



TE HORO SCHOOL - 1110 CHARTER 2020

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Te Horo School Vision



Realising Dreams

OUR SCHOOL VISION

Making our dreams a reality.

Moemoetiatemoemoea, engari whakatinanahia

Our vision for all students entering Te Horo School at the age of 5 years and leaving at the end of Year 8 is to enable tamariki to become confident and capable, life-long learners who overcome learning challenges and can achieve their potential.

Programmes at Te Horo School will:

- Embody the beliefs of the Principles of the New Zealand Curriculum.
- Enhance learning in literacy and numeracy for all students.
- Recognise the interests and talents of individuals.
- Be delivered in a safe and functional environment.
- Foster the involvement of the community to enrich learning experiences.
- Be implemented by high quality teaching and learning.

OUR SCHOOL VALUES

Respect Resilience Readiness

Realising dreams is about our children being able to dream beyond their current world into the future and having a set of skills that will take them on a pathway to being able to fulfil them.

They will be **Respectful** to themselves and others, they will have the **Resilience** to take responsibility for their actions and keep going through life's challenges and they will be **Ready** to learn.

We show Respect when:

- We use our words positively.
- We keep our hands and feet to ourselves.
- We make positive choices.
- We use our manners.
- We look after people, property and equipment.
- We are excellent role models for others.

We show Resilience when:

- We are not afraid to have a go.
- We try our best.
- We learn from our mistakes.
- We win and lose gracefully.
- We play and work with pride and enjoyment.
- We understand how other people feel.
- We can control ourselves.
- We take responsibility for our behaviour.

We show Readiness when:

- We have all of the equipment we need for school.
- We have had a good night's sleep.
- We have the right kai to keep us going throughout the day.
- We have chosen the right attitude to learn.

Values are taught in the classroom to help Te Horo Students to:

- Develop care and respect for themselves and others.
- Exhibit a strong sense of fairness and social justice.
- Actively participate as future focussed citizens.
- Pursue excellence and high standards.
- Develop a love of learning.
- Take pride in successes and achievements.

ENHANCING MAORI ACHIEVEMENT

At Te Horo School we will develop an environment of learning where New Zealand's dual heritage and diversity will be acknowledged and enhanced. This will include Te Reo (language) enrichment and Tikanga Maori (arts, crafts, waiata, kapa haka).

Maori students will succeed as Maori at Te Horo School if we acknowledge their individual needs and interests. The Board of Trustees and staff will work with Maori families to better inform teaching practice and tailor programmes for tamariki. Maori parents and caregivers may be reluctant to share their views. Thus Te Horo School staff will actively seek ways to engage and seek whanau voice in order to improve learning opportunities for tamariki wherever possible.

We will consult annually with our Maori community through:

- Parent interviews.
- Maintaining close liaison with kaiako and whanau of Nga Tau e Wha Kohanga Reo (sited on school grounds).
- Informal dialogue at community events or school-based hui.
- Meetings with kaumatua in the Te Horo & Pipiwai communities.
- School weekly newsletters.
- Home visits.
- Regular contact with Tau Henare Marae.

Programmes to develop Maori achievement will:

- Feature basic te reo and tikanga taught in all classes.
- Utilise classroom teacher's fluency in Maori when available.
- Involve regular visits to the kohanga reo or invitations to the TKR to visit the school.
- Feature visits to homes by principal.
- Promote teachers and students visiting Tau Henare Marae and other marae in the rohe.
- Maintain a register of achievement on Maori children.
- Monitor Maori children at risk and provide appropriate support – RTLb, SWIS, RTLit, PHN, GSE and other agencies

National Priorities

(MOE Statement of Intent 2016-2020)

- Pāngarau/mathematics
- Pūtaiao/science
- Te reo matatini
- Pānui, Tuhituhi, Kōrero)/Reading and Writing
- Digital fluency.

Our High expectations

At Te Horo School we acknowledge that every child brings something unique to school. We believe that every child can and will achieve their potential.

Te Horo School Charter 2020



OUR VISION

*Making our dreams a reality.
Moemoetia te moemoea,
engari whakatinanahia*

Our School Priorities for 2020

- Improved Literacy Achievement.
- Improved Numeracy Achievement.
- Use of Teaching as Inquiry.
- Support for At-Risk learners.
- Development of Tikanga & Te Reo Maori
- Development of Digital Technology.
- Development of Visible Learning and Student Voice.
- Health & Safety in the Work Place

Our School Values:

- Respect
- Resilience
- Readiness

Ratification by BOT

March 2020

Submission to MOE

March 2020

Our Goals:

- To enhance learning in literacy and numeracy for all students.
- To have all students working At or Above NS Expectations for their chronological age.
- To provide high quality teaching and learning experiences.
- To provide programmes which recognise student interests.
- To provide a safe and functional environment.
- To foster the involvement of the community in our school.
- To enable Maori students to achieve success as Maori.

Our Special Character

- Te Reo and tikanga Maori.
- Whanau Focus.
- Promoting Performing and Visual Arts.
- Duffy 'Books in Homes' affiliation.
- Health Promoting Schools, Energize Sport Northland & WPSSA affiliations.
- Close partnership with Nga Tau E Toru Te Kohanga Reo.
- Performing Arts

GRADUATE STUDENT PROFILE

A confident Year 8 student leaving Te Horo School will...

| Attitudes and Values | As a Learner |
|---|---|
| <ul style="list-style-type: none"> • Be proud to be Maori • Know where they come from • Be honest, respectful, and hard working • Have dreams • Be Confident • Enjoy life • Take responsibility for their actions • Make good choices • Be sensitive to others • Show empathy • Strive for the best • Encourage not discourage • Excellent self-image • Humble • Celebrate their successes • Be resilient | <ul style="list-style-type: none"> • Be independent learners • Be problem solvers • Take responsibility for their learning, • Be willing to have a go • Not be afraid to make mistakes • Be technologically up to speed • Have global and political awareness • Love learning, • Be inquisitive, • Be able to set goals • Seek knowledge, • Be self-motivated, • Not be afraid to ask questions • Be supported by whanau • Recognise Maori knowledge as important and valuable |

Our children will be proud representatives of their whanau, hapu and iwi. They will be people of Courage and Integrity, and Leaders of the Future.

I know who I
am and where
I come from

I am Respectful
I am Resilient
I am Ready

I am a
leader of
the future

I belong to
a strong,
supportive
community

*Moemoetiatemoemoea,
engariwhakatinanahia
Making our dreams a reality*

I take risks,
strive for
excellence and
dream big

I am the world's
greatest me

THE TE HORO LEARNER
Realising Dreams





Section 5

Strategic Plan

2019 - 2021

Board of Trustee Aims, Directions and Priorities for 2019 - 2021

- Focus on improving student achievement in literacy.
- Focus on improving student achievement in numeracy
- Budgeting for resources in areas of development.
- Continued development of Te Horo School Curriculum in consultation with parents and the community.
- Address specific needs of students At- risk in their learning in order to accelerate their progress and the progress of all students performing below their potential.
- Continued development of teaching staff in modern pedagogical practices through professional development and Appraisal.
- Development of te reo Maori and tikanga Maori in school programmes.
- Development of digital technology in school programmes
- Addressing needs identified by our Maori community.
- Development of Visible Learning.

NAG 1 - CURRICULUM

1. **To improve outcomes for our children particularly in Literacy and Numeracy.**
2. To develop school-wide systems of planning and assessment that will enhance student achievement to their expected levels.
3. To promote inquiry learning by developing e-learning as a tool to support student engagement.
4. To develop and implement effective teaching practices that will enable children to achieve at their expected levels.
5. To develop programmes and initiatives which enhance health and well-being.
6. To ensure priority learners are given adequate and consistent support.
7. **To develop Te Ao Maori as part of the school culture, and increase te reo and tikanga Maori used in school programmes and activities.**

NAG 2 - DOCUMENT & REVIEW

1. To consult and report formally to parents / students in line with the requirements of NAG 2
2. To report to the BOT / community on school-wide achievement in target areas of literacy and numeracy.
3. Ensure community consultations are timely and carried out in appropriate ways
4. **To establish and carry out with the BOT, an on-going programme of self-review.**

NAG 3 - PERSONNEL

1. **To embed an appraisal system, that will grow teacher practices so that teaching and learning meets the needs of all students.**
2. To ensure that staff professional development supports the school vision and goals.
3. To establish systems to ensure the BOT fulfils its role as a good employer.
4. For BOT members to undertake training and development to improve the understanding of their role as a Board member.

TE HORO SCHOOL STRATEGIC PLAN 2019 - 2021

NAG 6 - COMMUNITY PARTNERSHIP

1. To promote the school positively in the eyes of its parents and community.
2. To encourage parental involvement and participation in school activities including children's learning.
3. **To develop the school's curriculum in partnership with parents and whanau.**
4. To develop, monitor and review the school's strategic and operational plans in partnership with the school's community.
5. To work in partnership with the Maori community in the areas of te reo and tikanga Maori and to help value Treaty obligations.

NAG 4 - FINANCE

1. To allocate funds to reflect and support the school's strategic and operational plans.
2. To continuously review budget areas.
3. To maintain financial monitoring systems including monthly reports to the BOT.
4. To purchase resources that directly support learning in all areas of the school.

PROPERTY

5. To implement, monitor and review the 5 Year & 10-Year Property Plan for cyclic maintenance.
6. To develop the school's physical environment to enhance teaching and learning.
7. To ensure the upkeep of the school house.
8. Repaint the school and maintain buildings through a service programme.

NAG 5 - HEALTH AND SAFETY

1. **To provide a safe physical and emotional environment for students / staff through Health Promoting Schools.**
2. To review and develop Health & Safety legislation policy and procedures with staff and comply with relevant legislation.
3. To implement health programmes with the support of community agencies.

ADMINISTRATION

1. To comply with all current legislation through the school's policies and procedures.
2. To ensure continuity and quality of learning programmes.

STRATEGIC PLAN 2019 – 2021

| | Strategic Goals | Actions / Outcomes 2019 – 2021 |
|--------------------|---|---|
| NAG 1 - Curriculum | 1.To improve outcomes for our children particularly in Literacy and Numeracy. | <ul style="list-style-type: none"> To have a staff member undertake Reading Recovery professional development and work with students well below reading expectations. To achieve Targets in Literacy, in particular writing, for all students. To reflect on the effectiveness of current writing programmes and refine them for improved outcomes. Staff participation in school-based professional learning and development sessions. Adopt high expectations of writing across all curriculum areas. Identify and focus on At-risk learners. Extend capable students. Strengthen the culture of focussed learning for every child. Be accountable for teaching programmes. |
| | 2.To develop school-wide systems of planning and assessment that will enhance student achievement enabling them to reach their expected levels. | <ul style="list-style-type: none"> Develop knowledge of how to use PaCT writing assessment tool when assessing writing. Continue to develop confidence using AsTTle writing assessment tool. Continue to review and refine use of diagnostic and school-wide assessment information. Use New Zealand Curriculum Levels throughout teaching and assessing to guide Next Steps and assess student progress. Use Literacy Learning Progressions when planning 'Next Steps' for student learning and skill attainment. Use school assessment schedule in a timely fashion to ensure that relevant and current assessment information is available for planning. Teachers use student achievement data to reflect on effectiveness of their practice and undertake Teaching as Inquiry. |
| | 3.To promote inquiry learning by developing skills in thinking and ICT usage among teachers and students to engage the inquiry process. | <ul style="list-style-type: none"> Use ICT to extend and deepen student knowledge and understanding of class topic studies, using inquiry learning approaches. Use made of iPads and Chromebooks as a means of increasing student engagement and achievement. Student participation in and contribution to the school's on-line newsletter and website. |
| | 4.To develop and implement effective teaching practices that will enable children to achieve at their expected levels. | <ul style="list-style-type: none"> Fortnightly staff meetings with teachers sharing progress and difficulties based on student progress. Regular study of literature on effective teacher practice and curriculum progressions and assessment. Develop student voice (Language of Learning) with children explaining their learning intention and actions to take to achieve their goals. |

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| NAG 1 - Curriculum | <p>5.To develop programmes and initiatives which enhance health and well-being.</p> <p>6.To ensure priority learners are given adequate and consistent support.</p> <p>7.To develop te reo and tikanga Maori enrichment.</p> | <ul style="list-style-type: none"> • Using Health Promoting Schools programmes to motivate students to develop healthy routines. • Work with external agencies effectively to ensure resourcing is appropriate. • SENCO supports classroom teacher. • Teachers monitor children who are At-risk of not achieving and put planned interventions in place. • Build effective relationships with Maori families to help lift the achievement of Maori students. • The BOT will take all reasonable steps to encourage the use of te reo Maori in classrooms. • Tikanga Maori (protocols and customs) will feature in school activities and programmes. • The BOT will allocate resources to enable the professional development and upskilling of teachers needing to develop their knowledge of te reo Maori. • To ensure Kapa haka is operating throughout the school including a performance group. • To develop school programmes to meet the needs of our Maori community. • Continue to investigate and consider options for improving achievement of Maori students. • The school has kaumatua that supports the school. |
| NAG 2 - Reporting & Reviewing | <p>1.To consult and report formally to parents / students in line with the requirements of NAG 2</p> <p>2.To report to the BOT / community on school wide achievement in target areas of literacy and numeracy.</p> <p>3.Ensure community consultations are timely and carried out in appropriate ways</p> <p>4.To establish and carry out with the BOT, an on-going programme of self-review.</p> <p>5. To refine and embed an appraisal system based on spirals of inquiry, that promotes high levels of staff performance in the classroom.</p> | <ul style="list-style-type: none"> • Student progress is reported to parents (in written form) twice annually, stating how students are achieving based against New Zealand Curriculum Levels. Ensure reports use 'plain language'. • Focus on direct communication with parents / caregivers. • Hold three parent information evenings per year. • Using New Zealand Curriculum Levels, report quarterly to the BOT or more frequently when required. • The BOT communicates student achievement to the school community. • Consult with the community on the development of the school curriculum, particularly the front of the curriculum. • Strengthen reporting of data to BOT as per the school's annual assessment schedule. • School Charter and Strategic Plan are reviewed annually. • Continue programme of policy and procedure review. • Self-review is an integral part of governance and leadership in the school and is carried out regularly. • Review priority areas of development within the school and assess the progress of addressing priority needs. • Ensure that staff appraisals are carried out regularly and in a timely manner. • Appropriate support is provided to assist staff in meeting their professional goals. • Appraisal is aligned to Practising Teacher Criteria. • Spirals of Inquiry form part of teacher appraisal. • Principal Performance appraisal to be completed annually. |

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| NAG 3 - Personnel | <p>2.To ensure that staff professional development supports the school vision and goals.</p> <p>3.To establish systems to ensure the BOT fulfils its role as a good employer.</p> <p>4.For BOT members to undertake training and development to improve the understanding of their role as a Board member.</p> | <ul style="list-style-type: none"> • Staff will receive professional learning and development in line with school priorities and their own learning goals. • Staff feel valued and supported in their teaching and leadership positions. • Annual staff surveys are carried out as part of the school review process. • Legislative obligations as a good employer are met. • BOT professional development continues in appropriate areas, to develop school goals. • Use of NZSTA for upskilling and professional development of BOT. |
| NAG 4 - Property & Finance | <p>1.To allocate funds to reflect and support the school's strategic and operational plans.</p> <p>2.To continuously review budget areas.</p> <p>3.To maintain financial monitoring systems including monthly reports to the BOT.</p> <p>4.To purchase resources that directly support learning in all areas of the school.</p> <p>5.To implement, monitor and review the 5 Year & 10-Year Property Plan for cyclic maintenance.</p> <p>6.To develop the school's physical environment to enhance teaching and learning.</p> <p>7.To ensure the upkeep of the school house.</p> | <ul style="list-style-type: none"> • Continue to fund finance literacy based professional development initiatives. • Fund kapa haka and The Arts programmes. • Fund purchase of ICT hardware, software, licenses and technical support for programming. • Upgrade sports uniforms and equipment. • Review budget when required. • Monthly financial reports are given at each BOT meeting. • Increase classroom budgets to enable the purchase of resources and consumables needed to enrich learning experiences and engage students. • Develop 10 Year Property Plan. • Identify an annual school grounds project and work with BOT, staff, students and whanau to complete it. • Bring school playground up to compliance standard. • Repair flooring in the school house. • Ensure planned maintenance for the school house is carried out. |

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| NAG 5 – Health & Safety | <p>1.To provide a safe physical and emotional environment for students / staff through Health Promoting Schools.</p> <p>2.To review and develop Health & Safety legislation policy and procedures with staff and comply with relevant legislation.</p> <p>3.To implement health programmes with the support of community agencies.</p> | <ul style="list-style-type: none"> • Foster school Values in response to challenges with student behaviour. • Review student behaviour and plan for current needs. • Develop the school’s physical environment so that it is safe and enhances learning and teaching. • Ensure staff follow safety procedures as outlined in the Health and Safety at Work Act. • Report regularly to BOT on Health & Safety within the school. • Review Health & Safety policies at BOT meetings. • Develop Health Promoting School Action Plan with the support of the Northland District Health Board and implement school and community wide. • Continue liaison with Sport Northland to support with Energise and Health & PE sessions. • Continued liaison with the Heart Foundation. • Utilise services of Ngati-Hine Health Trust to support health checks (lice, throat swabbing etc.) • Continued liaison with Kamo Fire Service to support with Fire-wise programmes. • Liaison with Family Works funded Social Worker in Schools, to support students who are referred for counselling and home support. • Life Education programme is taught bi-annually. • Deliver the Positive Puberty Programme for Year 7 & 8s. |
| NAG 6 - Legislation & Community | <p>1.To promote the school positively in the eyes of its parents and community.</p> <p>2.To encourage parental involvement and participation in school activities including children’s learning.</p> <p>3.To develop the school’s curriculum in partnership with parents and whanau.</p> <p>4.To develop, monitor and review the school’s strategic and operational plans in partnership with the school’s community.</p> | <ul style="list-style-type: none"> • Consultation with community on the develop of the school curriculum. • School activities are advertised in fortnightly newsletters, on the school website and at community events. • Investigate and consider other partnerships within the community. • To continue to foster community involvement in sporting and cultural activities. • Foster parent involvement by direct communication with them. • Hold whanau support evenings each term to look at ways to support numeracy and literacy in the home. • Three way conferences to continue for mid and end of year. • Report format based on New Zealand Curriculum Levels to continue to inform whanau of student achievement. • Survey parents and community to obtain perspectives and suggestions that will enrich new school curriculum. • Inform parents and caregivers through newsletters, of progress made in developing the school curriculum. • Hold whanau curriculum consultation meetings and encourage parents to contribute to the school’s developing curriculum. • Value community engagement in the school to identify areas for improvement and maintain community confidence in the school. • Consult with the community on the health section of the curriculum. |

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| | <p>5.To work in partnership with the Maori community in the areas of te reo and tikanga Maori and to help value Treaty obligations.</p> | <ul style="list-style-type: none"> • To work in partnership with Tau Henare Marae Committee, Ngati Wai Trust Baord and Ngapuhi Social Services to strengthen relationships with our Maori community. • To work in partnership with local kaumatua and kuia to enrich Maori programmes. • Tio develop our school programmes to meet the needs of our Maori Community. |
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Section 6

Annual Plan

2020

Goal One: To improve outcomes for our children in Literacy and Numeracy

- Regularly monitor the achievement of all students against the NZC Levels.
- Target needs of priority learners.
- Continue with BOT funded teacher aide to deliver 'Quick 60' literacy support.
- Use PaCT, AsTTLe assessment tools for writing, and Literacy Learning Progressions for Next Steps for Learning.
- Use JAM, NumPA, Gloss assessment tools for mathematics.

Goal Two: Through Effective Practices, teaching and learning meets the needs of all students.

- Strengthen teacher inquiry process focused on target learners and spirals of inquiry.
- Utilize professional learning to strengthen teaching of writing, reading and maths.
- Develop Student Voice and Visible Learning Approaches.
- Teachers monitor children who are at risk of not achieving and put interventions in place.

Goal Three: To develop Te Ao Maori as part of the school culture, and increase te reo and tikanga Maori used in school programmes and activities.

- Integrate Te Ao Maori into classroom learning through increased use of te reo Maori and tikanga Maori, as per Ka Hikitia and Tataiako.
- Strengthen connections with Maori and develop programmes to meet needs.
- Continue to consider options for improving achievement of Maori students.

Te Horo School Annual Plan 2020



*Making our dreams a reality.
Moemoetia te moemoea,
engari whakatinanahia*

Goal Four: To implement a school digital technology programme and develop student IT skills.

- Staff professional development with Tai Tokerau Education Trust and Digital Tech facilitator.
- BOT funding for programmes, PLD and ICT resources.

Goal Five: To develop the school's curriculum in partnership with parents and whanau.

- Reinforce school vision within our school community and korero about what this means.
- Ensure school vision is reflected across the school in teaching practices, visually and through review of school policies and processes.
- Regular consultation with the parents, whanau and community about the school curriculum will feature.

Goal Six: To provide a safe physical and emotional environment for students / staff through Health Promoting Schools.

- Update and implement Health Promoting Schools Action Plan with the support of NDHB.
- Review Health and Safety systems to align with legislation.
- Teachers to use DAT to embed school 3-Rs (Respect, Resilience, Ready) Values system.

Goal Seven: To establish and carry out with the BOT an on-going programme of self-review.

- Establishment of an annual calendar scheduling school review.
- BOT professional development with NZSTA to better understand areas being review.
- Ensure continuity and quality of learning programmes in school.



Section 7

Academic Targets

TE HORO SCHOOL

ACHIEVEMENT TARGET FOR WRITING 2020

Baseline Writing EOY Data 2019

- After 1 Year at school 5/5 (100%) of students met or exceeded NZC Writing Expectation.
- After 2 Years at school 2/3 (67%) of students met or exceeded NZC Writing Expectation.
- After 3 Years at sch. 6/6 (100%) of students met/exceeded NZC Writing Expectation.
- After 4 Years at sch. 3/3 (100%) of students met or exceeded NZC Writing Expectation.
- After 5 Years at sch. 3/3 (100%) of students met or exceeded NZC Writing Expectation.
- After 6 Years at sch. 2/2 (100%) of students met or exceeded NZC Writing Expectation.
- After 7 years at sch. 4/7 (57%) of students met or exceeded NZC Writing Expectation.
- After 8 years at school 3/5 (60%) of students met or exceeded NZC Writing Expectation.

On-going Assessment

- Teacher Observation.
- School wide writing samples once a term.
- Discuss & monitor target students.
- Students encouraged to self- assess.
- Use of AsTTle writing and PaCT writing tools to assess writing and Next Steps.
- Teacher-student conferencing.

Review of Data

Whole school collection and analysis to identify needs / trends and the focus for teaching and learning. This is to be done in teams and shared with the whole school and BOT. Revisited after each timetabled assessment.

Analysis of EOY Writing Data 2019

Writing At/Above NZC Expectations 82% (28/34 students).

Writing Below/Well Below NZC Expectations 18% (6/34 students).

All of these students are Maori.

There have been gains when comparing student writing achievement at end of 2019 to that of previous end of year results.

Resourcing

Budget allocation for Literacy.

Class budgets raised from \$300 per year to \$400

Use of iPads and chromebooks to engage writers.



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Partnerships

Support student in home think tasks.

Meet with whanau to discuss ways to support students' learning.

Work through barriers to learning at home and at school.

Meet with local schools to moderate

Actions to Improve Writing Outcomes for Learners

- Develop positive attitudes to writing, which will lead to being more motivated and independent.
- Teacher to plan and model appropriate writing forms
- Students to write daily for a range of real purposes and audiences
- Involve students in a variety of motivating language building activities /experiences.
- Technology used where appropriate
- Teacher gives oral and written feedback about what has been mastered and what the student needs to focus on next.
- Writing to /with / by
- Draw language activities from the content areas of the curriculum
- Publish writing in a variety of ways
- Provide the expectation that all students will become better writers
- Establish a classroom environment that immerses the students in many forms of writing e.g. charts, signs, posters.
- Differentiated teaching of writing to meet all writing needs of students.

Professional Development

- Regular staff meetings where Professional Analysis Conversations occur.
- Professional Readings to ensure that we as Teachers are aware of current educational research findings
- New Zealand Curriculum Writing Levels/ Moderation PD
- Implement Literacy Action Plan to meet writing outcomes.
- COL funded Literacy support person for Write That Essay.

Reporting

- Goal setting with teacher, student and whanau mid Term 1.
- Student led conference to inform parents & whanau of student progress at end of Term 2
- Final Report based on Writing Expectation Dec.
- Progress against targets included in the annual variance report

TE HORO SCHOOL

ACHIEVEMENT TARGET FOR READING 2020

Baseline EOY Reading Data 2019

- After 1 Year at school 5/5 (100%) of students met or exceeded NZC Reading Expectation.
- After 2 Years at school 1/3 (33%) of students met or exceeded NZC Reading Expectation.
- After 3 Years at school 5/6 (83%) of students met or exceeded NZC Reading Expectation.
- After 4 Years at school 2/3 (67%) students met or exceeded NZC Reading Expectation.
- After 5 Years at sch. 3/3 (100%) of students met or exceeded NZC Reading Expectation.
- After 6 Years at school 1/2 (50%) of students met or exceeded NZC Reading Expectation.
- After 7 years at school 1/7 (14%) of students met or exceeded NZC Reading Expectation.
- After 8 years at school 2/5 (40%) of students met or exceeded NZC Reading Expectation.

On-going Assessment

- Teacher observation of students reading in groups.
- Running records – Seen text, Probe.
- STAR Test Feb / Nov.
- Discuss and monitor at staff PAC meetings the progress of target children for reading.

Analysis of EOY Reading Data 2019

Reading At/Above NZC Expectations 59% (20/34 students).

Reading Below/WB NZC Expectations 41% (14/34 students)

All students not reading at expectation are Maori.

Resourcing

Literacy budget allocation.

Teacher aide support with Quick 60.

I-pads to support learning.

Books in Homes.



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engari whakatinanahia

Partnerships

Home reading programme with readers sent home.

Whanau Literacy Night.

MOE Brochures on Reading at Home.

Work through barriers to reading at home and at school.

Actions to Engage Learners

- Implement Reading Recovery programme in the school, targeting Year 2 students reading below or well below expectation.
- Review achievement data with teachers to determine particular needs of priority learners
- Daily teaching of reading with particular focus on priority students
- Giving feedback about what has been mastered and what the student needs to focus on next
- Use of appropriate resources to support and maintain learning including more ICT
- Continue with buddy reading classes.
- Daily home readers
- A rich learning classroom environment which has a variety of texts which represent an appropriate balance of genres
- Displays of students reading work in various forms
- Quick 60 Teacher Aide assistance
- Maintain high reading expectations of all students with a special focus on priority learners
- Reading to / with / by daily.

Review of Data

Whole school collection and analysis of reading data to identify needs / trends and the focus for teaching and learning in reading. This is to be done in staff meetings and shared with the BOT. Analysis of reading data to be done at the end of each term (timetabled assessment period).

Professional Development

- Reading Recovery training for Buffy.
- Regular staff meetings where reading progress is shared.
- Professional readings.
- Jill Eggleton PLD on reading in Junior classes.

Reporting

- Initial parent teacher meeting in Term 1 to set reading goals for the year.
- Student led conference to inform parents and whanau of reading progress at end of Term 2.
- End of Year Report showing achievement in reading based on New Zealand Curriculum Levels.

TE HORO SCHOOL

ACHIEVEMENT TARGET FOR MATHEMATICS 2020

Baseline Mathematics Data 2019

- After 1 Year at school 5/5 (100%) of students met or exceeded NZC Maths Expectation.
- After 2 Years at school 0/3 (0%) of students met or exceeded NZC Maths Expectation.
- After 3 Years at sch. 0/6 (0%) of students met or exceeded NZC Maths Expectation.
- After 4 Years at school 2/3 (67%) students met or exceeded NZC Maths Expectation.
- After 5 Years at sch. 3/3 (100%) of students met or exceeded NZC Maths Expectation.
- After 6 Years at sch. 2/2 (100%) of students met or exceeded NZC Maths Expectation.
- After 7 years at school 5/7 (71%) of students met or exceeded NZC Maths Expectation.
- After 8 years at school 3/5 (60%) of students met or exceeded NZC Maths Expectation

On-going Assessment

- Junior Assessment for Maths (JAM).
- GLOSS
- Monthly Basic Facts testing.
- Teacher Observation
- Class work.
- Group work

Analysis of Data 2019

Mathematics At/Above NZC Expectations 59% (20/34 students).

Mathematics Below/WB NZC Expectations 41% (14/34 students)

All students underachieving in mathematics are Maori.

Resourcing

Budget allocated for Mathematics.

NZ Maths Website.

Texts

Photocopying.

Maths equipment.



OUR VISION
Making our dreams a reality.
Moemoetia te moemoea,
engari whakatinanahia

Partnerships

MOE Brochures on Maths at Home.

Meet with whanau to discuss ways to support students' learning.

Mathletics available at home.

Whanau Maths Nights twice a year.

Actions to Engage Learners

- Review mathematics achievement data with teachers and determine particular learning needs of target students.
- Daily teaching of mathematics.
- Closer look at long term planning to ensure coverage and not repetition.
- Develop programmes to target specific students learning needs in number knowledge, number strategy and strand.
- Greater use of co-operative learning incorporated into and used to support student learning in mathematics.
- Students asked to explain and focus on their thinking.
- Students show their understanding by using a variety of equipment, diagrams.
- Giving feedback about what has been mastered and what the student needs to focus on next.
- Use of appropriate resources to support and maintain learning including more ICT.
- Modelling books for group strategy sessions used.
- Teaching as Inquiry to reflect on and change teacher practice.
- Deliberate Acts of Teaching {DATS} in differentiated ability grouping sessions.

Review of Data

Whole school collection and analysis of mathematics data to identify needs / trends and the focus for teaching and learning in mathematics. This is to be done in staff meetings and shared with the BOT. Analysis of maths data to be done at the end of each term.

Professional Development

- Mathematics PD to be provided internally and visits to other schools with examples of 'best practice'.
- Regular staff meetings with the focus of mathematics.
- Professional Readings 20
- Centrally funded Math Consultant when required.
- Maths PLD and workshops.

Reporting

- School-wide whanau/teacher/student goal setting in Term 1.
- Student-led conference to inform whanau of mathematics progress at end of Term 2.
- Final report based on NZC Levels in December.
- Progress against targets in annual variance report