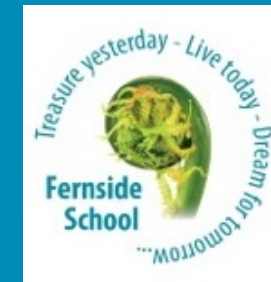


Charter

2017 - 2021



Fernside School

Gratitude - Perseverance - Optimism

FERNSIDE SCHOOL

Treasure yesterday. Live today. Dream for tomorrow.



Gratitude - Perseverance - Optimism



Treasure yesterday - Fernside School is 150 years old, (one of the oldest schools in Canterbury.) We have a **past** to be proud of. We have much to be grateful for and many people to thank. Schools and school communities develop over time. At Fernside we want children to know the school and community history and to show some sense of appreciation of those who have come before them with special attention to the indigenous Maori communities and the language of Te Reo.

Live today - At Fernside School we encourage students to **live the moment**. To get involved and contribute. We create learning opportunities in a range of areas and recognise children who do their best. The past is gone and future has not yet come. It is our hope, that in ensuring we place focus on the now, we can break down big goals into manageable and achievable targets . (“Eating an elephant one bite at a time.”)

Dream for tomorrow - At Fernside School we know that what happens today has an impact on our choices tomorrow. What we learn now we can use tomorrow. What we practice and master today, we can use to create new possibilities in the future. For this reason we encourage children to look at consequences and possibilities in their decisions.

This applies to academic, cultural and sporting pursuits in addition to the broader ecological environment they will inherit.



FERNSIDE SCHOOL TODAY

Fernside School is a full primary School located 4 kms to the west of Rangiora and 25-30 kms northeast of Christchurch. The school has an approximate roll of 300 pupils. There are twelve classrooms with multi-level teaching in all rooms. Fernside School is a Decile 10 school.

Emotional Environment:

The school has a friendly and welcoming environment. Students mix well with each other and have good relationships with their teachers. The senior students actively care for the junior students of the school. There is an active peer mediation programme in place, an enthusiastic school council and four senior classes of Year 6/7/8 students who take on important responsibilities within the school.

The school has an effective behaviour management programme that deals consistently and fairly with the small number of incidents which occur at the school.

Achievement information:

Fernside School has a proven record of strong academic performance. Children's achievement levels are high with on average 85% of students meeting National Standards expectations. Feedback from the high school's supports this.

The school's impressive performance is due to well constructed teaching programmes, experienced staff and great parental support, especially from a committed BOT and PTA. School programmes are well resourced, and the school is well funded to meet the learning needs of students.

Fernside School has been known for it's high levels of student performance in core curriculum.

In all curriculum areas Fernside students continue to achieve. There has been a strong focus on oral language and all children are able to speak confidently in public.

Students are positive about learning and enthusiastically embrace all areas of the curriculum. They are involved in a regular sports interchange, regular school arts performances and a school wide music programme.

FERNSIDE SCHOOL FUTURE

Prediction 1 Future: School Roll

The school roll will continue to grow in line with new property development within the zone. The school roll will peak in 2017/18 with a maximum end of year roll of 295 pupils. The school roll should stabilise and settle around 280-300 pupils for the next three -five years.

(The most likely impact on the accuracy of this prediction is the planned building of a new school on the west side of Rangiora. We do not however, expect the Fernside School roll to be significantly impacted.)

Prediction 2 Future: Building

In the next six months two roll-growth classrooms will be added to the school. This is in response to the recent increase in the school roll. These new classrooms are planned to be added to the middle syndicate and will be opened in Term 3.

Using the school's 5 Year Property Agreement with the Ministry, the Board will upgrade the administration and classroom block housing Room 6-8. This will be a Modern Learning environment. (But allowing for single class teaching as an option.) It will also involve small adjustments to the staff, administration and library areas to meet the changes in the school.

Prediction 3 Future: Curriculum

In the next five years the school will continue to embrace Modern Learning Pedagogy enhancing the collaborative teaching and learning environment.

Prediction 4 Future: Technology

By the end of 2018 BYOD (bring your own devices) will be operating at Fernside School. The ongoing purchase, maintenance and upgrading of technological devices for all students is beyond the budget of schools. A gradual decline in the cost of technology added to an increase in its usefulness means that by 2018, we will probably be in a situation where BYOD is adopted in the Senior School (Rooms 9-12.)

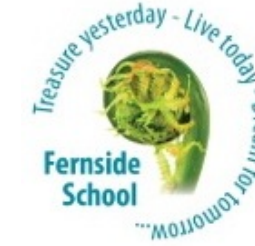
RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Fernside School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

In recognizing the unique position of the Maori culture, Fernside School will take positive steps to provide instruction in Tikanga (Maori culture) and Te Reo Maori (Maori language) for students. We will also pursue initiatives in **building relationships** that are **caring** and **bonding** with all our school community as well as a strong focus on **effective** teaching for all students. The school will promote the Virtues of Gratitude - Perseverance - Optimism for the whole school community.

ANNUAL AIMS				
Actions to achieve target	Led by	Budget /resources	Timeframe	Monitor Progress
Maori student achievement: <ul style="list-style-type: none"> - Include specific monitoring of all Maori Students in all Teaching Inquiries across the school. - Report annually on Maori achievement through National Standards. (And all other collated assessment information.) - Ensure support programmes are in place for all Maori students identified with additional needs. 	David/ Andrew		Term 1-4	
Recognising unique position of Maori culture: <ul style="list-style-type: none"> - enhance Kapahaka with specialist support. - use Te Reo in class, syndicate and school situations. - introduce appropriate Te Reo signage around the school. - Include Maori perspective in all planning and school reviews. 	Jane/David	\$3,000	Term 1-4	
Improve communication/partnerships with all cultural groups identified within the school: <ul style="list-style-type: none"> - Whanau Hui held Term 2 and 4 for - Cultural festival day. - Develop inclusive new enrolment systems. 	Syndicate Leaders -David/ Andrew		Term 1-4	
Classrooms are inclusive and value students from all cultural backgrounds: <ul style="list-style-type: none"> - Exploring and sharing students cultural backgrounds. - Visible classroom displays express cultural diversity. - Classroom greetings are expressed in many languages. 	Syndicate Leaders		Term 1-4	

Principal



PRINCIPAL'S MESSAGE

I am delighted to be leading the implementation of the strategic plan, which sets out the strategic priorities and directions for Fernside 2017 – 2021.

Over the next five years, we will be working on three main strategic goals.

1 Building powerful Learning Environments - A focus on a strong curriculum, quality resources, professional leadership and high quality teaching.

2 Developing students as Global Citizens - A focus on helping students develop as people as well as learners. Building resilience through "gratitude - perseverance - optimism."

3 Connecting with our communities- A focus on building strong networks and relationships through the development of a sustainable and ethical school with a strong rural character.

Under these three priority areas, 18 specific goals have been identified. These will be addressed annually with targeted planning and resourcing as deemed appropriate.

Fernside School has adopted a planning and reporting process that has led to a culture of self-managed continuous improvement. It is based on an annual process of evidence based self-review. Self-review involves investigating evidence about student outcomes and current teaching and learning strategies, to find out where improvement is needed.

Planning for this improvement has required us to set goals and targets for better student outcomes and to make the changes that are necessary to bring about those improvements. The changes might be across the school or they might be specific to particular classrooms or groups of students. As a school we are all involved.

On an annual basis, the school management team develop an Annual Plan. This is created after considering:

- 1) The strategic direction of the school.
- 2) The recommendations from the previous year.
- 3) The staffing and budget allocations for the year.

Once all factors are considered a plan is developed to lead successful school improvement. The annual plan is developed in conjunction with the school staff and management teams. Once final approval is given by the BOT specific action plans are created. These form the basis for reporting throughout the year.

The main Goals for 2017 are:

- 1) **Reading** - Targeting at-risk readers across the school.
- 2) **Spirals of Inquiry** - Teachers developing understanding and expertise in this new Inquiry process.
- 3) **Communication** - Increasing the quality of the within-school, across-school communication with modern software - Linc-Ed, Fernside Apps, Google-Drive.
- 4) **Property Upgrade** - Enhancing the learning environments with Roll-Growth classrooms and modernisation projects.
- 5) **Community Partnerships** - Enhance the working relationships with schools within the Puketeraki Community of Learning.

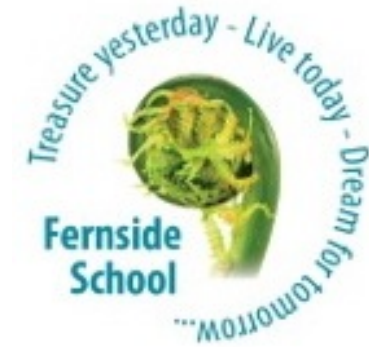
Thanks to all the BOT, staff and parents, who will take responsibility for implementing the ideas in this document.

David Taylor

Principal

Fernside School

Chairperson



The Strategic Plan, in the following three pages, is a culmination of work done by the present BOT, Staff, Students and Parents at Fernside School. It has been completed with the help from facilitator Al Fone and Principal David Taylor. As a Chairperson I would like to thank everyone for their input.

This charter is a summary of staff recommendations and wishlists, stakeholder feedback and requests, along with current MOE priorities. A concise summary of key points.

Inevitably ideas have been compressed into broader goals, and this is difficult to convey in a written format. Suffice to say they represent specific actions for improvement in each goal.

The BIG Picture is captured in our Mission Statement:

“Treasure Yesterday, Live Today, Dream For Tomorrow.”

This evolved for the following three ideas:

1. “acknowledge and learn from the past”,
2. “make the most of the today, value events right now”,
3. “dream positively, and plan for a better tomorrow.”

This ties in with the three values we hold strongly as a school

Gratitude

Perseverance

Optimism

In considering the Strategic Direction of the School, we are aware of two potential risks that may well force us to review these priorities.

Roll Growth: The school experienced a peak school roll of 301 pupils in December 2016. Present enrolment information indicates our roll stabilising at around 290-300 pupils in 2017. Any further growth will seriously impact on the present school infrastructure.

Roll Decline: The consultation process for a new school in “west Rangiora” has begun. Fernside School has been included in early discussions and will make every effort to be involved in the development. We would like to see this new school as a support to the present educational network and not a competitor for students.

The Fernside School Board of Trustees will act proactively to ensure any effects on the school are well considered and impact positively on the school and its community.

Thanks for your continuing support

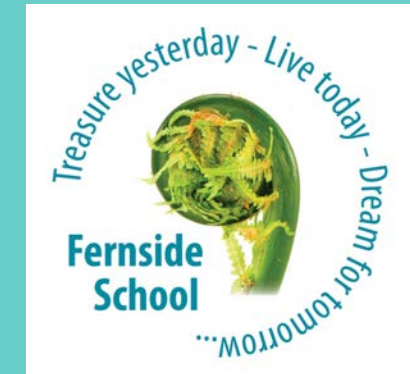
Greg Ward Chairperson Fernside School BOT

March 14th 2017

STRATEGIC PLAN

Fernside School 2017 - 2021

Treasure yesterday - Live today - Dream for tomorrow



BUILDING POWERFUL LEARNING ENVIRONMENTS

We commit to produce a Learning environment that is *inspiring and encourages individual growth.*

PRODUCING GLOBAL CITIZENS FOR THE FUTURE

We will implement a curriculum that produces *adaptable individuals who dream big and value meaningful relationships.*

CONNECTING WITH OUR COMMUNITIES

We will engage with the wider community to build a *sustainable and ethical school with a strong rural character.*

Gratitude - Optimism - Perseverance

STRATEGIC PLAN - Fernside School 2017 - 2021

Treasure Yesterday - Live Today - Dream for Tomorrow



BUILDING POWERFUL LEARNING ENVIRONMENTS

We commit to produce a Learning environment that is inspiring and encourages individual growth.

- 1a) Share a clear vision that inspires our staff to be the best they can be.
- 1b) Create opportunities for staff so they can remain current in best educational practice
- 1c) Develop a physical environment to improve the learning experiences for staff and students.
- 1d) Utilise resources/time to empower staff to perform to their potential
- 1e) Implement a rich school curriculum focused on quality improvement.
- 1f) Strive for high levels of student achievement.
- 1g) Promote the use of specialist teaching in curriculum areas.

PRODUCING- GLOBAL CITIZENS FOR THE FUTURE

We will implement a curriculum that produces *adaptable individuals who dream big and value meaningful relationships*

- 2a) Provide a wide range of challenging learning experiences that help build character in our students.
- 2b) Develop a safe, successful and positive culture among the students so that they take pride in Fernside School.
- 2c) Connect learning with modern technology.
- 2d) Increase the level of visible Student leadership in the operation of the school.
- 2e) Build student competencies through the collaborative culture of the class programmes.
- 2f) Encourage and recognise effort and excellence so that all students strive to be the best they can be.

CONNECTING WITH OUR COMMUNITIES

We will engage with the wider community to build a sustainable and ethical school with a strong rural character.

- 3a) Engage with our community to promote social wellbeing, positive role modelling and enhance our "rural" character.
- 3b) Connect with local iwi to ensure our students gain knowledge of Te Reo Maori and Tikanga.
- 3c) Build strong effective relationships between BoT, PTA, staff, parents and the COL.
- 3d) Develop a sustainable and ecologically responsible school environment.

BUILDING POWERFUL LEARNING ENVIRONMENTS

1b) Create opportunities for staff so they can remain current in best educational practice Linc-Ed

- I. Spirals of Inquiry
- II. ALL Contract - IYT
- III. Puketeraki Within-School PD

1c) Continue to develop a physical environment that enhances the learning experiences for staff and students.

- I. *Successful completion of new classrooms.
- II. Implement 5YA building programme 2017/18
- III. Develop a Library management system for 2018 and beyond
- IV. Achieve Go for Gold - Enviro school award
- V. Begin planting programme
- VI. Relocate PE Shed resourcing

1d) Utilise resources/time to empower staff to perform to their potential

- I. Maximise staffing allocation to provide classroom support and curriculum leadership.
- II. Learning Assistants support
- III. Train staff in use of Linc-Ed (SMS)
- IV. Develop use of Library/Rm 5
- V. Allocate admin roles to meet school needs
- VI. Implement a Furniture upgrade
- VII. Move school systems from server to cloud based.

1e) Implement a rich school curriculum focused on quality improvement.

- I. Use Spirals of Inquiry to build a picture of curriculum delivery
- II. Complete a triennial review of our curriculum
- III. Implement review recommendations
* PE/Health * Science * Reading

Implement reviews in:

- IV. *Writing * Mathematics * Technology

ANNUAL PLAN - Fernside School 2017

LEARNING ENVIRONMENT

ACHIEVEMENT FOCUS: READING TARGETS

1f) Strive for high levels of student achievement

Reading Yr 1-3

Target 1: We challenge ourselves to lift the achievement of our students "After 2 year at school" At or Above the National Standard in Reading from 61% (19/31 in 2016) to 72% (by 2017.)

Target 2: We challenge ourselves to support our "After 1 Year At School" pupils to achieve 70% At/Above by the end of 2017.

Reading Yr 4-5

Target 3: We challenge ourselves to lift the achievement of our students in "Yr 4 At or Above the National Standard in Reading" from 71% (20/28) in 2016 to 80% in 2017.

Target 4: We challenge ourselves to lift the achievement of our students "After 3 yrs at School At or Above the National Standard in Reading" from 75% (18/24) in 2016 to 80% by 2017.

Reading Yr 6/8

Target 5: We challenge ourselves to lift the achievement of our students in the "Yr 6 At or Above the National Standard in Reading" from 83% (34/41) in 2016 to 90% (37/41) by the end of 2017.

Target 6: We challenge ourselves to lift the achievement of our "Year 7 -8 Above in National Standards Reading" from 45% (31/69) Above the National Standard in Reading to 60% (41/69) by the end of 2017.

PRODUCING GLOBAL CITIZENS FOR THE FUTURE

2b) Develop a safe, successful and positive culture among the students so that they take pride in Fernside School.

- I. -Develop collaborative teaching and learning environment.
- II. Use Fernside Way in classroom practice.

2c) Connect learning with modern technology.

- I. Wireless network upgrade
- II. Integrate I'pads across the school
- III. Develop use of google drive/docs
- IV. Implement robust Cyber-safety training
- V. Develop e-learning plan.

CONNECTING WITH OUR COMMUNITIES

3b) Connect with local iwi to ensure our students gain knowledge of Te Reo Maori and Tikanga.

- I. Implement Te Reo /Tikanga programmes
- II. Further develop Kapahaka.

3c) Continue to build effective relationships between BoT, PTA, staff, parents and the COL.

- I. Enhance BOT /PTA communication and Teamwork
- II. Appoint and train within-school teachers COL
- III. Implement School Apps across Fernside School
- IV. Organise one curriculum event per term
- V. Use COL Leadership to connect across the Puketeraki Community.

FERNSIDE SCHOOL ANNUAL PLAN

Gratitude - Perseverance - Optimism

Goal 1: BUILDING POWERFUL LEARNING ENVIRONMENTS

We commit to produce a Learning environment that is *inspiring and encourages individual growth*.

1b) Provide our staff with the best possible development opportunities so they can stay at the leading edge of NZ Education.

1. Implement, monitor and review the new school SMS system – LINC-ED.
2. Build a successful collaborative 'team' culture and programmes.
3. Utilise Linc-Ed data to monitor and review school programmes.
4. Participate in the ALL contract.
5. Provide appropriate PLD to support school development goals.
6. Use Inquiry processes to explore reading achievement.
7. Participate in COL initiatives to build collaborative learning environments.
8. Develop a vision of ILE for our school in consultation with parents/whanau.

1f) To have high expectations for student achievement.

1. Set SMART targets for achievement aiming for improvement in the National Standards for Reading. Align schoolwide targets with CoL targets.
2. Update Quality Teaching & Learning statement in light of ILE / Team developments. Participate in the ALL contract, involving all syndicates.
3. Take opportunities provided through CoL for professional conversations about achievement expectations.

1e) Implement robust school curriculum review systems focused on quality improvement.

1. Implement recommendations from the Reading Review.
2. Implement recommendations from the Science Review.
3. Implement recommendations from the PE/Health Review.
4. Develop a school-wide MLE strategy for the school.
5. Review and update Curriculum Statement 2015-17.
6. Conduct curriculum reviews in – Maths, Writing and Technology.
7. Review and make appropriate changes to end of Year events, (e.g prizegiving.)

FERNSIDE SCHOOL ANNUAL PLAN

Gratitude - Perseverance - Optimism

Goal 1: BUILDING POWERFUL LEARNING ENVIRONMENTS

We commit to produce a Learning environment that is *inspiring and encourages individual growth.*

1c) Continue to develop a physical environment that enhances the learning experiences for staff and students.

1. To complete new Roll-growth building project.
2. Redevelopment of Rooms 6-8 completed. (5YA)
3. Repair roofing to Room 1/2.
4. Manage roll growth effectively.
5. Work in conjunction with Fundraising team to target fundraising and school priorities.
6. Develop a plan to best utilise teaching spaces – Room 5 and the Library.

1d) Manage resources/time to enable staff to perform their best

1. Allocate school staffing (FTTE) to maximise Teaching and Learning programmes.
2. Integrate Learning Assistants into the Collaborative teaching life of the school.
3. Focus admin roles to best meet the needs of staff and students.
4. Implement furniture upgrade to support classroom changes.

Goal 2: DEVELOPING STUDENTS AS GLOBAL CITIZENS

We will implement a curriculum that produces *adaptable individuals who dream big and value meaningful relationships.*

2c) Connect learning with modern technology.

1. Confirm, implement and monitor e-learning strategy.
2. Respond to teacher PLD requirements.
3. Strengthen collaborative practice and ICT tools to support these.
4. Continue to develop ICT capacity.
5. Implement upgrade of wireless network.
6. Implement integration of I'Pads.
7. Develop ICT E-Learning Plan.
8. Implement cyber-safety training for staff and students.

2b) Develop a safe, enjoyable, successful and positive culture among the students so that they take pride in Fernside School.

1. Share the Fernside Way with students.
2. Co-construct with students – Syndicate expectations of collaboration.
3. Engage in "Team building" activities to unify syndicate / school.
4. Extend sustainable practices across the school - Achieve Enviro Gold award in 2017.

FERNSIDE SCHOOL ANNUAL PLAN

Gratitude - Perseverance - Optimism

Goal 3: CONNECTING WITH OUR COMMUNITIES

We will engage with the wider community to build a sustainable and ethical school with a strong rural character.

3c) Continue to build effective relationships between BOT, PTA, staff, parents and the COL.

1. Maintain school presence at as many community events as possible.
2. School presence at all sporting and cultural events of cluster.
3. Participate in and lead COL activities.
4. Continue to monitor success at transition points.
5. Extend information spread to wider community through flyers & media (School Apps).
6. To hold a curriculum 'event' each term for parent information & engagement specifically around curriculum.

3b) Connect with local iwi to ensure our students gain knowledge of T Reo Maori and Tikanga.

1. To continue to develop a culturally responsive school curriculum.
2. Draft and implement Cultural Responsiveness Plan.
3. Continue to strengthen schoolwide planning processes around inclusion of Te Reo me o nga tikanga Maori including the development of kete for themes.
4. Continue developing schoolwide practices that support a culturally responsive community.
5. To participate in COL activities around cultural responsiveness.
6. Hold a Whanau Hui to share learning with school community and celebrate Maori student achievement.
7. Review and implement a Kapahaka programme that meet the needs of students.

STUDENT ACHIEVEMENT TARGETS 2016. Focus: Literacy

National Standards:

The final results for 2015 show positive student achievement across all “core” curriculum areas. Overall they are very strong with 87-91% of students achieving at or above National Standard expectations. However, there are two areas of lower achievement.

One is shown in our Year 1-3 readers. (Where 8/39 are reading below their National Standard level. A special area of focus will be directed at these Readers in 2016.)

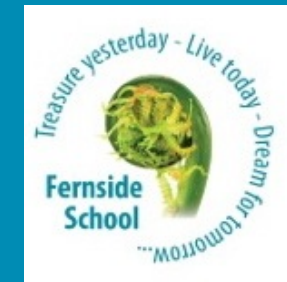
Two is shown in our Year 7/8 writers. (Where 8/39 are writing below their National Standard level. A special area of focus will be directed at these Writers in 2016.)

Data Analysed:

1) National Standards 2015

PM Running record – benchmarks unseen –
syndicate moderation using NS Guidelines, age at
test, and expected levels
Essential Word Lists
Phonic and Alphabet Testing
Vocabulary test
Schonell
Modelling Book Notes
Term wedge graphs





Analysis of Variance 2016



Literacy - Reading/Writing
Gratitude - Perseverance - Optimism

Fernside School: Teaching As Inquiry

Name: Senior Syndicate

Curriculum Subject: Writing 2016

Data Analysed:

E-AsTTle Writing
PAT: Grammar/Vocabulary test
Schonell
Literacy Progressions tracking
2015 NS Data

What areas/ gaps in teaching and learning have you identified?

Year 7 and 8

Year 8: 7 children identified (6 boys, 1 girls). 25% of Year 8 children below the National Standard in Writing. (boys 50% and 6% girls.)

Year 7: 6 children identified (5 boys, 1 girls). 16% of Year 7 children are well below or below the National Standard in Writing. (24% boys and 6% girls.)

Target / Goal

The 13 students identified in the Year 7/8 cohort will make progress in Writing. This will be shown in...

1. An increase in the writing stages as assessed by the e-asTTle writing test.
2. An improvement in writing as assessed against the writing progressions –examples of writing collected and evaluated

Identified students:

What Interventions have you planned to use and why?

The Writing Process

Sheena Cameron & Louise Dempsey resource

Tracking our target group using the literacy progressions

Interventions

: Gather samples of children's work and track progress using the literacy progressions. Learning support during literacy time will be used to assist at risk learners by provide extra support and guidance. Our teaching approach will be to model writing, Shared writing, Guided writing and Independent writing, combined with formative practice (observing and responding to learner's needs.

Fernside School: Teaching As Inquiry

Name: Senior Syndicate

Curriculum Subject: Writing 2016

Term 2 extras

Using a range of genre to motivate students.

Using memoire writing to improve vocabulary and descriptions.

Term 3 Extras

Writing Programme

Dictation once a week

Word walls

Mid Year evaluation (End on term 2):

Progress:

All students have made progress when assessed against the Literacy progressions. Teachers have highlighted improvement in writing on Writing progressions tracking sheet. All at risk students have one of these.

We have seen improvement in:

Attitude and motivation to write.

Providing students with a range of genre has allowed students to find success in their own writing, rather than limiting students experiences in writing, which makes them feel like they are not improving.

Using graphic organisers/ mind maps to assist in scaffolding the structure, ideas and organisation has also improved writing.

Exposure to quality pieces of writing and good examples of students writing to set high expectations for students.

Breaking down of sentence structure has improved length and quality of sentences.

Topic choice has engaged writers and allowed them to develop their personal voice.

Using laptops and ipads to research topic based vocabulary, has meant that students can use a higher level of vocabulary in their own writing that they might otherwise not have known about.

Learning support and community volunteers –Phyllis, Corina & Jo are used to provide targeted assistance in writing; taking guided writing sessions. This has been an invaluable resource to help improve the achievement of our targeted writing students.

Next steps –term 3 & 4:

To continue engaging students in their writing by using multiple genre each term.

Move students from writing sentences to grouping sentences into paragraphs.

Continue to break down writing into manageable segments.

Continue to track progress using the literacy writing progressions.

Continue to support students with guided writing with our learning support and community volunteers.

End of year analysis (End of term 3):

Mid way through term 4 2016 the results are as follows:

Year 7's: 4 out of 6 students are now at standard for writing (66%), but all have made improvement (the 2 students still below the standard were well below standard at the start of 2016).

Year 8's: 5 out of 7 students are now at standard for writing (71%), but all have made improvement (the 2 students still below the standard were well below standard at the start of 2016).

There has been a significant improvement in sentence structure, organisation, paragraphing and spelling. The Chuck Marriott spelling programme has improved student's vocabulary as well as overall spelling.

Providing students with structured lessons, word walls and visual aids have improved the student's organisation and quality of sentences.

Students still need the specific teaching of spelling, grammar and writing.

e-asttle and literacy progressions data show significant improvement for all targeted students.

Next Steps:

To continue engaging students in their writing by using multiple genre each term.

Move students from writing sentences to grouping sentences into paragraphs.

Continue to break down writing into manageable segments.

Continue to track progress using the literacy writing progressions.

Continue to support students with guided writing with our learning support and community volunteers.

Continue to have guest speakers in to motivate students

Fernside School: Teaching As Inquiry

Name: Junior Syndicate
Curriculum Subject: Reading 2016

Data Analysed:

PM Running record – benchmarks unseen – syndicate moderation using NS Guidelines, age at test, and expected levels
Essential Word Lists
Phonic and Alphabet Testing
Vocabulary test
Schonell
Modelling Book Notes
Term wedge graphs
2015 NS Data

What areas/ gaps in teaching and learning have you identified?

Refer to at risk register for individual children's information

Year 3 (Junior School)

19 children in total (9 boys, 10 girls).
10 (6 boys, 4 girls) children are well below or below the National Standard
53% of Year 3 children are well below or below the National Standard in Reading.
66% of the boys and 40% of the girls

Year 2

26 children in total (12 boys, 14 girls).
27% of Year 2 children are well below or below the National Standard in Reading.
25% of the boys and 28.5% of the girls

Year 1

9 children have been identified as being potentially at risk of being below the National standard after one year at school.

Target / Goal

The 20 students identified in the Year 2/3 cohort will make progress relative to their peers in Reading.

This will be shown in...

1. An increase in the reading level monitored by an unseen Pm Benchmark running record.
2. An increase in the chronological reading age by one year in a school year.

As a syndicate we are committed to improve each child's reading.

Fernside School: Teaching As Inquiry

Name: Junior Syndicate

End of Term 3 data (Results)

Year 3 Junior School

20 children in total (10 boys, 10 girls)
10 (5 boys and 5 girls) children are identified of being at risk of being well below or below the National Standard
50% of Year 3 children are identified of being at risk of being well below or below the National Standard
50% of the boys and 50% of the girls

4 children improved to AT the standard – 25% improved (1 boy, 3 girls)

Year 2

27 children in total (12 boys, 15 girls)
7 (3 boys and 4 girls) children are identified of being at risk of being well below or below the National Standard
26% of Year 2 children are identified of being at risk of being well below or below the National Standard
25% of the boys and 27% of the girls

Year 0/1

39 children in total (18 boys, 21 girls) 4 Year 0 and 35 Year 1
17 (7 boys and 10 girls) children are identified of being at risk of being well below or below the National Standard
43.5% of Year 0/1 children are identified of being at risk of being well below or below the National Standard
39% of the boys and 48% of the girls

Targets and Goals from the beginning of the year related to the 20 students originally identified in February.....

Majority of these students have made progress relative to their peers in Reading.

This is shown in...

1. An increase in the reading level monitored by an unseen Pm Benchmark running record.
2. An increase in the chronological reading age by one year in a school year.

Fernside School: Teaching As Inquiry

Name: Junior Syndicate

The expectation on the PM level benchmark progression chart is an increase of 5 levels per year for Year 2/3 students.

Originally identified Year 2 students progressed an average of 7.7 levels
Originally identified Year 3 students progressed an average of 4.7 levels

Majority of the students increased their chronological age by a year.

Analysis of Data

The results show that the 'At Risk' target children

- in Year 2 exceeded our target with the average result achieved was 7.7 levels during this year.
- in Year 3 were slightly below (0.3%) our target with the average result achieved was 4.7/5.0 levels during this year

In the Year 3 cohort we have 3/10 children with diagnosed specific learning disabilities.

If we keep these children progressing at this current pace, we should see more children achieving 'AT' the National standard.

Identified students:

Priority Learners

Maori

Pacific Islanders

Special Needs

Low Income

Refer to at risk register

What Interventions have you planned to use and why?

Learning Staircase

Extra Reading in Class

Parental Discussion – home support

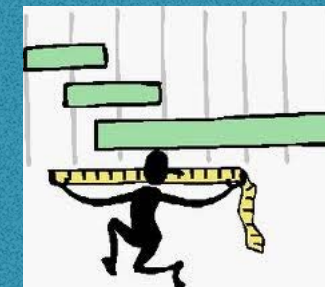
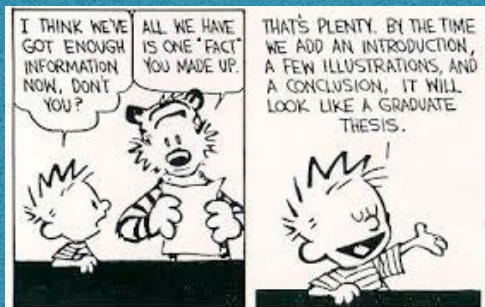
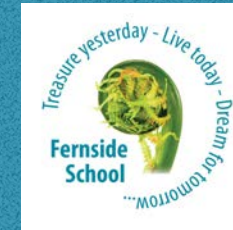
Parent reading Day – Demonstrate reading programme, strategies etc

Cross Grouping for phonics and reading

Specific interventions related to each child are highlighted on at risk register

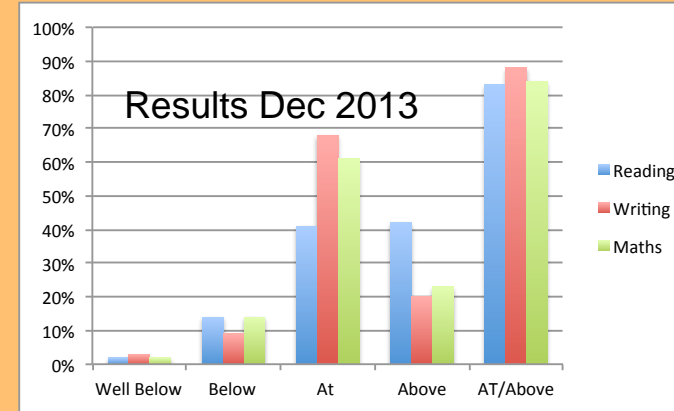


National Standards Final Results Dec 2016



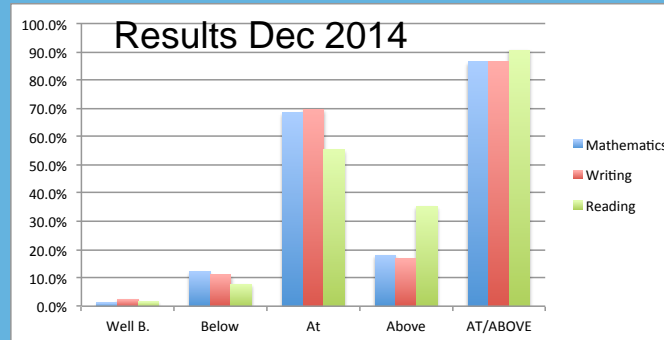
National Standards Final Results Dec 2013

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Reading	2%	14%	41%	42%	83%	80%	88%	76%	83%
Writing	3%	9%	68%	20%	88%	81%	96%	76%	88%
Maths	2%	14%	61%	23%	84%	83%	85%	65%	85%



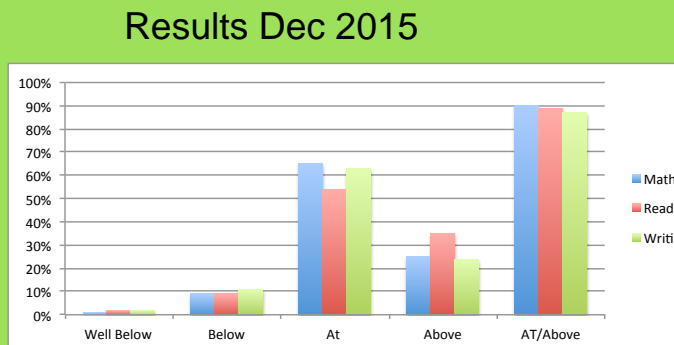
National Standards Final Results Dec 2014

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Reading	2%	8%	55%	35%	90%	89%	92%	94%	90%
Writing	3%	11%	70%	17%	87%	82%	91%	77%	86%
Maths	1%	12%	68%	18%	86%	85%	88%	82%	86%



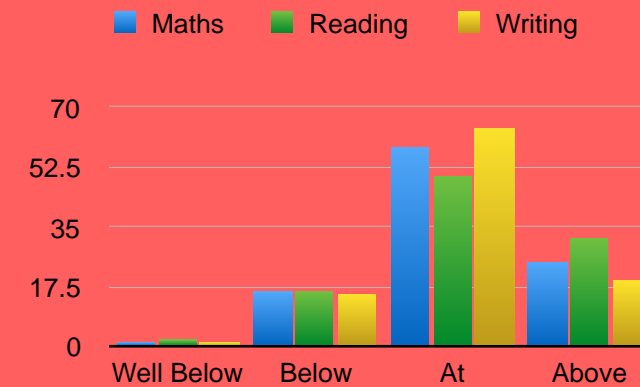
National Standards Final Results Dec 2015

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Maths	1%	10%	65%	24%	89%	89%	89%	80%	91%
Reading	2%	10%	54%	34%	88%	84%	92%	85%	88%
Writing	2%	11%	63%	25%	88%	81%	95%	85%	88%



National Standards Final Results Dec 2016

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Maths	1%	16%	58%	25%	83%	82%	84%	68%	84%
Reading	2%	16%	50%	32%	82%	82%	81%	64%	84%
Writing	1%	15%	64%	19%	83%	78%	90%	75%	84%



National Standards Final Results Dec 2016

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Maths	1%	16%	58%	25%	83%	82%	84%	68%	84%
Reading	2%	16%	50%	32%	82%	82%	81%	64%	84%
Writing	1%	15%	64%	19%	83%	78%	90%	75%	84%

Reading	Well Below	Below	At	Above	AT/Above
Yr 5-8	1%	12%	54%	33%	87%
Yr 1-4	2%	20%	63%	15%	78%

Discussion:

This is the fourth time I have produced final "End of Year" National Standards information to the Fernside School Board of Trustees.

The results for 2016 show positive student achievement across all "core" curriculum areas. (Reading, Writing and mathematics.) Teachers have identified between 82-83% of students across the school are achieving at or above the standard. (The National Target in these areas is 85%)

As the school manager I am reluctant to over-read the importance of National Standards data. I believe it provides a very useful summary of overall student achievement, but percentage gains of between 1-5%, cannot be considered reflections of either improved student achievement or teacher effectiveness. (They could equally be the result of changes to the way in which Teachers interpret their OTJ (overall teacher judgement.)

So, if we look at the data with a degree of caution, we can see some patterns in achievement information. (Especially when aligned with previous data - see the results form 2015 below, and look at differences between categories.)

Significant findings:

1 Overall rates are positive, although slightly below National Targets. (85%)

2 All three curriculum areas are relatively similar levels of overall performance. (82-83%)

3 Gender differences are small in Maths and Reading (but significant in writing 78-90%.)

4 Significant differences are obvious between Maori and NZ Pakeha students. (68-84%) This is different to previous years.

5 Significant differences between Yr1-4 data and data at Yr 5-8. (78-87%) Showing that children grow into the standards as they progress through the school.

Discussion:

All children identified as Below or Well Below are being monitored through the schools SWANS programme. Children in Yr 1-4 with moderate learning needs have participated in the Learning Staircase programme, with pleasing results.

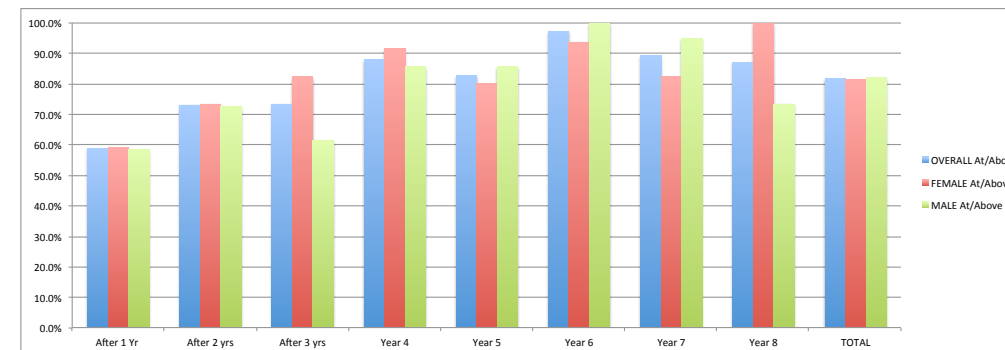
The shift in Maori Achievement data is not down to dropping performance of Maori students, but a change in the student population.. (A separate Maori Achievement report has been written.)

Comparison - National Standards Final Results Dec 2015

OVERALL	Well Below	Below	At	Above	AT/Above	Male	Female	Maori	NZ Pakeha
Maths	1%	8%	65%	26%	91%	90%	92%	84%	92%
Reading	2%	7%	55%	36%	91%	86%	96%	90%	90%
Writing	2%	10%	64%	25%	89%	82%	96%	90%	88%

National Standards Final Results Dec 2016

READING 2016



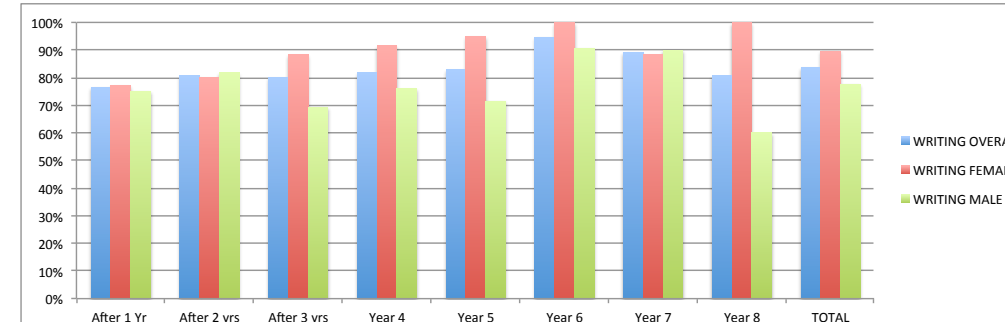
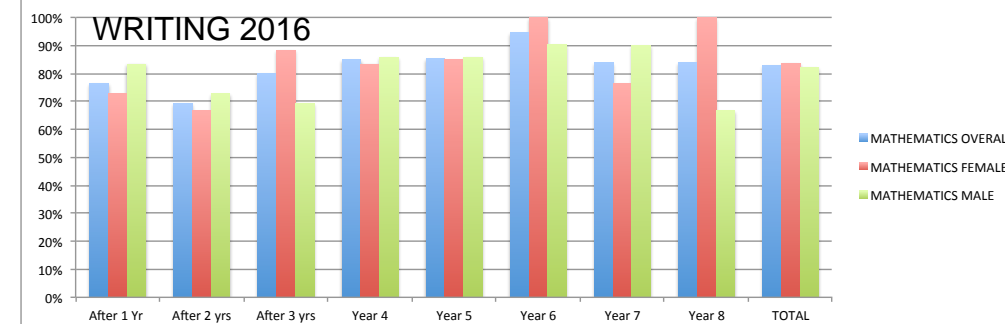
DATA: STUDENTS
2016

Overall 269
Male 134
Female 135
NZ Pakeha 217
Maori 28

YEAR GROUPS

After 1 Yr 34
After 2 Yr 26
After 3 yr 30
Year 4 33
Year 5 41
Year 6 37
Year 7 37
Year 8 31

WRITING 2016



All year groups are not created equal. They differ in number, gender balance, ethnic make-up and collective personality. The biggest Year group is Yr 5 with 41 students, the smallest year group is after 2 yrs at school with 26 students.

As seen in the graphs above, students start at lower achievement levels in all curriculum areas in Yr 1, 2 and 3 and gradually progress. By Year 4/5 student achievement has generally stabilised or plateaued. (This is as a group not necessary at an individual level.)

Overall, we are reassured with this pattern showing that students make progress in their learning the longer they are at school with Year 8 students leaving well prepared for High School.

STUDENT ACHIEVEMENT TARGETS 2017. Focus: Reading

Reading Yr 1-3

Target 1: We challenge ourselves to lift the achievement of our students "After 2 year at school" At or Above the National Standard in Reading from 61% (19/31 in 2016) to 72% (by 2017.)

Target 2: We challenge ourselves to support our "After 1 Year At School" pupils to achieve 70% At/ Above by the end of 2017.

Reading Yr 4-5

Target 3: We challenge ourselves to lift the achievement of our students in "Yr 4 At or Above the National Standard in Reading" from 71% (20/28) in 2016 to 80% in 2017.

Target 4: We challenge ourselves to lift the achievement of our students "After 3 yrs at School At or Above the National Standard in Reading" from 75% (18/24) in 2016 to 80% by 2017.

Reading Yr 6/8

Target 5: We challenge ourselves to lift the achievement of our students in the "Yr 6 At or Above the National Standard in Reading" from 83% (34/41) in 2016 to 90% (37/41) by the end of 2017.

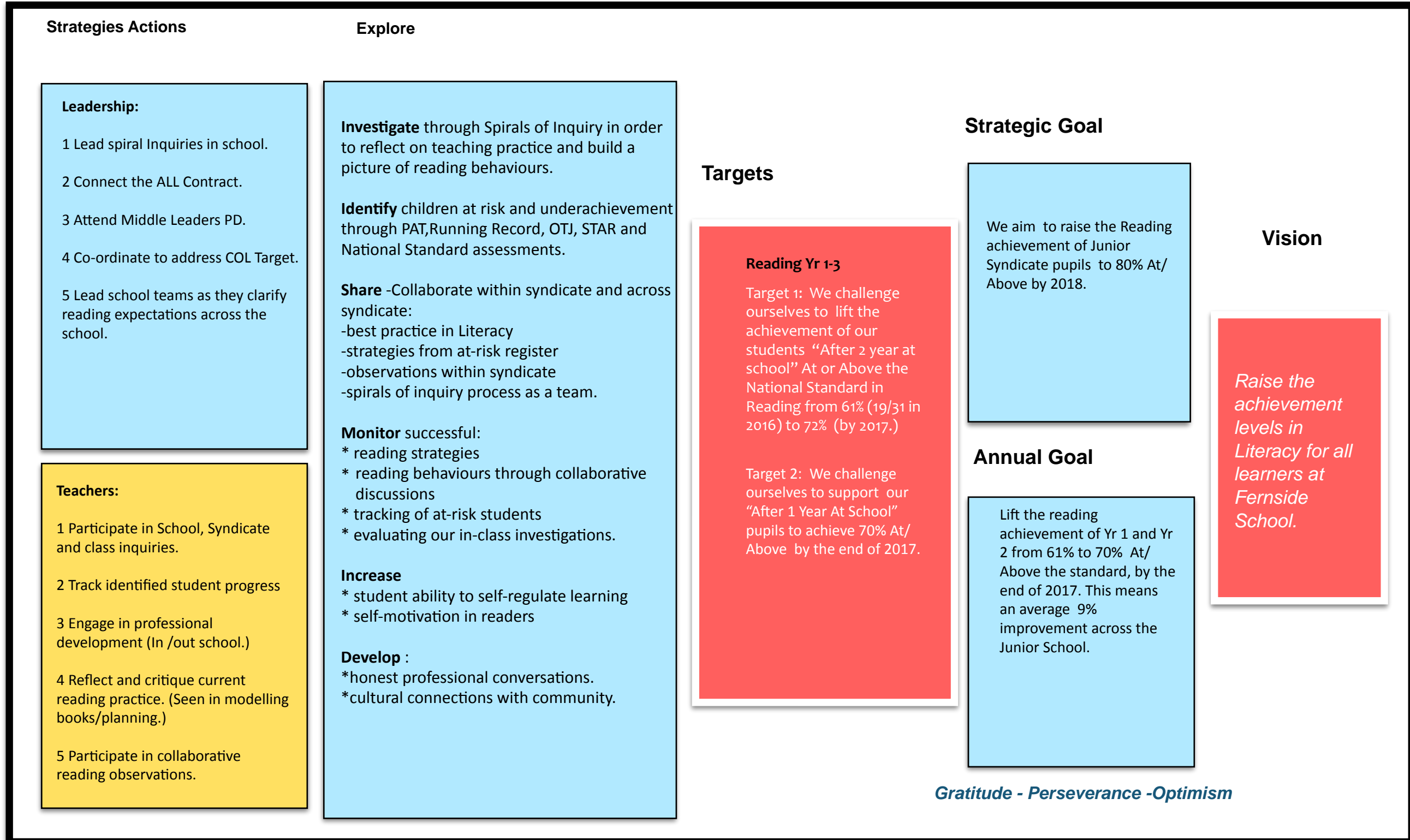
Target 6: We challenge ourselves to lift the achievement of our "Year 7 -8 Above in National Standards Reading" from from 45% (31/69) Above the National Standard in Reading to 60%



FERNSIDE SCHOOL READING TARGETS 2017 - JUNIOR

Draft

Culturally responsive practice - Smooth transitions of at risk students.



FERNSIDE SCHOOL READING TARGETS 2017 - MIDDLE

Culturally responsive practice - Smooth transitions of at risk students.

Strategies Actions

Leadership:

- 1 Lead spiral Inquiries in school.
- 2 Connect the ALL Contract.
- 3 Attend Middle Leaders PD.
- 4 Co-ordinate to address COL Target.
- 5 Lead school teams as they clarify reading expectations across the school.

Teachers:

- 1 Participate in School, Syndicate and class inquiries.
- 2 Track identified student progress
- 3 Engage in professional development (In /out school.)
- 4 Reflect and critique current reading practice. (Seen in modelling books/planning.)
- 5 Participate in collaborative reading observations.

Explore

Investigate through Spirals of Inquiry in order to reflect on teaching practice and build a picture of reading behaviours.

Identify children at risk and underachievement through PAT, Running Record, OTJ, STAR and National Standard assessments.

Share -Collaborate within syndicate and across syndicate:

- best practice in Literacy
- strategies from at-risk register
- observations within syndicate
- spirals of inquiry process as a team.

Monitor successful:

- * reading strategies
- * reading behaviours through collaborative discussions
- * tracking of at-risk students
- * evaluating our in-class investigations.

Increase

- * student ability to self-regulate learning
- * self-motivation in readers

Develop :

- *honest professional conversations.
- *cultural connections with community.

Targets

Reading Yr 4-5

Target 3: We challenge ourselves to lift the achievement of our students in "Yr 4 At or Above the National Standard in Reading" from 71% (20/28) in 2016 to 80% in 2017.

Target 4: We challenge ourselves to lift the achievement of our students "After 3 yrs at School At or Above the National Standard in Reading" from 75% (18/24) in 2016 to 80% by 2017.

Strategic Goal

We aim to raise the Reading achievement of Middle Syndicate pupils from 79% (66/84) At Above standard in 2016 to 85% At/Above by 2018.

Annual Goal

Lift the reading achievement of Yr 3-5 from 79 to 85 % At/Above the standard, by the end of 2017. This means an average 6% improvement across the Middle School.

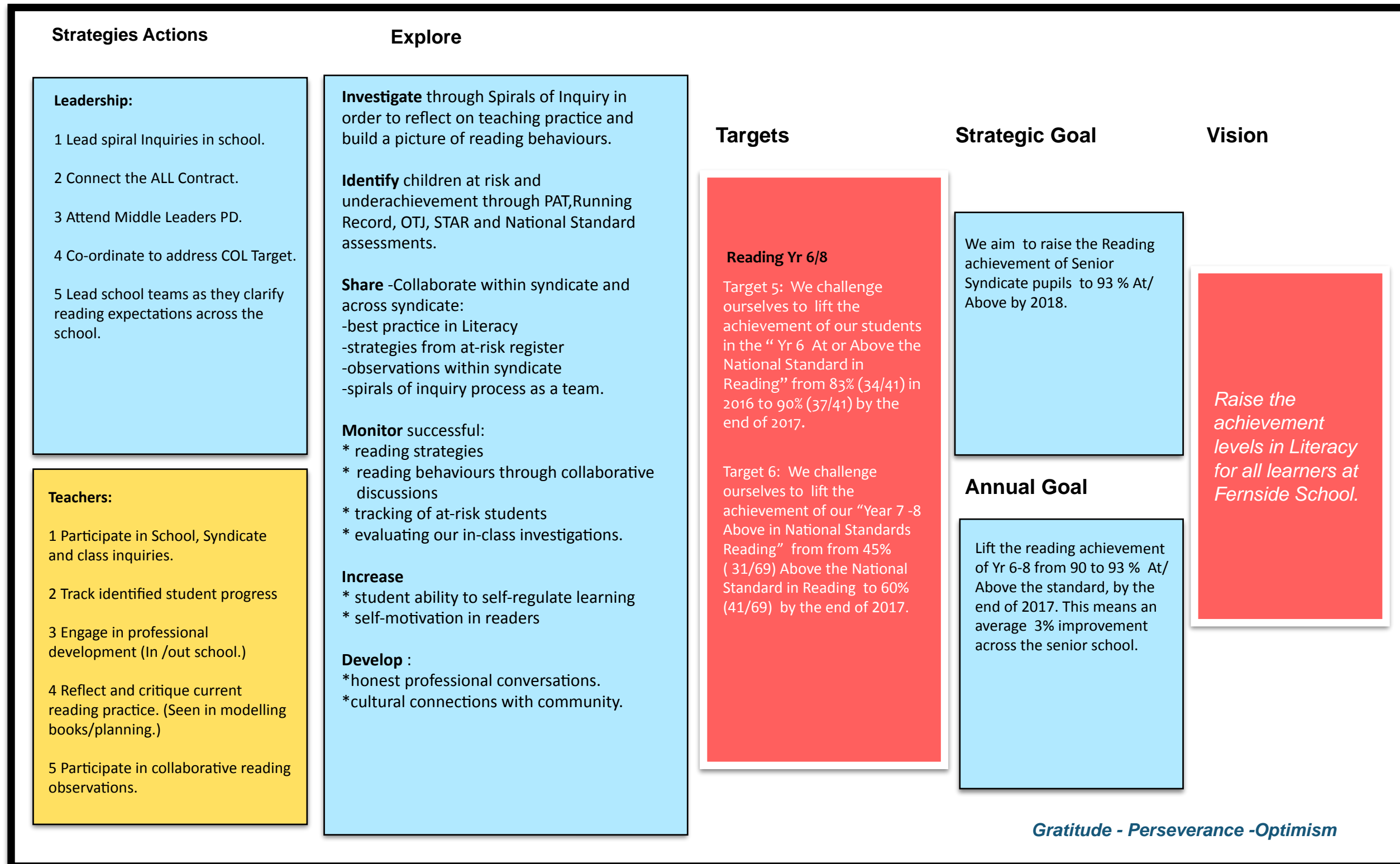
Vision

Raise the achievement levels in Literacy for all learners at Fernside School.

Gratitude - Perseverance -Optimism

FERNSIDE SCHOOL READING TARGETS 2017 - SENIOR

Culturally responsive practice - Smooth transitions of at risk students.



Gratitude - Perseverance -Optimism