Cambridge East Primary School

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ALWAYS MY BEST

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"Always my Best"

SCHOOL VISION

"Learning together today, empowering citizens of tomorrow."

Students who are:
- Creative and Curious
- Effective communicators
- Self motivated learners
- Innovative thinkers
- Respectful citizens,

And have a "can do" attitude through Resilience.

VALUES

Educational values:
- Excellence
- Cooperation
- Effective communication
- Independence
- Problem solving
- Creativity
- Confidence/self esteem
- Goal setting
- Taking responsibility

OUR BELIEFS

At Cambridge East School we believe that:
- Learning will be a stimulating, challenging experience.
- Learning is a shared partnership-students, staff, whanau/caregivers.
- All people will feel respected and valued.
- A positive, caring and safe environment is important to successful learning.
- All students can learn and find success.
- Collaboration is to be encouraged, as are individual strengths and talents.

In consultation with our school community, these values are priorities for our school:

Virtues values:
- Respect
- Responsibility
- Pride
- Honesty
- Caring

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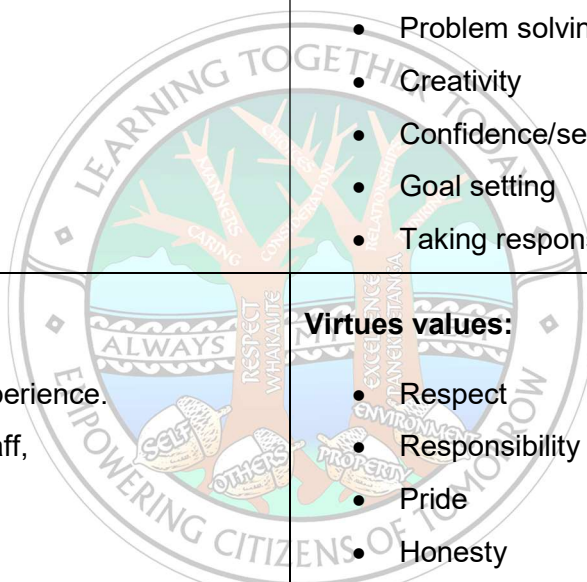
CAMBRIDGE EAST PRIMARY SCHOOL – SCHOOL SETTING

SCHOOL TYPE
Cambridge East is an urban, co-educational state primary contributing school.

SCHOOL COMMUNITY DESCRIPTION
Cambridge East Primary School is situated in the heart of a developing and growing residential area and enjoys proximity to the wonderful historical town of Cambridge as well as the Waikato Countryside and farming communities.
Cambridge is one of the fastest growing towns in the Waikato and enjoys a strong local economy which has brought developing infrastructure, growing population and commerce making both the town and school vibrant, dynamic and full of opportunity.

Cambridge East School is located in the northeastern area of the Cambridge Township. The school was established in 1955 with a four-classroom block and an opening roll of 146. Currently the school comprises 16 classrooms, and an administration area. A variety of facilities are housed within attractive grounds.
These include a multi-purpose room, hall, library, media centre, resource room, swimming pool, storage sheds, 3 adventure playgrounds, 2 shade cloth areas and a shaded sandpit area. Many of these facilities have been gained in recent years as a result of a supportive school community.

While the school community's decile is high, (10), a wide range of occupations is obvious in the families that contribute to the school. A growing percentage of solo parent families are evident also. It is evident that an increasing number of families are relocating from overseas, particularly the UK, and contributing to our school community. The school roll is increasing as more in-fill housing and new subdivisions take effect in the school's catchment area. An enrolment scheme was put in place early in the 2005 school year. This is to manage the growth that is occurring locally, and to prevent overcrowding.

The roll traditionally ranges between 380 - 430 students but due to recent growth the roll is predicted to reach over 500 within the next 3 years. Our students are mainly of European descent; with approximately 11% of the student roll have Maori heritage, with an increasing number of students from overseas origins.

Special features of the school include:
A school graphic (see above) that encapsulates our school's vision for learning, its core values, and the school motto. These are the touchstones that we live by at Cambridge East, and weave through everything we do.

We are fully networked computer access, along with Wi-Fi, in classrooms and administration areas, help to ensure access and learning in ICT for all students and staff.
 A strength in, and commitment to the Performing Arts, Science and Technology curriculum is highlighted by our EnD Day (Enrich and Discover) programme which takes place on Friday's at school in which all students have the opportunity to participate in areas of interest, including learning Musical Instruments.
 An increasing number of special programmes to meet the needs of our students. This includes a commitment to students who are identified as having a gift and/or talent in a particular area. Part-time teacher specialists are employed to teach identified students, as is much of our teacher aide resource.
A commitment to a shared partnership approach in learning; ensuring parents and caregivers are communicated with and informed in a variety of ways, as well as involved directly in all forms of learning.
Our school respects and values diversity, and recognises the unique position of Maori culture and our Unique location within Cambridge. We encourage this through the promotion of te reo and tikanga Maori, which is part of the learning programme that the school provides. The school consults at least annually with the Maori community to report on achievement for Maori students and to develop plans and targets for improvement going forward.
We will take all reasonable steps to provide instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (the Maori language) for students whose parents request it.

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Cambridge East school's motto is **"Always My Best"**, which is an expectation of our school community for the benefit of all students' learning.

CULTURAL DIVERSITY AND MĀORI DIMENSION

How will our school reflect:

New Zealand's cultural diversity

Cambridge East Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the uniqueness and value of all things Maori.

Learners at Cambridge East Primary School will:
- Be accepting of other cultures and differences
- Value each others heritage, culture and people
- Reflect the nature of multiculturalism in classroom activities
- Be involved in Tikanga Maori activities within the school setting (Kapa haka)
- Be able to introduce themselves using a Pepeha
- Be involved in Marae visits, Powhiri and Mihi Whakatau

Staff at Cambridge East Primary School will:
- Actively promote and facilitate cultural awareness, diversity and sensitivity through out the wider curriculum
- Continue to build links with Ngati Haua and Ngati Koroki as our local Mana Whenua along with the local Community Marae and Maungatautari Marae
- Attend Te Reo courses through Nga Hau e Wha (Cambridge Community Marae)
- Will seek opportunities to celebrate our uniqueness and cultural diversity
- Celebrate and acknowledge the cultures and diversity of the students, community and staff.

Groups Consulted: Board of Trustees, Community (Ongoing through community surveys and consultation evenings) along with Whanau hui

The unique position of the Māori culture

The school recognizes the National Education Priorities and is committed to improving the learning outcomes for our Maori students.

For our Learners this means:
- Tikanga Maori will be incorporated in the school curriculum wherever appropriate.
- Kapa Haka opportunities for all students.
- Te Reo incorporated into all class programmes.
- An expectation to develop respect through growing knowledge.
- Experience success as Maori

For our staff this means:
- Showing respect for Maori cultural values and protocols.
- Having high expectations of Maori students.
- Making a genuine effort to use correct pronunciations.
- Understanding and applying basic Tikanga Maori and Te Reo Maori.
- Understanding of what success is celebrated in Maori families
- Be involved with Marae visits

For school leadership this means:
- Analysing achievement related data for Maori students.
- Setting specific targets related to improving achievement levels of Maori students.
- Engagement of the Ka Hikitia strategy

For the Board of Trustees this means:
- Developing appropriate systems for consultation with our Maori community.
- The Board will ensure that all reasonable steps have been taken to provide the teaching of basic Tikanga Maori and Te Reo Maori as per the New Zealand Curriculum. For those parents who wish to have their children taught at a higher level of Te Reo the school is able to direct parents to local options including total immersion teaching.

*Whanau hui to be held. Maori community consulted via survey to ensure that policies, plans and targets for improving achievement of Maori will be established.

STRATEGIC PLAN
2019 - 2021

Cambridge East Primary School

Our Strategic Goals

Provide quality learning opportunities that enable our learners to succeed in a 21st century World

Build our own school culture from within

Sustainability @ Cambridge East School

Our Strategic Initiatives

- Develop and Implement a Digital Curriculum
- Moving our Curriculum to hands on, Play Based authentic learning
- Ensure effective pedagogy to enable quality and purposeful conferencing in all spaces
- Build a Culture of Learning through the 6 Learning Dispositions (6c's)
- Continue to Grow Culture Responsive Practices
- Continue to be part of Te Puna o Kemureti
- Sustain and/or improve learning outcomes for all
- Continue to transition into Flexible Learning Spaces to meet Innovative Practices

Our Strategic Objectives

- Establish the digital learning progressions and learning experiences for our students at each curriculum level.
- Have the identified key learning tools in place to support the learning through a purchase plan
- Development of a Maker Space at CES
- Further enhance our learning through play, activate and getting hooked in Inquiry
- Deliver our Local, National and International History through our Inquiry
- Develop a stand-alone Science and Technology programme at Cambridge East School
- Build capacity for teachers to effectively conference by creating prompts and models of conferencing
- Build capacity for teachers to include conferencing time into their planning
- Complete a literature review around dispositions for learning with Mark Osborne.
- Implement of the 6C's that we will use across the school.
- Grow our Culture Awareness within the Cambridge East community
- Provide cultural learning experiences that align to the specific Inquiries
- Identify and cater for Diverse Learners including Gifted and Talented within CES (2E)
- Continue to develop out our 'Leading from the Middle' through an effective Coaching and Mentoring programme for Teaching Staff
- Reduce disparity for Priority and At Risk Learners
- Continue to work towards 90% or above, for attainment
- Work towards completing our 5 Year Property Plan
- Continue to develop, review and refine Policies to reflect our changes and meet legislation

Our Strategic Measures

- A digital curriculum, via progressions, is implemented as critical part of the Cambridge East Curriculum
- Our Makerspace, tools and equipment are being utilised to deliver our Cambridge East Digital Curriculum
- Play and Hands On activities are incorporated (were possible) into all aspects of learning
- A clear plan for the delivery of Technology and Science at Cambridge East School
- Conferencing to be included in all spaces as part of the Teaching and Learning Cycle
- Learning Dispositions, through 6 learning competencies, will be explicitly planned for and taught
- All learners backgrounds and Cultural Identities are recognised
- The significance of our place, including Local, National and International History are included in CES curriculum
- All learners, including Diverse and Gifted and Talented. needs are meet
- Coaching and Mentoring programmes continues to help develop Teacher Personal and Collective Capital
- All learners reach their full potential
- Redevelopment of Block C
- All legislative requirements met

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ANNUAL PLAN
2019

Cambridge East Primary School

ALWAYS MY BEST

Goal 1: Provide quality learning opportunities that enable our learners to succeed in a 21st century World

Our Strategic Initiatives	Our Strategic Objectives	Our Strategic Measures	Our Strategic Outcome/Annual Report

1.1
Develop and Implement a Digital Curriculum
• Maker Movement
• Tools and Skills
 	
Resources Required
Unit for Leadership
$20,000 funding for Purchase Plan
$5000 for PLD (Inquiry Team)
MakerSpace - Room 18
 	
Lead By
Kathy McIsaac and Digital Learning Inquiry Team
	• Establish the digital learning progressions and learning experiences for our students at each curriculum level.
	
	• Have the identified key learning tools in place to support the learning through a purchase plan
	
	• Development of a MakerSpace at CES
	
	  - Physical space and that include the tools/equipment that need to be there.
	  - Identify where the physical space will be.
	  - Identify the essential items we will need to populate our makerspace with clarity around their purpose - links to Reggio
		• A digital curriculum, via progressions, are implemented as critical part of the Cambridge East Curriculum
		
		• Our Makerspace, tools and equipment are being utilised to deliver our Cambridge East Digital Curriculum
		
		  - By the end of term one 2019 the draft digital progressions will be developed.
		
		  - By the end of term 1 2019 digital learning tools will be purchased in accordance to the purchase plan.
		
		  - 2-3 Workshop sessions held each term to help build capacity and confidence
		
		  - By Term 3 our classes will be accessing the draft digital progressions via learning activities
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	with the provocation around that type of material? - Professional Development to upskill our teachers to deliver the learning experiences. (Explore the concept of a specialist teacher E.g what Kirsty does for inquiry) • By the end of term one, the draft digital progressions are developed and aligned to the digital curriculum and are in place to be trialled and refined for full implementation in 2020 • A Digital Curriculum will be ready to implement by 2020 - draft created in 2019, testing to take place in second half of year. • All teachers will be able to access the tools via our MakerSpace with their students on a regular basis. • Digital Learning team to run workshops to promote the use of tools through skill development for teachers	- Review in Term 4 of the Digital Progressions and suggested learning tools and activities	
1.2 Moving our curriculum to a hands on, play based authentic learning • Science / History (Spiral up) **Resources Required**	Further enhance our learning through play, activate and getting hooked in Inquiry by; • Review how we can incorporate learning through play in the senior end of the school	• Play and Hands On activities are incorporated (were possible) into all aspects of learning • In Term 4 of 2018 we will review our Inquiry Learning "Key Concepts" to ensure opportunity for authentic learning context • Inquiry Planning meeting for 2019 to be held on Thursday 29th November for all teaching and learning staff	•

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Unit for Leadership $5,000 funding for Purchase Plan $5000 for PLD (Inquiry Team) Storage Facility **Lead By** Kate Findlay and Innovative Inquiry Team	• develop a purchase plan to help further enhance our learning through play, activate and getting hooked in Inquiry Deliver our Local, National and International History through our Inquiry Develop a stand-alone Science and Technology programme at Cambridge East School as part of our curriculum; • Review our current Science and Technology delivery as part of our EnD programme	• Follow our purchase plan in Term 1 2019 for new equipment to further develop our Learning through Plan with emphasis on juniors By Rotation 2 of EnD in 2019, have a clear plan for the delivery of Technology and Science at Cambridge East School	
1.3 Ensure effective pedagogy to enable quality and purposeful conferencing in all spaces **Resources Required** Release as part of Leading from the Middle **Lead By** Philippa Burchett and Leading from the Middle	• Build capacity for teachers to effectively conference by creating prompts and models of conferencing • Build capacity for teachers to include conferencing time into their planning • Work with teachers to ensure they strategies and systems in place for the other students while conferencing is taking place • Incorporate Flipped classrooms/learning into our classroom strategies for learning • Coaches and Mentors to work with Teachers in Term 1 and 2 to develop out strategies to be able to allow time for conferencing	• Conferencing to be included in all spaces as part of the Teaching and Learning Cycle • Term 1 we will develop the key aspects of an effective conference • By Term 2 all teachers to include conferencing time in their weekly timetable (evidenced via TiA) • Mentor/Coach to observe effective conferencing by the end of Term 4 • Term 3 looking to explore the concept and rationale behind flipped learning • Term 4 develop an Action Plan for 2020 to ensure a successful integration of flipped learning	•

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Goal 2:   Build Our Own Culture from Within

Our Strategic Initiatives	Our Strategic Objectives	Our Strategic Measures	Our Strategic Outcome/Annual Report
2.1 Build a Culture of Learning through the 6 Learning Dispositions (6c's) • Awareness of descriptors and statements • Unpack and develop CES Matrices	• Complete a literature review around dispositions for learning with Mark Osborne. • Implement the 6C's that we will use across the school. • Identify our own set of dispositions for learning • Build spiral up matrixes underneath the 6C's • Build teacher capacity to assess learners dispositions through the 6C's. • Modify the formalised reporting to acknowledge the 6C's • Inform the key stakeholders of the change of direction from the Key Competencies to the 6C's	• Learning Dispositions, through 6 learning competencies, will be explicitly planned for and taught • By the End of term 1 Senior Management would have completed a literature review with Mark Osborne and the 6C's will be finalised. • By the End of Term 3 the 6C's matrixes will be ready for the key stakeholders to implement, review and modify. • By the end of Term 4 the 6C's will be finalised ready for full implementation in 2020.	•
2.2 Continue to Grow Culture Responsive Practices • Local, national and international history • Placed based learning	Grow our culture awareness within the Cambridge East community • Identifying the key points in the year that we need to celebrate • Continue to extend the ability of our teachers to provide	All learners backgrounds and Cultural Identities are recognised The significance of our place, including Local, National and International History are included in CES curriculum	•

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• Meeting the Needs of Diverse Learners **Resources Required** Unit for Leadership $7,000 funding for Purchase Plan $10,000 for PLD Space for Waharoa **Lead By** Lee Bird and Culturally Responsive Team	effective language learning (pronunciation/purpose/context) • Continue to develop our understanding of our cultural identity at CES - our history is reflected in our kapa haka uniforms, carvings and images displayed around the school, a local pepeha for our school for students to use and identify with in our setting. Provide cultural learning experiences that align to the specific Inquiries • Have a built in Marae trip each year. (tied into a celebration?) • Further develop our kapa haka groups. • Further develop our connection with the community and whanau to assist with learning experiences for our students. Identify and cater for diverse learners including Gifted and Talented within CES (2E); • Develop our own frameworks Work with Brooke Trenwith to	Involvement in Waikato Maori Achievement Challenge in 2019 Staff to be offered development in Reo via local Marae and/or Te Wananga o Aotearoa Visit Wairarapa in Term 1 to Masterton Intermediate/Tainui Full Primary to see how they developed Ko Wairarapa Haka and how they run Culture groups In Term 1 develop a system for teachers to share the use of Reo in the classroom - Implement in Term 2 By the end of Term 1, have research completed in our school designs Term 2 identify where our *He Waharoa* (gateway) should be located. Design up and check with local iwi By the end of Term 3, have Waharoa structure in place, hopefully ready to be carved Term 4 2018, develop out our own domains and statements for areas of giftedness Teacher only Day 2019 - unpack identification tool with staff to ensure we are ready to gather information about learners in Term 1 All learners, including Diverse and Gifted and Talented, needs are meet	
2.3 Continue to be part of Te Puna o Kemureti	Continue to develop out our 'Leading from the Middle' through an effective	Coaching and Mentoring programmes continues to help develop Teacher Personal and Collective Capital	•

• Leading from the Middle **Resources Required** Release built into Staffing for 10 blocks of Coaching for all Teaching staff a year Approx. $6,400 of extra relievers **Lead By** Hamish Fenemor and Leading from the Middle (CoL Team)	Coaching and Mentoring programme for Teaching Staff • Review of our Spiral of Inquiry to include a component of peer/group review and sharing • Ensure an even spread for coaches in 2019 • Coach and Mentors to further develop their own knowledge of the development of Professional Capital via a book study of Coherence • Allowance for each teacher to be involved in 10 sessions of coaching for the year	Coaching team to meet every term to outline areas of development to share knowledge Coaching sessions for each teacher will include; • 2 in Term 1 • 3 in Term 2 • 3 in Term 3 • 2 in Term 4 Sharing of Inquiries within Syndicates to take place in Term 4, updates to be included as part of Centre Meetings	

Goal 3:   Sustainability @ Cambridge East School

Our Strategic Initiatives	Our Strategic Objectives	Our Strategic Measures	Our Strategic Outcome/Annual Report
3.1 Sustain and/or improve learning outcomes for all	• Reduce disparity for Priority and At Risk Learners	• All learners reach their full potential • Review of Goals from live data from tracking each term • Syndicate meeting every 3 weeks to monitor progress, to identify strategies	•

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		• and programmes to ensure all students experience acceleration • Mid and End of Year Reporting to Board	
	• Continue to work towards 90% or above, for attainment	• Continue to review effectiveness of our planning and assessment expectations • Follow Planned Actioned as outlined in our Curriculum Review from 2018 data •	•
	• Work towards completing our 5 Year Property Plan	• Redevelopment of Block C plans completed and finalised by beginning of Term 1 • Tender Documents completed and call for tenders by the end of Term 2 • Start work by Term 3, if not, hold until December • Address issues raised in Conditioning Reporting • Complete painting as per our schedule • Explore repaint of the school, 3 quotes for this work	•
	• Continue to develop, review and refine Policies to reflect our changes and meet legislation	• All legislative requirements are met • Clearly defined Action Plan to help ensure we are in a cycle of review, this also includes assurance of meeting requirements • Monthly Board Meetings to review Policies and Procedures • Consultation with Board, Staff and Community around Policy and Procedural review • Share the school story over the last 5 years when promoting Board Elections and with new	•

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BOARD WORK PLAN

	Feb	Mar	May	June	July	August	Sept	Oct	Nov	Dec
Dates of Meetings	20th Feb	20h Mar	15th May	19th June	24th July	21st August	25th Sept	23rd October	20th November	TBC – 4th December
Professional Learning	Inclusive Practices / Action Plan for Inquiry Teams		Report to BoT in regards to Inquiry Teams		Mid Year review of Inquiry Teams			End of Year review of Inquiry Teams		
School, Team targets	Confirm School targets identified and included in School Charter.	Centre overviews for learning completed goals set for All targets set/action plans/Overviews completed	Ongoing target group interventions and monitoring. All Learning Support Programmes Action Plans Finalised	Collection and analysis of target group data to date.	BOT reporting- progress on school, team targets (Literacy, Maths leaders)	Review mid-year data. Continue with target groups, review goals. Review of Target groups, interventions to meet school wide targets			Collate and analyse school wide data including target group achievement. Curriculum Teams to review targets to be presented to the board	Reporting to Community
Quality Assurance	Job descriptions, performance agreements completed, circulated Class descriptions written.	Appraisal- Environment and Goals Checks Doing our Bit for the Team Length of school year Police Vetting – Non Teaching Staff EEO Policy Risk Management Medicines, Minor/Moderate Injury or Illness		Appraisal goals and plans set- reflective discussion, including planning and assessment. SUE Reports Abuse Recognition and Reporting Digital Technology and Cyber Safety	Evacuation Procedure / Emergency Kit Student Attendance		Appraisal of the Principal Physical Restraint Risk Management Safety Management Plan Surrender and Retention of Property and Searches International Students	Reflective discussion for appraisal including planning/assessment discussions Appointments	Teacher Attestations Support staff appraisals Reading Recovery / Literacy Support Attestation / Teacher Registration Provisionally Registered Teachers SUE Reports Length of School Year	

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Assessment and Reporting (ref also to assessment & reporting timeline)	Assessment information collected on all students (see reporting and assessment plan) Student portfolios begin "Meet the teacher" Evening- Week 3 BOT reporting- school targets included in Goal Setting	Community Information evening (Feedforward/ back in regards to reporting to parents) Report/Engaging the Maori Community Charter, AoV Submitted	Evidence of learning progress through Portfolios sent home at end of term 1 3 Way Conference discussions – Goal Setting (week 7)	Collection of data school wide. Health Education / Curriculum Consultation	BOT reporting- Literacy and Maths target update Written reports home Learning Portfolios home			Inquiry Learning Report to Board	BOT reporting- Target groups achievement. Learning summary report written for student portfolios. Student Led Conferences.	BOT reporting- Schoolwide data, Target groups achievement, Semester reports, and Community Consultation on future recommendations.
Policy Procedure Review		**NAG 4:** Financial and Property Management **NAG 5:** Alcohol, drugs and other Harmful Substances Swimming Pool	**NAG 2:** Reporting to Parents	**NAG 1:** Curriculum and Student Achievement	**NAG 5:** Emergency Planning and Procedures	**NAG 4:** Property Management	**NAG 6**	Budget Development	**NAG 1** Education Outside the Classroom **NAG 5:** Sun Protection	
Property/ Finances	Review of 2018 Final Accounts	Review Policies and Procedures	5ya Review			Budget Review	Insurances	Budgets close Painting and Maintenance Requirements for holidays identified 5 ya and 10 year Property Plans	2019 Budget Meeting /	Sign off 2019 Budget

ASSESSMENT AND REPORTING IMPLEMENTATION PLAN 2019

Cambridge East School Assessment Schedule 2019

	Term One	Term Two	Term Three	Term Four
Reading	<u>Week 2</u>: Start Point Data recorded on achievement tracking sheets <u>Week 3 - 5</u>: Initial Running record Y1 - Y3 and any student below expectations Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet.	Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 9</u>: Mid year gain recorded on achievement tracking sheet.	Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 8 & 9</u>: Y4-6 PAT Comprehension/Vocab Learning appropriate Y3's to be included.	Ongoing Running Records/PROBE/PM2 - record data on achievement tracking sheet <u>Week 7</u>: 2019 Endpoint Data and gains recorded on achievement tracking sheet.
Writing	<u>Week 2</u>: Start Point Data recorded on achievement tracking sheets Ongoing conferencing based on the writing progressions. Individual Writing Sample (Analysed using Writing Progressions) <u>Week 2</u>: Schonell Spelling Assessment - recorded on achievement tracking sheets and EDGE. <u>Week 4</u>: Essential List spelling assessment - recorded on achievement tracking sheets. New learners - Full Assessment Current Learners - from end point from 2017 <u>Week 6 - 8</u> - Writing Point in Time. Student analysed with their current learning progression. <u>Week 9</u>: Writing Sample e-asTTle	Ongoing conferencing based on the writing progressions. Individual Writing Sample (Analysed using Writing Progressions) <u>Week 9</u>: Mid year gain recorded on achievement tracking sheet. <u>Each Term</u>: Spelling assessment each term when the student is ready - recorded on achievement tracking sheets. If using in portfolio, then the assessment should be no older than 6 weeks.	Ongoing conferencing based on the writing progressions. <u>September</u>: Writing Sample e-asTTle <u>Each Term</u>: Spelling assessment each term when the student is ready - recorded on achievement tracking sheets. If using in portfolio, then the assessment should be no older than 6 weeks.	Ongoing conferencing based on the writing progressions. Individual Writing Sample (Analysed using Writing Progressions) <u>Week 4</u>: Essential List spelling assessment - recorded on achievement tracking sheets. <u>Week 5</u>: Schonell Spelling Assessment - recorded on achievement tracking sheets and EDGE. <u>Week 7</u>: 2019 End Point Data and gains recorded on achievement tracking sheet.

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Maths	Week 2: Start Point Data recorded on achievement tracking sheets Term based snapshots Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets (new and target students to be a priority) *(Interview 1 or 2) All learners to be Glossed by Mid Year* Recommendation - All new 4 - 6 students are to undergo an AWS assessment.	PAT Maths Week 3 and 4 Term based snapshots Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets. *(Interview 1 or 2)* Week 9: Mid year gain recorded on achievement tracking sheet.	Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets. *(Interview 3 or 4)* Term based snapshots	Ongoing GLOSS (conferencing) /JAM - recorded on achievement tracking sheets *(Interview 3 or 4) All learners to be Glossed by Year's end* Term based snapshots. Week 2: Y 4 - 6 AWS All Strands (Capable Year 3's) *Marked and recorded on AWS Spreadsheet by the end of week 4* Week 7: 2019 Endpoint Data and gains recorded on achievement tracking sheet.
Other	School Entry assessment (within first month, repeat at 3 & 6 months if required) 6 year Observational Survey (as students turn 6) *Running Records Y1-3: JAM included in both 5/6 year checks*	NE assessment (within first month) 6 year Observational Survey (as students turn 6) *Running Records Y1-3: JAM included in both 5/6 year checks*	NE assessment (within first month) 6 year Observational Survey (as students turn 6) *Running Records Y1-3: JAM included in both 5/6 year checks*	NE assessment (within first month) 6 year Observational Survey (as students turn 6) *Running Records Y1-3: JAM included in both 5/6 year checks*
EDGE	Timatanga reading data on EDGE each month. Year 3 - 6 reading target students data on EDGE once a term. Schonell Spelling Assessment e-asTTle Writing	Timatanga reading data on EDGE each month. Year 3 - 6 reading target students data on EDGE once a term. ***Week 5 (Fri): Curriculum Standard data on EDGE*** ***Week 7 (Fri): Latest GLOSS/JAM data on EDGE***	Timatanga reading data on EDGE each month. Year 3 - 6 reading target students data on EDGE once a term. e-asTTle Writing PAT results	Timatanga reading data on EDGE each month. Year 3 - 6 reading target students data on EDGE once a term. ***Week 5 (Fri): Curriculum Standard data on EDGE*** ***Week 7: Final curriculum levels (including spelling) on EDGE***
Achievement Tracking	Achievement Tracking up to date Friday 29th March (week 9)	Week 9: Mid year gain recorded on achievement tracking sheet.	Achievement Tracking up to date Friday 20th September	Week 7: 2019 Endpoint Data and gains recorded on achievement tracking sheet.

Reporting	Meet the Teacher - Week 3 *Wednesday 13th February* Learning Goals - Week 8 onwards *Late Night - Tuesday 26th March (2.15 - 5.30, 6pm - 8pm)* Learning Portfolio home Week 11 (Fri)	Reports to Centre 2ic Week 7 *(Thursday 13th June)* Reports to SL Week 8 (*21st June*) Reports and Learning Portfolios home Week 10 *Wednesday 3rd July*	Learning Goals - Week 2 Onwards Tuesday 30th July *(2.15 - 5.30, 6pm - 8pm)* Learning Portfolio home Week 10	Reports to Centre 2ic Week 5 *(15th Nov)* Reports to SL Week 6 (*22nd Nov*) Reports home Friday week 7 *Friday 29th November*

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REVIEW OF 2018 TARGETS AND TARGET SETTING FOR 2019 (AoV)

NEW ZEALAND CURRICULUM WRITING TARGET - END of YEAR REVIEW 2018						
	WELL BELOW	**BELOW**	**AT**	**ABOVE**	**% WELL BELOW OR BELOW**	**% AT OR ABOVE**	**SAME COHORT 2017 AT/ABOVE** Mid End
BOYS	1% (2) **1.5% (3)**	10.4% (20) **12.3% (25)**	87.5% (168) **79.3% (161)**	1% (2) **6.9% (14)**	11.4% (22/192) **13.8% (28/203)**	88.5% (170/192) **86.2% (175/203)**	85.7% (162/189) **86.3% (169/196)**
GIRLS	1.5% (3) **0.5% (1)**	7.2% (14) **9.3% (19)**	85.1% (165) **77% (157)**	6.2% (12) **13.2% (27)**	8.7% (17/194) **9.8% (20/204)**	91.3% (177/194) **90.2% (184/204)**	89.9% (170/189) **91.0% (172/189)**
ALL	1.3% (5) **1% (4)**	8.8% (34) **10.8% (44)**	86.3% (333) **78.1% (318)**	3.6% (14) **10.1% (41)**	10.1% (39/386) **11.8% (48/407)**	89.9% (347/386) **88.2% (48/407)**	88% (336/382) **88.5% (341/385)**
MAORI	0 **0**	15.4% (6) **31.8% (14)**	82% (32) **61.4% (27)**	2.6% (1) **6.8% (3)**	15.4% (6/39) **31.8% (14/44)**	84.6% (33/39) **68.2% (30/44)**	71.4% (25/35) **79.6% (39/49)**
MAORI Boys	0 **0**	10.5% (2) **31.6% (6)**	89.5% (17) **63.2% (12)**	0 **5.3% (1)**	10.5% (2/19) **31.8% (6/19)**	89.5% (17/19) **68.5% (13/19)**	61.1% (11/18) **70.6% (12/17)**
PASIFIKA	0 **0**	0 **33.3% (1)**	100% (3) **66.7% (2)**	0 **0**	0 **33.3% (1/3)**	100% (3/3) **66.7% (2/3)**	75% (3/4) **100% (11/11)**
MELAA	0 **0**	0 **0**	100% (1) **100% (1)**	0 **0**	0 **0**	100% (1/1) **100% (1/1)**	Not Reported on in 2017
ASIAN	7.1% (2) **3.7% (1)**	3.6% (1) **22.2% (6)**	89.3% (25) **70.4% (19)**	0 **3.7% (1)**	10.7% (3/28) **25.9% (7/27)**	89.3% (25/28) **74.1% (20/27)**	85.7% (18/21) **84% (21/25)**
NZ EURO/OTH	1% (3) **_**	8.3% (26) **_7% (22)**	86.5% (271) **81.4% (267)**	4.2% (13) **11.0% (36)**	9.3% (29/313) **7.6% (25/328)**	90.7% (284/313) **92.4% (303/328)**	90.2% (285/316) **90% (263/292)**

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	WELL BELOW	BELOW	AT	ABOVE	% WELL BELOW OR BELOW	% AT OR ABOVE	SAME COHORT 2017 AT/ABOVE Mid & End
NEW ZEALAND CURRICULUM WRITING TARGET - END of YEAR YEAR REVIEW 2018							
After 1 Year	0 **0**	0 **0**	100% (52) **100% (52)**	0 **0**	0 **0**	100% (52/52) **100% (52/52)**	New to school
After 2 Years	0 **0**	0 **9% (6)**	96.8% (61) **85.1% (57)**	3.2% (2) **6% (4)**	0 **9% (6/67)**	100% (63/63) **91.1% (61/67)**	100% (58) **97.1% (66/68)**
After 3 Years	1.5% (1) **0**	14.9% (10) **18.9% (14)**	83.6% (56) **78.4% (58)**	0 **2.7% (2)**	16.4% (11/67) **18.9% (14/74)**	83.6% (56/67) **81.1% (60/74)**	96.9% (63/65) **89% (57/64)**
End of Year 4	3.3% (2) **3% (2)**	9.8% (6) **10.4% (7)**	83.6% (51) **79.1% (53)**	3.3% (2) **7.5% (5)**	13.1% (8/61) **13.4% (9/67)**	86.9% (53/61) **86.6% (58/67)**	79.6% (47/59) **84.6% (44/52)**
End of Year 5	1.5% (1) **2.9% (2)**	10.6% (7) **13% (9)**	86.4% (57) **68.1% (47)**	1.5% (1) **15.9% (11)**	12.1% (8/66) **15.9% (11/69)**	87.9% (58/66) **84% (58/69)**	86.2% (56/65) **87.5% (56/64)**
End of Year 6	1.3% (1) **1.3% (1)**	14.3% (11) **9% (7)**	72.7% (56) **65.4% (51)**	11.7% (9) **24.4% (19)**	15.6% (12/77) **10.3% (8/78)**	84.4% (65/77) **89.7% (70/78)**	81.33% (61/75) **84.6% (60/71)**

2018 TARGET: MID YEAR ANALYSIS
To have 85 - 90% of students at CES working at or above Curriculum Standard in Writing.

We currently have 89.9% of students achieving 'At or Above' in relation to The New Zealand Curriculum Standards.

Target Groups 2018
- Maori Boys - to continue to track the achievement of Maori Boys as a cohort in alignment with the CoL focus.
- Maori writers - To bring the Maori cohort closer to the 85% target of their counterparts (79.6% at the end of 2017)
- Year 4 writers - there has been a decline over the last two reporting periods.

To do this we need to:
- Continue to explicitly use the writing progressions with all learners to make the learning transparent and clear.
- Target 13 out of the 39 learners tracking below. With explicit and targeted teaching these 13 learners have the capacity to make accelerated gains in writing and move from 'below' to 'at'. We will continue to work alongside the other learners to implement specific teacher and learning to continue their progress as well. The other learners all have contributing factors that we need to take into consideration.
- Continue to track Maori Boys separately and overtime.
- Carefully monitor the teaching and learning of our Year 4 cohort.

How:
- Tracking learners in centre and syndicate meetings.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching writing.
- Making learning explicit through the use of learning progressions.
- Continue to implement and monitor the teaching of our ESOL learners as they make up 4/39 of our learners tracking below.

DATA ANALYSIS: (Mid Year 2018)

Reflecting upon the Writing data across the school:
- 39 Maori learners are reported on in this analysis. There are 5 exclusions due either being new at Cambridge East, or currently sitting in Year 0. For our school tracking purposes we track 53 Maori learners. The discrepancy in numbers in due to MUSAC only collating data from learners with Maori as their first ethnicity.
- Majority of our Cohorts have achieved our target of having between 85 - 90% of students at CES working at or above Curriculum Standard in Writing. Our Year 3 cohort are sitting at 83.6% and our Maori cohort 84.6%
- Majority of cohorts have comparative achievement with the 2017 End of Year data.
- The current year 3 cohort has continued their backwards track since the same reporting period in 2017. 96.9% mid 2017 to 83.6% mid 2018. This however is a consistent pattern for our Year 3 cohort across the last 2 years.

PROGRESS STATEMENT: (comparing groups of students' from previous year's and this year's data)
- Our Maori cohort has continued their upward trend. In a direct comparison with the same reporting period in 2017,this cohort has made a 13.2% increase in their writing achievement.
- Our Maori Boys cohort has made significant gains from the same reporting point in 2017. There has been at 28% increase (61.1% 2017 - 89.5% 2018)
- Our Asian cohort (made up from learners across India, China, Nepal, Japan, Indonesia, Cambodian, Laos) have had a 3.6% increase in their writing achievement. This cohort is experiencing growth in numbers in our setting.
- The year 4 cohort has had a 2 year pattern of declining achievement in writing. However this reporting period highlights an upward trend. There has been a 7% (79.6% '17- 86.9% '18) increase in their achievement over the past year. This cohort will continue to monitored as they move into Level 3 of the New Zealand Curriculum.
- The current year 3 cohort have experienced a decrease in their achievement since the same reporting period in 2017. They were achieving at 96.9% mid 2017 to 83.6% mid 2018. This however is a consistent pattern for our Year 3 cohort (regardless of learners) across the last 2 years.

Screenshot

2018 TARGET: END OF YEAR ANALYSIS
To have 85 - 90% of students at CES working at or above Curriculum Standard in Writing.

Target Groups 2018
- Maori Boys - to continue to track the achievement of Maori Boys as a cohort in alignment with the CoL focus.
- Maori writers - To bring the Maori cohort closer to the 85% target of their counterparts (79.6% at the end of 2017)
- Year 4 writers - there has been a decline over the last two reporting periods.

To do this we need to:
- Continue to explicitly use the writing progressions with all learners to make the learning transparent and clear.
- Target 13 out of the 39 learners tracking below. With explicit and targeted teaching these 13 learners have the capacity to make accelerated gains in writing and move from 'below' to 'at'. We will continue to work alongside the other learners to implement specific teacher and learning to continue their progress as well. The other learners all have contributing factors that we need to take into consideration.
- Continue to track Maori Boys separately and overtime.
- Carefully monitor the teaching and learning of our Year 4 cohort.

How:
- Tracking learners in centre and syndicate meetings.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching writing.
- Making learning explicit through the use of learning progressions.
- Continue to implement and monitor the teaching of our ESOL learners as they make up 4/39 of our learners tracking below.

DATA ANALYSIS: (End of Year 2018)

We conclude 2018 with 88% of our learners at Cambridge East achieving 'At' or 'Above' the expectation in relation to the New Zealand Curriculum.

Reflecting upon the Writing data across the school:
- Overall the writing achievement across the school is comparable with the mid year achievement data.
- We will need to look critically at the achievement of our Maori cohort and look at our practice in 2019 in order to move their achievement once again. (See below).
- We have moved 27 learners into the 'Above' category for writing. This equates to 6% of our overall cohort.

PROGRESS STATEMENT: (comparing groups of students' from previous year's and this year's data)
- Our Maori cohort has experienced a significant drop in their overall achievement. At mid year they were tracking at 85% At or Above, they are now sitting at 68% - a 17% decline. There are some contributing factors to explain the growth of the learners sitting below. We have 3 new learners in this category. There are home circumstance and attendance factors with these 3 learners. 4 learners were sitting in the 'At' category at mid year. It is important to note that these 4 learners were just within this category. As the year has progressed, all 4 have dropped to 'below'. Two of these learners have had significant home circumstance during the course of the year. This accounts for 7 of the learners now sitting below.
- The above statements have a direct impact on our Maori Boys cohort, as 4 of the 7 learners who are now tracking below are boys. This has meant that their achievement mirrors the overall Maori cohort. They have dropped 16% to be also sitting at 68%.
- Our Asian cohort have also experienced a decline in data. This cohort has dropped 15%. It is important to note due to the incline in what is expected over the course of the year, the learners sitting below or sitting just within the expectation haven't made the same gains of their counterparts. They are also sitting in the senior end of the school where the focus is more on the purpose of writing rather than the mechanics.
- Our Year 3 cohort has experienced a decline for the 4th reporting period. There achievement 97%, 89%, 83% and now 81%. In the below category there are 5 learners who have and continue to experience significant home circumstances, 2 new learners and 1 ESOL learner.
- Our Year 5 Cohort has experienced a 3% decline to 84%. 6 out of the 9 learners have contributing factors.

Screenshot

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MID YEAR ANALYSIS

AREAS OF STRENGTH:
- Boys and girls across the school are tracking above their 2017 End of Year data results
- The discrepancy between Maori and Non Maori has continue to decrease. Mid Year data in 2017 highlighted there was a 16.6% discrepancy. This narrowed to 8.9% by the end of the year. The discrepancy has continued move closer to a parallel. The difference between our Maori and Non Maori cohort is now 5.3%.
- Year 2 Writers 100% 'At or Above'. The Yolanda Soryl Phonics programme is fully implemented throughout Timatanga. There is targeted teaching according to need. Learning Assistants work within this programme, targeting specific learners.
- An area of strength has been the sustainability of our data from 2017. We were cautious in presenting this data, but it is now time to celebrate both the upward trend in data and subsequent capacity growth in our teachers.

AREAS FOR IMPROVEMENT:
- Tracking and targeting our learners who are currently sitting below expectation.
- Continued professional learning for teachers to triangulate and assess writing using our teacher progressions.

BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT:
- We need to strengthen our conversations in centre meetings around what we are explicitly implementing for our target learners. Although these conversations are occurring we have the opportunity to deepen these. This in turn will highlight possible strategies for teachers to use, perhaps strategies that they haven't considered.

Screenshot

MID YEAR ANALYSIS
PLANNED ACTIONS FOR LIFTING ACHIEVEMENT:
- Continuation of the cross grouping of the Yolanda Soryl Phonics Programme within Timatanga. This is also being extended to year 3 and 4, ESOL and Speech Language.
- Dyslexia screening for identified learners. Since the conclusion of 2017 we have offered free screening with the Davis Centre to 7 learners.
- Modify the way we track our target learners across the school to show progress and gains overtime.
- Explicit conversations in Centre and Syndicate meetings around the 'how' we move our target learners.
- Senior Leadership monitoring of class/space achievement tracking to identify 'at risk' learners.
- Tracking learners in centre and syndicate meetings regularly throughout each term.
- Achievement tracking sheets
- Continue to use the Double Dip approach to meet the needs of our target learners.
- Consistent use of Assessment folders and Learning Placemats for learners to clear about their learning. (this is linked to the use of learning progressions)
- Use of learning progressions for planning.
- Spreading the practice of constructing detailed and sequential planning for instructional sessions in all classes. The aim is to ensure that our teaching is clearly linked to the intended learning. It will also encourage teachers to keep the learning on point.
- Continue to intentionally track our Maori learners over the course of the year. This can be achieved through centre,syndicate and senior leadership meetings.
- Continue to encourage and provide an environment that allows parents to come in to assist with learning.

Possible Targets for 2019
Sustaining the achievement of the Maori cohort.
Accelerating the current Year 3 cohort. Reduce the number of learners tracking below expectation.

Difference identified between the aims, targets and the outcomes

Maori writers - To bring the Maori cohort closer to the 85% target of their counterparts (79.6% at the end of 2017)

We have brought the Maori cohort closer to achievement of their Non Maori counterparts. There are now achieving 0.6 off our set target of 85 - 90%.The discrepancy between Maori and Non Maori has continue to decrease. The current difference between our Maori and Non Maori cohort is now 5.3%.

Year 4 writers - there has been a decline over the last two reporting periods.

This cohort has experienced an upward trend of 7% during this reporting period. The are now achieving at 86.9% 'At or Above'. There are 8/61 learners tracking below.

Screenshot

END OF YEAR ANALYSIS

Possible Targets for 2019
1. To increase the achievement of the Maori cohort. The aim is to halve the number of learners tracking below, from 14 learners to 7 by 2019 years end.
2. Accelerating the current Year 3 cohort. Reduce the number of learners tracking below expectation. Halve the number of learners tracking below.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT in 2019:
All the planned actions from 2018, plus:
1. Critically look at reasons why Maori learners have dropped in their achievement.
2. Bring the focus back to progressions. Some classes may have vared away slightly from the progressions and the learner use and understanding of them.
3. Clearly link progressions to learning placemats and make them explicit and evident in all classrooms and understood by the learner.
4. Double dip approach back to the forefront of what we do in both senior centres.

Difference identified between the aims, targets and the outcomes

Maori writers - To bring the Maori cohort closer to the 85% target of their counterparts (79.6% at the end of 2017)

We have brought the Maori cohort closer to achievement of their Non Maori counterparts. There are now achieving 0.6 off our set target of 85 - 90%.The discrepancy between Maori and Non Maori has continued to decrease. The current difference between our Maori and Non Maori cohort is now 5.3%.
Our Maori cohort has experienced a significant drop in achievement. (see data). This will need to be a explicit focus cohort again for 2019.

Year 4 writers - there has been a decline over the last two reporting periods.

This cohort has experienced an upward trend of 7% during this reporting period. The are now achieving at 86.9% 'At or Above'. There are 8/61 learners tracking below.
Our Year 4 cohort have maintained their achievement from mid year (86.6), even with 6 new learners. We will continue to monitor this cohort as they transition into Year 5 with a new curriculum level.

Screenshot

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	WELL BELOW	BELOW	AT	ABOVE	% WELL BELOW OR BELOW	% AT OR ABOVE	SAME COHORT 2017 AT/ABOVE Mid & End
BOYS	1% (2) 1% (2)	9.9% (19) 8.4% (17)	82.3% (158) 74.9% (152)	6.8% (13) 15.8% (32)	10.9% (21/192) 9.4% (19/203)	89.1% (171/192) 90.6% (184/203)	85.7% (161/189) 90.8% (178/196)
GIRLS	1.5% (3) 1% (2)	10.3% (20) 12.3% (25)	72.2% (140) 66.2% (135)	16% (31) 20.6% (42)	11.8% (23/194) 13.3% (27/204)	88.2% (171/194) 86.7% (177/204)	88.9% (168/189) 93.7% (177/189)
ALL	1.3% (5) 1% (4)	10.1% (39) 10.3% (42)	77.2% (298) 70.5% (287)	11.4% (44) 18.2% (74)	11.4% (44/386) 11.3% (46/407)	88.6% (342/386) 88.7% (361/407)	87.2% (333/382) 92.2% (355/385)
MAORI	0 2.3% (1)	15.4% (6) 22.7% (10)	74.4% (29) 63.6% (28)	10.3% (4) 11.4% (5)	15.4% (6/39) 25% (11/44)	84.7% (33/39) 75% (33/44)	82.9% (29/35) 89.8% (44/49)
PASIFIKA	0 0	0 0% (0)	100% (3) 100% (3)	0 0	0 0	100% (3/3) 100% (3/3)	75% (3/4) 100% (11/11)
MELAA	0 0	0 0	100% (1) 100% (1)	0 0	0 0	100% (1/1) 100% (1/1)	Not Reported on in 2017
ASIAN	7.1% (2) 0	14.3% (4) 33.3% (9)	75% (21) 59.3% (16)	3.6% (1) 7.4% (2)	21.4% (6/28) 33.3% (9/27)	78.6% (22/28) 66.7% (18/27)	81% (17/21) 88% (22/25)
NZ EURO/OTH	1% (3) 0.9% (3)	8.9% (28) 6.7% (22)	77.6% (243) 72.3% (237)	12.5% (39) 20.1% (66)	9.9% (31/313) 7.6% (25/328)	90.1% (282/313) 92.4% (303/328)	88.3% (279/316) 92.8% (271/292))

Screenshot

NEW ZEALAND CURRICULUM READING TARGET - MID YEAR YEAR REVIEW 2018

	WELL BELOW	BELOW	AT	ABOVE	% WELL BELOW OR BELOW	% AT OR ABOVE	SAME COHORT 2017 AT/ABOVE Mid & End
After 1 Year	0 **0**	1.9 *(1)* **0**	96.2% *(50)* **98.1% *(51)***	1.9 *(1)* **1.9% *(1)***	1.9% *(1/52)* **0% *(0/52)***	98.1% *(51/52)* **100% *(52/52)***	New to School
After 2 Years	0 **0**	23.8% *(15)* **17.9% *(12)***	69.8% *(44)* **62.7% *(42)***	6.3% *(4)* **19.4% *(13)***	23.8% *(15/63)* **17.9% *(12/67)***	76.1% *(48/63)* **80.1% *(53/67)***	100% *(58)* **95.6% *(65/68)***
After 3 Years	1.5% *(1)* **1.4% *(1)***	9% *(6)* **14.9% *(11)***	70.1% *(47)* **63.5% *(47)***	19.4% *(13)* **20.3% *(15)***	10.5% *(6767)* **16.3% *(60/74)***	89.5% *(60/67)* **83.8% *(60/74)***	87.7% *(57/65)* **93.8% *(60/64)***
End of Year 4	4.9% *(3)* **3% *(2)***	6.6% *(4)* **10.4% *(7)***	82% *(50)* **79.1% *(53)***	6.6% *(4)* **7.5% *(5)***	6.6% *(7/61)* **13.4% *(9/67)***	87.1% *(54/61)* **86.6% *(58/67)***	89.8% *(53/59)* **92.3% *(48/52)***
End of Year 5	1.5% *(1)* **1.4% *(1)***	9.1% *(6)* **8.7% *(6)***	77.3% *(51)* **69.6% *(48)***	12.1% *(8)* **20.3% *(14)***	10.6% *(7/66)* **10.1% *(7/69)***	89.4% *(59/66)* **89.9% *(62/69)***	76.9% *(50/65)* **87.5% *(56/64)***
End of Year 6	0 **0**	9.1% *(7)* **7.7% *(6)***	72.7% *(56)* **59% *(46)***	18.2% *(14)* **33.3% *(26)***	9.1% *(7/77)* **7.7% *(6/78)***	90.9% *(70/77)* **92.3% *(72/78)***	85.4% *(64/75)* **91.6% *(65/71)***

Screenshot

2018 TARGET:
To have 85 -90% of students at CES working at or above Curriculum Standard in Reading.

We currently have 88.6% of students achieving 'At or Above' in relation to to The New Zealand Curriculum.

Target Groups 2018
- *Sustain the achievement of the Year 5 reading cohort as they continue their journey into Level 3 of the New Zealand Curriculum.*
- *To accelerate the achievement of the Year 2 cohort. Our aim is to reduce the number of learners tracking below from 15 to 9 learners by the year's end.*

To do this we need to
Reduce the number of Year 2 readers currently tracking below expectation. There are currently 15 learners below.
How:
- Extra targeted teaching by the Reading Recovery teacher with our target readers within Year 2.
- Tracking learners in centre and syndicate meetings. In particular identify and monitor current Year 1 students who are at risk.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching reading.
- Making learning explicit through the use of learning progressions.
- Continue the across centre phonics programme with explicit connections made to the use of these when reading

DATA ANALYSIS: (Mid Year 2018)

Reflecting upon the Reading data across the school:
- We have sustained the upward trend of our data from 2017.
- 39 Maori learners are reported on in this analysis. There are 5 exclusions due either being new at Cambridge East, or currently sitting in Year 0. For our school tracking purposes we track 53 Maori learners. The discrepancy in numbers in due to MUSAC only collating data from learners with Maori as their first ethnicity.
- Although below where we would like to see the data the Year 2 cohort has made a 12% gain since the term 1 Curriculum review. They are currently sitting at 76% 'At or Above'. When looking at the learners who are tracking below we have looked carefully at their learning needs and possible barriers for these students. Our aim is to remove or minimise these barriers to learning.
- The majority of our cohorts have achieved our set target of 85 - 90% 'At or Above'.The Maori cohort is 0.3% shy of this target, whilst the Asian cohort is sitting at 78.6%
- The achievement of Boys and Girls has reduced to a 1% discrepancy. This is from 3% in 2017.
- We have 44 learners tracking below expectation. Of these 44 learners 4 are ORS, 6 are ESOL and 6 are new to our setting (2 or which are ESOL). We have 6 Maori learners represented in this category.

PROGRESS STATEMENT: (comparing groups of students' from previous year's and this year's data)
- Our Year 6 cohort have continued their upward trend. They are currently 5% ahead in relation to the same reporting period in 2017.
- In 2017 we commented on the Year 4 cohort's achievement as it was tracking below where it should be. This cohort had experienced a drop from 10% drop from 2016 to 2017. This cohort (our current year 5's) have experienced a 12.5% increase when comparing to the same reporting period in 2017 and are 2% beyond their year's end achievement in 2017.

Screenshot

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2018 TARGET:
To have 85 -90% of students at CES working at or above Curriculum Standard in Reading.

We currently have 88.6% of students achieving 'At or Above' in relation to to The New Zealand Curriculum.

Target Groups 2018
- *Sustain the achievement of the Year 5 reading cohort as they continue their journey into Level 3 of the New Zealand Curriculum.*
- *To accelerate the achievement of the Year 2 cohort. Our aim is to reduce the number of learners tracking below from 15 to 9 learners by the year's end.*

To do this we need to
Reduce the number of Year 2 readers currently tracking below expectation. There are currently 15 learners below.
How:
- Extra targeted teaching by the Reading Recovery teacher with our target readers within Year 2.
- Tracking learners in centre and syndicate meetings. In particular identify and monitor current Year 1 students who are at risk.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching reading.
- Making learning explicit through the use of learning progressions.
- Continue the across centre phonics programme with explicit connections made to the use of these when reading

DATA ANALYSIS: (End of Year 2018)

We conclude 2018 with 88.7% of our learners at Cambridge East achieving 'At' or 'Above' the expectation in relation to the New Zealand Curriculum.

Reflecting upon the Reading data across the school:
- Overall the reading achievement across the school is comparable with the mid year achievement data (88% 'At or Above').
- We will need to look critically at the achievement of our Maori cohort and look at our practice in 2019 in order to move their achievement once again. (See below).
- We have moved 30 learners into the 'Above' category for writing. This equates to 7.3% of our overall cohort.
- Boys are outperforming girls by 4%, This gap has widened 3% since mid year. Boys are currently sitting at 90.6% 'At or Above'

PROGRESS STATEMENT: (comparing groups of students' from previous year's and this year's data)
- Although below where we would like to see the data the Year 2 cohort has made a 4% gain from mid year reporting. There are 4 new learners to this cohort. Collectively we have moved 3 learners from 'below' to 'At'. Out of the 12 learners currently tracking below there are 2 new learners, 2 ESOL learners, 2 learners who have been working with outside agencies.
- 8 of the 12 Year 2 learners have been or are currently in the extra teacher reading programme with Dianne Walker. 5 of those learners have made accelerated gains, while the remaining 3 have experienced expected gains.
- Our Maori cohort has experienced a significant drop in their overall achievement. At mid year they were tracking at 84% At or Above, they are now sitting at 75% - a 9% decline. There are some contributing factors to explain the growth of the learners sitting below. We have 3 new learners in this category. There are home circumstance and attendance factors with these 3 learners. 3 learners were sitting in the 'At' category at mid year. It is important to note that these 4 learners were just within this category. As the year as progressed, all 3 have dropped to 'below'. Two of these learners have had significant home circumstance during the course of the year. This accounts for 7 of the learners now sitting below. 7 of the 10 learners sit between Year 3 - 6.

Screenshot

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AREAS OF STRENGTH:
- An area of strength has been the sustainability of our data from 2017. We were cautious in presenting this data, but it is now time to celebrate both the upward trend in data and subsequent capacity growth in our teachers.
- The utilisation of our Reading Recovery teacher to implement a targeted reading programme for our at risk Year 2 learners. Dianne would like to thank the board for the money contribution to the programme.
- The Reading Recovery Teacher has provided professional learning for the teachers in Timatanga.
- The discrepancy between Maori and Non Maori has continue to decrease. The difference between our Maori and Non Maori cohort is now 3.9%.
- The cross centre Phonics Programme tailored to specific needs has had direct impact on links to reading and writing - students are making connections

AREAS FOR IMPROVEMENT:
- To continue to target our Year 2 Cohort to ensure they experience progress in their reading. This progress in Year 2 is essential for their transition into the middle area of the school.

- Continued focus on the Year 1 students and being alert to the transition from Year 1 where learners 'can not' be below and the impact this has for learners and parents when using the Year 2 progressions (that significantly changes our beginning year data)

BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT:

In term 1 our we had 23/64 learners in our Year 2 cohort tracking below where they needed to be. Although we have had an upward trend of 12% in data we still have 15 learners tracking below. We are aiming to reduce this number to 9 learners.

Screenshot

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END OF YEAR ANALYSIS

AREAS OF STRENGTH:
- We have maintained our overall data across the year.
- Boys have achieved over 90% 'At or Above'
- 4 out of 6 cohorts have achieved over our set target.
- The Year 6 cohort has pushed further over 90% 'At or Above' and are now achieving at 92.3%
- We have moved 30 learners into the 'Above' category for writing. This equates to 7.3% of our overall cohort. Broken down this equates to 9 learners in Year 2, 2 learners in Year 3, 1 learner in Year 4, 6 learners in Year 5 and 12 learners in Year 6.

AREAS FOR IMPROVEMENT:

1. To critically look at the achievement levels of our Maori cohort.

2. Look critically at the ongoing achievement of our Year 3 cohort (Year 4 in 2019). This cohort (as with writing) have experienced a drop in achievement) 89% to 84%.

BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT:

1. There has been a significant drop in Maori achievement - a average drop of 9%. This goes in the face of all of the work we have done within our cultural dimension. This will have to be something we need to unpack and work out a path forward.

2. The year 3 cohort reading and writing data mirrors each other. We will need to be explicit in their learning as their transition into Year 4. It is interesting to note, there are 7 more learners in this cohort than mid year.

Screenshot

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PLANNED ACTIONS FOR LIFTING ACHIEVEMENT:
- Target Group Teaching for the Year 2 cohort by our Reading Recovery Teacher. She is now her second rotation of learners. These learners are carefully assessed and tracked.
- Modify the way we track our target learners across the school to show progress and gains overtime.
- Tracking learners in centre and syndicate meetings regularly throughout each term. Explicit conversations in Centre and Syndicate meetings around the 'how' we move our target learners.
- Achievement tracking sheets
- Senior Leadership monitoring of class/space achievement tracking to identify 'at risk' learners.
- Continue to use the Double Dip approach to meet the needs of our target learners.
- Consistent use of Assessment folders and Learning Placemats for learners to clear about their learning. (this is linked to the use of learning progressions)
- Use of learning progressions for planning.
- Spreading the practice of constructing detailed and sequential planning for instructional sessions in all classes. The aim is to ensure that our teaching is clearly linked to the intended learning. It will also encourage teachers to keep the learning on point.
- Continue to intentionally track our Maori learners over the course of the year. This can be achieved through centre,syndicate and senior leadership meetings.

Possible Targets for 2019

Difference identified between the aims, targets and the outcomes

Sustain the achievement of the Year 5 reading cohort as they continue their journey into Level 3 of the New Zealand Curriculum.
- This cohort's achievement has been sustained during the first 6 months into level 3 of the curriculum. They have experience a 12% growth. There are 6 learners tracking below. The break down of these learners: 1 ORS learner, 2 new learners, 1 ESOL learner, 5 out of th 6 learners are boys. All of these learners have contributing factors.

To accelerate the achievement of the Year 2 cohort. Our aim is to reduce the number of learners tracking below from 15 to 9 learners by the year's end.
- There has been a reduction in learners below expectation. We had 23 at the end of term 1 and now have 15. This has been an improvement of 12% or 8 learners experiencing accelerated progress.

Screenshot

END OF YEAR ANALYSIS

Possible Targets for 2019
1. To critically look at the achievement levels of our Maori cohort.
2. Look critically at the ongoing achievement of our Year 3 cohort (Year 4 in 2019). This cohort (as with writing) have experienced a drop in achievement) 89% to 84%.

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT in 2019:
All the planned actions from this year, plus:
1. Critically look at reasons why Maori learners have dropped in their achievement.
2. Bring the focus back to progressions. Some classes may have vared away slightly from the progressions and the learner use and understanding of them.
3. Clearly link progressions to learning placemats and make them explicit and evident in all classrooms and understood by the learner.
4. Double dip approach back to the forefront of what we do in both senior centres
5. Highlight reading at home for our at risk or below readers? *How can we do this, as many of the learners tracking below don't have a reading culture at home.*

Difference identified between the aims, targets and the outcomes
Sustain the achievement of the Year 5 reading cohort as they continue their journey into Level 3 of the New Zealand Curriculum.
- This cohort's achievement has been sustained during the first 6 months into level 3 of the curriculum. They have experience a 12% growth. There are 6 learners tracking below. The break down of these learners: 1 ORS learner, 2 new learners, 1 ESOL learner, 5 out of th 6 learners are boys. All of these learners have contributing factors.
- This cohort's achievement has been sustained for the full year, still sitting at 89%.

To accelerate the achievement of the Year 2 cohort. Our aim is to reduce the number of learners tracking below from 15 to 9 learners by the year's end.
- There has been a reduction in learners below expectation. We had 23 at the end of term 1 and now have 15. This has been an improvement of 12% or 8 learners experiencing accelerated progress.
- Our Year 2 learners have continued to make gains. There are now 12 learners tracking below from 23 at the beginning of the year. The extra teacher support has seen 5 learners out the 12 below experience accelerated gains.

Screenshot

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NEW ZEALAND CURRICULUM MATHEMATICS TARGET - END of YEAR REVIEW 2018

	WELL BELOW	BELOW	AT	ABOVE	% WELL BELOW OR BELOW	% AT OR ABOVE	SAME COHORT 2017 AT/ABOVE Mid & End
BOYS	1% (2) **2% (4)**	9.4% (18) **7.4% (15)**	82.8% (159) **78.3% (159)**	6.8% (13) **12.3% (25)**	10.4% (20/192) **9.4% (19/203)**	89.6% (172/192) **90.6% (184/203)**	88.4% (167/189) **87.3% (171/196)**
GIRLS	0.5% (1) **1% (2)**	14.9% (29) **11.3% (23)**	79.9% (155) **79.9% (163)**	4.6% (9) **7.8% (16)**	15.4% (30/194) **12.3% (25/204)**	84.5% (164/194) **87.7% (179/204)**	86.2% (163/189) **87.3% (165/189)**
ALL	0.8% (3) **1.5% (6)**	12.2% (47) **9.3% (38)**	81.3% (314) **79.1% (322)**	5.7% (22) **10.1% (41)**	13% (50/386) **10.8% (44/407)**	87% (336/386) **89.2% (363/407)**	87.4% (334/382) **87.3% (336/385)**
MAORI	0 **0**	20.5% (8) **22.7% (10)**	74.4% (29) **70.5% (31)**	5.1% (2) **6.8% (3)**	20.5% (8/39) **22.7% (10/44)**	79.5% (33/39) **77.3% (34/44)**	80% (28/35) **79.6% (39/49)**
PASIFIKA	0 **0% (0)**	0 **33.3% (1)**	100% (3) **66.7% (2)**	0 **0% (0)**	0 **33.3% (1/3)**	100% (3/3) **66.7% (2/3)**	75% (3/4) **90.9% (10/11)**
MELAA	0 **0**	0 **0**	100% (1) **100% (1)**	0 **0**	0 **0**	100% (1/1) **100% (1/1)**	Not Reported on in 2017
ASIAN	3.6% (1) **3.7% (1)**	3.6% (1) **11.1% (3)**	89.2% (25) **74.1% (20)**	3.6% (1) **11.1% (3)**	7.2% (2/28) **14.8% (4/27)**	92.8% (26/28) **85.2% (23/27)**	90.46% (19/21) **88.0% (22/25)**
NZ EURO/OTH	0.6% (2) **1.5% (5)**	11.5% (36) **7.3% (24)**	82.1% (257) **80.8% (265)**	5.8% (18) **10.4% (34)**	12.1% (38/313) **8.8% (29/328)**	87.9% (278/313) **91.2% (299/328)**	88.3% (279/316) **88.4% (258/292)**

Screenshot

	WELL BELOW	BELOW	AT	ABOVE	% WELL BELOW OR BELOW	% AT OR ABOVE	SAME COHORT 2017 AT/ABOVE Mid & End
After 1 Year	0 **0**	0 **0**	100% (52) **100% (52)**	0 **0**	0 **0**	100% (52/52) **100% (52/52)**	New to School
After 2 Years	0 **0**	19% (12) **4.5% (3)**	79.4% (50) **89.6% (60)**	1.6% (1) **6% (4)**	19% (12/63) **4.5% (3/67)**	81% (51/63) **95.5% (64/67)**	100% (58/58) **97.1% (66/68)**
After 3 Years	0 **1.4% (1)**	9% (6) **17.6% (13)**	83.6% (56) **71.6% (53)**	7.5% (5) **9.5% (7)**	9% (6/67) **19% (14/74)**	91% (61/67) **81% (60/74)**	87.7% (57/65) **90.7% (58/64)**
End of Year 4	1.6% (1) **4.5% (3)**	11.3% (7) **7.5% (5)**	82.3% (51) **77.6% (52)**	4.8% (3) **10.4% (7)**	12.9% (8/62) **12% (8/67)**	87.1% (54/62) **88% (59/67)**	86.5% (51/59) **82.7% (43/52)**
End of Year 5	1.5% (1) **1.4% (1)**	10.6% (7) **13% (9)**	78.8% (52) **72.5% (50)**	9.1% (6) **13% (9)**	12.1% (8/66) **14.5% (10/69)**	87.9% (58/66) **85.5% (59/69)**	87.7% (57/65) **90.6% (58/64)**
End of Year 6	1.3% (1) **1.3% (1)**	19.5% (15) **10.3% (8)**	70.1% (54) **70.5% (55)**	9.1% (7) **17.9% (14)**	20.8% (16/77) **11.6% (9/78)**	79.2% (61/77) **88.4% (69/78)**	81.33% (61/75) **80.3% (57/71)**

NEW ZEALAND CURRICULUM MATHEMATICS TARGET - END of YEAR YEAR REVIEW 2018

Screenshot

2018 TARGET:
To have 85-90% of our learners operating in the 'At' or 'Above' relevant Curriculum Standard by the end of 2018.

We currently have 87% of students achieving 'At or Above' in relation to The New Zealand Curriculum.

Target Groups 2018
- To monitor the Year 4 cohort as they have experienced a 4% decline from the 2017 mid year data review.
- Reduce the number of students working 'below' in mathematics in the Year 6 cohort.

To do this we need to
Reduce the number of students working below curriculum standard from 16 students to 11.

How:
- The implementation of the modified maths learning progressions.
- Spread the understanding of mathematics behaviours within the progressions.
- Use of alternative assessments to triangulate overall teacher judgements.
- Tracking learners in centre and syndicate meetings. In particular identify and monitor current Year 6 students.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching maths.

DATA ANALYSIS:

Reflecting upon the Mathematics data across the school:
- 39 Maori learners are reported on in this analysis. There are 5 exclusions due either being new at Cambridge East, or currently sitting in Year 0. For our school tracking purposes we track 53 Maori learners. The discrepancy in numbers in due to MUSAC only collating data from learners with Maori as their first ethnicity.
- The Year 2 cohort is sitting 4% below our target at 81% 'At or Above'.
- The Year 6 cohort continues to track below our target of 85 - 90% 'At or Above'. This cohort's achievement is currently sitting at 79.2%.
- There is a 5% discrepancy between the male and female cohorts. The males are currently achieving at 89.6%, whilst the females are achieving at 84.5%. The females are sitting just outside our target of 85%.
- The discrepancy between Maori and Non Maori mirrors the data from 2017. The difference between our Maori and Non Maori cohort is 7.5%.
- The Asian cohort is sitting slightly above the school set target of 85-90% 'at or above'. Their current achievement is 92.8%

PROGRESS STATEMENT: (comparing groups of students from previous years and this year's data)
- One target that we are continuing to track is current Year 6 cohort. Last year we identified 14 students who we tracking below the curriculum standard. Our aim was to reduce this number to 10. This year we can identify 16 learners currently tracking below the curriculum standard. There are 2 new learners to CES who sit in this category. 3 students have dropped from 'At' in 2017 to 'Below' in 2018. It is also important to note that this cohort had grown to 77 students (at the data point). This cohort is currently sitting at 80 learners.
- Our Maori cohort continues to parallel their 2017 achievement (80% 16' - 79.5% 18')
- Our Year 4 cohort is also a target group. They are achieving on a parallel with their 2017 achievement. They were tracking at 86.5% 'At and Above' in 2017 and currently sitting at 87.1%. There are 7/62 learners currently sitting below expectation. This also includes 2 ORS learners.

Screenshot

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2018 TARGET:
To have 85-90% of our learners operating in the 'At' or 'Above' relevant Curriculum Standard by the end of 2018.

We currently have 89% of students achieving 'At or Above' in relation to The New Zealand Curriculum.

Target Groups 2018
- To monitor the Year 4 cohort as they have experienced a 4% decline from the 2017 mid year data review.
- Reduce the number of students working 'below' in mathematics in the Year 6 cohort.

To do this we need to
Reduce the number of students working below curriculum standard from 16 students to 11.

How:
- The implementation of the modified maths learning progressions.
- Spread the understanding of mathematics behaviours within the progressions.
- Use of alternative assessments to triangulate overall teacher judgements.
- Tracking learners in centre and syndicate meetings. In particular identify and monitor current Year 6 students.
- Transparent data - every teacher at CES has access to the same data/evidence about our learners.
- Double Dip approach to teaching maths.

END OF YEAR DATA ANALYSIS:

We conclude 2018 with 89% of our learners at Cambridge East achieving 'At' or 'Above' the expectation in relation to the New Zealand Curriculum.

Reflecting upon the Mathematics data across the school:
- 44 Maori learners are reported on in this analysis. The discrepancy between Maori and Non Maori achieving at or above is 12%. There are 3 Maori learners working above the expected level.

- The Year 3 cohort are sitting 4% below our target of 85% achieving at or above.

- There is a 3% discrepancy between the boys and girls cohorts. Both have met the target of 85%.

- The year 5 cohort has dropped from 90.6% (2017 NS) to 85.5% (2018), a 2% decline from mid-year.

- The Asian cohort is sitting just above the target at 85.2% achieving at or above.

PROGRESS STATEMENT: (comparing groups of students from previous years and this year's data)
- One target that we are continuing to track is current Year 6 cohort. Mid-Year we had 16 students tracking below the expected level this is now at 9 students.

- Our Maori cohort tracked with 70.5% (2016 NS) , 79.6% (2017 NS) and 77.3% (2018) at or above in relation to the New Zealand Curriculum. There are currently 10 students tracking below.

- Our Year 4 cohort group tracked with 88% (2016 NS), 86.5% (2017 NS) and 88% (2018) at or above in relation to the New Zealand Curriculum. There are currently 7 students tracking below and 1 well below.

- There are 3 students from the Asian cohort tracking below and 1 well below. Two receive ESOL support and one has ORS funding.

Screenshot

AREAS OF STRENGTH:

- We have sustained the achievement of our Maori cohort.
- The Year 3 cohort are continuing their gradual, but upward trend. There continues to be 6 learners below expectation. This cohort has grown by 3 learners.
- The boys cohort has continued their upward trend. They are currently achieving at 89.6%. This is 1.2% higher than in 2017.

AREAS FOR IMPROVEMENT:

- Further embed the maths learning progressions across the school, with a focus on mathematical behaviours, including the ten principles of effective teaching of mathematics
- Utilisation of formative assessment practices to inform next steps of learning. Staff will require professional learning in this area.
- Reduce the discrepancy between Maori and Non Maori closer to 5% to mirror the progress made in reading and writing.
- Maths maintenance to cover basics concepts and concepts highlighted by the appropriate level (neuroscience). A centre approach to this will counteract the possible workload involved in this. Clarity about what this looks like for teachers.

BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT:

Reducing the discrepancy between Maori and Non Maori was an area highlighted by ERO. We have made significant progress in this area, but need to keep this as our prime focus.

Clarity for teachers about the Maths learning progressions

Screenshot

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END OF YEAR DATA ANALYSIS:

AREAS OF STRENGTH:

- 2% gain across the school
- Gains for boys and girls, now only a 3% discrepancy.
- 4% gain for NZ European, now pushing over 90%
- 19 learners moved into Above, 3 in Year 2, 2 in Year 3, 4 in Year 4, 3 in Year 5 and 7 in Year 6
- 5 out of 6 cohorts have achieved the 85 - 90% 'At or Above' set target
- Year 6 cohort has experienced a 9% gain in achievement from 79% to 88%
- The number of Year 6 learners tracking below has been halved.
- The number of Year 2 learners tracking below has dropped from 12 learners to 3.

AREAS FOR IMPROVEMENT:

- Maori achievement - a drop of 2%. There are currently 10 students working below the expected level. To unpack this further to fully understand why these students have not reached the achievement level.

- Year 3 cohort - a drop of 10% in achievement. There are 7 new learners in this cohort, 4 of these learners are tracking below. This cohort will require to be monitored as they move to Year 4.

- Monitor the year 5 cohort as they move into Year 6, as they have had a 2% drop in achievement from mid year. There are currently 9 students tracking below and 1 well below. Of these 5 students that are tracking below are new to the school this year. The other 4 have learning and outside contributing factors.

BASIS FOR IDENTIFYING AREAS OF IMPROVEMENT:

- The discrepancy of 12% between Maori and Non Maori achieving at or above.

- Year 3 cohort with a drop of 10% requires close monitoring as they move into Year 4.

Screenshot

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PLANNED ACTIONS FOR LIFTING ACHIEVEMENT:

- Modify the way we track our target learners across the school to show progress and gains overtime.
- Tracking learners in centre and syndicate meetings regularly throughout each term. Explicit conversations in Centre and Syndicate meetings around the 'how' we move our target learners.
- Widen and explore the use of alternative assessments in maths. The aim of this is to build teacher capacity to make an informed and accurate overall teacher judgement.
- Continued double dip approach across all spaces in the school to ensure we are targeting learners who need to make accelerated gains. (revisit the ALiM approach for teachers).
- Senior Leadership monitoring of class/space achievement tracking to identify 'at risk' learners.
- Build teacher capacity to use the learning progressions. This will lead to greater clarity. An increase in clarity will lead to an increase and or maintenance of achievement.
- Shared understanding among teachers of expected progress and achievement
- Parents and whanau are involved and supported in Maths home learning

Possible Targets for 2019
- Reduce the discrepancy between Maori and Non Maori closer to 5%.
- Sustaining the achievement level from Year 5 to Year 6.
- Reduce the current disparity between Girls and Boys

Difference identified between the aims, targets and the outcomes

To monitor the Year 4 cohort as they have experienced a 4% decline from the 2017 mid year data review.
- The Year 4 cohort has experienced an upward trend since the End of 2017 Review. They have moved from 82.7% to 87.1%.
- We will continue to monitor this cohort to ensure a downward trend doesn't emerge in the second half of the year.

Reduce the number of students working 'below' in mathematics in the Year 6 cohort.
- This is an area we have not achieved in yet. Our number below has grown to 16 learners.
- We are actively having conversations around 5 learners, 3 of whom have dropped from 'At to Below'

Screenshot

END OF YEAR ANALYSIS

Possible Targets for 2019

PLANNED ACTIONS FOR LIFTING ACHIEVEMENT in 2019:

- School Wide Maths Overview to support teachers with planning.

- The continued modification of the learning progressions based on assessment and curriculum achievement objectives.

- The clarification of the learning progressions with teachers and students to ensure they are embedded across all centres.

- Continued identification of target students to monitor achievement gains at class, centre, syndicate and schoolwide.

- Double-dip approach for all target learners to ensure accelerated progress.

- Extend the use of assessment to give a wider view of where our students sit with their Maths Learning.

- Consistency across Math Maintenance, double dipping, deliberate acts of teaching school wide.

- Bring the focus back to the progressions, students require clarity over their learning goal, learning intentions and next learning steps.

Difference identified between the aims, targets and the outcomes

To monitor the Year 4 cohort as they have experienced a 4% decline from the 2017 mid year data review.
- The Year 4 cohort has experienced an upward trend since the end of 2017 review. They have moved from 82.7% to 87.1%. This has been maintained from mid year.
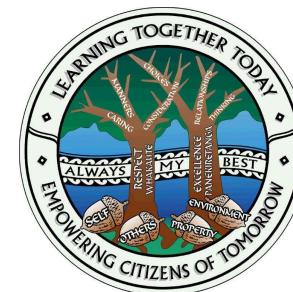
Reduce the number of students working 'below' in mathematics in the Year 6 cohort.
- The Year 6 cohort (below) category has been significantly improved,. We have reduced this number from 16 students below to 9 students. Collectively we have halved this number.

Screenshot

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ANNUAL PLAN
2018 – Analysis of Variance

Goal 1:   Providing Quality Learning Opportunities that enable our learners to succeed in a 21st Century World

Planned Priorities	Resources Required	Planned Actions / Expected Outcomes	Actual Outcome/Annual Report
1.1 Differentiated learning through explicit acts of teaching to meet the needs of all learners	• Coaching through Leading from the Middle • Clarity in the Classroom guiding text • Time as part of our PLD Plan each Term • Road Trip to explore implementation of Reggio and Play based approaches • Access to Longworth Education as part of CoL ToD in June	• To use learning progressions to inform the teaching and learning cycle • Conferencing as a critical aspect of the teaching and learning cycle • All learners are able to access transparent planning • Explore collaboration and have a clear understanding of what this means • Continue to develop clear quadrants of learning across the school in all settings • Play Based/Reggio approach and use of provocation to draw in the learner	• Learning progressions continue to be implemented into the classroom programmes and in student self-tracking, maths progressions now in the juniors, senior in draft form • Conferencing is developing, especially in Auaha, need to ensure this is consistent across the school • Planning is now available in all classrooms, with many using a similar format • Quadrants of learning featuring in more classrooms with Learning Goal linked back to the Quadrants • Our Learning through Play continues to grow from our research and implementation, it is also now included in some Yr 3/4 classrooms and also implemented as part of our "Getting Hooked" phase of Inquiry.
1.2	• Digitial Learning Inquiry Team • $5000 Budget for Inquiry Team	• To capture the learning journey via Seesaw using 3-4 digital tools to make it come alive	• Seesaw is up and running in all classes, we still need consistency

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Utilise Devices to enable collaboration and sharing of learning	• Time during Staff Meeting to develop an Action Plan • Support of the rest of the staff to help implement	• Consistency and expectations of the use of Seesaw across the school • Draft Digital Curriculum that highlights the skills and behaviours to be successful in a digital world • Ensure we use a Model (ie SAMR) to unpack activities during Task Design	around students posting milestones and celebrating success • Draft Digital Curriculum is in draft form, looking at different apps and tools for each curriculum level • Development and planning for a MakerSpace has started • PLD Day with Mark Osborne to explore ideas and thinking
1.3 Explore the Deep Learning Lab, the 6 C's, to further develop our own understanding and implementation of Key Competencies	• Funding to attend the Deep Learning Lab in Auckland (from Senior Leadership Development Budget) • Look at using PLD Funds to help cover the costs associated with Deep Learning Lab membership	• Continue to work on the development of our own set of key skills, dispositions and competencies that highlight the skills, attitudes and attributes of a self managing learner who displays Agency • Senior Leadership to Attend the Deep Learning Lab Conference to be held in Auckland to gather a better understanding of what is involved and how this could benefit Cambridge East School	• Self Management developed out through 4 quadrants of learning • Deep Learning Lab highlighted that they have moved into 4 key areas of development that are required before the 6c's can be implemented, this is inline with the work we have done over the last 3 years and would mean revisiting this, decision was made to look at developing our own 6c's and indicators for staff and students to use
1.4 Continue to develop a deep understanding of Inquiry Learning at Cambridge East School	• Attend Kath Murdoch sessions at Hastings Intermediate • Road Trip to explore implementation of Reggio and Play based approaches • Sharing of Knowledge Across Centres	• Task design to meet the 'Key Concepts' explored through Context • Spiral Up through Curriculum Levels • Clarity around all steps with particular reference to explicit teaching in the Getting Hooked and Immersion stages • Linking to Play Based/Reggio approach and use of provocation to draw in the learner • Use of an Inquiry Wall to capture the learning and used for reference during the Inquiry	• Big focus in 2018 was on "Getting Hooked" and linking to hands on authentic tasks incorporating Learning through Play philosophy • Key Concepts visited as part of our planning for the next 2 years of Inquiry at our planning evening • Inquiry walls continue to be developed out to help share learning taking place, we need to incorporate more walk throughs with staff
1.5 Improve Teacher Knowledge and exposure to Effective Pedagogy by being actively involved with Te Puna o Kemureti CoL	• CoL Funding of Inquiry Time • Access to Across School Initiatives • Release to be actively involved • 3 Within School Roles • CES Kaihoe Team to lead this	• Upskilling COL teams in coaching andragogy by participating in Coaching training (collective and self-belief, collective and self-motivation, choice, clarity, commitment, awareness, responsibility and action are the products of coaching.)	• CoL Coaching and Mentoring has played a big part in our Leading from the Middle initiative. Our CoL Inquiry Time combined to give us 54 days of release to use for one-on-one sessions, 6 sessions over the course of the year

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		• Strengthen and broaden collective teacher efficacy within and between all learning environments to deepen understanding of achievement barriers and solutions for diverse learners <u>by meeting regularly to share inquiry findings</u>. • Each COL team within schools developing an inquiry plan for their environment based on four hunches <u>with the help of the across school team as required.</u> Focused upskilling of COL teams using COL resources into themes across and within schools to strengthen and deepen inquiry <u>by using COL personnel and financial resources and sourcing Ministry PLD support.</u>	• Teachers exploring their own Inquiries, these have been shared on a centre/syndicate level but not across the whole staff as of yet • Worked closely with Across Schools Lead Teacher to develop out our Action Plan which included PLD Hours moving forward to help develop out our Learner Agency/Efficacy • Each of our Kaihoe Team joined a CoL KiC to help develop out their own skill sets in an area relating to CoL themes. • The CoL was unsuccessful in gaining further PLD Funding which has put current PLD Facilitation for 2019 at risk
1.6 Create awareness that learners can be Local and Global Citizenship	• Utilise Technology to Make a true Global Learning Citizenship come alive • Hamish to be part of Apple Tour to the States ($7000 PLD Budget) and be part of Free Principals' Trip	• First Inquiry in 2018 to be identity and Citizenship • Start with a Local Cambridge area and fitting into a school setting, explore where we Whakapapa back to • Explore Maori, and other ethnicity, backgrounds/history to make links to Iwi, places of importance • Explore introducing future languages into the programme • Be part of the Cambridge Principals tour to China to explore the concept of "Sister" Schools • If successful, set up Culture Classes and sharing across the Internet on a bi-weekly basis, this may include learning Mandarin, completing weekly tasks to share, having a lead teacher for this initiative, outside assistant to teach Mandarin • Look at the States to see how they bring a Digital Curriculum alive, explore how devices/apps help aid the Global Citizenship for their learners	• We continue to develop out our curriculum to reflect and honour our unique place and people who share our space. History, local, National and International still needs to be covered in our Inquiry Themes but also how do we incorporate throughout the school year • USA and China trip exposed how well these places embrace their history (both good and bad aspects) to ensure learners understand their own countries struggles but helps unifies • Science was another area that was taught as a specialist area with a spiral up approach, how can we incorporate pure science into our curriculum, especially hands on learning • Mandarin is now up and running within the school, including the starts of Culture classes with Sister School • As we develop our Digital Curriculum and MarkerSpace, we will explore the

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| | | | spiral up effect. We continue to develop out through EnD our coding and use of technology tools |

Goal 2: Build Our Own Culture from Within

Planned Priorities	Resources Required	Planned Actions / Expected Outcomes	Actual Outcome/Annual Report
2.1 Leading from the Middle to build Professional Capital	• 52 Days of Release to explore Spiral of Inquiry through a Coaching Model developed in 2018	• At least 2 Day of release for each teacher to help give them time to develop ides/hunches to explore via their own Personal Spiral of Inquiry • Each Techer to negotiate who their coach for 2018 is going to be • Clear Matrix to help start conversations and keep moving teacher practice • Point in Time Meetings to help with Clarity around thinking • Chance to share findings from Inquiries	• Leading from the Middle continues to build in momentum and help to go Teacher Practice via TIA • We had 6 coaches working across our setting • We utilised Evaluative Associates Matrix to form a starting point and also highlight areas for improvement, like our learning progressions. In 2019 we wish to look at implementing the CoL PoP Tool for Cultural Responsive Practices • Our Point in Time conversations linked more to their Clarity Goals
2.2 Cultural Responsiveness Strengthening our Engagement and working relationships raising outcomes for all learners, with reference to Maori	•	• Deepening of understanding of culturally responsive practice and how to embody this sustainably within learning contexts <u>by involvement in culturally responsive practice PLD and collective efficacy.</u> • Development of a rubric of critical components within learning contexts in identified 5 themes essential to provoke engagement <u>by unpacking and trialing with COL teams</u>. • Developing and gathering measurables to determine shift in engagement and self-efficacy levels of targeted students (degree to which they experience 5 bias areas in their learning?) <u>by gathering data / evidence that probes the degree</u>	• School is now comfortable to run Mihi Whakatau for new students, whanau and Manahiri, we have developed a bank of 8 Waiata to use for these events • Our staff have been exposed to the CoL PoP tool for Cultural Responsive Practice to further develop in 2019 • Focus in 2019 includes the use of Reo in the classrooms, with the introduction of Kupu of the Week

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		that targeted learners feel they experience these in their learning contexts.	
2.3 Work to develop our own School procedures to ensure Inclusive Practices are followed to remove barriers for all learners	• Ministry, Rainbow Youth and TKI Resources • Work through a Senior Leadership Spiral of Inquiry • Outside Agencies to help develop this area of work	• Actively work as a staff to identify and remove barriers experienced by monitory groups of learners who feel marginalised in a school setting • Working to develop Policy and Procedures around Inclusive Practices • Invite experts, parents and community members to share their own personal experience to help identify and breakdown barriers to learning	• We continue to work on developing out how we work with these families to ensure we get it right for the students • School Inclusive Policy and Procedures have been refined to ensure they reflect needs • Include into our Inquiry Cycles to help ensure coverage, education and highlight we wish to celebrate diversity • Worker closer with our community, especially those who can help share understanding
2.4 Implement the "Call to Character" to help build a culture of Duty to help unify the school	• Development of the last Booklets to ensure a Full Set	• Recap of the Duty before moving into the last 4 spokes of the Character Wheel • Look at incorporating our Call to Character work into our school wide documentation	• We have now completed a full round of Character Education with a significant amount of work completed by Philippa Burchett to ensure we have booklets with tasks for in class and at home learning for all spokes
2.5 Identify key point in time reporting to parents/caregivers through Whanau and Community Engagement and Communication	• CoL • Own Community, Parents and learners	• Development of a detailed plan across community to cause a shift in engagement <u>by working with BOTs, Whanau and wider community about how to entice involvement into the learning process for all learners.</u> • Harnessing, valuing and maximizing cultural capital within school and wider community to support achievement shifts <u>by creating the conditions to allow these voices, aspirations and suggestions to be heard (parents trusting schools, and schools trusting parents.)</u>	• CoL continues to help shape the direction of our school setting • Working on engagement still remains an area of continual development, we have started but still have further work to do in this area • Whanau Hui, including links to our Marae are working well, we need to look at how we embrace other groups • Cultural Capital continue to improve as we work closely with staff

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Goal 3: Sustainability @ Cambridge East School

NAG 1 – Curriculum Delivery

Planned Priorities	Resources Required	Planned Actions / Expected Outcomes	Actual Outcome/Annual Report
4.1 Learning Support Programmes	• Budget for Teacher Aide support for learners require repetition and practice for reinforcement • Professional Development for teaching staff to increase knowledge and sharing of good practice	• Provide Learning Support in small group situation for those students identified as "below and well below" National Curriculum expectations • Learning Support Teacher Aide for 7.5 hours a week with a focus on Reading, Writing and Mathematics Programmes • Moving from Tier 3 into Tier 2 and 1 Intervention for Learners at Risk	• Our small group and double dip are helping move our students from well below into below and from below into at • Learning support has been running with each centre provided hours for Learning Assistant hours • Teachers and Centre leaders are now sharing practice to help improve outcomes for learner, less reliant and expectation of Tier 3 support • Learning Support included Reading Recovery, Literacy Group for Year 2 At risk learners, Speech Language Therapist for screening, intervention programmes and Social Groups
4.2 Monitoring of Progress of Students across the School with a focus on Priority Learners	• Senior Leadership to set out the format of tracking students to be used at school wide, syndicate, team and classroom level	• Google Doc to be developed to show National Curriculum information at a Centre level for all learners. • Team to utilise this document to track changes of student attainment levels after robust discussion • Classroom teachers to utilise tracking form to identify the Tier 1 Learning support for effective classroom practices along with Tier 2 support to improve practices and ultimately pedagogy	• As above, all tracking forms have been refined to include "Value Added", teachers are getting better at identifying those who require support quicker and are working as a team to provide the support

NAG 2 – Documentation and Self Review

Planned Priorities	Resources Required	Planned Actions / Expected Outcomes	Actual Outcome/Annual Report
Completion of a Strategic and Annual Plan to present to the Ministry of Education which includes a review of the past years goals	• All Board Members • Consultation with Senior Staff and Board	• Strategic goals set for 2018 (review process took place in Term 3 and 4 2017) • Review of 2017 strategic goals and Annual Plan • Streamline the use of Goals through into Annual Action Plan and then into Board Reports on a Monthly Basis • Continue to review and monitor Annual Plan every Board meeting	• All aspects completed, including a review of our format we using for Strategic Goals, this was part of working with Springboard Trust • We continue to work on ways to find a streamline way to report/review on a more frequent basis as part of our SLT and Board Meetings
Review and implement policies and procedures utilising SchoolDocs	• Hamish Fenemor / BOT	• Review of school Policies and Procedures – refer to 3 year Self Review Overview • Board Annual Work Plan following SchoolDocs 3 year schedule for review of Policies and Procedures • Priority given to identified areas	• School Docs have now been implemented into our school setting, we are using Loomio to help with identifying discussion points and passing of Policies to help speed up our review process
NAG 2a – National Standards			
Report to the Board and Ministry of Education regarding OTJ in the areas of Reading, Writing and Mathematics with reference to National Standards	• Hamish Fenemor / All Teaching Staff	• Utilise information and OTJ from 2017 to help identify target groups and next steps for development within each classroom, across teams and school wide • Ensure we provide data and review information on the ministry templates • Utilise information gathered to help formalise Annual Goals and Targets • Monthly reporting in teams to gauge progress within classes • Identification of 2-3 target students within each class, to be included as part of the Goal Setting process • Termly review of Target students • Look into new Governments direction in this area, respond to continue to meet the needs of our learners but still meeting requirements	• Target students and tracking sheets where created and monitored through the year. We now have included "Value Added" to ensure we identify those who aren't making progress and are at risk of not making expected progress in a year • Centre and Syndicate meeting include monitoring of data and target student reviews. This data is shared across the whole school • Response from ERO visit to include value added into our review processes, this will also include looking at impact of programmes

Assessment Procedures	• Senior Leadership / Curriculum leaders and teams	• Continue to develop assessment procedures to meet and dove tail National requirements • Continue to triangulate as much as possible when making OTJ • Refine Formative assessment practices to ensure continue progress for both teaching and learning • Utilising E-AsTTle for national wide norms to help formulate and moderate our own internal OTJ's	• We continue to refine our assessment procedures, especially when we are testing and how this information is shared between teachers, especially when students change year levels – we have also utilised our AWS testing to inform our Maths Progressions and our programme for teaching maths
NAG 3 – Personnel			
Professional Development / Appraisal Systems	• Hamish / Personnel • Clarity in the Classroom • CoL Possibility of Practice Indicators for Culturally Response Practice	• Continue to develop our Appraisal System with a focus on Personal Professional Development and Inquiry • Focus on using the new Registered Teacher Criteria to do so (refine old booklet) • Staff to identify individual teaching goals to help the school achieve its overall goals • Utilise Clarity in the Classroom Matrix and CoL PoP tool to help form Teacher Goals, link to Point in Time discussions • Continue to provide a budget for Teaching as Inquiry and Personal Professional Development • Looking at using our Professional Learning Partners as a non-threatening way of sharing knowledge and refining practices across the school	• Our appraisal systems are moving more about individual teacher practice rather than the tick box system against set criteria. The new Registered Teacher Criteria allows for a focus in set areas rather than trying to met all 12 criteria in one go! • As mentioned above, we are using the Clarity Matrix to form the basis of improving practice, these are coming through in our Point in Time Discussions and helping shape individual goals and coaching moving forward • Sharing of Teacher as Inquiry is now happening within Centres, rather than in peers
Principal Appraisal	• Dylan Newbold / Outside Consultant (Allan Bull University of Waikato – Educational Leadership)	• Board to appoint a person to complete the appraisal of the principal for 2017 and 2018 • Board to review policy and procedures around this to ensure all parties are aware of the full process	• Principal Appraisal was completed and presented in the November Board Meeting. This highlighted of strength, areas for continual improvement or next steps of development.
Cambridge East Primary School Staff Handbook	• Hamish / Deputy Principal	• To continue to develop a staff handbook outlining procedures to follow with reference to new or beginning staff	• Staffing Handbook completed for all staff, in particular new staff

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		• To further develop/update the a Staffing Folder to be placed into each of the classrooms	• We have developed Team Drives which includes an area that covers our Black Admin Folders
Transition New Staff Members	• Senior Leadership	• To develop a robust induction programme for new staff, with particular reference to teaching staff • Set aside 2 days, one before school starts and one at the end of Term 1 to ensure all key documents have been covered, questions in relation to these have been asked • Senior leadership to make regular contact with these staff members to ensure they are experiencing success	• Transition continues to improve, we had 2 new teachers, beginning teachers, in 2018. We have developed out systems for BT support and documentation that was highlighted by ERO as good practice. • We will continue to review our processes in 2019 as we will have at least 2 new staff members
NAG 4 – Financial and Property Management			
New 5ya / 10yp Development	• Teaching Staff • Hamish / Jane / Dylan / Kelvin • Himi Whitewood – Architect • 5ya – MoE Contribution ($360,000) • Education Briefing Document – School Master Plan	• Conditioning Specialist Reports to be Completed in preparation of 5ya Development • Utilise these reports to identify work that needs to be completed to satisfy MoE Priority 1,2 and 3 • Chance to explore Board initiated upgrades/redevelopment of key areas in the school • Have plans in place to utilise funds once they become available in July	• 5 ya preparation was completed on the Board behalf by Hohimi Whitewood from PMD Inc • Planning for our new 5 ya has been completed with Block C looking to be redeveloped, manly a revamp of the interior and provision for Breakout Spaces • Some maintenance work has been highlighted as part of this process, this is to be scheduled into 2019 maintenance
2 New Classes	• MTB Team from Ministry • Allocation of $1,000,000 to complete equivalent to 2 new teaching spaces	• Work with the MTB Team from the Ministry, OPUS and Interlink to develop a solution that works for Cambridge East School • Consult with local Iwi, include all stake holders in the process • Chance to learn about our school early (pre-European) history	• We took delivery of the new teaching spaces by mid November, these will be placed into circulation for the 2019 school year. They were used as part of "How we Express Ourselves" unit of Inquiry • As part of the process, we learnt from the Alcohological digs about our pre-European history along with

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			developing ties with Ngati Haua and Ngati Koroki as our local Mana whena
Finances			
Education Services	• Utilise advice from Accountant and Auditors • School Budget	• Continue to work on reporting documentation for the board monthly, easy to follow and clear outline of the school's financial position • Clear cash flow to help with decisions making • Termly reviews of the working Budget to ensure coding is correct to help identify extra income and expenditure	• We continue to work with Education Services to ensure we are moving into a stronger financial position, this will need to continue for another year in 2019 • All budgets and codes are monitored closely to ensure we are on track for a positive result
NAG 5 – Health and Safety			
Review Behaviour Management Policies and Procedures	• Board, Staff and Community utilising SchoolDocs • 5 Staff Members to train in Incredible Years	• Review of the school procedures around Behaviour Management • Identify how Incredible Years to add value to our current Behaviour Management Plan • Look at school involvement with PB4L (Positive Behaviour for Learning) in 2019 • Link our Call to Character work within our Behaviour Management Policy	• Behaviour Management Policy has been reviewed in 2018, we continue to refine our Booklet to include aspects of the Character Wheel • PB4L is currently been implemented via the Incredible Years programme in the juniors, new teachers currently being trained, we will look to involve new teachers in 2019
Electrical Equipment Testing	• Kerry Dauphin / Caretaker • Testing completed in Term 1	• Testing of all electrical equipment • Database of tested equipment made, along with faulty equipment • Get rid or replace faulty equipment	• We continue to test and monitor our electrical equipment on a schedule • Old/faulty equipment has been disposed of
Monthly Maintenance checks and scheduled	• Principal / Caretaker / Health and Safety office • Develop an Online/Digital Reporting format	• Monthly checks completed and reported to the board at each meeting • Completion of Monthly Checks and placed online • Follow Ministry Guidelines in regards to School Buildings and Features • Regular checks of school grounds for hazard identification	• Monthly checks have been completed, this raised an issue when Kerry was away and highlight the need for an update on some systems and digitalising some part of this process

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		• Liaise with property team to ensure all equipment and plant is meeting necessary requirements • Regular meetings between caretaker and principal	• Hazard included into every meeting and discussed, we also have a slack channel to help with communication • More regular meetings now taking place with Principal and Caretaker
NAG 6 – Legislation			
School Review	• Hamish Fenemor / Chair along with consultation with Board and Staff • School Evaluation Indicators	• Be proactive in our approach to our upcoming Education Review Office visit – 25th June	• ERO visit was completed with a good process followed. Feedback was clear and inline with current school direction and own findings
School review and goal setting evening –	• Hamish Fenemor / Board Chair • Term 4	• Present a review of the annual goals to the community through a review evening and informal cuppa with the principal • Invite the Fundraising Committee to include them in the goal setting and planned priorities for 2018 • Present the draft Strategic Goals for 2019 to the wider community	• Still not making the most of opportunities with the community as we aren't getting high levels of engagement, something we need to continue to encourage, promote and provide
Enrolment Scheme	• Board of Trustees / Hamish Fenemor	• Review of the School Enrolment Scheme in relation to the school roll • Identify the number of 'out of home zone' enrolments the school has available • Advertise the positions and if necessary, hold a ballot	• Roll review continues to be on-hold as we work through the Cambridge Growth Strategy with the Ministry • When reviewed, we didn't have any capacity for "Out of Zone" students and highlighted we needed to monitor addresses more closely
NAG 7			
Each board is required to complete an annual update of the charter for each school it administers, and provide the Secretary for Education with a copy of the updated charter by 1st March of the relevant year	• Board / Hamish Fenemor on behalf of the Board as a delegated authority	• Updated Charter to be emailed/uploaded to the local regional office by 1st March • Reformat the Charter to Strategic Goals with Annual Plan and then into the Boards working documents and reports for monthly meetings	• Review taking place to ensure we meet this requirement • More focus around strategic measurers that are realistic and time specific • Have limited the number of initiatives

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NAG 8			
Each board is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, direction, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7 utilising the prescribed format	• Board / Hamish Fenemor on behalf of the Board as a delegated authority	• Utilise the new reporting formats to ensure we are meeting the requirements around National Standards and Annual Report to the Ministry • Place in new goals formulated at the end of 2017 • Start to review our charter and strategic section to reflect the changes and priorities throughout the school	• Review of the Charter as part of the Springboard Trust work, new goals formulated under a 3 x 3 format to ensure goals are precise

Kiwisport 2018

Kiwisport funding in 2018 was utilised to put towards our Activate Programme and Sporting Equipment. We ran 8 hours each week of Activate for our Year 0-2 students, 3 sessions of 30 minutes each week at a cost of $6400 for the year. This included aspects of Prospective Motor Programme and Kiwisports.

In 2018 we spent $5,232 on Physical Education equipment which included new Gym mats, tramps and equipment for our Enrich and Discover programme.

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