



School Charter

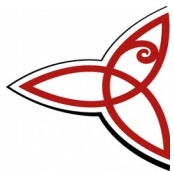
Mission Heights Primary School 2015-2020

This Charter establishes the Mission, Aims, Objectives, Strategic-Direction and the Annual Targets for Student Achievement

GROWING EXCELLENCE AT MISSION HEIGHTS PRIMARY SCHOOL (MHP)

Section One

LOCAL GOALS	EDUCATIONAL GOALS	VALUES
<p>To provide a place where people feel safe and secure and can feel they belong.</p> <p>To be inclusive and cater for a full range of students, recognising individual needs.</p> <p>To have respect for and value cultural diversity and the changing patterns of childhood, adolescence and maturity.</p> <p>To consider the changing nature of learning and knowledge in developing curriculum around the needs of children.</p> <p>To have a creative and exciting environment.</p> <p>To celebrate academic and social achievement.</p> <p>To incorporate today's technological realities and opportunities into teaching and learning practice.</p> <p>To create a "culture of connection" to the community and the wider world.</p> <p>To have teachers who are innovative in their pedagogy and organisation.</p> <p>To collaborate with Mission KINZ, Mission Heights Junior College (MHJC), and Ormiston Senior College to ensure quality transitions between all levels of schooling.</p> <p>To ensure that community involvement connected to academic learning significantly increases student achievement, addresses cultural differences, and supports life-long learning from an early age.</p> <p>To provide students with an innovative programme that allows for learning enrichment across the curriculum for all students.</p> <p>To acknowledge the diversity of culture in our community and the richness they bring both collectively and individually to our school make up and to NZ.</p>	<p>To provide opportunities for staff and students to engage and identify with positive learning communities.</p> <p>To set high expectations for every student in the key curriculum areas.</p> <p>To promote excellence in student learning and achievement.</p> <p>To provide authentic, relevant and engaging programmes which enable all students to realise their full potential as individuals.</p> <p>To provide opportunities for students to develop their own identities as learners and to enable them to shape their own learning.</p> <p>To gather quality data using effective assessment strategies and tools, to accurately track achievement of individuals and groups with evidence based data of what has been achieved and to continuously improve the learning environment for all students.</p> <p>To develop strong partnerships with the school community and engage with them to foster, recognise and celebrate students learning.</p> <p>To provide a positive, safe and supportive environment where all students will be engaged in challenging, appropriate and meaningful programmes supported by a unified community of adults.</p> <p>To provide innovative and evolving educational experiences and opportunities for personalised learning, through ACE programmes that are based on students abilities, interests and essential needs for every student.</p> <p>To meet the needs of all learners as an inclusive school.</p>	<p>We recognise that students can from an early age exert ownership and responsibility for their own learning and our aim is to create a community of active and creative learners.</p> <p>We recognise that every student has the ability to achieve excellence and it is our mission to grow their excellence.</p> <p>We aim to enable students to be confident reflective and high achieving independent learners who are aspirational, enterprising and resilient.</p> <p>We value respect for self, respect for others, respect for our environment and respect for the community in which we live.</p> <p>We recognise the important role that families play in learning and actively engage with families to create a "culture of connection" with our community and the wider world.</p> <p>We value the importance of academic success, high achievement, service to school, sports and culture.</p> <p>We value the talents, passions and skills of our staff, students and community in their pursuit to grow excellence through meaningful learning partnerships with the wider school community.</p> <p>We value and respect the unique position of Maori in NZ and the importance of the "Treaty of Waitangi", and the Maori Education Strategy Ka Hikitia to ensure success for Maori students.</p> <p>At Mission Heights Primary School everything we do is centred around our key values of Respect, Responsibility, Inquiry and Excellence.</p>



Mission Heights Primary

-Growing Excellence-

Our Community



Description of Our Community

Mission Heights Primary (MHP) School is a decile 8 contributing primary school which opened in February 2009 for students at Years 1-6 with a predicted peak roll of 686 students. In December 2015 the school roll reached beyond its peak roll with 750 students despite the changes that came into effect with the school's enrolment scheme in February 2015.

Mission Heights Primary School has been built as part of a wider Flat Bush strategy to eventually develop up to 8 schools serving the new Flat Bush Town Centre and the rapidly growing local community. Strong projected growth is expected to result in 8500 school age children in the Flat Bush area by 2021. With the unprecedented and ongoing growth and development in Flat Bush since 2011 the need for establishing additional schools in the area has become a priority for the MoE. As a result of a growing need for schooling, a new primary school 'Ormiston Primary School' opened at the start of 2015 in Flat Bush. Construction has also started for a second Junior College in the area that is scheduled to open in 2017 to serve the Flat Bush area.

Mission Heights Primary School has been built on the same site as Mission Heights Junior College and is expected to have a combined peak school roll of 1800 students. While Mission Heights Primary has already reached beyond its peak role of 686 students, Mission Heights Junior College has yet to achieve their peak roll. To manage the ongoing roll growth at Mission Heights Primary changes to the enrolment schemes of the three primary schools in the Flat Bush area were made by the Ministry in late 2014. However, development of new housing is continuing in the area despite the changes to the home zones and to manage. At the end of 2014 the Ministry approved two new classrooms with construction that was expected to commence and be completed in 2015. However these two new spaces are now expected to be in place in mid 2016 due to unforeseen delays by the MoE that happened in 2015.

MHP school zone serves a very diverse multi cultural community comprising of many new immigrant families where English is not spoken as a first language. Nearly 80% of the students come from Asian and Indian backgrounds. Education is highly valued by the school's community. Majority of Mission Heights Primary students graduate to Mission Heights Junior College (Years 7-10) and remain on the same site for a further 4 years before they transition to Ormiston Senior College (Years 11-13) for their senior years.

The school was built in two stages, with stage one serving approximately 300 students. The stage two building programme for the school commenced in its first year of opening and was completed in July 2010 to serve 686 students to include 30 learning zones and 10 learning studios. The school's site is unique in that it shares the campus site and several facilities such as the library, meeting place, administration block and fields with Mission Heights Junior College. These shared facilities for both schools necessitate and promote a strong collegiality between the staff and community of the two schools. A legal collaboration deed was set up by the foundation boards of both schools to manage all shared property and infrastructure matters in 2008 which is reviewed and managed by the Boards of both schools to ensure it serves the current and ongoing needs of both schools and complies to all legal and health and safety legislations.

Mission Heights Primary School is set up within the concept of learning communities. The two learning communities (Junior & Senior) support the developmental, pastoral and academic needs of the Years 1-3 and Year 4-6 students. Personalised learning programmes within a state of the art digital learning environment promote the school's future focused curriculum that is authentic, relevant and engaging and gives effect to the New Zealand Curriculum and the National Educational Goals (NEGs). Teaching and learning is collaborative within studio teams to maximise the school's MLEs and e-learning infrastructure.

Personalisation of learning across the curriculum is provided through opportunities for students to be engaged in activities that cater to the Abilities, Curiosities and Essential (ACE) learning needs of Mission Heights Primary School students. ACE is a student-centred programme that utilises students passions and abilities, staff expertise, community partnerships and interests to support learning needs and curriculum enrichment. It is aimed at developing students skills, competencies and capabilities for life and learning, and allows for collaboration with MHJC's DEEP programmes, the school community, local community groups and most importantly promotes the Mission Heights Primary School's vision of "**Growing Excellence**" through providing innovative, constantly evolving personalised learning.



Mission Heights Primary



Our Vision for Growing Excellence

“Growing Excellence through innovative and constantly evolving personalised learning.”

Our School Motto

'Growing Excellence'

Our School Values

Respect, Responsibility, Inquiry and Excellence

Strategic Goals: 2015- 2020

Section 2

National Administrative Guidelines (NAG) 1 – Curriculum Delivery

Aim: To foster the achievement of all Students including Maori and Pasifika

- Improve achievement outcomes of all students particularly Maori and Pasifika in Literacy and Numeracy.
- Create an inclusive community environment that reflects the school's cultural diversity that recognises and celebrates student achievement.
- Invite experts/specialists/community to facilitate teaching Maori/Tikanga, Kapahaka during ACE, Maori Language Week, Matariki and at Powhiris.
- Monitor and separately report Maori and Pasifika student progress and achievement.
- Support the learning needs of Maori and Pasifika students across the curriculum to include Cultural, Academic, Service and Sports.
- Ensure continued access to Tikanga Maori and Te Reo Maori for all full time students whose parents request it .
- Evaluate existing programmes and provide further student voice through individualised learning programmes with adequate resources to engage Maori/Pasifika students and those from culturally diverse groups.
- Review and refine systems from previous year's targets to inform learning targets for the following year and beyond.
- Understanding of Maori Customs and protocols – powhiri, karakia and waiata, and the powhiri process to recognise the special place of Maori in the community.
- Te Reo Maori - Understanding the 4 core school values, and promoting the appropriate use of the Reo translations in everyday speak.
- Support the learning needs of at risk students and those with moderate to high needs ORS to enable them to achieve their IEP goals.
- Tikanga Maori is incorporated/integrated in the school's curriculum.

Aim: Use National Standards effectively to support improvement in student progress and achievement outcomes

- Use NS to report students progress and achievement at least twice a year in plain language to the BoT, Parents and Students.
- National Standards are used effectively to support improvement in student progress and achievement outcomes.
- A rigorous and consistent school wide moderation and reporting process for National Standards is used effectively as a benchmark reporting tool.
- Students have ownership of their learning and know what to do to achieve their next steps/learning goals in order to achieve the National Standards.
- Develop teacher competence in the effective use of overall teacher judgments through moderation opportunities with other teams and schools.
- Review and refine robust reporting processes to inform students, teachers and parents on progress and achievement towards National Standards to ensure they are effectively supporting student progress and achievement.

Aim: Develop Teacher competence through targeted professional development that supports the school's vision and curriculum delivery

- Up skill teachers in 21st century pedagogy that is consistent with the school's vision through targeted professional development in areas indicated by review data where gaps exist.
- Ensure classroom practices are linked to the school 's vision of an authentic and engaging curriculum.
- Ensure school-wide monitoring and reviews of a Balanced Curriculum coverage reflects all learning areas of the National Curriculum and Key Competencies are delivered within authentic contexts and where a gap is identified teams are alerted timely.
- Ensure all staff feel confident in the use of MHP digital technologies as a focused tool for developing inquiry thinking and learning.

- Ongoing professional development and sharing of best practice at staff and team Professional Learning Conversations (PLCs) to ensure all staff feel confident in the use of the MHP learning framework in authentic contexts to develop deeper knowledge and skills of inquiry learning.
- Authentic and appropriate curriculum contexts are developed and co-constructed to reflect cross-curricular integration of teaching, learning and assessments.
- Ensure effective use of learning technologies & resources promotes development of key competencies and enables students to take ownership of their learning.
- Ongoing professional development needs for staff and curriculum improvement systems are identified, supported and established through timely evaluations and review – school wide, in LC teams and through appraisal processes.
- Ensure collaborative planning in studio teams and PLC's reflects coverage of the National Curriculum(NC), the integration of the Key Competencies and the effective use of the school's modern learning environment and resources available are effective to support student achievement.

Aim: Strengthen achievement in Reading and Writing

- Continue to develop students' ability in decoding, comprehension, thinking and interpreting.
- Develop school wide focus on written literacy with a focus on students' ability to communicate clearly, purposefully and in styles of language suited to purposes and audiences in oral, visual, written form.
- Professional development support is provided to teachers and students by external facilitator leads 'young writers to authorship' across all year levels in the school as part of a 3 year PD programme.
- Review assessment and achievement in Reading and Writing at PLC's to inform future action with resources and quality teaching to improve classroom teaching practice and learning outcomes in literacy at all year levels.
- Students have an understanding of how they can improve their literacy skills by setting goals related to the next steps to improve personal learning outcomes in reading and writing.
- External PD support and team PLC's are useful in the consistent and effective use of assessment tools e.g. the AsTTle matrix, PROBE and PM assessment for formative assessment improves teaching and learning practices in all Learning Zones.
- Develop sustainable and effective assessment and reporting processes to inform students about their next steps in achieving literacy goals.
- Specific and ongoing professional development for teachers and learning assistants in developing quality teaching practice in literacy development with a focus on improving written language outcomes for all students.
- Continual improvement of teaching and learning through self review, achievement data scrutiny, and professional development at PLC's for teachers and learning assistants in Written Language Development to enable students to identify, self regulate and monitor their next steps to improve their current writing abilities.
- Provide timely and useful workshops for parents at least 3 times a year to support home school learning partnership.

Aim: Strengthen achievement in Mathematics and Numeracy

- Offer professional development to teachers to review and refine their differentiated programmes in authentic contexts and provide deliberate classroom teaching programme in mathematics that require students to solve problems or model situations in Numeracy and Algebra, Geometry and Measurement, Statistics.
- Students have an understanding of how they can improve their Numeracy skills by setting goals related to the next steps to improve personal learning outcomes.
- Review assessment and achievement in mathematics at PLC's to inform future action with resources and quality teaching to improve classroom teaching practice and learning outcomes in mathematics at all year levels.

- Ensure authentic contexts and relevant resources are used in teaching and learning of mathematics strands across all Learning Communities.
- School wide achievement reports and data analysis by LC teams is effectively used to identify and address gaps in mathematics teaching and learning to inform progress and planning for following year.
- Offer differentiated learning experiences through mathematics teaching and targeted ACE essentials to strengthen and extend achievement in number and the mathematics strands so that students can use a variety of strategies to calculate, estimate, discern results of calculations create patterns, and see relationships in numbers, shapes and measures.

Aim: Strengthen the school's vision of personalised learning to ensure student learning is enriched and extended across a broad spectrum of the Curriculum

- Continue strengthening the schools ACE Programme, raising community awareness and involvement, ensure learning enrichment programmes in ACE cater more specifically to students abilities and essential needs that promote positive dispositions for lifelong learning.
- To strengthen the role of the learning advisor as a mentor and coach to students.
- Continual evaluation and refining of online systems for placements of students in essentials and enrichment options using mhponline.
- Implement improvements identified through review of ACE programme to ensure ACE options cater to students interests and needs to provide learning enrichment in a range of situations beyond the classroom programme.
- Leadership in ACE ensures effective systems are set up timely for student selections of options each term.
- Continue to offer and extend the range of academic sporting, cultural and leadership opportunities through service and extra curricular activities
- Ensure regular meetings are held with community personnel to enhance community input in ACE programmes with appropriate resources and information to extend and support students interests.
- Parents are informed about ACE, its impact on personalising learning and curriculum enrichment, through open days, sharing and celebrating learning at formal assemblies and events in ACE.
- Use of google docs to share information and provide an overview of options and blurbs to all staff to share and discuss with students when they are choosing options.

Aim: Students with special needs/abilities are identified to provide programmes to support their needs

- Ensure learning needs of special needs students are being catered for to achieve success with Individualised Education Plan.
- Provide needs based PD for SENCO, Learning Assistants and Teacher Aides with increased opportunities to share and implement their new learning.
- Increase opportunities for families and home in the successful transition and achievement of identified learning goals at school (pre and post start at school).
- Processes for identifying, supporting and monitoring students with special needs is working for teachers, students and families through regular reviews and is reported to the Board.

Aim: Strengthen the provision of digital resources for e-learning, reporting and communication to engage and enrich student learning.

- Ensure MHP online is effective as an LMS tool for learning and reporting of achievement to all stakeholders.
- Provide quality online learning resources and support to assist students with their independent learning to support current class learning programmes.
- Develop staff, student and parent competency in use of MHP Online and e resources through targeted and needs based training as required.
- Authentic integration of online revision tasks within LZ programmes is reflected on MHP online as the school's portal for learning.
- Ensure digital learning needs of teachers and students are supported with appropriate hardware, software and learning resources.
- Ensure Cybersafety education is provided to all students and information events are held for parents regarding responsible cyber practices at home.

NAG 2 - Planning and Reporting

Aim: Document and maintain an on-going comprehensive programme of self-review, reporting and consultation in order to raise student achievement

- Reporting to Board is timely in accordance to the Board's annual work plan calendar.
- Maintain, an ongoing programme of self review in relation to school policies, plans and programmes including evaluation of information on student achievement for all students.
- Use of ongoing evidence based data to review and refine reporting processes.
- Ensure reporting processes relating to National Standards meet statutory requirements.
- Review and refine programmes and systems to inform the parent community about the school curriculum and student achievement.
- Strengthen processes about transition and orientation of new students and families of incoming and outgoing students.
- Ensure all stakeholders are aware of schooling pathways for students from KINZ to MHP to MHJC to OSC.
- Review and refine coverage of abilities, curiosities and essentials in ACE options to ensure students personalised learning needs are being met, and
- Ensure mhp online is an effective medium to enhance home school partnership for independent student learning; communication of school information; and e-reporting to all stakeholders.

NAG 3 - Personnel

Aim: Maintain systems that ensure the BOT fulfills its role as a 'good employer' and that its personnel practices, policies, resources and procedures support enhanced student achievement and staff performance

- Recruit and appoint high quality teaching staff who are committed to support and enhance the school's vision.
- To provide school wide planned professional development programmes and educational resources for staff that are effective, recognise students needs and individual goals and are identified within the ongoing appraisal process each year.
- Provide staff with opportunities and resources to innovate and develop programmes and initiatives reflective of their skills and strengths to support the school's vision and strategic direction in delivering a future focused curriculum.
- To provide where possible learning assistants to support programmes for students with special needs and abilities and literacy skills development of ESOL students.
- Professional development is aligned to the school's strategic priorities to improve student achievement in Literacy & Numeracy; assessment analysis by teachers and enhance inquiry learning using the MHP six step framework.
- Up skill teachers to evolve, adapt and interact effectively with routine use of online digital learning tools, open source software and interactive learning tools for authentic curriculum integration; and
- Ongoing improvement of payroll systems to efficiently execute MoE's and Novopay payroll system and resourcing requirements.
- Ensure payroll and personnel systems are accurate and well managed with timely and appropriate professional development in handling and resolving Novopay queries.

NAG 4 - Finance and Property

Aim: Allocate funds appropriately to reflect the school's strategic priorities for the benefit of all students

- Continue to maintain the 5 year property plan.
- To develop the 10 year property plan by 2016.
- Maintain and upgrade condition of school grounds, gardens, fields and playground facilities.
- Enhance and improve financial services where appropriate.
- Investigate viable options for the provision of additional storage space for PE and sports equipment, cultural costumes and ACE resources.
- Provision of music equipment to support and enhance student's learning in Music, Choir, ensemble and orchestra- 8 key boards and a Piano.
- Install ceiling projector in staffroom for presentations and adhoc meetings and PD.
- Investigate and seek quotes re architecturally sound possibilities to extend the school hall to meet the needs of the school's roll growth.
- To manage the installation of the two new teaching spaces allocated by the Ministry to support roll growth in 2015-2016.

Aim: Review systems to ensure that collaboration in property matters with MHJC is managed effectively to the mutual benefit of both schools

- Recognise, eliminate and or minimise any hazards by responding timely to address areas identified as dangerous on the school property.
- Enhance and improve systems of managing specific aspects of independent and interdependent property matters with MHJC.
- Enhance performance and security of IT provision through provision of additional servers and hardware and use of google's icloud environment.
- Review and develop ICT strategy for next 5 Years.

NAG 5 - Health and Safety

Aim: Comply with legislation and provide a safe physical environment for students and staff

- Review of Health and Safety Policies and procedures is as per cyclical schedule and any changes resulting from the new legislation in 2015 are adhered to.
- To comply and ensure that due diligence of duty in assessing and reducing risks is managed responsibly and efficiently.
- Ensure policies and procedures are effective in managing a culture of safety in the school to safeguard the Health and Safety of all those who work on the school site.
- To address any ongoing traffic concerns in collaboration with MHJC in the drop off zone as appropriate.
- To identify, document and improve areas of the school grounds that are identified as the cause of recurrent minor injuries to students.
- To review behavior management policies and procedures with staff annually.
- Consult with the community regarding aspects of the Health Curriculum- Keeping Ourselves Safe and Life Education programme on a biannual basis.
- Timely upgrade of staff first aid certificates.

NAG 6 - Administration and Legislation

Aim: Ensure that Mission Heights Primary School meets with all its legal obligations

- Ensure the time line and cycle of review relating to current school policies and systems is ongoing and is incorporated in the Board's annual work plan.
- Continue to provide curriculum forums, workshops and information events to inform parents of the school's curriculum, reporting and teaching.
- Continue to meet with current and new Maori and Pasifika families to encourage their involvement in school.
- Ensure all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for students whose parents request it.
- Review, refine and strengthen practices which acknowledge New Zealand's bi-cultural and multicultural society taking all reasonable steps to ensure that the needs and aspirations of the school's community are met.
- Acknowledge and value the diversity of cultures at MHP through promoting understanding of, and where appropriate, celebrating important cultural events of both schools and students.

2015- Achievement of Targets Analysis of Variance – Section 3

Background:

As a school with a high percentage of students for whom English is not the primary language spoken in the home, we noted very early that English literacy was a particular issue for many of our students and most importantly in the early years. Writing is also an area of weakness noted not only in students work samples but also in our school's achievement statistics. We have been seeking to address this gap in a number of ways as part of a long term strategic focus over the last few years. As the first step to improve written language skills of the students, a school wide strategy was implemented to focus on developing reading fluency and improving the teaching of reading and oral language skills before developing skills in authorship and writing. This long term strategy once the school's roll became stable was designed to complement the school's vision and be embedded across all curriculum areas, staff professional development programmes and was integral to authentic learning contexts. The strategy took effect from 2011 onwards and its aim has been to ensure that literacy development continues to remain a focus with students and staff and the resources and interventions that were put in place are deemed to be effective.

In 2015 the focus continued to remain on improving literacy skills as a longer term goal but with a specific focus on improving written language outcomes for all students in English through cross curricular opportunities and experiences for both students and staff. Professional development for staff has included in 2015 the use of asTTle data, students writing samples, teaching and learning effective reading and writing strategies and skills with Gail Loane and Sally Muir to support cross team moderation along with parent information workshops to support home school partnership in improving literacy development. These were some of the initiatives designed to complement and support the school's vision and values for 21st Century learning to ensure all students improved their literacy skills and enhanced overall school performance and personal efforts in 'Growing excellence'.

Targets for 2015 were set in late 2014. Data and trends from previous years were scrutinised and targets for 2015 were set based on the previous achievement of each cohort rather than in Learning Community teams, as had been done previously. The 2015 targets were the most specific we had set since the school opened in 2009.

2015 ACTUAL RESULTS

Achievement Target 1- National Priorities

MAORI AND PASIFIKA

Maori Students: All Maori students who are currently achieving below the National Standard to achieve at least one sub-level improvement in their progress from the start of the year.

Actual results: At the end of the 2015 year of the 23 Maori students at MHP all students progressed one sub-level to achieve the 2015 target set for this cohort.

National Standards Results of the 23 Maori students

National Standards in Reading: 82.6% achieved the National Standards in Reading while 17.4% did not achieve the National Standards.

National Standards in Writing: 43.4% achieved the National Standards in Writing while 56.6% did not achieve the National Standards.

National Standards in Mathematics: 65.2% achieved the National Standards in Mathematics while 34.8% did not achieve the National Standards.

Pasifika students: All Pasifika students who are currently achieving below the National Standard to achieve at least one sub-level improvement in their progress from the start of the year.

Actual results: At the end of the 2015 year of the 20 Pasifika students at MHP, all students moved one sub level raising the overall cohort result. This target was achieved.

National Standards Results of the 20 Pasifika students

National Standards in Reading: 65% achieved the National Standards in Reading while 35% did not achieve the National Standards.

National Standards in Writing: 60% achieved the National Standards in Writing while 40% did not achieve the National Standards.

National Standards in Mathematics: 55% achieved the National Standards in Mathematics while 45% did not achieve the National Standards.

Achievement Target 2 – Curriculum Development

INQUIRY

Teacher development: All Learning Communities and Learning Zones are to have the MHPS Learning Framework for inquiry embedded in their planning and curriculum delivery in order to promote deeper levels of thinking, engagement and learning.

Actual results: All teachers participated in intensive Inquiry Learning PLD with Lane Clark with two ToDs in term one, alongside ongoing follow ups through the year at PLCs with Learning Community Leaders and senior staff. With an intensive focus on improving the implementation and understanding of the school's 6 step inquiry learning framework for all staff and students, a productive outcome was the visualising of the framework with common symbols illustrating each step of the inquiry cycle and a common language that is now used across the school at all year levels. Inquiry learning will continue into 2016 so that the framework is embedded not just in teacher planning and the review process within teams, but also to use it effectively in all learning zones consistently with students across all curriculum areas.

Achievement Target 3- Literacy

READING AGAINST 2015 ACHIEVEMENT TARGETS

Overall School Results: Across the school a total of 77.1% of students are achieving at or above National Standards in Reading at the end of 2015.

First year of school: At the end of 40 weeks at school, 70% of all students will be achieving at or above the National Standards.

Actual Results: At the end of 2015 81% of all students were achieving At or Above the National Standard. The target was met.

Second year of school: At the end of 80 weeks at school, 70% of all students will be achieving at or above the National Standards.

Actual Results: At the end of 2015 79% of all students were achieving At or Above the National Standard. The target was met.

Third year of school: At the end of 120 weeks at school, 75% of all students will be achieving at or above the National Standards.

Actual Results: At the end of 2015 73% of all students were achieving At or Above the National Standard. The target was not met.

Year 4: By the end of the year, 80% of all students will be achieving at or above the National Standards.

Actual Results: At the end of 2015 66% of all students were achieving At or Above the National Standard. The target was not met.

Year 5: By the end of the year, 65% of all boys will be achieving at or above the National Standard.

Actual Results: At the end of 2015 69% of all boys were At or Above the National Standard. The target was met.

Year 6: By the end of the year, 60% of all Asian students will be achieving at or above the National Standard.

Actual Results: At the end of 2015 85% of all Asian students were at or above the National Standard. The target was met.

DISCUSSION:

WHOLE SCHOOL PROGRESS

Overall 77% of all students who have completed 40 weeks or more of school achieved at or above the National Standard in Reading. This was a 5% increase from 2014. Only two cohorts, the Year 3 and 4 groups, did not meet their target. The targets set this year were effective and realistic.

FOR MAORI

83% of our 23 Maori students who have completed 40 weeks or more of school achieved at or above the National Standard in Reading. This result is a celebrated achievement within our school and reflects the ambitious drive of our staff, students and parents to advance this particular cohort's achievement against a national backdrop of lesser achievement. The increased awareness and 100% participation by our Maori parents in our 'one to one' parent conferences has assured our school management of the engagement of every parent in this cohort in their child's education and is reflected in their achievement. We will continue to build on these successful strategies for our students.

FOR PASIFIKA

65% of our 20 Pasifika students who have completed 40 weeks or more of school achieved at or above the National Standard in Reading.

FOR ASIAN

76% of the 523 Asian students who have completed 40 weeks or more of school achieved at or above the National Standard in Reading. This cohort is significant for being 83% of our student population who have completed 40 weeks or more of school and were included in the data. The success of this cohort reflects the school's emphasis on not allowing our very high percentage of ESOL students to be used as an excuse for lower results in English, our very strong ESOL programme run through ACE, and the engaging and varied learning programmes within our Learning Zones. The very strong interest among the parent body of this cohort to support the school home partnership for learning is also a positive step for our students and the maintenance of this interest is a focus of school strategic planning.

EUROPEAN/PAKEHA/OTHER EUROPEAN

86% of the 78 European/Pakeha students who have completed 40 weeks or more of school achieved at or above the National Standard in Reading. This is our highest performing minority group. Clearly this achievement represents these students' oral language fluency and the ease with which this fluency is transferred to reading through the school literacy programme. This achievement also reflects the expectations and priorities of this parent group to ensure that reading and use of language is prioritised in the home. We also credit the school's literacy programme and differentiated learning programmes for both the Gifted and Talented groups and those students requiring extra support within this cohort alongside focused professional development for teachers.

BY GENDER

At the end of 2015 73% of the 357 male students were achieving at or above standard as compared to 82% of the 301 female students. This discrepancy between genders is ongoing at Mission Heights and across New Zealand. It is more apparent with the younger students than with the older students.

BY YEAR LEVEL PROGRESS

Year level progress in reading attainment of students who have completed 40 weeks or more of school reveals shows pleasing results across most of the school. The targets were met at all levels other than at Year 3 and 4. The results continue to show a u-shape pattern with the highest results being seen in Year 1 and Year 6. Close monitoring and targeting of the performance of the under performing groups, along with ACE, after school interventions, and Reading Eggs support should provide us with further improvements. We are also hoping that the change of structure in the school, with the Year 3s becoming part of the JLC and the Year 4s becoming part of the SLC will help reduce the dip seen in Year 3 and 4.

WRITING AGAINST 2015 ACHIEVEMENT TARGETS:

Overall School Results: Across the school a total of 70.1% of students are achieving at or above National Standards at the end of 2015

First year of school: At the end of 40 weeks at school, 85% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 85% had met the target to be at or above National Standards. This cohort met its target.

Second year at school: At the end of 80 weeks at school, 80% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 71% met the target to be at or above National Standards. This cohort has not met its target .

Third year at school: At the end of 120 weeks at school, 75% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 73% met the target to be at or above National Standards. This cohort has not met its target.

Year 4: By the end of the year, 75% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 67% met the target to be at or above National Standards. This cohort has not met the target.

Year 5: By the end of the year, 70% of boys will be achieving at or above the National Standards.

Actual Results: At the end of the year 46% had met the target to be at or above National Standards. This cohort has not met its target.

Year 6: By the end of the year, 60% of all Asian students will be achieving at or above the National Standards.

Actual Results: At the end of the year 58% had met the target to be at or above National Standards. This cohort has not met its target.

DISCUSSION:

WHOLE SCHOOL PROGRESS

70% of all students who have completed 40 weeks or more of school achieved at or above the National Standard in Writing. The whole school result identifies

the continuing need for a strategic emphasis on developing literacy skills and long term professional development for staff in looking at improved methods that work for our students in developing written language skills. After a significant investment in Written Language P.D, which will be ongoing through 2016, we hope to be able to achieve better results against the National Standards in future years. We are hoping that the change in leadership structure within the school will allow for more literacy leadership and supervision for the teachers, which in turn will enhance our results.

FOR MAORI

43% of the 23 Maori students who have completed 40 weeks or more of school achieved at or above the National Standard in Writing. This is a worrying statistic that will require further intervention and monitoring during 2016, particularly since it so different from the 83% of Maori who achieved National Standard in reading.

FOR PASIFIKA

60% of the 25 Pasifika students who have completed 40 weeks or more of school achieved at or above the National Standard in Writing.

FOR ASIAN

70% of all Asian students who have completed 40 weeks or more of school achieved at or above the National Standard in Writing.

EUROPEAN/PAKEHA/OTHER EUROPEAN

78% of the 78 European/Pakeha students who have completed 40 weeks or more of school achieved at or above the National Standard in Writing. This achievement represents these students' oral language fluency and the ease with which this fluency is transferred to their writing. This achievement also reflects the expectations and priorities in future for this group to ensure that writing is prioritised in the home. We also credit the school literacy programme and differentiated learning programmes for both the Gifted and Talented students within this group receiving extra support within this cohort. ACE and Integrated Studies has played a significant role in providing varied contexts within which students are encouraged to explore the value of writing and present their findings from research in varied formats.

BY GENDER

64% of all boys have attained or exceeded the National Standard in 2015. 77% of girls attained or exceeded the Standard. The variance in achievement results for Writing between male and female students who have completed 40 weeks or more of school is approximately 13% in the curriculum area of Writing and clearly aligns with the entire New Zealand cohort results where the girls are performing better than the boys.

BY YEAR LEVEL PROGRESS

As outlined in the Whole School Progress statement above, the total percentage of students at MHPS successfully meeting or exceeding the National Standard for writing after 40 Weeks or more of school is 70%, a relatively pleasing result considering the diverse needs and abilities of our students who come from multicultural backgrounds.

Achievement Target 4 – Mathematics

Mathematics AGAINST 2015 ACHIEVEMENT TARGETS

Overall School Results: Across the school a total of 81.9% of students are achieving at or above National Standards at the end of 2015.

First year of school: At the end of 40 weeks at school, 95% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 94% had met the target to be at or above National Standards. This cohort has not met its target.

Second year of school: At the end of 80 weeks at school, 85% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 85% had met the target to be at or above National Standards. This cohort has met its target.

Third year of school: At the end of 120 weeks at school, 85% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 82% had met the target to be at or above National Standards. This cohort has not met its target.

Year 4: By the end of the year, 70% of all female students below standards will be achieving at or above the National Standards in mathematics.

Actual Results: At the end of the year 64% of all Year 4 girls had met the target to be at or above National Standards. This cohort has not met its target.

Year 5: By the end of the year, 65% of all Asian (Indian) male students below standards will be achieving at or above the National Standards in mathematics.

Actual Results: At the end of the year 63% of all Indian males had met the target to be at or above National Standards. This cohort has not met its target.

Year 6: By the end of the year, 70% of all students will be achieving at or above the National Standards.

Actual Results: At the end of the year 86% had met the target to be at or above National Standards. This cohort has met and exceeded its target.

DISCUSSION:

WHOLE SCHOOL PROGRESS

82% of all students who have completed 40 weeks or more of school achieved at or above the National Standard in Mathematics.

FOR MAORI

65% of the 23 Maori students who have completed 40 weeks or more of school achieved at or above the National Standard in Mathematics.

FOR PASIFIKA

55% of the 20 Pasifika students who have completed 40 weeks or more of school achieved at or above the National Standard in Mathematics.

FOR ASIAN

83% of the 523 Asian students who have completed 40 weeks or more of school achieved at or above the National Standard in Mathematics. The success of this cohort reflects our very strong ESOL programme run through ACE, and the engaging and varied learning programmes, ICAS and competitions within our school. The very strong interest and school involvement and interest in Maths among the parent body of this cohort is also a clear support for our students.

EUROPEAN/PAKEHA/OTHER EUROPEAN

84% of all European/Pakeha students who have completed 40 weeks or more of school achieved at or above the National Standard in Mathematics.

BY GENDER

The variance in achievement results for Mathematics between male and female students at MHPS is not evident in the data, as is the case nationally. For a second year in a row boys and girls have both had a 82% rate of students attaining or exceeding National Students.

BY YEAR LEVEL PROGRESS

Like the other subjects, there is a u-shaped pattern to the cohort data, with the year 4s fairing the worst. Again, the redesigned school and management structure should help with the monitoring and teaching of these areas.

Achievement Target 5 – Personalised Learning

ORS FUNDED STUDENTS TARGET 2015

Target: To raise the achievement levels of the seven ORS funded students through achieving 70% and above of their IEP goals.

Actual Results: Target was exceeded because of the three male students who achieved all targets.

Student	Number of targets	Targets achieved	Percentage
Male	7	5	71%
Male	5	5	100%
Male	5	5	100%
Female	7	5	71%
Male	8	6	75%
Male	5	5	100%
Male	4	3	75%

- Three of the ORS students are also fairing well against National Standards with the following results:
- Maths – all three students are above standard.
- Writing – two students are at standard and one is below.
- Reading – one student is above standard, one at standard and one below.

CONCLUSION

- The 2015 data indicates that school wide achievement in Reading, Writing and Mathematics is continuing to improve from previous years.
- Achievement data from previous years will continue to be used to identify gaps and build upon the skills of teachers to enhance school wide written language programmes.
- In 2015 and 2016 Gail Loane and her team will work with each individual teacher through the year in each term modelling, observing and critiquing practice to improve the overall teaching of writing across the whole school.
- Visible learning strategies and practices were established in 2015 by the studio teams in looking at varied and rich opportunities across and within the learning zones and studio teams to ensure they are effective and consistent school wide.
- School wide data in 2015 indicates that boys and girls performance in Maths is at par while girls do outperform boys in literacy particularly writing by a small margin.
- The difference in achievement between gender groups across all cohort is not very significant at MHP.
- Establishing timely monitoring systems of students in Year 0-3 to ensure their progress at 40, 80 and 120 weeks reflects the National Standards at the anniversary of 1-3 years at school continues to remain a challenge but has improved much through using the SMS and the IT teams development initiatives implemented in 2015. These systems will be set up from the beginning of 2016 for reporting school wide achievement of cohorts and we are hoping for consistent and accurate reporting across all the different classes in Years 1-3.
- We are aware that collecting data at 40, 80, 120 weeks interval excludes a small group of students who are yet to complete 40 weeks at school.
- Learning Assistant support in 2015 has been enhanced through training in literacy support strategies that was provided to all learning assistants at the start and during the year.
- Learning Assistants to continue to focus on ESOL and Target students with intensive small group work.
- Reading Eggs- online reading programme was provided to all students. It was useful for students struggling in reading.
- We provided more parent workshops to encourage them develop reading and comprehension strategies that will consolidate and build on in class learning and will continue in 2016.

- Professional development in 2015 with Lane Clark, Gail Loane and the Visible Learning team established a clear understanding of how to use the AsTTle matrix effectively and consistently in teams for assessing students work, reflecting on teaching, moderating assessments to inform overall judgments of student performance across and within cohorts.
- Performance data from 2015 clearly identifies a long term need to provide focused support and accelerated learning opportunities at all year levels in basic facts, Writing and Word Knowledge to all students.
- Support for students not achieving standards will be provided through deliberate acts of teaching, learning assistant support and regular review of performance impact which include specific interventions to improve the writing skills of a group of boys who are below standards in Years 3-5 and the Year 3 and Year 5 girls mathematical abilities, and the 2015 Year 4 cohorts reading skills achievement.
- Teachers will be supported through focused professional development in improving students authorship skills- personal prose and information prose across a range of curriculum areas and writing for purpose with Gail Loane's long term professional development programme to 2016 and possibly 2017 if needed.
- Teachers self review and evaluation information at PLCs has identified gaps when assessing next steps in writing development. This need will continue to be addressed in improved teaching preparation of next steps in teaching of writing skills as part of formative assessment.
- Additional intervention with more frequent moderating and in class observation of writing by a literacy lead teacher working alongside senior leaders within and across Learning communities will be established for 2016.
- Continue efforts to embed further the school's Teaching and Learning six step framework with increased use of the common language and visual symbols developed in 2015 for integration and cross curricular development through authentic and relevant contexts and the 2016 theme of 'ENTREPRENEURSHIP and 'CHANGES' ' and relevant experiences.
- Reading buddy with Junior college students will be introduced again in 2016.
- Moderation of assessment and use of National Standards within school is well established. However in 2016 we will focus on working with neighbouring schools for a better understanding that our assessment tools and judgments are reliable.
- Parent education workshops through information evenings and workshops and sessions in how to support their child's reading and numeracy at home and on mhponline tasks is working well and will continue in 2016.
- Maths professional Development in teaching mixed ability groups, problem solving and building of numeracy skills with Cognition-Sue Pine's team for staff in 2016 will be to enable deliberate teaching and learning in maths across all year levels through most current practices and research of best practice.

2016- Achievement Targets

Section 4

Background:

As a school with approximately eighty five percent of students for whom English is not the primary language spoken at home, we continue to find from previous years data that English literacy and particularly written language fluency remains a particular issue for many of our students. In 2016 the focus remains on Inquiry and Written Language as a longer term goal but with a specific focus on improving overall literacy outcomes for all students in English and through cross curricular opportunities and experiences for both students and staff. The 2016 targets in Maths are very specific to the female students in Year 3 and Year 5 & 6 who are underachieving and below standards in Numeracy. All of the 2016 initiatives are designed to complement and build on the past foundations of staff professional learning and interventions put in place from previous years' achievement data and trends to ensure all students and teachers continue to take pride in improved overall school performance through personal and professional efforts and ongoing skills development. Our aim is to support and enable all students to 'Grow Excellence' so that they achieve better learning outcomes in literacy and Numeracy no matter what backgrounds they come from as we endeavour to remove the barriers of language and experiences they may encounter outside of school.

In 2016 we wish to embed and enhance the practices begun over the past few years to provide quality in teaching and learning. These will include, in addition to

learning zone programmes:

- An intensive and continuing school wide emphasis on written literacy with Gail Loane and her team to improve written literacy strategies across all curriculum areas which will include termly classroom visits by external facilitators and mentor leaders with each individual teacher, modelling sessions for teachers to observe, critique in class practice and support teachers preparation and planning to teach writing across all year levels along with follow up with individual teachers to give feedback and identify next steps in effective teaching to develop students authorship skills with senior leaders and evidence from classroom observation anecdotes.
- Teachers and students will maintain a personal "repository" of students writing examples and personal literature texts as a reference point for personal and professional literature resource development learnt from Gail Loane's PD workshops as an opportunity to celebrate achievement, improvement and enrichment of literary texts pertinent to their students throughout the year.
- School wide timetable change to support literacy and cross curricular application of skills learnt with a longer morning block from 8.40am to 11am.
- Deliberately planned Integrated studies and cross curricular learning opportunities to enable students to develop inquiry skills within the engaging sub authentic contexts/themes of 'Entrepreneurship' for SLC and 'Changes' for JLC will continue in 2016.
- Use of 'Chrome Books' pilot to support cross curricular project based learning and inquiry skills.
- Continued access to Mathletics, Spellodrome, Reading Eggs and other online resources to meet the individual needs of students through timely tutorials by teachers to student groups and parents through the year.
- Encourage improved comprehension, vocabulary, writing, reading and basic facts and number knowledge speed through school and in class challenges and competitions.
- Continue to identify and use testing data timely, particularly GLOS, E-AsTTle, Probe and PM effectively to inform next steps in teaching and learning and encourage self driven learning and relevant teacher practices in class.
- Timely Learning Assistant and specialist support for students struggling in literacy and numeracy to improve individual student progress.
- Weekly Learning Community/Studio Team sessions where teachers monitor and discuss achievement and develop strategies to support individual students. Both in studio teams and across cohorts within each learning community at PLCs.
- ACE essentials continue to support targeted students science, maths and literacy skills.
- Parent education workshops through information evenings and increased number of timely workshops provided in 2015 in how to support their child's reading and numeracy at home and on mhp online tasks will continue.
- Strategies learnt from 2014/2015 PD will be the foundations in 2016 to improve students confidence, knowledge and skills in writing, maths and scientific inquiry in 2016 through improved teaching practice and professional learning opportunities.
- Intervention programmes specific to groups underachieving in maths and literacy and were below standards in 2015 e.g. Boys as Authors Years 3-5; Girls Engagement in Maths(GEM) Year 3 and Year 5 girls and to improve the reading skills of the Year 4 cohort of 2015 who did not achieve the set target.
- Intervention for Year 2 boys who are well below standards in writing at the end of 2015 will be within studio teams and monitor their placement in writing/ESOL/phonics groups in studio teams and ACE where possible.

Achievement Target 1- National Priorities

MAORI AND PASIFIKA

- 65% of the 25 Maori and 24 Pasifika students will be achieving at or above the National Standard for Reading, Writing, or Maths.
2015 results: Maori – 82.6% in reading; 65.2% in maths; 43.4% in writing
2015 results: Pasifika- 65% in reading; 55% in maths; 60% in writing

Achievement Target 2- Literacy

- 70% of the 343 Males will be achieving at or above the National Standard for Writing.
2015 results: 64% of boys achieved the National standards in writing
- 70% of the Year 5 students will be achieving at or above the National Standards for Reading.
2015 results for this cohort in reading achievement was 66%.

Achievement Target 3- Mathematics

- By the end of the year, 70% of the 58 Year 5 females and 75% of 54 Year 6 males will be achieving at or above the National Standard for Maths.
2015 results: Year 5 females – 64%; Year 6 males – 68%

Achievement Target 4 – Personalised Learning

ORS FUNDED STUDENTS TARGET 2016

- To raise the achievement levels of the seven ORS funded students through achieving 80% and above of their IEP goals.

Mission Heights Primary School 2016 Annual Plan – Section 5

Annual Plan NAG 1- Curriculum and Assessment

2016

Strategic Aim	Actions to achieve	Expected Outcome/Achieved	Personnel
NATIONAL PRIORITIES			
Improve achievement outcomes of Maori and Pasifika in Literacy and Numeracy. Create an environment that reflects the school's cultural diversity that recognises and celebrates student achievement	Improve achievement outcomes of Maori and Pasifika in Literacy and Numeracy. <ul style="list-style-type: none">• Regularly monitor data and discuss further needs arising from the achievement of Maori/Pasifika at Professional Learning Communities (PLC) meetings.• Celebration of Maori/Pasifika achievement at special whanau meetings, staff PLCs and assemblies.• Term one goal setting meetings are followed up with timely family conferences for underachieving students.• The School's core values of Respect, Responsibility, Inquiry and Excellence are discussed in how they impact and support Maori identity and cultural beliefs at assemblies and team PLCs led by the M/P curriculum team.• Ka Hikitia - Professional development to increase Staff awareness of the <i>Te Mana Kārero</i> is ongoing	<ul style="list-style-type: none">• Assessment data and achievement monitoring reports are used by teachers and teams regularly to discuss and action changes as required to teaching and planning.• Learning Assistants provide learning support to individuals through a timetabled programme.• Whanau meeting is held to enhance family engagement in school to support learning.• ACE options represent Te Reo and Kapahaka to reflect Maori and Pasifika students passion and interests.• Maori/Pasifika Team to evaluate existing programmes to provide further student	Principal Deputy Principal's Assistant Principals- JLC/SLC Maori /Pasifika (M/P) curriculum Team MLE- Studio Team Teachers Senior Leader-ACE IT team- Online resources accessibility

	<ul style="list-style-type: none"> • Support the learning needs of At risk Maori/Pasifika students to enable achievement of their IEP goals. • Provision of Te Reo and Kapa Haka as an ACE option for students continues. • Use of online resources for Maori language development for all students and staff through staff PD for language development and pronunciation and school-wide competitions. 	<p>voice through staff and team PD with adequate resources for teachers to engage Maori/Pasifika students where appropriate.</p> <ul style="list-style-type: none"> • Participation in Language Perfect online learning competitions to support correct pronunciations in use of Maori language encourages school wide language awareness. 	<p>Staff PLCs</p>
<p>To ensure National Standards are used effectively to support improvement in student progress and achievement outcomes.</p>	<p>Students have ownership of their learning and know what to do to achieve their next steps/learning goals in order to achieve the National Standards.</p> <ul style="list-style-type: none"> • Enhance consistency of assessment through moderation process within each learning community and studio team – to identify and overcome barriers to teaching and learning. • Students will have access to information which provides them with a clear understanding of the goals and progressions towards achieving national standards and where they sit in relation to these through use of Visible learning strategies. • Co-construction of learning goals and ways to achieve them is supported through teacher student conferences to inform and self regulate next learning steps. • Continue reporting processes to clarify to parents NS achievement expectations at 40, 80 and 120 weeks for Years 1-3. <p>Develop teacher competence in enabling students to effectively identify and pursue next steps to progress towards and achieve their learning goals</p> <ul style="list-style-type: none"> • PD in studio teams and LC and SLT meetings continue as a key component for professional learning to embed students understanding and verbalising of learning goals and next steps to achieve these. • Provide opportunities for teams to moderate OTJ of NS within their teams, cross teams and with other schools in the effective understanding of teacher judgments of students NS achievement- e.g. with MHJC for graduated Year 6 students. 	<ul style="list-style-type: none"> • Visible Learning PD strategies learnt from and set up from 2014 are used within studio teams. • Teaching and learning plans reflect deeper understanding of curriculum implementation and achievement data reflects improved outcomes and use of value added learning strategies. • APs and appraisers will monitor achievement in LC & school and provide needs based PD to those teachers where gaps in practice exist. • NS Progress Data is shared at parent teacher meetings- T1-Goal setting meetings T2- Mid year interviews and summative reports. • Planning reflects classroom implementation of data findings. • APs monitor and report achievement to Principal and Board. • Students have opportunities to discuss their current achievement with a clear understanding of how to progress towards achieving their learning goals and where they sit in relation to the National standards. 	<p>Senior Leadership Team (P/DPs/APs)</p> <p>Assistant Principals- JLC/SLC</p> <p>LZ Teachers/ Studio Teams</p> <p>ACE Leader</p> <p>Literacy Lead teacher</p> <p>English/Maths curriculum teams</p> <p>External Facilitators Written Language: Gail Loane & Sally Muir Maths – Sue P:ine</p>

<h2 style="color: red; margin: 0;">LITERACY</h2>			
<p>Strengthen student achievement in Literacy</p>	<p>Continue long term school wide strategy to address literacy needs to improve students ability in writing</p> <ul style="list-style-type: none"> • Lead students from writing deeper levels of writing prose to authorship through intensive PD and in class support by facilitators. • Provide a two year long staff professional development with Gail Loane to assist in improving written literacy across the curriculum within a consistent and sustained long term 	<ul style="list-style-type: none"> • Trained Learning Assistants are using quality teaching practices in literacy support & development with a focus on improving written language outcomes for ESOL students. • Students have an understanding of how they can improve their literacy skills by setting goals related to the next steps to improve personal learning outcomes. 	<p>Principal</p> <p>Senior Leadership Team</p> <p>Literacy Lead teacher</p> <p>External facilitators-Gail Loane/ Sally Muir; Writing</p>

	<p>approach to develop teacher competence.</p> <ul style="list-style-type: none"> • Use baseline data to set appropriate and challenging targets and support interventions in reading and writing for the students in the bottom quartile. • Provide differentiated and targeted PD in Written Language to improve teaching and learning outcomes for all students; <ul style="list-style-type: none"> ◦ Leadership development in Literacy support and mentoring skills. ◦ In class observations by External facilitators and senior leaders. ◦ Modeling, mentoring and support by Literacy leader to staff. ◦ In depth critique of teaching practice by teacher and external facilitators to identify gaps in skills. ◦ Team and teacher planning for literacy includes focus on: Teacher Modeling, use of exemplars, integration of digital literacy resources, sharing good practice and improvement is evident in teaching and learning outcomes. ◦ Use of effective formative assessment practices. ◦ Use of Asttle results and data analysis to link learning goals and next steps towards self regulated learning. • Continue to develop students' ability in decoding, comprehension, thinking and interpreting, spelling and grammar skills. • Curriculum Evening and workshop for Parents – Introducing the English Curriculum, National Standards data, targets and the implementation of initiatives and strategies that enhance and support literacy development of students. 	<ul style="list-style-type: none"> • Consistent and effective use of online literacy resources and programmes e.g. Reading Eggs, Spellodrome, chromebook pilot. • Asttle PD is used to identify factors that enhance literacy outcomes. • Evidenced in teacher planning- provision of authentic written language experiences and contexts to students to build authorship skills. • Moderation of written language, bookwork & assessments and developing exemplars of students work at PLCs. • LC APs to ensure data collected to monitor progress towards target of lowest achievers and Teacher/ Student conferences of their learning goals and next steps are held on a regular basis and shared at PLCs. • Develop students' reading comprehension and speed through systematic use of Reading Eggs and class mileage initiatives set up in LCs/studios. • Curriculum evening held for parents Term 1 followed by workshops for small groups over Term 2 & 3 by English team. • Spelling programme to support development of spelling fluency, cross curricular and vocabulary development is consistent school wide. 	<p>Lane Clark- Inquiry Skills</p> <p>Studio Teams LZ Teachers</p> <p>Learning Assistants</p>
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NUMERACY			
<p>Strengthen student achievement in Numeracy and Mathematics</p>	<p>Offer differentiated programmes In authentic mathematics contexts that require students to solve problems or model situations in Numeracy and Algebra; Geometry and Measurement; Statistics</p> <ul style="list-style-type: none"> • Students have an understanding of how they can improve their Numeracy skills by setting goals related to the next steps to improve personal learning outcomes in Maths. • Learning Needs in numeracy identified from baseline data collected - Gloss and KAN/Basic Facts testing to plan and implement differentiated programmes in Numeracy in LC & studio teams. • Increase emphasis on students use of relevant online mathematics resources e.g mathletics. • Teachers teach and support learning of relevant mathematical concepts and problem solving skills relevant and engaging maths contexts. 	<ul style="list-style-type: none"> • Effective use of Asttle data continuing in Staff and team PLCs, and is evident in informing teacher plans. • Ongoing focus by teams to provide authentic strand & problem solving skills in mathematics learning experiences within the 2016 JLC/SLC Curriculum context for students. • Curriculum information evening is held and facilitated by mathematics team in term 1 and is followed with TIMELY parent workshops as requested through the year. • Ongoing monitoring of students achievement and learning goals from formative assessment, goal setting meetings and mid year three way 	<p>DPs</p> <p>Assistant Principals- JLC/SLC</p> <p>PRT & TT PD workshops</p> <p>Mathematics Curriculum Team</p> <p>External Numeracy workshops- Maths Association</p> <p>Studio Teams</p> <p>LZ Teachers</p> <p>Sue Pine- Cognition external facilitator- Maths</p>

	<ul style="list-style-type: none"> • Appropriate support is provided in class and ACE essential programmes where necessary. • Review assessment and achievement in mathematics at PLC's to inform future action with resources to improve classroom teaching practice and learning outcomes in mathematics at all year levels by effective use of data. • Support PRTs with relevant PD in Maths targetted to their needs and gaps in mathematical content knowledge. • External facilitator and the maths team to lead termly staff PLCs to support teacher's professional development and use of Mixed Ability and Problem Solving approaches to support professional learning. • ToD – Professional development relates to BES in effective pedagogy practice and current research that works in the teaching of mathematics. 	<p>conferences to support mathematical thinking & development of key concepts.</p> <ul style="list-style-type: none"> • Teachers use differentiated learning to meet the needs of at risk and gifted learners through in class and ACE programmes. • Deliberate school wide Basic facts focus and coverage of strands alongside maintenance of numeracy concepts. • Testing of entry levels for new entrants in basic number knowledge. • PD in Best evidence synthesis 10 principles of effective classroom practices in teaching and learning in Maths followed by team in staff PLCs using 'talk moves'. 	
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PERSONALISED LEARNING

<p>Strengthen the school's focus on personalised learning to ensure student learning is enriched and extended across a broad spectrum</p>	<p>Implement improvements identified through ongoing review of ACE programme to ensure ACE options more specifically cater to students abilities, curiosities and essentials to provide learning enrichment in a range of situations beyond the classroom programme.</p> <ul style="list-style-type: none"> • External evaluation process of ACE is completed in 2015 to ensure learning from previous feedback has been used to enhance the school's curriculum, development of key competencies and serves the needs of all student including SWSN/SWSA. • Use of google docs to plan and organise student wide organisation of ACE each term and information is available to all staff. • Learning advisors support their student group as a mentor and coach and meet as scheduled in the timetable. • Community partnership is enhanced through ACE programmes to extend the range of opportunities that support students interests. • ACE is embedded as an aspect of curriculum delivery that reflects a balanced and enriched school curriculum programme that serves the needs of all students and ignites positive dispositions and challenges to extend & enrich personal learning interests for all students. 	<ul style="list-style-type: none"> • Continue to offer and extend the range of academic sporting, cultural and leadership through service, extra curricular activities – external organisations and community expertise used where appropriate. • External review of ACE commenced in 2014 and is completed in 2015. Report is presented to the Board and staff. • Community partnership continues to strengthen and extend involvement in ACE. • Ensure termly meetings between LA and groups are deemed useful and productive for students. • Open days are held annually to share with parents about ACE, its impact on personalising learning, developing of key competencies and curriculum enrichment. • ACE assemblies- sharing and celebrating learning in ACE. • Ongoing and timely Improvement of IT systems for placements of students in essentials and enrichment options using mhponline are deemed useful and timely for all stakeholders each term. 	<p>Principal</p> <p>ACE Leader</p> <p>DPs and APS</p> <p>External Evaluator- Madeleine East</p> <p>ICT Team</p> <p>Teachers</p> <p>Community Personnel</p>
<p>Students with special needs/abilities are identified to provide programmes to support their needs</p>	<p>Ensure learning needs of special needs students are being catered for to achieve success with Individualised Education Plan.</p>	<ul style="list-style-type: none"> • To raise the achievement levels of the nine ORS funded students through achieving 85% and above of their IEP 	<p>Principal</p> <p>DPs</p>

	<ul style="list-style-type: none"> • Provide needs based PD for SENCO and Teacher Aides. • Processes for identifying, supporting and monitoring students with special needs is working for teachers and families. • Actively scope support and resources for students with challenging behavioural & learning needs that have no funding or external support where possible. • Provide Restorative Practice PD for senior staff to support 'PBM' policy. 	<p>goals.</p> <ul style="list-style-type: none"> • Ensure meetings are held with SENCO and teachers with families and special educational personnel prior to start and during the transition and orientation process for each student. • Senior leaders to attend 3 day Restorative Practice PD in Term 1. 	<p>APs</p> <p>Teachers</p> <p>Learning Assistants</p> <p>Teacher Aides</p> <p>GSE personnel</p>
<p>Strengthen the provision of digital resources for e-learning, reporting and communication to engage and enrich student learning</p>	<p>Ensure digital learning needs of teachers and students are supported with appropriate hardware, software and learning resources</p> <ul style="list-style-type: none"> • Use of Google Docs for teaching and learning within studio teams is collaborative and available to all appropriate teachers and senior leaders. • Chromebook provision to all studios to engage and enrich e-learning within the wifi environment. • Targeted training to improve staff, student and parent competency in use of MH Online and e resources. • Adhere to feedback from stakeholders re issues confronted with mhp online and ensure improvements done as appropriate. • Ensure MHP online is effective as an LMS tool for learning and reporting of achievement to all stakeholders. 	<ul style="list-style-type: none"> • Online reporting on mhponline is improved from feedback received. • Training is held for parents in use of website and access to e-reports early in Term 1 and as requested/appointment. • Digital & Cyber Safety week held for community. • Workshop for beginners E-learning at MHP for all new students in studio teams. • Authentic integration of online revision tasks within LZ programmes is reflected on MHP online LZ pages. • 2 year pilot of chrome books using google environment to support learning and inquiry, personalised learning & project based learning. 	<p>Principal</p> <p>DPs, APs,</p> <p>E-Learning co-ordinators</p> <p>Teachers</p> <p>Students</p> <p>ICT Team</p>

<p>Annual Plan NAG 2- Planning and Reporting</p>			<p>2016</p>
<p>Strategic Aim</p>	<p>Actions to achieve</p>	<p>Personnel</p>	
<p>Document and maintain an on-going comprehensive programme of self-review, reporting and consultation in order to raise student achievement.</p>	<p>Review current school self review processes.</p> <ul style="list-style-type: none"> • Maintain and refine current school self processes where necessary- Complete ACE review. • Self review information will be documented against the school's review framework. • Ensure all stakeholders are aware of schooling pathways for students from KINZ to MHP to MHJC to OSC. • JLC DP & AP are working with neighbouring ECEs to ensure smooth transition of new families and students to MHP. • Continue reporting on student achievement as appropriate to meet statutory requirements. 	<p>Board,</p> <p>Principal</p> <p>External Reviewer-ACE</p> <p>Senior Leaders</p> <p>Teachers</p>	

<p>Annual Plan NAG 3 - Personnel</p>			<p>2016</p>
<p>Strategic Aim</p>	<p>Actions to achieve</p>	<p>Expected Outcome/Achieved</p>	<p>Personnel</p>

<p>Maintain systems that ensure the BOT fulfills its role as a 'good employer' and that its personnel practices, policies, resources and procedures support enhanced student achievement and staff performance</p>	<p>Manage payroll and personnel systems including translation to MoE's Novopay systems effectively and promptly.</p> <ul style="list-style-type: none"> Ensure payroll and personnel systems are accurate and well managed with timely professional development in handling Novopay matters and changes where needed. <p>Professional development is ongoing and aligned to the school's strategic priorities to improve student achievement in written language; Assessment, inquiry learning and using the MHP six step framework consistently and effectively.</p> <ul style="list-style-type: none"> Continue to provide school wide planned professional development programmes and educational resources for staff that are effective, recognise teacher gaps and students needs and individual goals identified within the ongoing appraisal process each year. Up skill Learning Assistants and Teacher aides with resources and appropriate professional learning opportunities to work with special needs students and those that require literacy support. Specific and ongoing Professional development for teachers and Learning Assistants in developing quality teaching practice in literacy development with a focus on improving written language outcomes for all students. 	<ul style="list-style-type: none"> Schedule for changes to fortnightly payroll requirements of staff are monitored & managed to reduce errors and increase efficiency of time accuracy. Payroll personnel participate in Novopay & MoE led seminars. All teaching staff participate in school wide professional development programme for the year. Team Reviews and evaluation reports indicate - curriculum planning models on Google Docs are effectively used in reflecting actual classroom practices are linked to school vision of an authentic and engaging curriculum. Schedule timely workshops for parents to support students learning and development in Reading, Writing and numeracy skills. 	<p>Principal MHP Payroll personnel</p> <p>Senior Leaders Teachers Learning Assistants Teacher Aides</p> <p>DPs/APs/Teams</p> <p>MoE's Novopay Seminars</p> <p>External Facilitators: Gail Loane/Sally Muir-Written Language</p> <p>Lane Clark- Inquiry</p> <p>Sue Pine – Cognition - Maths</p>
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Annual Plan NAG 4- Finance and Property			2016
Strategic Aim	Actions to achieve	Expected Outcome/Achieved	Personnel
<p>Operate highly effective financial systems which support effective teaching and learning</p> <p>Review systems to ensure that collaboration in property matters with MHJC is managed effectively to the mutual benefit of both schools.</p>	<p>Allocate funds appropriately to reflect the school's strategic priorities for the benefit of all students</p> <ul style="list-style-type: none"> Provision is made in budget for storage of PE resources. Design quotes and costs are sought to make improvements to the hall to increase seating. Staffroom- New ceiling Projector - to enable school to use room effectively for PLCs. Manage Installation of two new classrooms on site- as per MoE's approval received end of 2014 to accommodate school growth. <p>Enhance and improve systems of managing specific aspects of independent and interdependent property matters with MHJC</p> <ul style="list-style-type: none"> Property improvement matters that have financial implications 	<ul style="list-style-type: none"> PE resource shed is completed to house resources. Grounds, buildings and fields are maintained to a high standards. Property committee of both schools meet regularly for forward planning. Two new classrooms for MHP are constructed and in use timely to manage school growth. 5 year ICT strategy is developed. 	<p>MHP Principal/ Board- Property Committee</p> <p>Ministry of Ed.-Property Division</p> <p>MHP DP- Property/Operations</p> <p>MHP/MHJC Principals, DPs, Property Committee</p> <p>MHP/MHJC Principal, DPs, ICT managers</p>

- are identified timely for following year.
- Review and develop the ICT long term strategy for the next five years.

Annual Plan NAG 5- Health and Safety

2016

Strategic Aim	Actions to achieve	Expected Outcome/Achieved	Personnel
Comply with legislation and provide a safe physical environment for students and staff	<p>Review Health and Safety policies and procedures</p> <ul style="list-style-type: none"> • Review and develop Health and Safety Policies and Procedures to ensure compliance with the amendments to Health and Safety Act. • To comply and ensure that due diligence of duty in assessing and reducing risks is managed responsibly and efficiently. • Consult with the community regarding aspects of the Health Curriculum. • 3 yearly community survey of all stakeholders. 	<ul style="list-style-type: none"> • Ensure policies and procedures are effective in managing a culture of safety in the school to safeguard the Health and Safety of all those who work on the school site. • Document areas of the school grounds that are identified as the cause of recurrent minor injuries to students for improvements. • Keeping Ourselves Safe/Life Education-Health programme is provided. • Inform strategic planning from community feedback. 	<p>BoT</p> <p>Principal</p> <p>DPs, APs</p> <p>Office staff</p> <p>Teachers</p>

Annual Plan NAG 6- Legislative Requirements

2016

Strategic Aim	Actions to achieve	Personnel
Ensure that Mission Heights Primary School meets with all its legal obligations	<p>Strengthen practices which acknowledge New Zealand's bi-cultural and multicultural society taking all reasonable steps to ensure that the needs and aspirations of the community are met</p> <ul style="list-style-type: none"> • Continue to provide curriculum forums, workshops and information events to inform parents of MHP curriculum implementation, reporting and student achievement. • Acknowledge and value the diversity of cultures at MHP through promoting understanding of, and where appropriate, celebrating important cultural events. • Maori/Pasifika families community meeting and events are held to enhance family engagement in school to support learning and aspirations of Maori and Pasifika students. • Support the learning needs of At risk Maori/Pasifika students with appropriate resources and interventions. 	<p>BOT</p> <p>Principal</p> <p>Senior Leaders- DPs and APs</p> <p>Teachers</p> <p>Maori/Pasifika Curriculum team</p> <p>Principal, BOT and SLTs (MHJC and MHP)</p> <p>Community</p>

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| | <ul style="list-style-type: none">• The School's core values of Respect, Responsibility, Inquiry and Excellence are discussed in how they impact and support Maori identity and cultural beliefs through staff and team PD.• The collaboration deed is reviewed with MHJC and ongoing issues identified and rectified early with shared school matters.• Programme for review of policies and procedures is ongoing and within the time line schedule of the Board work plan and current legislative requirements. | |
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