Elmwood Normal School

Charter

2018-20

(Updated 2018)

"Inspiring todays learners to be successful in tomorrows world"

ELMWOOD NORMAL SCHOOL

Elmwood Normal School (ENS) is a large, contributing school (Year 1 – 6) situated on a compact, central city site, with an approximate roll of 550. The school's large roll brings many benefits, particularly in the area of professional support, resourcing and asset development.

The majority of the students (69%) are NZ European, 6% are Māori, and more than 20 other ethnic and cultural backgrounds make up the remaining student population.

ENS promotes a whole school approach where children and teachers encourage involvement, and support each other in a caring and safe environment.

The parent community has high expectations of the school and in return, provides a high level of support for its children and the school.

ENS also plays an important role in providing practical learning experiences and opportunities for teacher trainees attending the University of Canterbury and New Zealand Graduate School of Education.

ENS Mission Statement:

The Board of Trustees continues to implement their vision through a strategic plan, which is reviewed annually.
The strategic plan is centered on our Mission statement:
<div align="center">

"Striving to be the best that we can be"

</div>
and Vision statement:
<div align="center">

"Inspiring today's learner's to be successful in tomorrow's world"

</div>

ENS Strategic Goals:
The Board of Trustees in consultation with its stakeholders has determined the following strategic goals. These are linked to National Education Guidelines, National Administration Goals, the New Zealand Curriculum and National Standards.
These are:

1.   Engaged Community and Partnerships
<u>Strategic Goal:</u>
To promote an engaged community and associated partnerships through:
- Effectively communicating our successes through school magazine, newsletter, celebration assemblies, social media and community events.
- Strong partnerships with other schools, the Te Kahui Learning Community Cluster, the University of Canterbury College of Education and the NZ Graduate School of Education.
- High levels of engagement from parents and community members actively involved in the daily life of the school. For example, attendance at three way learning conferences, parent help in classes, presentations, celebrations of learning, arts and EOTC progammes.
- Strong community support for school related activities such as cultural, sport, extra curricula activity and Education Outside the Classrooms programmes.
- Links with the school's Maori whanua, local marae and Iwi.
- The promotion of our cultural diversity through school-wide events, classroom programmes and equity provisions.

2.   Inspirational Teaching and Learning

<u>Strategic Goal:</u>

To promote inspirational teaching and learning evidenced through:

- The promotion of our core values - **Independence, Collaboration, Excellence, Creativity** and **Respect.**
- Students empowered to learn through our School Based Curriculum and ENS Inquiry model.
- Recruitment, retention and development of high quality teachers.
- National Standards being used to support children's achievement outcomes.
- Students involved in a full range of creative and challenging opportunities across the curriculum.
- Learning Support made available in literacy and numeracy areas.
- Gifted and talented programmes (FPS) for our able students.
- A professional learning programme that supports teachers to grow and develop as excellent practitioners.
- e-Learning as an integral part of the teaching and learning process.

3.   Enriched 21st Century Learning Environment

<u>Strategic Goal:</u>

To provide an environment that supports future focused teaching and learning through:

- The application of our school values - **Independence, Collaboration, Excellence, Creativity** and **Respect.**
- The effective use of technology to support teaching and learning programmes.
- A safe, well maintained physical environment.
- Making use of the wider community facilities to support teaching and learning programmes.
- The development and promotion of ecological sustainability principles and practices.

Guide to this Charter

The charter is a document that explains the Board of Trustee's strategic direction for the school. It offers an insight into the thinking behind the development of students and staff, teaching plans and how the goals that the charter contains will be achieved. In the following pages you will find:

1. The school values, how they were agreed and what they mean (p 4).
2. The goals and current action plans that the school has developed to achieve the three goals spelled out on the previous page. These plans are updated every year (p 9).
3. Background on how the charter was developed and how the school meets its Treaty requirements.
4. Links to documents, which provide more information to explain how teaching is designed and supported.

The Board of Trustees approved the Charter in February 2018.

The Charter will be submitted to the Ministry of Education by 01 March 2018.

ENS VALUES

To be encouraged, modelled, and explored

The Elmwood school community has developed five values which are an integral part of everyday teaching and learning at our school. We value **Independence, Collaboration, Excellence, Creativity** and **Respect.** In developing these values we have considered what they mean for our learners and the wider community. Our thoughts, words and actions reflect these values. They are actively promoted and expected of all people within our community. Our values meet our vision as they aim to `inspire today's learners to be successful in tomorrows world'. For the sake of clarity, each of the five values has been further broken down into what we consider to be the fundamental principles.

Excellence/ Hiranga - we strive to do our best
Excellence is about being positive and enthusiastic in our learning; giving our best effort to every opportunity or challenge we face. It involves taking risks, aiming high, and persevering to overcome challenges. To achieve excellence we need to focus on quality and strive for accuracy. Celebrating our own success and that of others is part of showing excellence.

- **Risk-Taking:** Action, activity or behaviour that, precipitated by careful consideration, involves putting oneself into potentially uncomfortable situations. Students need to be able to take that bold leap forward with their thinking and with their actions in order to further themselves as learners. Risk-taking epitomises the forward thrust of human growth and change.

- **Resilience:** The set of attitudes that allows one to overcome personal setbacks and persevere. Through adversity and criticism, students learn to identify faults in what they have done, and plan future actions accordingly. Instilling resilience in our learners is crucial if we are to appropriately equip these students for a world in which failure is a part of everyday life.

- **Effort:** The amount of work that a student is willing to bring to a task or experience. While academic achievement may vary due to factors out of a child's control, effort is something that a student has power over that can tip the scales back in their favour. The desire to achieve and to improve is essential for a successful and fulfilling life.

Creativity/Auahatanga - we think in innovative ways
Creativity involves being innovative, using our imagination to seek new ways to do things, and developing original ideas. We seek to be curious and continually ask questions about the world we live in.
- **Problem Solving:** Using a variety of methods to find solutions to problems. Starting with the identification of a problem, children will work together to solve challenges in authentic situations. We aim to create a problem solving culture by helping students to comprehend what is being asked of them and to ultimately understand that the process is more important than the answer. Being flexible and adaptable are key components of problem solving for our students.

- **Self-Expression:** The ability to express one's own personality, opinions, feelings and ideas. This may take various forms such as through art, music, or drama, but is certainly not limited to the arts curriculum. Self-expression is the assertion of individual traits.

- **Innovation:** Innovation is the ability to generate a new idea or modify an existing idea in order to maximise efficiency. At Elmwood, this means placing value on originality, exploration, lack of preconceptions, and using imagination to reconceptualise things that already exist in the world. Exploration, discovery, curiosity and experimentation are necessary components of not only innovation, but also of a well-functioning society.

RESPECT/Whakaute - we care for and value ourselves, others, and the environment.

Respect is the process of honouring someone or something by exhibiting care, concern, or consideration for their needs or feelings. It includes encouraging and supporting others, understanding how others feel, showing empathy and considering how we need to respond to others. Respect involves us celebrating diversity by showing sensitivity and consideration of other cultures and abilities. Respect includes actions towards sustaining our environment and the global planet, and being a global citizen.

- **Caring**: Students need to feel cared for, supported and safe. Students will in turn care for, be kind to and support themselves, their peers, teachers, community and the environment. They will care for others' well-being and safety, both emotional and physical. At the heart of being caring is the ability to feel empathy and put yourself in another person's shoes.

- **Social Conscience**: Realising the importance of instilling a social conscience, and how we best we can develop a student social conscience. Teaching that inspires children to care about their environment, and the wider environment that doesn't immediately affect them. They are able to care for, and work with others for no apparent gain to themselves. With consideration of Bronfenbrenner's ecological model, as the child develops, the net of their social conscience widens to include global issues.

- **Valuing Diversity**: Students need to develop a positive view of diversity and culture. They will celebrate and be proud of differences.Through valuing diversity, we learn to expect and accept differences in others. Children should challenge prejudice and recognise stereotyping where it is present. Teachers should actively engage students from diverse backgrounds, utilising their differing perspectives, experiences, and skills.

Collaboration/Mahi tahi - we work with others to create inspiring learning
To collaborate effectively we work together, involving all members; utilising individual strengths to make joint decisions. We aim to `support, encourage, challenge and grow not just ourselves, but others as well.' `We think and work together in ways that spark new thinking and original ideas that are more powerful than the sum of individual ideas'. In this way, we benefit from the ideas, opinions and knowledge of the collective whole.

- **Communication:** Exchanging news, ideas, thoughts and feelings by writing, speaking or any of the many other mediums of communication. Students connect people and places and, in doing so, create and share meaning. Students should develop the skill in order to actively listen to others.

- **Collective Effort:** The effort of the group to intellectually work together to achieve a common goal. There must be group protocols for the children to be able to effectively work together. Actively teach children how to collaborate - ask questions, listen, negotiate. Teachers need to model listening, paraphrasing, artful questioning and negotiation. Teachers should also strive to provide authentic experiences in which to work collaboratively.

- **Community:** Community is essential to the sharing and celebrating of ideas. Building a community of learners is not simply limited to the four walls of a classroom, but also needs to involve the wider school, and Elmwood community. This means inviting parents/experts within the community into classrooms.

Independence/Motuhake - we take responsibility for our own learning
The ultimate aim of any teacher is to instill attitudes and skills in their students that will allow them to develop into adults capable of looking after themselves. We want our children to be able to seek out challenges, show resilience, and to develop their own ways of doing things. This is not to say that we should allow students to do anything they want, but instead to teach them skills such as decision making, taking responsibility for their own learning, and critical thinking, which in turn will allow them to forge their own path through life and be confident, successful members of society.

- **Agency:** Students own their own learning. This means students have choice in designing their tasks: the way in which they demonstrate knowledge or skills. Where possible students select the task and content, in that these are merely vehicles for acquiring/practising/demonstrating skills or understandings.

- **Responsibility:** Students are progressively more responsible for multiple aspects of their learning including, but not limited to: physical materials; workflow; behaviour; selecting partners for collaboration; digital citizenship; managing themselves in a variety of learning spaces and environments; and leading collaboration by example.

- **Critical Thinking:** Students work with a flexible but analytical mind to acquire deep understanding of issues or material they encounter. They gather and examine sources of information with a view to discerning the value and reliability of that information, how it contributes to their broader understanding of the subject at hand, and whether or not they agree with the statements made, conclusions drawn, or opinions expressed.

Equity Statements

The Board of Trustees accepts that equity objectives underpin all activities in this school.

The Board of Trustees will ensure that this school's policies and practices seek to achieve equitable outcomes for all students irrespective of their gender, any religious, ethnic, cultural, social and family backgrounds and irrespective of their ability or disability.

Treaty of Waitangi

The Board of Trustees accepts an obligation to develop policies and practices that reflect New Zealand's dual cultural heritage.

Recognition for Inclusiveness

The school's approach to inclusiveness will focus on establishing friendships, curriculum inclusion and a strong recognition and respect for cultural regard. At Elmwood Normal School a buddy system to welcome new students exists in all classes.

The school will continue to employ a teacher aide to support the induction of children who are new to New Zealand. This involves helping them to locate the facilities they need to use, understand school routines and systems, language learning, securing friends, involvement in a variety of option programmes and ensuring that they are able to access the resources and activities that are on offer.

Meeting the needs of priority learners

Elmwood Normal School welcomes all learners in our community. The board is committed to provide a programme that meets the needs of all learners. Learners with diverse learning needs are supported to engage in school activities and achieve against the learning areas of The New Zealand Curriculum.

Further resources used in planning teaching in the school and where to find them.

1. New Zealand curriculum, including the core competencies www.nzcurriculum.tki.org.nz

2. ENS School based curriculum

Elmwood Normal School Annual Plan 2018

Goal 1 - To promote an engaged community and associated partnerships

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Outcome
• Refine our cloud based reporting system to include the supporting systems and their alignment	• Real time reporting student achievement to parents. • Increased regularity of communicating learning to parents. • Greater student voice in the reporting process. • Centralized repository of student data and information.	• Develop a framework for reporting student's achievement • Provide PL for staff (new and old) to strengthen richness in the reporting ie. Student voice, graphic evidence • Convey to parents the reporting process for 2018 • Provide new parents with information regarding the reporting process and help with any technical issues. • Develop a robust system for consistent data entry across the school.	**Jill, Meg, Paul**	**Ongoing**	**Release (Meg)**	
• Develop a programme of Parent information sessions that are appropriate to topical issues and parent interest. (e.g. Cybersafety).	• Parents will be informed and provide feedback regarding initiatives in the school.	• Prepare and document a programme of "Friday Forums". • Publicize through the school newsletter and Face Book. • Liaise with ENSCA to help with hosting events. Note: This particularly will be considered carefully in the school's redevelopment planning to ensure all stakeholders are involved with workshops, seminars, surveys used to seek and share information.	**Jill, Paul**	**Ongoing**		
• Engage/ consult with our Maori community at a Whanau hui.	• At least one Whānau Hui will be held, in which feedback will be sought and the achievements of our children will be celebrated.	• Invite members of the Maori community to Hui using multiple means to ensure as many as possible are contacted. • Utilise expertise from within the community to help make contact, organize and facilitate the hui. • Plan hui content to be appealing to the audience. • Ensure any outcomes are followed through.	**Paul, Claire, Leadership Team**	**Term 2**		
• Explore a potential Community of Practise involving ourselves, St. Albans, Waimairi, Paparoa St and Selwyn House	• Collaborations across schools at leadership, staff and Board layers. •	• Meet with the Principals of the other schools to explore / develop and framework on which collaborative practice can be built. • Seek guidance from outside experts. • Involve leadership teams in this development and establish focus / network groups to build relationships and share practice	**Paul**	**Ongoing**		

2019	2020
• Engage with stakeholders re redevelopment of ENS as part of the MoE's Canterbury renewal strategy.	•

Goal 2 – To promote inspirational teaching and learning

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Outcomes
• Develop a framework to replace NS that provide meaningful data evidencing student achievement and progress.	• Accurate, meaningful and timely reporting of student achievement to learners and their parents.	• Professional learning and dialogue with staff as to possible alternative frameworks to NS ie Learning progressions framework. • Develop greater understandings of assessment tools as they relate the new framework •	**Jill, Paul**	**Term 1**		
• Further develop our SBC to incorporate over-arching concepts that have greater school wide consistency and collaboration	• Greater staff understanding of the ENS SBC • Teachers empowered to deliver teaching and learning programmes at a deeper level.	• Introduce a two year concept based programme to link with the existing trimester approach • Further enhance PL on the ENS inquiry process and model • Develop and trial indicators of progress L1-3 of NZC in SS, Sc and Tech • Develop an effective assessment and reporting model for the above.	**Jill / Curriculum leaders**	**Ongoing**		
• Continue to develop a Bi-culturally responsive curriculum. (This should include Marae visits and a whole school hangi).	• Greater teacher competence to include bicultural aspects to their practice. • A bi-culturally responsive SBC. • Increased teacher confidence to use Te Reo. • Increased student understandings of Te Reo and Tikanga.	• Introduce a long-term overview that identifies what needs to be taught when at each year level in the school. • Provide ongoing support for teachers to continue their own professional growth and confidence in the use of Te Reo in the classroom.	**Leadership team**	**Ongoing**		
• Continue to enhance our mathematics programme to include authentic learning contexts.	• Students will gain a better understanding of maths and how it relates to their world. • Teachers will have greater confidence in incorporating "rich maths tasks into their programmes	• Engage Sue Graham to (Maths adviser) to provide professional learning for staff during the year beginning with a half day workshop on ToD. • Appoint a new Numeracy leader to work with Sue to develop on going direction and professional learning for staff.	**Jo, Paul**	**Ongoing**		
• Review our enrichment programme (this will include systems and programmes).	• Better cater for all student's needs. • Grow teachers understanding of differentiation.	• Further develop passion projects as a means of bringing teacher passions into teaching and learning programmes. • Establish an enrichment team (teachers) to provide leadership across the school. • Maintain a register of students with special abilities whose needs may not catered for within the classroom.	**Jill**	**Ongoing**		

• Refine "Teaching and Learning the ENS Way" (including our Year 6 leavers profile).	• Development of a document that outlines the pedagogy of our practice.	• Review the draft year 6 leavers profile with staff, students and parents through discussions and focus groups. This document will outline our beliefs about teaching and learning, our practice and our expectations of our year 6 leavers.	**Paul, Leadership Team**	**Term 3**		

Goal 2 (cont'd) - To promote inspirational teaching and learning

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost/Resource Implications	Outcomes
• Refine appraisal system to align with new Teachers Code and standards	• An effective appraisal model will be developed that aligns to the Teachers Code and can be managed through LincEd.	• Attend Teachers council workshops • Review information gleaned with leadership team • Formulate a structure and develop with Linc Ed • Provide PL for staff.	**Paul**	**Term 1**	Teachers Council Workshop costs	
2019 •			**2020** •			

Goal 3 - To provide an environment that supports future focused teaching and learning

Objective	Key Outcomes (What will happen because we achieve this objective)	Key Tasks (What will we do as we work towards achieving this objective)	Led By	By When?	Cost / Resource Implications	Outcomes
• Refine / develop a "Restorative Plus" behavior management programme	• An enhanced behavior management system that is consistently used across the school	• Continue the work that was begun late 2017 to build on the restorative PL undertaken earlier in the year. • Develop a framework and share with staff • Support staff through the introduction. • Roll out to students via whole school and team assemblies. • Inform parents through the website.	**Jill, Caro**	**Term 1**		
• Initiate a positive education framework (well-being, character strengths)	• Students will become aware of their character strengths and strategies to enhance their well-being.	• PL for staff to grow their understanding of Emotional Intelligence and self –efficacy in students. • Attend Positive Education conference 6,7 April with nine other staff. • PL for staff on character strengths • Teachers will introduce character strengths to students making links to our school values.	**Leadership Team**	**Ongoing**	**Conference cost ($2000)**	
• Seek clarification / advice / guidance from the MoE regarding ENS's modernization / rebuild.	• Clarity of direction for ENS over the next few years with regard to our modernization project.	• Attend MoE workshop with BoT members on the 8 February that will outline the process. • Convey key messages to the rest of the BoT • Develop a plan that follows MoE processes. • Inform the staff / community accordingly to ensure they are fully informed and have input into the process	**Paul, BoT**	**Term 1**		
• Revisit what it means to be an effective mentor / coach.	• New AT's will begin to gain an understanding of the roles • Experienced AT's will reflect on and grow their practice.	• Run workshop(s) for staff that explore the NAMSA Lit review "Review of Evidence-Features of effective AT in programmes of ITE". • Define and document what our practice looks like against against each of Effective AT attributes.	**Paul, Caro**	**Term1**		
• Continue the implementation of digital learning whilst ensuring it is complementary to our school based curriculum and the new Digital Technology Curriculum.	• Teachers will be supported to grow their understandings and confidence in the use of IT in the classroom.	• Maintain an equitable distribution of school owned devices and connection to the school's network. • Provide professional learning opportunities for staff needing support with their eLearning knowledge and understandings. (Note: There is an expectation that teachers will take some personal responsibility for their own up-skilling with eLearning). • Further develop the implement of Hapara for Year 3-6 students and their teachers. • Explore the professional development opportunities offered by the MoE for the Digital Technology curriculum	**Paul, Meg, Jo**	**Ongoing**	**Professional Learning facilitator costs**	
• Implement one of the identified areas for development in the ENS landscape plan.	• The school's physical environment will enhanced to improve aesthetics, safety and "usefulness".	• Meet with Sandi Macrae to provide brief of what is required • Detailed plan prepared. • Project tendered with work completed in the April holidays.	**Paul, Bill**	**Term 2**	**BoT and ENSCA funding**	

2019	2020
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FOR YEAR ENDED DECEMBER 2017

Overall Student Achievement Statement 2017:

Areas of Strength - Reading
Discussion: After 40, 80 or 120 weeks of instruction, or at the end of Y4, 5 or 6, between 71 – 93% of students were reading at or above the standard. 34% of students were reading above the standard by at least one standard. Overall, 85% of our students are reading at or above the standard, while 78% of Maori students are reading at or above the standard.
Areas for Improvement
Discussion: As a result of analysis of the 2017 national standards data and reviewing the learning progress of each of the students, Elmwood Normal School has determined the following priorities for students for 2018: By the end of 2018, all Year 2-4 students (Yr 2-20, Yr 3-15 and Yr 4-12) currently achieving below curriculum expectation will progress at least one sub level from within the curriculum. This translates to a curriculum expectation for: • Year 2 of Level 1A (advanced) or Level 17-18 • Year 3 of Level 2B (basic) or Level 21-22 • Year 4 of Level 2P (proficient) or Level 23-24
Basis for Identifying Areas for Improvement
Discussion**:** Our National Standards data indicates that 15-29% of Year 1-3 students were achieving below curriculum expectation. (Year 1-29%, Year 2-18% and Year 3 – 15%)
Planned Actions for Lifting Achievement
Discussion: • Identify and create register of students who are reading below curriculum expectation. • Individual teachers will identify these students through their class description, develop an action plan to differentiate their classroom programme to better meet these students' learning needs. • Monitor their progress with classroom teachers on a termly basis. • Provide learning support for the students with the greatest level of need. • Professional expertise provided to support these classroom teachers via DP and Learning support Teacher. • Continue to develop reading resources and strategies e.g. RAZ reading. • Reinforcement of the use of phonics through the use of Yolanda Soryl's programme. • Teacher modeling to motivate students to read each day through serial, shared book experience etc. • To promote texts through visits to the library and interaction with the school's librarian.

Areas of Strength - Writing

Discussion:
After 40, 80 or 120 weeks of instruction, or at the end of Y4, 5 or 6, between 73 – 90% of students were writing at or above the standard. Overall, 82% of our students are writing at or above the standard while 68% of Maori students (28 in total) are writing at or above the standard.

Areas for Improvement

Discussion:
As a result of analysis of the 2017 national standards data and reviewing the learning progress of each of the students, Elmwood Normal School has determined the following priorities for student for 2018.
By the end of 2018, we expect all of the targeted group of Year 3 (23) (i.e. students who were writing below curriculum expectation in 2017) to have progressed at least one sub level of the curriculum.

Basis for Identifying Areas for Improvement

Discussion:
Our national standards data from 2017 indicates that 27% (23) students in Year 3 are writing below curriculum expectation.

Planned Actions for Lifting Achievement

Discussion:
Identify and create register of students who are writing below the standard.
Individual teachers will identify these students through their class description, develop an action plan to differentiate their classroom programme to better meet these students' learning needs.
Monitor their progress with classroom teachers on a termly basis.
Provide in-class learning support for the students with the greatest need.
Professional expertise provided to support these classroom teachers from RTLB
Continue development of assessment and moderation practices using e-asTTle and other assessment tools. (Whole staff moderation termly).
Use of technology to support the daily writing programme.

Analysis of Variance of the 2017 Targets

<table>
<tr>
<td colspan="3" style="text-align:center">Student Achievement Target
ENGLISH: READING</td>
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<tr>
<td>CURRENT POSITION</td>
<td style="text-align:center">ACTION PLAN</td>
<td style="text-align:center">TARGETS 2017</td>
</tr>
<tr>
<td>After 40, 80 or 120 weeks of instruction, or at the end of Y4, 5 or 6, between 71 – 93% of students were reading at or above the standard. 34% of students were reading above the standard by at least one standard. Overall, 85% of our students are reading at or above the standard, while 79% of Maori students are reading at or above the standard.</td>
<td>Identify and create register of students who are reading below the standard.
Individual teachers will identify these students through their class description, develop an action plan to differentiate their classroom programme to better meet these students' learning needs.
Monitor their progress with classroom teachers on a termly basis.
Provide learning support for the students with the greatest level of need.
Professional expertise provided to support these classroom teachers.
Explore new reading resources and strategies e.g. Early Words Programme.
Reinforcement of the use of phonics through the use of Yolanda Soryl's programme with junior students.
Teacher modelling to motivate students to read each day through serial, shared book experience etc.
To promote texts through visits to the library and interaction with the school's librarian.
Building the home school partnership</td>
<td>As a result of analysis of the 2016 national standards data and reviewing the learning progress of each of the students, Elmwood Normal School has determined the following priorities for student achievement targets for 2017:
(i) By the end of 2017, we expect 85% of the targeted Y2 students (20) to make accelerated progress towards meeting the 80 week reading national standard; and Year 3 (15) meeting the 120 week standard and Year 6 (13) students towards meeting the end of year 6 standard.

(ii) By the end of 2017, we expect 75% of Maori (11) to make accelerated progress towards meeting their respective national standard.</td>
</tr>
<tr>
<td colspan="3">Timeframe:
Progress Reporting To: Staff / BOT
Annual Reporting To: BOT / MOE</td>
</tr>
<tr>
<td colspan="3">Analysis of Variance:
Y2 TARGET
Fourteen out of the twenty Year 2 children (70%) have made significant progress throughout the year. Six of these children have made more than twelve months progress (accelerated progress) and fourteen of these children have made twelve months progress.
Thirteen (87%) of the Year 3 students made 12 months progress and five (38%) made accelerated progress.
Twelve of 13 the Year 6 made progress of at least twelve months.
Each of these students has participated in Learning Support programmes or have had in class support, in addition to their classroom teaching and learning programme.

MAORI TARGET
Of the eleven students eight have made twelve months progress and three have made more than twelve months progress (accelerated progress) towards meeting their respective age approriate national standard.

Factors contributing to the outcome:
Learning Support assistance for all of these students.
Classroom teachers developed targeted reading programmes to support these students, e.g. students taught in two reading groups per day.
Regular monitoring of student performance.
Close liaison with parents / whanau to reinforce positive reading habits at home.
Professional development and support provided for teachers on regular basis.
RAZ reading, Seven Plus used.</td>
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</table>

<table>
<tr><td colspan="3" align="center">Student Achievement Target
ENGLISH: WRITING</td></tr>
<tr><td>CURRENT POSITION</td><td align="center">ACTION PLAN</td><td align="center">TARGETS 2017</td></tr>
<tr>
<td>After 40, 80 or 120 weeks of instruction, or at the end of Y4, 5 or 6, between 72 – 89% of students were writing at or above the standard. Overall, 81% of our students are writing at or above the standard while 68% of Maori students (28 in total) are writing at or above the standard.</td>
<td>Discussion:
Identify and create register of students who are writing below the standard.
Individual teachers will identify these students through their class description, develop an action plan to differentiate their classroom programme to better meet these students' learning needs.
Monitor their progress with classroom teachers on a termly basis.
Provide in-class learning support for the students with the greatest need.
Professional expertise provided to support these classroom teachers. (Year 5 and 6 RTLB support)
Continue development of assessment and moderation practices using e-asTTle and other assessment tools.
Teaching as Inquiry / professional reading and discussion
Use of technology to support the daily writing programme.
Once a term whole staff moderation.</td>
<td>As a result of analysis of the 2016 national standards data, Elmwood Normal School has determined the following priority for a student achievement target for 2017:

By the end of 2017, we expect 85% of the targeted group of Y3-6 (70) to have made accelerated progress towards meeting their age appropriate writing national standard.</td>
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<tr>
<td colspan="3">Timeframe:
Progress Reporting To: Staff / BOT
Annual Reporting To: BOT / MOE</td>
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<tr>
<td colspan="3">Analysis of Variance:
Y3-6 TARGET
Fifty nine of the seventy Year 3-6 students made at least 12 months progress towards meeting their age appropriate Writing national standard (84%) with sixteen of these students making accelerated progress of 18 months growth (19%). Eleven students made less than 12 months progress.
Additional learning support has been provided in Year 3-6, including in class support and small group support

Factors contributing to the outcome:
Additional learning support has been provided in these classrooms.
RTLB worked with teachers Year 5-6 to provide strategies for their writing programmes.
Classroom teachers developed targeted writing programmes to support these students.
Regular monitoring of student performance.
Close liaison with parents to reinforce positive writing habits at home.
T/C of learning support worked with these teachers providing resources and strategies.</td>
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Student Achievement Target MATHEMATICS		
CURRENT POSITION	**ACTION PLAN**	**TARGETS 2017**
After 40, 80 or 120 weeks of instruction, or at the end of Y4, 5 or 6, between 80 – 97% of students were achieving mathematically at or above the standard. 28% of students were achieving above the standard by at least one standard. Overall, 87.4% of our students are achieving at or above the mathematics standard. 86% of Maori students (36 in total) are achieving at or above the mathematics standard.	Identify and create register of students who are achieving below the mathematics standard. Introduction of whole class teaching philosophy and rich mathematics tasks with an enrichment programme running parallel. Monitor their progress with these classroom teachers on a termly basis. Provide learning support for the students with the greatest need in Y4. Professional expertise provided to support these classroom teachers. Teach the targeted groups a limited number (e.g. one or two) of strategies. Explore alternative teaching methods e.g. Rich maths tasks approach, student teaching student Explore other forms of assessment. Use of technology to support knowledge acquisition.	Mathematics: As a result of analysis of the 2016 national standards data, Elmwood Normal School has determined the following priority for a student achievement target for 2017: By the end of 2017, we expect 85% of the targeted group of Y4 (18) students to have made accelerated progress towards meeting the mathematics national standard.

Timeframe:
Progress Reporting To: Staff / BOT
Annual Reporting To: BOT / MOE

Analysis of Variance:
Year 4
Fourteen of the eighteen targeted Year 4 students (78%) have made significant progress this year. Eight of these students (78%) have made twelve months progress, and six of these students (34%) have made more than 12 months progress (accelerated progress). There has been in class learning support for all of these children.

Factors contributing to the outcome:
Learning Support assistance for all of these students.
Regular monitoring of student performance.
Close liaison with parents.
Professional development and support provided for teachers on regular basis.
Regular monitoring of student performance.

National Standards Data 2017

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	6	1.2%	66	13.4%	255	51.7%	166	33.7%	493
Māori	1	2.4%	8	19.0%	24	57.1%	9	21.4%	42
Pasifika	0		0		3	100.0%	0		3
Asian	0		10	14.9%	34	50.7%	23	34.3%	67
European/Pākehā/Other European	5	1.3%	44	11.8%	190	51.1%	133	35.8%	372
All other ethnicities including MELAA (not published)	0		4	44.4%	4	44.4%	1	11.1%	9
Male	4	1.7%	36	15.0%	135	56.3%	65	27.1%	240
Female	2	0.8%	30	11.9%	120	47.4%	101	39.9%	253

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		20	29.4%	38	55.9%	10	14.7%	68
After 2 years at school	1	1.2%	15	18.1%	45	54.2%	22	26.5%	83
After 3 years at school	1	1.3%	12	15.4%	40	51.3%	25	32.1%	78
End of Year 4	2	1.9%	6	5.8%	56	54.4%	39	37.9%	103
End of Year 5	0		6	7.6%	37	46.8%	36	45.6%	79
End of Year 6	2	2.4%	7	8.5%	39	47.6%	34	41.5%	82
End of Year 7	0		0		0		0		
End of Year 8	0		0		0		0		

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	2	0.4%	90	18.3%	306	62.3%	93	18.9%	491
Māori	1	2.4%	12	29.3%	24	58.5%	4	9.8%	41
Pasifika	0		2	66.7%	1	33.3%	0		3
Asian	0		11	16.4%	39	58.2%	17	25.4%	67
European/Pākehā/Other European	1	0.3%	61	16.4%	238	64.2%	71	19.1%	371
All other ethnicities including MELAA (not published)	0		4	44.4%	4	44.4%	1	11.1%	9
Male	2	0.8%	62	25.8%	149	62.1%	27	11.3%	240
Female	0		28	11.2%	157	62.5%	66	26.3%	251

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		7	10.4%	57	85.1%	3	4.5%	67
After 2 years at school	0		23	27.7%	53	63.9%	7	8.4%	83
After 3 years at school	0		18	23.1%	39	50.0%	21	26.9%	78
End of Year 4	1	1.0%	11	10.8%	64	62.7%	26	25.5%	102
End of Year 5	0		17	21.5%	46	58.2%	16	20.3%	79
End of Year 6	1	1.2%	14	17.1%	47	57.3%	20	24.4%	82
End of Year 7	0		0		0		0		
End of Year 8	0		0		0		0		

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	2	0.4%	60	12.2%	295	59.8%	136	27.6%	493
Māori	1	2.4%	5	11.9%	31	73.8%	5	11.9%	42
Pasifika	0		2	66.7%	1	33.3%	0		3
Asian	0		4	6.0%	33	49.3%	30	44.8%	67
European/Pākehā/Other European	1	0.3%	47	12.6%	223	59.9%	101	27.2%	372
All other ethnicities including MELAA (not published)	0		2	22.2%	7	77.8%	0		9
Male	1	0.4%	26	10.8%	142	59.2%	71	29.6%	240
Female	1	0.4%	34	13.4%	153	60.5%	65	25.7%	253

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	0		2	2.9%	58	85.3%	8	11.8%	68
After 2 years at school	0		9	10.8%	50	60.2%	24	28.9%	83
After 3 years at school	0		15	19.2%	42	53.8%	21	26.9%	78
End of Year 4	2	1.9%	11	10.7%	65	63.1%	25	24.3%	103
End of Year 5	0		12	15.2%	41	51.9%	26	32.9%	79
End of Year 6	0		11	13.4%	39	47.6%	32	39.0%	82
End of Year 7	0		0		0		0		
End of Year 8	0		0		0		0		