

Kelvin Road School



2018 Charter

Section 1: School Description

Section 2: 2018 -2021 Strategic

Section 3: 2018 Annual Plan and Targets

SECTION 1: KELVIN ROAD SCHOOL DESCRIPTION

Kelvin Road School is a Decile 1 School nestled in Papakura, Auckland. Kelvin Road School operates with a peak roll of around 440 students. Our community is generally stable, with second and third generation students attending the school.

The ethnic diversity of the school is as follows; 67.6% Maori, Tongan 10.4%, Samoan 8.9%, Cook Islands 4.4%, European 2.9%, Fijian 1.6% and all other groups 4.2%.

In 1994, in collaboration with Kiwitoa Kohanga Reo; Kelvin Road School opened Te Whatitoka Rimu o te Whanau Kahurangi- our Maori medium classrooms. The English translation of the name means entering the educational pathway journey with our whanau supporting our tamariki. Our Year 0 to 6 classes are Level 1 Maori Immersion and our Year 7 and 8 class is Level 2 Maori Immersion, Te Whatitoka Policy was revised in 2016.

The school is working towards developing the capabilities of teachers to develop culturally responsive practices. We are strengthening our ability to seamlessly integrate Te Reo Maori me ona tikanga within English medium classrooms.



OUR VISION

Kia Toa Kia Manawanui-

Be the best you can be



OUR VALUES

Kind, Responsible, Safe



The KRS Way
Positive Behaviour
for Learning (PB4L)

Kelvin Road School's logo features a Rimu tree that is located on our school grounds, it is dated at over 100 years old. Reference to this rimu tree is also included in Te Whatitoka Rimu o te Whanau Kahurangi to represent the relationship between the English and Maori medium tamariki and local iwi.

In 2014 Kelvin Road became a PB4L School. Following community consultation we introduced our three values "Be Kind, Be Responsible, Be Safe. These underpin our school wide behaviour expectations, which are promoted, taught and celebrated regularly.

The school is well supported by a range of external agencies including a Social Worker in School, Mana Nurse, Nit Buster, Kids Can program, Fruit in school, Rosehill School's outreach program, RTLb's and other specialist support services.

Kelvin Road School share our grounds with the Papakura Family Service Centre. They provide pastoral care and community support for many of our whanau and operate an Early Childhood Centre. Many of their children will transition to KRS when they turn five.

SECTION 2: STRATEGIC PLANNING 2018-2021

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020-2021 ACTIONS
1. Curriculum Goal We will design and implement a curriculum that will meet our Curriculum Framework; Hauora Culture Connectedness Future Focussed	1.18 Consult to inform Ideal Teacher Profile and Implement key documents of redesigned KRS curriculum 1.28 Review and refine PB4L tier 1, commence tier 2 1.38 Extend (ALiM, ALL, Quick 60) Introduce Early Words to raise student achievement 1.48 Consult to inform possible rebranding of KRS Curriculum	1.19 Use Graduate and Teacher Profile to inform and implement KRS Curriculum 1.29 Embed PB4L and explore a KRS learning model 1.39 Embed ALiM, ALL, Quick 60 Early Words. 1.49 Create images and tools that align to KRS curriculum	1.12 Review of KRS Curriculum Graduate and Teacher profile 1.22 Review PB4L and design a KRS learning model 1.32 Review Accelerated Learning Programmes ALiM, ALL, Quick 60 and Early Words. 1.42 Implement images and tools of KRS curriculum
2. Pedagogical Goal We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.	2.18 Build teacher practices of accelerated teaching ALiM /ALL (Stage 1-2) 2.28 Embed PLG practices through Teaching as Inquiry for Target Learners 2.38 Review and become familiar with Curriculum Levels. Ensure robust assessment practice across the school 2.48 Continue teacher PD in literacy and numeracy.	2.19 Implement accelerated teaching and learning ALiM /ALL (Stage 1-3) 2.29 Build and share successful teaching practice of Target Learners 2.39 Review PACT assessment tools aligned to Curriculum levels 2.49 Writing practices will be sustained with ongoing monitoring	2.12 Apply accelerated teacher practice across the whole school 2.22 Build collaborative practices of Target Learners within and across PLGs and Teaching Teams 2.32 Refine the use of PACT tools for assessment and reporting 2.42 Writing practices will be embedded across the school

SECTION 2: STRATEGIC PLANNING

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020-2021 ACTIONS
<p>3. Culturally Responsive Goal</p> <p>We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</p>	<p>3.18 Strategically staff to support kaupapa across the English and Maori medium classes</p> <p>3.28 Establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri and kapahaka</p> <p>3.38 Establish and strengthen relationship with iwi and local marae</p> <p>3.48 Ensure Maori culture and reo is featured prominently through school signage, upgrade of classes Room 7-10, wharenui R3</p>	<p>3.19 Strategic staffing to support kaupapa across the English medium classes</p> <p>3.29 Maintain and review culturally responsive norms among staff e.g. meeting and assembly protocols, powhiri and kapahaka</p> <p>3.39 Maintain relationship with mana whenua</p> <p>3.49 Ensure Maori culture and reo is featured prominently throughout our school in curriculum documentation</p> <p>Continue with upgrade of classes –Crescent block.</p>	<p>3.12 Explore possible leadership roles to support both teachers and learners with Tikanga and Reo</p> <p>3.22 Embed Culturally responsive mind set and practices by all staff (whole school powhiri led by staff)</p> <p>3.32 Reciprocated and active participation with/by local marae</p> <p>3.42 Ensure Maori culture and reo is featured prominently throughout our school orally inside/outside the class</p> <p>Continue with upgrade of classes Room 16-19.</p>
<p>4. Educational Pathway Goal</p> <p>We will develop effective relationships with our whanau and community to support students along their educational pathway.</p>	<p>4.18 Explore interaction with whanau formally and informally and record the evidence of the impact</p> <p>4.28 Support teachers, learners and parents to engage student led conferences</p> <p>4.38 Analyse (trends and patterns) and review absenteeism and lateness data and procedures</p> <p>4.48 Review relationships and procedures that impact on critical transitions (ECE, Kohanga, new students, Intermediate, High School)</p> <p>4.58 Review Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>	<p>4.19 Review interaction with whanau formally and informally and record the evidence of the impact</p> <p>4.29 Review of students led conferences with teachers, learners and parents</p> <p>4.39 Establish and start to implement a plan of strategies to address absenteeism and lateness</p> <p>4.49 Establish new and strengthen existing relationships and procedures that impact on critical transitions</p> <p>4.59 Review and maintain Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>	<p>4.12 Establish new and strengthen existing formats on how best to engage whanau</p> <p>4.22 Refine practices for successfully led student conferences</p> <p>4.32 Embed successful strategies to address absenteeism and lateness</p> <p>4.42 Embed and maintain relationships and procedures that impact on critical transitions</p> <p>4.52 Embed practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment</p>

SECTION 2: STRATEGIC PLANNING 2018-2021

STRATEGIC GOAL	2018 ACTIONS	2019 ACTIONS	2020-2021 ACTIONS
5. Digital Technologies Goal We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum	5.18 Develop policy, procedures and supporting documents stating KRS Digital Citizenship expectations for teachers and learners 5.28 Explore and trial new digital technologies content within the New Zealand Curriculum and through PLD 5.38 Review and strategically resource digital devices across the school including class audio systems	5.19 Support all staff to implement new Digital Citizenship policy, procedures and supporting documents across the school 5.29 Plan how digital technologies content will be integrated into our school curriculum 5.39 Review and strategically resource digital devices across the school	5.12 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school 5.22 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content 5.32 Review and strategically resource digital devices across the school

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT AND WHY	HOW, WHO Leads WHEN and cost	Met Not Met	AoV-OUTCOMES
NAG 1 Curriculum	<p>1.18 Consult to inform Ideal Teacher Profile. Implement key documents of redesigned KRS curriculum</p> <p>1.28 Review and refine PB4L Tier 1 and begin Tier 2 training</p> <p>1.38 Extend (ALiM, ALL, Quick 60) Introduce Early Words to raise student achievement</p> <p>1.48 Consult to inform possible rebranding of KRS Curriculum</p> <p>4.28 Support teachers, learners and parents to engage student led conferences</p>	<p>1.18 Consult to determine priorities of teacher; Skills, Knowledge and Attitudes. Implement KRS curriculum –SLT (T 1)</p> <p>1.28 Review current practices and make improvements – PB4L Team (T 1)</p> <p>1.38 Extend Accelerated Programmes with Ministry provided mentors, Quick 60 and Early Words – SLT Junior / Middle Team Leaders (T 1) \$1700 and teacher release</p> <p>1.48 Select and consult community of rebranding to align with our engaging and authentic curriculum –SLT (T 2)</p> <p>4.28 Model and share best practice in teaching teams – SLT and Team Leaders (T 2)</p>		
NAG 2 Self-Review	<p>4.38 Analyse (trends and patterns) and review absenteeism and lateness data and procedures</p>	<p>4.38 Collect data, analyse trends/patterns trial implementations, monitor and review practice SLT (T 1)</p>		
NAG 2A Reporting	<p>2.18 Build teacher practices of accelerated teaching ALiM /ALL (Stage 1-2)</p> <p>2.28 Embed PLG practices through Teaching as Inquiry for Target Learners</p> <p>2.38 Review and become familiar with Curriculum Levels. Ensure robust assessment practice across the school</p> <p>2.48 Continue teacher PD with focus on greatest curriculum need (Writing)</p>	<p>ALiM and ALL Tutors organised to lead PD for Stage 1. Continue Stage 2 trained teachers. Involve more teachers in SIT team SLT, Team Leaders, SIT (T 1)</p> <p>2.28 Select of target students according to selection criteria, share and refine PLG practice to raise student achievement Whole school (T 1)</p> <p>2.38 Explore Curriculum levels and target student criteria(T 1)</p> <p>2.48 Sally Muir to facilitate/mentor teachers throughout year Principal (T 1) \$7000 and</p>		

SECTION 3: ANNUAL PLAN 2018

GOAL	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 3 Personnel	<p>3.18 Strategically staff to support kaupapa across the English and Maori medium classes</p> <p>3.28 Establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri and kapahaka</p>	<p>3.18 With management/staff strategically staff to support kaupapa across the English and Maori medium classes SLT (T 1)</p> <p>3.28 With staff establish and agree upon culturally responsive practice e.g. meeting, assembly, powhiri. Kapahaka SLT (T 1)</p>		
NAG 4 Property	<p>3.48 Ensure Maori culture and reo is featured prominently through school signage and wharenuui R3</p> <p>3.48 Upgrade Classes 7-10 (Term 1)</p> <p>5.28 Explore and trial new digital technologies content within the New Zealand Curriculum and through PLD. Upgrade sound system in rooms</p>	<p>3.48 Use community words from Graduate Profile and Curriculum in wordle signage, arrange bilingual signage, wharenuui Room 3 Principal (T 1) \$40,000</p> <p>3.48 Design and build shared learning spaces Principal (T 2-3) \$60,000</p> <p>3.48 Upgrade Classes 7-10 Principal (T 1) Classes \$60,000 Wharenuui \$40,000</p> <p>5.28 Upgrade sound system. Use OMG Technologies to showcase a range of technologies for learners Principal (T 2) \$5,000</p>		
NAG 4 Finance	<p>5.38 Review and strategically resource digital devices across the school including class audio through 3.48 Bilingual signage</p>	<p>5.38 Establish what devices are best implemented to raise student achievement. SLT (T 2) \$30,000</p> <p>3.48 Budget for costs associated with signage Principal (T 1) \$10,000</p>		
NAG 5 Health and Safety	<p>5.18 Develop policy, procedures and supporting documents stating KRS Digital Citizenship expectations for teachers and learners</p>	<p>5.18 Training will be provided to ensure teacher understanding and consistent use of Hapara to monitor student use through highlights All teachers (T 1)</p> <p>5.18 Develop policy reflecting on Digital Learning Curriculum SLT(T 1)</p>		

SECTION 3: ANNUAL PLAN 2018

GOALS	WHAT and WHY	HOW, WHO Leads, WHEN and Cost	Met Not Met	AoV-OUTCOMES
NAG 6 Community	<p>3.38 Establish and strengthen relationship with iwi and local marae</p> <p>4.48 Review relationships and procedures that impact on critical transitions (ECE, Kohanga, Intermediate, High School)</p> <p>4.18 Explore interactions with whanau formally and informally and record the evidence of the impact</p>	<p>3.38 Establish and strengthen relationship with iwi and local marae Principal and SLT (On-going)</p> <p>4.48 Build relationships with personnel at transition points for school as described. Review procedures of transitions at NE and Y6 and Y8. Review procedures best place new enrolments SLT, DPs and PA (On-going)</p> <p>4.18 Build relationships with those agencies that deal with whanau, and informally meet with parents and discuss student learning Principal and SLT (On-going)</p>		
NAG 7 Legislation	4.58 Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment	Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment SLT (T1)		

SECTION 3: READING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Reading /Panui Target	Accelerate progress of (EM) students and (MM) to be 'at' Reading Progressions/ Panui		
Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	<i>To target 5-10 students per class from 'below' to be 'at' expected Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.</i>		
Baseline data: see attached Reading Data 2017 (p12)	EM - In 2017 92 or 25.8% were 'below' and 57 or 16.0% well below a total of 42% below NS Reading MM - In 2017 21 or 50% akonga achieved 'below' expectation against Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1-5	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG Build teacher understanding of Reading Progressions/ Panui 	Nil	On going
Targeted professional development for teachers to use acceleration strategies. SG 2	<ul style="list-style-type: none"> Implement acceleration teaching skills as in ALiM and ALL Select teachers to participate in ALL – Reading Acceleration Programme Incorporate culturally responsive teaching approaches within revised curriculum. Improved teaching pedagogy 	Relieving Teachers	On going
Ensure KRS selection process for target students. Build home/school engagement. 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning Develop student agency 	Nil	Term 1
Increase TA capacity. SG 1	<ul style="list-style-type: none"> Quick 60. ALL, Early Words / Maori programme will need to be tailored 	\$1700	Term 1

2017 Baseline Reading and Panui Data

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	57	15.7%	97	26.6%	153	42.0%	57	15.7%	364
Maori	37	15.1%	64	26.1%	108	44.1%	36	14.7%	245
Pasifika	16	16.2%	30	30.3%	39	39.4%	14	14.1%	99
Male	39	19.6%	56	28.1%	75	37.7%	29	14.6%	199
Female	18	10.9%	41	24.8%	78	47.3%	28	17.0%	165

Reading	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	6	9.1%	34	51.5%	25	37.9%	1	1.5%	66
After 2 years at school	12	21.1%	13	22.8%	23	40.4%	9	15.8%	57
After 3 years at school	16	34.0%	14	29.8%	12	25.5%	5	10.6%	47
End of Year 4	12	18.5%	16	24.6%	22	33.8%	15	23.1%	65
End of Year 5	9	15.0%	6	10.0%	37	61.7%	8	13.3%	60
End of Year 6	2	3.6%	12	21.4%	24	42.9%	18	32.1%	56
End of Year 7					3	75.0%	1	25.0%	4
End of Year 8			2	22.2%	7	77.8%			9
Totals	57		97		153		57		364

Panui	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	3	14.3%	11	52.4%	6	28.6%	1	4.8%
Ruma Wha Year 3-5 akonga	0	0	6	28.6%	10	47.6%	5	23.8%

SECTION 3: WRITING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Writing/ Tuhituhi Target	Accelerate progress of (EM) students and (MM) to be 'at' Writing Progressions/ Tuhituhi		
Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	To target 5-10 students per class from 'below' to 'at' expectation of Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.		
Baseline data: see attached Reading Data 2017 (p12)	In 2017 144 or 40.3% were 'below' and 50 or 14% were well-below expectation in NS Writing In 2017 21 or 50% of MM students achieved 'below' expectation against Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 and 3	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG Build teacher understanding of Writing Progressions/ Tuhituhi 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> Implement professional Writing practice with Writing facilitator – Sally Muir. Improved teaching pedagogy, mentoring, ALL and PLC. Incorporate culturally responsive teaching approaches within revised curriculum 	\$8000 and relieving costs	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning. Student agency through e-asttle and Literacy Writing/ Tuhituhi 	Nil	Term 1

2017 Baseline Mathematics and Pangarau Data

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	50	13.8%	118	32.5%	165	45.5%	30	8.3%	363
Maori	29	11.8%	82	33.5%	116	47.3%	18	7.3%	245
Pasifika	18	18.4%	31	31.6%	40	40.8%	9	9.2%	98
Male	32	16.2%	59	29.8%	86	43.4%	21	10.6%	198
Female	18	10.9%	59	35.8%	79	47.9%	9	5.5%	165

Mathematics	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	6	9.2%	25	38.5%	32	49.2%	2	3.1%	65
After 2 years at school	7	11.7%	22	36.7%	25	41.7%	6	10.0%	60
After 3 years at school	12	27.3%	18	40.9%	13	29.5%	1	2.3%	44
End of Year 4	12	18.5%	23	35.4%	28	43.1%	2	3.1%	65
End of Year 5	9	15.0%	8	13.3%	35	58.3%	8	13.3%	60
End of Year 6	4	7.1%	12	21.4%	29	51.8%	11	19.6%	56
End of Year 7			2	50.0%	2	50.0%			4
End of Year 8			8	88.9%	1	11.1%			9
Totals	50		118		165		30		363

Tuhituhi	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	5	23.8%	6	28.6%	9	42.9%	1	4.8%
Ruma Wha Year 3-5 akonga	0	0	6	28.6%	15	71.4%	0	0

SECTION 3: MATHEMATICS DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL

Maths / Pangarau target	Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau		
Targets: 5-10 x 17 = 95 -190 of 348 = 27% – 54%. 5-10 x 2 10-20 of 42 = 24% - 48%	To target 5-10 students per class from 'below' to 'at' Curriculum Level for EM 16 classes and 1 bilingual class. To target 5-10 akonga per class from 'below' to 'at' as measured against the Nga Whanaketanga (2 MM Year 1-2, Year 3-6 to be at expectation by the end of the year.		
Baseline data:	In 2017 115 or 36.3% of EM students were 'below' expectation when measured against NS Reading In 2017 26 or 62% of Maori medium students achieved 'below' expectation against Nga Whanaketanga		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 , 3	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG Build teacher understanding of Mathematics / Pangarau Progressions 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> Implement acceleration teaching skills as in ALiM and ALL Select teachers to participate in ALiM Acceleration Maths Programme Incorporate culturally responsive teaching approaches within revised curriculum 	Relieving teachers	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning. Mathematics digital learning programmes Student agency through Mathematics/ Pangarau Progressions 	Nil	Term 1

2017 Baseline Writing and Tuhituhi Data

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	51	14.0%	147	40.3%	158	43.3%	9	2.5%	365
Maori	30	12.2%	106	43.1%	104	42.3%	6	2.4%	246
Pasifika	17	17.2%	37	37.4%	44	44.4%	1	1.0%	99
Male	40	20.1%	80	40.2%	73	36.7%	6	3.0%	199
Female	11	6.6%	67	40.4%	85	51.2%	3	1.8%	166

Writing	Well Below Standard		Below Standard		At Standard		Above Standard		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school	9	13.6%	29	43.9%	28	42.4%			66
After 2 years at school	8	13.6%	28	47.5%	21	35.6%	2	3.4%	59
After 3 years at school	10	21.7%	21	45.7%	14	30.4%	1	2.2%	46
End of Year 4	4	6.2%	30	46.2%	27	41.5%	4	6.2%	65
End of Year 5	13	21.7%	16	26.7%	30	50.0%	1	1.7%	60
End of Year 6	7	12.5%	15	26.8%	33	58.9%	1	1.8%	56
End of Year 7			2	50.0%	2	50.0%			4
End of Year 8			6	66.7%	3	33.3%			9
Totals	51		147		158		9		365

Pangarau	Manawa taki		Manawa aki		Manawa ora		Manawa toa	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
Ruma Rima Year 0-2 akonga	0	0	7	33.3%	14	66.7%	0	0
Ruma Wha Year 3-5 akonga	0	0	7	33.3%	12	57.1%	2	9.5%