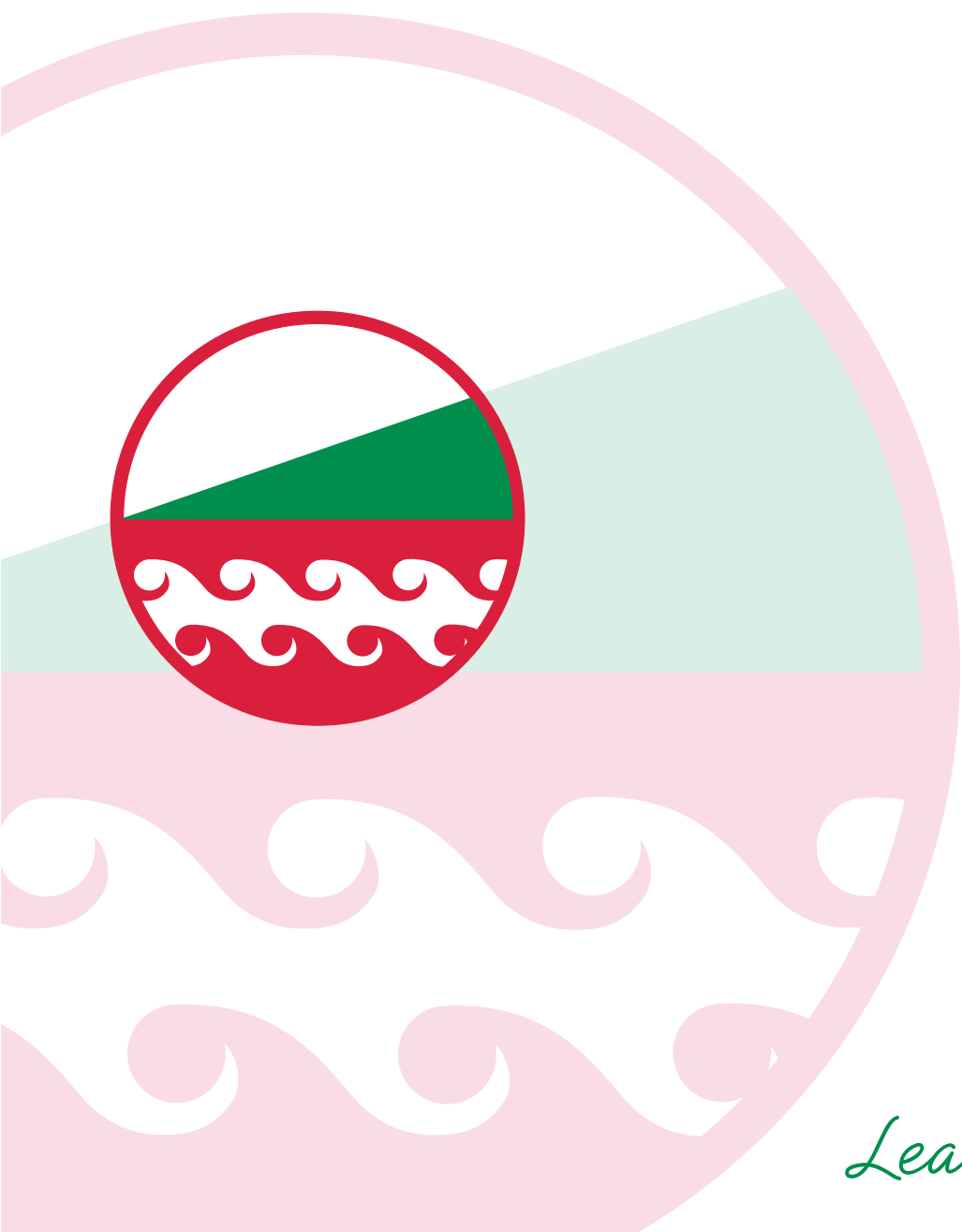


POINT VIEW SCHOOL

CHARTER 2018



Learning Together



POINT VIEW SCHOOL
LEARNING TOGETHER

CHARTER 2018

*Learning together to develop individual potential,
a love of learning and responsible citizenship.*

Chairperson of Board of Trustees
Grant Webster

A handwritten signature in black ink, appearing to read 'Grant Webster'.

Principal
Robin Kirkham

A handwritten signature in black ink, appearing to read 'Robin Kirkham'.

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The Ministry of Education requires every school Board of Trustees to develop a Charter as part of New Zealand's self-government and self-management model for schools. The Charter presents the vision that the Board, staff, students and parents have for the ongoing development of the school. The Charter outlines the school's aims, objectives and strategic priorities and contains operational planning to show how these will be achieved. This document is the Charter of Point View School.

This charter is reviewed annually by the Board of Trustees and the Leadership Team. This review incorporates feedback gained throughout the year from a wide range of consultation processes involving staff, students and parents. Evidence of this ongoing review and consultation is shown throughout the Charter documentation.

POINT VIEW SCHOOL AN INTRODUCTION TO OUR SCHOOL

Point View School is a contributing primary school that opened in 1997. It is situated in the east Auckland suburb of Botany. The school is extremely well resourced in terms of its gymnasium/hall complex, library and research centre, technology room, performing arts centre, learning centre, environmental education area and its digital equipment and infrastructure. More importantly, our staff members bring a wealth of expertise to the school and are highly committed to supporting student learning in partnership with our very supportive families.

School Organisation

Point View has over 850 students by the end of the year, organised into three syndicates: Year 1, 2 students, Year 3, 4 students and Year 5, 6 students. This structure allows a managed transition through the school and enables a focus on the academic, social and physical needs of each particular age group. Each syndicate is run by one of the three Deputy Principals who, with the Principal and Business Manager, make up the senior leadership team. A wider Leadership Team includes all teachers who have leadership responsibilities across all syndicates. Other leadership roles and responsibilities within each syndicate are distributed across a large number of teachers. The school employs around seventy-five people, including thirty-four classroom teachers, five specialist teachers and numerous part-time teachers, teacher aides and learning assistants, supported by a team of administrative and property personnel. Teachers also work in curriculum teams, which lead curriculum review and development, resource management and professional development, and we have separate teams managing specific projects.

School Planning and Self Review

The Point View School Charter encompasses the school vision, aims and objectives, strategic priorities, annual plan and student achievement data and targets. Self-review procedures are in place and the Board of Trustees and community are given regular feedback on administrative and curriculum matters including our key focus, student achievement. Point View School has a full portfolio of policies and procedures that underpin all facets of school life and clarify the processes and accountabilities of board and staff members. The school's development and self-review processes are supported by an extensive professional learning and development programme and review schedules that cover curriculum delivery and administration. The high level of effectiveness of our self-review and self-development processes was noted in our recent Education Review Office reports.

Curriculum Delivery

Point View School's charter goals prioritise the teaching of reading, writing, mathematics and information literacy. An inquiry learning model is used at all levels of the school, supported by the teacher librarian. Programmes cater for individual student needs and learning styles. Specialist programmes support our children with special needs and our gifted and talented children. There is a high level of expertise on the staff to support a vibrant arts programme covering music, dance, drama and visual arts. A specialist music teacher works three days a week with classes and with instrumental and vocal groups. Physical education and sports are taught in class skill development lessons, in sports sessions and at team coaching sessions. We hold school sports events in athletics, cross-country and swimming and teams participate in local area events, with excellent outcomes. Our digital technology and infrastructure is fully supported, and we encourage students to bring their own digital devices to school.

Evaluation and Reporting to Parents

Regular assessment and evaluation is an integral part of the teaching and learning cycle. Students complete a wide range of assessment tasks throughout the year and the accumulated data allows analysis of individual achievement levels and progress, and the analysis of aggregated student achievement data across the school. Student achievement outcomes are monitored and student achievement targets are set annually in reading, writing and mathematics. Such analysis guides both teaching programmes and the allocation of resources. The student management system provides a cumulative record of each child's achievement levels and progress. This assessment data also supports formal reporting to parents. Individual student work is shared with parents and written reports are issued at the middle and end of the year. We have three-way conferences twice a year, involving the parent, teacher and child, and ongoing informal dialogue with parents. Our assessment and reporting practices are aligned with the levels of the New Zealand Curriculum. We also implement formative assessment practices where clarity of learning intentions and success criteria, and detailed feed-back and feed-forward, ensure quality learning for all students.

Performance Management and Professional Development

The performance management cycle involves all staff members and covers all stages of employment from recruitment, appointment and induction through to staff exit procedures. It is an ongoing process aimed at improving the quality of teaching and learning outcomes for students. The Appraisal for learning model is being embedded in teacher practice and forms an important part of the performance management process at Point View. Professional development areas are decided annually, based on analysis of student data and teacher needs. We also work to sustain teacher awareness of the different learning styles of boys and girls. This development links to current research and to findings from our boys only classes run intermittently over the years.

The School Community

Involvement with the local community is an integral part of Point View School. Parents have high expectations of the school and are very supportive, assisting with class programmes and trips. Our Family and Friends parent association makes significant contributions to the school in terms of community events and fundraising. The Board of Trustees is a governing body that is elected every three years. A significant part of Point View's special character is its multi-cultural community. In addition to the New Zealand European students, there are students from Korea, Taiwan, China, India, South Africa, South America and the Middle East, as well as Maori, Samoan, Nuiean and Tongan students. This rich cultural diversity is celebrated through dance, music, food, language and festive occasions.

Partnerships

Point View has a number of partnerships with other schools both in New Zealand and overseas. We are in the newly formed Waipaparoa Community of Learning with Botany Downs Secondary College, Howick College, Somerville Intermediate School, Cockle Bay School, Shelly Park School and Willowbank School. Our leaders participate fully in their own professional associations and cluster groups.

At Point View School we encourage families to have a high level of involvement in their child's learning. It is a happy place for the children and for those of us who work here.

POINT VIEW SCHOOL VISION STATEMENT

LOGO



POINT VIEW SCHOOL
LEARNING TOGETHER

MOTTO

Learning Together

MISSION STATEMENT

Learning together to develop individual potential, a love of learning and responsible citizenship.

VALUES / Tino rangatiratanga / 重視的價值

Respect / Manakitanga / 尊重

Responsibility / Tiaki / 責任感

Excellence / Wehi / 超卓

Integrity / Mauri / 廉潔

DISPOSITIONS

Commitment - Collaboration

Resilience - Perseverance

Self-motivation - Independence

Communication - Creativity - Reflection

Risk-taking - Confidence - Curiosity

See also the graphical representation of this vision.



POINT VIEW SCHOOL

Learning together to develop individual potential, a love of learning and responsible citizenship.

Respect · Responsibility
Excellence · Integrity



Collaboration

Commitment

Communication

Confidence

Creativity

Curiosity

Independence

Perserverance

Reflection

Resilience

Risk-taking

Self-motivation

POINT VIEW SCHOOL OUR LOGO



POINT VIEW SCHOOL
LEARNING TOGETHER

The logo was developed in 1996 by Peter Smith, OBE, BA, Dip Tchg, Lecturer in Visual Arts at Auckland College of Education and member of the Establishment Board of Trustees, in response to the vision expressed by the Establishment Board and staff. The logo represents the long term and much loved association of land and sea that is so much a feature of the district, sloping as it does towards the Waitemata and its bays, inlets and horizons. It represents the sea, symbolised here in a wave pattern that suggests, firstly, the continuity of moving water and wave and, secondly, the partnership of Maori and Pakeha endorsed by the Treaty of Waitangi and represented in local associations. In the logo the sea motif is based also on Maori rafter patterning: the patterns are not merely decorative but signify the continuity of family and tribal line. The concept of generation following generation, each making its beginning and learning from its forebears, and each contributing to the next, is a characteristic of all societies of whatever ethnic origin and has meaning for all in the Point View School community, which is one of many cultures.

POINT VIEW SCHOOL AIMS	POINT VIEW SCHOOL OBJECTIVES
<p>Aims are broad statements of intended outcomes, highlighting areas in which the school expects to demonstrate performance and achievement.</p>	<p>Objectives outline how the aims will be implemented through the school policies, strategic plan, annual plan and action plans.</p>
<p>NAG 1: CURRICULUM DELIVERY AND STUDENT ACHIEVEMENT</p>	
<ul style="list-style-type: none"> • To develop and implement systems of curriculum delivery across the school which provide students with optimum learning opportunities, focusing particularly on numeracy and literacy. • To develop and implement systems to assess and evaluate student achievement in order to maximise student learning, particularly in numeracy/literacy. • To analyse student achievement outcomes and report on this achievement to the community. • To fulfil the legislated requirements to analyse student achievement and report to parents against the expectations of the New Zealand Curriculum • To identify gifted and talented students and provide them with enriched learning experiences. • To communicate with Maori and Pacific Island students and their families about their goals in order to maximise their opportunities and achievement. • To maximise cultural responsiveness to all cultures in our multicultural school. • To accelerate Maori student achievement through effective teaching based on the principles espoused in Ka Hikitia and Tataiako. • To recognise our responsibilities as a bi-cultural nation. 	<ul style="list-style-type: none"> • The school will carry out a cycle of review and planning in curriculum delivery and student achievement with emphasis on literacy/numeracy. • The Curriculum File will guide curriculum delivery, linking local priorities with curriculum requirements. • Resource management systems will ensure that teachers have access to quality resources. • An assessment schedule will guide the collection of achievement data, especially in literacy/numeracy. • A specified range of assessment tools and approaches will be used to assess and evaluate achievement. • Individual achievement data will be recorded on a Student Management System and in personal files. • Collective achievement data will be analysed so progress of cohorts can be tracked, targets set and learning opportunities provided according to need. • Reporting to parents about individual students will be through conferences, parent evenings, sending work home, written reports, informal communications and on-line through the website, wikis and blogs. • Information about achievement and targets will be shared through newsletters and parent evenings. • Reporting of student achievement will refer to the expectations of the New Zealand Curriculum where relevant. • Physical skills and fitness will be developed. • The learning needs of gifted and talented students will be provided for through differentiated programmes, within and beyond the classroom. • Students with special needs will be supported by specialist agencies and within the school. • Consultation with Maori and Pacific Island families will guide provision of programmes aimed at maximising Maori and Pacific Island achievement. • Maori language and culture will be integrated into curriculum delivery school-wide.
<p>NAG 2: SCHOOL PLANNING AND REVIEW</p>	
<ul style="list-style-type: none"> • To engage in ongoing planning and review to ensure continuous improvement of all aspects of the school. • To consult with the school community, including the Maori community, in order to develop strategic goals and targets of significance to the community. • To monitor and evaluate outcomes against these goals and targets and to report these to the community. • To promote the school's vision and strategic direction to the parents and the wider community. 	<ul style="list-style-type: none"> • A schedule for review and development of all aspects of school operation will form the basis for prioritising school development. • Targets will be set for student achievement, in relation to the expectations of the New Zealand Curriculum, and these will be communicated to the Board and community. • Systems will be developed to support community consultation and the reporting of strategic goals and achievements, including the achievement of Maori students against school-wide targets.

NAG 3: EMPLOYER RESPONSIBILITIES

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| <ul style="list-style-type: none">• To provide access to ongoing professional development for staff members in support of a cycle of personal review and improvement, with the aim of enhancing student achievement through quality curriculum delivery and administration.• To establish and maintain processes that ensure the Board fulfils its role as a responsible employer.• To develop and implement policies that promote high levels of staff performance, use resources effectively and recognise the needs of students. | <ul style="list-style-type: none">• Policies and procedures will be developed and reviewed regularly to reflect and support the Board's commitment to being a good employer.• A professional learning and development plan will be prepared annually to support school strategic goals and to support individual employee needs as part of the performance management process.• Appropriate financial resources will be allocated to support the professional learning and development plan. |
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NAG 4: FINANCE AND PROPERTY MANAGEMENT

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| <ul style="list-style-type: none">• To allocate funds in relation to school priorities.• To monitor and control income and expenditure.• To ensure annual accounts are prepared and audited.• To maintain the integrity of the school environment.• To maintain a Ten Year Property Plan that provides an effective and efficient programme of maintenance and improvement for school buildings and facilities.• To maintain a Five Year Agreement to guide capital development.• To maintain and develop a programme of fundraising to supplement government funding. | <ul style="list-style-type: none">• An annual budget will be prepared with clear links to the school's strategic priorities.• Income and expenditure will be monitored by staff and the Board.• Annual accounts will be prepared, audited and published along with an Annual Report.• The Ten Year Property Plan and Five Year Agreement will be maintained by the Board and used to guide maintenance and development of facilities.• The Board will support the Family and Friends group in its fundraising activities. |
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NAG 5: HEALTH AND SAFETY

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| <ul style="list-style-type: none">• To provide a safe physical and emotional environment for students and staff.• To develop and implement systems to promote the health and safety of all within the school community.• To comply with health and safety legislation.• To develop student's awareness of health and safety needs and to encourage them to take responsibility for their own health and safety.• To develop a culture of awareness of health and safety across the school. | <ul style="list-style-type: none">• The school will consult annually with the community regarding an aspect of the school health programme.• There will be regular hazard checks and monitoring of health and safety issues in the school environment.• The school will promote healthy food and nutrition in learning programmes and in lunch food provided.• The <i>Behaviour Management Plan</i> will focus on providing a safe environment by encouraging students to take responsibility for their behaviour and by building a partnership between school and family. |
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NAG 6: LEGISLATIVE RESPONSIBILITIES

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| <ul style="list-style-type: none">• To ensure that the school meets its obligations under legislation.• To ensure that the school aligns its policies, procedures and practices with current national priorities: effective teaching; foundations and knowledge; engaged parents; families and whānau; strong professional leadership; setting boundaries; resourcing; and healthy, confident kids.• To develop policies and practices that reflect New Zealand's bicultural identity and multicultural society.• To pursue collaborative opportunities with other schools and agencies. | <ul style="list-style-type: none">• Legislative requirements and national priorities will be maintained as a reference point in all policy/procedure development and implementation.• Policies and procedures will reflect a sensitivity to the cultural backgrounds and values of individual children and their families, and will recognise New Zealand's cultural diversity and the unique position of the Maori people and Maori culture.• Where parents request full time instruction in tikanga Maori and te reo Maori they will be given the names of local schools that provide such instruction and an introduction to the school will be arranged.• Participate fully in the Waipaparoa Community of Learning as approved by the Minister of Education. |
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NAG 7: CHARTER

- | | |
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| <ul style="list-style-type: none">• To complete an annual update of the school charter.• To supply the charter to the Ministry by 1 March. | <ul style="list-style-type: none">• The Board and senior leadership team will update the charter annually.• This update will incorporate feedback gained throughout the year from a wide range of consultation processes involving staff, students and parents.• The charter will be submitted as required. |
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NAG 8: ANALYSIS OF VARIANCE

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| <ul style="list-style-type: none">• To provide an Analysis of Variance annually.• To supply the Analysis of Variance to the Ministry by 1 March. | <ul style="list-style-type: none">• An Analysis of Variance will be completed annually.• This Analysis of Variance will be submitted to the Ministry as required. |
|---|--|

**POINT VIEW SCHOOL
STRATEGIC PRIORITIES 2017 - 2019**

Mission Statement

Learning together to develop individual potential, a love of learning and responsible citizenship.

Strategic Priority

To prepare our students for their future, supported by a school culture that maximises learning and resources that support effective teaching and learning.

Strategic Imperatives

Point View's Strategic priority has many aspects which are detailed in our charter. A set of three strategic imperatives direct our goals and the thrust of our efforts as a whole school in the short term. As we work together to address these imperatives we focus on what we see as the most urgent of our strategic priorities at this time.

Strategic
Imperatives

- Maximise learning opportunities for English language learners
- Engage responsively with our local community
- Maximise learning opportunities for digital literacy

Strategic Priority

To prepare our students for their future, supported by a school culture that maximises learning and resources that support effective teaching and learning.

1. Prepare our students for their future.

- a. Maximise individual achievement for all students in all areas of the curriculum.
- b. Focus teaching and learning on the future needs of our students.
- c. Maintain a clear focus on the key elements of the New Zealand Curriculum (2007).
- d. Underpin all teaching and learning with key competencies development.
- e. Promote authentic, inquiry-based learning integrated across all learning areas.
- f. Promote effective e-learning strategies and adapt to new technologies.
- g. Promote student-led learning and the concept of life-long learning.
- h. Celebrate the cultural diversity of our school and our bi-cultural heritage.

- i. Develop global awareness, in particular, recognition of our Asian connections.
- j. Weave a sustainability perspective into learning programmes including environmental sustainability and sustainable living choices.

2. Foster a school culture that maximises student learning.

- a. Promote collaboration among students, staff and community.
- b. Articulate and model the shared values expressed in the school vision.
- c. Provide a safe, inclusive environment for students, staff and community.
- d. Employ rigorous review procedures aimed at continuous improvement
- e. Build professional capability through reflection, discussion and study.
- f. Enhance procedures for the analysis and use of student achievement outcomes.
- g. Develop evidence-based practice and teaching as inquiry.
- h. Encourage innovation, creativity, risk taking and the pursuit of excellence.
- i. Strengthen links to the local community and the wider educational community.

3. Provide resources to support effective teaching and learning.

Staffing

- a. Attract, select and retain quality teachers and support staff in a challenging and competitive Auckland job environment.
- b. Provide quality professional learning and development opportunities for staff.
- c. Utilise effective performance management procedures to build staff capability.
- d. Grow leadership capability through shared leadership, mentoring and coaching.
- e. Value differences and the special character and skills of all staff members.

Teaching Resources

- a. Base the purchasing of resources on informed decision-making processes.
- b. Access Ministry resources to support all school planning, review and evaluation.
- c. Maximise access to appropriate digital technologies.
- d. Provide resources that reflect community priorities.
- e. Manage resources effectively to increase accessibility and durability.

Finance

- a. Link financial decisions to the improvement of student learning outcomes.
- b. Employ safe and efficient financial management practices.
- c. Maximise funding from alternative sources for development initiatives.
- d. Encourage the parent body to financially support the school.
- e. Develop the school's capability to host international fee paying students.

Property

- a. Prioritise health and safety in all property matters.
- b. Adapt learning spaces to cater for different learning situations.
- c. Align property development projects with the school's strategic priorities.
- d. Seek continuous improvement in the presentation of the school environment.

Systems

- a. Maintain systems to guide and enhance performance.
- b. Comply with legislative requirements.

Point View School Organisational Structure Diagram

Some significant modifications have been made to the leadership structure of the school in 2018. The most significant of these is to formalise a Leadership Team which will meet on a regular basis in addition to the Senior Leadership Team.

This Leadership Team is composed of all Team Leaders plus all the leaders in the school who have responsibility across the syndicates.

Its function and purpose is to:

- distribute leadership more effectively

- improve communication between the Senior Leadership Team and the rest of the school

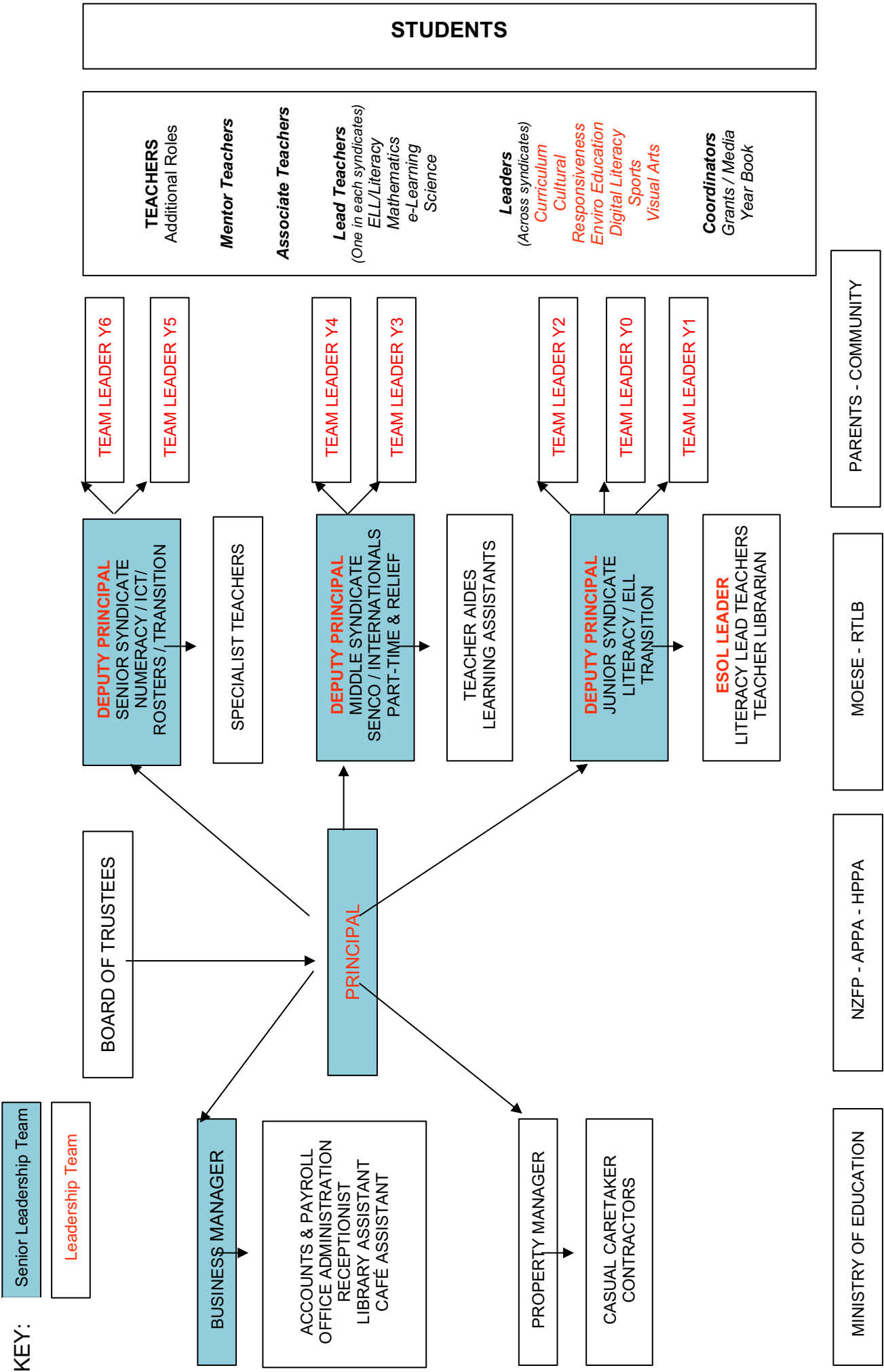
- drive whole school initiatives

- emphasise whole school practices

- share good practice between syndicates

The new Organisational Structure also formalises the Business Manager as part of the Senior Leadership Team.

POINT VIEW SCHOOL ORGANISATIONAL STRUCTURE 2018



Strategic Imperatives

Point View's Strategic priority has many aspects which are detailed in our charter. A set of three strategic imperatives direct our goals and the thrust of our efforts as a whole school in the short term. As we work together to address these imperatives we focus on what we see as the most urgent of our strategic priorities at this time. The table below takes each of the three strategic imperatives and maps out actions with their expected outcomes. This forms our annual plan for 2018.

STRATEGIC IMPERATIVE: *Engage responsively with our local community*

ACTIONS	EXPECTED OUTCOME	OUTCOMES AND EVIDENCE
Continue classroom Te Reo instruction by expert and build on this to improve the learning experiences and increase the participation of students in Te Reo Māori and tikanga Māori. Plan for long term PLD in Te Reo Māori and tikanga Māori over next 2 years through funding proposal to Auckland PLD panel (proposal submission date, 25 May)	A greater number of staff empowered so they have a deeper understanding of Te Reo Māori and tikanga Māori and are thus able to apply this in the classroom with greater ease. Improve the learning experiences and increase the participation of students in Te Reo Māori and tikanga Māori.	
Survey our community. Translations of survey for engaging everyone in our community. Find out why parts of community involved - what it would take to get them involved - what are the barriers	Better understanding of what community wants and level of satisfaction. Greater participation in school activities by wider cultural range of parents	
Personal approach for parent helpers for class and school activities More communication from school translated into main languages of PVS Community Visits to and visitors from local organisations like the retirement village, ECEs etc for activities like gardening, reading, art	Greater participation Multilingual translations of: <ul style="list-style-type: none"> • Newsletters • Important presentations interpreter and written translation on line. • Parent evenings have interpreter Bilingual staff and more parents used as translators Foster great understanding in community	

<p>Invite Chinese parents to meet onsite (possibly an evening) to talk about procedures eg school app, school website, trips, how to help their child. Mary/Jialin to lead with parents who would be happy to share. This could be an open forum so the Chinese parents have an opportunity to ask questions and make suggestions. Build on any success with Korean evening - Sarah Lee</p> <p>Teachers let parents know about assembly performances and awards</p>	<p>Develop a better understanding of the values, systems and processes of the school with Chinese families</p>
<p>Use meet the teacher as an opportunity to engage parents and find out their opinions</p>	<p>Increased parent attendance at assemblies</p>
<p>Social event to show hospitality with food, refreshments and people mixing to build relationships eg Lunchtime picnic</p>	<p>Better understanding of what community wants and level of satisfaction</p>
<p>Teaching of the Chinese language to the school community by parents</p>	<p>Increased sense of belonging by wider cultural range of families</p>
<p>Night classes for parents to speak English</p>	<p>Foster great understanding in community</p>
<p>Talk to other schools with a similar cultural make up to ours and find out what successes they have.</p>	<p>Community needs are better served</p> <p>Share good practice</p>
<p>STRATEGIC IMPERATIVE: <i>Maximise learning opportunities for English language learners</i></p>	
<p>ACTIONS</p>	<p>EXPECTED OUTCOME</p>
<p>Early screening of language abilities for all 5 year old students upon entry and selected foundation students. Transition programmes and systems for new children arriving into a classroom. Implement an enrolment process that caters for ELL.</p>	<p>ELL students' needs identified more accurately</p>
<p>Build on existing opportunities for children to celebrate their first language and culture.</p>	<p>Greater pride in own culture and language</p>
<p>Build on existing opportunities for ELL to experience and discover NZ culture.</p>	<p>Greater cultural understanding of NZ and language opportunities created</p>

<p>Explore play based learning research and best practice with a view to its implementation at PV.</p> <p>Plan and carry out a greater amount of PD with staff around ELL excellent practice.</p>	<p>Improved early acquisition of English by youngest students.</p> <p>Teachers increasingly aware of and using Ministry resources such as ESOL online, ELLP and SELLIPS in their planning.</p> <p>Teachers sharing oral language tasks across the syndicates</p> <p>Review ESOL resource kits</p> <p>Grouping students in language groups to encourage use of first language</p> <p>Teacher's planning includes identifying the key curriculum vocabulary.</p> <p>Outside facilitator - Tools for Teachers Using the ELLPs and SELLIPS.</p>	
<p>Create further opportunities for families to meet, discuss and learn about PV ESOL programmes and how to support their child at home.</p>	<p>Improved home/school partnerships. Families feeling valued and supported.</p>	
<p>Explore opportunities for more group activities for ELLs</p> <p>Social groups of children - allow them to learn how to socialise with their peers</p> <p>language experience groups - eg cooking, visiting the shops, gardening</p>	<p>More participation by ELLs in Team sports and collaborative group work in classrooms.</p> <p>More opportunities to speak in first language and share vocabulary.</p>	

STRATEGIC IMPERATIVE:
Maximise learning opportunities for digital literacy

ACTIONS	EXPECTED OUTCOME	OUTCOMES AND EVIDENCE
More encouragement with BYOD laptops and iPads	Greater uptake with students bringing own devices to school. Improve ratio of devices to children.	
Ongoing differentiated PLD for staff.	Staff improve IT proficiency in efficient manner at their own pace and in areas they wish to develop.	
School-wide focus throughout the year where there will be focused apps or programmes that teachers will teach the children how to use them. Can be scheduled within syndicate or school wide. To ensure children are able to use specific apps effectively in their learning and to have access to a range of digital programmes/apps where they are able to use.	When children get to Year 6, they are able to select and use from a range of different programmes/apps which are appropriate to their learning	
Ongoing PD in school and initiatives such as MOE PD around updated curriculum. PD around how to plan and integrate into programme.	Using computers for more than group work and google docs, apps , creative programmes such as i movie etc Confident students and staff	
Use of relevant ICT tools for collaborative planning and sharing	Greater and more efficient collegial support within and across syndicates	
Integrating the use of digital literacy throughout the curriculum	Collaborative teaching and learning between students, developing problem solving skills.	
Explicit teaching of expected digital skills at each year level.	Teachers and students have a sense of a progression of learning.	
Ongoing Cyber safety education for teachers, students and parents.	Online threats to students and online bullying incidents reduced	
More PD on the new Technology curriculum - 2 new strands Buddy classes to share their knowledge especially with digital focus	Teachers better prepared to teach coding Effective learning peer to peer	

Point View School

Analysis of Variance for Year Ending December 2017

NAG 1: Curriculum Delivery and Student Achievement

2017 at Point View saw high levels of achievement whilst the number of students who are classed as English Language Learners continued to rise steadily.

Analysis of school wide data shows that most students achieved at or above National Standards in all areas. All targets for years 5 and 6 were met. Where variance was experienced, additional analysis was completed followed by the required support. National Standards achievement data and achievement plans are attached for reference.

Students participated individually in the Mathematics and English ICAS competitions demonstrating high levels of achievement

Every child in the school made a contribution to a highly successful art exhibition which was praised by families and all visitors and lauded in the local press. Students performed in local and regional music, dance and cultural festivals adding to the wide breadth of creative opportunities provides by Point View in the arts.

All students were involved in health, fitness and sport sessions throughout the year. Many competed in a wide variety of sporting events. Our soccer team reached the quarter finals in their competition. Point View swimmers gained multiple awards at the interschool swimming sports. Point View gymnasts competed successfully in the interschool and champion of champion events. Despite thunder and lightning, our athletes gained multiple awards in the interschool athletics competition. The year 2 soccer team performed with great success in a number of invitational matches.

Outdoor education included junior breakfast, overnight camps, a variety of day trips including a visit to a country school calf day accompanied by a session of milking the cows. The 'Waterwise' programme continued to provide valuable outdoor skills to all our Year 6 students. The Point View 'Travelwise' team gained Golds Status. Growing of tree seedlings in our Hive area and the planting of trees in the Karaka farmland continued, with a large number of students taking part in this 'Trees for Survival' activity.

A gifted and talented programme provided for those who have particular aptitude in a variety of areas. These included thinking skills, science, mathematics, problem solving, music composition, song and poetry writing, dance, coding and programming, visual arts and drama.

A team led by a specially trained teacher continued to provide ESOL support for our English language learners in small groups. They also provided some in class support and training for teachers.

Provision for children with special needs was extensive. Teacher Aides and Learning assistants provided extra support enabling many to access the curriculum who would otherwise have struggled. Individual and small group support in reading, writing and maths was provided to targeted students. Locally raised funds remain essential to support these programmes.

Maori and Pacifica achievement were monitored with provision made for participation in GATE and academic support provision as necessary. The percentage of Maori students achieving below National Standards is similar to the overall school profile, but the percentage of Pacifica students achieving below the National Standard is greater than other ethnic groups. Individual Pacifica students falling below the standards continued to be monitored and provided with support to progress as far as possible across all areas of their learning.

NAG 2: School Planning and Review

The Strategic Plan for 2017 was affirmed and operational planning carried out with particular attention to ensuring a smooth transition from our long-standing principal to a new one. Opportunity for sectors of the community to farewell the outgoing principal and to welcome the incoming

principal were created and a robust recruitment and selection process put in place led by the Board Chair and facilitated by 'The Education Group'.

Curriculum review was ongoing through the year carried out primarily at a syndicate level. Particular progress was made around the moderation of writing standards using a rubric shared across the syndicates. A broad and effective curriculum delivery was maintained. Lead teachers in Mathematics, Literacy, e-Learning and Science drove professional learning introducing strategies and ideas which were picked up quickly by staff and used effectively in the classroom.

Waipaparoa Kahui Ako started to develop its achievement standards proposal with detailed and comprehensive discussion and debate amongst school leaders. The focus areas turned towards student agency and inquiry learning skills as well as a focus on reading, writing and mathematics.

Reporting to parents was carried out with a sense of purpose and acknowledging the need for quality documentation as well as an opportunity for conversations between parents, teachers and students around learning. Parent, teacher student conferences were held twice during the year using a mid-year report as a basis for discussion in the June conferences. Parents were informed about National Standards and how the school reported against them. Other student achievement and activities were reported through the regular newsletter. A written end of year report was produced for every student. Teachers continued to use a variety of online methods to communicate with families about learning.

A range of curriculum, achievement and other presentations on educational matters was made to the Board of trustees by invited staff members throughout the year.

Parents of new entrant students had the opportunity to meet with the school prior to arrival to receive information and to organise pre-arrival visits.

The effectiveness of our self-review processes was highlighted in the Education Review Office report published in March 2014. This report cited the school's use of student achievement information to improve teaching and learning and to inform decision making; evidence of student progress and improved achievement over time; and the school's clear focus on ongoing improvement. A high level of self-review was maintained throughout 2017.

NAG 3: Employer Responsibilities

Professional learning and development in 2017 consisted of whole staff training as well as focus group work and individual PLD. The whole staff took part in 'Appraisal for Growth' training with The Education Group. Time was set aside for staff to set their goals before meeting in coaching sessions with their appraiser. An outside provider led PD on oral language. A group of lead teachers worked intensively on the science programme and provided training for staff. A similar model was followed for e-learning and mathematics. Our ICT champions led an introductory session on coding. The ESOL team took staff through the ELLPS which improved our ability to identify accurately the level of our English language learners. Staff came together for a session working through the ERO school evaluation indicators and also worked together to find out more about using Te Reo every day in the classroom.

Leadership training in small groups and as individuals was carried out. The small group work was in connection with introducing, understanding and embedding a coaching framework at Point View.

The Principal and Business Manager attended a workshop covering the review of the International Student programme.

Five permanent staff members left at the end of 2017. Three of these gained promotion positions in other schools, one moved to England and one retired.

The Chairman of the Board led a committee which appointed a new principal who took up the role at the start of term 3. An acting principal was appointed during term 2. Between the Acting Principal, the senior leadership team and the outgoing Principal a smooth transition was achieved.

NAG 4: Finance and Property Management

Specialist teachers and learning assistants were supported from the locally raised component of the school finances. Funds were obtained through parent donations and through fundraising. Fees from international students contributed to school funds.

Property maintenance and development was carried out as planned and as the budget allowed. Break out spaces were constructed in the year 5 / 6 classroom areas and extended shade areas were also created outside year 3 and year 1 classrooms providing much needed shelter from both sun and rain. The hall building project was completed with a new flexible learning space being created. Plans to lay artificial turf have been put on hold whilst a broader plan based on teaching and learning requirements in the Junior school are considered.

NAG 5: Health and Safety

Regular and thorough health and safety meetings took place in which hazards were identified leading to the removal or reduction of risk.

The Travel wise programme was a focus with gold status achieved. A whole school approach to cyber safety was planned which will take place in 2018 with Netsafe. All building projects were carried out with care taken to minimise risk. This was achieved without any significant hazards or injuries.

A walking to school bus continued successfully throughout the year and road patrols took place every day ensuring safe crossing outside the school entrance.

Practices for evacuation, lockdown and earthquakes were carried out with reference made to the kind of events that may lead to the different types of emergency procedures. EOTC was carried out safely with careful management of potential risks and hazards. A safe environment at school was maintained through a school-wide focus on student led behaviour management. A positive approach to self-discipline and acceptable behaviour was modelled through classroom practice, assemblies and EOTC routines.

NAG 6: Legislative Responsibilities

During 2017 the Principals maintained awareness of legislative requirements through membership of local and regional principals' associations and other professional bodies; through Ministry events and publications; and through professional reading. The 2017 Charter was accepted by the Ministry. The review of the schools' compliance with the Code of Practice for the Pastoral Care of International Students was carried out and attested to. Review of school policies and procedures was ongoing following a prescribed schedule. Board meetings continued to cover essential legislative and compliance issues.

On behalf of myself and Judy Parr, I offer a big 'thank you' to the staff of Point View, the Board of Trustees, Family and Friends and to Point View families for their ongoing support.

Robin Kirkham - Principal

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
Reading all levels									
All students	18	2.4%	105	13.9%	453	59.9%	180	23.8%	756
Maori			4	13.8%	15	51.7%	10	34.5%	29
Pasifika	1	3.2%	7	22.6%	19	61.3%	4	12.9%	31
Asian	10	2%	75	14.8%	303	59.8%	119	23.5%	507
NZ European/Pakeha/Other European	4	2.9%	16	11.5%	87	62.6%	32	23%	139
Male	13	3.4%	64	16.6%	227	58.8%	82	21.2%	386
Female	5	1.4%	41	11.1%	226	61.1%	98	26.5%	370

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

Reading by levels	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
After 1 year at school	2	1.7%	33	28.7%	70	60.9%	10	8.7%	115
After 2 years at school	2	1.5%	18	13.8%	85	65.4%	25	19.2%	130
After 3 years at school			13	12.5%	70	67.3%	21	20.2%	104
End of year 4	6	4.4%	20	14.6%	86	62.8%	25	18.2%	137
End of year 5	5	3.5%	13	9.2%	80	56.7%	43	30.5%	141
End of year 6	3	2.3%	8	6.2%	62	48.1%	56	43.4%	129

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
Writing all levels									
All students	16	2.1%	140	18.5%	493	65.2%	107	14.2%	756
Maori			2	6.9%	21	72.4%	6	20.7%	29
Pasifika	1	3.2%	9	29%	18	58.1%	3	9.7%	31
Asian	10	2%	91	17.9%	338	66.7%	68	13.4%	507
NZ European/Pakeha/Other European	3	2.2%	26	18.7%	88	63.3%	22	15.8%	139
Male	13	3.4%	85	22%	252	65.3%	36	9.3%	386
Female	3	0.8%	55	14.9%	241	65.1%	71	19.2%	370

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
Writing by levels									
After 1 year at school	4	3.5%	39	33.9%	71	61.7%	1	0.9%	115
After 2 years at school	2	1.5%	21	16.2%	99	76.2%	8	6.2%	130
After 3 years at school	1	1%	23	22.1%	67	64.4%	13	12.5%	104
End of year 4	4	2.9%	25	18.2%	95	69.3%	13	9.5%	137
End of year 5	3	2.1%	23	16.3%	82	58.2%	33	23.4%	141
End of year 6	2	1.6%	9	7%	79	61.2%	39	30.2%	129

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
Mathematics all levels									
All students	12	1.6%	102	13.5%	470	62.2%	172	22.8%	756
Maori			4	13.8%	19	65.5%	6	20.7%	29
Pasifika			9	29%	19	61.3%	3	9.7%	31
Asian	6	1.2%	52	10.3%	309	60.9%	140	27.6%	507
NZ European/Pakeha/Other European	4	2.9%	29	20.9%	89	64%	17	12.2%	139
Male	9	2.3%	50	13%	219	56.7%	108	28%	386
Female	3	0.8%	52	14.1%	251	67.8%	64	17.3%	370

2017 National Standards reporting (Due 1 March 2018)

School Number:	Name	Report name	Excluded >= 1 March	Excluded: No OTJ
6921	Point View School	March annual charter update	89	

	Well below		Below		At		Above		Total No.
	Number	%	Number	%	Number	%	Number	%	
Mathematics by levels									
After 1 year at school	2	1.7%	27	23.5%	82	71.3%	4	3.5%	115
After 2 years at school	1	0.8%	11	8.5%	106	81.5%	12	9.2%	130
After 3 years at school	1	1%	15	14.4%	63	60.6%	25	24%	104
End of year 4	2	1.5%	21	15.3%	90	65.7%	24	17.5%	137
End of year 5	3	2.1%	20	14.2%	64	45.4%	54	38.3%	141
End of year 6	3	2.3%	8	6.2%	65	50.4%	53	41.1%	129

POINT VIEW SCHOOL - STUDENT ACHIEVEMENT TARGETS - READING 2018

IDENTIFIED TARGET GROUP: Year 2-6 students

BASELINE DATA FROM DECEMBER 2017:

After 1 year: 30.4% of students were below (or well below) National Standard, 69.6% at or above
After 2 years: 15.3% of students were below (or well below) National Standard, 84.7% at or above
After 3 years: 12.5% of students were below (or well below) National Standard, 87.5% at or above
Year 4: 19% of students were below (or well below) National Standard, 81% at or above
Year 5: 12.7% of students were below (or well below) National Standard, 87.3% at or above

Children who received two OTJs in Year 4 have only been included in Year 4 data, not the data for After 3 years

ASSESSMENT TOOLS – A variety of tools were used to make an OTJ including PM Benchmark Kit for Years 1-3 and PROBE Reading Inventory for Years 4-6, PATs and teacher observations

BUDGET - For reporting purposes the Learning Assistants cost has been split equally across reading, written language and mathematics.

TARGETS SET FOR 2018:

Aim: to increase the number of students who are achieving at or above the expected curriculum level

At the end of Year 2: 80% at or above expected curriculum level, no more than 20% below (*down from 30.4%*)
At the end of Year 3: 85% at or above expected curriculum level, no more than 15% below (*down from 15.3%*)
At the end of Year 4: 90% at or above expected curriculum level, no more than 10% below (*down from 12.5%*)
At the end of Year 5: 87% at or above expected curriculum level, no more than 13% below (*down from 19%*)
At the end of Year 6: 92% at or above expected curriculum level, no more than 8% below (*down from 8.5%*)

Any cases where targets are not met will be analysed carefully, with a deviation of 5% or more being seen as a matter of concern

ACTION	EXPECTED OUTCOMES
Literacy Support teachers for targeted Year 3-6 students. Students will work in small groups and attend two to three sessions a week.	Improved confidence, reading strategies and reading levels in attending students.
Reading Recovery (RR) programme with one RR teacher (0.4 MOE funded, 0.6 1:15 funded). Overseen by Junior School DP. Students selected through the Observation Survey.	Improved reading strategies and reading levels in attending students.
Learning Assistants (LA) in Year 0, 1 & 2 rooms and Teacher Aides (TA) in specific classes for between two and four days per week for three hours per day to support learning in literacy and numeracy.	More direct teaching for students in literacy. Improved reading mileage under adult supervision. Increased individual and/or small group focus on comprehension.
1:15 support teachers for Year 1 classes enabling class sizes to be reduced for literacy programme.	More direct teaching for students in literacy. Improved reading mileage under adult supervision. Increased individual and/or small group focus on comprehension.
Specific children to be identified as target students, with a focus on those achieving just below expected curriculum level. Teaching strategies and progress to be closely analysed and monitored, and discussed at team meetings and as part of the appraisal process	Change of teaching strategies where necessary. Improvement in progress and attainment of expected curriculum level.
Continued professional development for teachers in related areas – reading comprehension strategies, vocabulary, learning disabilities, reluctant readers etc. PD taken by PVS staff and outside consultants through syndicate and staff meetings, CRT time and off site courses.	Teacher professional knowledge and capabilities developed. Increased teacher awareness of learning needs, diagnosis and strategies related to teaching reading. Informed feedback to parents and agencies to support fuller assessment, diagnosis and treatment of students.
Continued review of assessment tools, with an emphasis on procedures, and alignment of data across the school lead by Literacy Leader.	Tracking of data across the school that maximises validity and reliability.
Use of NZCER website for administration, marking and analysis of Reading Comprehension and Reading Vocabulary tests	Identify specific children with special abilities and needs and analyse strengths and weaknesses within year levels.

Increased use of digital tools and electronic resources, including individual pathways provided by NZCER website	Higher level of engagement from students, especially those at risk, using tools to listen to text and to record their own and others' voices
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2017 Data (below and well below standard) After 1 year: 30.4% After 2 years: 15.3% After 3 years: 12.5% Year 4: 19% Year 5: 12.7%	2018 Targets (below and well below expected curriculum level) After Year 2 – no more than 20% After Year 3 – no more than 15% After Year 4 – no more than 10% After Year 5 – no more than 13% After Year 6 – no more than 8%	2018 Actual (below and well below expected curriculum level)
ACTUAL OUTCOMES	COMMENT ON OUTCOMES	FURTHER DEVELOPMENT

POINT VIEW SCHOOL - STUDENT ACHIEVEMENT TARGETS – WRITING 2018

IDENTIFIED TARGET GROUP: Year 3 and 4

BASELINE DATA FROM DECEMBER 2017:

After 1 year: 37.4% of students were below (or well below) National Standard, 62.6% at or above

After 2 years: 17.7% of students were below (or well below) National Standard, 82.3% at or above

After 3 years: 23.1% of students were below (or well below) National Standard, 76.9% at or above

Year 4: 21.1% of students were below (or well below) National Standard, 78.9% at or above

Year 5: 18.4% of students were below (or well below) National Standard, 81.6% at or above

Children who received two OTJs in Year 4 have only been included in Year 4 data, not the data for After 3 years

ASSESSMENT TOOLS: A variety of tools were used to make an OTJ including a recount writing sample marked against the e-asTTle rubric or National Exemplars rubric, draft writing books and teacher observations

BUDGET - For reporting purposes the Learning Assistants cost has been split equally across reading, written language and mathematics.

TARGETS SET FOR 2018:

Aim: To raise student achievement in writing across the school, especially in Years 4 and 5 and Pasifika students in all year levels.

At the end of Year 2: 80% at or above expected curriculum level, no more than 20% below (*down from 37.4%*)

At the end of Year 3: 85% at or above expected curriculum level, no more than 15% below (*down from 17.7%*)

At the end of Year 4: 80% at or above expected curriculum level, no more than 20% below (*down from 23.1%*)

At the end of Year 5: 85% at or above expected curriculum level, no more than 15% below (*down from 21.1%*)

At the end of Year 6: 85% at or above expected curriculum level, no more than 15% below (*down from 18.4%*)

Any cases where targets are not met will be analysed carefully, with a deviation of 5% or more being seen as a matter of significant concern

Action	Expected Outcome
Literacy Support teachers for targeted Year 3-6 students. Students will work in small groups and attend two to three sessions a week.	Improved confidence, writing strategies and writing levels in attending students.
1:15 support teachers for Year 1 classes enabling class sizes to be reduced for literacy programme.	More direct teaching for students in literacy. Improved writing mileage under adult supervision. Increased individual and/or small group focus on comprehension.
Learning Assistants (LA) in Year 0, 1 & 2 classes and Teacher Aides (TA) in specific classes for two to four mornings per week to support learning in literacy.	Increased direct teaching for students in literacy Increased individual and/or small group focus on specific curriculum functions.
Increased use of the school-wide skills rubric to aid planning and teaching of a progression of skills.	Deliberate acts of teaching during class writing sessions to introduce children to skills and knowledge at specific year levels.
New rubric to be used for marking writing samples and moderation of writing samples at team meetings	Specific indicators for achievement of curriculum levels and sublevels. Shared understanding of rubric indicators and reliable marking across the school.
Specific children to be identified as target students with a focus on those achieving just below expected curriculum level. Teaching strategies and progress to be closely analysed and monitored, and discussed at team meetings and as part of the appraisal process	Change of teaching strategies where necessary Improvement in progress and attainment of expected curriculum level
Increased use of digital tools at all stages of the writing process	Increased engagement and output, especially from reluctant writers and especially from boys

2017 Data (below and well below standard) After 1 year: 37.4% After 2 years: 17.7% After 3 years: 23.1% Year 4: 21.1% Year 5: 18.4%	2018 Targets (below and well below expected curriculum level) After Year 2 – no more than 20% After Year 3 – no more than 15% After Year 4 – no more than 20% After Year 5 – no more than 15% After Year 6 – no more than 15%	2018 Actual (below and well below expected curriculum level)
ACTUAL OUTCOMES	COMMENT ON OUTCOMES	FURTHER DEVELOPMENT

POINT VIEW SCHOOL - STUDENT ACHIEVEMENT TARGETS - MATHEMATICS 2018

IDENTIFIED TARGET GROUP - Year 2-6 students

BASELINE DATA - December 2017

After 1 year – 25.2% of students achieved below National Standard
After 2 years – 9.3% of students achieved below National Standard
After 3 years -15.4 % of students achieved below National Standard
End of Year 4 – 16.8% of students achieved below National Standard
End of Year 5 – 16.3% of students achieved below National Standard
End of Year 6 – 8.5% of students achieved below National Standard

Pasifica students – 29% of students achieved below National Standard

A wide range of assessment tools including JAM, GLOSS, PAT, ICAN students profile sheets, Strand testing, ARBs, exemplars, basic facts testing and teacher observations are used to assess progress and achievement.

BUDGET - For reporting purposes the Learning Assistants cost has been split equally across reading, written language and mathematics.

TARGETS FOR 2018:

Aim: To raise student achievement in mathematics across the school with the target groups being years 2 and 6 and Pasifica students in all year levels.

Year 2: no more than 23% below expected curriculum level

Year 6: no more than 14% below expected curriculum level

All Pasifica students to improve their number knowledge

Any case where targets are not met will be analysed carefully, with a deviation of 5% or more being seen as a matter of significant concern.

ACTION	EXPECTED OUTCOMES
<p>Learning Assistants for Year 1, 2 and 4 providing in class and/or small group numeracy support, from March to November (34 weeks). A trained Learning Assistant in COSDRICS to support the students with low ability, stage 4 students in Year 5-6. Teacher aides in classes to support specific students. Pasifica students to be included in these groups.</p>	<p>More targeted teaching for students to develop and consolidate their understanding of concepts. Improved student learning outcomes and raised student achievement. Students use a growth mind-set and become more confident in maths.</p>
<p>Professional development for teachers in numeracy strategies, use of equipment, problem-based tasks, basic facts teaching and assessment for learning practices. Includes modelling by Lead Teachers; whole staff and syndicate workshops; and Primary Maths Association Seminars. Use of NZ Maths website for professional learning.</p>	<p>Teacher professional knowledge and capabilities developed in stated professional development areas. Increased teacher awareness of learning needs, diagnosis and strategies related to teaching of maths. Differentiated professional development for teachers with different development needs.</p>
<p>Target group of Year 4, 5 and 6 students identified as achieving just below expected curriculum level to be provided with ALiM (accelerated learning in mathematics) support to move these students to achieve at expected curriculum level. Pasifica students to be included in ALiM groups.</p>	<p>Teacher professional knowledge and capabilities developed. Raise student achievement of this target group to perform at expected curriculum level Improve students' confidence and interest in maths.</p>
<p>Mathletics used in Year 1-6 classroom programmes. Teacher training for new staff on use of the programme. Children rewarded with certificates, Mathlete trophies and wristbands.</p>	<p>Improved basic facts recall and application. Raise students' achievement and interest in mathematics. Cost covered by students; no cost to school.</p>
<p>Review target setting, assessment and reporting practices:</p> <ul style="list-style-type: none"> - Use of JAM for Year 1-3 and for students below expected curriculum level in Year 4-6 - use of e-asTTle as assessment tool in Year 5 and 6 - use of online PAT data to inform teaching; - set detailed targets for identified at-risk cohorts within year levels; - Student management system, e-Tap, used to record and track student achievement and progress; - on-going discussion in teams to ensure accuracy of achievement data 	<p>Assessment practices that maximise validity and reliability. Reports that compare Point View data with national data. Detailed targets set for at-risk cohorts to support decision making about allocation of resources.</p>
<p>Teachers to identify a target group of students for specific teaching. Work collaboratively in teams to discuss successful teaching strategies.</p>	<p>Teacher collaboration to reduce the number of students achieving below expected curriculum level.</p>

Integration of e-learning devices and use of online programmes to engage students in learning of mathematics.	Students to use electronic devices such as IWB, computers, Chromebooks and iPads to enhance their understanding of concepts. Teachers select appropriate websites and apps for learning.
Use on-line PAT Mathematics to ensure accuracy of data and to gain increased analysis. More capable students to follow on-line learning pathways.	Access to more in-depth analysis of PAT Maths data. Analysis being used to guide teaching and learning. Senior students to use online PAT and e-asTTle learning pathways for personalised learning.
Provide GATE problem solving programmes in mathematics to extend our high ability students for Year 2-6. Students involved in Otago Problem Solving Challenge, ICAS Competition and local schools' Mathex competition.	Challenging programmes appropriate to their interests and beyond their age level provided. Focus on problem-based tasks. Students enjoy working collaboratively with others of high ability. Raised student achievement.

2017 Data (below standard)	2018 Targets (below expected curriculum level)	2018 Actual
After 1 year – 25.2% After 2 years – 9.3% After 3 years – 15.4% Year 4 – 16.8% Year 5 – 16.3%	After 2 years – no more than 23 % After 3 years – no more than 9% Year 4 – no more than 15% Year 5 – no more than 16% Year 6 – no more than 14 % Pasifica students to show improvement of number knowledge	
ACTUAL OUTCOMES	COMMENT ON OUTCOMES	FURTHER DEVELOPMENT

LIST OF SUPPORTING DOCUMENTATION

Annual Plans from previous years with outcomes and evidence
Student Achievement Targets from previous years with outcomes and analysis
Action Plans from Curriculum Teams and Project Teams
Action Plans from previous years with outcomes
Review and Development Schedules - NAGs and Curriculum
Policies and Procedures File
Curriculum File
Administration Handbook (staff)
Induction Handbook (staff)
Special Needs Student File
Gifted and Talented Student File
Student Management System (eTap)
Individual Student Profiles
Teacher Planning and Evaluation
Student work samples and classroom displays
School newsletters, website, intranet, wikis, blogs, google.docs
School Prospectus
Board of Trustees Minutes and Reports
Performance Management and Appraisal Files
Professional Learning and Development Plan
Code of Practice for the Pastoral Care of International Students
International Students Handbook