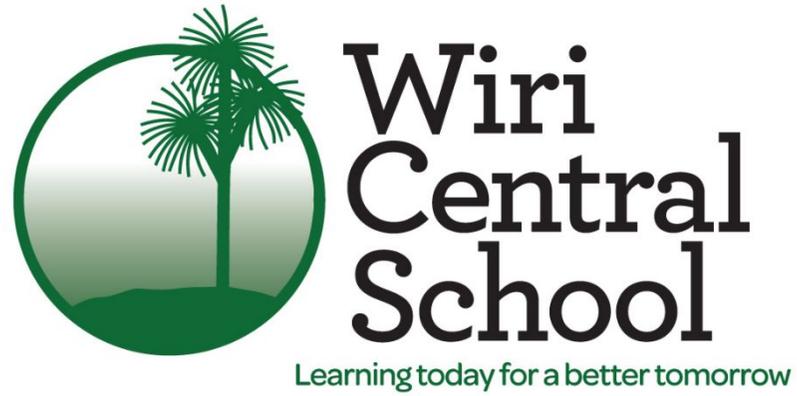


CHARTER



Drafted by: Jan Donaldson	Approved by Board: March 2018
Scheduled Review: December 2018	Version: February 2018

VISION: Learning today for a better tomorrow

MISSION: To provide a positive, holistic learning environment which promotes success for all students and encourages a partnership between home, school and the community.

VALUES:

Kotahitanga:

All students engage in reciprocal, learning centred relationships

Manaakitanga:

All students experience an enabling learning environment

Whanaungatanga:

All students experience a responsive curriculum

Rangatiratanga:

All students experience success

SCHOOL CONTEXT

Baseline Data												
Student Learning and Engagement	Reading (% at or above NS)				Writing (% at or above NS)				Mathematics (% at or above NS)			
	2014	2015	2016	2017	2014	2015	2016	2017	2014	2015	2016	2017
	53	52	43	44	49	38	41	39	56	54	44	48
<p>Student attendance: In 2017 the overall student attendance rate was 83.1%, this is lower than the previous year (85.2%). 1% (5) students had 100% attendance for the year, 41% (174) students had 20 or more days absent for the year. Transience: The transience (student mobility) percentage for 2017 was 27.6%, (29.13% in 2016). In December 2017 44% (19) of the Year 8 cohort had completed all their primary schooling at Wiri Central School.</p>												
Special character / Māori medium status	<p>Wiri Central School has a Māori bilingual unit (Mōkai Āwhina) working at Level 1 MLP. There are currently three classes covering the range Year 0 - Year 8. There are 48 students in Mōkai Āwhina as at February 2018.</p> <p>Wiri Central School started a Samoan bilingual unit (Fofoa i Vaoese) in 2015 and in 2018 has three classes operating covering the range Year 0 - Year 4. There are 44 students in Fofoa i Vaoese as at February 2018.</p>											
Review of Charter and Consultation	<p>School syndicate teams undertook strategic review which in turn was shared and informed strategic review and future goal setting with school management team and BOT at the end of 2017 and informed their review of the strategic plan and direction for 2018 - 2020. During Term 3, 2017 community consultation was undertaken to gather perspectives and aspirations for Māori and Pasifika students. Information gathered during this consultation has been used to develop Māori and Pasifika Education plans for Wiri Central School that inform strategic decision making.</p>											

STRATEGIC DIRECTION

Domain	Strategic Goal 1: Ensure all students are engaged in educationally powerful connections and relationships	Core Strategies for Achieving Goals 2018 – 2020
Student Learning and Engagement	<ul style="list-style-type: none"> • Provide opportunities for building reciprocal, learning focused relationships between tamariki, whanau and staff 	<ul style="list-style-type: none"> • A range of appropriate and effective communication strategies is used to communicate with and engage parents, whānau and the community, and they are welcomed and involved in school activities as respected and valued partners in learning. • Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations.

	<ul style="list-style-type: none"> ● Provide opportunities for community collaboration that supports students to become confident, connected, actively involved, lifelong learners 	<ul style="list-style-type: none"> ● Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. ● The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing.
	<p>Strategic Goal 2: Ensure all students are able to experience a responsive curriculum effective teaching and opportunity to learn</p>	<p>Core Strategies for Achieving Goals 2018 – 2020</p>
	<ul style="list-style-type: none"> ● Provide opportunities for students to participate and learn in a caring, collaborative, inclusive learning community 	<ul style="list-style-type: none"> ● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning ● The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork
	<ul style="list-style-type: none"> ● Provide effective sufficient and equitable opportunities for students to learn 	<ul style="list-style-type: none"> ● In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences. ● Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities. ● Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.
	<ul style="list-style-type: none"> ● Develop effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff learning 	<ul style="list-style-type: none"> ● The curriculum makes connections to learners’ lives, prior understandings, out-of-school experiences and real-world contexts. ● The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice.

		<ul style="list-style-type: none"> • Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.
	<ul style="list-style-type: none"> • Provide opportunities to develop tamariki, whānau and staff assessment and learning to learn capabilities 	<ul style="list-style-type: none"> • Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome. • Students receive and give timely, specific, descriptive feedback in response to these questions: <ul style="list-style-type: none"> ○ Where am I going? (What are my goals?) ○ How am I going? (What progress is being made towards the goal?) ○ Where to next? (What activities need to be undertaken next to make further or better progress?) ○ How will I know when I've reached my goal?

Domain	Strategic Goal 3: Ensure all students experience leadership that promotes and increases equity and excellence	Core Strategies for Achieving Goals 2018 – 2020
Centre Organisation and Structures - Leadership	<ul style="list-style-type: none"> Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing 	<ul style="list-style-type: none"> Leadership establishes clear and consistent social expectations that are designed to support teaching and learning Leadership ensures that policies and practices promote students' wellbeing; confidence in their identity, language and culture; and engagement in learning
	<ul style="list-style-type: none"> Leadership promotes and participates in teacher learning and development 	<ul style="list-style-type: none"> Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation Professional meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure that improvement goals are met
- Stewardship	Strategic Goal 4: Ensure all students experience governance and leadership that works strategically and collaboratively to improve outcomes for all stakeholders	Core Strategies for Achieving Goals 2018 – 2020
	<ul style="list-style-type: none"> The board actively represents and serves the school and education community in its stewardship role 	<ul style="list-style-type: none"> The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, lifelong learners. The board builds relational trust and develops culturally responsive relationships with the school community to ensure

		active, reciprocal communication with, and participation in, the life of the school.
	<ul style="list-style-type: none"> The board scrutinises the effectiveness of the school in achieving valued student outcomes 	<ul style="list-style-type: none"> Student learning, wellbeing, achievement and progress is the board's core concern. Trustees access a range of quality student data and evaluative information, including the perspectives of students, parents, whānau and community, and use it to support: <ul style="list-style-type: none"> identification of priorities and targets, based on analysis of trends, patterns and progress the asking of challenging questions about planning and process ('What difference will this make for students, and how will we know?') the making of decisions that will improve student outcomes, taking into account evidence about the effectiveness of any proposed approach
Personnel implications	Recruit teachers who are passionate about working with our students and our community. Low student/teacher ratio to support targeted teaching. Maintain additional specialist teacher staffing – Reading Recovery, Special Programmes Coordinator. Support new staff through implementation of staff induction processes and Beginning Teacher programme. Grow current and future leaders – ensure alignment of current leaders and strategic direction through ongoing collaboration. Develop and implement a focus on staff wellbeing.	
Property implications	Enhance school grounds and property to support the development of the Wiri Whānau Way – an environment that fosters and develops students' wellbeing, cultural identity and engagement in learning. Development of facilities to support staff wellbeing.	
Financial implications	Increased IT tools to support student engagement in learning. Enhance school grounds and property to support the development of the Wiri Whānau Way, including classroom furniture to support collaborative learning. Professional development/release to support implementation of WCS curriculum. Low student/teacher ratio to support targeted teaching, maintain additional specialist teacher staffing.	

Improvement Plan – Strategic Goal 1

Strategic Goal: Ensure all students are engaged in educationally powerful connections and relationships

Annual Goal

Annual Target (Indicators of effective practice)

1. Provide opportunities for building reciprocal, learning focused relationships between tamariki, whānau and staff

- A range of appropriate and effective communication strategies is used to communicate with and engage parents, whānau and the community, and they are welcomed and involved in school activities as respected and valued partners in learning
- Students, parents, whānau and teachers have shared understandings of curriculum goals and the teaching and learning process, and engage in productive learning conversations

2. Provide opportunities for community collaboration that supports students to become confident, connected, actively involved, lifelong learners

- Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour
- The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing.

Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

What (examples) *Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices*

When *When will this happen?*

Who will lead this?

Resourcing
Money/time

Indicators of Progress: *What will we see? (Measureable changes*

		<i>needed? Who will help us?</i>	<i>in leaders' and teachers' behaviours and in student outcomes).</i>
Implement Wiri Whānau Way (WWW) consistently so that it is understood and evidenced through staff, students, parents and whānau	WWW team	WWW budget Release for team to plan Staff and team meetings PB4L Cluster, facilitator	Capture baseline data Decrease in student incidents in classrooms and playgrounds during the year Decrease in students sent to timeout/LoL/JAG during the year - measured by data
Increase whānau engagement in school life through regular planned opportunities (roopu events - 1/term to share learning, Family Fun Night, cultural weeks, school garden, Home School Conferences, Mutukaroa programme). Evaluate opportunities including student and whānau voice.	SLT/LoLs	Home School Partnership budget	Increase in whānau attending school events during the year - measured/class Increase in positive feedback from students and whānau
Strengthen pastoral care for target students/whānau through increased whānau engagement with school.	LoLs/ Teachers	SLT SWiS	Improved attendance of target students (25% increase from 2017) Increased engagement of whānau with class teacher
Monitoring: <i>How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?</i>			

Improvement Plan – Strategic Goal 2

Strategic Goal: Ensure all students are able to experience a responsive curriculum effective teaching and opportunity to learn	
Annual Goal	Annual Target (Indicators of effective practice)
1. Provide opportunities for students to participate and learn in a caring, collaborative, inclusive learning community	<ul style="list-style-type: none"> ● Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning ● The learning community is characterised by respect, empathy, relational trust, cooperation and teamwork
2. Provide effective sufficient and equitable opportunities for students to learn	<ul style="list-style-type: none"> ● In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences. ● Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities. ● Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.
3. Develop effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff learning	<ul style="list-style-type: none"> ● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts. ● The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice. ● Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.

<p>4. Provide opportunities to develop tamariki, whānau and staff assessment and learning to learn capabilities</p>	<ul style="list-style-type: none"> ● Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome. ● Students receive and give timely, specific, descriptive feedback in response to these questions: <ul style="list-style-type: none"> ○ Where am I going? (What are my goals?) ○ How am I going? (What progress is being made towards the goal?) ○ Where to next? (What activities need to be undertaken next to make further or better progress?) ● How will I know when I've reached my goal?
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Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

<p>What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i> When <i>When will this happen?</i></p>	<p>Who will lead this?</p>	<p>Resourcing <i>Money/time needed? Who will help us?</i></p>	<p>Indicators of Progress: <i>What will we see? (Measureable changes in leaders' and teachers' behaviours and in student outcomes).</i></p>
<p>Implement effective planning and teaching using our school poutama and Assessment for Learning (AfL) to assess report and plan</p>	<p>SLT/LoLs</p>	<p>Curriculum budgets PLD provision - internal and external</p>	<p>Planning and teaching demonstrates evidence of progression of student engagement and achievement</p>

		Release for observations	Accelerated progress of target students – refer to AoV Literacy and Numeracy targets
Implement cycles of Teaching as Inquiry (TAI) that link to the school poutama, e.g. How does implementing the reading poutama into my planning and assessment support my target students to make accelerated progress?	SLT/LoLs/ Teachers	PLG time Staff and team meetings	Planning and teaching demonstrates progression in use of effective teaching strategies (evidence of changed practice) Accelerated progress of target students – refer to AoV Literacy and Numeracy targets
Monitoring: <i>How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?</i>			

Improvement Plan – Strategic Goal 3	
Strategic Goal: Ensure all students experience leadership that promotes and increases equity and excellence	
Annual Goal	Annual Target (Indicators of effective practice)

<p>1. Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing</p>	<ul style="list-style-type: none"> ● Leadership establishes clear and consistent social expectations that are designed to support teaching and learning ● Leadership ensures that policies and practices promote students' wellbeing; confidence in their identity, language and culture; and engagement in learning 		
<p>2. Leadership promotes and participates in teacher learning and development</p>	<ul style="list-style-type: none"> ● Leadership ensures alignment of student learning needs, teacher professional learning goals, and processes for teacher appraisal and attestation ● Professional meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice ● Leadership identifies and develops internal expertise, with the support of external expertise as appropriate, to ensure that improvement goals are met 		
<p>Baseline data: <i>Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.</i></p>			
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Develop leadership capacity in culturally responsive and relational pedagogy	P/SLT PLD facilitator	PLD budget Release for PLD, observations and feedback conversations	Increased and consistent use of AfL to improve teacher practice and outcomes for students – evidenced by AFL teacher and student matrices data Increased and consistent use of poutama to improve teacher practice and outcomes for students
Develop leadership capacity to support understanding and implementation of TAI for improved outcomes of target students	P/SLT	SS, staff and team meetings PLG meetings	Planning, teaching and Arinui documentation demonstrates changed teacher practice and improved outcomes for target students as a result of TAI - refer to AoV Literacy and Numeracy targets
<p>Monitoring: <i>How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?</i></p>			

Improvement Plan – Strategic Goal 4

Strategic Goal: Ensure all students experience governance and leadership that works strategically and collaboratively to improve outcomes for all stakeholders

Annual Goal	Annual Target (Indicators of effective practice)
<p>1.The board actively represents and serves the school and education community in its stewardship role</p>	<ul style="list-style-type: none"> ● The board ensures the school curriculum is inclusive and responsive to local needs, contexts and the environment, and enables all students to become confident, connected, actively involved, lifelong learners. ● The board builds relational trust and develops culturally responsive relationships with the school community to ensure active, reciprocal communication with, and participation in, the life of the school.
<p>2.The board scrutinises the effectiveness of the school in achieving valued student outcomes</p>	<ul style="list-style-type: none"> ● Student learning, wellbeing, achievement and progress is the board’s core concern. ● Trustees access a range of quality student data and evaluative information, including the perspectives of students, parents, whānau and community, and use it to support: <ul style="list-style-type: none"> ○ identification of priorities and targets, based on analysis of trends, patterns and progress ○ the asking of challenging questions about planning and process (‘What difference will this make for students, and how will we know?’) ● the making of decisions that will improve student outcomes, taking into account evidence about the effectiveness of any proposed approach

Baseline data: *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

Key Improvement Strategies: *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing*

<p>What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i></p> <p>When <i>When will this happen?</i></p>	<p>Who will lead this?</p>	<p>Resourcing <i>Money/time needed? Who will help us?</i></p>	<p>Indicators of Progress: <i>What will we see? (Measurable changes in trustee's behaviours and in student outcomes).</i></p>
<p>Increase visibility of BOT members in the school and in their role of representing the school community</p>	<p>Principal and BOT Chair</p>	<p>Time</p>	<p>Increased BOT attendance at and involvement in school events Students, staff and parents/whanau will know who their BOT representatives are Increased feedback about learning to and from whānau through BOT representatives</p>
<p>Strengthen BOT capacity to scrutinise student achievement reports</p>	<p>Principal/ staff rep</p>	<p>Training budget Payments for BOT time School staff NZSTA</p>	<p>Trustees will be able to make links between student achievement reports and implementation of strategic and annual goals</p>

Monitoring: *How are we going? – check student outcomes every term. Where are the gaps? What needs to change if this is not working?*

Analysis of variance - Literacy 2018

Strategic Goal 1: Ensure all students are engaged in educationally powerful connections and relationships

Strategic Goal 2: Ensure all students are able to experience a responsive curriculum effective teaching and opportunity to learn

Strategic Goal 3: Ensure all students experience leadership that promotes and increases equity and excellence

Annual Goals	Target	Result																																													
<p>From Strategic Goal 1:</p> <ol style="list-style-type: none"> Provide opportunities for building reciprocal, learning focused relationships between tamariki, whanau and staff Provide opportunities for community collaboration that supports students to become confident, connected, actively involved, lifelong learners <p>From Strategic Goal 2:</p> <ol style="list-style-type: none"> Provide opportunities for students to participate and learn in a caring, collaborative, inclusive learning community Provide effective sufficient and equitable opportunities for students to learn Develop effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff learning 	<p><u>Writing</u></p> <p>70% of all mainstream students will achieve at/above the expected curriculum level in writing.</p> <p>Raise the levels of boys in writing by 30%</p> <p>80% of Mōkai Āwhina (Y5-8) students learning Te Reo Pākeha will achieve at/above the expected curriculum level in writing.</p> <table border="1" data-bbox="819 995 1527 1340"> <thead> <tr> <th>Writing</th> <th>2015</th> <th>2016</th> <th>2017</th> <th></th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>37.5</td> <td>41.1</td> <td>39.7</td> <td></td> </tr> <tr> <td>Māori</td> <td>36.5</td> <td>35.6</td> <td>42.4</td> <td></td> </tr> <tr> <td>Pasifika</td> <td>38.1</td> <td>43.2</td> <td>40.0</td> <td></td> </tr> <tr> <td>Boys</td> <td>24.7</td> <td>31.3</td> <td>30.1</td> <td></td> </tr> </tbody> </table>	Writing	2015	2016	2017		ALL	37.5	41.1	39.7		Māori	36.5	35.6	42.4		Pasifika	38.1	43.2	40.0		Boys	24.7	31.3	30.1		<table border="1" data-bbox="1554 995 2110 1350"> <thead> <tr> <th>Writing</th> <th>Target %</th> <th>2018 AT and ABOVE %</th> <th>Variance from target %</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Māori</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pasifika</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Writing	Target %	2018 AT and ABOVE %	Variance from target %	ALL				Māori				Pasifika				Boys			
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Y3	35.9	59.4	24.3																																																																																						
Y4	29	42.3	42.2																																																																																						
Y5	27.5	35.1	41.2																																																																																						
Y6	27.9	43.3	36.8																																																																																						
Y7	38.6	23.7	40																																																																																						
Y8	14.3	24.4	25.6																																																																																						
Writing	Target %	2018 AT and ABOVE %	Variance from target %																																																																																						
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Reading

70% of all mainstream students will achieve at/above the expected curriculum level in reading.

Raise the levels of boys in reading by 30%

70% of Mōkai Āwhina (Y5-8) students learning Te Reo Pākeha will achieve at/above the expected curriculum level in reading.

Reading	2016	2017	
ALL	42.1	43.7	
Māori	40.2	45.1	
Pasifika	42.8	43.7	
Boys	32.2	31.8	
Girls	52.8	56.6	
ESOL	45.9	48.2	
MĀ TRP	63	80	

Reading	2016	2017	
Y1	100	72.2	
Y2	34.3	38.9	
Y3	45.2	48.7	
Y4	55.2	47.4	
Y5	33.3	39.2	

Reading	Target %	2018 AT and ABOVE %	Variance from target %
ALL			
Māori			
Pasifika			
Boys			
Girls			
ESOL			
MĀ TRP			

Reading	Target %	2018 AT and ABOVE %	Variance from target %
Y1			
Y2			
Y3			

	Y6	46.6	33.3		Y4			
	Y7	36.8	45.7		Y5			
	Y8	24.6	38.5		Y6			
					Y7			
					Y8			

Outcomes (What happened? <i>Target in italics</i>)	Reasons for variance (Why did it happen?)	Evaluation (Next steps)

Analysis of variance - Numeracy 2018

Strategic Goal 1: Ensure all students are engaged in educationally powerful connections and relationships

Strategic Goal 2: Ensure all students are able to experience a responsive curriculum effective teaching and opportunity to learn

Strategic Goal 3: Ensure all students experience leadership that promotes and increases equity and excellence

Annual Goal	Target	Result																																																																									
<p>From Strategic Goal 1:</p> <ol style="list-style-type: none"> Provide opportunities for building reciprocal, learning focused relationships between tamariki, whanau and staff Provide opportunities for community collaboration that supports students to become confident, connected, actively involved, lifelong learners <p>From Strategic Goal 2:</p> <ol style="list-style-type: none"> Provide opportunities for students to participate and learn in a caring, collaborative, inclusive learning community Provide effective sufficient and equitable opportunities for students to learn Develop effective culturally responsive pedagogy that supports and promotes tamariki, whānau and staff learning Provide opportunities to develop tamariki, whānau and staff assessment and learning to learn capabilities <p>From Strategic Goal 3:</p> <ol style="list-style-type: none"> Leadership ensures an orderly and supportive environment that is conducive to student learning and wellbeing Leadership promotes and participates in teacher learning and development 	<p>School Annual learning Targets:</p> <p>To have 65% of all mainstream students achieving at or above expected curriculum levels.</p> <p>To have 65% of all Mōkai Āwhina students achieving at or above expected curriculum levels.</p> <p>To have 82% of all Fofoa i Vaoese students achieving at or above expected curriculum levels.</p> <p>To have 60% of Year 5 and Year 6 students (29% increase) achieving at or above expected curriculum levels.</p> <table border="1" data-bbox="896 606 1422 1300"> <thead> <tr> <th>Dec 17</th> <th>Mainstream</th> <th>Mōkai Āwhina</th> </tr> </thead> <tbody> <tr><td>Y1</td><td>90</td><td>37</td></tr> <tr><td>Y2</td><td>80</td><td>72</td></tr> <tr><td>Y3</td><td>50</td><td>37</td></tr> <tr><td>Y4</td><td>38</td><td>57</td></tr> <tr><td>Y5</td><td>32</td><td>50</td></tr> <tr><td>Y6</td><td>30</td><td>100</td></tr> <tr><td>Y7</td><td>43</td><td>66</td></tr> <tr><td>Y8</td><td>43</td><td>50</td></tr> <tr><td>Total</td><td>48</td><td>57</td></tr> </tbody> </table>	Dec 17	Mainstream	Mōkai Āwhina	Y1	90	37	Y2	80	72	Y3	50	37	Y4	38	57	Y5	32	50	Y6	30	100	Y7	43	66	Y8	43	50	Total	48	57	<table border="1" data-bbox="1624 534 2105 1332"> <thead> <tr> <th>Dec 2018</th> <th>Mainstream</th> <th>Mōkai Āwhina</th> <th>Fofoa i Vaoese</th> </tr> </thead> <tbody> <tr><td>Y1</td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td></td><td></td><td></td></tr> <tr><td>Y3</td><td></td><td></td><td></td></tr> <tr><td>Y4</td><td></td><td></td><td></td></tr> <tr><td>Y5</td><td></td><td></td><td></td></tr> <tr><td>Y6</td><td></td><td></td><td></td></tr> <tr><td>Y7</td><td></td><td></td><td></td></tr> <tr><td>Y8</td><td></td><td></td><td></td></tr> <tr><td>Total</td><td></td><td></td><td></td></tr> </tbody> </table>				Dec 2018	Mainstream	Mōkai Āwhina	Fofoa i Vaoese	Y1				Y2				Y3				Y4				Y5				Y6				Y7				Y8				Total			
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