</b>     | <ol style="list-style-type: none"> <li>1. Continue to develop Classroom Manager</li> <li>2. To improve staff appraisal system</li> <li>3. To begin using reserves for educational improvement- Interactive Whiteboards</li> <li>4. To complete toilet upgrade</li> <li>5. To complete staffroom upgrade</li> <li>6. To complete louvers replacement upgrade</li> <li>7. To demolish and build new hall</li> <li>8. To market the school</li> <li>9. To become a recycling school</li> </ol>  |
|             | <b>Tikanga Maori/ Pacifica</b> | <ol style="list-style-type: none"> <li>1. To develop programmes around Tikanga Maori</li> <li>2. To track achievement of Maori and Pacifica students</li> </ol>  |

| Year        | Area                       | Expected Outcomes   |
|-------------|----------------------------|---|
| <b>2011</b> | <b>Special Character</b>   | <ol style="list-style-type: none"> <li>1. To implement recommendations from Catholic Review</li> <li>2. To monitor statutory requirements</li> </ol>  |
|             | <b>Student Performance</b> | <ol style="list-style-type: none"> <li>1. All students will read, write and operate in mathematics at or above their chronological age, Level or stage with reference to the national standards</li> <li>2. To review <b><i>Reading and Writing/ Health/ PE (Major)</i></b></li> <li>3. To review <b><i>Mathematics (Minor)</i></b></li> <li>4. To continue improving assessment practices</li> <li>5. To improve students attitudes to reading and writing through effective teaching strategies</li> <li>6. To identify and implement programmes for Gifted/ Talented children</li> <li>7. To participate in Numeracy Professional Development- Accent</li> </ol> |
|             | <b>School Performance</b>  | <ol style="list-style-type: none"> <li>1. To consult community on aspects of school operation</li> <li>2. To consult community on student achievement and attendance</li> <li>3. Implement ERO recommendations</li> </ol>   |

|  |                                |   |
|--|--------------------------------|---|
|  | <b>Resource Management</b>     | <ol style="list-style-type: none"> <li>1. Continue to develop Classroom Manager</li> <li>2. To improve staff appraisal system</li> <li>3. To begin using reserves for educational improvement- Laptop Pods</li> <li>4. To monitor and maintain upgrades and rebuilds</li> <li>5. To market the school</li> <li>6. To become a recycling school</li> </ol> |
|  | <b>Tikanga Maori/ Pacifica</b> | <ol style="list-style-type: none"> <li>1. To develop programmes around Tikanga Maori</li> <li>2. To track achievement of Maori and Pacifica students</li> </ol>   |

| <b>Year</b> | <b>Area</b>                    | <b>Expected Outcomes</b>  |
|-------------|--------------------------------|---|
| <b>2012</b> | <b>Special Character</b>       | <ol style="list-style-type: none"> <li>1. To ensure all staffing requirements are met</li> <li>2. To implement recommendations from reviews</li> </ol>  |
|             | <b>Student Performance</b>     | <ol style="list-style-type: none"> <li>1. All students will read, write and operate in mathematics at or above their chronological age, Level or stage with reference to the national standards</li> <li>2. To review <b>Reading and Writing/ Social Studies (Major)</b></li> <li>3. To review <b>Religious Education (Minor)</b></li> <li>4. To continue improving assessment practices</li> <li>5. To improve students attitudes to reading and writing through effective teaching strategies</li> <li>6. To identify and implement programmes for Gifted/ Talented children</li> <li>7. To participate in Numeracy Professional Development- Accent</li> </ol> |
|             | <b>School Performance</b>      | <ol style="list-style-type: none"> <li>1. To consult community on aspects of school operation</li> <li>2. To consult community on student achievement and attendance</li> <li>3. Implement ERO recommendations</li> </ol>   |
|             | <b>Resource Management</b>     | <ol style="list-style-type: none"> <li>1. Continue to develop Classroom Manager</li> <li>2. To improve staff appraisal system</li> <li>3. To begin using reserves for educational improvement- Laptop Pods</li> <li>4. To monitor and maintain upgrades and rebuilds</li> <li>5. To market the school</li> <li>6. To become a recycling school</li> </ol>   |
|             | <b>Tikanga Maori/ Pacifica</b> | <ol style="list-style-type: none"> <li>1. To develop programmes around Tikanga Maori</li> <li>2. To track achievement of Maori and Pacifica students</li> </ol>   |

# Annual Plan 2010

**Holy Family School expects to pursue the following school wide goals over the next 3 years**

- ❖ Improve student achievement in reading (*Student Performance/ School Performance/ Resource Management/ Tikanga Maori-Pacifica*)
- ❖ Improve written language outcomes for all students (*Student Performance/ School Performance/ Resource Management/ Tikanga Maori-Pacifica*)
- ❖ Improve student achievement in mathematics with a focus on Numeracy (*Student Performance/ School Performance/ Resource Management/ Tikanga Maori-Pacifica*)
- ❖ To cater for the spiritual and pastoral needs of all our students (*Special Character*)
- ❖ Promote the involvement of our parent community in all of the above (*Special Character/ School Performance/ Student Performance*)

| <b>Goal</b>   | <b>Targets</b>   | <b>Actions</b>   | <b>Who is responsible</b>  | <b>Resources/<br/>Cost/Budget</b>                               | <b>Start/ Finish<br/>Date</b> |
|---|--|--|--|---|-------------------------------|
| <b>Improve student achievement in reading</b>             | <ol style="list-style-type: none"> <li>1. After six months at school students should be achieving at Red (Level 3/4/5)</li> <li>2. After one year at school students should be achieving at Green (Level 12/13/14)</li> <li>3. After two years at school students should be achieving at Turquoise (Level 17/18)</li> <li>4. After three years at school students should be achieving at Gold (Level 21/22)</li> <li>5. By the end of year 4 students should be achieving at L2B-L2A</li> <li>6. By the end of year 5 students should be achieving at 2A-3B</li> <li>7. By the end of year 6 students should be achieving at 3B and above</li> </ol> | <ol style="list-style-type: none"> <li>1. Continue to implement and monitor skills and knowledge learnt from participating in LPDP project</li> <li>2. Monitor and implement effective classroom teaching and assessment</li> <li>3. Implement and develop support programmes for students who are at risk</li> <li>4. Create opportunities for professional discussion and professional development</li> <li>5. Involve parents in this process</li> <li>6. Link this work to the national standards</li> <li>7. Develop an effective report to parents format</li> </ol> | English Team<br>Classroom teachers<br>Syndicates<br>Principal/DP<br>BOT  | 2,000-Duffy<br>2,000-Reading<br>1,500-Language<br>3,000-ESOL/SN | - Ongoing                     |
| <b>Improve written language outcomes for all students</b> | <ol style="list-style-type: none"> <li>1. After one year at school students should be achieving at L1B-1P</li> <li>2. After two years at school students should be achieving at L1P-2B</li> <li>3. After three years at school students should be achieving at L2B-2P</li> <li>4. By the end of year 4 students should be achieving at L2P-2A</li> <li>5. By the end of year 5 students should be achieving at L2A-3B</li> <li>6. By the end of year 6 students should be achieving at L3B and above</li> </ol>  | <ol style="list-style-type: none"> <li>1. Continue to implement and monitor skills and knowledge learnt from participating in LPDP project</li> <li>2. Monitor and implement effective classroom teaching and assessment</li> <li>3. Implement and develop support programmes for students who are at risk</li> <li>4. Create opportunities for professional discussion and professional development</li> <li>5. Involve parents in this process</li> <li>6. Link this work to the national standards</li> <li>7. Develop an effective report to parents format</li> </ol> | English Team<br>Classroom teachers<br>Syndicates<br>Principal/DP<br>BOT  | 2,000-Duffy<br>1,500-Language<br>3,000-ESOL/SN                  | - Ongoing                     |
| <b>Improve student achievement in mathematics</b>         | <ol style="list-style-type: none"> <li>1. After one year at school students should be achieving between stages 2-3</li> <li>2. After two years at school students should be achieving at stage 3-4</li> </ol>  | <ol style="list-style-type: none"> <li>1. Numeracy Professional Development on resources/ Linking strand and Numpa- Accent Learning</li> <li>2. In class observations and sharing of</li> </ol>  | Numeracy Team<br>Accent Facilitators<br>Classroom teachers<br>Syndicates | 1,500-Numeracy<br>2,000-Maths                                   | - Ongoing                     |

|  |   |  |   |               |           |
|--|---|--|---|---------------|-----------|
| <b>with a focus on Numeracy</b>  | <p>3. After three years at school students should be achieving between 4-5</p> <p>4. By the end of year 4 students should be achieving at stage 5</p> <p>5. By the end of year 5 students should be achieving between stages 5-6</p> <p>6. By the end of year 6 students should be achieving at stage 6</p> | <p>best practice at staff meetings</p> <p>3. Professional Readings</p> <p>4. Updating numeracy resources</p> <p>5. Involve parents in this process</p> <p>6. Link this work to the national standards</p> <p>7. Develop an effective report to parents format</p>  | Principal/DP<br>BOT                             |               |           |
| <b>To cater for the spiritual and pastoral needs of all our students</b>   | <p>1. By the end of each year students will be able to explain how God is evident in the world today</p>  | <p>1. Working more closely with Fr Pene to ensure he has a closer connection with school</p> <p>2. Continue with current Mass and Liturgy celebration involving parents</p> <p>3. Professional Development for DRS to ensure up to date innovations</p> <p>4. Continual review of special character</p> <p>5. Continual development and consultation with the RE Team.</p> | RE Committee<br>Whole Staff<br>Principal<br>BOT | 800-RE        | - Ongoing |
| <b>Promote the involvement of our parent community in all of the above</b> | <p>1. Increased number of parents involved and active in school activities and programmes</p>   | <p>1. Continue the work started in HSP numeracy, PSCPL and SCPAP</p> <p>2. Continue to support in anyway possible the FAF committee and encourage participation</p> <p>3. Consult continually on issues related to the learning of their children</p>  | Whole Staff<br>Principal<br>BOT<br>FAF          | 4,000-ESOL/SN | - Ongoing |

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| <p>Signed: _____</p> <p style="text-align: center;">Karl Vasau- <b>PRINCIPAL</b></p> <p>Date: _____</p> | <p>Signed: _____</p> <p style="text-align: center;">Patricia Setefano- <b>BOT Chairperson</b></p> <p>Date: _____</p> |
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## ***Reporting of Annual Plan 2009 – Analysis of Variance***

| <b>Curriculum or Essential Skill Area - Numeracy</b>   |   |   |
|--|---|---|
| <b>Year Level:</b> All levels  | <b>Students targeted:</b> All students by the end of the 2009 year  | <b>Budget:</b>  |
| <b>Target:</b>   | <b>Initial Data: (Collected Feb 2009)</b>   | <b>Achieved Outcome: (Collected Nov 2009)</b>   |
| 1. By the end of year 1 all students will be working between stages 2-4  | <b>Year 1: 94%</b> working AT or ABOVE expectation, with <b>11%</b> CAUSE for CONCERN   | <b>Year 1: 100%</b> working AT or ABOVE expectation   |
| 2. By the end of year 2 all students will be working at stage 4  | <b>Year 2: 16%</b> working AT or ABOVE expectation, <b>72%</b> CAUSE for CONCERN and <b>12%</b> AT RISK   | <b>Year 2: 26%</b> working AT or ABOVE expectation, <b>56%</b> CAUSE for CONCERN and <b>19%</b> AT RISK   |
| 3. By the end of year 3 all students will be working between stages 4-5  | <b>Year 3: 16%</b> working AT or ABOVE expectation, <b>52%</b> CAUSE for CONCERN and <b>32%</b> AT RISK   | <b>Year 3: 71%</b> working AT or ABOVE expectation, <b>19%</b> CAUSE for CONCERN and <b>10%</b> AT RISK   |
| 4. By the end of year 4 all students will be working at stage 5  | <b>Year 4: 8%</b> working AT or ABOVE expectation, <b>65%</b> CAUSE for CONCERN and <b>27%</b> AT RISK  | <b>Year 4: 30%</b> working AT or ABOVE expectation, <b>67%</b> CAUSE for CONCERN and <b>4%</b> AT RISK  |
| 5. By the end of year 5 all students will be working between stages 5-6  | <b>Year 5: 21%</b> working AT or ABOVE expectation, <b>69%</b> CAUSE for CONCERN and <b>10%</b> AT RISK   | <b>Year 5: 69%</b> working AT or ABOVE expectation, <b>28%</b> CAUSE for CONCERN and <b>3%</b> AT RISK  |
| 6. By the end of year 6 all students will be working at stage 6  | <b>Year 6: 13%</b> working AT or ABOVE expectation, <b>41%</b> CAUSE for CONCERN and <b>46%</b> AT RISK   | <b>Year 6: 44%</b> working AT or ABOVE expectation, <b>49%</b> CAUSE for CONCERN and <b>8%</b> AT RISK  |
| <b>Data Analysis:</b>  | <b>Actions to date:</b>   | <b>Analysis/ Reflection: (so what next?)</b>  |
| <ul style="list-style-type: none"> <li>✘ <i>Year 1 data shows 100% working at or above expectation which means all children operating at stage 2-3 of the 2-4 target.</i></li> <li>✘ <i>There were more students classified at risk at the end of the year compared to the beginning in year 2, but all other year levels improved significantly.</i></li> <li>✘ <i>Large part of the school 's achievement is classified as cause for concern.</i></li> <li>✘ <i>By the end of the year:</i> <ul style="list-style-type: none"> <li>- <i>100% of year one students achieving at or above expected level.</i></li> <li>- <i>26% of year two students achieving at or above expected level.</i></li> <li>- <i>71% of year three students achieving at or above expected level.</i></li> <li>- <i>30% of year four students achieving at or above expected level.</i></li> </ul> </li> </ul> | <b>Syndicate 1:</b> <ul style="list-style-type: none"> <li>✘ <i>When teaching numeracy the syndicate focus is 80% numeracy and 20% Strand work.</i></li> <li>✘ <i>Syndicate teaches knowledge alongside strategy.</i></li> </ul>  | <b>Syndicate 1:</b> <ul style="list-style-type: none"> <li>✘ <i>Long term plans need to be established to ensure coverage.</i></li> <li>✘ <i>Parent evening.</i></li> <li>✘ <i>Syndicate sharing between teachers.</i></li> </ul>   |
|  | <b>Syndicate 2:</b> <ul style="list-style-type: none"> <li>✘ <i>BF Individual programmes.</i></li> <li>✘ <i>Modelling books, scrapbooks with Learning Intentions and focus examples.</i></li> <li>✘ <i>H/Work tasks, hands on, more oral and game/activities practical time, revisiting.</i></li> </ul> | <b>Syndicate 2:</b> <ul style="list-style-type: none"> <li>✘ <i>Learning intentions focus.</i></li> <li>✘ <i>Breakdown-unpacking</i></li> </ul>   |
|  | <b>Syndicate 3:</b> <ul style="list-style-type: none"> <li>✘ <i>Maintenance books daily.</i></li> <li>✘ <i>Shared knowledge activity games.</i></li> <li>✘ <i>Modeling books/ Journal Writing.</i></li> <li>✘ <i>Small group teaching.</i></li> <li>✘ <i>Number Knowledge.</i></li> </ul>               | <b>Syndicate 3:</b> <ul style="list-style-type: none"> <li>✘ <i>PD for numeracy with Accent (Numeracy-ESOL)</i></li> <li>✘ <i>School wide discussions on what we need to do, basic facts, place value.</i></li> <li>✘ <i>Parent Evening for maths (Numeracy)</i></li> <li>✘ <i>Continue to share best practice like games.</i></li> <li>✘ <i>Journal writing through the whole school.</i></li> <li>✘ <i>Analysis of data to look for trends and patterns.</i></li> </ul> |

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| <ul style="list-style-type: none"> <li>- 69% of year five students achieving at or above expected level.</li> <li>- 44% of year six students achieving at or above expected level</li> </ul>  |   |  |
| <b>Curriculum or Essential Skill Area - Reading</b>   |   |  |
| <b>Year Level:</b> All levels   | <b>Students targeted:</b> All students by the end of the 2009 year  | <b>Budget:</b>   |
| <b>Target:</b>  | <b>Initial Data: (Collected Feb 2009)</b>   | <b>Achieved Outcome: (Collected Nov 2009)</b>  |
| 1. (Year ½) Students assessed at Stanine 1, 2 and 3 through 6 year net assessments will move above Stanine 4 within 6 months  | <p><b>Year 1:</b> 60% reading below expected level, 40% reading at expected level</p> <p><b>Year 2:</b> 68% reading below expected level, 12% reading at expected level, 20% reading above expected reading level.</p> <p><b>Year 3:</b> 55% reading below expected level, 16% reading at expected level, 29% reading above expected reading level.</p>   | <p><b>Year 1:</b> 67% reading below expected level, 20% reading at expected level, 13% reading above expected reading level.</p> <p><b>Year 2:</b> 54% reading below expected level, 5% reading at expected level, 41% reading above expected reading level.</p> <p><b>Year 3:</b> 39% reading below expected level, 45% reading at expected level, 16% reading above expected reading level.</p>  |
| 2. All year 3-6 students currently sitting between stanine 1-4 will make an accelerated progress of 2 stanine shift in the STAR test through targeted literacy intervention<br>3. All year 3-6 students currently sitting between stanine 5-8 will make at least 1 stanine shift in the STAR test with a focus on vocabulary and paragraph  | <p><b>Year 4 Data:</b> 15% reading at the lower end of the expected level, 85% reading at the expected level</p> <p><b>Year 5:</b> 27% reading below the expected level, 73% reading at the expected level</p> <p><b>Year 6:</b> 46% reading below expected level, 24% reading at the lower end of expected level, 22% reading at expected level, 8% reading above expected level</p>   | <p><b>Year 4:</b> 33% reading at the lower end of the expected level, 67% reading at the expected level</p> <p><b>Year 5:</b> 18% reading below the expected level, 32% reading at the lower end of the expected level, 43% reading at the expected level, 7% reading at higher end of expected level.</p> <p><b>Year 6:</b> 50% reading below expected level, 29% reading at expected level, 13% reading at higher end of expected level, 8% reading above expected level</p> |
| <b>Data Analysis:</b>   | <b>Actions to date:</b>   | <b>Analysis/ Reflection: (so what next?)</b>   |
| <ul style="list-style-type: none"> <li>✘ There were more students reading at the lower end of the expected level in year 4 at the end of the year compared to the beginning.</li> <li>✘ There were more students reading below their expected level in year 1 at the end of the year compared to the beginning.</li> <li>✘ There were less students reading above their expected level in year 3 at the end of the year compared to the beginning.</li> </ul> | <p><b>Syndicate 1:</b></p> <ul style="list-style-type: none"> <li>✘ NE and 6year net testing results used to inform teaching.</li> <li>✘ Not shown in results, based on instructional RR's not stanine.</li> </ul> <p><b>Syndicate 2:</b></p> <ul style="list-style-type: none"> <li>✘ Focus on close prose, vocab building, picture to vocab matching- STAR result, Alphabet activities.</li> <li>✘ STAR analysis- using to inform teaching</li> </ul> | <p><b>Syndicate 1:</b></p> <ul style="list-style-type: none"> <li>✘ Continue to develop analysis of data for further use in planning and teaching.</li> <li>✘ Paper Graphs.</li> <li>✘ Monitoring meetings.</li> <li>✘ Colleague support within syndicate- observations and co-teaching.</li> </ul> <p><b>Syndicate 2:</b></p>   |

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| <p>✘ <i>There was an increase in students reading above their expected level by the end of the year for year 1 and 2.</i></p> <p>✘ <i>By the end of the year:</i></p> <ul style="list-style-type: none"> <li>- <i>23% of year one students reading at or above expected level.</i></li> <li>- <i>46% of year two students reading at or above expected level.</i></li> <li>- <i>61% of year three students reading at or above expected level.</i></li> <li>- <i>67% of year four students reading at or above expected level.</i></li> <li>- <i>50% of year five students reading at or above expected level.</i></li> <li>- <i>50% of year six students achieving at or above expected level</i></li> </ul> | <p><i>programmes.</i></p> <p>✘ <i>Shared reading focus- specific.</i></p> <p><b>Syndicate 3:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Daily SQUIRT/ Reading boxes (Comprehension).</i></li> <li>✘ <i>Fast forward programme (different stanines).</i></li> <li>✘ <i>Rainbow Reading/ Vocab in classes, IWB use.</i></li> <li>✘ <i>Planning based on data from STAR/AsTTLE.</i></li> <li>✘ <i>Analysis of data.</i></li> <li>✘ <i>Professional Discussions.</i></li> </ul> | <p><b>Syndicate 3:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Monitoring meetings to help support teachers with next learning steps.</i></li> <li>✘ <i>Teach reading strategies so students know what they are using.</i></li> <li>✘ <i>Display reading strategies.</i></li> </ul> |
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| <b>Curriculum or Essential Skill Area - Writing</b>                         |   |   |
|---|---|---|
| <b>Year Level:</b> All levels   | <b>Students targeted:</b> All students by the end of the 2009 year  | <b>Budget:</b>  |
| <b>Target:</b>  | <b>Initial Data: (Collected Feb 2009)</b>   | <b>Achieved Outcome: (Collected Nov 2009)</b>   |
| 1. By the end of year 1 all students will be operating between L1i and L1ii | <b>Year 1 Data:</b> 100% working at the lower end of the expected levels  | <b>Year 1 Data:</b> 79% working at the lower end of the expected levels, 16% working at expected level, 5% working above expected level.  |
| 2. By the end of year 2 all students will be operating between L1ii and L2  | <b>Year 2 Data:</b> 56% working below expected level, 22% working at the lower end of the expected levels, 22% working at the expected level                              | <b>Year 2 Data:</b> 20% working below expected level, 41% working at the lower end of the expected levels, 32% working at the expected level, 7% working at higher end of expected level. |
| 3. By the end of year 3 all students will be operating between L2b and L2p  | <b>Year 3 Data:</b> 100% working below the expected level   | <b>Year 3 Data:</b> 68% working below the expected level, 26% working at the lower end of the expected level, 6% working at higher end of expected level.                                 |
| 4. By the end of year 4 all students will be operating between L2b and L2a  | <b>Year 4 Data:</b> 7% working at lower end of expected level, 82% working at expected level, 7% working at higher end of expected level, 4% working above expected level | <b>Year 4 Data:</b> 22% working at lower end of expected level, 78% working at expected level.  |
| 5. By the end of year 5 all students will be operating between L2a and L3b  | <b>Year 5 Data:</b> 7% working below expected level, 89% working at expected level, 4% working at higher end of expected level  | <b>Year 5 Data:</b> 7% working below expected level, 41% working at lower end of expected level, 52% working at expected level  |

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| 6. By the end of year 6 all students will be operating between L3p and L4b  | <b>Year 6 Data:</b> 20% working below expected level, 8% working at lower end of expected level, 59% working at expected level, 10% working at higher end of expected level, 3% working above expected level.  | <b>Year 6 Data:</b> 28% working below expected level, 56% working at expected level, 16% working at higher end of expected level  |
| <b>Data Analysis:</b>   | <b>Actions to date:</b>  | <b>Analysis/ Reflection: (so what next?)</b>  |
| <ul style="list-style-type: none"> <li>✘ <i>At the beginning of the year all year 1 and 3 students were achieving below their expected level and by the end of the year a large percentage were still operating below.</i></li> <li>✘ <i>There were more students writing below their expected level in year 4 and 6 at the end of the year compared to the beginning.</i></li> <li>✘ <i>By the end of the year:</i> <ul style="list-style-type: none"> <li>- <i>21% of year one students achieving at or above expected level.</i></li> <li>- <i>39% of year two students achieving at or above expected level.</i></li> <li>- <i>6% of year three students achieving at or above expected level.</i></li> <li>- <i>78% of year four students achieving at or above expected level.</i></li> <li>- <i>52% of year five students achieving at or above expected level.</i></li> <li>- <i>72% of year six students achieving at or above expected level</i></li> </ul> </li> </ul> | <p><b>Syndicate 1:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Vocabulary focus.</i></li> <li>✘ <i>Begin to look at ESOL and Target students</i></li> <li>✘ <i>LPDP Monitoring Meetings</i></li> </ul> <p><b>Syndicate 2:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Using reference material.</i></li> <li>✘ <i>Moderation and shaping best practice.</i></li> <li>✘ <i>Scan/ use students own work.</i></li> <li>✘ <i>Senses/ graphic organizers.</i></li> <li>✘ <i>Talking about our ideas and recording it to write.</i></li> <li>✘ <i>Disappearing sentences/ definition.</i></li> </ul> <p><b>Syndicate 3:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Focus on vocab, modeling-whole school/syndicate.</i></li> <li>✘ <i>PD- LPDP, Readings, modeling by teacher.</i></li> <li>✘ <i>Analysis of data.</i></li> </ul> | <p><b>Syndicate 1:</b></p> <ul style="list-style-type: none"> <li>✘ <i>Need to focus on Vocabulary and questioning.</i></li> <li>✘ <i>ESOL/ Spelling and letterland programmes.</i></li> <li>✘ <i>Push essential list words/ Parent evening.</i></li> <li>✘ <i>PM- Word cards.</i></li> </ul> <p><b>Syndicate 2:</b></p> <p><b>Syndicate 3:</b></p> <ul style="list-style-type: none"> <li>✘ <i>More focused writing in class.</i></li> <li>✘ <i>Vocab and grammar focus.</i></li> <li>✘ <i>Teacher intervention (Feed forward and back)</i></li> <li>✘ <i>Small group teaching/ needs based.</i></li> <li>✘ <i>Monitoring, student books- marking.</i></li> <li>✘ <i>Teaching a variety of genre from NE onwards.</i></li> </ul> |

Signed: \_\_\_\_\_  
 Karl Vasau- **PRINCIPAL**  
 Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
 Patricia Setefano- **BOT Chairperson**  
 Date: \_\_\_\_\_

