



School Charter

Strategic and Annual Plan for

Farm Cove Intermediate School

2017-2020

Principal's endorsement: Linda Harvie

Board of Trustees' endorsement: Troy Scragg (BoT Approval Minuted)

Submission Date to Ministry of Education: 2017

Farm Cove Intermediate School 2017 - 2020

Introductory Section - Strategic Intentions

VISION

The Farm Cove Intermediate School community strives to '**Reach Out**' and work collaboratively across the school, within the wider community and as global citizens.

Our students are empowered as learners. They are provided with opportunities to develop academically, socially, physically, emotionally and spiritually. Their learning comes to life as they are engaged in authentic inquiry based experiences that promote the attitudes which we value. Our values include friendliness, cooperation, integrity, respect, enthusiasm and persistence.

Equitable, caring and interactive learning environments challenge students. Teachers are involved in on-going effective professional learning development enabling students to be confident, happy, connected and reflective learners. There is a shared understanding of the Treaty of Waitangi and cultural diversity is celebrated.

Our vision extends to the wider community including parents and whanau. We '**Reach Out**' to enjoy learning together and celebrate our success.

Values

at Farm Cove Intermediate

We represent our school with pride and courage and "Reach Out" to enjoy learning together and celebrate our success.

Friendliness
Cooperation
Integrity
Respect
Enthusiasm
Persistence



FARM COVE
INTERMEDIATE



www.farmcove.school.nz

These are the values that FCI students and staff focus on inside and outside of school every day. We show our community that we are the best we can be and we represent our school with pride and courage.

OUR AGREED PRINCIPLES

The following principles relate to how curriculum is formalised at FCI and they show relevancy to planning processes, prioritising and review.

For our students to be at the centre of teaching and learning at our school we believe strongly that our curriculum reflects the following principles:

High Expectations

Teachers interpret and scaffold learning to support students to achieve their personal best.

Treaty of Waitangi

Acknowledging the Treaty of Waitangi as the foundation of New Zealand/Aotearoa all students will have an equal opportunity to learn. Opportunities are provided for all students to achieve knowledge of te reo Maori me ona tikanga.

Cultural Diversity

Teachers and children celebrate diversity and respect each other's cultural and personal backgrounds.

Inclusion

The curriculum is inclusive so students are treated without discrimination. Diverse learning needs are catered for and students are appreciated and affirmed as unique individuals. Abilities and talents are recognised and appreciated.

Learning to Learn

Learning to learn is students developing their learning abilities and growing awareness of different learning strategies so they can apply these confidently to situations which relate to person goals. Taking personal risks and being guided in collaboration with teachers and peers supports learning to learn.

Community Engagement

The learning experiences connect the curriculum to the students' world and encourage the support of their family and the community. Through the implementation of collaboration the students learning experiences connect to their world. Sharing learning experiences with peers, family, community and the wider world is an important part of learning.

Coherence

Learning is experienced in ways that inter-connect values, key competencies and learning areas.

Future Focus

Learning experiences are relevant to the changing worlds in which we now live.

CULTURAL DIVERSITY AND MAORI DIMENSION

Statements from FCI documentation

Meeting Student Needs	The school has a responsibility to provide learning opportunities that maximise students' potential.
Community Partnership	Students' learning will be enhanced when the school Board of Trustees and staff is responsive to the educational needs and wishes of the school community.
School Self Review	FCI will maintain a systematic process of self review which will provide a sound basis for improving educational outcomes for students.
Performance Management	Teachers are continually developing in terms of knowledge, skills and attitudes which enhance their role and performance.
Performance Appraisal	Performance appraisals based on Practicing Teacher Criteria will increase staff awareness of what is expected and lead to greater effectiveness.

Evidence of the Board's policies and practices that reflect the unique position of the Maori culture.

Teachers' planning will reflect the unique tangata whenua status of Maori and reflect the principles of the Treaty of Waitangi by:

- Consulting regularly with the FCI Maori community.
- Developing a strong kapa haka group to further understand tikanga Maori. This group will perform as requested by the community.
- Conducting regular reviews bi-annually on the professional development required to allow teaching staff to embrace te ao Maori (the world), te reo (the language) and tikanga Maori (the values) throughout everyday learning within the school.
- Monitoring and reporting on trends of Maori student achievement and gathering anecdotal data on the views of Maori students to best support Maori learning as Maori e.g. group discussions with Maori students.
- Monitoring trends of student attendance and highlighting "at risk" students for further detailed monitoring.
- Provide a Maori immersion GATE programme.
- Provide Maori enrichment activities within the Areas eg. Maori language week activities and Maori celebration.

Evidence that FCI procedures and policies reflect New Zealand's cultural diversity.

- Providing ESOL programmes to meet the children's needs.
- Including the celebration of cultural diversity within i-learning studies.
- Maintaining cultural performance groups, where possible, using staff and community interest and strengths.
- Maintaining and further developing procedures and practises for both students and teachers to become further 'Asia equipped'.
- Maintaining the Ambassador programme to develop students' understanding of cultural diversity and support students from various cultures.

PROCEDURE

To meet parent requests for a child to be instructed in tikanga Maori and te reo Maori

Evidence that the FCI BoT's policies ensure all reasonable steps are taken to provide instructions in tikanga Maori and te reo Maori for full time students whose parents make this request.

- Step 1 Parents contact Principal and meet to discuss the needs and requirements of the child.
- Step 2 Principal, Deputy Principal or Special Education Needs Co-ordinator (SENCO) contacts the Principal of the local college (Pakuranga College – Principal, Mr Mike Williams).
- Step 3 Discussions take place between school, parents and college Head of Department for Maori, regarding the student's needs.
- Step 4 If the needs can be met by the college an appropriate timetable will be set where the student joins the appropriate class and an Individual Education Plan (IEP)/collaborative programme will be set in consultation with the school, college and parents.
- Step 5 If the needs of the student cannot be met by the college i.e. the student is not up to the standards set in any class at Pakuranga College, the school will contact the local kaumatua for guidance e.g. providing a suitable tutor and linking into the Te Aho o te Kura Pounamu (The Correspondence School).

Full parent consultation will be maintained throughout the process.

Baseline Data and School Context

Students' Learning: National Standards School Wide Data for 2014 End of Year to 2016 End of Year: Reading

NOTE: Although the cohorts from Year 7 to Year 8 are not identical from one year to the next they are very similar

	Well Below		Below		At		Above	
	Student number	Proportion	Student number	Proportion	Student number	Proportion	Student number	Proportion
2014 Yr 7	9	3.3%	41	26.8%	165	59.8%	28	10.1%
(2015 Yr 8)	10	(3.7%)	(35)	(12.8%)	(129)	(47.3%)	(99)	(36.6%)
2015 Yr 7	14	4.5%	58	18.5%	164	52.4%	77	24.61%
(2016 Yr 8)	(3)	(1%)	(46)	(15.6%)	(159)	(53.9%)	87	29.5%
2016 Year 7	14	4.5%	58	18.5%	164	52.4%	77	24.6%
2014 Yr 7 & 8 Maori	1		11		36		3	
2015 Yr 7 & 8 Maori	3		10		30		10	
2016 Yr 7 & 8 Maori	2		19		30		6	
2014 Yr 7 & 8 Pasifika	0		7		12		2	
2015 Yr 7 & 8 Pasifika	2		6		10		3	
2016 Yr 7 & 8 Pasifika	1		14		13		2	

Students' Learning: National Standards School Wide Data for 2014 End of Year to 2016 End of Year: Writing

NOTE: Although the cohorts from Year 7 to Year 8 are not identical from one year to the next they are very similar.

	Well Below		Below		At		Above	
	Student number	Proportion	Student number	Proportion	Student number	Proportion	Student number	Proportion
2014 Yr 7	14	5.1%	104	37.7%	134	48.6%	24	8.7%
(2015 Yr 8)	(13)	(4.8%)	(67)	(24.5%)	(135)	(49.5%)	(58)	(21.2%)
2015 Yr 7	18	5.8%	126	40.3%	126	40.3%	43	13.7%
(2016 Yr 8)	(6)	(2%)	(79)	(26.8%)	(146)	(49.5%)	(64)	(21.7%)
2016 Year 7	18	5.8%	126	40.3%	126	40.3%	43	13.7%
2014 Yr 7 & 8 Maori	2		14		31		4	
2015 Yr 7 & 8 Maori	2		19		26		6	
2016 Yr 7 & 8 Maori	3		23		21		10	
2014 Yr 7 & 8 Pasifika	1		6		13		1	
2015 Yr 7 & 8 Pasifika	4		6		9		2	
2016 Yr 7 & 8 Pasifika	0		9		18		3	

Students' Learning: National Standards School Wide Data for 2014 End of Year to 2016 End of Year: Mathematics

NOTE: Although the cohorts from Year 7 to Year 8 are not identical from one year to the next they are very similar.

	Well Below		Below		At		Above	
	Student number	Proportion	Student number	Proportion	Student number	Proportion	Student number	Proportion
2015 Yr 7	8	2.6%	114	36.4%	119	38%	72	23%
(2016 Yr 8)	(4)	(1%)	65	(25%)	(153)	(56%)	(73)	(24%)
2014 Yr 7	5	1.8%%	85	30.8%	143	51.8%	43	15.6%
(2015 Yr 8)	(3)	(1.1%)	46	(16.8%)	(125)	(45.8%)	(99)	(36.3%)
2016 Yr 7	8	2.6%	114	36.4%	119	38%	72	23%
2014 Yr 7 & 8 Maori	1		16		25		9	
2015 Yr 7 & 8 Maori	0		18		26		9	
2016 Yr 7 & 8 Maori	2		19		30		6	
2014 Yr 7 & 8 Pasifika	0		5		13		3	
2015 Yr 7 & 8 Pasifika	3		9		8		1	
2016 Yr 7 & 8 Pasifika	1		14		13		2	

Student Engagement

Most students have excellent attendance and they arrive at school in good time to prepare for lessons. However, each year there is a small number of students whose attendance requires close monitoring. Below 80% attendance is used as a guide for attendance so students below this percentage had strategies put in place to improve attendance.

Providing students with choice, hearing student voice and growing student agency is our aim. The three leadership groups (Councillors, Ambassadors and House Leaders) provide great opportunities to consult with students. These groups listen to students' ideas and opinions, organise school events and they offer suggestions for future direction.

The Board of Trustees are keen to hear the student's opinions on a range of topics. This is achieved through Board curriculum reports, Board walkabouts, sharing student research and the Board interviewing selected groups of students. The FCI vision and values (FCI REP) were revised in 2014 and student voice was incorporated throughout this statement.

We are increasing opportunities to work collaboratively with students. Students are currently being consulted over selection of additional furniture, further renovation projects and development of specific areas within the grounds.

BYOD and the use of school owned devices have transformed the student's access to information. Over 90% of students currently bring their own devices. This has further empowered students in their learning and underpins all collaborative practice.

School Organisation and Structures

Farm Cove Intermediate (FCI) is a state, co-educational school. The school was officially opened in 1980 and it caters for students in Years 7 and 8. The district, which was originally settled by the Ngai Tai people, is now the well-established coastal suburb of Pakuranga in the eastern suburbs of Auckland City.

The school is sited on 4.6 hectares of land which has both sealed and grassed areas. The grounds are attractive, well planted and planned to meet the school's needs. Well planned and well maintained innovative learning environments are highly supportive of collaborative learning which is a major focus within our school. There are five main teaching blocks and six specialist rooms which include Food/Bio Technology, Multi Media and Design, Materials Technology, Art, Science and a Music Room. Physical Education is also taught as a specialist programme. The resource room and library adjoin the staffroom and the administration block is a separate building. The hall is central to all teaching spaces and a gymnasium occupies part of the field space between Farm Cove Intermediate and the adjoining school (Wakaaranga Primary).

The school operates an enrolment scheme and each year a group of out of zone students is enrolled. The main ethnic groups are:

NZ European	38%
Chinese	17%
Maori	10%
Indian	10%
Other European	8%
Other Asian People	6%
Pasifika	4%
Middle Eastern	2%
Sri Lanken	2%
Other Groups	3%

The decile rating is 8. Many parents play an active role in supporting their children's education. Enrolment numbers are stable with the school maintaining a roll of around 600 regular students along with a goal to also enrol an additional 5% of international students.

Staff includes: a senior leadership team of three, twenty classroom teachers, seven specialist teachers, an ESOL teacher, an ESOL learning assistant, five learning assistants supporting the regular classroom programme, externally funded learning assistants supporting special needs students, four office administration staff and a property manager. There is a balance of highly experienced teachers who have taught in the school for a number of years and less experienced teachers.

Robust health and safety policies, procedures and routines underpin day to day activities and all school practises. The significant school wide use of student owned devices is managed within sensible procedures and guidelines. Up to date personnel policies and practises ensures the Board of Trustees continues to comply with all legislative requirements of being a good employer.

A shared vision, school values, effective strategic documentation and a system of regular self-review underpins FCI's direction. There is a sense of commitment by students and staff to realise our shared vision of *Reaching Out* within a culture of whanau.

Review of Charter and Consultation

Our Vision, Reach Out motto, Values and Agreed Principals underpin consultation. Consultation for 2016 has included on-line surveys which have been analysed, evaluated and where appropriate, actioned. The findings have been shared at Board of Trustees meetings, with the survey participants and with our community.

2016 surveys include:

- E-learning systems; Hapara and Google Classroom
- Lunch time activities
- Modern Learning Practice: Assessment (Reporting to Parents)
- Science LCN (related research)

2017 planned surveys/consultation includes:

- Behaviour Management
- New Assessment Systems
- Homework
- Health Consultation
- Maori Consultation
- School Based Curriculum Consultation

A Maori consultation process will be developed in consultation with FCI “experts” and staff.

Self review in relation to our Charter and Strategic Plan and review of our Annual Goals has included Board of Trustees discussion, teacher consultation and both a mid-year and end of year senior teacher reviews.

This Charter and Strategic Plan will be reviewed in October 2017. An Annual Plan will then be developed and all strategic documentation will be presented to the Ministry of Education by 1 March 2018.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2017 – 2020
<p>Students' Learning</p>	<p>Goal A</p> <p>To deliver a curriculum in Reading, Writing and Mathematics that reflects national requirements and focuses on raising student achievement.</p> <p>To ensure that there is appropriate resourcing, a high level of teacher capability and effective planning to cater for diverse needs.</p>	<ul style="list-style-type: none"> • Use National Standards (NS) information effectively to support improvement in student outcomes. Implement the Board of Trustees' (BoT) policies and long term plans to improve student progress and achievement for Maori students. Identify levels of achievement for Pasifika and implement appropriate strategies to improve learning outcomes. • Identify barriers to learning and implement strategies established to address these issues in consultation with key stakeholders. • Implement the BoT's policies and both long and short term plans to support achievement for special needs students. • To continue professional development to clarify teachers' understanding of Overall Teacher Judgements (OTJs) and achievement requirements of working at each NS level. • To sustain learning assistants' roles and specialist teachers in supporting Reading, Writing and Mathematics. • To track individual student achievement and work towards improving student outcomes. This is to include specific tracking and analysis of Maori, Pasifika and special needs students. • Ensure teaching and learning practice maximises all students' learning opportunities and allows for their potential to be reached. • Work collaboratively to improve student learning outcomes.

Students' Learning	Goal B To develop and resource programmes to enhance students' learning and cover the requirements of the New Zealand Curriculum (NZC).	<ul style="list-style-type: none"> • To extend and sustain programmes of tikanga Maori and establish it as an expectation that all students will advance their learning outcomes and understandings in these studies. To provide opportunities for PLD in te reo and tikanga Maori through teachers collaborating with our in-school experts. • To revise the FCI SBC to ensure alignment with revised school curriculum.
Students' Learning	Goal C To establish assessment practices and systems which enhance and support greater collaboration within the students' teaching and learning programmes.	<ul style="list-style-type: none"> • Further research and implement research successful assessment models which will enhance working collaboratively. • Use opportunities and resources available within the East Learning Network (ELN) to work towards achieving this goal. • Further share, develop and adopt the suggested and trialled assessment practices and systems. • To revise the FCI SBC and school documents to ensure alignment with the revised assessment processes.
Student Engagement and Transition	Goal D To continue to monitor student attendance.	<ul style="list-style-type: none"> • For all classroom teachers to continue to monitor students who have attendance below 80% and introduce strategies to lift attendance levels. • For classroom teachers to take supportive action to address any attendance concerns as soon as there is an indication of concern. • For lateness to be monitored regularly and for regular lateness to be addressed.

	<p>Goal E</p> <p>To increase student consultation levels and opportunities to listen to student voice.</p> <p>To continue to successfully transition students from their contributing schools and on to college.</p>	<ul style="list-style-type: none"> • To further the use of on-line surveys to include student surveys in order to hear students' opinions of a range of school matters. • To listen to Maori students' voices through focussed group discussions. This will support us in enabling Maori to learn as Maori. • To support Pasifika students through focussed pastoral care opportunities. • To extend collaborative practises so students in every Area (syndicate) are further empowered through greater choice, voice and agency within their learning programme and opportunities to work collaboratively across their four classes. • To work with our contributing schools to improve in-zone parents' understanding of the importance of enrolling their child in our school at the time of the ballot. This will enable us to more accurately predict our roll numbers and lessen the chances of overloading our regular classroom spaces. • To continue to support our special needs students by effectively transitioning them from their contributing school and then on to college. • • For all staff to work successfully to transition students at the start of the year.
<p>School Finance and Property</p>	<p>Goal F</p> <p>To ensure that appropriate financial management systems are in place.</p> <p>To increase the levels of locally raised funds.</p>	<ul style="list-style-type: none"> • To manage the finances in line with policies and procedures. • To work with international student agencies to develop more effective relationship with them to ensure international students stay is highly successful. • To increase the international student income levels by enrolling higher numbers of long term students.

	<p>To develop the buildings, facilities, plant and grounds to support the shared vision of the school.</p>	<ul style="list-style-type: none"> • The use the MoE 5YP funding and BoT funding to modernise classrooms as outlined in the 10 Year Plan (10YP). • Continue the cyclical maintenance programme guided by the 10YP. • To seek options and complete application to obtain additional funding to fund special projects.
<p>Health and Safety</p>	<p>Goals G</p> <p>For the BoT to maintain a safe environment for all staff and students.</p>	<ul style="list-style-type: none"> • Regularly review and minimise risks to staff and students. • To embed the Health and Safety legislation.
<p>Personnel</p>	<p>Goal H</p> <p>For the BoT to be a good employer and treat its staff in a fair and equitable manner, complying with all relevant employment legislation and contractual obligations.</p> <p>For the BoT to provide resources and a work environment which promotes a co-operative and supportive network and allows all staff to reach and maintain high levels of performance.</p>	<ul style="list-style-type: none"> • Review identified personnel policies. • To ensure that resources are provided to support PLD for all staff. • For the BoT to be approachable, transparent and visible. • To support and encourage PLD for BoT members to develop an understanding of their governance role and employment responsibilities.

Community Engagement	Goal 1 To consider a range of options to strengthen community engagement and select those which are most viable.	<ul style="list-style-type: none">• Continue to use on-line surveys to consult with parents.• Explore a range of strategies to share students' learning and assessment with parents and implement the best option(s).• Continue to consult with local iwi and our Maori whanau.• To maintain a programme of self-review and include parent consultation as part of this process.• Maintain on-going conversations with the PTA.
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Annual Plan 2017

Improvement Plan – Domain : Learning

Strategic Goals

To deliver a curriculum in Mathematics, Reading and Writing that reflects New Zealand Curriculum (NZC) national requirements and focuses on raising student achievement.

To ensure that there is appropriate resourcing, a high level of teacher capability and effective planning to cater for diverse needs.

Annual Goal - Targets for Mathematics, Writing, Reading

For all children **Below** NS (see baseline data below to raise their level to working **At** NS in Reading, Writing Mathematics by the end of Year 8.

For all students **Well Below** NS to receive specific support to raise their level of achievement in Reading, Writing Mathematics.

Annual Target - Targets for Mathematics, Writing, Reading

Reading: For 78 students working **Below** to lift to working **At** by the end of Year 8. For the 14 students working **Well Below** to receive targeted support to lift their achievement.

Writing: For 121 students working **Below** to lift to working **At** by the end of Year 8. For the 18 students working **Well Below** to receive targeted support to lift their achievement.

Mathematics: For the 124 students working **Below** to lift to working **At** by the end of Year 8. For the 8 students working **Well Below** to receive targeted support to lift their achievement.

Base Line Data ([links to Farm Cove Intermediate School Based Curriculum \(FCI SBC\) assessment plan](#))

Reading	Writing	Mathematics
<p>2016 Year 7 baseline data 4.2% (13 students) Well Below NS (20.8% (65 students) Below NS</p> <p>Maori students 1 student Well Below NS 10 students working Below NS (At 12 Above 2)</p> <p>Pasifika students 0 students working Well Below NS 4 students working Below NS (At 10 Above 2)</p>	<p>2016 Year 7 baseline data 4% (13 students) Well Below NS 37% (108 students) Below NS</p> <p>Maori students 1 student Well Below NS 16 students working Below NS (At 8 Above 0)</p> <p>Pasifika students 0 student working Well Below NS 6 students working Below NS (At 9 Above 1)</p>	<p>2016 Year 7 baseline data 3% (8 students) Well Below NS 39% (116 students) Below NS</p> <p>Maori students 1 student Well Below NS 15 students working Below NS (At 9 Above 0)</p> <p>Pasifika students 0 students working Well Below NS 10 students working Below NS (At 4 Above 2)</p>

Key Improvement Strategies

When	What: (examples)	Who	Indicators of Progress
<p>Term 1- 4</p>	<p>To track: Individual student achievement and work towards successful outcomes in relation to NS.</p> <p>Individual Maori student achievement and to work towards successful outcomes in relation to NS.</p> <p>Individual Pasifika student achievement and to work towards successful outcomes in relation to NS. (links to FCI Assessment Schedule, FCI SBC Mana Enhancing Approach to Maori and Pasifika Learning and Well-being)</p> <p>To ensure resources are available to support students who are Below cohort. This includes valid and reliable assessment tools. (2016 Budget, FCI SBC)</p> <p>To sustain learning assistants' roles in supporting Mathematics, Reading and Writing and for specialist teachers to support the teaching of Mathematics, Reading and Writing in the Areas on a daily basis. (links to school wide Timetable and 2016 Budget).</p> <p>Teachers to refer to assessment analysis to plan lessons to meet student learning needs. (links to Assessment Schedule, FCO SBC).</p>	<p>Principal with DP and AP.</p> <p>Curriculum Leaders of Mathematics, Reading and Writing.</p> <p>Area Leaders.</p> <p>All teachers.</p> <p>Leadership Team.</p> <p>Learning Assistants.</p>	<p>Individual students' learning will be tracked; this includes the specific tracking of individual Maori and Pasifika students.</p> <p>Start of year, mid-year and end of year assessment data will show lifts in student achievement levels so students who are Below achieve At by the end of Year 8.</p> <p>Teachers will be well resourced and be able to provide significant support for students who are Well Below cohort.</p> <p>Students will be able to access increased support with an additional teacher and Learning Assistants involved in teaching Mathematics and Literacy.</p> <p>Meaningful lessons will be developed to meet student needs.</p> <p>Students will know their next steps and how to achieve these.</p> <p>Paperwork for CoL will be completed including the achievement challenge.</p> <p>All teachers will be up-skilled in Mathematics teaching and learning.</p> <p>Maori and Pasifika students will value and enjoy pastoral care meetings/activities.</p> <p>(links to school-wide NS data for mid-year and NAG 2A (c) data and NAG 2B report.)</p>

	<p>Attendance at cluster and CoL meetings to discuss assessment, student learning outcomes and student improvement challenges. To complete CoL paperwork.</p> <p>All teacher and learning assistants will be involved in on-going PLD throughout the year.</p> <p>Teachers will be involved in specific Maths PLD (see Improvement Plan for Mathematics).</p> <p>Maori and Pasifika students will be encouraged and supported through specific pastoral care.</p> <p>(links to Staff Meeting/PLG schedules, 2016 Budget).</p>		
Terms 1-4	<p>To identify and track high needs students and ensure that targeted support is provided.</p> <p>To develop behaviour and learning plans, when appropriate, to support the achievement of high needs students.</p> <p>To specifically meet the needs of special needs students through the use of identified programmes eg. WordQ.</p> <p>For students to use assistive equipment where this is considered to be appropriate to support their learning needs.</p> <p>(links to SENCO Documentation and IEP meeting minutes)</p>	<p>Principal with DP and AP.</p> <p>SENCOs.</p> <p>Curriculum Leaders in Mathematics, Reading and Writing.</p> <p>Area Leaders.</p>	<p>High needs students will receive targeted support.</p> <p>Students Well Below and Below will be able to access increased support with an additional teacher and Learning Assistants involved in teaching and learning in Mathematics and Literacy.</p> <p>Assistive equipment will support learning for special needs students where this is both appropriate and practical.</p>
Terms 1-4	<p>To use the English Language Learning Progressions (ELLPs) effectively to support ESOL students' learning of</p>	<p>Principal with DP and AP.</p> <p>Area Leaders.</p>	<p>ESOL students will make steady progress in their learning of English.</p>

	<p>English. To promote on-going use of the ELLPs to teachers.</p> <p>For the ESOL teacher to develop a specific programme to progress the ESOL students to achieve At the NS by the end of the Year 8.</p> <p>To unpack mathematical language to support ESOL students' learning in Mathematics. (links to ESOL Planning)</p>	<p>ESOL teacher and ESOL Learning Assistant.</p>	<p>ESOL students will be highly motivated, enthusiastic and confident to speak, read and write English.</p> <p>ESOL students will be able to progress in Mathematics and not be hindered by lack of understanding of Mathematical terminology.</p>
Terms 1-4	<p>To implement newly developed assessment practices and systems (see Improvement Plan for Assessment – assessment related goals indicators of progress monitoring and resourcing.)</p>	<p>Assessment Core Group (Linda, Steve, Amanda).</p> <p>Assessment Task Force (Linda, Stephanie, Steve, Amanda, Tim B, Kathryn, Whitney).</p> <p>Leadership team and curriculum leaders.</p> <p>All teachers and learning assistants.</p>	<p>Students will have greater agency, voice, choice and level of engagement.</p> <p>Assessment practice will support collaborative teaching and learning.</p> <p>Students will know their next steps and be supported in achieving their learning goals.</p>
Term 1-4	<p>To involve teachers in Reading and Writing PLD.</p>	<p>Lead teachers for Reading and Writing.</p> <p>All teachers.</p>	<p>Teachers will be up-skilled in teaching Reading and Writing.</p> <p>All students will make sound progress in Reading and Writing learning.</p>

Monitoring:

For teachers to continue assessment discussion to further improve their consistency and reliability when forming OTJs.

For teachers and curriculum leaders to analyse start of year e-asTTle data to determine students who may be **Below** and **Well Below** and continue to monitor student outcomes for these two groups at the end of each term.

For teachers to put specific learning strategies in place to support these students and to monitor the effectiveness of these strategies by comparing the progress of these students across the different Areas. For teachers to monitor individual student achievement for Maori and Pasifika students who are **Below** and **Well Below**.

To increase collaboration between Areas so both teachers and students are involved in on-going dialogue eg. exhibitions of work, Maths week activities, language week, shared learning modules.

For curriculum leaders to report on school wide student outcomes: start of year e-asTTle curriculum levels and end of year NS to bring these reports to the Board of Trustees. To include an analysis of both Maori and Pasifika student achievement in these reports.

NOTE: End of year NS data will not be compared with start of year e-asTTle data. End of year NS Year 8 data will be compared with Year 7 data from the previous year.

[\(links to FCI SBC, NAG2A\(c\) data and NAG2B report, e-asTTle data, Area minutes, special needs registers\)](#)

Resourcing:

Specific budgets.

Learning Assistants (supporting Mathematics and Literacy) \$96,500

Mathematics \$3,000.

Mathematics Texts \$4,000.

ESOL resources \$1,150.

Literacy budget (all students) \$6,150.

CWSN and CWSA \$800.

Targeted support (equity) \$2,000.

Collaborative Assessment PLD \$2,000.

BoT funded staffing \$22,000

Staff meeting time will be set aside for whole staff meetings and PLGs. Teachers will use Area meeting times to work collaboratively and specialist release time could be used to plan and analyse assessments.

FCI teacher strengths will be used to support PLD for other teachers and Mathematics 'experts' will be employed to lead school wide Mathematics PLD.

[\(links to 2017 Budget\)](#)

Other 2017 Improvement Strategies to Achieve Strategic Vision

Personnel	Short Report	Community engagement	Short Report
<p>To be a good employer and treat staff in a fair and equitable manner, complying with all relevant employment legislation and contractual obligations.</p> <p>To provide resources and a work environment which promotes a co-operative and supportive network and allows all staff to reach and maintain high levels of performance.</p>	<p>To continue to use PLGs to replace some of the staff meetings and provide needs based PLD for teachers.</p> <p>To support post-graduate studies for teachers who wish to complete additional university papers.</p> <p>To further support staff to maximise collaboration to improve student learning outcomes.</p> <p>To further develop an in-depth understanding of collaborative assessment best practice.</p> <p>Embed Arinui's appraisal system.</p> <p>To revise the FCI SBC to incorporate new curriculum practices.</p> <p>To review the Organisation Folder so we have a user friendly document which is easily accessible for all staff.</p> <p>(links to FCI Personnel Policies, Staff Meeting/PLG Schedules, Mathematics Review Plan, FCI Appraisal Process, FCI SBC)</p>	<p>To consider a range of options to strengthen community engagement and select those which are the most viable.</p>	<p>To continue with on-line surveys</p> <p>Continue to consult with local iwi.</p> <p>Celebrate the completion of Area 4 classroom renovations.</p> <p>Further develop Travelwise initiatives to support independent and safe travel to school.</p> <p>To work with CoL schools to successfully complete initial documentation.</p> <p>To advise/support the local schools hosting the Koanga Festival on matters relating to tikanga Maori.</p> <p>To consult with parents to monitor the effectiveness of the new reporting to parents' package.</p> <p>To maintain on-going open communication with the PTA.</p> <p>(links to Travelwise Initiative, Self-review Schedule, Maori Consultation Processes, PTA meeting schedule and minutes, A4 modernisation plans)</p>

Property	Short Report	Finance	Short Report
<p>To develop the buildings, facilities, plan and grounds to support the shared vision of the school.</p>	<p>Area 4 teaching spaces will be modernised using 5YA funding. This includes development of the environment surrounding Area 4 to incorporate outside learning spaces.</p> <p>Unwanted relocatable buildings will be placed on the MoE schedule for removal/demolition.</p> <p>There will be an emphasis on further developing identified outdoor spaces which includes the Area 5 courtyard.</p> <p>Additional art works will be displayed to enhance outside spaces.</p> <p>To create a property development plan which will guide future direction.</p> <p>(links to 2016 Budget, Architect's Plans, FCI policies, 10YP and 5YP).</p>	<p>To ensure that appropriate financial management systems are in place.</p> <p>To increase the levels of locally raised funds.</p>	<p>For the Board to support the Area 4 renovations by contributing funding to complete this project and to manage this project within the allocated funding.</p> <p>Work to increase the number of long term international fee paying students.</p> <p>To raise the level of parent donations received.</p> <p>Seek external funding from specific funding pools eg. charities and special science initiatives.</p> <p>To continue to implement the 10YP cyclical maintenance programme.</p> <p>(links to 2016 Budget, FCI Policies, 10YP Strategic Plan for International Students)</p>
Health and Safety	Short Report		
<p>For the BoT to maintain a safe environment for all staff and students.</p>	<p>New Health and Safety legislation will be implemented to ensure that we meet compliance. This will support the maintenance of a safe environment for all staff, students and visitors.</p> <p>To hold minuted Health and Safety meetings regularly.</p>		

	Mathletics inservice	Mathletics coordinator	<p>students. Start of year, mid-year and end of year assessment data will show lifts in student achievement levels so students Below achieve At by the end of Year 8.</p> <p>Implementation of effective processes for assigning homework to students.</p>
Term 2	<p>Team teaching with specialist in effective mathematics practice.</p> <p>Mini inservice for learning assistants on how to help support students in Mathematics. Focus on questioning and developing mathematical language when working with students.</p> <p>Mathematics PLD on practical ways to improve and learn number knowledge.</p>	Sue Pine Mathematics lead teacher	<p>Teachers will team teach with a specialist in problem solving. Sue will spend time in each Area discussing what did or did not work.</p> <p>Learning Assistants involved in PLD training. Students will be able to access increased support when needed.</p> <p>A variety of strategies will be implemented across the school to improve basic number knowledge.</p>
Term 3	<p>Staff meeting PLD</p> <p>Resources</p>	<p>Teachers Principal Deputy Principal Assistant Principal Mathematics Lead teacher</p>	<p>Each Area of teachers will share (10 minutes) at staff meetings on their trials when implementing an inquiry based mathematics program.</p> <p>Staff will discuss mathematics resources and decide on resources which will support learners.</p>

Monitoring:

For teachers and curriculum leaders to analyse start of year e-asTTle data to determine students who may be Below and Well Below and continue to monitor those students throughout the year.

For teachers to put specific learning strategies in place to support these students and to monitor the effectiveness of these strategies by comparing the data regularly.

For staff to monitor individual student achievement for Maori and Pasifika students who are Below and Well Below.

Students requiring extension or remedial assistance in Mathematics will be withdrawn and monitored closely.

Resourcing:

PLD Proposal for funding
Mathletics

(links to 2016 Budget, Staff Meetings/PLG Schedule, Meeting Minutes)



Improvement Plan for Assessment

<p>School Strategic Learning Goal</p> <p>To embed assessment practices and systems that support teaching and learning where students have greater agency, choice, voice and engagement so teachers feel greater confidence and freedom in working collaboratively.</p>	<p>School Annual Learning Target</p> <p>By the end of the year all students will be using an ILP assessment system to enhance their understanding of their strengths and their next steps. They will be able to discuss this with teachers, peers and parents and know the strategies to employ to achieve their goals. This will impact positively on their outcomes.</p>
<p>Baseline data (Dept. or Syndicate etc)</p> <p>According to research data gathered from teachers, students and parents the previous assessment practices were not fully supportive of working collaboratively and developing student learning within our innovative learning environments.</p>	<p>Target</p> <p>For student learning to be shared with teachers, parents and each other.</p> <p>For the ILP assessment system to be trialled, evaluated, monitored and adjusted in response to on-going findings.</p> <p>For students to have greater agency, voice, choice and level of engagement.</p> <p>For students to use a collaborative digital platform to record and share their achievement and next learning steps.</p> <p>For teachers to feel greater confidence and freedom in working collaboratively.</p>

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	<p>Establish a Core Group (CG), Task Force Group (TFG) and a Reference Group (RG) which will allow for the Learning Goal to be achieved. For these groups meet regularly and work collaboratively</p> <p>Outline the ILP assessment system to all teachers and learning assistants (LAs)</p> <p>Outline the ILP assessment system to all students</p> <p>Share the ILP system with parents at Meet the Teacher. Explain and promote each aspect across the year as appropriate</p> <p>Outline the reporting to parents events for the year so teachers, students and parents are informed</p>	<p>CG: Linda Harvie Steve Harper-Travers Amanda Jaegar</p> <p>TFG includes CG with: Tim Bradley Whitney Gordon Kathryn Ward</p> <p>RG: CG with Mark Insley Hannah Jenkin</p> <p>All teachers and LAs</p>	<p>A CG, TFG and RG will be established to support the development of ILP assessment</p> <p>The improvement plan and related timeline will be completed and shared with all teachers</p> <p>All staff will be confident in using each aspect of the ILP assessment system</p> <p>Parents will be informed of the ILP assessment system</p> <p>The reporting to parents events will be available to teachers, students and parents</p>

