

RANUI PRIMARY SCHOOL

CHARTER

2015 – 2017

Mahitahi Partnership Ngaluefakatasi



**This document contains the Ranui Primary School Charter, strategic goals
For the period 2015-2017 and 2015 Annual Plan**

RANUI VISION

Te Whare Akoranga o Ranui – The Ranui house of Learning

Ranui translates as **“The Great Sun”**... the sun shining over our fale was designed by a former student. It connects the past with our present School Vision.

Te Tuanui The Roof provides shelter for all those who gather to learn in our fale. Ranui School is a learning community for peoples of diverse cultures and background. All who gather under our whare are valued, included and respected.

Nga Pou
The Posts represent our aspirations to be a Happy, Healthy, Harmonious High Achieving School with respect at the heart of everything we do.

RESPECT
is the identified central value at the heart of everything we do at Ranui School.

HAPPY
Represented by the sweet scented frangipani... a place of happiness and high engagement, where everyone feels great about learning.

HARMONIOUS
Represented by the Mangopare where all the koru interlink making a beautiful pattern. **Mahitahi**... At Ranui we build partnerships and work together as one to achieve our goals

HEALTHY
We are a health promoting school... promoting healthy mind, body and spirit; developing students who are confident & resilient; who have strong self-belief & who feel safe in our positive learning environment






HIGH ACHIEVING
Represented by Poutama / Stairway to heaven... having high expectations; seeking that which is great. Whaia te iti kahurangi
At Ranui our vision is: **“That all students will reach their fullest potential - no exceptions!”**



Te Tuapapa / The Foundation
The stones represent the foundational core values we hold strong at Ranui school. It is on these stones that our whare is built.

**The parents, whanau, students, staff and community of Ranui Primary have
a vision of a**

HAPPY HEALTHY HARMONIOUS HIGH ACHIEVING LEARNING COMMUNITY

-  At Ranui we are all learning – students, staff and whanau - all the time and from each other.
-  Our children are at the centre of this community.
-  Everyone will feel secure, valued and have sense of belonging here.
-  Our multi-ethnic school is an example of how New Zealanders of all backgrounds can work, learn and play together through honouring the principles of the Treaty.
-  The rich resources, contexts and experiences of our community and local Iwi Te Kawerau a Maki will support the learning and achievement of our children.

We have high expectations of everyone

***We believe that all children have the capacity to learn and reach
their fullest potential - There are no exceptions.
We make no excuses.***

It is our **MISSION** to

Grow our children's skills and knowledge in academic, creative, social, cultural, service and sporting fields.

Provide scaffolded learning experiences that enable each child to progress to their next stages of learning.

Promote a 'can-do' attitude that will break through any limitations that hinder our children from excelling and achieving their goals

Develop resilient and adaptable students, who are willing to take risks in their learning and have the skills to face the future confidently.

Support and extend all students giving them the best possible opportunities to overcome barriers and to reach their fullest potential

Equip our children to take up their responsibilities as just, caring and contributing citizens.

RANUI GUIDING PRINCIPLES

Valuing and celebrating the unique diversity of Ranui by ensuring a culturally responsive curriculum and school culture

Commitment to the highest quality of teaching and learning for all

Mahitahi – Working together as one – Developing productive learning partnerships with families/whanau and Iwi

Honour our Treaty of Waitangi Responsibilities

What shapes us

Ranui Primary is a multicultural contributing school with 374 students at the beginning of 2015 45% (167) Maori , 43% (162) Pasifika, 2% (8) NZ European, 4% (15) Indian, and 6% (22) other. Of the 162 Pasifika students there are 43%(79) Samoan, 35% (49) Tuvaluan, 14% (21) Tongan, 15% (9) Cook Island Maori, 2% (1) Tokelau and 1% (4) Fijian. Ranui Primary school is impacted by approximately 25% transience annually,

Ranui Primary School has a significant number of Priority learners.

Priority learners are described as Maori and Pasifika students with high learning needs

Priority learners require intensive interventions additional to the classroom programme without which they will not likely make sufficient academic gains to meet the National Standards.

ESOL students details as at March 2015 indicates that 48/370 (12.9%) of learners are ESOL funded with applications currently in for a further 30 new students, i.e. 78/370 (21%). Of the 48 who are currently funded: 39 are NZ born and 9 are migrants to NZ. 41 of these 48 students are listed as Pasifika: 4 as Indian; 2 as Burmese and 1 as Czech. Of the 30 new student applicants; 19 students are NZ born and 11 are new migrants to NZ. 27 of these 30 students are Pasifika; 1 Indian; 1 Cambodian and 1 Pilipino.

Students with Special Learning Needs - Ranui Primary has a significant number of students with special learning and behaviour needs. Our school is committed to delivering an adapted curriculum to ensure effective inclusion for all. In term 1 of 2015 we have...

Resource teachers of learning and behaviour - 14 students

Resource teachers of literacy – 12 students









Resource teacher of Vision – 1 student

Resource teacher of Hearing – 1 student

Speech Language Therapist – 2 students

MOESE Ministry of Education Special Ed – 3 students

Ranui Primary School statement of intent

-  We are committed to raising student achievement.
-  We align learning goals with resources, programme plans, learning tasks and assessment.
-  We value a learning environment that is safe (emotionally, socially and physically) attractive, enriching and responsive
-  We are committed Maori Medium education. Ranui operates a bicultural dual curriculum and gives equal status to Te Marautanga o Aotearoa and the New Zealand Curriculum from years 0-6.
-  We implement a Treaty curriculum framework that ensures we effectively engage all learners in the bicultural context of teaching and learning in Aotearoa NZ.
-  We are committed to providing an adapted curriculum and best practice to support the successful inclusion all of students
-  We believe that the integration and harnessing of our diverse students' backgrounds will benefit all who learn and work here
-  We provide a positive work environment that promotes professional relationships, communication and nurtures a collective responsibility to the highest quality teaching and learning

- 🏠 The quality of the teacher has the biggest impact on how students achieve: Therefore we are committed to on-going, school-wide professional development of all staff to enable them to reach their fullest potential
- 🏠 We are committed to fulfilling the **National Education Goals** and the requirements of **National Standards/Nga Whanaketanga Rumaki Maori** in delivering instruction according to the **Key Competencies** and **Learning Areas**.

Ranui primary school has identified 6 Key areas that impact student achievement at Ranui.

These key areas have been developed into our 6 strategic Aims. The plans developed in our charter to address these key areas will ensure we achieve our ultimate goal as seen in the central yellow oval of the diagram below

All students are successfully engaged in NZC and TMOA as evidenced by their progress towards meeting the required level for National Standards and Nga Whanaketanga Reo Maori



Each of these aims interacts and overlaps with the other and forms part of the total learning environment. Having each of these areas in place effectively builds relational trust across all stakeholders. These 6 areas are intrinsically linked and strengthen school capability to ensure a sustainable future and provide a platform for high student achievement. The 6 areas provide a useful context for our schools broad educational goals as we move ahead over the next 3 years.

RANUI PRIMARY Strategic Goals 2015-2017

6 Key Goals for the current 3 years

Raised Student Achievement NAG1 Curriculum Raising Student Achievement

All students successfully engaged in The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori

Cultural Responsiveness NAG 1 Curriculum Raising Student Achievement Success for Maori / Success for Pasifika / Success for All

A culturally responsive school where teachers and leaders connect with their students by knowing who they are, what their needs are and how they learn best. Students actively engaged in our Connected Ranui Curriculum that engages them in the heritages, languages and cultures of both partners to the Treaty of Waitangi.

Partnership with Te Kawerau a Maki Iwi Authority to ensure the history, knowledge, tikanga and reo of Te Kawerau o Maki is part of our Ranui curriculum

Best Teaching Practice NAG 3 Raising Student Achievement : Personnel

Best teaching practice to accelerate student progress and achievement.

Effective teacher inquiry cycles to address the achievement gaps of priority learners.

NAG 5 Health and Safety

A Happy Healthy Harmonious High Achieving School, that promotes a healthy mind, body and spirit through embedding restorative practices and effective behaviour management systems to ensure everyone feels safe in a positive learning environment

Assessment and data analysis for teaching NAG 2 Raising Student Achievement: Self Review

Effective use and analysis of formative and summative data to make specific targeted next steps for planning, teaching and learning.

Effectively evaluate our impact on student achievement.

Parent Family Whanau NAG 2 Self Review

Respectful, collaborative, and responsive learning focused relationships with Parents, Family/Whanau through authentic engagement in the learning context.

Effective communication strategy between BOT, Management, Staff, and community to increase engagement and ensure a sense of ownership and belonging for all at Ranui School

Effective information sharing and reporting to parents, engaging parents in the language of learning to develop quality interactions with the school to raise student achievement

Quality Assurance NAG 2 Self Review / NAG 3 Personnel / NAG 4a Finance/ NAG 4b Property

Effective governance that uses the principles of strategic alignment of human, financial and material resources to prioritise and rationalise procurement and allocation of resources to meet the strategic goals of the school.

Strengthen and explicitly plan systems and review processes to ensure consistent evidence based practice and accountability at all levels which supports continuous improvement and provides a safe and quality learning environment for all.

STRATEGIC AIMS

NAG1 Foster Student Achievement

Raised Student Achievement NAG1 Curriculum Raising Student Achievement

All students are successfully engaged with The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori

2015 Current Year

Ranui CAAP –Curriculum and Achievement Plan implementation
Targeted interventions

Tier 1 – to increase successful engagement at tier one through

Literacy focus on
Reading Comprehension QAR

Investigation and development of word development plan school wide to address gaps in reading and writing

Strategies for transfer to support bilingual illiterate students in Te Reo Maori

ESOL literacy strategies integrated into student inquiry plans and PD for staff

Exploring digital technologies to accelerate literacy learning for priority learners
Pilot classes

Development of Ranui culturally responsive model for IEP process

2016

Implement the Ranui word development plan school wide to address gaps in reading and writing

Digital technologies introduced into all classrooms to improve student engagement across the curriculum

Digital technology strategy to address barriers to learning for identified groups

Implementation of Ranui culturally responsive model for IEP process

2017

Continue to build on systems for the collection and analysis of student achievement and explicitly identify and address barriers to learning for identified groups in the school

RAISED STUDENT ACHIEVEMENT

CULTURAL RESPONSIVENESS	CULTURAL RESPONSIVENESS NAG 1 Curriculum Raising Student Achievement		
	<i>Cultural Responsiveness NAG 1 Curriculum Raising Student Achievement</i>		
	<i>Success for Maori / Success for Pasifika / Success for All</i>		
	A culturally responsive school where teachers and leaders are connected with their students by knowing who they are, what their needs are and how they learn best. All students are actively engaged in a Connected Ranui Curriculum that engages them in the heritages, languages and cultures of both partners to the Treaty of Waitangi.		
	2015 Current Year	2016	2017
	<p>Ranui curriculum framework embeds the heritages, languages and cultures of both partners to the Treaty of Waitangi – work in partnership with Te Kawerau a Maki to develop a curriculum that is inclusive of Te Kawerau cultural knowledge.</p> <p>Pasifika students are engaged in their learning and are achieving educational success. Pasifika families are engaged in supporting their children's learning</p> <p>ESOL language strategy development for all teachers</p> <p>Student voice is used as part of school review on the effectiveness of the Ranui curriculum and student engagement Strengthen</p> <p>Curriculum team leadership and collaboration across the school towards a more effective integrated curriculum</p>	<p>Full implementation of Ranui Connected curriculum framework that demonstrates respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi – In particular includes Te Kawerau a Maki cultural knowledge.</p> <p>Development of Te Reo and Tikanga Maori strategy integrated into the curriculum overview</p> <p>ESOL language strategy implemented effectively by all teachers</p> <p>Student voice is used as part of school review on the effectiveness of the Ranui curriculum and student engagement Strengthen</p>	<p>Review Ranui Primary School Curriculum and plan to implement improvements</p> <p>Ranui Te Reo and Tikanga Maori strategy full implementation</p>

TEACHING PRACTICE	TEACHING PRACTICE NAG 3 Raising Student Achievement : Personnel		
	Best Teaching Practice NAG 3:		
	Best teaching practice to accelerate student progress and achievement. Effective teacher inquiry cycles to address the achievement gaps of priority learners.		
	2015	2016	2017
	<p>Teaching as an inquiry- Cycles of inquiry by lead teachers in each whanau group trialling, reflecting on and sharing e-learning experience with colleagues in order to create opportunities for teachers to expand their knowledge and understanding of effective e-learning pedagogy and practice.</p> <p>Pilot class teachers inquiry into improving literacy achievement through use of digital devices</p> <p>Invest strategically to strengthen and sustain curriculum leadership.</p>	<p>e-learning lead teachers supporting all whanau teachers in cycles of inquiry.</p> <p>All class teachers inquiry into improving literacy achievement through use of digital devices</p> <p>Evaluate the impact of performance management on improved outcomes</p> <p>School leadership implements effective appraisal system that ensures evidence based quality teaching practice is monitored and supported /Review effectiveness of appraisal based on student outcomes</p>	<p>On-going self -review and teaching evaluation to monitor and model best practice teaching and learning and establish a cycle of continuous improvement to accelerate student achievement.</p> <p>Self-regulatory leaders, teachers and students -self monitoring -self evaluation -self assessment -self teaching</p>
NAG 5 Health and Safety NAG 5 Health and Safety A Happy Healthy Harmonious High Achieving School, that promotes a healthy mind, body and spirit through embedding restorative practices where everyone feels safe in a positive learning environment			
	2015 Current Year	2016	2017
	PB4L Tier 2 Implementation SWIS =Behaviour data programme Introduced PIKI programme for positive interventions School Bully Audit Strategies developed to address findings of school bully audit Develop a shared view of the dispositions a “good” Ranui digital citizen needs to possess to function in an increasingly digital world that is consistent with Te Whare Akoranga o Ranui and the key competencies of the NZC	PB4L Tier 3 Implementation Ranui effective teaching strategies for supporting students suffering from trauma More Pb4L signage to support Tier 1	Review of PB4L Tier 1 programmes, expectations and Matrix

ASSESSMENT AND DATA ANALYSIS FOR TEACHING	ASSESSMENT AND DATA ANALYSIS FOR TEACHING NAG 2 Raising Student Achievement: Self Review		
	<i>Assessment and data analysis for teaching NAG 2 Raising Student Achievement: Self Review</i>		
	Effective use and analysis of formative and summative data to make specific targeted next steps for planning, teaching and learning.		
	To effectively evaluate our impact on student achievement.		
	2015 Current Year	2016	2017
	Review SMS data collected and ensure it is set up for effective use by all staff, students and parents – high quality data available to all.	Effective systems in place for tracking and monitoring all students and in particular target groups	Refine our reporting systems for multiple stakeholders
	Effective use of data for reporting student progress against national standards and measuring impacts of all interventions.	Dimensions of effective practice for AFL are embedded and effective used in every class in every curriculum area.	Produce longitudinal (3 years) analysis on our impact
	Dimensions of effective practice for AFL are embedded and effective used in every class in every curriculum area.	All staff effective at data analysis to report to students, whanau , leaders and BOT	Digital technologies to increase students ability to use assessment data to critically reflect on and understand their own learning needs.
	Systems for induction of new staff in place to ensure sustainability of AFL practices.	Explore opportunities for using digital technologies to increase students ability to use assessment data to critically reflect on and understand their own learning needs.	Parents Family/students Whanau have online access to quality student data to support student progress and goal setting
	On-going development of AFL Lead teachers and identification of potential future lead teachers	Tracking and reporting on progress of students impacted by transience	
	Systems for tracking student cohorts newly arrived to understand more the impact of transience	Investigate parents Family/students Whanau have online access to quality student data to support student progress and goal setting	
	Longitudinal data over past 3 years		

PARENT FAMILY WHANAU	PARENT FAMILY WHANAU <i>Whanau NAG 2 Self Review</i>		
	Respectful, collaborative, and responsive learning focused relationships with Parents, Family/Whanau by creating opportunities for authentic engagement in the learning context.		
	Effective communication strategy between BOT, Management, Staff, and community to increase engagement and a sense of belonging to Ranui School		
	Effective reporting to parents , engaging parents in the language of learning to develop quality interactions with the school to raise student achievement		
	2015 Current Year	2016	2017
	<p>Gather parent voice with particular focus on Pasifika re the quality of our relationships with PFW</p> <p>All families accessing opportunities to build the knowledge and skills they need to support their children's learning through the development of effective home school partnerships</p> <p>Parents are knowledgeable and have opportunities to support children's learning.</p> <p>PFW have opportunity to contribute to curriculum design</p> <p>Mutukaroa- Whanau Learning Centre with dedicated teacher co-ordinator to engage parents in the language of learning targeted at Maori and Pasifika families in the first 2 years at school to ensure their tamariki are reaching national standards in reading, writing and maths.</p> <p>Trial ways to use digital technologies to engage with whanau/iwi and the wider community.</p> <p>Parent Family and Whanau participating in Policy review and development</p>	<p>Gather parent voice with particular focus on ESOL families re the schools effectiveness to build effective relationships with PFW</p> <p>All families accessing opportunities to build the knowledge and skills they need to support their children's learning through the development of effective home school partnerships / gathering whanau input and feedback on the effectiveness of partnerships and plan improvements</p> <p>PFW have opportunity to contribute to curriculum design- use digital technologies to communicate and engage whanau</p> <p>Identify new opportunities to engage with whanau to help students with their learning.</p>	<p>Engage whanau in review of school vision and charter through digital technologies</p> <p>Identify ways to make digital technologies and literacies available for the school community.</p> <p>PFW have opportunity to contribute to curriculum design- use digital technologies to communicate and engage whanau</p>

Effective Governance and Quality Assurance NAG 2 Self Review / NAG 3 Personnel / NAG 4a Finance/ NAG 4b Property			
Effective governance that uses the principles of strategic alignment of human, financial and material resources to prioritise and rationalise procurement and allocation of resources to meet the strategic goals of the school.			
Strengthen and explicitly plan systems and review processes to ensure consistent evidence based practice and accountability at all levels which supports continuous improvement and provides a quality learning environment for all.			
QUALITY ASSURANCE	2015	2016	2017
	HR Audit School culture engenders a climate of relational trust that promotes continuous improvement and positive, collaborative and professional relationships at all levels. New Health and Safety legislations Effective cycle of planned review for all plans and policy Review NAGS 5 Health and Safety and NAG 6 Legislation All policies to be produced and reviewed online BOT succession planning	New BOT effective induction and training. Governance and School leadership role expectations and boundaries are clearly defined and observed by all school staff and BOT members. BOT PD plan to meet strategic aims NAG2 Self Review Employment and all governance policies Effective cycle of planned review for all plans and policy 3 Year work plan update Annual work plan	Ensure effective communication strategy BOT PD plan to meet strategic aims NAG 3 Employment NAG 4 Finance and Property
Property and Finance NAG 4 Ensure the safety of students and employees NAG 5 Effectively use our resources to provide a quality learning environment that realises our vision of a HAPPY HEALTHY HARMONIOUS HIGH ACHIEVING SCHOOL			
	2015 Current Year	2016	2017
	Operate within the financial parameters established to ensure a positive working capital and surplus SNUP upgrade completion and wireless internet for all of school through N4L Phase 1 LwDT plan to ensure access to quality devices in pilot classes at Ranui New 5YA and 10YPP approved Safety audit plan implemented School security upgrade – fencing	Maintain a positive working capital and surplus Phase 2 LwDT plan to ensure access to quality devices in all classes at Ranui New Playground installation Ensure technology procurement is based on learning needs and that staff are consulted	Maintain a positive working capital and surplus Bike track for Ranui Improve the quantity and quality of digital devices to better meet learning needs. Ensure technology procurement is based on learning needs and that staff are consulted

2015 Annual Plan and Targets

NAG 1 Foster Student Achievement

All students are successfully engaged with The New Zealand Curriculum and Te Marautanga o Aotearoa as evidenced by progress and achievement in relation to the National Standards and Nga Whanaketanga Rumaki Maori

2014 Baseline Data-

For students operating under the New Zealand Curriculum/ English Medium

Student Achievement data: End of 2014 school wide student assessment data for reading, writing and mathematics has been collated and analysed and is summarised in the table below. The analysis of variance of this data indicates that there has been some progress toward meeting 2014 Charter achievement targets for reading, writing and mathematics and that specific target groups with intensive focused instruction and supplementary support made accelerated gains. It has been difficult to measure accurate gains across groups and year levels due to high numbers of transient students. We will need to set up systems to better manage this in 2015.

The data indicates that there is still significant underachievement especially in the area of reading with 48% (157) learners achieving below or well below national standards 41% (41) of these children are Maori learners and 52% (82) are Pasifika learners, the large majority of this group are at the end of their 1st year of school.

In writing 55% (176) learners are achieving below or well below national standards. 41% (72) of these students are Maori and 49% (87) are Pasifika.

Boys are achieving below the girls in all three areas with 56% of boys below in reading, 67% below in writing and 41% below in mathematics.

Ranui School Overall National Standard Results as at End of 2014

	Reading				Writing				Mathematics			
2013	ALL N=267 Maori N= 91 Pasifika N=139				ALL N=269 Maori N=91 Pasifika N=141				ALL N=269 Maori N=93 Pasifika N=139			
2014	ALL N=323 Maori N=119 Pasifika N=167				ALL N=322 Maori N=119 Pasifika N=184				ALL N=337 Maori N=110 Pasifika N=166			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
All 2013	14% (38)	31% (83)	34% (90)	21% (56)	10% (26)	43% (115)	41% (110)	7% (57)	6% (17)	30% (80)	50% (135)	14% (37)
2014	30% (98)	18% (59)	34% (111)	17% (55)	23% (75)	31% (101)	40% (130)	5% (16)	14% (44)	24% (78)	52% (166)	11% (34)
Male	17% (24)	30% (42)	32% (45)	20% (28)	14% (13)	43% (39)	39% (36)	3%(3)	9% (13)	25% (35)	53% (75)	13% (19)
Female	11% (14)	32% (41)	35% (45)	22% (28)	4% (5)	32% (41)	54% (69)	10% (13)	3% (4)	35% (45)	47% (60)	14% (18)
Maori	16% (15)	35% (32)	28% (25)	21% (19)	14%(13)	43% (39)	40% (36)	3% (3)	11%(10)	34% (32)	43% (40)	12% (11)
Pasifika	15% (21)	27% (38)	39% (54)	19% (26)	8% (11)	44% (62)	40% (57)	11% (8)	4% (6)	28% (39)	53% (73)	15% (21)

1.1 To increase the number of students achieving at or above the National Standard for Reading

Strategic Objectives:

- 1 Improve teacher effectiveness , pedagogy and practice
- 2 Develop teacher confidence and ability in teaching and assessing Reading
- 3 Address the needs of students 'at risk' or 'cause for concern' in relation to the National Standard for their year
- 4 Continue to increase achievement in reading for all students
- 5 Monitor student achievement in reading

Annual objectives and aims: All students who are not achieving success in relation to the National Standard for Reading will have achieved accelerated (more than one year) progress over the 2015 school year, progressing the 'towards', 'at', or 'above the expected National Standard

Baseline data: Analysis of school-wide reading data in November 2014 identified concerns in the Year 1 and Year 5 cohorts.

While the data showed that overall 52% of students were achieving at or above National Standards in reading, further analysis showed that only 12% of students after 1 Year at school were reading at or above expectation , and only 44% of all boys.

Analysis of assessment tools signalled reading comprehension and vocabulary development as particular areas for development for the 2014 year 5 group of students who are now year 6.

Data gathered during the year showed that upon entry to school 98%- 100% of students are at Stanine 1-2 in the areas of Concepts about Print and hearing and recording sounds after 1 Year at school. Concepts about print and word recognition has been identified as areas for development in 2015.

2015 Annual Targets

All students who are not achieving success in relation to the National standards for Reading will have achieved accelerated (more than one year) progress over the 2015 school year, progressing towards, at or above the expected National Standard with a particular focus on the following cohorts

- All year 0 students by the End of their first year at school
- The 88% of Year 1's below at the end of 2014 will have reduced to 30% by the end of year 2 2015
- 12 Year 3 and 4 students on the RTLit project will make accelerated gains moving them towards the National standard in reading
- 19 44% of Year 5 students who at the end of 2014 were below or well below will have reduced to 20% by the end of year 6

Student with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in reading and progress them towards the National Standard expectations by the end of 2014.

Actions to achieve Reading targets		Led by	Resources	Time	
<ul style="list-style-type: none"> RTlit teacher coaching model to support 2 teachers in the middle school targeting the needs of 12 priority learners in years 3 and 4. 		Carol Anderton RTLit SENCO S Fuemana	3 blocks release per term /DP cover	term 1-4	
<ul style="list-style-type: none"> QAR comprehension strategy PD for all teachers and to be implemented in all classes to reduce the need in Tier 2 Word development PD and exploration of effective strategies by literacy leaders to develop school wide Ranui Word development programme for all year levels. 					
<ul style="list-style-type: none"> 2014 ALLs group to be monitored and working in SLS group focusing on QAR SLS = Supplementary Learning Support QAR = Question Answer Response – comprehension strategy for all reading groups 		AP/T Smith	SLS 1138 1500.00	Term 1 then review	
<ul style="list-style-type: none"> Ranui Supplementary Learning support centre - SLS team breakdown of data to identify the learners and examine the assessments to plan a targeted programme. Teacher aide support programmes designed to meet specific needs of groups of learners as identified through class data. <ul style="list-style-type: none"> -Spelling programmes through word development work shops -Reading strategies and comprehension programmes through QAR -Up-skilling knowledge of Learning processing difficulties and how to change our teaching to meet the needs 		T Smith SLS lead teacher			
<ol style="list-style-type: none"> Review assessment data with teachers to identify target groups and determine the particular learning needs of target students. All students below and well below to be identified on Expectation Grids and copies to senior leaders, curriculum leaders and SLS lead teacher. Develop process for entry into SLS programmes and monitoring This will be used to select students for the SLS supplementary learning support Tier 2 programmes <ul style="list-style-type: none"> Reading Recovery 1 teacher RTLit project SLS reading support groups ESOL support groups Collection and analysis of cohort data to measure the impact of SLS programmes including Reading recovery 		Principal AP/ T Smith DP S Fuemana	Reading recovery .7 SLS teacher aides \$75K ESOL \$10K	Term 1-4 Reviewed each term	
<ol style="list-style-type: none"> New reading data collected by each teacher according to assessment schedule, entered into SMS, analysed and shared with Leadership team, specific focus on close tracking of target student. Review of data entered to ensure full comprehensive, quality data. Ensure no gaps in recording of achievement information. New section included for teacher comment on reading behaviours and analysis. 		Team/Lit Leaders S Hodge	Data manager Cohort tracking PD and release	Week 8 T 1 Week 9 other terms	
<ol style="list-style-type: none"> Year 1 and 2 teacher development and support in administration and analysis of Observation Survey to guide planning and make informed decisions on targeted teaching to shift students out of Stanine 1 and 2 to expected stanine. Induction and training for new junior staff 		Teresa			

Actions to achieve Reading targets	Led by	Resources	Time	
6. Regular discussion on student progress through whanau hui to discuss progress of target students. Term class data reports showing progress of all groups and target setting and review to inform planning	Team/lit Leaders/AFL leaders		On-going through out year	
7. Whanau conferences held to share student's levels, strengths and areas for development. Each student/whanau/teacher will set a reading target and commit to working together to achieve it. Reading support materials at appropriate levels provided for all parents/whanau.	Whanau Leaders Literacy Team		Term 1 week 9 Term 3 week 2	
8. Teacher workshops on strategies to support ESOL readers - ELLP PD for staff, ELLP resources for every class and every teacher. ELLP planning included in the literacy and Inquiry plans	S Fuemana Lit Team	1118 \$600	Term 2,3	
9. Moderation of running records and teacher workshops to ensure consistency in data collection and understanding of student needs	Literacy Team P kaho T Smith		Term 1 week 8	
10. Staff PD on analysing RR and using to inform students of their learning needs and planning of further teaching to address gaps	T Smith/RTLit		Term 1 then as required	
11. Staff development on using easTTle reading data formatively to inform next learning steps and teacher development on using STAR results to inform teaching.	Sheree Hodge Data leader		Term 1,2	
12. One experienced teacher to deliver reading recovery. 2 hui per term .Develop forms and procedures to be followed. Visual presentation to the BOT end term 4	T Smith	.6 staffing 1137 \$1000	Beg term1for whole year	
13. Close tracking of discontinued Reading Recovery students, keep separate wedge progress graph and ensure supports are put into place where appropriate 2x termly Reading Recovery Team hui with Reading Recovery teachers , SLS lead teacher, SENCO and Principal to discuss student progress and programme, discontinuations, tracking and measuring the impact of the intervention. Regular updates reported to the BOT through principals report and end of year detail review at November meeting	SLS Leader T Smith		All year	

5.1 To raise the rate of progress for all students deemed at risk of not achieving at the level of the National Standard for writing

Strategic Objectives:

- Improve teacher effectiveness , pedagogy and practice
- Develop teacher confidence and ability in formative assessment practices in writing
- Address the needs of students 'at risk' or 'cause for concern' in relation to the National Standard for their year level
- To develop students who are self-regulatory writers
- Continue to increase achievement in writing for all students

Annual objectives and aims: All students who are not achieving success in relation to the National Standard for Writing will have achieved accelerated (more than one year) progress over the 2015 school year progressing them 'towards', 'at' or 'above' expected National Standard.

Baseline data: Analysis of school-wide writing data in November 2014 showed that only 45% of students overall were at or above the standard

We have identified a further concern that

57% of girls are at or above the standard in writing where only 33% of boys are 'at' or 'above' the standard.

Students after the end of year 3 69% and year 4 (65%) have the largest numbers achieving below and well below expectation these two groups were and continue to be our biggest concern in the past 2 years.

Targets for 2015

- Year 2 Pasifika Boys and girls
- Year 4 Males (5 Maori and 11 Pasifika)
- Year 5 Pasifika Boys

who are writing below or well below the standard in 2014 will have made more than one year's progress to move them towards at or above the writing standard by the end of 2015

Actions to achieve writing targets	Led by	Budget	Time	
1. ELLP teacher development and integrated planning to support all ESOL learners	S Fuemana ESOL teacher			
2. Review assessment data with teachers and determine the particular learning needs of target students. Identify target students on school expectation grid and select target groups to be focus of teacher inquiry 2014 term 1	Principal Lit leader		TOD Feb	
3. Administration of e-asTTle writing , moderation in teams then school wide moderation.	Lit team Data manager		Term 1 week 2	
4. Writing data collected by each teacher term 1 weeks 3 – teachers identify which students need priority support-targeted instruction to accelerate progress	Team/Lit Leaders		Week 5-7 T1	
5. Teams to do an in-depth analysis of easTTle data and focus on elements that have come up as weaknesses across their teams.				
6. Targets groups of students chosen in every class.				

7. Teachers develop their own inquiry into teaching based on these target students.	Team/lit Leaders		Start wk 5 term 1 and on-going for year	
8. Monitoring groups established, 3 weekly monitoring meetings to discuss progress and how their inquiry into practice is impacting the progress of their target students.				
9. Whanau conferences held to share student's levels, strengths and areas for development. Each student/whanau/teacher will set a writing target and commit to working together to achieve it. Ranui School writing profiles used to report to parents and inform targets.	Senior leaders	1167 \$200	Term 1 week 10 Term 3 week 2	
10. PLD Formative Assessment practices – In school professional development regarding formative assessment in writing across the curriculum linked to teacher performance management system Year /3 teachers continue with 2014 identified goals peer observations and practice videos. PAC for feedback and support next learning goals 2x per term. Year 1 teachers introduction year to AFL and teacher capabilities Development of AFL leaders to manage observation and conduct PAC conversations and design / deliver AFL staff meetings on the teacher capabilities . AFL leaders mentor teams to conduct PAC Practice Analysis Conversations with peers to grow understanding, reflection and delivery of AFL at Ranui. PD understanding valid constructive and honest feedback and dealing with conflicting situations e.g. Open to Learning conversations.	Principal Team Leaders Literacy Leaders Evaluation associates	AFL Teacher release 11615 \$2500	On-going through year	
11. Moderation process implemented and develop school-based exemplars to be used as a classroom tool and socialised with students as a means of self-assessment and feedback	Literacy team/DP	Leaders release	Term 1	
12. Principal and literacy leader, team leaders regular walk through and professional conversations / develop actions to ensure quality teaching and learning in writing, building in quality reflection time for teachers to be able to evaluate their impact on students learning on a regular basis	Steph/ Peter/ team leaders/DP		On-going from week 1	
13. School wide use of Ranui Writing Profiles for all students, and teacher development to use this as a SMART tool to give real clarity so that teachers, students and parents can clearly articulate, where they are at with their learning, where they need to go and what they need to do to get there. 14. Annotated samples used by all students to inform the writing profile, self-assess, inform next steps and report to their parents in correlation with the Whanau conference sheet. 15. Writing Profile to ensure rich opportunities to write across the curriculum to strengthen decisions making for OTJs in writing	Peter/Literacy team	Literacy budget 1120 \$8000	Term 1 week 4	
16. Mutukaroa parent partnership programme for students in their first 2 years at school. Collaboratively setting writing targets with PFW, supporting and tracking progress	T Smith S Tawha	1145 \$400		

5.2 To increase the number of students achieving at or above the National Standard for Mathematics

Strategic Objectives:

- Improve teacher effectiveness , pedagogy and practice
- Develop teacher confidence and ability in teaching and assessing these strands – Measurement, Geometry, Probability
- Address the needs of students 'at risk' or 'cause for concern' in relation to the National Standard for their year
- Continue to increase achievement in mathematics for all students
- Monitor student achievement in maths

Annual objectives and aims: All students who are not achieving success in relation to the National Standard for Mathematics will have achieved accelerated (more than one year) progress over the 2015 school year.

Baseline Data

Analysis of 2014 school wide mathematics data shows that although we have 62% of students achieving at or above National Standards in Mathematics, further analysis shows that only 47% of year 3 students were at or above expectation and 39% of year 4 students.

Targets for 2015:

Year 4 Pacifica and Maori male and female

Year 5 Pacifica and Maori male students

assessed at well below or below will make more than one year progress in mathematics (accelerated progress) moving them to be working 'at' or 'above' the expected standard

Students with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in mathematics and progress them towards the National Standard expectations by the end of 2015.

Actions to achieve Mathematics targets		Led by	Time	Budget	
<ul style="list-style-type: none"> • Teachers are confident to teach maths & seek help when they feel out of their depth 	<ul style="list-style-type: none"> • Staff meeting with Math focus termly based on school need (evidence in data) and teacher personal needs (questionnaire) • Lead teacher to be available to observe, model lessons • Termly walk throughs / for support of teachers / support for teacher aides 	maths team	termly		
<ul style="list-style-type: none"> • Teachers are using effective assessment practices to identify needs and implement programmes accordingly. 	<ul style="list-style-type: none"> • All students year 3-6 to have GLOSS interviews twice a year • All students year 0-2 JAM interview at anniversary • Maths team to collate data, & use data to report to BOT • Data used to inform planning • Expectation grids used to track student achievement • Formative assessment will be the backbone of the numeracy programme evident in modelling books • Students will have learning intentions made explicit and will receive timely quality feedback aimed at providing the scaffolding needed to move up to the next level • All students to be provided with individual student profiles (ican) to ensure they have a clear understanding of what they need to know to progress (to be reviewed regularly) • Group icans to be used, • Teachers to use annotated sample sheets (strategy) 	T1 W9-11 T1 W7-10 Feb, June, Oct on-going Term 2 & 4	teachers maths team teachers teachers teachers		
<ul style="list-style-type: none"> • Teachers are talking about student's 	<ul style="list-style-type: none"> • Whanau teams to have professional conversation groups <ul style="list-style-type: none"> ○ focused specifically on student achievement 	whanau	termly in meetings		

achievement and how to move them ahead	<ul style="list-style-type: none"> ○ resourcing, ideas and support ○ targeted monitoring group in numeracy • Use 'walk thru' model in order to develop professional conversations to support teachers by both Math Leader and Whanau leader • Develop staff professional learning model that is needs based <ul style="list-style-type: none"> ○ Optional workshops –varying topics ○ Transition from stage 4 to stage 5 ○ Place value ○ Basic facts ○ Knowledge assessment • Inform staff of upcoming professional development courses held during the year 	maths lead teacher Maths Lead teacher & Team	termly terms 1,2,3,4		
<ul style="list-style-type: none"> • Teachers are talking about how to improve maths planning and delivery of programmes • Teachers are equipped with relevant planning with learning activities that match and support learning intentions 	<ul style="list-style-type: none"> • Maths to be taught at least 4 times a week • Weekly/daily planning formats to show evidence of learning intentions, knowledge activities, practice activities, games, headworx • Tamariki to be grouped into strategy stages/knowledge • Individual needs are met through specific planning for each strategy stage • Learning intentions for each week are to be displayed • Groups to be managed by the use of a task board / reflected in planning • Each group to have modelling book which include <ul style="list-style-type: none"> ○ learning intentions ○ examples of modelling ○ include group profile sheet • group boxes to include relevant independent activities that reinforce/maintain knowledge and strategies taught • numeracy stages to be colour coded throughout school for consistency and child recognition • Numeracy strategy stages displayed in each class so that all can see the progressions at a glance (lily pads) • Curriculum delivery document available to all staff and introduced to new staff members 	teachers teachers maths team Maths team	weekly on-going weekly daily daily daily T1 T1 W1		
• Student achievement is sustained and improved	Specific numeracy goals to be set at Whanau conference <ul style="list-style-type: none"> • Share with parents information on student achievement in relation to strategy stage and knowledge attainment <ul style="list-style-type: none"> ○ Pangarau in the Whanau booklets provided ○ Annotated samples in use 	teachers	term 1 & 3		
• Students are more engaged and positive about maths	• Student survey to be conducted to gain insight to students' feelings about their numeracy/strand learning experiences to see how we can improve to better meet their needs.	Maths Team Teacher students	Term 2 & 4		

<ul style="list-style-type: none"> Teachers are planning and delivering strand lessons 	<ul style="list-style-type: none"> Use maths overview from curriculum delivery document Plan for strand using new curriculum document with links to national standards Use of portfolio sheets and group tracking sheets in Strand Plan strand being mindful of possible cross curricula links (integrated planning) Development of independent strand activities for group box focus Purchase appropriate strand equipment to support learning where needed 	Teachers Maths lead tchr	Termly		
<ul style="list-style-type: none"> Teachers are well resources to deliver quality teaching 	<ul style="list-style-type: none"> Update numeracy equipment where needed Explore concept of numeracy boxes, one to be purchased each year. Explore purchasing if Strand boxes of equipment Purchase pre-made JAM kits for Junior School Explore viability of programmes such as 'mathletics' Inform staff of appropriate web sites and resources that will enhance their programme 				
<ul style="list-style-type: none"> Build a sound knowledge of basic facts across the school 	<ul style="list-style-type: none"> Inquiry as to how knowledge and basic facts are taught across the school? – analyse/observe and check relevance – Explore resources that promote instant recall of basic facts & place value Explore concept of 'mathathon' to raise funds for purchasing equipment & games Use independent activities that reflect basic fact and place value knowledge Strong need to develop problem solving strategies Explore concept of patterns and structure knowledge to identify gaps 	Maths team	Begin term 2		
<ul style="list-style-type: none"> Transition of children from stage 4 to stage 5 and beyond 	<ul style="list-style-type: none"> Run specific whanau meeting about transition to stage 5 Increase children's knowledge of basic facts and place value – importance of instant recall, starting from Junior School Ensure children's independent activities align with knowledge needs 	Maths team	termly		
<ul style="list-style-type: none"> Formalise assessment and recording of student progress across the strands 	<ul style="list-style-type: none"> use e-asttle assessment for strand from year 4 up or those year 3 who have an 8 year + reading ability Use Musac to enter students data information & provide basis for reports Use group/individual tracking sheets provided in the curriculum delivery document 				
<ul style="list-style-type: none"> Support programmes 	<ul style="list-style-type: none"> Co-ordinate with SLDS co-ordinator to ensure teacher aid programmes are meeting student need– ensuring iep's are in place Termly professional development for teacher aids provided by either Math Lead Teacher or other outside agencies where possible – needs based Math lead teacher meetings – budget for participation of this learning community and feedback relevant information to staff as needed 				
<ul style="list-style-type: none"> Explore digital technologies in Mathematics 	<ul style="list-style-type: none"> Explore ways in which to promote digital technologies within the mathematics programme Use of digital technologies in the SLS programmes (ipads etc) Best use of mathematical apps 				

5.3 To increase the educational success for students with Special Learning Needs at Ranui

Strategic Objectives:

- Ranui school is demonstrating effective inclusive practices
- Student with Special Learning Needs feel valued and successful
- The school builds quality learning relationships with students and their whanau to collaborate on IEPs that support their progress in relation to Te New Zealand curriculum/Te Marautanga o Aotearoa to enable them to participate in and contribute to the school and their community

- Annual objectives and aims: All Students with special learning needs who are operating at level 1 of the curriculum and are on Individual Education Plans will achieve their individual targets in Reading, Writing and Maths to progress them towards the National Standard expectations by the end of 2015

Targets for 2015:

To increase success for student who have high behaviour needs and require an IBP Individual behaviour plan to support success in their goals and enable them to make the required progress in relation to the NZC and fully participate and contribute positively to the school and their community

Actions to achieve success for student with Special Learning Needs	Led by	Budget	Time	
<p>HELP network hui 2x per term</p> <p>HELP = Health Engagement Learning Pastoral to collaborate across all educational/ health/social providers working at Ranui to ensure all at risk students' needs are being attended to and that referrals and supports are efficiently prioritised and implemented.</p> <p>Produce and up to date special needs register and records of all students requiring Tier 2/3 interventions and referrals.</p>	<p>SENCO Sharon</p>			
<p>Improving Individual Education and Behaviour Plan Processes ensuring the cultural capital of Maori and Pasifika students, parents and whanau is taken into account for better student outcomes</p> <p>Review current practices and collaboration around our Individual Education Plan processes and planned improvements as informed by the SENCO Masters research into the perspectives of our Pacifica parents. This will include engaging student, parents and professionals voice</p> <p>In 2015 Ranui School will</p> <ul style="list-style-type: none"> -Define the process of consultation in the IEP process -Define the process of communication in the IEP process -Define the specifics of teacher, parent communication details as significant and unique to each IEP -Define how Pacifica and Maori cultural capital is valued in the IEP process -Define students, professionals; teachers and other IEP team member's roles in the IEP, in relations to the IEP meeting, consultation, collaboration and implementation. <p>Develop a Ranui culturally responsive model for the IEP process</p>	<p>SENCO Sharon Fuemana</p> <p>Principal S Tawha</p>	<p>End of Term 2 after 2nd round of IEP reviews</p>		
<p>RTlit Teacher development project</p> <ul style="list-style-type: none"> • Key target group students in year 3-4 who are well below and below in reading • 2 teachers to have in class support and attend teacher workshops on lifting student achievement in reading • RTlit in class support for target students 	<p>S Fuemana</p>	<p>Terms 1-4</p>		

Background information and Baseline Data

Te Whakatipu Kakano is a Māori Medium (bilingual) setting that operates 3 classrooms within Rānui Primary School.

Our 3 teaching staff are continuing to undergo Professional Learning Development focusing on;

- Building theory knowledge and understandings of Jim Cummins' bilingualism theory to guide us towards having a deeper understanding of our own unique bilingual and bi-literate programme design.
- Exploring principles for and on-going term by term individualised inquiries relating directly to 'teaching for transfer', consequently optimising opportunities for transfer in long term, weekly and daily plans.
- Raising student achievement through exploring and developing teaching and learning strategies for explicit 'teaching for transfer' through pānui, tuhituhi and kōrero.
- Metacognition where the teachers are explicit about what and how to transfer, students are able to demonstrate/articulate how and what they transfer.
- Identifying appropriate assessment approaches for gathering evidence of achievement drawing on Michael Absolums' Clarity in the classroom'.

Waka 1 is our junior classroom catering for students who are years NE-2. Instruction is 81 -100% immersion Māori (level 1). For us, this means that although main instruction is in Māori, informal use of English is used as a starting point for learning Te Reo Māori. Students need to have sufficient vocabulary and oral competence in Te Reo Māori to be able to engage with the programme from year 3 onwards. Therefore, the goal is to increase the proficiency of Te Reo Maori in all students.

Waka 2 is our middle class catering for students who are years 3-5. Instruction is 50-80% immersion Māori (level 2). We are working towards an 80:20 language teaching split where the students existing knowledge in English is used to build competence in Māori e.g. new material will be taught in English then transferred to Te Reo.

Waka 3 is our senior class catering for students who are years 4-6. Instruction is also 80-100% immersion Māori (level 1). Language teaching is split where new knowledge is taught using the language that is most efficient or culturally appropriate e.g. complex concepts are taught in English and transferred in Māori. The curriculum is delivered in Te Reo Māori and English used as a means of teaching new and complex ideas and to make acquired knowledge in English available for transfer.

Te Whakatipu Kakano has operated under Te Marautanga o Aotearoa since 2011. We are continuing to work collaboratively with whanau and PLD providers to develop our Te Whakatipu Kakano Marautanga.

In 2014 data was gathered using Māori assessment tools in Te Reo Matatini using 'Pukete pānui haere' (pānui) and 'He manu tuhituhi'. This year we will also be using 'Ngā rauemi aromatawai reo ā waha' for NE-Yr4 and the newly revised 'Hopukina' for Yrs 4-6 for oral language.

In 2014 the kaiako continued to participate in the 'Whaia te Kairangatira' Te Reo Matatini PLD for the purposes of;

- Facilitation of the Maori medium tuhituhi tool 'He Manu Tuhituhi' in class, informing long term, weekly and daily plans.
- Whanau wide moderation using 'He manu tuhituhi, Ngā taumata tuhituhi' draft document and also the NWRM pānui and tuhituhi document.
- Focused hui with staff, principal, and other engaged education providers in a team named 'Te Ohu Whakatipu Kakano'. The team being Cath Rau (Min of Ed), Chris Lowman (RTM), Desiree Andrews-Upperton (RTM), Ruth Tate (Evaluation Associates), Les Mackie (Administrator), Stephanie Tawha (Principal) and kaiako June Paratene, Barry Backhouse-Smith, Lovey Chapman.
- It is was a priority in 2014 to strengthen our knowledge of using data systems by the leader and all Te Whakatipu Kakano staff. Kaiako needed training to use Te Waharoa.

Kaiako are continuing to increase in our knowledge and understanding of using these tools and still require support in 2015 to continue to align the information to Ngā Whanaketanga Rumaki Reo Maori, setting effective targets and informing planning to meet the students' next learning steps, analysing the data, monitoring our target students, and effectively communicating achievement to the parents.

Large portions of our tamariki continue to enter Te Whakatipu Kakano with no previous Te Reo Maori experience. Most have not attended Kohanga reo. As many parents lack their own knowledge of Te Reo Maori they are either strongly encouraged to attend or are current students of Te Ara Reo Maori classes that are held at our school every Thursday evening.

Children in Waka 3 have varied lengths of time spent in Maori language medium classes as at Feb 2105, ranging from 1 yr. 3 months to 5 yrs. 3 month.

It is important to note that we have categorised our students into 2 groups;

Kuaka - Late starters - any student who has had less than 4 months in any immersion programme at any school.

Tūi - Immersion - any NE student enrolled for the first time in to this unit. Students who have only ever been in a Māori medium setting regardless of kura.

Currently, we have;

18 late starters (4 of which are either new or recently returned after up to one year in a mainstream setting, these 4 are not included)

19 Immersion students

06 students who have not spent 40 weeks in an immersion setting yet. 43 total

As of March, we will have a total of 44 students enrolled in Te Whakatipu Kakano, however the following targets are based on the 33 students who have spent 40+ weeks in any Maori medium education setting and who were here in 2014.

Hei whakamarama

We have renamed our late starter group as '**Kuaka**' students in this group have had 40+ weeks, or 5 or more months in English medium before enrolling in Te

Whakatipu Kākano. This group has been termed Kuaka, the bird which migrates to Aotearoa from other places to feed and grow. There are 19 students in this group.

We have renamed our 'immersion' group as 'Tūi', students in this group have acquired the formal acquisition of their literacy resources in Maori medium settings. This group have been named Tūi for the indigenous bird whose reo is heard throughout the country.

It is our goal in 2015 to measure all achievement against the 'Time at School' measure rather than the 'Time in Immersion' as a significant number of our Kuaka students were achieving at Manawa Toa.

Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa
Requires support	Progressing towards	Achieving national Standard	Exceeding National Standards

Whainga mō te Tau 2015:

Kia whakatare te ekenga ā ngā tamariki katoa (immersion and late starters) e noho ana ki ngā whanaketanga Manawa Taki, Manawa Āki ki ngā whanaketanga Manawa Āki, Ora hoki mō te Pānui, Tuhituhi me Te Tau.

2015 Baseline data

End of Year Whanaketanga Targets for the 37 students ranging from Year 1-6. These tamariki have been enrolled in Māori Medium Education for a minimum of 40 weeks.

Nga Whanaketanga	Manawa Taki	Manawa Āki	Manawa Ora	Manawa Toa
Pānui Beg 2015 (19 Tūi Students)	2 (11%)	5 (26%)	8 (42%)	21%
End of Year Target	Kia eke te 11% (2) ngā tamariki e noho ana ki Manawa Taki mō te pānui ki te whakatutukinga o Manawa Āki. Kia eke te 26% (5) ngā tamariki e noho ana ki Manawa Āki mō te pānui ki te whakatutukinga o te mutunga o Manawa Āki, te ekenga Manawa Ora rānei.			
Pānui Beg 2015 (14 Kuaka Students)	5 (36%)	3 (21%)	2 (14%)	4 (29%)
End of Year Target	Kia eke te 36% (5) ngā tamariki e noho ana ki Manawa Taki mō te pānui ki te whakatutukinga o Manawa Ora. Kōtahi o ēnei tamariki e matea ana i te pānui, kei te whai kaitautoko (RTL), kia eke tēnei tamaiti ki te Manawa Āki. Kia eke te 21% (3) ngā tamariki e noho ana ki Manawa Āki mō te pānui ki te whakatutukinga o Manawa Ora, Manawa Toa rānei.			
Tuhituhi Beg 2015 (19 Tūi students)	5 (26%)	7 (37%)	6 (32%)	1 (5%)
End of Year Target	Kia eke te 26% (5) ngā tamariki e noho ana ki Manawa Taki mō te tuhituhi ki te whakatutukinga o Manawa Āki, Ora rānei Kia eke te 37% (7) ngā tamariki e noho ana ki Manawa Āki mō te tuhituhi ki te whakatutukinga o te mutunga o Manawa Āki, Manawa Ora rānei.			

Tuhituhi Beg 2015 (14 Kuaka Students)	3 (21%)	7 (50%)	3 (21%)	1 (8%)
End of Year Target	Kia eke te 21% (3) ngā tamariki e noho ana ki Manawa Taki mō te tuhituhi ki te whakatutukinga mutunga o Manawa Āki, Manawa Ora rānei. Kia eke te 50% (7) ngā tamariki e noho ana ki Manawa Āki mō te tuhituhi ki te whakatutukinga o te mutunga o Manawa Āki, Manawa Ora rānei.			
Pāngarau Beg 2015 (19 Tūi Students)	3 (16%)	4 (21%)	11 (58%)	1 (5%)
End of Year Target	Kia eke te 16% (3) ngā tamariki e noho ana ki Manawa Taki mō te pāngarau ki te whakatutukinga o te mutunga o Manawa Āki, Manawa Ora rānei. Kia eke te 21% (4) ngā tamariki e noho ana ki Manawa Āki mō te pāngarau ki te whakatutukinga o te mutunga o Manawa Āki, Manawa Ora rānei.			
Pāngarau Beg 2015 (14 Kuaka Students)	1 (7%)	1 (7%)	8 (57%)	4 (29%)

Ngā mahi hei tutuki pai i ngā whainga mō Te Reo Matatini – Pānui/ Tuhituhi/ Kōrero	Ko wai?	Rauemi	Āhea?	Kua tutuki?
Waharoa Ararau a Kura – Continue to develop understanding in effective Data Analysis to report and inform future goals Balance the numbers Whanau wide data analysis Write supporting statements	Lovey Ruth Tate	NA		
Resourcing strategically to meet whanau goals Budget Understand the budget and the whanau accounts, strategically resourcing the unit according to the strategic goals and aims for our tamariki. Complete an in depth budget aligned to strategically resource the unit. Monitor use of budget with mid and end of year budget reviews	Lovey Steph			
Tikanga Integrate tikanga throughout curriculum programmes. A written process of kawa for 'te whakahaere i te karakia' including 'whakahaere i te karakia', mihi, waiata, mihi whakahoki. What are the expectations at each level? Whaikōrero/mihimihi – include mihi to Kīngi Tūheitia, and understanding 'Te Kīngitanga' and the connection of Tainui to Te Kawerau a Maki. EOTC provides the opportunities to contextualise tikanga e.g. kaikaranga (Tui Ransfield), whaikōrero experts. Haerenga that will expose our tamariki to tikanga, ahurea, tūmomo hui nui whakaharahara māori e.g. Polynesian Festival, Manu kōrero, koroneihana, Makaurau Marae, Arataki. Design and develop a tool whereby kaiako can make judgements about the use of tikanga by students. What links can we make to Te Reo Matatini? Tamariki to assist in the planning of sessions under tikanga.	Lovey June Barry	NA	On-going all year	

Improving communications and providing an orderly environment 2015 Overview Term by term calendar – sent to DP 2 weeks prior to the end of each term and also sent to the whanau at the beginning of each new term. To inform whanau planning and co-ordinate staff, whanau and resources to meet the demands of the calendar	Les	NA	2 nd week before term 2,3,4 ends	
Assessment Each kaiako to have their own password and enter their own class data into Te Waharoa Ararau a Kura. Use of the diagram from ‘Kia Whakatau te Aronga’ workshop to help develop a process for making OTJs. Have hui prior to OTJ deadline dates to support kaiako in making informed OTJs. Use an effective model for the use of modelling books to inform OTJs. Understanding the redeveloped ‘Hopukina’ and gathering data around kōrero. Teacher expertise in the use of Te Reo Matatini – What the expectations are by the end of the year? How do we close the gap? What should the rate of progress be? To include 2 groups of priority/target students for each learning area for late starters and immersion students. Have an informed assessment schedule and fully understand how we can use assessment tools to communicate student achievement simultaneously in Te Reo Māori and English. Process for assessing any new students who are 8yrs. and above, possibly using information from the report or reassessing. This needs to be included in the enrolment process. Transition process for New Entrants is clearly communicated to all parents of students and is adhered to. Systems and resources set up to support enrolment and transition	Lovey Barry June Cath Ruth Cath Team Lovey/Ruth Lovey/team June/Lovey	NA	On-going all year	All passwords sorted.
Professional Development Effective use of Modelling Books Effective teaching of transfer strategies Administering, using and analysing assessment tools e.g. Hopukina Development of simultaneous pānui/tuhituhi/reading/writing programmes (e.g. spelling, reading in English, reading in Māori)	Ruth Chris/Desire Cath All	\$500	On-going all year	
Developing Home school learning partnerships to lift student achievement Effective Use of Mutukaroa for all NE-to end of the 3rd year at kura Develop staff understanding with support from lead coordinator regarding the programme and its benefits for Whakatipu Kakano students. TWK staff develop an implementation plan, anniversary dates to be included in assessment schedule. Whakatipu Kakano staff to develop activity packs for each level according to pānui, tuhituhi, kōrero and Te Tau needs as identified in	Lovey/ Teressa All kaiako	NA	Mid Term 2, 2015	

assessments, and work samples. Packs produced and managed by TWK administrator Information to go home to year 0-3 whanau introducing and explaining the programme NE whanau introduced to Mutukaroa at time of entry.	All			
Bilingual Programme Design Using effective bilingual transfer strategies across the curriculum. Professional development and individual teacher inquiry related to the teaching of transfer strategies and the impacts on student achievement. Documentation for the Graduate Profile and Marau a Kura to be developed. Presentation of the programme design at the Language, Education and Diversity conference 2015, 23-26 th November.	Chris/Desiree Cath/Lovey Lovey/June	NA	On-going	Term 1 transfer inquiry complete
Comprehension Focus Explicit comprehension strategies identified and taught across the whanau, informed by Sheena Cameron's books and Effective Literacy Practice book. Evidenced in weekly planning, modelling books, student books and daily teaching practice.	Ruth/Lovey	NA	On-going all year	
Development of Oral Literacy All NEs-Yr4s to be assessed using 'Ngā rauemi aromatawai Reo-a-waha' All year 5-6s to be assessed using the revised edition of 'Hopukina'. Make formal OTJs for kōrero in Te Waharoa. Begin to communicate kōrero data to parents in Parent Conferences. Include kōrero as a natural part of the simultaneous dual language programmes in Whakatipu Kakano.	Barry/June Barry/Lovey All All All		Ongoing Term 2	Done (Term 1)
Integration of Te Kawerau a Maki into the Curriculum Te Kawerau a Maki Haerenga 2015 Connecting with Kaumatua, and key leaders of Te Kawerau a Maki Strategic planning with TKAM of key events strengthening our relationship. Develop a term by term calendar of key events, learning outcomes, experiences. Invite kaumatua and key leaders to important powhiri, events taking place at Rānui. Decide how we will integrate the Te Kawerau a Maki perspective into the learning. Learning about the connection between Tainui and Te Kawerau a Maki and Te Kīngitanga. Include mihi to King Tūheitia in whai kōrero and kōrero.	All Lovey/All Lovey/Papa George Les All Lovey/Papa Lovey Steph		On-going	Done (week 6, Term 1) Papa George Taua Waka 3 (term 1) learning
New Entrants Transition process for New Entrants is clearly communicated to all parents of students and is adhered to. Develop packs to be handed out during the interview process with the principal. Information pamphlet about what the tamariki need to know in their first year of kura. Develop a 'survival sentences' list for tamariki to take home in their packs to learn, practice at home and use in class at kura. Liaise and develop relationship with local Kohanga reo and share introduction packs for whanau Mutukaroa home learning packs to be developed	June/Lovey June/Lovey/Ruth	NA	On-going	

Strategic Objectives: To develop a Ranui eLearning strategy for developing confident, connected, actively involved, lifelong learners at Ranui Primary School				
Annual objectives and aims: Use outcomes of 2014 e2e stocktake audit to inform and design an eLearning strategic plan for Ranui School Engagement with the 'Learning with digital technologies' PLD to lift the literacy achievement of target students				
Actions to achieve objectives and aims				
Work within our current planning frameworks to support the strategic development of a coherent, integrated school digital strategy.	Principal SFuemana			
5 Areas of need for Ranui based on the e-learning planning framework (eLPF) informed by our e2e stock take audit	Principal/S Fuemana			
Beyond the classroom – Connecting with our parents , whanau, community -Trial ways to use digital technologies to engage with whanau /iwi and the wider community -Ranui School Facebook page to inform of up and coming events and share information -Ranui Primary school Website developed by Kiwi Schools -Schooldocs online School Policy site providing parents online access to all policies and opportunities to contribute online to policy review. -Identify opportunities to engage with whanau/and wider community to help students with learning online -identify ways to use digital technologies to make connections (locally, nationally and internationally) for learning	Principal S Tawha / L Mackie		Feb 2015 Beginning Term 2	
Learning and Teaching- Pilot classes to implement elearning to accelerate at risk learners in literacy -ensure technology reflects clear links between teachers planning and practice - trial ways eLearning can positively impact the achievement of target students in literacy -investigate ways to guide learners to access, critically evaluate and use digital information -Trial ways to support the safe, responsible use of digital technologies -use digital technologies to support higher order thinking in curriculum learning areas - students manage digital technologies as part of assigned tasks with choices given by teachers -trial ways to use digital technologies to address specific needs of learners -explore digital practices that uses digital technologies (collect, collate, analyse data)	Principal ICT leader S Fuemana Cognition Kiwi schools			
Professional Learning – Teachers building e-learning capabilities within school community and virtual networks -collaborate in professional learning activities that explore e-learning -use digital technologies more to support professional learning -Provide opportunities for learning about e-learning -focus more professional learning on using e-learning to support learning, including digital literacy	Principal ICT leader S Fuemana Cognition Kiwi schools			
Leadership -explore ways that the e-learning will enhance learning in line with the schools vision -explore ways to engage with whanau and inform them about the schools vision for e-learning -actively lead pedagogy focused e-learning activity -assign specific leadership roles and responsibilities for e-learning	Principal ICT leader S Fuemana Cognition			
Technologies and Infrastructure -improve access and management of digital technologies -improve quality and quantity of devices to better meet learning needs. -ensure technology procurement is based on learning needs and that staff are consulted -establish a group that can work towards managing technical support in a strategic way	Principal			

NAG 6 Culturally Responsiveness Curriculum and school environment - Goal 2.0				
Development of the Ranui School Curriculum Framework that demonstrates respect for the heritages, languages and cultures of both partners to The Treaty of Waitangi Ranui Curriculum responds effectively to the diverse language and cultural experiences, varied strengths, interests and needs of individuals and groups of akonga				
2.1 Maori students enjoying educational success as Maori / Student survey to be conducted at the beginning and end of year to show significant shift in student perspective on the school and classroom programme being culturally responsive to their needs (based on Tataiako)				
2.3 Pasifika students enjoying educational success as Pasifika/ Student survey to be conducted at the beginning and end of year to show significant shift in student perspective on the school and classroom programme being culturally responsive to their needs (informed by the Pasifika Education Plan)				
Actions to achieve cultural diversity targets	Led by	Budget	Time	
Use of tools to conduct a review to ensure school systems, policies and practices are aligned and supporting Ka Hikitia and the Pasifika Education Plan.	Principal		Mid Term 1	
Continue to develop the school wide integrated approach to a culturally responsive curriculum that begun in 2013 which will include a connected inquiry approach to learning that is informed by the interests of our students and whanau and celebrates who they are, their uniqueness and diversity. To ensure we continue to build on and embed cultural knowledge such as Kaitiakitanga and kotahitanga through rich learning contexts.	Leadership team/ Inquiry planning team/ curriculum leaders	Inquiry team release	Ready for start of 2013	
<p>Our appraisal review identified that teachers want to know more about how they could effectively meet the Registered Teachers Criteria related to cultural responsiveness and how we as a school could evaluate and measure best practice relating to</p> <p>Criterion 3 <i>Demonstrate commitment to bicultural partnership in Aotearoa New Zealand</i></p> <p>Indicator - Demonstrate respect for the heritages, languages and cultures of both partners to the Treaty of Waitangi</p> <p>Criterion 9 Respond effectively to the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of akonga</p> <ul style="list-style-type: none"> Indicators- Demonstrate knowledge and understanding of social and cultural influences on learning, by working effectively in the bicultural and multicultural contexts of learning in Aotearoa New Zealand Select teaching approaches, resources, technologies and learning and assessment activities that are inclusive and effective for diverse akonga Modify teaching approaches to address the needs of individuals and groups of akonga <p>Criterion 10 <i>Work effectively within the bicultural context of Aotearoa New Zealand</i></p> <ul style="list-style-type: none"> Indicators Practise and develop the relevant use of te reo Maori me nga tikanga-a iwi in context Specifically and effectively address the educational aspirations of akonga Maori, displaying high expectations for their learning <p>Actions to strengthen teacher capability in these 3 areas</p> <ol style="list-style-type: none"> 2 Day staff wananga at Omaha Marae call back days Jan 2014 Explore Ka Hikitia and review our current practice and beliefs about effectively engaging Maori students and their families. Plan all inquiry units working with the Treaty Curriculum framework. Teachers intergrating Te Ao Maori world view, te reo and tikanga Maori into to all kaupapa. 	Principal	PD1160 \$10,000	From T2	
<p>Integration of Te Kawerau a Maki into the Curriculum</p> <p>Te Kawerau a Maki Haerenga 2015</p> <p>Connecting with Kaumatua, and key leaders of Te Kawerau a Maki</p> <p>Strategic planning with TKAM of key events strengthening our relationship.</p> <p>Develop a term by term calendar of key events, learning outcomes, experiences.</p>	Principal /Lovey Chapman Kaihautu of Te Whakatipu Kakano with			

Invite kaumatua and key leaders to important powhiri, events taking place at Rānui. Decide how we will integrate the Te Kawerau a Maki perspective into the learning. Learning about the connection between Tainui and Te Kawerau a Maki and Te Kīngitanga. Include mihi to King Tūheitia in whai kōrero and kōrero.	Kaumatua George Taua			
To include student voice as part of the school review on the effectiveness of the Ranui curriculum plans -Interview groups of students at the end of each inquiry unit to gather their perspectives on relevance to them, their engagement, their knowledge of the key understandings for each inquiry focus. To feed this back to staff and BOT to inform future plans and ensure a cycle of continuous improvement - use this student voice to study and better understand the perspectives of different groups e.g. Maori , Pasifika, minority groups, boys, girls, Special needs students, different year levels	Principal / S Fuemana		End term 1 End Term 2 End Term 3 End Term 4	
Through the staff appraisal system collect quality evidence as to how the Registered teachers criterion 3, 9 and 10 are being implemented with all staff members at Ranui either meeting or exceeding the criteria	Principal/school leaders		T1 & t 3	
Teachers are connected with their learners by knowing who they are, how they learn and what their needs are to support teachers to plan effective targeted programmes that will engage students in quality learning and raise student Achievement. This will be evident in the classroom descriptions that are updated at the beginning of each term and read by syndicate leaders, DP and Principal. Also individual cultural and home surveys for each of the monitoring group students.	All teachers Monitored by Team leaders, DP and Principal		Beginning of each term	
Pasifika multi-cultural groups provided so all students have the opportunity to experience Pasifika song and dance. Working towards performance for Ranui community and Corbans Festival.	Performing art lead teacher P Tararo	1127 \$200	Start term 1 on-going for year	
On-going teacher development in te reo me nga waiata Maori, and Te Ao Maori knowledge to support each terms student inquiry.	Maori staff		On-going	

NAG 3 Personnel and Resources

Goal 3.0

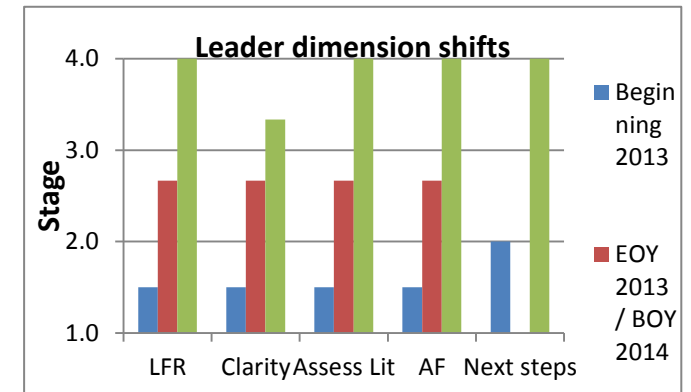
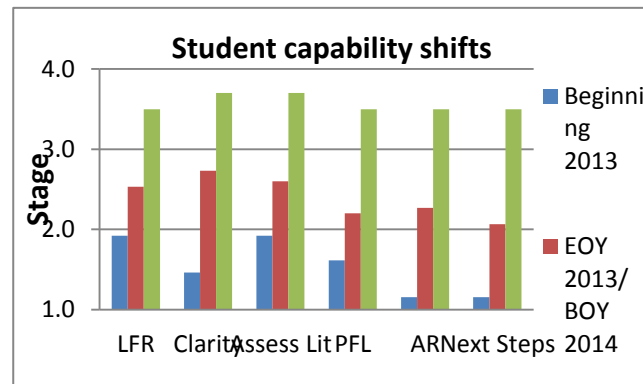
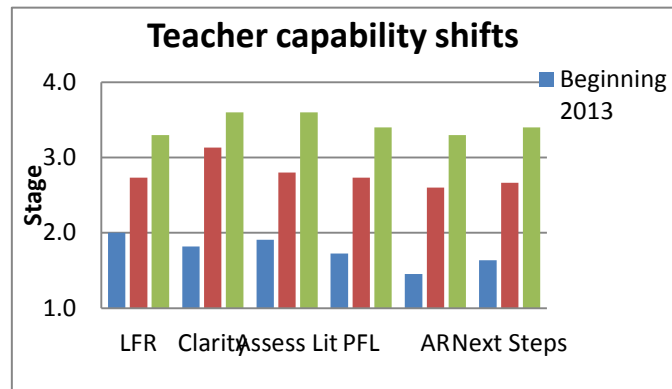
Teaching Practice

Develop school wide expectations of all students succeeding through having shared understanding and implementation of best practice Inquiry to learning to improve student progress and achievement

Baseline Data- In 2014 all teachers implemented a Teacher Inquiry into their practices in teaching of writing which saw significant gains for target students involved. There were impressive effect size gains particularly in years 5 and 6 Maori and Pasifika students. In 2015 we want to further build on this success and use the model to ensure the same accelerated gains for a wider group of students through regular cycles of inquiry and to reduce the numbers of students who are operating below and well below national standards.

Results from impact study on the Teacher Inquiry Cycle 2014

AFL 2014 results from review and evaluation of PLD



Teachers

Teachers made the greatest progress with an impressive shifts from an average of mid stage 1 to mid-stage 3 for all 6 capabilities with the biggest shifts being

- Capability 2 Clarity about what is to be learnt and
- Capability 5 Active reflection

with the other capabilities having similar shifts

Students

Student also made good progress moving from low to high stage 1 to mid stage3 for all areas with active reflection, next steps and clarity being the most significant shifts.

This is in line with the greatest area of shift for teachers.

Leaders

Only 2 of the 3 original leaders were measured since 2013 and one was new to the team in 2014

All leaders made significant shifts in all areas and are functioning high in all dimensions of leadership to support student achievement.

Targets-

All teachers at Ranui will be confident to conduct cycles of inquiry in 2015 aimed at raising student achievement in Reading , written language and mathematics using formative assessment practices.

Increase Teacher ability to use Formative Assessment capabilities to develop self-regulated learners at Ranui – All teachers to be supported to meet their AFL inquiry goals
By the end of 2015 we expect

All year 1 AFL teachers to be operating in at least level 3 of the capabilities

All year 2-3 teachers to be operating at level 4 of the capabilities and competent in observing and engaging in and leading practice analysis conversations with their peers.

Teachers will be implementing all capabilities of AFL in their practice across all curriculum areas in orders to become self-regulated learners and have a better understanding of the process.

This will ensure that

All students to have real clarity about what they are learning.

All students at Ranui should be able to articulate – Where I am at with my learning, where I need to go and what my next learning steps are.

Teachers are effective at evaluating the impact of their teaching practice on the learning and achievement of their students.

Expectation that all students in teacher inquiry target groups will make accelerated progress in areas of literacy and mathematics appropriate to their year level and ability.

To support the target of moving those students achieving well below and below national standards in writing to at or above national standards

Actions to achieve teaching practice targets	Led by	Budget	Timeframe	
Beginning of year whole school focus on Learning Focused Relationships. Teacher workshop on creating LFR in every classroom so that all our students can clearly articulate what good learners do at Ranui. Walk throughs recording visual and audio evidence of LFR in every class. Teacher inquiry into building LFR in their classroom. Ensuring their students have 6 clear messages about LFR	Principal Peter Kaho		Term 1	
PLD focus on writing and formative assessment with a particular focus on meeting the needs of specific target groups as identified in Goal 1 yellow section above. PLD AFL final year-continue to develop understanding of formative assessment and its practice to be embedded school wide through the context of 'Writing'. Through PLD contract delivered through Evaluation Associates AFL lead teachers for each whanau to build leadership capacity in observations, practice analysis conversations and feedback to teachers on their formative assessment practices AFL lead teachers planning and presenting staff PD	Brenda Weal Evaluation Associates/ T Lusinsky, P Kaho, T Faaletatau, S Tawha	AFL teacher release 11615 \$2500	Start wk 2 term 1	
Teacher Inquiry for learning now business as usual – teachers to develop inquiry action plan based on target students in writing that is linked to appraisal Leaders to improve systems for setting up data collection and tracking of each Whanau groups target students More formalised systems for recording and presenting inquiry Leaders to become more focused and planned when leading Monitoring group meetings to ensure they are targeting team development needs as identified through observations and practice analysis conversations.	Principal / Literacy leader		Week 3 term 1	
Using evidenced based answers on how we can maximise achievement at Ranui – having a school wide focus on Evaluating our impact –TODs evaluating our practices, teacher shifts in capability vs. student progress and achievement	Principal			

Strategic Goal Ensuring a Happy Healthy Harmonious High Achieving School, that promotes a healthy mind, body and spirit through embedding restorative practices where everyone feels safe in a positive learning environment

Annual Goal 3.1 PB4L Behaviour Contract / Ranui a Restorative School-

Provide a physically and emotionally safe school environment, by having a clear, consistent school wide behaviour plan that promotes a restorative school environment.

Baseline data-

PB4L staff survey conducted in late 2014 reviewed the staffs perspective on how well we are implementing school wide PB4L systems and identified priorities for improvement.

The systems identified as well-established are

- A team exists for school-wide support, planning and problem solving
- School Principal is an active participant on the behaviour support team
- A small number of positively & clearly stated student expectations or rules are defined
- Procedures are in place to address emergency / dangerous situations

The 3 top areas identified for improvement are

- Consequences for problem behaviours are clearly defined
- Problem behaviours (failure to meet expected student behaviours) are clearly defined
- Expected student behaviours are rewarded regularly

In 2015 there will be a greater school wide focus on positive reinforcements and behaviour rewards for displaying expected behaviours

Tier 2 Implementation To provide effective and efficient targeted support to identified learners requiring additional support, this includes models of effective collaboration and effective relationships with their whanau . We will also continue to have access to ongoing coaching through the Ministry's PB4L School-wide practitioner, within a coaching network designed to support us in a cluster of local schools.

Another focus area is the effective interventions for students affected by trauma informed by Kahikatea.

Actions to achieve teaching practice targets		Led by	Budget	Timeframe	
MATRIX:					
<ul style="list-style-type: none"> • Review/ revise effectiveness of matrix in action 		PB4L Lead teacher		Expectation Grids & lessons revisited with staff TOD Jan	
PB4L BULLETIN BOARD: (hallway by staffroom) : up to date and informative		PB4L lead Teacher	1130 \$500	Term 1	
BEHAVIOURAL TRACKING SYSTEM – SWIS data system introduced		PB4L lead Teacher Del		Term 1	
<ul style="list-style-type: none"> • Fully implement SWIS behaviour system including regular staff feedback sessions on data • Tier 2 team fully conversant in the SWIS system • 					

PB4L TEAM : <ul style="list-style-type: none"> Re-establish new PB4L teams for 2015 Re-assign roles and responsibilities 	PB4L lead teacher Principal			
RELEIVER PACKS/ BEGINNING TEACHER INDUCTION BOOKLETS/ Folders: <ul style="list-style-type: none"> Collate information into succinct booklet form 	SENCO Senior Leaders		Term 1	
REWARD SYSTEMS (students): <ul style="list-style-type: none"> Printing of all resources Resources used in all classrooms and effectively implemented in every class 	SENCO PB4L Lead Teacher	1110 \$2500	T1	
PB4L Walkthroughs – <ul style="list-style-type: none"> Conduct walkthroughs to monitor teachers teaching desired PB4L lessons at designated times during morning reporting back to all 	Senior Leaders		T1 on-going	
PB4L NEWSLETTER: <ul style="list-style-type: none"> Regular updates in school newsletter 				
TIER 2 STAFF PD: Regular team hui to review data FBA (Function behaviour assessments) in classes referred to Tier 2 team	Senior leaders			
Cool Schools Mediators – <ul style="list-style-type: none"> training and induction of new mediators weekly mediators tea party to evaluate , problem solve, train cool school refresher training for staff cool schools bulletin board in hallways 		1117 \$200		

<p style="text-align: center;">NAG 1 Student Achievement Goal 4.0 Assessment and data analysis for teaching</p>				
<p>Goal 4.1 Leaders and Teachers will be effective and confident at using summative and formative assessment capabilities to improve and accelerate student achievement, report progress to stakeholders , evaluate practice and effectively plan forward</p>				
Actions to achieve assessment and data analysis targets	Led by	Budget	Timeframe	
To continue to monitor and ensure school wide consistency in the analysis and use of classroom achievement data to inform teaching practice and to ensure all students needs are met.	Senior School Leaders		End of each term	
school leaders/curriculum leaders will collect all teacher classroom data analysis and review the quality and effectiveness of data analysis across the school			1 st review of tchr data T1 W8	
Continue to identify areas of strength and areas of need in data analysis at the end of each term and evaluate the degree to which staff are following our school data analysis guidelines. Peer checking of teachers to build teacher efficacy			W 9 T1 W10 T1	
Provide teacher workshops to induct new staff and further support teachers to meet the requirements of the guidelines where needed			T2,3	
Teacher's with strengths to work with colleagues who require further support Teacher peer evaluate against the guidelines, feedback and feed forward			Beg T2	
All teachers to review end of 2014 National Standards Data and compare against targets –Analyse the data and discuss areas of strength and areas for improvement/ identify reasons for results. In syndicate teams set targets for 2015 for each year group. Identify target groups with specific focus on Maori and Pasifika. - Discuss the quality of the data. What else would we like to find out that the data is not telling us? - Identify the limitations of the data we can access from Edge and use this to inform data development.	Principal Syndicate Leaders		Teacher Only Days January	
Continue to build on the improvements in 2013 for reporting to the BOT on student progress by ensuring the processes above are in place and that leaders are given training on how to prepare a report that identifies the strengths and learning needs across the school and to put it into a format that is understandable and valuable to the audience it is intended for. Building capacity across staff so that curriculum leaders are preparing their own reports.	Principal Data manager		Beg term1 On-going	
Up skill teachers on use of EDGE MUSAC - filtering for grouping, literacy profiles, using the graphs to group and identify students. Continue to understand how to get the most from the EDGE SMS system. Work with providers to problem solve issues of 2014.	Snr leaders /MUSAC		Term 2	
Review the quality of our 2014 Analysis of Variance using the guidelines from MOE. How effective is our ANOV in reporting to our community? Seek feedback from PFW – use to improve format for 2015 report.	Principal/ BOT		End Term2	

NAG 2A Self Review

Goal 5.0

Parent Family Whanau

Building respectful, collaborative, and responsive learning focused relationships with Parents, Family and Whanau by creating opportunities with authentic engagement in the learning context to support student achievement.

Baseline Data-

2013-2014 had a strong focus on improving the quality of reporting student progress to parents. Interviews and gathering of parent / student voice showed high satisfaction with the quality of reporting. We will continue to gather voice on quality of reporting as part of our regular cycle of reporting however we will now shift the focus to gathering parent voice in other areas as indicated in the aims below. We had high parent attendance at conferences in 2014 from 87-89%.

The BOT have identified a need to improve the way in which we engage our parents in curriculum and programme design by using many different ways of engaging whanau to take into consideration the diversity within the community and the barriers for parents.

Annual Aim :

To increase parent, family, whanau PFW engagement and contribution towards the Ranui curriculum design and ensure high participation from PFW in the annual plan review and development.

To develop learning focused parent partnerships to accelerate all students to meet expected national standards in reading, writing and mathematics by the end of their 2nd year at school.

Effectively engage with Maori parents to gather their perspective on Ranui Primary's effectiveness in meeting the educational needs of Maori students.

Targets-

To significantly Increase the overall attendance of Maori and Pasifika Parents, Family and Whanau at consultation hui, to trial multiple ways of engaging whanau and gathering whanau voice.

To gather a wider representation of Maori voice from across the school aiming for at least 60%

To work closely and collaboratively with families of students within the first 2 years of school to lift and accelerate student achievement especially in year 1. With the aim of having the majority of our students at or above National expectation by the end of the 1st and 2nd year at school.

Actions to achieve parent /whanau targets		Budget	Timeframe	
Expectation set that all class to get at least 95% attendance for whanau conference interviews.	Senior leaders	1167\$200	Term 1 and 3	
Each team to discuss plan to capture all parents for whanau conferences e.g. notices, phone, visits, kanohi ki te kanohi in school grounds.	Senior leaders		Term 1 and 3	
All teachers to keep a roll of parent participation in whanau engagement activities. Data will be gathered by senior leaders and reported to Principal/BOT. It is expected that all classes will have a high rate of attendance from parents. If certain classes are operating well below target individual support and guidance will be given to teachers by their syndicate leaders.	Senior leaders		All year	
Host to Te Ara Reo classes every Thursday evening – free te reo course available to all teachers and PFW.	Te Wananga o Aotearoa		Beg T1 W 7 on-going	
BOT to develop a PFW consultation strategy with multiple avenues for engagement and consultation to meet the needs of our diverse community Develop a whanau engagement timeline, ensure consultation, reporting, information evenings that are culturally responsive a well planned for in the school year overview	Principal	1144 \$500	Term 2, 3, 4	
BOT MOU with Tuvaluan community groups to provide after school Tuvaluan language classes for students and homework centre to lift academic achievement 3x per week. School home partnership teacher to work alongside Tuvaluan centre staff to provide professional advice and guidance on programmes	Principal Tuvaluan community Trust Haumaefa		Begin T 1	
Engagement in the Mutukaroa ki Ranui Project – a parent collaboration programme engaging parents in the language of learning and sharing of student data at 5.0, 5.5 and 6.0yrs, empowering parents to be acknowledgeable and actively involved in their children learning aimed at children in the 1 st 2 years of school.	Principal Teresa Smith	1145 \$400	On-going for year	

NAG 2 School Self - Review -

Goal 6.0

Quality Assurance

Strengthen and explicitly plan systems and processes to ensure consistent evidence based practice, accountability at all levels and which supports continuous improvement.

6.1 Improved Performance appraisal system and processes that explicitly links consistent evidence based practice and accountability at all levels.

Baseline Data 2014

In 2014 the BOT undertook a review of our school charter goals and vision statement.

Our community strongly support and believe in our school vision. The PWF of Ranui school state that the quality of relationships and whanaungatanga are strong at Ranui. Our whanau feel a sense of belonging and part of the learning partnership.

The area of greatest concern was the safety of our school site. A safety audit was carried out at the end of 2014 with a number of areas of recommendation.

Targets-

In 2015 our goal is to ensure a safe, attractive learning environment that supports student learning and achievement in a Happy Healthy Harmonious High Achieving school.

Actions to achieve assessment and data analysis targets	Led by	Budget	Timeframe	
BOT development on understanding their role Principals appraisal	NZSTA /Principal	1207 \$500		
Appointment of new principals appraiser and timeline, agreement signed	BOT chair	1164 \$3500		

NAG 4B Finance - Goal 6.2 The school will operate within the financial parameters established

Baseline Data-2014

Over use of staff in 2014 has impacted negatively as the staffing adjustment will impact the 2015 budget.

In 2015 close monitoring of staff use to ensure the staffing allocations are adhered to.

Analysis of staffing use show a large use in the area of staff sick leave

Actions to achieve finance target	Led by	Budget	Timeframe	
Fortnightly reviews of the SUE report	Executive officer/Principal		Fortnightly all year	
Regular monthly review of student / teacher ratios	Principal		monthly	
Very close tracking of relief teacher use and tracking of sick and other leave- investigate impacts on staff sickness rates	Principal/DP		On-going	
Set up system to correctly invoice release teachers and special project staff to correct area of the budget to ensure better monitoring of staff usage e.g. ESOL teacher, PB4L teacher release, Maori teacher release, Mutukaroa, as these are funded through special grants				
Close monitoring of all budgets and Principal approval to be given before any expenditure	Principal	1217 Accounting fee \$5500	All Year	

BOT to investigate sponsorship and grants as a means to increase our income	BOT chair		Begin term 1	
BOT fundraising project for school playground	BOT committee with DM Scott			
BOT plan and strategy developed to promote Ranui school and increase roll	Principal		Begin term 2	
NAG 4B Property - Goal 7.1 The school will operate a building and physical environment plan to provide a quality learning environment that is a reflection and celebration of our Ranuitanga				
Target- To develop a plan to upgrade our current site to provide attractive modern learning environments for all students.				
Actions to achieve property target	Led by	Budget	Timeframe	
Board undertake building condition assessment and modern learning environment assessment and develops 10 Year Property Plan	Principal	5YP	31March	
Complete agreement of 10YPP and 5 YPP	Principal		1 July	
Secure funding for playground upgrade, separate playgrounds areas for Junior , middle , senior with special equipment that is age appropriate and challenging	BOT subcommittee	Funding applications	By end of year	
Safety audit plan completion including fencing and new security surveillance system		5YA /MOE	Term 2	
SNUP school network upgrade and wireless connection	Principal	5YA	31 March	
Upgrade of Kereru block – modern learning environment upgrade and toilet upgrade				
Swimming Pool paint and filter upgrade	C Tucker		T4	
Exterior painting of all area still in green to new colour scheme.				
NAG 2 Self Review				
update 3 year BOT work plan and self-review cycle in line with current charter and goals for next 3 years	Principal in consultation with BOT		March 2015	
Development of 2015 BOT annual work plan to ensure BOT covers all requirements and strategically reviews the goals of the annual plan	Principal in consultation with BOT		March 2015	
BOT PD plan and attendance of BOT at Annual NZSTA conference	BOT / Juanita		June 2015	