

Ōropi School 2018 Annual Plan

FOCUS A: Linking to our 2018-2022 Charter – Futures Perspective

What is important for Oropi School in ten years' time so we can achieve our Motto, Vision, Mission and Values?

- Ensuring our outdoor and green spaces enable sustainable solutions and learning contexts outside of the classroom
- Being a school that has flexible learning opportunities in a variety of indoor and outdoor learning spaces at any one time
- Operates a high trust model that allows and enables freedom, flexibility, imagination and creativity; minimal playground rules and behaviour management structures; children taking considered risks in their play and learning; and children taking ownership for their decisions, actions and freedoms.
- Enabling collaborative teaching and learning contexts, with mixed age group learning opportunities and social engagement
- Maintaining and growing our play-based-discovery programme, and project based inquiry learning opportunities throughout all levels of the school, Years 1-8
- Being a school that embeds Te Whariki (Early Childhood Curriculum) and NZC (the New Zealand Curriculum) throughout the school
- Managing our roll effectively to ensure the environmental and social character of the school is not lost
- Embedded culturally responsive dispositions in leadership, teaching and learning programmes
- The school being known for: Discovery and play based learning, Languages programme (Maori and Mandarin), Intercultural programme
- Having a nurturing, inclusive and equitable context for all learners and community members
- Being a school that makes meaningful connections with local, national and international contexts that foster a sense of self and place for the community

<p>Today's way of doing <i>Second Language Learning Programme</i> <u>Intervention programmes:</u> Reading Recovery, Rainbow Reading, Lexia Core, In-class support <i>High Trust contexts</i></p>		<p>Tomorrow's way of doing <i>Discovery and Play Based Learning</i> <i>Outdoor Learning Contexts (Kokako Garden)</i> <i>Individualised Inquiry and Project Based Learning</i> <i>Seamless links between all national curriculum frameworks</i> <i>Mixed age/ability groups for learning</i></p>
<p>Today's innovations <i>Discovery and Play Based Learning</i> <i>Outdoor Learning Contexts (Kokako Garden)</i> <i>Individualised Inquiry and Project Based Learning</i> <i>Seamless links between all national curriculum frameworks</i> <i>Mixed age/ability groups for learning</i></p>		<p>Residual Assets <i>Second Language Learning Programme</i> <u>Intervention programmes:</u> Reading Recovery, Rainbow Reading, Lexia Core, In-class support <i>High Trust Contexts</i></p>

Our Key Actions

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none"> • Kokako Garden outdoor kitchen • Discovery and Play Based Learning curriculum in the senior school • Developing our online portal • Developing our Bilingual Education opportunities 	<ul style="list-style-type: none"> • Future proofing our building and learning spaces within the school, including outdoor learning contexts for potential growth and flexible spaces • Consolidating the Discovery Learning and Individualised Inquiry Learning programmes across the whole school • Consolidating Bilingual Education opportunities • Looking for ways to define our character and who we are as an educational community beyond institutionalised terminology and boundaries. • Where Intercultural capacity and cultural responsiveness in systems, practices, programmes and policy is the norm 	<ul style="list-style-type: none"> • Vision, Mission and Values Self-Review • Developing learning spaces, buildings and outdoor learning contexts to align with sustainable practices for our environment • Exploring, developing and maximising opportunities for mixed-age group education • Having a curriculum that is adaptive to individual need, where being bound by year level grouping and curriculum level is superfluous

Our Key Challenges

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none"> • Managing our building spaces with all spaces, including the Multi-purpose room, being a classroom • Managing the student roll effectively to ensure optimal use of property reflective of our curriculum needs 	<ul style="list-style-type: none"> • Maintaining and developing green space and outdoor learning contexts • Solutions to cater for the additional learning programmes in operation, beyond classroom teaching 	<ul style="list-style-type: none"> • Putting in place cyclical procedures and policies reflective of the needs for a stable school roll, in terms of property, personnel, resourcing and curriculum

Our Key Measures

Short Term (1-2 years)	Mid Term (2-5 years)	Long Term (5-10 years)
<ul style="list-style-type: none"> • Student Achievement analysis • Community consultation • Setting up statistical analyses to ensure we have effective data to surmise and analyses such things as roll growth data. 	<ul style="list-style-type: none"> • Summarising and analysing statistical analyses 	<ul style="list-style-type: none"> • Making sure our self-review processes are effective enough so that our environment, property and curriculum needs are reflective of the community values and characteristics; identified by methods of community consultation and feedback.

FOCUS B: Student Achievement & Curriculum Development

Strategic Intent: To accelerate progress in Literacy and Numeracy through an innovative and engaging localised curriculum for all children so they can access, find out, experience, and develop their passions, talents and interests. Fostering life-skills and key competencies to develop the whole child (academic and social dispositions) are a central element of this. The ultimate purpose of this approach is so our learners can leave Oropi School at the end of Year 8 knowing who they are, and what their strengths and passions are to lead them into successful lives beyond Year 8.

Student Achievement Strategic Goals

Strategic Objective	Problem, what needs to change	Benefits to change	How progress and next steps will be measured
<p>Writing To raise the level of achievement for students of our Year 4 (Male), 5 and 6 groups from 67% at or above to 85% at or above.</p>	<p>Writing is the greatest area of need across the school. We have identified that surface features (Spelling, punctuation and grammar) are to be our main focus. We completed a great deal of research to find that in order to meet this need, while aligning with our school philosophy, we need to implement the Joy Alcock spelling programme.</p> <p>This programme will be implemented school wide from years 0 – 8.</p>	<p>The Joy Alcock spelling programme focuses on teaching spelling rules, patterns and sounds. This will meet core needs as it addresses surface features directly. This programme will enable consistency.</p>	<p><u>Timeline of events:</u></p> <p><i>Term 1</i></p> <ul style="list-style-type: none"> Teams work collaboratively to construct a year-long goal. The goal will reflect their current understandings and what they need to achieve to ensure the programme is utilised and effective. Team moderations to take place. <p><i>Term 2</i></p> <ul style="list-style-type: none"> Staff observations of classroom programme <p><i>Term 3</i></p> <ul style="list-style-type: none"> Monitoring and planning due <p><i>Term 4</i></p> <ul style="list-style-type: none"> Monitoring, planning and reflections <p>Analysis of data at key Stages of the year to inform future teaching and learning programmes.</p> <p>Measuring progress effectively (that identifies, specific strengths, areas of needs and next steps in learning).</p>
<p>Mathematics To raise the level of achievement for students of our Year 5, 6 and 'after 2 years of school' groups from 68% at or above to 85% at or above.</p>	<p>1. As a school we have identified the need for this target group is in number knowledge; the confidence to apply number knowledge and ability to work with numbers and problems in their head. This highlights a need for more physical math materials in classrooms to build their capacity to do this. Modelling with more materials will allow children to see how numbers work visually and illustrate problem solving.</p> <p>2. Professional development for staff on the numeracy progressions.</p>	<p>The school has recently purchased a number of extensive resource kits that align with needs. This means teachers now have the tools required to physically represent number in class in more contexts.</p> <p>P.D around the progressions will ensure we continue to grow and challenge school-wide understandings and consistencies for teaching number. This will in turn support teacher OTJ's and 'next step' identification will be more accurate.</p>	

Operational & Systems Development Strategic Goals

Strategic Objectives	Problem, what needs to change	Benefits to change	How progress and next steps will be measured
<p>Creating a digital communications system from one online portal of reference for all groups.</p>	<p>Oropi School has developed and makes use of a wide range of very effective digital tools for administration, teaching and learning purposes. However, at the moment these tools are used in isolation and to varying degrees of efficiency across the school.</p> <p>We need to create a web based tool that is our ‘go-to’ ‘one-stop-shop’ online portal for all community members to ensure we have a streamlined approach to the wide range of tools we access and use as a school community. This would see the creation of a ‘Home Page’ with portals from this for the following groups to link to the aspects of school operation applicable to them:</p> <ul style="list-style-type: none"> • Parents • Children • Staff • Support and Administration Staff 	<p>Each community group will know and have clear lines of communication and information systems to follow that they may need to make use of.</p>	<p>Surveys, questionnaires and feedback as the system is developed over time.</p>
<p>Taking opportunities to educate and work with the community to understand how the school is managing and future-proofing dimensions of our school character</p>	<p><u>Based on 2017 Community Consultation:</u> Implement a strategy to the community that clearly articulates the school governance efforts and positions about:</p> <ul style="list-style-type: none"> • Managing roll growth • Maintaining the: “Oropiness”, rural/country character, family feel, and open spaces • Keeping class sizes small • Knowing the children and recognising all children as individuals • Ensuring we maintain and enable a whole school sense of culture through whole school events and opportunities <p>And the practical steps and initiatives school management, staff, and BoT will put in place to address these points.</p>	<p>All members of our school community will understand reasoning and processes for decision making.</p>	<p>Surveys and further feedback to gauge understandings in our community.</p>

Student Achievement and Curriculum Development – Operational Goals

<p><u>Aim 1:</u> To revise our strategies for developing Overall Teacher Judgements (OTJs) by consolidating our moderation strategies across the school in Mathematics and Literacy.</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Explore the use of PACT in Mathematics as a possibility • Continuing and developing the use of PACT for Writing • Targeting specific meetings in teams (junior, middle and senior) for moderating in aspects of Reading, Writing and Mathematics. This will enable and provide evidence of greater consistencies of understanding • To have a clearly articulated CaP Plan for Literacy as informed by the ALL project • Unpack what classes are and are not currently doing • Analysis and review of our assessment tools we are using – both qualitative and quantitative forms • Merging the CaP Plan tool and the target group intervention forms as one document
<p><u>Aim 2:</u> To ensure we have clear strategies in place that focus on showing and measuring progress in key curriculum areas that relate to and enable a focus on the Key Competencies and Dispositions for learning</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Reporting to parents revised to reflect this more • Workshops amongst staff linking Dispositions for Learning with progress reporting in Reading, Writing and Mathematics • Middle and Senior School developing profile books to track progress in key learning areas • Junior School maintaining and revising their profile books system • Junior School revising the use of Learning Stories and Senior School trailing the use of Seesaw for similar purposes to the junior school using Learning Stories
<p><u>Aim 3:</u> To consolidate our understandings and philosophies about teaching, learning, and assessment in the following key areas as individual staff members (in relation to our own class contexts) and collectively in the wider school context:</p> <ul style="list-style-type: none"> • Play Based Learning • Individualised Inquiry • Outdoor Learning Contexts • Project Based Learning • Task Based Learning • Mixed Ability Grouping • Ability Grouping • Collaborative teaching 	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Use of external facilitator – see PLD application to MoE • Ensure we enable our children to understand and articulate our positioning • Merge and link this PLD to our Teacher Appraisals for 2018 (see Overview)

<p><u>Aim 4:</u> To implement and adapt the Play Based Learning programme to the Year 4-8 context of our school</p> <p>(Includes the incorporation of the “Garden-to-table” Programme in our Kokako Garden)</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • Developing a curriculum strategy for Year 4-8 • Developing a set of protocol and resources and programmes for the use of the Kokako Garden, Senior Shed, and Gully in relation to the Y4-8 Play Based Learning programme • Developing a Curriculum Strategy and Overview that clearly outlines curriculum coverage links and skills that are being developed through this curriculum area for our Year 4-8s • Lead teacher to oversee the implementation of the Garden-to-table programme in our school
<p><u>Aim 5:</u> Embedding a culturally responsive teaching and learning review and associated action plan throughout the school to ensure our practices are reflective of culturally responsive philosophies; at class level and systems level</p>	<p><u>Specific Actions:</u></p> <ul style="list-style-type: none"> • This is linked to the work of the CoL through our Within-School Lead Teachers and PLD Providers

Tauranga Peninsula Community of Learning (CoL) Strategic Links

[Link](#)

Triennial Self-Review
School Curriculum and Strategic Planning

Year 1 (2018)	Year 2 (2019)	Year 3 (2020)
<p>Focus Literacy/Numeracy</p> <p>Health, PE & EOTC</p>	<p>Focus Literacy</p> <p>The Arts</p> <p>Assessment</p>	<p>Focus Numeracy</p> <p>Social Sciences & Science</p> <p><u>Strategic Planning Consultation:</u> Values, mission, vision, competencies, culture, behaviour management, NZC priorities</p>
Ongoing		Methodology
<p>Languages, Maori & Intercultural Dimension</p> <p>Individualised Inquiry and Discovery (Play based) Learning Programmes</p> <p>Provisions for students with Special Education Needs (included Curious Minds Programme - GATE)</p> <p>Year 7&8 programmes</p> <p>Reporting to parents, BOT and community</p> <p>Pre-school and High School Partnership programmes</p> <p>Staff Appraisals</p> <p>Student Achievement data analysis and collection</p> <p>Ministry of Education Initiatives and strategies</p> <p>Community-wide Consultation for foci</p>		<p>Staff Appraisals</p> <p>Staff Meetings</p> <p>Resource spending allocation including establishing priorities</p> <p>Professional Development</p> <p>Targeted “leadership of” and “staffing responsibility” areas in relation to self-review foci</p> <p>Student achievement data analysis related to foci</p> <p>Using a variety of community consultation feedback methods (surveys, meetings, phone calls, face-to-face meetings)</p>

Management/Governance/BoT Self Review Cycle

	Term 1	Term 2	Term 3	Term 4
Year 1 (2019)	Health & Safety	BoT Induction and Code of Conduct Governance Policy and Trustee Remuneration & Expenses	Review of BoT member roles and responsibilities Child Protection	Responsibilities of, Professional Expenses of, and Appraisal of the Principal
Year 2 (2020)	BoT Meeting format and content Communication systems	Employer responsibility and Employee Management Community Consultation	Finance and Assets	Submissions to Board Legislation / Administration
Year 3 (2018)	School Buses	Privacy of Information & Protected Disclosures	Animal Welfare	

Governance and Operational **Procedures** reviewed are aligned with when the 'Parent Policy/ies' is being reviewed according to the above **Policies reviewed when they relate to Governance, Operational, or School Curriculum and Strategic Planning as outlined above**
Some of the above areas of review have more than one Policy associated with it that needs review (eg: Health & Safety related policies include Harassment and Bullying, Drug Use and Misuse, Student Behaviour; Employer responsibility includes Staff Leave Policy, Staff Discipline and Staff Appointments)

Māori and Intercultural Perspective

(See Cultural Diversity and Maori Dimension statements 2018-2022 Charter)

Part A: Maori dimension goals

To continue work on the 2014 next step identified by ERO as part of this Objective:

Continue to build teacher competencies to consistently integrate and model Te Reo Māori as a normal part of everyday conversations with students

AND

- As a staff, have consensus on the beliefs and philosophy we have about second language learning, its benefits and relationship with Innovation Learning practices.
- Enabling our school context and environment to reflect anti-bias learning opportunities that focus on Inter-culturalism as opposed to “learning about” other cultures
- Building understanding and capacity as professional to operate consistently in Tangata Whenuatanga, Ako, Wananga, Manaakitanga, whanaungatanga

Cross curricula

Maximising opportunities for children to learn about the bi-cultural heritage of NZ and the Bay of Plenty region through our school wide curriculum (eg: ensuring children are knowledgeable about the Treaty of Waitangi, social structures, Tangata whenuatanga and events of historical significance.

Collaborate in building resources and learning opportunities that mesh Te Āo Māori within curriculum areas and discovery type learning.

Te Reo

To ensure consistency and a sequential plan is in place with the delivery of Level 1-2 Te Reo across the school.

That this outline clearly shows differentiation across year levels so it is clear what Te Reo we want the ‘Oropi learner’ to know by the end of Year 8 and progression from Y1-8 is clear and sequential.

To ensure children and staff continue to build on and practice correct pronunciation.

To strengthen waiata as a regular component of school culture and that all Oropi children are familiar with common local waiata they can sing collectively.

Tikanga

Coordinating a Marae trip for all children in the school.

Multicultural festival.

Enabling more areas of our property and, signage and written communication to reflect our bi-cultural heritage.

Continue to grow the capacity of our Kapa Haka Group.

Opportunities to learn about cultural traditions, customs, protocol and history for each class, every term to complement the Te Reo programme.

To ensure our students learn about Tauranga tangata, pūrākau, karakia and waiata.

Connections/Organisational success

To ensure:

A staff member is leading our Maori dimension strategies and initiatives.

Financial provisions are made to allow for initiatives to be implemented, resources purchased, and required professional development to be in place for staff.

To strengthen support networks that enable initiatives to occur such as a Marae trip, electives programme and kapa haka. Especially with local iwi.

Inviting groups to visit, perform, share or work with Oropi students.

Collaborate with other Language Teachers to develop innovative ways for teachers with limited Te Reo me ona Tikanga to incorporate meaningful Te Reo/Tikanga in the class program.

Add a Te Reo option into our ALLiS Mandarin resource website.

Part B: Intercultural dimension

Cross curricula	Language	Culture	Connections
<p>Maximising opportunities for children to learn about the increasingly diverse cultural makeup of:</p> <ul style="list-style-type: none"> • The Bay of Plenty • New Zealand • Our locally based links with overseas cities, countries and cultures through export industries, business, sister cities and other cultural connections <p>To provide opportunities for children to learn about and from some of the cultures represented in NZ and the Bay of Plenty region that are different to their own through our Social Sciences and Literacy curriculums.</p>	<p>Children engaging in basic conversations in Mandarin (modern Chinese), for everyday situations.</p> <p>Children developing a greater empathy, awareness and understanding for other cultures.</p> <p>Staff participation in language learning (Mandarin and Maori) as professional development, through participation in Language Byte. This will also include building teacher capacity to teach Mandarin with a Task Based approach in the school.</p> <p>Further development and consolidation of Language Progressions for Mandarin from Year 1-8.</p> <p>Providing extension and enrichment programmes in Mandarin for linguists and native speakers of Mandarin.</p>	<p>Learning about festivals, events, history, traditions and customs during Term 2-3 Inquiry that leads to the festival – of cultures represented in our school with a focus on Maori and Chinese culture.</p> <p><u>That we are embedding the promotion of cultural competencies:</u> Empathy, curiosity and respect by:</p> <ul style="list-style-type: none"> • Defining as a staff what cultural competencies we need for interacting and preparing them for the Asian Century. • Determining what professional development teachers require to be culturally competent. • Providing digital and face-to-face opportunities and platforms for children to interact with other cultures. <p>Hosting a Chinese/Multi-cultural Festival</p>	<p>Maintain and strengthen links with school groups in Nanchang – epals, exchange programmes.</p> <p>Investigate project based, virtual, collaborative learning opportunities between Oropi students and a group of students from an Asian school or cultural group.</p> <p>Continue to develop Little Diplomat program and similar programs to enable real life interface and relationship between students at Oropi and China.</p> <p>Providing opportunities for the Board of Trustees, staff and Oropi community to learn about why we have an Asia Readiness programme in the school and how this is a part of our needs in preparing students for their future.</p> <p>Participate in Local Chinese events such as Rotorua Interschool Speech Competition.</p> <p><u>Resource Development:</u></p> <p>Continue to fund in partnership with Tauriko the ALLiS Mandarin website.</p>

The Bilingual Unit Dimension

This is the establishment year of our first Bilingual Unit with the following elements to be integral to ensure this element of our school is sustainable and can have the capacity to grow. In Term 3-4, we will seek community feedback and consultation to get an indication of whether or not this will grow to more than one Unit.

Motto	WHAIA TE MATAURANGA - BE ALL YOU CAN BE
Ingoa:	Te Kōkako o Otanewainuku
Whakatauki	<p>'Toi tu te mana, toi tu te whenua, toi tu te tangata'</p> <p>'Inspiring our students to believe in themselves and realise their potential within our rural community, so they can move forward as confident, contributing members of society.'</p> <p>By Mark Moana</p>
Tō Mātou Whāinga Matua Our Mission	<ul style="list-style-type: none"> • <u>Overview</u> • The Ōropi Bilingual Unit (Te Kōkako o Otanewainuku) will work collaboratively with whānau, families, hapū, iwi and Ōropi community to establish its unique character. • The Ōropi Bilingual Unit (Te Kōkako o Otanewainuku) will provide sound bilingual education programme for students that strongly focuses on academic, social and cultural excellence within a Ngāti Ruahine, Ngāti Ranginui, Ngāi Te Rangī, Ngāti Pukenga, Tauranga Moana and Tauranga Tangata context. • Students who strongly desire to learn Te Reo Māori me ōna tikanga, explore Te Ao Māori and be involved in Kaupapa Māori will be given preference for enrolment. • The Bilingual Unit character is lived out by making educationally powerful connections and displaying an educational vision linked to the goals and aspirations of Ngāti Ranginui: <ul style="list-style-type: none"> • To raise the level of achievement in literacy and numeracy for our tamariki in years 1-8 • To work with whānau empowering and supporting their involvement and active participation in the education of their tamariki and rangatahi. • <u>Evidence:</u> • Openly communicating to the kura, ngā kaiako, ngā taurira and tikanga of Ōropi Bilingual Unit (NAME) is one that promotes social, cultural and educational excellence within a Kaupapa Māori context guided by Tauranga Moana reo and tikanga. • Provide a balance between academic and cultural involvement. • Kaiako regularly reflect on the curriculum and delivery, interweaving the Whare Tapa whā model. • Structured timetable that is holistic and encompasses academic, socially and culturally outcomes that link to the following: community initiatives, Iwi and hapū celebrations, school competitions, Tauranga Moana and Tauranga Tangata events and service to others as

	<p>integral delivery component.</p> <ul style="list-style-type: none"> • A culture where high expectations and achievement are a part of the routines and structures of taura, whānau and family contribute to the success of the taura. • Excellent competency and personal growth in Te Reo and Kaupapa Māori through academic and tikanga related opportunities.
<p>Ō Mātou Wawata Our Aims</p>	<ul style="list-style-type: none"> • <u>Special Character</u> • provide sound bilingual education for students that promote academic, social and cultural excellence. • Recognise and respect all iwi, hapū and marae. • Reflect on the tikanga and protocols of Ngāti Ruahine. • Community Awareness in Ōropi. • Affirm the identity of all students in the Bilingual Unit. • All students confident to walk in Both Te Ao Māori and Te Ao Pākehā. • <u>Curriculum Delivery:</u> • Educate the whole well being of the taura – spiritual, academic, social, cultural and physical. • Reflect on the principles of The New Zealand Curriculum Framework. • Provide a range of academic, spiritual, cultural and social experiences. • Support all opportunities for all taura to develop their full potential spiritually, physically, socially and emotionally. • Value compassion, excellence, spirituality, fairness, integrity, respect for others, feeling of belonging, trust, responsibility and commitment. • <u>Student Progress and Achievement:</u> • Identify learning needs of the taura in Mathematics, English, Te Reo Māori and Key Competencies. • Reflect, report and monitor students progress by informing and communicating with Whānau. • Set aspirations and goals with whānau for the taura. <ul style="list-style-type: none"> • <u>Property and Bilingual Unit resources</u> • Equipment that will support noho marae (eg: mattresses, cuttlery etc) shared across the school. (Any breakages or lost equipment to be paid by the borrower/s.) • The Ōropi Bilingual Unit (Te Kōkako o Otanewainuku) space can be used for noho marae or tikanga experiences. (Clean up to be done by people utilizing the space.) • All extra hidden cost for noho will need to come out of the budget of the visiting class/group/school. • Make sure the environment follows health and safety requirements. • Make sure the environment is left tidy after it is used.

<p>Ngā Uara School Values</p>	<ul style="list-style-type: none"> • Whanaungatanga (fostering good relationships) • Manaakitanga (care and support for each other) • Whakamanatia (respect) • Mahi Tahi / Waka eke noa (collaboration)
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<p>Human Resources</p>
<p><u>Staffing</u> (2018 Framework attached)</p>
<p><u>Professional Development</u> (Outlined in 2018 Overview)</p>
<p><u>Performance Management</u> (As outlined in attached 2018 Appraisal Cycle)</p>

Improving Student Achievement

Our overall aim is for 100% of children at all levels to be working at or above the National Standards in Reading, Writing and Mathematics. The '2018 Achievement Targets' table on the next page outlines expectations at each year level which are aligned with the National Standards. We use Term 4 student achievement data to make decisions about target groups in order of priority based on the overall aim for the beginning of the following year as outlined below. However, after Term 1 assessments have been carried out, adjustments are made if required to prioritise year, gender and ethnicity groups.

Analysis of assessment data in Reading, Writing and Mathematics is done using the following forms of assessment tools to inform our Overall Teacher Judgement (OTJ):

Reading	Writing	Mathematics
<ul style="list-style-type: none"> • Probe (Year 4-8) • Running Records (Year 1-3 +for children below expected levels in Year 4-8 if applicable) • OTJ (Overall Teacher Judgement) • National Standards documents & Literacy Progressions • SEA and 6 Year Nets for Junior School 	<ul style="list-style-type: none"> • Pact Writing • PAT Spelling, Punctuation & Grammar • Moderation meetings • OTJ (Overall Teacher Judgement) • SEA and 6 Year Nets for Junior School • National Standards documents & Literacy Progressions 	<ul style="list-style-type: none"> • GLOSS, JAM • PAT Mathematics • Diagnostic Interviews on entry to school • Teacher designed testing using the NumPa framework and curriculum documents for other strands • OTJ (Overall Teacher Judgement) • National Standards documents & NumPa framework booklets

NOTE: When a Stanine result is produced, we use the Assessment Resource Maps and Raw Scores of the test to make the decision about meeting National Standards.

When completing an assessment analysis, the data is recorded in our SMS (e-tap) by teachers and then the leadership team prepare summaries that:

- Compare data from one stage of the year to another and also the previous year
- Show data analysis for each year group
- Show data analysis for each gender
- Show data analysis for all ethnicities in the school

The above methods are how we come to our decision about priority groups.

All summative data is regularly reported to the Board of Trustees according to a timeframe as outlined in the following documents:

- Summative Assessment Framework for 2018
- Data and Assessment Summary Timeline

2018 Achievement Targets Table

Our overall aim is for 100% of children at all levels to be working at or above the National Standards in Reading, Writing and Mathematics. The following summary is an outline of expectations that inform our assessment analysis and are aligned with the National Standards.

Mathematics	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	End Year 7	End Year 8
Number & Algebra	Stage 2-3 80% lesson time	Stage 4 80% lesson time	Stage Early 5 70-80% lesson time	Stage 5 70-80% lesson time	Stage Early 6 60% lesson time	Stage 6 60% lesson time	Stage Early 7 40-50% lesson time	Stage 7 40-50% lesson time
Geometry & Measurement	Beginning Level 1	At Level 1	Early Level 2	At Level 2	Early Level 3	At Level 3	Early Level 4	At Level 4
Statistics								
Reading	Green Early Level 1	Turquoise At Level 1	Gold Early Level 2	Chron. Age At Level 2	Chron. Age Early Level 3	Chron. Age At Level 3	Chron. Age Early Level 4	Chron. Age At Level 4
Writing	Level 1b, 1p	Level 1p, 1a	Level 2b, 2p	Level 2p, 2a	Level 3b, 3p	Level 3p, 3a	Level 4b, 4p	Level 4p, 4a

B	P	A
Beginning	Proficient	Advanced
Shows some of the characteristics at that level	Shows most of the characteristics at that level	Shows all of the characteristics at that level
Early		At
Shows some of the characteristics at that level		Shows most or all of the characteristics at that level

All 2018 Target Groups		
(Three of which are targeted more specifically as outlined in Student Achievement Strategic Goals)		
Numeracy	Reading	Writing (focus)
What the assessment data is telling us Informed by End of 2017 Assessment Data		
Target Groups	Target Groups	Target Groups
<ul style="list-style-type: none"> • Year 2 • Year 5 • Year 6 	<ul style="list-style-type: none"> • No identified target groups school wide 	<ul style="list-style-type: none"> • Year 4 boys • Year 5 • Year 6
<p>NB: Other groups are identified in end-of-year 2017 data but these groups consist of 1 or 2 children so are not recorded above as a target group. These children will be tracked and targeted but on an individual basis.</p>		
How we will address the needs		
<ul style="list-style-type: none"> • SENCO leadership – to track and monitor children with learning needs who are not at the standards (and to support class teachers) • “Curious Minds” teacher – to provide in class support in identifying, catering for and providing action plans for the class teacher to follow to meet the needs of these children in class and to provide extra programmes in other curriculum areas as applicable • Teacher Aide in class support for Literacy and Numeracy programmes, with a focus on targeted needs • RTLB, MOE, ESOL, Speech Language funded teacher aide hours for children identified and tracked by our SENCO as needed • Supporting the classroom teachers through the Appraisal process in catering for target groups that may be in their class • Staff meetings and team meetings that facilitate discussions on assessment data • External support agencies working alongside class teachers, extra teachers and teacher aide to provide PD on programmes to be used • Clear systems in place for monitoring and tracking progress of children below and above expected levels • As a whole staff, further developing our Student Based Assessment methods so children become more self –aware of their progress and learning needs • Revising our reporting procedures for parents to better show progress over time and next steps • Specific Interventions in place for small groups/individuals: Lexia Core, Reading Recovery, Rainbow Reading 		

Finance & IT	Property, Health & Safety (See 2018-22 Charter & Capital Plan for overall aims of property development for this period)	Community Partnerships <ul style="list-style-type: none"> With the Oropi Community, other schools and pre-schools, and the wider Tauranga & BoP Regions
<p><u>Linked documents:</u></p> <ul style="list-style-type: none"> 2018 Capital Spending Plan 2018 Budget <p>Exploring business sponsorship opportunities and having a clear plan in place about school sponsorship (policy and procedures).</p> <p>Maintaining level of ICT hardware in the school with a goal of a 1:2 ratio of computers for Year 5-8 and 1:4 ratio for Y1-4.</p> <p>Priority resourcing needs will be:</p> <ul style="list-style-type: none"> Classroom furniture and teaching & learning material to cater for roll growth. Kokako Garden. <p>Increase Capital Reserves fund in 2018 and Cyclical Maintenance Reserves (for school re-paint in 2020). NOTE: The school is no longer in a painting maintenance contract.</p>	<p><u>Sun Smart:</u></p> <ul style="list-style-type: none"> Further shaded areas and further purchasing of shade sails, especially in Kokako Garden. <p><u>Environmental waste management & sustainability</u></p> <ul style="list-style-type: none"> Continue zero-waste lunches rubbish policy and recycling systems Investigate alternative energy source solutions <p>Address school frontage roading issues in consultation with the WBOPDC</p> <p>2017-2022 5YA Projects to implement as per plan</p> <p>Monthly building and water checks overseen by Caretaker and office staff</p> <p>Kokako Garden Outdoor Kitchen Project</p> <p>Review systems for termly evacuations & drills and have these in place each term</p> <p>Maintaining the physical appearance of the school, continuing to add creative elements to outdoor spaces, enhancing our environment.</p> <p>Maintain Health & Safety Committee structure and reporting/review processes as per the 2016 review. Ensure H&S Committee meetings prior to BoT Hui.</p> <p>Ensure all Health & Safety procedures are aligned with our 'parent' policies.</p>	<p><u>Communicating:</u></p> <ul style="list-style-type: none"> Enrolment zone & roll management Website – review and update Open Days, Learning Celebrations Weekly Newsletter Class Assemblies Written Reporting Oropi News Local, national and international media opportunities <p><u>Maintaining & strengthening</u></p> <ul style="list-style-type: none"> Participation in Tauranga Peninsula Kahui Ako Links with Playgroup Transition programme for NEs Links with High Schools Y7&8 programmes & KRSA & Tall Poppies Business partnerships/sponsorship <p><u>Other:</u></p> <ul style="list-style-type: none"> International Student capabilities and marketing to continue Creating inter-school &/or cross-sector groups for professional dialogue in relation to strategic goals, focused on teaching & learning (Kahui Ako)

