



# Aidanfield Christian School



*Growing in Wisdom & Stature*

# CHARTER 2011

# Strategic Overview

*Aidanfield Christian School acknowledges the New Zealand Curriculum principles, vision, values and key competencies. The following is the school's expression of these and reflects the biblical foundations of the school and the views of the school's community.*

## **Aidanfield Christian School Mission**

The school's mission is to provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

## **Aidanfield Christian School Vision**

Aidanfield Christian School exists to serve and work together with families in equipping children in a Biblical community to:

- pursue excellence in academic learning,
- understand their identity,
- become discerning thinkers, and
- be faithful in service to God.

These four elements of the vision are becoming known among the staff as the ACS 4 pillars of learning. These are developed into the strategic goals.

## **Aidanfield Christian School Values**

The school acknowledges that the following values are both currently evident in the work we do as well as being aspirational – values to work towards in every area of development.

These values are;

- |                     |   |
|---------------------|---|
| <b>Excellence</b>   | Being the best we can be in all aspects of our school and our learning as an expression of worship.     |
| <b>Faithfulness</b> | To God, to His word, and His call on our lives to live in Christian community and in service to others. |
| <b>Integrity</b>    | Our inward character matches our outward appearance.  |
| <b>Stewardship</b>  | Of all the resources entrusted to us.   |

## **Introduction**

Aidanfield Christian School was established in 1996 as an integrated Christian school. The main aim was to provide an education centre where pupils could progress towards wholeness. The School's approach to education is holistic, seeking to address the spiritual, intellectual, emotional, social and physical needs of all pupils.

The school was formed by amalgamating two smaller Christian schools and named Canterbury Christian College. Avon Christian School had been operating at various locations in the city. The proprietors of Kings Christian School had acquired the land and buildings in Nash Road, Halswell and had been operating as a school on that site. The new school consolidated the strengths of each of the smaller schools and was able to enjoy the prospect of developing the land and buildings on the Nash Road site. The school developed to incorporate Year 0 to 13 education. The school changed its name in 2008 to reflect its place in the community and its commitment to working with the network of Christian schools in Christchurch.

As a result of joining the Christian Schools' Network in 2006, Aidanfield Christian School Board of Trustees and Board of Proprietors (Kings Christian Schools' Trust) determined to redefine the structure of the school and offer Year 0 to 10 education. This structure is in line with the other contributing Christian schools in the city. The school also determined to support the development of a Senior College for the city at Middleton Grange School. From 2007 onwards the proprietor of Middleton Grange School (Christian Schools' Trust or "CST") became involved in supporting the development of land and buildings on the Nash Road site. In 2010 the Christian Schools Trust became the proprietor of Aidanfield Christian School and the Kings Christian School Trust became the land trust and was tasked with the preservation of the schools special character in a way that reflects the background and origins of the school.

Aidanfield Christian School enjoys the autonomy of being a stand alone self governing school in Aidanfield/ Halswell while benefiting from the support and networking that the Christian Schools' Network in Christchurch offers.

## **The School and its Community**

### **Our Type**

Aidanfield Christian School was established in 1996 as a special character, state integrated, co-educational, school with a roll cap of 150 Year 1-13 pupils. The majority of pupils attending the school come from within the schools outer zone and most of the pupils travel to school each day by private car.

As a Special Character school we embrace the New Zealand curriculum while reflecting a Biblical Christian world view. The Integration Agreement with the Crown is supported by our Special Character Policy.

### **Our Staff**

All staff employed by the school must be able to sign the schools Statement of Faith and be practising Christians active in a church. The staff talk often of the need for their personal private lives and their work lives to be reflective of the expectations of scripture on the believer and where they fail (as all do), to follow the restorative path that scripture outlines. Grace and forgiveness are features of our shared Christian walk.

### **Our Pupils**

In 2008 the school redefined its roll to be a Year 0 to 10 school with a direct pathway to Middleton Grange School for Years 11 to 13 for preference families.

Our school has a diverse cultural community and this adds to the fabric of the school community.

European: 68% Maori: 7% Polynesian: 4% African: 10% Asian: 9% Other 2%

### **Responding to Our Cultural Diversity**

Currently we have 18 different countries represented at our school and this brings a wonderful diversity to our community.

The Board takes reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language). Te Reo (Maori language and culture) is taught to all year levels up to year 8 by a specialist Maori language teacher. Every couple years all pupils are invited to attend an introduction to marae at a marae. This involves teaching about custom and protocol before the visit with discussions after the visit. Maori and other greetings and karakia are offered at the opening of most formal school gatherings.

We have a significant and active Polynesian, Asian and African population. Each year the school seeks to embrace and encourage the various cultures in the community through events. In 2008 our Samoan and Tongan families hosted a school Umu where the school families gathered together for a shared meal. An international meal was hosted at the school in 2010. Discussions will occur in 2010 and 2011 with our Polynesian, Asian and African communities regarding aspirations for their children in school. We endeavour to involve families of our pupils in activities within the school that allow pupils to demonstrate aspects of their culture. We aim to both accept that all pupils and families in the school are part of our New Zealand culture and contributors to it while acknowledging that each family brings a richness and expectations that grow out of their own cultural backgrounds.

Current testing indicates that most of our Maori and Polynesian pupils are performing admirably against national norms.

When developing policies and practices the school endeavours to reflect New Zealand Cultural diversity and the unique position of the Maori culture, particularly as it contributes to the Christian worldview.

### **Our Grounds**

The buildings are set amidst five hectares of landscaped grounds and playing fields, which provide a very pleasant setting. A campus development plan is being implemented to upgrade facilities and grounds. As at 2011 the school has nine new classrooms with attached resource and support teaching spaces. A new Science and Library block opened in October 2010. A relocatable classroom was added in 2010. The decision has been made to remove portions of the old brick building that dominates the site.

Aidanfield Christian School has a number of sporting resources including; fields and courts and an indoor heated swimming pool on site, which is run by a private swim school and frequently used by the community.

### **Our Community**

The school was once surrounded by farmland. While the northern and eastern boundaries remain undeveloped there has been significant development to the west and south of the school over the last ten years. The eastern boundary is planned to be developed by Aidanfield Holdings through 2011 and 2012. A new community has developed around the school. Aidanfield is the key development with smaller subdivisions developing on the fringes. Wigram airbase is about to be developed into housing and the final stages of the Aidanfield development will begin in the next couple of years.

The schools catchment zone is also experiencing growth. The Ministry of Education is predicting significant growth in population in the school's catchment zone over the next 15 years. The new southern

motorway extension will increase the accessibility to the school from the south and the smaller associated roading projects will also add to the ease of travel to and from the school.

The school operates an enrolment zone with an inner and outer zone and a set of priority steps to guide in enrolment decisions. The outer zone covers the area from the southwest of the city to the Rakia River and takes in all of Banks Peninsula.

## Aidanfield Christian School Strategic Goals

The following strategic goals were developed in 2008 and reflect the schools emphasis in development for the next three to five years.

Each goal links to one of the '4 pillars of learning' encapsulated in the school vision.

- Pursue excellence in academic learning, (Goal 1)
- To understand their identity, (Goal 3)
- Become discerning thinkers, and (Goal 2)
- To be faithful in service to God (Goal 3)

<i>Goal</i>	
1	<p>Every pupil:</p> <ol style="list-style-type: none"> <li>1. is building a strong foundation in reading, written and oral language, mathematics and digital literacy,</li> <li>2. has individually identifiable academic progress,</li> <li>3. is developing personal learning pathways and</li> <li>4. is learning to value their learning.</li> </ol>
2	<p>All pupils are</p> <ol style="list-style-type: none"> <li>1. learning to apply Biblical wisdom to make informed and considered choices in life.</li> <li>2. developing the ability to know what is appropriate and reliable when searching out and connecting information, on which to base decisions.</li> </ol>
3	<p>All pupils are able to:</p> <ol style="list-style-type: none"> <li>1. articulate awareness of the basis of their creation (imago Dei/made in the image of God) and the implications of this.</li> <li>2. demonstrate an appreciation of their strengths and weaknesses.</li> <li>3. in light of the above, create and seize opportunities to use what God has entrusted to them, practice their gifts, and serve others.</li> </ol>

### Self Review – how are we going

A survey of our community at the end of 2010 indicates that we are making 'pleasing' to 'impressive' progress towards these strategic goals. Initial surveying of our parent groups also suggests that these goals remain appropriate for the coming few years and progress towards them will continue. The Board of Trustees intends to continue reviewing these goals and the progress towards them as part of its regular self review.

# Achieving the Strategic Goals

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The Board of Trustees confirmed the strategic goals for 2008 to 2012 in August of 2008. To achieve these goals the staff are in the process of developing specific plans in each area. These will be a work in process over the coming 3 to 5 years.

## **Pupil Achievement**

Pupil achievement is one of the core business components at the heart of the school's purpose.

Data on pupil achievement is gathered and processed at various levels to assist the teaching staff in developing individualised and group programmes of learning. In analysing the information, specific groups, such as boys/girls, Maori or Pasifika, are considered to identify if there are any possible barriers to learning for these groups or specific areas of need that need addressing.

An important part of the process is the annual data collection that takes place in term one and four of each year. Age appropriate testing is administered to all pupils during these terms. In line with the NAG requirements, our testing focuses on literacy and numeracy with data collected in:

- Reading skills including Reading comprehension
- Writing
- Spelling
- Mathematics – number strand and other strands as determined each year

Based on the information gained from the analysis of pupil data, annual targets are set.

Less formalised data collection is continued throughout the year to monitor pupil progress.

## **National Standards**

In 2010 National Standards for pupils in years 1 to 8 were introduced by the Government. There has been significant national debate over these standards. Aidanfield Christian School remains committed to doing the best for its pupils and parents and working with integrity in its legislative requirements.

The Board of Trustees has determined that a slow and steady introduction to the implementation of the National Standards should take place at the school. This has meant that some standards were trialled in 2010 as staff became familiar with them. Further training and implementation of the standards will be conducted through 2011. Reporting to parents at all levels against the standards will be done at the appropriate time in 2011. This has meant modification to the timing of reporting in years 1 to 3. Pupils in these levels will receive a summary written report at 20 weeks, 40, 80 and 120 weeks. They will also receive a profile of work six months after these written reports. Parents will be invited to interviews at the start of each year to establish key goals.

In other year levels the school already reports twice a year in writing to parents. Surveys with parents indicate that our reporting gives a clear picture of how well their children are doing. We remain committed to full information being available to parents in relation to their child's achievement. Interviews will continue to be held at mid year and goals setting interviews with parents have been introduced at the start of the year in 2011. This plan was interrupted by the 22 February earthquake and will now be implemented in 2012.

School target setting in relation to the National Standards will not be done in 2011. The Board and school management consider the data collected in 2010 in relation to the standards to be unreliable given the lack of time for appropriate professional development for staff. The Board believes it would be unwise to fashion the direction of the schools interventions for pupils learning on 'trial' data. The school will continue to collect reliable nationalised/norm referenced data in the key curriculum areas and introduce the national standards information as another point of reference on pupil achievement. The school will

continue in its practice of analysing the data it collects to determine where the key learning needs in the school are and on the basis of this to allocate resources as it is able to meet these needs.

National Standards data will be both reported on and used as a reference point for school targets from 2012 onwards. The issue of national comparison remains problematic and the school acknowledges that the Standards and their interpretation remain school based at this stage.

For absolute clarity, the school remains committed to working with integrity in the best interests of its pupils and parents and with integrity to its responsibilities as a state owned enterprise.

### **Supporting Documentation**

The following documentation supports the information and goals contained in this Charter:

- School Curriculum Plan
- Annual Budget
- Annual Operational Plan
- Strategic & Annual Goals, including annual targets for improving pupil achievement
- Annual Report (Analysis of Variance for previous year's targets)
- Beginnings of the implementation of the National Standards

It must be noted that the School Curriculum Plan is under development. A full plan is due to be completed as part of the new curriculum developments. School management intends to develop clear documentation in the core subjects (literacy and numeracy) as a priority before developing detailed planning in the supporting subjects. By 2011 the school has drafted and trialled curriculum plans in; English, Mathematics, Science, Social Studies, P E and Health, The Arts. We will revise these programmes through 2011. Languages and Technologies still require development.

# Setting direction for our school wide achievement 2011

The following pages outline what we intend to achieve in 2011 and a brief overview as to what we based the targets on.

## **Earthquakes**

The end part of 2010 and 2011 are developing into unique years in the life of the school. The earthquakes of September 2010, February and June 2011 will have a potentially (although unquantifiable) significant impact on teaching and learning programmes and performance for the coming year. Our intention is to monitor carefully our pupils and to ensure appropriate action is taken where concerns are held. We have introduced ongoing strategies to monitor our pupils.

## **Our multi cultural mix**

Our school culture has numerous ethnic groups in it and this presents a richness and a challenge. Pupils who have English as a second language have first to master the language of instruction (English) and then, as this capacity increases, to demonstrate their learning in wider areas. This learning journey plays a part in measured results for the school. We have determined that pupils who are on the ESOL (English as a second language register) will be removed from school wide results and monitored separately to ensure we are allowing each group of pupils to be fairly measured.

## **National Standards**

School target setting in relation to the National Standards will not be done in 2011. The Board and school management consider the data collected in 2010 in relation to the standards to be unreliable given the lack of time for appropriate professional development for staff. The Board believes it would be unwise to fashion the direction of the schools interventions for pupils learning on 'trial' data. The school will continue to collect reliable nationalised/norm referenced data in the key curriculum areas and introduce the national standards information as another point of reference on pupil achievement. The school will continue in its practice of analysing the data it collects to determine where the key learning needs in the school are and on the basis of this to allocate resources as it is able to meet these needs.

National Standards data will be both reported on and used as a reference point for school targets from 2012 onwards. The issue of national comparison remains problematic and the school acknowledges that the Standards and their interpretation remain school based at this stage.

## **Three main sections**

The Board of Trustees approves a schedule of development for each year. The Board of Trustees has determined that a primary focus of our school will be on establishing and developing strong foundations in literacy and numeracy and the second and third section address our intentions in these areas respectively.

<b>Section One</b>	Thinking about strategic developments - annual plan progress
<b>Section Two</b>	Thinking about Literacy
<b>Section Three</b>	Thinking about numeracy

## **Thinking about strategic developments**

Each year the school determines the strategic developments (often process related) that will continue to lead the school in a spiral of improvement. These targeted areas are the 'Annual Plan' for school development and involve improvements in process as well as developing the response to special character,

legal or ethical requirements on the school. The specific learning targets which are the core business of the school are listed and reported on in a separate section to highlight the pupil learning issues.

### **Thinking about Literacy**

This strategic goal focuses on English (literacy in the wider sense). A detailed breakdown on literacy achievement is available in the annual Literacy Report to the Board of Trustees. The BOT report considers all aspects of literacy while this statement refers to progress against the intentions we set out to achieve. Our targets in literacy are based on a two to three year journey.

AsTTle was a key source of data used to check our pupils' achievement against national norms in literacy from year 4 to 10. In 2007 the school was part of the CASA cluster. This group worked collaboratively in the use of AsTTle as a tool for learning. Tests were done in March and October of 2007 and progress from start to end of year can be observed. Data was broken into male and female achievement levels and various cultural groups were also assessed. From this assessment our pupils' achievement can be compared against National means. This form of testing has continued from then. Our growing knowledge of the tests has lead us to determine that progress through the years will be measured and reported to the BOT from October to October while the March and October testing will be used to inform teaching and learning in any given year.

In 2009 we determined that Probe would also inform school wide achievement information for reading.

The school completed the second year of the Assess to Learn Ministry contract at the end of 2010. The context of the PD was developing writing.

The school has been accepted onto the Ministry of Education literacy contract for 2011 and there is a good chance that refinement in data gathering and analysis will follow involvement in this professional development.

### **Thinking about Mathematics**

Strategic goal one focuses on Mathematics (numeracy). A detailed breakdown on maths' achievement is available in the annual Mathematics Report to the Board of Trustees. The BOT report considers all aspects of mathematics while this statement refers to progress against the intentions we set out to achieve. Our targets in numeracy are based on a two to three year journey.

Historically, the school joined the primary numeracy project at the beginning of 2008. Prior to this AsTTle was the key source of data used to check our pupils' achievement against national norms in maths and numeracy in this age grouping. In 2007 the school was part of the CASA cluster.

The school joined the primary numeracy project at the beginning of 2008. In 2009 a draft maths scheme was written with the intent of reflecting both the maths and numeracy areas. We are still learning how each form of testing informs us on pupil achievement.

The data collected in 2009 indicates something of a mismatch between numeracy testing information and information AsTTle provides us.

### **Community feedback from 2010 – key points**

The following has been highlighted from our community feedback in 2010 and will form part of the next steps in 2011:

- Communication between home and school regarding upcoming events needs to improve.
  - Continued regular communication (weekly) between home and school but reduce to notices every second week (less school based content).
  - Focus on helping our pupils develop a greater understanding of their strengths and weaknesses.
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- Most parents (80% plus) tell us we are making good to impressive progress around our strategic goals.
  - Most parents appear to be satisfied with the reporting we do on pupil progress and they have indicated that for the most part they have a clear and understandable understanding of how well their child is going.
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## SECTION ONE

## Operational/Annual Plan

2011 Goals/planned developments	End of Year summary review
<p><b>NAG1: Pupil Achievement/Curriculum</b></p> <ul style="list-style-type: none"> <li>• Refer specific learning targets.</li> <li>• Maintain regular and ongoing staff PD in ICT to build towards all pupils having a strong foundation in <u>digital literacy</u>.</li> <li>• Refine profile, reports and assessment tools, from which individually identifiable academic progress and personal learning pathways can be easily determined and appreciated.</li> <li>• Make sound overall teacher judgements (OTJ's) at appropriate times in the year.</li> <li>• Develop ESOL programmes and a strategic plan to guide further development.</li> <li>• Determine ways of defining effectiveness of Gifted and Talented programmes</li> </ul>	
<p><b>NAG2: Documentation &amp; Self Review</b></p> <ul style="list-style-type: none"> <li>• Complete the writing of the Foundation studies curriculum scheme.</li> <li>• Establish effective Maori and Pasifika consultations</li> <li>• Establish stronger links with our ethnic communities</li> <li>• Review internet safety policy and procedures</li> <li>• Implementation of revised EOTC guidelines</li> <li>• Review feedback form new parents to the school</li> </ul>	
<p><b>NAG3: Staff Development</b></p> <ul style="list-style-type: none"> <li>• Literacy contract through Ministry of Education</li> <li>• Continue to implement Numeracy project secondary Years 7 to 10</li> </ul>	

	<ul style="list-style-type: none"> <li>• Junior teachers complete Incredible years programme</li> <li>• Reading recovery teachers maintain currency</li> <li>• Teacher Aide team attending to literacy and numeracy development.</li> <li>• Foster leadership capacity at middle management level</li> <li>• National Standards familiarisation</li> </ul>	
<b>NAG3:</b>	<b>Personnel</b> <ul style="list-style-type: none"> <li>• Introduce Teacher Registration Criteria for all teaching staff.</li> <li>• Review leadership structure to support a growing school</li> <li>• Refine Staff hand book</li> </ul>	
<b>NAG4:</b>	<b>Finance</b> <ul style="list-style-type: none"> <li>• Investigate and establish funding streams on top of MOE grants eg. Foreign fee paying pupils, voluntary donations.</li> </ul>	
<b>NAG4:</b>	<b>Property</b> <ul style="list-style-type: none"> <li>• Plan for next set of classrooms to facilitate growth to roll cap</li> <li>• Structures in place for removal of old building</li> <li>• Confirm a plan for sun shade in classrooms and grounds</li> <li>• Plan alternative exits for car parking/drive issues</li> </ul>	
<b>NAG5:</b>	<b>Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• Full review of Health and Safety procedures</li> </ul>	
<b>NAG6:</b>	<b>Legislation</b>	
<b>Board Development</b>		
	<ul style="list-style-type: none"> <li>• Define and attend essentials &amp; training for Board members.</li> </ul>	

- Refine audit procedures to ensure accountability and review against school principles and values.
- Orientate a new Board of Trustees after elections

**Special Character/Community Partnership**

- Develop a model for effective pupil leadership
- Develop draft Foundations Studies scheme
- Refine review of progress towards strategic goal two and three

## LITERACY – READING

**Strategic Goal** Every pupil: is building a strong foundation in reading, written and oral language, mathematics and digital literacy

2011 Target	Reason for target	Steps forward																								
<p><b>Focus on <u>beginning</u> literacy</b></p> <p>To raise the achievement of <u>all children</u> in the <u>below categories</u> of the SEA to “<u>at or above</u>” at the <u>2011 Six Year Observational Survey</u> testing</p> <p>And</p> <p>That 90% of children will be reading in the at or above range for Reading Levels (green or above).</p>	<p><b>2010 target</b> 80% of pupils in the average or above average categories in the Six Year Net test.</p> <p><b>Target achieved</b></p> <p>For all areas of the Observational Survey this target has been met</p> <table border="1" data-bbox="725 740 1323 1031"> <thead> <tr> <th data-bbox="725 740 965 772">At &amp; Above Average %</th> <th colspan="2" data-bbox="965 740 1323 772">Shift from 2009</th> </tr> </thead> <tbody> <tr> <td data-bbox="725 772 965 804">Letter ID</td> <td data-bbox="965 772 1061 804">94%</td> <td data-bbox="1061 772 1323 804">Up from 91%</td> </tr> <tr> <td data-bbox="725 804 965 836">CAP</td> <td data-bbox="965 804 1061 836">94%</td> <td data-bbox="1061 804 1323 836">Up from 91%</td> </tr> <tr> <td data-bbox="725 836 965 868">Word Test</td> <td data-bbox="965 836 1061 868">89%</td> <td data-bbox="1061 836 1323 868">Up from 80%</td> </tr> <tr> <td data-bbox="725 868 965 900"></td> <td data-bbox="965 868 1061 900"><b>89%</b></td> <td data-bbox="1061 868 1323 900"><b>Up from 82%</b></td> </tr> <tr> <td colspan="3" data-bbox="725 900 1323 932"><b>Writing Vocab</b></td> </tr> <tr> <td data-bbox="725 932 965 963">Dictation</td> <td data-bbox="965 932 1061 963">89%</td> <td data-bbox="1061 932 1323 963">Up from 82%</td> </tr> <tr> <td data-bbox="725 963 965 995">Reading level</td> <td data-bbox="965 963 1061 995">89%</td> <td data-bbox="1061 963 1323 995">Down from 82%</td> </tr> </tbody> </table> <p>80% or more of all pupils in the average or above average category in the Six Year Net Word vocab</p> <p><b>Target achieved</b></p> <p>This target has been met – 89%</p>	At & Above Average %	Shift from 2009		Letter ID	94%	Up from 91%	CAP	94%	Up from 91%	Word Test	89%	Up from 80%		<b>89%</b>	<b>Up from 82%</b>	<b>Writing Vocab</b>			Dictation	89%	Up from 82%	Reading level	89%	Down from 82%	<p>Continuation of strategies already in place. Class descriptions, entry testing, regular running records.</p> <p>Whole staff involved in literacy contract focus on reading.</p> <p>Junior staff attend Incredible Years programme.</p> <p>Teacher Aide support for literacy focus</p>
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LITERACY – READING

<b>Strategic Goal</b> Every pupil is building a strong foundation in <u>reading</u> , written and oral language, mathematics and digital literacy		
<b>2011 Target</b>	<b>Reason for target</b>	<b>Steps forward</b>
<p><b>Focus on <u>overall</u> literacy</b></p> <p><b>90% of all pupils (excluding ELLP’s pupils) will be at or above their expected curriculum level for their school year level with the overall teacher judgement as reference point.</b></p> <p><b>For those in the tail</b></p> <p><b>80% of pupils (excluding ELLP’s pupils) <u>below</u> their expected <u>curriculum level</u> will progress to ‘at’ or ‘above’ their expected curriculum level by the end of the school year with the overall teacher judgement as reference point.</b></p>	<p><b>2010 Variance</b></p> <p><b>Year 4 – 10</b> 90% of pupils at or below their chronological age will make a shift of at least 1 reading year age from beginning to end of year.</p> <p><b>Target Achieved</b> 94% of pupils achieved this target, 1 pupil (6%) made no shift.</p> <p>90% of pupils being <u>within a year</u> of their chronological reading age as a minimum using Running records (where appropriate) as the benchmark and with AsTTle as supplementary data.</p> <p><b>Target Achieved</b> 2 (3%) of year 4 to 6 pupils are <u>not</u> within one year of chronological age at end of year. 97% of pupils in Year 4 – 6 are. 2 pupils in year 9/10 are below</p>	<p>Continuation of strategies already in place. Class descriptions, start and end year testing, regular running records, grouping by level and need, multiple strategies in reading at all levels.</p> <p>Reasonable time devoted to literacy each day/week.</p> <p>Whole staff involved in literacy contract focus on reading.</p> <p>Teacher Aide support for literacy focus for pupils identified as needing support.</p> <p>Learning Support Coordinator review of pupils at risk with interventions planned when needed.</p> <p>Home support encouraged through parent information evening focusing on strategies, provision of learning resources to support home learning.</p>

## LITERACY – READING

Strategic Goal - Every pupil is building a strong foundation in <u>reading</u> , written and oral language, mathematics and digital literacy		
2011 Target	Reason for target	Steps forward
<p><b>Focus on particular year levels</b></p> <p><b>90% of boys (excluding ELLP's pupils) identified as achieving below the expected curriculum level at yr 9/10 will make a gain of at least one AsTTle sub level by the end of the year.</b></p>	<p><b>2010 Variance</b> 80% of Year 8 pupils will be <u>at or above chronological reading age</u> by the end of 2010. AsTTle will be used to supplement running records to inform progress in year 8.</p> <p><b>Target achieved almost</b> 2/12 (17%) pupils are at or above CA by running record. However, 90% (9 of 10) of pupils in Y8 made a gain of one sublevel or more.</p> <p>80% of pupils in years 10 will achieve <u>at least the expected yearly gain</u> as stated in the AsTTle user manual by the end of 2009</p> <p><b>Target not achieved</b> 30% (3 of 10) of pupils in Y10 made a gain of one sublevel or more. The mean gain for Y10 pupils in asTTle Reading was a negative shift of 0.7 sublevels</p>	<p>Continuation of strategies already in place. Class descriptions, start and end year testing, grouping by level and need, multiple strategies in reading at all levels, targeted teaching to under achieving boys.</p> <p>Reasonable time devoted to literacy each day/week.</p> <p>Whole staff involved in literacy contract focus on reading.</p> <p>Teacher Aide support for literacy focus for pupils identified as needing support.</p> <p>Choice of text appropriate to interest.</p>

**Strategic Goal - Every pupil is building a strong foundation in reading, written and oral language, mathematics and digital literacy**

2011 Target	Reason for target	Steps forward
<p><b>Focus on <u>Male literacy 2011</u></b></p> <p><b>80% of boys in Years 1 – 10 will be at or above their expected <u>curriculum level for reading</u> for their school YEAR level by the end of 2011. End of year overall teacher judgements in reading will be the basis of measurement to inform progress in years 1-10.</b></p> <p><b>90% of boys (excluding ELLP's pupils) identified as achieving below the expected curriculum level at yr 9/10 will make a gain of at least one AsTTle sub level by the end of the year.</b></p>	<p><b>2010 Variance from target</b></p> <p>80% of boys achieving below expectation in years 8 and 10 will achieve <u>at least the expected yearly gain</u> as stated in the AsTTle user manual by the end of 2010.</p> <p><b>Target not achieved</b> at year 8 50% of underachieving boys in Y8 made the expected gain. 50% of the Y8 boys that were achieving below expectation made the expected gain of at least one sublevel. Two Y8 boys that were below expectation at the end of the year each made a gain of 3 sublevels, which exceeds the expectation of at least one sublevel.</p> <p><b>Target Achieved</b> at year 10 Only one Y10 boy was achieving below expectation at the start of the year, and he made a 7 sublevel gain in asTTle reading!</p> <p>80% of boys in years 1 to 8 will be at or above chronological reading age by the end of 2010. AsTTle will be used to supplement Running records to inform progress in years 4 to 8</p> <p><b>Target achieved</b> Year 4 to 6 6 pupils (10%) did not achieve this target.</p> <p><b>Target not achieved</b> Year 7/8 6/10 boys at below CA on running records</p>	<p>Continuation of strategies already in place. Class descriptions, start and end year testing, regular running records, grouping by level and need, multiple strategies in reading at all levels.</p> <p>Further development in understanding of OTJ's with appropriate moderation as necessary.</p> <p>Reasonable time devoted to literacy each day/week.</p> <p>Whole staff involved in literacy contract focus on reading.</p> <p>Teacher Aide support for literacy focus for pupils identified as needing support.</p> <p>Learning Support Coordinator review of pupils at risk with interventions planned when needed.</p>

## LITERACY – READING

Strategic Goal - Every pupil is building a strong foundation in <u>reading</u> , written and oral language, mathematics and digital literacy		
2011 Target	Reason for target	Steps forward
<p><b>Focus on <u>Maori and Pasifika</u> literacy</b></p> <p><b>80% of pupils who identify as Maori or Pasifika in Years 1 – 3 will read <u>above</u> their expected <u>curriculum level</u> by the end of Year 3 (excluding ELLP's pupils)</b></p>	<p><b>2010 Variance from target</b></p> <p>80% of pupils who identify as Maori or Pasifika pupils in years 4 to 10 will perform <u>to at least the mean level of the year group they are in</u> as measured in the AsTTle end of year testing</p> <p><b>Target not achieved</b>            note positive trend from 2009 to 2010.            2009 = 50%, 2010 = 67% (8 of 12) of pupils who identified as Māori equalled or exceeded the national mean with their end of year asTTle reading score.            2009 = 70%, 2010 = 71% (5 of 7) of pupils who identified as Pasifika equalled or exceeded the national mean with their end of year asTTle reading score.</p> <p>80% of pupils who identify as Maori or Pasifika pupils in years 1 to 4 will read at or above their chronological age by the end of year 3.</p> <p><b>Target achieved</b>            2 of 2 Maori Male pupils achieved.            3 of 3 Pasifika Male pupils achieved            1 of 1 Pasifika Female pupils achieved</p>	<p>Continuation of strategies already in place. Class descriptions, start and end year testing, regular running records, grouping by level and need, multiple strategies in reading at all levels.</p> <p>Further development in understanding of OTJ's with appropriate moderation as necessary.</p> <p>Reasonable time devoted to literacy each day/week.</p> <p>Whole staff involved in literacy contract focus on reading.</p> <p>Teacher Aide support for literacy focus for pupils identified as needing support.</p> <p>Consultation with families identifying as Maori to determine aspirations for Maori pupils and strategies that may help to achieve these.</p>

## LITERACY – WRITING

Strategic Goal - Every pupil is building a strong foundation in reading, <u>written</u> and oral language, mathematics and digital literacy		
2011 Target	Reason for target	Steps forward
<p><b>Focus on writing</b></p> <p>80% of pupils will be at or above their expected curriculum level in both surface and deep features as measured by the overall teacher judgement at end of the year</p>	<p><b>2010 Variance from target</b></p> <hr/> <p>75% of students to be at or above expected levels of writing achievement</p> <p><b>Deep features</b>  <b>Target achieved</b> – 78% at or above            Year 4 weak            Year 5 to 8 are on track towards target            Year 9 and 10 significantly below. This could be due to poor task design and will need review</p> <p><b>Surface Features</b>  <b>Target almost achieved</b> – 72% at or above</p>	<p>Entry and exit point data collected. Pupils at risk identified and feedback related to learning needs.</p> <p>Clear use of learning intentions and success criteria in all classes.</p> <p>Clear and timely feedback related to intentions.</p> <p>Frequent writing sessions in various genre.</p> <p>Moderation of marking at regular intervals.</p> <p>Further development of understanding in applying OTJ's.</p> <p>Balance in programmes between surface feature and deep features.</p>

## Numeracy and Mathematics

Strategic Goal - Every pupil is building a strong foundation in reading, written and oral language, <u>mathematics</u> and digital literacy		
2011 Target	Reason for target	Steps forward
<p><b>Focus on Year 4 to 10 Mathematics</b></p> <p><b>At least a 20% increase in the percentage of pupils performing in the expected AsTTle curriculum level or above for AsTTle testing between March to October in each year group as measured against the national norm</b></p> <p><b>By the end of the year, 90% pupils from Yr 4 – 10 should be working at or above their expect curriculum level for their year level with the OTJ as the reference point</b></p> <p><b>Note change of focus from single point determiner (AsTTle) to OTJ.</b></p> <p><b>50% increase in the number of children achieving in the “Within average range / above average” category in each area of Numeracy listed (Continue with drive towards the movement by increasing the percentage from 10% to 50%. This target is to continue to reduce the tail of underachievement.)</b></p>	<p><b>2010 Variance from target</b></p> <p>For each year group year 4 to 10</p> <p>At least a 10% decrease in the percentage of pupils performing in the <u>below average</u> range for AsTTle testing between March to October in each year group</p> <p><b>Target achieved</b> March to October 2010 there was a 13% decrease (37% to 24%) in the percentage of pupils performing in the below average range</p> <p>At least a 10% increase in the percentage of pupils performing in the above average range for AsTTle testing between March to October in each year group</p> <p><b>Target achieved</b> From March to October 2010 there was a 20% increase (42% to 62%) in the percentage of pupils performing in the above average range</p>	<p>Entry and exit point data collected.</p> <p>Pupils at risk identified.</p> <p>Targeted teaching in class to level ability, using mathematics or similar with tailoring towards pupil needs, regular monitoring of progress in these areas.</p> <p>Teacher Aide support in classrooms with identified pupils.</p> <p>Clear use of learning intentions and success criteria in all classes.</p> <p>Clear and timely feedback related to intentions.</p> <p>Suitable time devoted to numeracy with minimised interruptions.</p> <p>Moderation of marking at regular intervals.</p> <p>Further development of understanding in applying OTJ's</p> <p>Increasing confidence in foundational skills of basic facts, addition and subtraction.</p>

**Strategic Goal** - Every pupil is building a strong foundation in reading, written and oral language, mathematics and digital literacy

2011 Target	Reason for target	Steps forward
<p><b>Focus on specific year groups</b></p> <hr/> <p><b>Year 9 is a cohort with significant issues and these will be monitored closely. While not specific target has been set for this group, targeted strategies are being put in place to raise achievement.</b></p>	<p><b>2010 Variance from target</b></p> <hr/> <p>75% of Y8 pupils to be in the average to above average range at October testing (the expected AsTTle gain from Y7 to Y8 is 97 points).  <b>Target not achieved.</b>            This year, 6 of the 11 Y8 pupils, or 55% of the Y8 pupils were in the average to above average range at October testing</p> <p>75% of Y9 pupils to be in the average to above average range at October testing (the expected AsTTle gain from Y8 to Y9 is 136 points)  <b>Target achieved.</b>            12 of the 16 Y9 pupils, or 75% of the Y9 pupils were in the average to above average range at October testing.</p>	<p>Entry and exit point data collected.</p> <p>Pupils at risk identified.</p> <p>Targeted teaching in class to level ability, using mathematics or similar with tailoring towards pupil needs, regular monitoring of progress in these areas.</p> <p>Teacher Aide support in classrooms with identified pupils.</p> <p>Clear use of learning intentions and success criteria in all classes.</p> <p>Clear and timely feedback related to intentions.</p> <p>Suitable time devoted to numeracy with minimised interruptions.</p> <p>Moderation of marking at regular intervals.</p> <p>Further development of understanding in applying OTJ's</p> <p>Increasing confidence in foundational skills of basic facts, addition and subtraction</p>

## Numeracy and Mathematics

**Strategic Goal** - Every pupil is building a strong foundation in reading, written and oral language, mathematics and digital literacy

2011 Target	Reason for target	Steps forward
<p><b>Focus on Basic facts</b></p> <hr/> <p><b>Improve Basic Number Facts.</b> By the end of Yr 3 85% of pupils should know their addition using numbers 0 – 10.</p> <p>By the end of Yr 4 85% of pupils should know their subtraction basic facts.</p> <p>By the end of Yr 6 85% of pupils should know all their times tables</p> <p>By the end of each teaching unit, 90% pupils from Yr 1 – 10 should be working one stage below the expected age and stage or higher as based on National Expectations</p>	<p><b>2010 Variance from target</b></p> <hr/> <p>Improve Basic Number Facts.</p> <p>By the end of Yr 3 85% of pupils should know their addition using numbers 0 – 10.</p> <p><b><u>Year 3 Target not achieve target</u></b> 47% of Year 3 pupils achieved the target set</p> <p>By the end of Yr 4 85% of pupils should know their subtraction basic facts.</p> <p><b><u>Year 4 Target not achieve target</u></b> 53% of Year 4 pupils achieved the target set.</p> <p>By the end of Yr 6 85% of pupils should know all their times tables.</p> <p><b><u>Year 6 Target not achieve target</u></b> 45% of Year 6 pupils achieved the target set</p> <p>By the end of each teaching unit, all pupils from Yr 0 – 8 should be working within one stage of the expected age / stage as based on National Expectations. <b>Target achieved</b> at Yr 2, 5, 6, 7. <b>Target not achieved</b> at yr 1, 3, 4, 8 Approximately 8% of pupils did not achieve this target. Some pupils made very strong gains in this area.</p> <p>10% increase in the number of children achieving in the “Within average range / above average” category in each area of Numeracy tested. <b>Target achieved</b> at all class levels except one (Year 3).</p>	<p>Entry and exit point data collected.</p> <p>Pupils at risk identified.</p> <p>Targeted teaching in class to level ability, using mathematics or similar with tailoring towards pupil needs, regular monitoring of progress in these areas.</p> <p>Teacher Aide support in classrooms with identified pupils. Various strategies employed with pupils in small groups/individually.</p> <p>Pupils made clear of goals to raise achievement in this area.</p> <p>Basic facts focus through the year.</p> <p>Home support encouraged through parent information evening focusing on strategies, provision of learning resources to support home learning.</p> <p>Review of achievement through the year.</p> <p>Teachers reflect on pupil achievement (Teaching as inquiry)</p>

## Numeracy and Mathematics

Strategic Goal - Every pupil is building a strong foundation in reading, written and oral language, <u>mathematics</u> and digital literacy		
2011 Target	Reason for target	Steps forward
<p><b>Focus on Maori and Pacifica pupils</b></p> <p><b>100% of Maori and Pasifika pupils will make expected gains against curriculum expectations for their year levels under the Numeracy project</b></p>	<p><b>2010 Variance from target</b></p> <p>Both groups to make the expected annual gains in AsTTle testing.</p> <p>80% (8 of 10) of Māori pupils made a gain of one or more sublevels in Maths between March and October 2010. The mean gain for Māori pupils was 1.5 sublevels.</p> <p>71% (5 of 7) of Pasifika pupils made a gain of one or more sublevels in Maths between March and October 2010. The mean gain for Pasifika pupils was 0.9 sublevels</p> <p>At least a 50 point mean gain in Number Operation skills from March to October for Māori pupils in AsTTle testing. Points gain cannot be measured between asTTle v4 (March) and e-asTTle (October) as the point scales are different. However, if we look at sublevel gains between March and October:</p> <ul style="list-style-type: none"> <li>67% (6 of 9) of Māori pupils made a gain of at least one sublevel in Number Operations. The mean sublevel gain in Number Operations for Māori pupils was 1.6 sublevels with 4 pupils making a gain of 3 sublevels or more.</li> </ul> <p>60% (3 of 5) Pasifika pupils made a gain of at least one sublevel in Number Operations. The mean sublevel gain in Number Operations for Pasifika pupils was 1.2 sublevels</p>	<p>Entry and exit point data collected.</p> <p>Pupils at risk identified.</p> <p>Targeted teaching in class to level ability, using mathematics or similar with tailoring towards pupil needs, regular monitoring of progress in these areas.</p> <p>Teacher Aide support in classrooms with identified pupils. Various strategies employed with pupils in small groups/individually.</p> <p>Basic facts focus through the year.</p> <p>Home support encouraged through parent information evening focusing on strategies, provision of learning resources to support home learning.</p> <p>Review of achievement through the year.</p> <p>Teachers reflect on pupil achievement (Teaching as inquiry)</p> <p>Consultation with families identifying as Maori to determine aspirations for Maori pupils and strategies that may help to achieve these</p>

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2011 Target	Reason for target	Steps forward
<p><b>Focus on Maori and Pacifica pupils</b></p> <p>As for target above</p> <p><b>100% of Maori and Pacifica pupils will make expected gains against curriculum expectations for their year levels under the Numeracy project</b></p>	<p><b>2010 Variance from target</b></p> <hr/> <p>Expected gains according to Curriculum Expectations should be made by both Maori and Pasifika children under the Numeracy Project</p> <p>Maori Male <b>Target not achieved.</b> 5 of 7 (71%) of Maori male pupils throughout the school did make expected gains</p> <p>Maori Female <b>Target not achieved.</b> 5 of 6 (83%) Maori female pupils throughout the school did make expected gains</p> <p>Pasifika Male <b>Target not achieved.</b> 1 of 3 (66%) Pasifika males throughout the school did make expected gains.</p> <p>Pasifika Female <b>Target not achieved.</b> 3 of 5 (60%) Pasifika females throughout the school did make expected gains</p>	<p>As above</p>