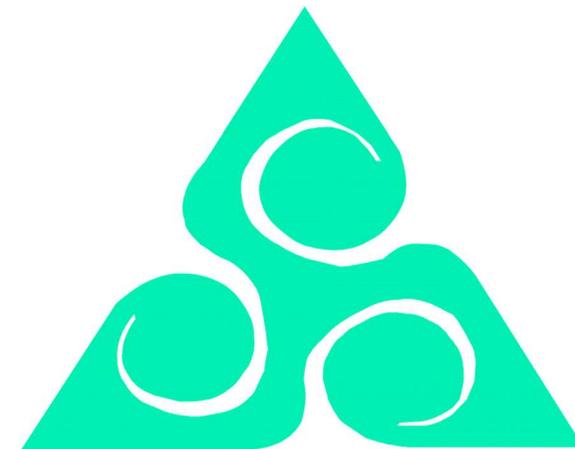


Aberdeen School School Charter Strategic and Annual Plan



2017 -19

Principals' endorsement:

A handwritten signature in blue ink, appearing to read 'Koma', written over a horizontal blue line.

Board of Trustees' endorsement:

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Submission Date to Ministry of Education: 1 March 2017

*Aberdeen School - School Charter
Strategic and Annual Plan 2017 - 19*

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Aberdeen School 2017 - 19

Introductory Section - Strategic Intentions

Mission Statement	Aberdeen School creates an engaging environment where students are prepared for future success.
Vision	Aberdeen School's vision is to build a legacy of life-long learning.
Values	The core values of Respect, Co-operation, Determination, Responsibility and Care are fostered across all aspects of school life. Aberdeen School empowers students to be confident, connected, actively involved life-long learners.
Principles	The Aberdeen School learner is understood, developed and empowered towards excellence in three key areas: <ul style="list-style-type: none">● Mind – Thinking, Making Meaning● Body – Managing Self, Physical Capacity● Spirit – Relating to Others, Participating and Contributing
Māori dimensions and Cultural Diversity	The Aberdeen School Māori Education Strategy 2014-2017, which is based on the principles of the Hautū document, informs programmes in Te Reo me Tikanga Māori at Aberdeen School. All students at Aberdeen have the opportunity to participate in and celebrate the unique cultural heritage of Māori through the Aberdeen weekly Māori Mentorship-Te Reo programme and school-wide Kapa haka. All reasonable steps are taken to ensure that provision of instruction in Te Reo Māori me Tikanga Māori is available in every classroom for all full-time students. During 2017, the Aberdeen School Māori Education Strategy 2014-2017 will be reviewed so that the Board of Trustees, staff, students and our Māori whānau have the opportunity to further consolidate our vision for our Māori learners. Our provision for <i>ngā mea Māori</i> (things Māori) is acknowledged by the wider community and the Education Review Office report, 2014. Aberdeen School has a strong whānau group of Māori families who actively contribute to the learning culture of the school.

Aberdeen School's Pasifika Education Plan continues to ensure that the families of our Pasifika students are involved in the education of their child/ren. The Plan provides for regular parent hui and Pasifika students can access a weekly Pasifika cultural group. Pasifika families have shared their aspirations with us with a focus on academic excellence and the importance of cultural identity.

Aberdeen School acknowledges and values the cultural diversity of Aotearoa with provision of a wide variety of programmes and celebrations which acknowledge Aberdeen's multi-cultural community. The Aberdeen School ESOL teacher and her programme provide quality support for students who are from non-English speaking backgrounds. All Aberdeen students participate in the many special multi-cultural celebrations that occur throughout the year for our students from non-English speaking backgrounds. These include Chinese New Year, Cambodian New Year, Diwali and Eid which celebrates the end of Ramadan.

School Context and Baseline Data

<p>Students' Learning</p>	<p>All Aberdeen students are given opportunity to reach their full potential through effective teaching programmes.</p> <p>Aberdeen School is mindful of the nation-wide disproportionate number of Māori and Pasifika students achieving below and well-below National Standards expectations, as well as a lesser proportion of these students achieving above National Standards. With this in mind, Aberdeen is focused on raising the achievement levels of our Māori and Pasifika students in order to lift our overall achievement levels. The 2017 Aberdeen achievement targets align with the results and analysis of our data from 2016 as well as the achievement priorities agreed by the 'He Waka Eke Noa - Community of Learning' of which Aberdeen School is a member. Research has shown that interventions which raise Māori and Pasifika achievement raise overall achievement. Raising the achievement levels of Māori students through effective teaching practice and quality assessment will benefit all Aberdeen learners.</p> <p>Priority Learners identified through data analysis will also be a focus for school intervention. A variety of interventions are provided for Priority Learners and include Reading Recovery, Teacher Aid support, Reading Together, the Aberdeen Community Assisted Reading Programme (ACAR) and Maths Support Teacher (MST 2).</p>
<p>Student Engagement</p>	<p>Student engagement levels are high at Aberdeen School. Attendance matters are managed with a pro-active approach. Whānau engagement which includes effective communication is fundamental to our approach and parents are called in to discuss attendance matters when necessary. Referrals are made to attendance services if attendance</p>

	<p>becomes an on-going issue. Effective communication between the school and whānau has proven very effective in managing student attendance and engagement. Attendance services (Te Kohao Health Ltd) are used when required for support. An attendance alert system is in place to inform management of absence concerns that need to be addressed. The school office-staff play an important role in the on-going monitoring of children who are late or absent.</p>
<p>School Organisation and Structures</p>	<p><i>Property:</i> Co-operative planning with MoE over the Aberdeen hall refurbishment/rebuild and further classroom upgrades continues, with the hall upgrade (due to water tightness issues) still on hold from the Ministry. The refurbishment of Block C took place in terms 2/3 of 2016. Scheduled painting and roof maintenance has already been completed during the January summer holidays.</p> <p><i>Personnel:</i> The 2017 Appraisal cycle is in place and is focussed on building teacher capacity for continued improvement in Writing and Mathematics in order to further raise student achievement. Teaching as Inquiry is an integral part of appraisal at Aberdeen School and teachers' inquiry this year will focus on one of the following key areas: teacher efficacy, student agency or whānau engagement. This is aligned to our CoL strategic goals.</p> <p><i>Health & Safety:</i> First Aid training took place for a large number of staff in 2016. Those staff needing to renew their First Aid training certificates will complete their renewal this year. RAMS (Risk Management) procedures are in place for all EOTC (Education outside the Classroom) activities. Aberdeen School Health & Safety at Work policies and best practice continues. The Aberdeen School First Aid register is on-going allowing for students with high Health needs to be identified and monitored. A regular sick-bay register for all accidents and visits to sick-bay and a school hazards book for hazard identification are in place. Health & Safety is now an agenda item at all meetings to note 'near miss' issues. These systems have raised the profile of the Health & Safety at Work legislation within the school. Health & Safety issues are reported to the Board of Trustees at every Board meeting along with actions taken.</p> <p>The Aberdeen School pool is open for use and water safety training is underway in early 2017.</p>
<p>Review of Charter and Consultation</p>	<p>The Aberdeen School Charter is reviewed in Term 4 of each year through a series of school community hui, including whānau hui & hui for our Pasifika families. Consultation at these hui is kanohi ki te kanohi, however written feedback is also encouraged, when community members prefer not to speak up in front of large groups.</p>



He Waka Eke Noa – Community of Learning

2017 - 2018

VISION

To raise student achievement through genuine collaboration across the community.

OUR VALUES

Our Community of Learning embraces the values as reflected in the NZ Curriculum:

- **excellence**, by aiming high and by persevering in the face of difficulties
- **innovation, inquiry, and curiosity**, by thinking critically, creatively, and reflectively
- **diversity**, as found in our different cultures, languages, and heritages
- **equity**, through fairness and social justice
- **community and participation** for the common good
- **ecological sustainability**, which includes care for the environment
- **integrity**, which involves being honest, responsible, and accountable and acting ethically
- and to **respect** themselves, others, and human rights.

STRATEGIC GOALS

- To contribute to **teacher efficacy** through collaboration, culturally responsive practice and effective pedagogy.
- To grow **student agency** through identity, voice and ownership.
- To recognise and enhance the **powerful connections with parents, whaanau** and community.
- To facilitate **seamless transitions** for all learners.



FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau



Strategic Section

Aberdeen School- the Benchmark of Excellence in Primary Education

Strategic Goals	Core Strategies for Achieving Goals 2017 - 2019
<p>Students’ Learning</p> <p>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards in Reading, Writing and Mathematics.</p> <p>Raise the achievement levels of all Māori and Pasifika learners.</p>	<ul style="list-style-type: none"> • Reject deficit theorising of Māori and Pasifika students. <i>(evidenced by Aberdeen Māori Education Strategy & Aberdeen Pasifika Education Plan)</i> • High teacher expectations. Implement a culturally inclusive pedagogy. <i>(evidenced by Tātaiako & Teacher Registration Criteria in 2017 Appraisal documentation)</i> • Improve the quality of teaching practice and assessment at all levels. <i>(evidenced by teacher planning, teacher observation and assessment)</i> • Empower students by providing them the skills to move to the next level in their learning. They know where they are and where they are going as well as how to get there, allowing for greater student agency. <i>(evidenced by greater student agency in classrooms along with student tracking sheets)</i> • Teachers have the skills to accelerate their students. They differentiate programmes and personalise learning. <i>(evidenced by target group results, planning & assessment)</i> • Pursue excellence. Teachers and students co-construct their learning. Students are involved in the co-construction of their learning intentions and success criteria and reciprocity is developed, utilising the principle of Ako. <i>(evidenced by Teacher planning & curriculum learning intentions)</i> • The Aberdeen School ICT Strategy, developed in 2015, is rewritten in 2017 with an emphasis on e-learning pedagogy, deeper collaboration through Innovative Learning Environments (ILE) and targeted resourcing. <i>(evidenced by ICT Strategy self-review in 2017 and implementation in 2018, 2019)</i>

<p>Students' Learning</p>	<p>Maths</p> <p>To improve student achievement through effective teaching across the Mathematics curriculum throughout the school, increasing the number of students achieving at or above the National Standard in Mathematics by 5%</p>	<p><i>Maths and Writing continue to be key strategic pedagogical areas for refining practice</i></p> <p>Maths</p> <ul style="list-style-type: none"> • Maths team established in 2017 with representatives from each teaching team • Continued focus on effective teaching in Mathematics. Further consolidation of effective teaching strategies with new and existing staff. • Professional Learning Partners – reciprocal observations and conversations to support Teaching as Inquiry cycles will continue in 2017 • Maths Symposium – if available this year ,for all staff to attend • Numeracy Catch-ups, Workshops for new / Beginning Teachers • Supplementary Inquiry Team (Maths) and Curriculum and Achievement Plan (CaAP) further reviewed and refined in 2017, following staff input in term 4, 2016 • Involvement in Mathematics Leadership Community (Waikato) • MST 2 teacher is funded to take 'below' and 'well below' groups for acceleration in 2017, following highly successful results with MST 1 in 2016. MST mentoring of Year 5/6 teachers who have children withdrawn for MST 2 continues • Written Reports, Parent-Teacher Interviews, Student-led Conferences include reports on Mathematics progress and achievement for all students • Aberdeen Community Assisted Mathematics Project involving junior students continues • GATE groups for students achieving (or with potential to achieve) well above National Standard in place for Year 5 & 6 students • Parent Education - Beginning of the year parent workshop evenings take place and are revisited throughout the year in teaching teams • Teacher release time provided for teachers to investigate the Numeracy progressions (as per the Primary teachers Collective Agreement 2016) • Review of moderation processes with particular emphasis on incorporating robust evidence from the Strands when making OTJs
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<p>Students' Learning</p>	<p>Writing</p> <p>To improve student achievement through effective leadership and teaching across the Writing curriculum, resulting in an increase of 5% of students at or above the National Standard in Writing in every cohort (particularly if achievement levels sit below 85%)</p>	<p>Writing</p> <ul style="list-style-type: none"> • Literacy team established in 2017 with representatives from each teaching team • Teacher capacity in effective Literacy practice is improved by: <ul style="list-style-type: none"> • effective formative and summative assessment by individual teachers • teacher release time provided for teachers to investigate the Literacy progressions (as per the Primary teachers Collective Agreement 2016) • moderation of OTJs (Overall Teacher Judgements) for National Standards • PLD through staff meetings/team workshops-emphasis on linking Writing and Reading explicitly as well as consistency of feedback and feed-forward • Teaching teams regularly monitor target students: 'How are they progressing and what are the next learning steps?' • Professional Learning Partners – reciprocal observations and conversations by teachers • observations of good practice across the 'He Waka Eke Noa, Community of Learning' • ELL (English Language Learners) - additional funded Literacy support for students with English as a second language • Teacher Aide groups-working in particular with children in the first two years of school, consolidating item knowledge for letter/sounds and oral language development • Home/School community link-parent education evenings 'How can you help at home?' as well as Reading Together Workshops with Year 2 parents • Written Reports, Parent-Teacher Interviews, Student-led Conferences for all students • GATE groups for students achieving or with potential to achieve well above National Standard • Reporting to parents through Newsletters and Web Page and other channels as appropriate.
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<p>Students' Learning</p>	<p>Reading</p> <p>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to National Standards in Reading.</p> <p>This will be shown by maintaining and sustaining the present levels of achievement in Reading at Aberdeen School.</p> <p>(Refer to Annual Improvement Plan for 2017)</p>	<p>Reading</p> <ul style="list-style-type: none"> • Teacher capacity in effective Literacy practice is improved by: <ul style="list-style-type: none"> • effective formative and summative assessment by individual teachers • moderation of OTJs for National Standards • PLD through Team and whole school workshops • Teacher release time provided for teachers to investigate the Numeracy progressions (as per the Primary teachers Collective Agreement 2016) • Reading Recovery as specific intervention – 4 students on this programme at any time with a new teacher training in 2017 • Small withdrawal reading groups -skilled teacher working to accelerate student's reading in the first year of school • ACAR (Aberdeen Community Assisted Reading) 1:1 volunteer: student reading mileage • ELL (English Language Learners) - additional funded Literacy support for students with English as a second language • Reading Together – families of children achieving 'below' Standard at 6 years are offered the opportunity to participate in a 4 week home reading support programme. • Written reports, Parent-Teacher Interviews, Student-led Conferences for all students reporting on Reading progress and achievement • Reporting to parents through Newsletters and Web Page and other channels as appropriate
<p>Student Engagement</p>	<p>Attendance levels are monitored.</p> <p>An ethic of care is evident across the school.</p> <p>Students are empowered in their learning and want to attend class to learn.</p>	<p>A proactive approach to attendance matters is taken with parents/whānau. Communication between school and home is effective and a number of different formats are used.</p> <p>Students generally come to school on time and have suitable reasons for lateness. Parents understand the need to have their children at school and on time.</p> <p>The school perpetuates a culture of excellence, where students arrive at school on time and ready to learn. Teachers care about where their students are and why they are late or absent and investigate reasons for absence or lateness. Senior Staff support whānau</p>

	<p>Learning programmes capture the interest of learners.</p> <p>Low socio-economic background students are supported</p>	<p>where necessary to get their children to school daily and on time. Financial issues regarding uniform, kai, stationery and trips, are dealt with in a supportive way by staff or the PTA. Support is provided to these families who have been identified as having need, and Senior Leaders ensure their assistance is discreet.</p> <p>Staff plan and provide learners with suitable, engaging programmes of work.</p>
School Finance	<p>Operate within annual MoE grants and within the annual Aberdeen School budget.</p>	<p>Sound financial systems are in place to ensure that expenditure stays within set parameters.</p> <p>Accountability is evident and financial actions are transparent. The financial stability of the school is maintained.</p>
School Property	<p>The Aberdeen School 10-Year Property Plan is adhered to.</p> <p>All property improvements are within annual budgets and operate within annual grants.</p> <p>Classrooms are modernised as per 10-Year Property Plan.</p> <p>Annual programmes of maintenance are on-going.</p>	<p>Internal upgrade of 4 more classrooms took place as per 10-Year Property Plan in 2016.</p> <p>Server upgrade planned for term 1 holidays 2017.</p> <p>Programmed maintenance to take place across the school as per 10-Year Property Plan. Scheduled painting maintenance completed in January 2017. Roofing maintenance completed January 2017.</p> <p>Efforts to beautify the school through class sustainable vegetable gardens, art projects and class gardens continue.</p> <p>Re-cycling programmes are on-going.</p> <p>Identified water tightness issues with the hall and some classrooms are still to be resolved as we await MoE finance and advice.</p>
Health and Safety	<p>Health & Safety at Work legislation (areas of due diligence) implemented.</p> <p>Bi-annual community consultation of Health programmes takes place.</p>	<p>Aberdeen School Health & Safety Officer appointed in 2016 and H&S Committee operating. Procedures for identifying, reporting and responding to Health & Safety issues ensure a safe environment is in place. Health & Safety is reported to the Board at every meeting.</p> <p>Health community consultation will occur in term 2 of 2017. Parent meetings are held on the school site.</p>

	<p>Risk analysis and identification of hazards is on-going in order to minimize risks to staff and students.</p> <p>Health and Safety policies and procedures were reviewed in 2016 and are being established.</p> <p>Emergency Management Plan in place.</p>	<p>Hazard identification and corrective action register on-going.</p> <p>Injury & Incident register on-going. Near Misses are recorded at every team or staff meeting and corrective action is taken.</p> <p>First Aid training available to staff on an annual basis. Term 1 2017.</p> <p>EOTC guidelines are followed and RAMS are produced for all EOTC events.</p> <p>Key legislative changes have been implemented as mandated.</p> <p>Investigations are conducted for any incidents of serious harm and reported immediately to the Board by email and discussed at the next Board meeting.</p> <p>Aberdeen School Emergency Management Plan was reviewed in 2016 and will be again in 2018.</p>
<p>Personnel</p>	<p>Recruitment of staff is on-going as needs arise.</p> <p>Appraisal of staff on-going throughout each year.</p>	<p>Appointment policies and procedures are followed. Three new teaching staff joined the Aberdeen team in 2017. Our staff induction process ensures effective transition for new teachers and Aberdeen mentors ensure continuity and sustainability of school expectations.</p> <p>Appraisal process was reviewed and updated last year. All staff appraised annually.</p>

Aberdeen School 2017

Annual Section

Annual Improvement Plan and Targets for 2017 – Domain: Reading

Strategic Goal: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards in Reading.

Annual Goal

To maintain and sustain the number of students at Aberdeen School achieving 'At' or 'Above' the National Standards in Reading.

Our annual goal aligns with our Community of Learning's achievement goal to raise Reading achievement in each cohort by at least 5%, particularly for those cohorts sitting below 85%.

Reading	2017 At Above
After 1 year at school	70%
After 2 years at school	75%
After 3 years at school	85%
End of Year 4	85%
End of Year 5	85%
End of Year 6	85%

Annual Targets:

- To increase the number of students achieving 'At' or 'Above' National Standards to 75% in the 'after 2nd year' cohort (after 1st year 2016) by the end of 2017.
- To increase the number of Māori boys achieving 'At' or 'Above' National Standards to 60% in the 'after 2nd year' cohort (after 1st year 2016) by the end of 2017.
- To have 70% of students 'after 1st year' at school achieving 'At' or 'Above' National Standards in Reading by the end of 2017.

Baseline Data (end of 2016)

Whole School: 87% At or Above National Standards

All Māori: 83% At or Above National Standards

All Students		Māori Students		Māori Boys	
Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS
After 1 st Year	72%	After 1 st Year	62%	After 1 st Year	50%
After 2 nd Year	80%	After 2 nd Year	72%	After 2 nd Year	67%
After 3 rd Year	92%	After 3 rd Year	83%	After 3 rd Year	78%
End of Year 4	94%	End of Year 4	94%	End of Year 4	90%
End of Year 5	93%	End of Year 5	90%	End of Year 5	78%
End of Year 6	96%	End of Year 6	96%	End of Year 6	100%

Pasifika students: 82% At or Above National Standards (small cohort 27/697)

Baseline Data Discussion, in relation to targets:

- There are lower achievement rates of children after one year, particularly Māori boys. In order to lift the achievement rates of Māori boys after one year, at least one Māori boy will need to accelerate. This cohort of children came into school with low literacy levels.
- The focus for 2017 is to continue to lift achievement levels for our students in their first two years at school. The expectation is that teachers will regularly monitor priority learners with focussed and targeted teaching that is responsive and adaptive to the learners' needs.

Key Improvement Strategies - Reading (How we will achieve targets in 2017)

When	What (examples)	Who	Indicators of progress
On-going	<ul style="list-style-type: none"> • Regular review of progress and possible change of intervention (Teacher aide/1:1 support/small reading groups). • Small withdrawal reading groups-skilled teacher working to accelerate students' reading in the first year of school. • Reading Recovery as specific intervention – 4 students on this programme at any time. • <u>Teaching Teams</u> - discussion and support offered to classroom teachers of target children, to assist them in the acceleration process. • Children identified at 6 year net as needing support -parent 1:1 meeting set up and involvement in 'Reading Together' explained/offered. • <u>Whānau</u> are kept up to date with the progress of their children. Home learning expectations communicated and monitored. 	<p>SENCO supported by Reading Leader of Learning, Specialist reading teacher, Classroom teachers</p> <p>Reading Leader of Learning supported by Team Leaders, Class teachers, Whānau</p> <p>Team leaders supported by Classroom teachers, Whānau and Reading Leader of Learning, Students</p>	<ul style="list-style-type: none"> • Meetings each term to share progress, next steps and to problem solve. Review teacher data. • Use teacher assessment to decide on inclusion in small learning groups, 1:1 support or ACAR- generally children who have gaps in learning or who are just below and who with some intervention will reach the appropriate National Standard. • Decide candidates for Reading Recovery (well below at 6 years.) • Specific children working 'below' the appropriate National Standard identified and discussed with Year group teachers. • Strategies to accelerate Reading progress in class shared. • Families included in 'Reading Together programme'- identified at 6 year net. Classroom teacher to share programme at 1:1 meeting and names of parents keen to participate referred to Reading Leader of Learning. • Parental participation in 'Reading Together'-series of 4 workshops on supporting your child with reading. • 1:1 meeting/contact with parents after anniversary testing (after 5 weeks/1 year/2 years/3 years) to share learning and discuss next steps. • Letters home, e-mail, telephone, face-to-face, Student-led conferences, data sharing. • School requirements for assessment and monitoring, including termly reading graphs monitoring progress (Year 1-3) and anniversary testing completed.
<p>Monitoring: review meetings, teacher monitoring, Classroom formative and summative data, school reports for progress and achievement in National Standards, student led conferences,</p> <p>Resourcing: Reading Leader of Learning, Senior Leader SENCO/GATE, classroom teachers, support staff, Literacy / SENCO budget</p>			

Annual Improvement Plan and Targets for 2017 – Domain: Writing

Strategic Goal: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards in Writing. In line with Ministry of Education expectations, we are working towards the goal of having 85% of all Aberdeen students 'At' or 'Above' the National Standards in Writing.

Annual Goal:

To improve student achievement through effective teaching across the curriculum, increasing the number of students achieving 'At' or 'Above' the National Standards by at least 5% from their 2016 achievement data.

Our annual goal aligns with our Community of Learning's achievement goal to raise Writing achievement in each cohort by at least 5%, particularly for those cohorts sitting below 85%.

Writing	2017 At Above
After 1 year at school	65%
After 2 years at school	65%
After 3 years at school	65%
End of Year 4	75%
End of Year 5	85%
End of Year 6	85%

Annual Targets:

- To increase the number of Māori students achieving 'At' or 'Above' National Standards to 45% in the 'after 2nd year' cohort (after 1st year 2016) by the end of 2017.
- To increase the number of Māori students achieving 'At' or 'Above' National Standards to 60% in the 'after 3rd year' cohort (after 2nd year 2016) by the end of 2017.
- To have 65% of students 'after 1st year' achieving 'At' or 'Above' National Standards in Writing by the end of 2017.

Summary of Achievement 2016

Whole School: 72% At or Above National Standards

All Māori: 64% At or Above National Standards

All Students		Māori Students		Māori Boys	
Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS
After 1 st Year	58%	After 1 st Year	36%	After 1 st Year	20%
After 2 nd Year	61%	After 2 nd Year	48%	After 2 nd Year	44%
After 3 rd Year	69%	After 3 rd Year	63%	After 3 rd Year	63%
End of Year 4	84%	End of Year 4	79%	End of Year 4	70%
End of Year 5	79%	End of Year 5	74%	End of Year 5	61%
End of Year 6	83%	End of Year 6	81%	End of Year 6	75%

Pasifika students: 67% At or Above National Standards (small cohort 27/697)

Baseline Data Discussion, in relation to targets:

- Our National Standards data at the end of 2016 showed that 72% of our students were achieving 'At' or 'Above' the National Standard.
- When data was analysed according to Year groups we noticed that a number of students in their first three years at school, were not reaching the appropriate National Standard.
- There are very low achievement results for children 'after 1st year', particularly Māori students.
- The focus for 2017 is to continue to lift achievement levels for our students in their first three years at school. The expectation is that teachers will regularly monitor Māori and other priority learners with focussed and targeted teaching that is responsive and adaptive to the learners' needs.

Key Improvement Strategies - Writing (How we will achieve targets in 2017)

When	What (examples)	Who	Indicators of progress
On-going	<ul style="list-style-type: none"> • <u>Literacy Supplementary Inquiry Team</u> (SIT) regularly reviews progress of target students and any changes to key interventions as indicated by assessment data. • <u>Literacy Curriculum Team</u> to liaise between SIT team and teachers to ensure teaching practice, expectations regarding student learning in Writing and moderation of assessment is consistent within and across year levels. • <u>Staff Meetings</u> with writing as the focus. • <u>Team Leaders</u> to lead discussions around target students at team meetings and discuss ways to accelerate achievement. Regular monitoring and review of progress. • <u>Classroom teachers</u> demonstrate effective use of assessment information to inform planning and teaching that addresses the needs of students in their classes. Each teacher will have an identified group of students who need to make accelerated progress towards the next National Standard. • <u>Classroom teachers</u> to identify target students, (below National Standards) access mentoring, PLD, e- 	<p>Writing Leader of Learning supported by Deputy Principal and Reading Leader of Learning</p> <p>Writing Leader of Learning supported by SIT Team and teaching team representatives</p> <p>Writing Leader of Learning supported by Team Leaders and Class teachers</p> <p>Team Leaders supported by Writing Leader of Learning and Class teachers</p> <p>Class teachers supported by Team Leaders and Writing Leader of Learning</p> <p>Class teachers supported by Whānau and students</p> <p>Team Leaders supported by Class Teachers and Writing</p>	<ul style="list-style-type: none"> • Meetings at least once a term to review progress, plan next steps and problem solve. • Meetings once a term to review progress, plan next steps and problem solve. • Up-take of PLD evident in team meetings, class programmes, student work. • Team leaders build into team meetings regular review of target children, including next steps discussion. • Team leaders to support team and individual teachers to use assessment information to inform planning and teaching. • Teachers utilise grouping to monitor the progress of students and meet the learning needs of individuals within their class. • Teachers and Students are positive, highly

	<p>learning to cater for target children.</p> <ul style="list-style-type: none"> • <u>Whānau</u> are kept up to date with the progress of their children. Home-school partnership is fostered through clear communication. • <u>Writing Support Teacher</u> takes withdrawal group to accelerate learners. • <u>1:1 discussion and support</u> offered to teachers of target children, to support the acceleration of students in their class. • <u>Teacher Aide</u> early intervention to develop letter knowledge and formation, sight word recognition and correct writing of these. 	<p>Leader of Learning</p> <p>Class Teachers supported by Whānau and Students</p> <p>SENCO supported by Learning Support Teacher and Class teachers</p> <p>SENCO supported by Class teacher and Teacher Aide.</p> <p>SENCO supported by Class teacher and Teacher Aide.</p>	<p>engaged, confident risk takers who have high ownership of teaching and learning.</p> <ul style="list-style-type: none"> • 1:1 meeting/contact with parents after anniversary testing (after 5 weeks/1 year/2 years/3 years) to share learning and discuss next steps. • Letters home, e-mail, telephone, face-to-face, Student-led conferences, data sharing. • Homework tasks, games and activities are sent home to provide support for parents consolidating students learning at home. • Reciprocal observation/s by teachers / Writing Teacher in group and in classroom, ongoing formal and informal conversations around target student progress. • Improvement in student achievement evident in assessment and monitoring, supported by improvement in classroom teachers observations and assessment.
<p>Monitoring: SIT review meetings, formative and summative data gathered and utilised by teacher to inform next steps, teacher/team monitoring, Anniversary and Progress written reports against National Standards shared with home, Student-led conferences in Term 3,</p>			
<p>Resourcing: Writing Leader of Learning, SENCO/GATE, Classroom teachers, Teacher Aides, Support teachers, Literacy/SENCO budget</p>			

Annual Improvement Plan and Targets for 2017 – Domain: Mathematics

Strategic Aim: All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards in Mathematics. In line with Ministry of Education expectations, we are working towards the goal of having 85% of all Aberdeen students 'At' or 'Above' the National Standards in Mathematics.

Annual Goals:

To improve student achievement through effective teaching across the Mathematics curriculum throughout the school, increasing the number of students achieving 'At' or 'Above' the National Standards by at least 5% from their 2016 achievement data.

Our annual goal aligns with our Community of Learning's achievement goal to raise Mathematics achievement in each cohort by at least 5%, particularly for the cohort sitting below 85%.

Maths	2017 At Above
After 1 year at school	75%
After 2 years at school	75%
After 3 years at school	85%
End of Year 4	85%
End of Year 5	85%
End of Year 6	85%

Annual Targets:

- We intend to focus on improving outcomes for students entering Year 2 in 2017, so that at least 75% of these students are 'At' or 'Above' the National Standard by the end of their second year at school.
- There will be a particular focus on a group of 7 Māori and Pasifika students currently 'Below' or 'Well Below' the National Standard in the 'after 2nd year' cohort ('after 1st year 2016').

Summary of Achievement 2016

Whole School: 81% At or Above National Standards
All Māori: 76% At or Above National Standards

All Students		Māori Students		Māori Boys	
Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS	Benchmark Level	% At/Above NS
After 1 st Year	66%	After 1 st Year	72%	After 1 st Year	40%
After 2 nd Year	74%	After 2 nd Year	67%	After 2 nd Year	69%
After 3 rd Year	77%	After 3 rd Year	71%	After 3 rd Year	84%
End of Year 4	86%	End of Year 4	79%	End of Year 4	85%
End of Year 5	87%	End of Year 5	75%	End of Year 5	72%
End of Year 6	95%	End of Year 6	92%	End of Year 6	83%

Pasifika students: 59% At or Above National Standards (small cohort 27/697)

Baseline Data Discussion, in relation to targets:

- Our National Standards data at the end of the year showed that 81% of our students were achieving 'At' or 'Above' National Standards.
- When data was analysed according to Year groups we noticed that a number of students in their first three years at school, were not reaching the appropriate National Standard, in particular the students 'after 1st year'.
- Throughout 2017, we will continue to support and monitor students to ensure our teachers demonstrate effective maths pedagogy in their classrooms. The expectation is that teachers will regularly monitor Māori and other priority learners with focussed and targeted teaching that is responsive and adaptive to the learners' needs.
- Teachers will inquire into their practice with the following questions in mind;
 - What evidence is there that we have accelerated learning?
 - What has been effective in accelerating the learning of these students?
 - What are the next steps for learning?

Key improvement strategies – Maths (How we will achieve targets in 2017)

When	What: (examples)	Who	Indicators of progress
On going	<ul style="list-style-type: none"> • <u>Maths Supplementary Inquiry Team</u> (SIT) regularly reviews progress in relationship to Aberdeen School Curriculum and Achievement Plan (CaAP) for mathematics. Selection and review of target student progress, including change of intervention if indicated by assessment data and CaAP. • <u>Mathematics Curriculum Team</u> to liaise between SIT team and teachers at each year level to ensure teaching practice, expectations regarding student learning in mathematics and moderation of assessment is consistent within and between year levels. • <u>Classroom teachers</u> demonstrate effective use of assessment information to inform planning and teaching that addresses the needs of students in their classes. Each teacher will have identified a group of students who need to make accelerated progress to achieve the National Standard. • <u>Whānau</u> are kept up to date with the progress of their children. Home-school partnership is fostered through clear communication. • <u>Students</u> are engaged and encouraged to take ownership of their learning. 	<p>SIT team (Maths Leader of Learning, Deputy Principal, SENCO, MST 2 teacher)</p> <p>SIT team and teaching representative from each year level</p> <p>Class teachers supported by Team Leader, Leader of Learning for Maths, MST 2 teacher</p> <p>Class teachers supported by Team Leaders, Maths Leader of Learning, SENCO, MST 2 teacher, Whānau, Students</p> <p>Class teachers, Students, Whānau</p>	<ul style="list-style-type: none"> • Meeting each term to share progress/next steps/problem solve. • Students continue to be monitored after interventions. • Students included in programmes as indicated. • Improved communication between teachers and Maths leader of learning and SENCO with particular emphasis on priority students needing acceleration to meet the appropriate National Standard. • Moderation of OTJs between year levels to ensure consistency. • Teachers utilise formative and summative assessment information for grouping, planning and monitoring students' learning in order to meet the learning needs of individual students. • Parents are informed of assessment outcomes at each anniversary and when teachers are concerned that students may not be on track to achieve their next standard. • Homework tasks, games and activities are sent home to provide support for parents consolidating students learning at home. • Students are able to articulate their achievements and the next steps in their learning.

	<ul style="list-style-type: none"> • <u>MST 2</u> (Maths Support Teacher) teacher conducts withdrawal groups to accelerate learners. • <u>1:1 discussion and support</u> offered to teachers of these children, to support the acceleration of students in their class. 	<p>MST 2 teacher supported by MST Mentor (University of Waikato) SENCO, Maths Leader of Learning</p> <p>SENCO / Maths Leader of Learning supported by Teacher Aide and Class teachers</p>	<ul style="list-style-type: none"> • Reciprocal observation/s by teachers / MST 2 teacher, in groups and in classroom, ongoing formal and informal conversations around target student progress. • Accelerated achievement evident in student data from formal assessment and monitoring, and supported by improvement from classroom teachers observations and assessment.
<p>Monitoring: SIT review meetings, formative and summative data gathered and utilised by teacher to inform next steps, Assessment communicated in progress and achievement written reports to parents, Student-led conferences in Term 3, MST 2 facilitator/teacher mentoring, MST 2 assessment requirements are met</p>			
<p>Resourcing: Leader of Learning Mathematics, SENCO/GATE Leader of Learning, Classroom teachers, Teacher Aides, Mathematics / SENCO budget, MST 2 MoE funding</p>			

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

	Property	Finance	Personnel	Community
January	<p>Programmed maintenance for exterior painting completed during the January holiday break.</p> <p>Recycling programmes on-going in 2017.</p> <p>Sustainable gardens and other Enviro-school initiatives on-going throughout 2017.</p>	<p>The 2017 Aberdeen School Budget is set and monitored by the Principal and BoT treasurer/finance committee throughout the year.</p> <p>School budget holders responsible for the purchase of school resources operate within budget parameters.</p>	<p>Staffing in place for 2017.</p> <p>Three new teaching staff have been appointed to the Aberdeen School staff.</p>	<p>Effective Parent/Whānau communication along with Whānau engagement in students' learning are a key feature of further development in 2017 as part of the 'He Waka Eke Noa' CoL initiatives.</p>
February	<p>Site plan for the future developed with MoE. (Terms 1 & 2)</p> <p>Health & Safety at Work policies and procedures in place.</p> <p>Continue to work with HCC to provide suitable solution for 'drop off' area on Courtney Ave.</p>	<p>2017 PLD budget set with a focus on Teacher efficacy, Student Agency and Whānau Engagement alongside CoL.</p> <p>Work on improving the teaching of Maths and Writing across the school continues with budget considerations in place.</p>	<p>2017 Staff Appraisal process finalised. Teaching as Inquiry is a key component of the Aberdeen School appraisal process.</p> <p>Appointment policy and procedures followed for recruitment of staff.</p>	<p>2017 dates set for community engagement activities set.</p> <p>Initial parent questionnaire about each child, for beginning of year sent out.</p> <p>Parent information /Meet the teacher evenings take place in each class/teaching team.</p>
March	<p>Investigations into a new senior playground begin, alongside the PTA who will fund this project.</p>	<p>Resources in ICT, Literacy, Mathematics, Science and Te Reo will be the focus areas for 2017 spending.</p>	<p>Staff induction documentation completed for new staff.</p>	<p>Whānau hui.</p> <p>Pasifika hui.</p>
April	<p>Focus on Road Safety around the school with HCC & Police.</p>		<p>First roll growth class to start in week 1 of Term 2.</p>	<p>Writing workshops for parents held.</p>

May	Hall refurbish/rebuild – continue to wait for MoE input due to water tightness issues.		Teaching as Inquiry checkpoint as part of appraisal process.	Maths workshops for parents held.
June	Health – Parent consultation meeting held on school site.			Fundraising for haerenga to Tāmaki Makaurau – Noho Marae (Bilingual classes).
July	Next instalment of 5YA property money received.	2017 Budget review takes place.	Community of Learning – call back day for all teaching staff on first Monday of July school holidays.	Written reports re: National Standards shared with parents at Parent/Teacher conferences.
August	Improvements to school exterior – Artwork to show school mission/values		New teacher for roll growth class appointed.	Whānau hui. Pasifika hui.
September	Investigation in to turf for courts in senior playground and sunshade cover for this area.		Teaching as Inquiry checkpoint.	Student-led conferences.
October				Charter consultation hui for Aberdeen parent community, Whānau & Pasifika families - set for Term 4, 2017.
November		2018 Budget set.	All staff appraisals completed and handed to Principal.	Grandparents Day.
December		<i>The Aberdeen School PTA fundraise throughout the year to support teaching and learning at Aberdeen School.</i>		Written reports re: National Standards achievement sent home to parents. <i>The Aberdeen School PTA involve themselves in a wide variety of community events at Aberdeen School.</i>