



He tangata ako, he whanau ako

Knowledge is Power
Nga te Matauranga te Mana

CHARTER 2015

Our School Environment:

Duvauchelle Primary School is a small, rural, decile 6 contributing State Primary School catering for students from Year 0-Year 6.

Our school was established in 1860. It was initially part of a Church School built in the Bay. The original classroom was added to, with another classroom, an old dental clinic that became the library, and is now the Arts & Music Room, a new administration block, a new library, and lastly a new tennis court. The library is well stocked, has an interactive whiteboard and is also used as our assembly room. There are networked laptops, i-pads & desktops as well as large screens for teaching in the classrooms.

Our school is a safe, positive learning environment.
We operate in accordance with the Treaty of Waitangi.
We build on trusting relationships between staff, children, families and BOT.
We celebrate our community where tolerance and acceptance of diversity is embraced.
We value quality education within a caring environment.
We are an Enviro-school and operate in environmentally sustainable ways.

The student roll has a New Zealand European majority, with students from Maori, Asian, Australian, English, French, American, Samoan, South African and Tongan descent. We value our bi-cultural heritage, and the cultures of ourselves and others.

Our students come from a large geographical area & a major proportion of the students travel to school each day, by our own school bus, from the surrounding bays.

We have an open and positive learning partnership between students, parents, staff and our community.

Our staff have high expectations and aspirations for our children.
We value high achievement in literacy and numeracy, strive for excellence, think creatively, critically and reflectively.
We encourage our students to become independent, take responsibility for their own learning and aim for continuous improvement by giving their best.

We use a wide range of strategies to ensure that all our students are actively engaged in their learning.

We model, deliberately teach and explicitly integrate the key competencies into everything we do.

We are committed to providing an education for our students which encourages achievement & self-esteem, fosters a co-operative spirit & celebrates diversity & inclusiveness, so that our students develop the knowledge, skills & values necessary to face the challenges of their futures & to participate in a multi-cultural & ethnically diverse society.



Our Cultural Diversity

INCLUSIVENESS

At Duvauchelle, student's identities, languages, abilities and talents are recognised and affirmed with:

1. **An inclusive culture which:**
 - has agreed, shared values
 - welcomes everyone
 - is collaborative and respectful
 - encourages respect for all human rights
2. **Inclusive policies which:**
 - have a participatory development process
 - aim to reduce barriers to attendance
 - makes resources and buildings accessible to all
3. **Inclusive practices which:**
 - engage all children fully in the New Zealand Curriculum
 - require teachers to take responsibility for learning and progress of all learners
4. **Inclusive cultural practices which:**
 - recognise, support and provide for the learning needs of Māori, Pasifika and children of other ethnic identities
 - recognise and accept the cultural views and differences of Māori, Pasifika and children of other ethnic identities
 - expect teachers to understand Tātaiako and value of meeting the needs of all learners
5. **Inclusive processes and systems which:**
 - are linked to an agreed definition of what constitutes special education
 - are directed by the staff members (principal, teachers)
 - ensure that transition is effectively managed and monitored for all learners



Our Goals:

Goals: We aim to	Objectives: We will do this by	Indicators of achievement: We will have achieved this when
CURRICULUM DELIVERY & CONTENT		
<ul style="list-style-type: none"> • Assist children to achieve to their National Standard levels in Literacy & Numeracy • Improve outcomes for all students, particularly Maori & Pasifika • Improve outcomes for children with learning needs • Provide balanced & challenging programmes 	<ul style="list-style-type: none"> • Quality assessment practices which enable our school to identify & respond to student needs • Applying a range of appropriate teaching techniques • Creating & delivering programmes that utilize & recognize local resources • Develop learning assistant programmes that support the teaching & learning in Literacy, for students achieving below our target levels • Using the school inquiry model to plan & implement school wide integrated programmes 	<ul style="list-style-type: none"> • Needs are stated & strategies developed to reduce or eliminate these • Delivery is varied & meets the needs of our students • Maori students achieve success as Maori • Programmes reflect local goals where appropriate
CHILDREN'S PROGRESS AND ACHIEVEMENT		
<ul style="list-style-type: none"> • Encourage children to be active participants in their own learning • Improve student progress & achievement • Accelerate progress of students performing below expectations • Assist & encourage each child to reach & achieve their potential • Encourage, support & enhance • Facilitate effective consultation with community groups 	<ul style="list-style-type: none"> • Providing clear expectations of learning & achievement for staff, children & parents/whanau • Monitoring & reporting accurately on progress & achievement • Modifying programmes based on analysis • Providing appropriate support to enable our staff to meet the needs of our children 	<ul style="list-style-type: none"> • Curriculum plans state clear learning outcomes at appropriate levels • Reporting guidelines are implemented • Teacher programmes & planning are Reflective of findings • Resourcing is needs based • Our children share & discuss their learning & achievements
PERSONNEL		
<ul style="list-style-type: none"> • Have professionally, highly qualified teachers' continually expanding their knowledge base • Review & redesign staff management procedures • Manage banked staffing system to maximize use of staffing resources for our students • Increase teacher aide support for students performing below expectation 	<ul style="list-style-type: none"> • Appointing the best people to positions • Providing professional development support for all staff • Providing a positive & supportive working environment • Use additional Board funded teaching time to ensure 2 separate classes; Junior-Years 0-3 & Senior Years 4-6 classes continue • Monitor SUE report to keep staff usage balanced using staffing entitlement & budget allocation 	<ul style="list-style-type: none"> • Staff are committed to improvement through self review • Staff work collaboratively & co-operatively, recognising each others' skills & knowledge • Staff needs are met through a performance management programme

Goals: We aim to	Objectives: We will do this by	Indicators of achievement: We will have achieved this when
FINANCE AND PROPERTY		
<ul style="list-style-type: none"> • Accurately align expenditure & income for the education benefit of our students • Provide high quality facilities to meet our teaching & learning needs • Continue property works as stated in our Plan • Fund extra staffing 	<ul style="list-style-type: none"> • Budgeting & planning for identified needs for both current & long term development • Sourcing additional funds & grants • Maintaining & developing property & assets • Address any building related health & safety issues & carry out regular property checks • Set time frames, draft action plan based on priorities 	<ul style="list-style-type: none"> • Projections are met & needs addressed • Additional funds are available for programmes & initiatives • Property is maintained to a safe, tidy & hygienic standard
HEALTH AND SAFETY and LEGISLATIVE COMPLIANCE		
<ul style="list-style-type: none"> • Provide a safe physical & emotional learning environment • Comply with all legislative Requirements • Review & minimise risks to staff & students 	<ul style="list-style-type: none"> • Ensuring that annual planning details the ways the school will maintain a safe physical & emotional environment • Ensuring the annual planning details compliance with general legislative requirements • Continue to develop & review reporting procedures to ensure they accurately report on the National Standards & provide quality & useful information to parents • Set up a school Emergency Kit, for the school to use during an emergency: earthquake, tsunami etc • Continue to commit to a Health Promoting School Programme • Health Survey of parents & community every 2 years 	<ul style="list-style-type: none"> • Our children & staff feel safe in their school • All general legislative requirements are met
SELF REVIEW		
<ul style="list-style-type: none"> • Have a robust & open system of reporting to the BOT • Focus on monitoring reading, writing & numeracy levels to ensure targeted groups of students reach their age equivalent levels in reading/writing & numeracy. • Have a cyclical review of school policies & procedures • Continue to improve reporting to parents 	<ul style="list-style-type: none"> • Continually managing the annual planning & reviewing programmes • Placing reflection & enquiry at the forefront of everything we do as a staff and as a Board. • Track reading, writing & numeracy levels to ensure focus on achieving these targets • Use SMS/CMS/MUSAC Edge programmes to monitor progress class & school wide • Report to school, BOT & school community on progress • Advise Board of policies for review & oversee their passage through staff & Board meetings • Student goal setting based on the key competencies, to be shared at 3 way conferences • Continue to report to parents at mid year & end of year 	<ul style="list-style-type: none"> • We act upon findings following the planning & review process • Improvements are seen • Students achieve targets set • We have a clear picture of the effectiveness of Numeracy & Literacy Programmes across our school • All school policies are current • Parents, students & teachers work together to support student goals • Reports are clearly understood & informative for parents.

Goals: We aim to	Objectives: We will do this by	Indicators of achievement: We will have achieved this when
CULTURAL DIVERSITY		
<ul style="list-style-type: none"> • Acknowledge, explore & celebrate the cultural diversity of our school & the wider community with particular emphasis on Maori • Ensure we provide the opportunity to Maori students wanting Te Reo 	<ul style="list-style-type: none"> • Providing learning opportunities & experiences that develop understanding & appreciation • Encouraging tolerance of others & pride in ones self • Provide professional development opportunities for all staff • Encourage staff to participate in tikanga maori i.e .Taha Maori, kapahaka programmes, marae visits & meeting with local iwi, runanga • Provide te reo , tikanga & kapahaka for all students • Provide basic French language learning for our students 	<ul style="list-style-type: none"> • Children & staff recognize & acknowledge our various cultural differences & attributes • Children continue to demonstrate knowledge of themselves, their ancestry & those of others

Duvauchelle School
National & Local Priorities
2015

At Duvauchelle School we will determine our priorities by focusing on 'National Priorities' and identifying 'Local Priorities.'

We are committed to :

- Fulfilling all the requirements of the National Education Goals
- Administering the school according to the National Administration Goals
- Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum
- National Standards Achievement- to have all students achieving at or above the national standards for reading, writing and mathematics.

National Education Priorities

- Focus on student achievement information in reporting against the National Standards (N.S)
- Develop moderation & evaluation skills of teachers to ensure reliability & validity when reporting in relation to N.S
- Report to students, parents & community on achievement of individuals/groups/students as a whole in relation to N.S
- Provide opportunity for success within the New Zealand Curriculum
- Provide a safe physical & emotional learning environment
- Improve literacy and numeracy
- Improve outcomes for students at risk
- Improve outcomes for Maori and Pasifika students
- Achievement & success for all
- Dependable student achievement information used to inform reviews of teaching and learning programmes

School Priorities

- Raise achievement levels in Literacy and Numeracy
- Regularly monitor achievement
- Report these levels against National Standards
- Monitor, assess, record & report on our students' progress & achievement in a positive & motivating manner
- Honest & accurate reporting in an understandable & constructive manner
- Goal setting & striving for personal best will be a focus of reporting
- Ensure specific areas where students need assistance or extension are identified
- Give emphasis to the teaching of Literacy & Numeracy in our class timetables
- Deliver quality daily literacy & numeracy programmes
- Utilise high quality effective teaching practices
- Embed the effective use of 'teaching as enquiry' and 'self review' into the practice of our teaching staff
- Continue our focus on our local, national and international environmental education

Our Consultation Programme

- In 2014 We had parent workshops:-literacy, numeracy
- In 2014 we conducted 3 questionnaire surveys:
 1. Parent Survey
 2. Student Emotional Survey
 3. BOT Survey
- We asked questions about: overall school performance, curriculum development, student learning & engagement, health & safety, communication, portfolios, reporting, governance, Board responsibilities, student emotional safety, community goals & school direction
- We consult our families on policies and procedures, as they are due for self-review
- The strength, positivity and commitment to our students future was to the forefront of all members of our school and wider community
- In 2014 we consulted with our community on our charter's vision, values, beliefs, goals & strategic aims, and to ensure it reflected their aspirations for their children
- Student achievement & school targets are reported to the BOT meetings & subsequently relevant information is shared with the parent community via our fortnightly newsletters and parent meetings
- We report to our parents through three way conferences led by the students & in written summative reports.
- Student Portfolios are sent home twice a year
- Individual student achievement & records are kept in class folders
- Longitudinal data on each student is kept on file
- We have a 'Welcome to 2015-Coffee & Chat....' Parent Meeting, in Week 3 Term 1:- Explain-Class Programmes, Term Calendar, Timetables, NC, N.S, ,Expectations, 'What can parents do to help at home?'-any questions, concerns?
- Each term we have parent meetings/curriculum workshops-targeting N.S / Literacy & Numeracy knowledge & understanding
- Health consultation occurred in 2013-
- 2014 we consulted on our Sun Smart Questionnaire
- We consult with our maori whanau (informally, regularly), local Kaumatua & our local marae
- We consult with our pasifika family (informally, regularly)
- We consult with our local iwi & runanga
- We communicate with community members about their thoughts on our school each year
- We have initiated consultation and collaboration with the Local Pre-School to ensure transition to school life for new students
- We have initiated, planned and have the pre school building on site-opening 23 February 2014.
- Fortnightly Newsletter:-emailed to families, interested community members
- We are endeavouring to involve the wider community-emails, event invitations
- We are setting up Google emails & moving towards being a 'Google ' school & cluster
- School news/photos published in local fortnightly newspaper

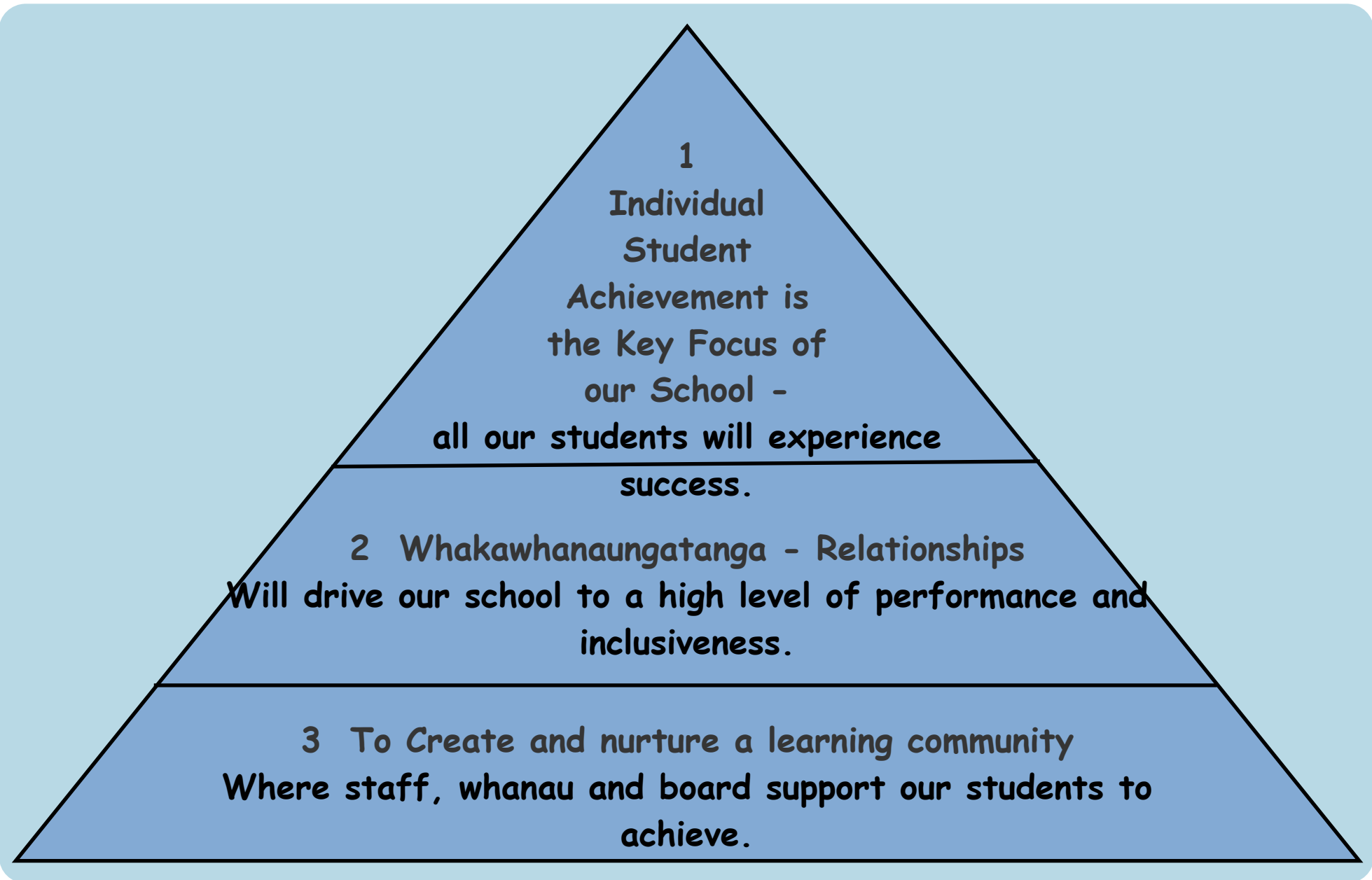
Duvauchelle School
Our learning environment:
2015

Our learning environment empowers our Duvauchelle learners by:

- Having a focus on thinking & learning to learn
- Valuing everyone as a learner
- Teachers having a thorough understanding of the diverse learning needs of our students and knowing what programme best fits these needs
- Working in partnership with our families, whanau & our community
- Equipping students with all the necessary tools and knowledge to learn and relate to others in a global society in the 21st Century
- Teachers developing effective practice methods based on current methodology, to improve curriculum knowledge, especially in Literacy and Numeracy
- Having specific expectations: -understanding what they are learning, why they are learning it & how they will be able to use their new learning
- Catering for individual learning styles & needs
- Motivating & stimulating learners of all abilities & needs
- Learners taking increasing responsibility and becoming responsive to our growing world-self directed learning-3 way conferences
- Being well planned, implemented, reviewed & assessed
- Having high expectations of all our students;
- Students will achieve to their greatest potential: Maori students will achieve success as Maori; Boys will achieve as well as girls; Staff will teach to individual needs of students
- Empowering all students to learn & achieve to the best of their abilities & to seek personal excellence
- Being learner centred & learner directed
- Catering for the whole child
- Utilising a range of assessment strategies for feed back & feed forward
- Ensuring our children are physically active every school day
- Building up a resource bank with a priority on literacy & numeracy learning
- Reflecting on up to date curriculum knowledge & teaching practices
- Integrating the enquiry approach to open up new & different ways to learn
- Promoting risk taking
- By using a range of approaches including:
 - -integrating ICT to overcome barriers to distance & time
 - -creating communities of learners that extend beyond our classrooms
- Ensuring all students experience a curriculum that reflects our bi-cultural heritage & our multi-cultural school community & NZ society

Our Strategic Aims-2015

at Duvauchelle School



Duvauchelle School Strategic Plan 2015-2017

STRATEGIC AIMS:

1. Individual student achievement is the key focus of our school - all our students will experience success.
2. Whakawhanaungatanga - relationships will drive our school to a high level of performance and inclusiveness.
3. To create and nurture a learning community where staff, whanau and board support our students to achieve

OUR MISSION

At DPS students will be proud, motivated and confident learners, empowered to achieve their potential and take ownership of accomplishments whilst experiencing respect and belonging in the community

Strategic Aim 1	2015	2016	2017
<p>1.</p> <p>Individual student achievement is the key focus of our school -all our students will experience success</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>Students, whanau and teachers demonstrate an understanding of students educational journey.</p> <p>Student voice will place an active role across the curriculum and in decision making and the school-student voice is regularly reported to the Board.</p> <p>An inquiring holistic curriculum will be developed that extends to culture/art/science/ environment/social sciences/technology/ health and physical education</p> <p>The Board through its consultation process works with staff, whanau and students to compile a vision for a Year 6 graduate of Duvauchelle Primary School - our community values the development of leadership in our students.</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>Students are actively involved in their educational journey and school processes engage whanau.</p> <p>Student voice is a significant contributor to strategic development and planning.</p> <p>Students experience diverse opportunities and experiences learning</p> <p>Students, whanau and teachers know what a Year 6 graduate looks like and students aspire to achieve this.</p>	<p>All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics, our school will mirror the Ministry of Education's goal of 85% of primary students achieving at or above the National Standards by 2017.</p> <p>Priority is given to the needs of students who fall within the Government focus areas:</p> <ul style="list-style-type: none"> • Ka Hikitea • Pasifika Education • Success for All • Tātaiako <p>The priority groups are tracked and reported to the Board of Trustees.</p> <p>A cycle of professional learning ensures that teachers continue to assess all learners accurately.</p> <p>Students own their educational journey, which is understood and readily accessible by whanau through a variety of media.</p> <p>Our students are confident and active contributors to our curriculum review and development.</p> <p>Holistic educational approach integrated into the school curriculum.</p> <p>Our graduates closely align with the Year 6 profile vision</p>

Strategic Aim 2	2015	2016	2017
<p>2.</p> <p>Whakauwhanaungatanga—relationships will drive our school to a high level of performance and inclusiveness</p>	<p>Define the 'wairua' - spirit and wellbeing of our school - incorporating the school rule - respect for self, respect for others and respect for the environment.</p> <p>Our community prioritises the safety of our students-we have a zero tolerance of bullying.</p> <p>A community consultation strategy is developed and implemented - our community is involved, consulted and engaged .</p> <p>Our school story and local story are being developed and learnt as part of the local environment focus within the curriculum.</p> <p>The Board and staff work together to clearly define fundraising objectives to enhance the educational opportunities available to students, and the equipment, resources and facilities desired that sit outside the operational grant.</p> <p>The principles of the Treaty of Waitangi and their role in our school are evident and embraced.</p> <p>DPS is a culturally inclusive school that demonstrates its diversity through teaching and celebration.</p> <p>Student leadership team and student recognition system rolled out.</p>	<p>Our community understands and experiences our 'wairua' - the school rule is evident across the school in a variety of media, practice and experiences.</p> <p>Community feedback drives our Charter review and development process.</p> <p>Our school heritage and story is disseminated across the community and is expanding in depth.</p> <p>The Board, PTA and staff demonstrate strong relationships based on respect and trust.</p> <p>The Te Ao Maori Plan and Treaty of Waitangi principles are embedded in our practice.</p> <p>Our community comes together to learn about each other's cultures.</p> <p>Student leadership roles and recognition system well understood by students and community.</p>	<p>Our wairua permeates all aspects of our school experience.</p> <p>Duvauchelle School community proactively contributes to our school's development and are actively engaged in school.</p> <p>Curriculum learning is closely linked to our heritage and the unique resource rich environment in which we live.</p> <p>The Board, PTA and staff demonstrate strong relationships based on respect and trust.</p> <p>Integration of bi-cultural learning and celebration is part of our school.</p> <p>Students, staff and community accept cultural diversity without bias and celebrate the different cultures that make up our school.</p> <p>Students aspire to achieve through the leadership and/or recognition system.</p>

Strategic Aim 3	2015	2016	2017
<p>3.</p> <p>To create and nurture a learning community where staff, whanau and Board support our students support our students to achieve</p>	<p>Staff professional development plans designed to support the Strategic Aims and Annual Targets.</p> <p>Board receives periodic reports on professional development, readily identifying investment at an individual staff, team and school level.</p> <p>Performance targets identified and measured to ensure consistent teaching practice across the school and performance appraisal, performance management and leadership development are key focus areas for leadership team PD plans.</p> <p>Positive feedback from ERO to indicate consistent teaching practice across the school.</p> <p>Positive feedback from ERO regarding effective school structure.</p> <p>Positive feedback from ERO regarding increased Board capability.</p> <p>School organisational structure reviewed to facilitate a learning community and efficiencies for size of school.</p> <p>Whanau community is engaged and involved through learning opportunities, resources and information to enable support for children at home to accelerate success within a modern learning environment.</p> <p>Board capability assessed and professional development plan formed and linked to Board review process - identified, measured, budgeted and delivered.</p> <p>The blended e-learning plan is updated, implemented and evaluated. Resources are purchased in line with the plan and support the use of blended e-learning to promote students achievement. Systems are set up for effective e-learning assessment and appraisal tools.</p> <p>To give focus to the Principles in the NZ Curriculum.</p>	<p>Professional development identified and linked to individual performance appraisal process - identified, budgeted, delivered and evaluated. Board evaluates investment in learning community and reports on professional development as part of the Annual Report.</p> <p>All staff are confident leaders and self - appraisers in our school and role model this exceptionally to our learners.</p> <p>Board reviews and evaluates effectiveness of organisational structure .</p> <p>Whanau support programmes are available and attended, key areas for supporting learning at home and student success identified, courses developed and implemented .</p> <p>The Board is confident in its cycle of self-review and improvement.</p> <p>The blended e-learning plan is embedded in the school and resources purchased continue to support the plan. Barriers between home and school are minimised and communication is enhanced through effective e-learning tools. A digital citizenship programme is implemented.</p> <p>Staff have a clear understanding of how the principles of the NZ curriculum integrate with the school curriculum.</p>	<p>Learning plans at all levels are reviewed and challenged for their effectiveness and contribution to achieving the strategic plan. Board evaluates investment in learning community and reports on professional development as part of the Annual Report.</p> <p>Opportunities for developing parents and whanau to support students in their learning available and well attended - increase in parent engagement and involvement, part of school culture.</p> <p>The Board has embedded processes for continuous learning, self-review and improvement. Succession Planning for elections completed post June 2016.</p> <p>Blended e-learning is integrated into all curriculum areas seamlessly and is an effective tool for assessment and appraisal. Students show strong digital citizenship skills. .</p> <p>NZ principles are embedded in curriculum delivery at Duvauchelle Primary School.</p>

Duvauchelle School
3 Year Strategic Plan –Overview: 2015-2017

School Aim	2014	2015	2016	2017
Aim 1 Curriculum, Content & Delivery (Linked to NAGs 1,2,2A,4,6)	National Standards: Reading, Writing , Mathematics Inquiry Learning Science/Technology The Arts(Dance/Drama) Taha Maori/Tikanga/Te Reo	National Standards: Reading, Writing, Mathematics Appraisal PE & Health The Arts(Visual) Visual and Oral Language	National Standards: Reading,Writing, Mathematics Inquiry learning Social Sciences The Arts(Music) Spelling	National Standards: Reading, Writing , Mathematics Inquiry Learning Science/Technology The Arts(Dance/Drama)
Aim 2 Student Progress & Achievement (Linked to NAGs 1,4)	MUSAC/EDGE Review <ul style="list-style-type: none"> • Data Input & Analysis • Absences 	MUSAC/EDGE Development <ul style="list-style-type: none"> • Data Input & Analysis • Absences 	MUSAC/EDGE Development <ul style="list-style-type: none"> • Data Input & Analysis • Absences 	MUSAC/EDGE Development <ul style="list-style-type: none"> • Data Input & Analysis • Absences
Aim 3 Personnel (Linked to NAG 2)	Formative Assessment PD:-Numeracy(new staff) PD:-E-Learning PD: Inclusiveness PD:-Ka Hikitia	PD:- Literacy PD: Ka Hikitia PD:-E-Learning ICT:- Refer to Plan PD:- Te Reo/Tikanga	Formative Assessment PD:-E-Learning	PD:- Literacy PD: Ka Hikitia ICT:- Refer to Plan PD:- Te Reo/Tikanga
Aim 4 Property (Linked to NAGs 3,5)	Refer to Property Plan <ul style="list-style-type: none"> ▪ modernize classrooms as per 10YP ▪ continually upgrade environment ▪ 5YA-revisit with MOE 	Refer to Property Plan	Refer to Property Plan	Refer to Property Plan <ul style="list-style-type: none"> ▪ modernize classrooms as per 10YP ▪ continually upgrade environment 5YA-revisit with MOE

School Aim	2014	2015	2016	2017
Aim 5 Finance (Linked to NAG 4)	Refer to Annual Budget <ul style="list-style-type: none"> operate within annual grants 	Refer to Annual Budget <ul style="list-style-type: none"> operate within annual grants 	Refer to Annual Budget <ul style="list-style-type: none"> operate within annual grants 	Refer to Annual Budget <ul style="list-style-type: none"> operate within annual grants
Aim 6 Community Consultation (Linked to NAGs 4,5,6)	Parent Consultation <ul style="list-style-type: none"> Reporting Assessment Maori/Pasifika: Parent Meetings Charter Policies 	Parent Consultation <ul style="list-style-type: none"> Literacy Health Maori/Pasifika: Parent Meetings Charter Policies 	Parent Consultation <ul style="list-style-type: none"> Numeracy Assessment Maori/Pasifika: Parent Meetings Charter Policies 	Parent Consultation <ul style="list-style-type: none"> Reporting Assessment Maori/Pasifika: Parent Meetings Charter Policies
Aim 7 Maori & Pacifica (Linked to NAGs 1,2)	Analysis & Reporting on Maori & Pacific students & their achievement levels	Analysis & Reporting on Maori & Pacific students & their achievement levels	Analysis & Reporting on Maori & Pacific students & their achievement levels	Analysis & Reporting on Maori & Pacific students & their achievement levels
Aim 8 Self Review (Linked to NAG 2)	Assessment Tools Data Gathering Methods <ul style="list-style-type: none"> BOT Portfolios Assessment Student Achievement Charter Policies/Procedures	Assessment Tools Data Gathering Methods <ul style="list-style-type: none"> Reporting to Parents Literacy Assessment Student Achievement Charter Policies/Procedures	Assessment Tools Data Gathering Methods <ul style="list-style-type: none"> Reporting to Parents Portfolios Assessment Student Achievement Charter Policies/Procedures	Assessment Tools Data Gathering Methods <ul style="list-style-type: none"> Reporting to Parents Literacy Assessment Student Achievement Charter Policies/Procedures

Ka Hikitia: A Maori Education Strategy Akotahi - 'Learning Together'

There are 3 critical areas of focus in this Strategy

1. Foundation Years:

The focus of this area concentrates on ensuring children get the best start in life and education through:

- Participation in quality EC education
-work collaboratively with Pre-School
- Effective transitions to school
- Strong early literacy and numeracy foundations
- Effective home and school partnerships focused on learning

2. Young People Engaged in Learning:

This focus area concentrates on establishing the basis for successful learning in secondary school and into tertiary education.

3. Maori Language Education:

The focus here is on:

- Strong establishment processes for Maori Medium Schools
- **However, effective teaching and learning of, and through, Taha Maori & Tikanga, values our bi-culturalism & demonstrates our belief in improving learning outcomes for our Maori students**
- Strengthening the supply of quality teachers
- Building the evidence base for Maori

What do we know?

Foundation Years

We collect achievement information for numeracy and literacy for Years 0-6.

Maori Language:

- Kapahaka - Seniors
- Ongoing units of work are being taught in classes
- Teachers promote the use of Maori language every day

Engagement:

- No Maori students have been stood down
- No Maori have been referred to the Truancy Service in 2013/14
- However, in 2014 we currently have a student, who identifies as Maori who has had a repetitive record of high absences from his previous 4 schools, and is continuing his absences trend here, though his mother ensured he came to school after discussions about the Truancy Service: 2014: 65% attendance.
- We had a FGC to attempt to resolve his family issues which contributed to his absences
- We will meet with a Maori Advisor to discuss steps we can undertake to engage our increasing Maori students and parents
- 2014: we employed a Te reo teacher- for language, tikanga & kapahaka
- 2.5% of our children, in 2012 were identified as Maori
- 12.5% of our children, in 2013 were identified as Maori
- 22.5% of our children, in 2014 were identified as Maori

Ka Hikitia: A Maori Education Strategy Akotahi - 'Learning Together'

There are 3 critical areas of focus in this Strategy

Data:

2012/13/14

- 100% of Years 4-6 students learnt Tikanga Maori, Taha Maori, waiata and te rakau
- 100% of Years 0-3 students learnt basic Maori commands and waiata
- Staff used the Duvauchelle Te Reo Maori Scheme (Level 1) to plan, programme & implement regular Taha Maori lessons
- **End of 2013:** Maori Student Achievement data indicated that out of a cohort of 4 students we had:
 - 50% reading below, 25% at the National Standard, & 25% above the National Standard in Reading
 - 25% well below, 25% below, 25% at, & 25% writing above the National Standard in Writing
 - 25% well below, 25% below, 25% at & 25% achieving above the national Standard in Numeracy
- **End of 2014:** Maori Student Achievement data indicated that out of a cohort of 7 students we had:
 - 100% reading at or above the National Standard
 - 71.5% writing at or above the National Standard
 - 71.4% in Maths at or above the National Standard

What do we know?

Next Steps:

In 2014 we began to develop a Ka Hikitia Self Review tool with specific outcomes, indicators and evidence.

Areas that have been covered in this document include:

- Strategies to engage parents from ideas gathered from consultation with whanau
- Timetables Te Reo lessons each week will continue
- The development of a targeted PD programme based on the needs of our students.
- The need for our staff to be more explicitly aware of Maori achievement and take responsibility for outcomes supported by structures.
- Continued participation in te rakau and poi to be introduced
- In 2015/16 the Principal & staff will complete a certificate in Te Ara Reo Maori
- We will celebrate events such as Matariki and Waitangi Day
- We will become part of Onawe Peninsula our geographical & historical area
- Incorporating components of Maori Language learning into inquiry/ integrated programme of work as well as our literacy and numeracy programmes
- Signage around our school: -class names, areas around our school, greetings etc
- We have developed a set of beliefs, principle and practices to develop our relationship with our:
 - local marae - Onuku,
 - historical landmark - Onawe Peninsula

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 1:

Individual student achievement is the key focus of our school-all our students will experience success

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
All students shall benefit from the New Zealand Curriculum and will show progress in the key learning areas of literacy and mathematics. Our school will mirror the Ministry of Education's goal of 85% all primary students achieving at or above the National Standards by 2017.	All students make progress in literacy and mathematics. Students are engaged in meaningful learning and take increasing ownership for their own progress.	Provide professional learning in best teaching practice. Base teacher inquiry on student needs, as identified by school targets. Regularly monitor and assess targets.	Teachers Students	Professional learning programme. Specialist support where necessary. Teacher Aides:- With the following programmes - STEPS/Toe-by-Toe/ Multi-Lit/ Reading Support. Reading Recovery Coaching programmes. Readings/ specialist texts.	Noted on professional development plan and assessment cycle. Target groups organised in the first week of school.	Target groups monitored at staff meetings, reading recovery and SENCO meetings. Effectiveness of teaching programmes is monitored through coaching and assessment.
Priority is given to the needs of students who fall within the Government focus areas: • Ka Hikitea • Pasifika Education • Success for All • Tātaiako The priority groups are tracked and reported to the Board of Trustees	Students in the Government priority groups show progress in their learning. Learning programmes are differentiated and inclusive. The needs and aspirations of all students are honoured.	Identify priority groups of learners. Provide professional learning in teaching styles for diverse learners. Focus on priority learners in Principal, Staff and Senco meetings.	Principal Teachers SENCO-RTLB	Exploration of the resources listed. Readings based on inclusivity. Use of our expert teachers and local expertise -ChCh/UC/ BPLCcluster	Priority groups are identified at the beginning of the school year. Professional learning starts immediately and continues e.g. Our TOD will focus on "Formative Practice"	Regular Staff SENCO/Principal meetings. Within the assessment cycle reported to the Board of Trustees.

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SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
Duvauchelle Primary School provides professional learning for staff to use Language Progressions / Exemplars, and all other readings available to assess the National Standards levels of all students.	Our students are assessed using a variety of methods. See Assessment Plan. DPS school has improved National Standards results.	The staff attend PD and information from the course is shared with all teachers in a staff meeting.	Principal all teachers RTL SENCO Principal	School resources; handbooks, support texts. Information gained at courses. Specialist support.	All teachers to start work assessing students immediately.	Monitored in the review of the annual plan. Monitored at the same time as curriculum areas in the assessment cycle.
Students, whanau and teachers demonstrate an understanding of student's educational journey and this is tracked online.	Teachers, whanau and students know where the student is learning, what the next level of learning for the student is and how to cross the gap to get there. E - Learning digital portfolios are trialled.	Continued support to teachers in formative practice. E-learning professional learning for teachers. Develop a structure for students to outline their "education journey."	Principal - develop a structure so that students know their learning journey. All staff e-portfolios All teachers support students in knowing about their learning.	E-websites. Curriculum on line. Examples of learning journeys from other schools.	Start the "educational journey" documentation in March. E-learning portfolios ongoing throughout the year.	Monitored each term with progress check on the annual plan.

Duvauchelle School ANNUAL PLAN 2015

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SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
Student voice will place an active role across the curriculum and in decision making in the school:- student voice will be regularly reported to the Board.	Students' interests and wonderings influence curriculum planning decisions, particularly in inquiry. Students are consulted about relevant issues according to age appropriateness.	Gather student voice regarding learning. Continue the development of student leadership. Use the Year Six student leaders to gather student opinion of students where appropriate.	Teacher in charge of Inquiry. Teacher in charge of student leadership team. All staff.	Our students. Our teachers. Readings and learning about student voice.	Gather student wonderings Week Eight Term One and Week Eight Term Three. Plan with the Year Six student's appropriate consultation about topics of interest for the students.	Monitored each term with progress check on the annual plan. Noted in the job descriptions of teachers holding these responsibilities.
An inquiring holistic curriculum will be developed that extends to culture/art/science/ environment/social sciences/ technology/ health and physical education.	Students are engaged in a holistic curriculum and are learning skills to learn.	Revisit and confirm reviewed structure, timetables and curriculum links for inquiry. Implement the plan we have developed.	The Inquiry Team Supported by leaders team.	The New Zealand Curriculum document. The Duvauchelle Primary Curriculum Document especially the inquiry statement.	Ongoing starting in Term One and continuing throughout year.	This will be revisited at the end of each inquiry.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 1:

Individual student achievement is the key focus of our school-all our students will experience success

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
The Board through its consultation process works with staff, whanau and students to compile a vision for a Year 6 graduate of Duvauchelle Primary School - our community values the development of leadership in our students.	The Duvauchelle Primary School Learning Community understands what it is trying to achieve with the students. The community works to achieve the vision for its students.	Refer to the consultation in 2014. Add consultation with staff and students. Develop a statement and a structure to implement the plan.	Led by Board and Principal. All members of the learning community	The survey will provide ideas. The combined energy of all members of the school.	Staff and student consultation carried out by end of March Plans developed early April.	Steps will be put in place in the plan. These will have a timetable and will be checked off as the steps are achieved.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 2:

Relationships will drive our school to a higher level of performance and inclusiveness

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
Define the 'wairua' - spirit and wellbeing of our school - incorporating the school rule - respect for self, respect for others and respect for the environment.	Whanau, staff and students understand and know how to be a part of the "Wairua" at Duvauchelle Primary School. Our community prioritises the safety of our students - we have zero tolerance to bullying.	Consult with our Maori teachers and Ngai Tahu/ Onuku runanga to help us describe 'wairua" and how to enact it at DPS.	Principal Leader of Maori	Maori teachers and whanau. Ngai Tahu /Onuku runanga	Have the definition prepared by the end of the first term.	Publicise in newsletters
A community consultation strategy is developed and implemented - our community is involved, consulted and engaged.	The community is consulted about appropriate issues. Community take have a sense of ownership for the school.	Develop the plan and implement it.	The Board of Trustees and the Principal	Models from other schools. The enthusiasm and thinking power of our team.	Early in the Year.	Responses and parent input are monitored in each survey
Our school story is being developed and learnt as part of the local environment focus within the curriculum.	Staff, teachers and students know the history of the school and feel proud of the school	Research the history of the school. Make a plan of how this can be disseminated to the relevant parties Review the school curriculum to include this.	Shared responsibility	Centennial Book Photos Artefacts	This will take some time to develop and be implemented. The curriculum has just been reviewed. By the end of 2016.	Review progress each term.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 2:

Relationships will drive our school to a higher level of performance and inclusiveness

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
The Board and staff work together to clearly define fundraising objectives to enhance the educational opportunities available to students, and the equipment, resources and facilities desired that sit outside the operational grant.	The Board and Staff have a shared understanding of how funding is used for resourcing, equipment and resourcing.	There is a delegation to work with the Plans for fundraising and school development are agreed to. Meetings between key members of the Board delegation are held regularly.	The Board delegate	Resources are in the form of the consensus reached about school projects and how the funding will be spent.	A time frame will be developed by the delegation.	The Board delegation and staff will jointly agree to a monitoring process.
The Board and staff work together to clearly define fundraising objectives to enhance the educational opportunities available to students, and the equipment, resources and facilities desired that sit outside the operational grant.	The Board and Staff have a shared understanding of how funding is used for resourcing, equipment and resourcing.	There is a delegation to work with the Plans for fundraising and school development are agreed to. Meetings between key members of the Board delegation are held regularly.	The Board delegate	Resources are in the form of the consensus reached about school projects and how the funding will be spent.	A time frame will be developed by the delegation.	The Board delegation and staff will jointly agree to a monitoring process.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 2:

Relationships will drive our school to a higher level of performance and inclusiveness

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
The principles of the Treaty of Waitangi and their role in our school is evident and embraced.	That the Board and the school staff understand their obligations to the Treaty of Waitangi and are able to implement it.	Arrange for professional learning about the Treaty Use our new knowledge to check school processes and make changes where appropriate.	Joint responsibility Led by the team for Maori learning	Ngai Tahu/Onuku Runanga Our own teachers Ngai Tahu Cultural Knowledge Kit.	The first professional development takes place in March. Timeframes to be developed after our initial learning.	Monitoring processes are to be developed as the plan grows.
DPS is a culturally inclusive school that demonstrates its diversity through teaching and celebration.	All students and people at Duvauchelle Primary feel safe and secure. Students work and play in a safe learning environment.	Continue newsletter inserts from time to time. Continue to improve signage. Support teachers of students from diverse cultures to learn about the student's culture.	Principal Staff	Parents of students Teachers Text resources on site	Plan newsletters so that inclusive statements are purposefully made every four weeks. Plan learning celebrations in a culturally inclusive way.	Set up a check list of activities and tick them off.
Student leadership team and student recognition system rolled out.	A student leadership team provide excellent role models for the school.	Review the current student leadership processes/ adjust as appropriate. Set aside budget.	The Year Six Teacher in charge All staff support the project.	The teachers GATE teacher Principal.	According to the implementation plan in place.	Self-monitoring Collect information from the students about the success of the programme.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 3:

-To create and nurture a learning environment where staff, whanau and Board of Trustees support our students to achieve

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
Staff professional development plans designed to support the Strategic Aims and Annual Targets. Board receive periodic reports on professional development, readily identifying investment at an individual staff, team and school level.	Professional Development plans are aligned with the strategic aims and annual targets. The Board is informed about the professional development programmes and the outcomes of this.	Plan professional development showing the alignment to the strategic aims. Teachers are regularly canvassed for feedback and feed forward to get staff voice. Include a report on professional development in each Board report.	Principal	Professional Development plans and records. Information from universities and supporting agencies.	Professional Development plans are developed at the beginning of the year. Details and timetables are planned at the beginning of each term.	Feedback and feed forward will be sought from the staff. Reports to the Board of Trustees.
Performance targets identified and measured to ensure consistent teaching practice across the school and performance appraisal, performance management and leadership development are key focus areas for leadership team PD plans.	Professional learning folders contain performance goals. Coaching practices focus on areas identified for development. Leadership opportunities are made available. Teachers are supported to accept learning challenges and further their leadership practice.	Plan learning folders containing performance goals and focus on areas identified for development.	The Principal and the Leaders team.	Professional learning through webinars and attendance at a course.	Appraisal goals agreed in Term 1. These are refined in March. Teacher inquiry focus is mathematics and teachers develop their specific inquiry questions Mid-March.	Coaching takes place in Term 2 and Term 3. Feedback and learning discussions take place after each of these sessions. The appraisal process includes self-appraisal and reflective interviews to be completed at end of Term Three.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 3:

-To create and nurture a learning environment where staff, whanau and Board of Trustees support our students to achieve

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
School organisational structure reviewed to facilitate a learning community and efficiencies for size of school.	The leadership structure provides effective support for all leaders. Inconsistencies in practice are negated.	Take advice and collaborate with leader's team to develop leadership structure. Establish expectations/ plan and monitor progress.	Leaders Team	Leadership research.	Any new structure is in place for the beginning of the New Year to be actioned throughout the year. Regular monitoring by the leaders themselves to ensure the structure is working effectively.	A set of criteria will be developed. This will be checked monthly.
Whanau community is engaged and involved through learning opportunities, resources and information to enable support for children at home to accelerate success within a modern learning environment.	Whanau support their children to make progress and achieve.	Whanau will be made aware of / and supported to use e-learning opportunities. Parent partnership programmes such as "reading together" are sustained.	Led by Principal Whole school and community responsibility.	Support from the MOE for reading together programmes. Seek support from Ngai Tahu Trust Board.	This is ongoing. The celebration of learning days are planned at the end of the inquiry Week 5 term 2 and Week 10 Term 3.	Parent survey's regarding "reading together" Assessment of Inquiry to include whanau involvement.

Duvauchelle School ANNUAL PLAN 2015

Strategic Aim 3:

-To create and nurture a learning environment where staff, whanau and Board of Trustees support our students to achieve

SUB AIMS	EXPECTED OUTCOMES	SPECIFIC ACTIONS	RESPONSIBILITY	RESOURCES	TIMEFRAME	MONITORING
The blended e-learning plan is updated, implemented and evaluated. Resources purchased are in line with the plan and support the use of blended e-learning to promote student achievement. Systems are set up for effective e-learning assessment and appraisal tools.	Have a standard per class for each level which ensures they are equipped adequately and equitably. Staff are confident of their on-line resources, tools and information to raise student achievement. Students can share their learning digitally using a variety of media. Students have digital citizenship. Students' educational journey is recorded online through an e-portfolio as a means of formative assessment. Staff use digital tools for recording reflections and learning which feed into appraisal.	Purchases to move towards the e-learning plan. New website with e-portfolio function set up. A Digital Citizenship programme of learning is developed for teachers to deliver with their classes as part of the 'Safety' healthy curriculum/ Professional learning for staff.	e-learning team leader Principal BOT	Interactive whiteboards in library and 50" televisions in both senior and junior rooms. I-pads in junior room(1-2 students). Laptops for all students in senior room.(1-1)	Website - end of Term One E-portfolios - end of Term 2 Digital Citizenship Programme- end of Term 3 PD - ongoing	Bi annual review of the e-learning programme,
To give focus to the Principles in the NZ Curriculum.	Planning and programmes show that the Principles of NZ are incorporated at DPS.	Professional learning staff meeting.	Principal.	New Zealand curriculum on-line.	By the end of Term One.	There will be evidence in teacher planning.

Student Achievement in **Mathematics**-December 2014

Curriculum Level National Standards	After 1 Year	After 2 Years	After 3 Years	End of Year 4	End of Year 5	End of Year 6	
						2	Above (29%)
3 End of Year 6					2	1	At (54.8%)
3 End of Year 5				2	1	1	Below (12.9%)
2 End of Year 4			1	4			Well Below (3.2%)
2 After 3 Years			4	1	1		
1 After 2 Years	2	2					
1 After 1 Years	5	1					
	1						

83.8%

16.1%

Percentage Split for each Year Group	87.5	66.7	100	85.7	75	75	At or Above
	12.5(1)	33.3(1)		14.3(1)	25(1)	25(1)	Below or Well Below

Split by Gender	Well Below	Below	At	Above
Male Students	1(9.1%)	3(27.3%)	6(54.5%)	1(9.1%)
Female Students		1(5%)	11(55%)	8(40%)

Split by Ethnicity 31 Students(40wks+)	Well Below	Below	At	Above
Maori-7		2(28.6%)	4(57.1%)	1(14.3%)
Pasifika-1			1(100%)	
Asian-1			1(100%)	
European/Pakeha	1(4.5%)	2(9.1%)	11(50%)	8(36.4%)
Target 1/2014: The 5(1 left) children in Years 3-6 who were achieving below the NS in Dec'13 will increase their achievement to be 'at' the NS 2014				
	2013		2014	
Std 1(Y6)(M)	Well-Below		Below	
Std 2(Y5)	Well-Below		Well-Below	
Std 3(Y4)(M)	Below		Below	
Std 4(Y4)	Below		At	

Target 1/ 2015:
The children in Years 1-6 who were achieving below the NS in Dec'14 will increase their achievement to be 'at' the NS 2015

Student Achievement in **Reading**-December 2014

Curriculum Level		After 1Year	After 2 Years	After 3 Years	End of Year 4	End of Year 5	End of Year 6		
National Standards									
							2	Above (45.2%)	93.6%
3	End of Year 6					2	2	At (48.4%)	
3	End of Year 5				3	1		Below (6.5%)	6.5%
2	End of Year 4			2	4	1		Well Below (0%)	
2	After 3 Years		2	3					
1	After 2 Years	3	1						
1	After 1 Year	4							
		1							

Percentage Split for each Year Group	87.5%	100%	100%	100%	75%	100%	At or Above
	12.5%(1)				25%(1)		Below or Well Below

Split by Gender 31 Students(40wks+)	Well Below	Below	At	Above
Male Students-12		2(16.6%)	6(50%)	4(33.3%)
Female Students-19			9(47.4%)	10(52.6%)

Split by Ethnicity 31 Students(40wks+)	Well Below	Below	At	Above
Maori-7			4(57.1%)	3(42.9%)
Pasifika-1				1(100%)
Asian-1			1(100%)	
European/Pakeha		2(9.1%)	10(45.5%)	10(45.5%)

Target 1/2014: The 6 children in Years 2-6 who were achieving below the NS in Dec'13 will increase their achievement to be 'at' the NS 2014

	2013	2014
Std 1(Y6)	Below	At
Std 2(Y5)	Below	Below
Std 3(Y4)	Below	At
Std 4(Y4)	Below	At

Student Achievement in **Writing**-December 2014

Curriculum Level	After 1Year	After 2 Years	After 3 Years	End of Year 4	End of Year 5	End of Year 6	
National Standards							
						3	Above (38.7%) 77.4%
3 End of Year 6					2		At (38.7%)
3 End of Year 5				4	1		Below (19.4%) 22.6%
2 End of Year 4			1	1	1	1	Well Below (3.2%)
2 After 3 Years			4	2			
1 After 2 Years	2	2					
1 After 1 Year	4	1					
	2						

Percentage Split for each Year Group	75	66.7	100	71.4	75	75	At or Above
	25	33.3		28.6	25	25	Below or Well Below

Split by Gender 31 Students(40wks+)	Well Below	Below	At	Above
Male Students-12	1(8.3%)	4(33.3%)	5(41.7%)	2(16.7%)
Female Students-19		2(10.5%)	7(36.8%)	10(52.6%)

Split by Ethnicity 31 Students(40wks+)	Well Below	Below	At	Above
Maori-7	1(14.3%)	1(14.3%)	3(42.9%)	2(28.6%)
Pasifika-1				1(100%)
Asian-1			1(100%)	
European/Pakeha		5(22.7%)	8(36.4%)	9(40.9%)

Target 1/ 2015: The children in Years 1-6 who were achieving below the NS in Dec'14 will increase their achievement to be 'at' the NS 2015. Concern is identified for the 41.6% of boys who are achieving 'below 'the national standard

Duvauchelle School: 2015-Target 1

Strategic Goal: 1a:	Individual student achievement is the key focus-all our students will experience success <i>We will provide a balanced & challenging programme of learning, continually emphasising strengths in numeracy & literacy (writing).</i>				
Annual Target:	The children in Years 1-5 who are achieving 'below' the National Standard in December 2014, will increase their achievement to be 'at' the National Standard by December 2015.				
Historical Data:	Overall, the achievement of our students in 2014, in writing, is 77.4% 'at' or 'above' National Standard. Analysis of data at the end of 2014, identified the need for accelerating progress for these pupils throughout the school. Concerns are identified for the (41.6%) of boys who are below the standard.				
Baseline Data: 2014	<ul style="list-style-type: none"> In the After 1 Year cohort 2 students were below standard Throughout the Years 1-6:-7 children (22.6%) were below the standard. Of those 14.3% 'well below' were Maori & 14.3% 'below' were Maori. 				
OTJs against NS	Well Below	Below	At	Above	Totals
After 1 Year		2	4	2	8
After 2 Years		1	2	3	6
After 3 Years			4	1	5
End of Year 4-5 (1-Y6 student at WB has left school)	1	3	2	9	15
What is the school doing and what will be done to meet the target?	Who is involved/ responsible?	What resources will be allocated?		When will it be done?	
Professional Development focusing on raising national standards for 'below' & 'at' writers. Teaching as inquiry.	Staff	PD-Cluster schools workshop with advisors		Term 1	
Review & analyse the assessment data of the student's to identify their specific learning needs	Staff	Analysis of assessment data		Term 1	

Duvauchelle School: 2015-Target 1

What is the school doing and what will be done to meet the target?	Who is involved/responsible?	What resources will be allocated?	When will it be done?
Look critically at specific weaknesses for particular children, and programme for these individual needs	Staff	Regular staff meeting time.	Term 1
Prepare IEPs, to address students' identified needs,	Staff	Analysis of achievement data	Term 1
1. At three way parent/student/teacher interviews, inform parents of student's current level of performance & discuss current planned programmes. Discuss how families can support their child's learning at home.	Staff		Term 1
Review teaching practice with a view of identifying needs. Plan changes according to identified needs.	Staff	PD	Ongoing
Look critically at specific areas of weaknesses for particular children, and programme for these individual needs.	Staff		Ongoing
Engage students in 'active' formative self-assessment.	Staff	PD-observations	Ongoing
2. Individual intervention with our literacy support teacher, and RTLB to boost student Learning. Use targeted resources to help lift achievement. - Multi Lit/Toe-to-toe.	Staff	RTLB, Literary Resource Teacher BOT funded Extra staffing	Ongoing
Develop & implement a maintenance programme for surface features	Staff		Ongoing

Duvauchelle School: 2015-Target 1

What is the school doing and what will be done to meet the target?	Who is involved/responsible?	What resources will be allocated?	When will it be done?
3. Share all data with students-in relation to National Standards. Use a continuum of progress and show students their achievement, to date. Talk about what's next?	Staff		Ongoing
4. Set achievement goals: set a goal each term, using data & reflection review progress in relation to set goals at the end of each term, then set goal/s for the following term	staff		ongoing
Educate whanau around how they can support their child's reading progress at home.	Staff	Meetings with family/whanau.	Ongoing
Summarise goals, reflect & set new goals at the end of each term. Share with family/whanau.	Staff		Term by Term
Review at mid year and report progress to parents & BOT	Staff		Terms 1-4
Give student writing more prominence in newsletters	Staff	Plan a whanau writing evening or a guest writer. Alternate 'buddy writing' with 'buddy reading'.	Ongoing
Run parent education workshops on 'reading with your child at home.	Staff	Parent Education sessions.	Term 1 & 3
Analyse student data & progress & report to BOT & plan for 2016.	Staff		Week 7 Term 4

Duvauchelle School: 2015-Target 1

Student	2014 Year	National Standard 2014	December 2014 Level	Expected Level December 2015	
A	1	1p	1b	1p/2b	
B	1	1p	1b	1a/2b	
C	2	1a	1p	2b	
D	4(M)	2p	2b	2p	
E	4	2p	2b	2p	
F	5	3b	2p	3b	
G	6 (M) N/A	3p	2p	3p	

Duvauchelle School: 2015-Target 2

Strategic Goal: 1a:	Individual student achievement is the key focus - all our students will experience success We will continually emphasise strengths in literacy and numeracy (numeracy)				
Annual Target:	To increase the number of students achieving at or above the National Standard for mathematics.				
Historical Data:	Overall, the achievement of our students in 2014, in numeracy, is 83.8% 'at' or 'above' National Standard. Analysis of data at the end of 2014, identified the need for accelerating progress for pupils achieving 'below' or 'well below' throughout the school. A particular area of concern was 40% of these students were Maori students.				
Baseline Data: 2014	Throughout the Years 1-6 :-5 children (16.1%) were below the standard				
OTJs against NS	Well Below	Below	At	Above	Totals
Years 1-3		2	11	3	16
Years 4-6	1	2	6	6	15
What is the school doing and what will be done to meet the target?	Who is involved/ responsible?		What resources will be allocated?		When will it be done?
Professional Development focusing on raising national standards for 'well below' and 'below' mathematicians	Junior Staff UC Advisors		PD - UC Workshops x4 Release Days x4		Terms 1-4
Professional Development focusing on JAM Assessment	Junior Staff & UC Advisors		PD: Release Day for observation x1		Term 1
Analyse the assessment data of the student's to identify their specific learning needs	Staff & RTL B		Analysis of assessment data; Staff Meetings		Term 1

Duvauchelle School: 2015-Target 2

What is the school doing and what will be done to meet the target?	Who is involved/responsible?	What resources will be allocated?	When will it be done?
At parent/student/teacher interviews, inform parents of student's current level of achievement and discuss ideas about how we can all support student achievement in numeracy & planned learning programmes, and how families can support their child's learning at home.	Staff		Week 6, Term 1
Use www.nzmaths.co.nz for professional development to look at innovative ways to increase student engagement and achievement	Staff	Relevant readings and pedagogy to underpin new knowledge. NZ Maths website. Staff Meetings	Ongoing
Ensure that a minimum of 50 minutes is timetabled for Numeracy instruction 4 times each week	Staff		Ongoing
Review teaching practice with a view of identifying needs. Plan change according to identified needs. Ensure learning intentions support generalisation of skills into practical situations.	Staff	Staff Meetings	Term 1
Ensure the class has the necessary resources & equipment that will assist the students in their learning & understanding of numeracy concepts.	Staff	Maths Budget-continually reviewed	
Engage students in 'active' formative self-assessment/review.	Staff		End of T1

Duvauchelle School: 2015-Target 2

What is the school doing and what will be done to meet the target?	Who is involved/ responsible?	What resources will be allocated?	When will it be done?
Teachers will explicitly teach numeracy strategies when working with individuals and groups.	Staff		Ongoing
Engage students in the use of a learners 'toolbox'. "I can....." "We are learning to....." "We will know when we have achieved our....." -list of strategies taught/learnt/to be consolidated.	Staff		Ongoing
Continuation of daily basic facts/ knowledge programmes.	Staff	Basic Facts Grids & Resources	Ongoing
A teaching as inquiry focus to be mathematics.			
Implement a maintenance programme for knowledge, skills and strategies taught.	staff		ongoing
Share exemplars expectations and national standards expectations with students. Use a continuum of progress & show students their achievement to date, where they are at, & what their expected performance is.	Staff		2x per term
Set achievement goals:-each term, using data & reflection review progress in relation to set goals at the end of term, then set goals for next term	Staff		2x per term

Duvauchelle School: 2015-Target 2

What is the school doing and what will be done to meet the target?		Who is involved/ responsible?	What resources will be allocated?		When will it be done?
Allocate teacher aide support to boost learning & to support teacher programmes.		Staff/TA/RTLB	BoT Funding		Ongoing
Run parent education workshops on 'mathematics' so that they can learn ways to help their children.		Staff	Parent Education sessions- during & after school		Term 2 & 4
Review student achievement against national standards, & report to parents, on progress to date, reflecting on current goals & reviewing for coming term.		Staff	Parent Education sessions.		Mid/End year
Analyse student data mid-year & at end of year, to report on student progress, to the BOT & plan for 2016.		Staff			June/Nov
Student	2014 Year	National Standard Expected Level 2014	December 2014 Level	Expected Level December 2015	
A	1	1p	1b	1p	
B	2	1a	1b	1a/2b	
C	4(M)	2p	1a	2b	
D	5	3p	2b	1a/2b	
E	6	3p	2a	2a/3b	

National Standards reporting templates

For schools with learners in Years 1-8 that use *The New Zealand Curriculum* to set teaching and learning programmes.

School name and number:Duvauchelle-3332

NAG2A (b)

Schools are required to report school-level data on National Standards under three headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement
- iv. How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

NAG2A (b)(i) Areas of strength: Mathematics & Reading

National Standard subject: Mathematics

2014 **Mathematics** Assessment against national standards data continues to show high levels of student achievement across the school. At the end of the year we had 32.3% of students across the school achieving “above”; and 51.6% “at” the standard. This adds up to 83.9% “at” or “above”.

16.1% of students achieved “below”(12.9%) or “well below”(3.2%) the standard.

These 16.1% of children have been identified and are receiving learning support in the classroom where their teacher is recognised as the main provider of this support. These children will continue to be monitored.

Achievement by Gender:

Overall, we have managed to continue high levels of achievement across the school for both genders.

In 2012 (66.6%) of boys and (92.2%) of girls were at or above standard in Mathematics.

In 2013 (74.9%) of boys and (85.6%) of girls were at or above standard in Mathematics.

In 2014 (66.7%) of boys and (94.7%) of girls were at or above standard in Mathematics.

In 2014 ‘at or above’ there was an (8.2%) decrease with the boys (this will be monitored) and (9.1%) shift upwards by the girls. There was a significant decrease to (3.2%) in students “well below”. This is the lowest ‘ well below’ result, since 2011.

Our assessments and programmes of learning have identified learning needs of all our students and the support required to maintain our high expectations and continual achievement.

Whole School Mathematics

	2011	2012	2013	2014
Above	29.6%	17.6%	24.2%	32.3%
At	51.8%	70%	57.5%	51.6%
Below	11.1%	5.8%	12.1%	12.9%
Well Below	7.4%	5.8%	6.0%	3.2%

Male Students: Maths

Above	28.5%	33.3%	16.7%	16.7%
At	42.8%	33.3%	58.3%	50%
Below	14.2%		8.3%	25%
Well Below	14.2%	33.3%	16.7%	8.3%
	7 male students	3 male students	12 male students	12 male students

Maori Students: Maths

	2011	2012	2013	2014
Above			25%	28.6%
At		100%	25%	42.9%
Below			25%	28.6%
Well Below			25%	
	0 Maori students	1 Maori student	4 Maori students	7 Maori students

NAG2A (b)(i) Areas of strength

National Standard Subject: Reading

2014 **Reading** Assessment against national standards data showed our highest levels of student achievement across the school. At the end of the year we had 93.6% “at” or “above”. (45.2%) of students across the school achieving “above”; and (48.4%) “at” the standard. 6.5% of students achieved “below” the standard. These 6.5% of children have been identified and have been receiving learning support in the classroom where their teacher is recognized as the main provider of this support. These children will continue to be monitored. In 2011 we targeted reading for Years 4 & 5 students with accelerated progress-Year 4(25%) “above” and (75%) “at”. In 2012 our reading national standard data stayed consistently high. (82.3%) “at” or “above” and 52% of these students “above” the standard. In 2013 our national standard data in reading (78.6%) of all students “at” or “above” with (39%) of these being “above” the standard. Of these students a significant number (84%)” achieved “above” in Years 4-6. 21% of students overall achieved “below”. These students were identified and received learning support both within and out of the classrooms where their teacher was recognized as the main provider of this support.

Achievement by Gender:

Overall, we have managed to continue high levels of achievement across the school for both genders.

In 2012 (66.6%) of boys and (85.7%) of girls were at or above standard in Reading.

In 2013 (66.7%) of boys and (85.7%) of girls were at or above standard in Reading.

In 2014 (83.3%) of boys and (100%) of girls were at or above standard in Reading.

In 2014 ‘at or above’ there was an (16.6%) increase upwards with the boys and (14.3%) shift upwards by the girls. This is an extremely positive result.

There was a significant decrease to (6.5%) ‘below’ . This is (14.7%) decrease in students “below”. This is the lowest combined ‘well below & below’ result, we have had.

Our assessments and programmes of learning have identified learning needs of all our students and the support required to maintain our high expectations and continual achievement.

Whole School Reading				
	2011	2012	2013	2014
Above	33.3%	52.9%	39.3%	45.2%
At	51.8%	29.4%	39.3%	48.4%
Below	3.7%	11.8%	21.2%	6.5%
Well Below	11.1%	5.9%	0%	0%
Above	33.3%	52.9%	39.3%	45.2%
Male Students: Reading				
Above	57.1%	33.3%	16.7%	33.3%
At	14.2%	33.3%	50%	50%
Below	14.2%		33.3%	16.7%
Well Below	14.2%	33.3%		
	7 male students	3 male students	12 male students	12 male students
Maori Students: Reading				
Above			25%	42.9%
At		100%	25%	57.1%
Below			50%	
W Below				
Above			25%	42.9%
	0 Maori students	1 Maori student	4 Maori students	7 Maori students

NAG2A (b)(i) Areas for improvement

National Standard : Writing

In 2015 we will set our target against writing as an area to improve.

2014 **Writing** Assessment against national standards 'at or above' has decreased (4.4%) from 2013. Specifically females increased "at" or "above" (8.4%).

However, males decreased 'at or above' (24.9%). Our literacy target of writing, will become a school wide focus.

At the end of the year we had (38.7%) of students across the school achieving "above"; and (38.7%) "at" the standard. This adds up to (77.4%) "at" or "above" .

(19.4%) of students achieved "below", and (3.2%) "well below" the standard. This (22%) of children have been identified and are receiving learning support in the classroom where their teacher is recognized as the main provider of this support.

These children will continue to be monitored and supported. Our school has developed targeted programmes to meet the needs of these students.

Achievement by Gender:

Overall, we have managed to continue high levels of achievement across the school for our female students.

However, (41.6%) of our male students were 'below' or 'well below'. This is a concern

In 2012 (33.3%) of boys and (71.4%) of girls were at or above standard in Writing.

In 2013 (83.3%) of boys and (81%) of girls were at or above standard in Writing.

In 2014(58.4%) of boys and (89.4%) of girls were at or above standard in Writing.

Whole School Writing

	2011	2012	2013	2014
Above	11.1%	5.9%	27.3%	38.7%
At	66.6%	58.8%	54.5%	38.7%
Below	14.8%	29.4%	12.1%	19.4%
Well Below	7.4%	5.9%	6.1%	3.2%
Above	11.1%	5.9%	27.3%	38.7%

Male Students: Writing

Above	14.2%		8.3%	16.7%
At	57.1%	33.3%	75%	41.7%
Below	14.2%	33.3%		33.3%
Well Below	14.2%	33.3%	16.7%	8.3%
	7 male students	3 male students	12 male students	12 male students

Maori Students: Writing

Above			25%	28.6%
At		100%	25%	42.9%
Below			25%	14.3%
Well Below			25%	14.3%
	0 students	1 Maori student	4 Maori students	7 Maori students

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

Analysis of school level, year level data, broken down by gender and Maori and Pasifika students, on National Standards progress and achievement in reading, writing and mathematics.

As a board we continue to discuss how we interpret the national standards data.

Our staff have also continued to expand their moderation scope, within our school, and with other schools, specifically in our cluster and also with professional development for all staff.

Our achievement levels are based on norm referenced assessment tools (e-asTTLe and PAT), qualitative criterion based evidence including work samples, evidence of student learning, teacher observations in a learning context, knowledge of the student from teacher, peer and parent perspective, exemplars and learning progressions of curriculum levels, to inform us of an (OTJ) overall teacher judgement, to determine where a student is in relation to national standards.

As a board we are concerned about the levels of achievement that our data shows particularly for the boys 'at' or 'above' standard in writing.

Achievement by Maori Students		Writing:
2011:	No identified Maori Students	
	No identified Pasifika Students	
2012:	1 identified as Maori:- 100% “at” the national standard in Writing	
	1 identified as Pasifika:- 100% “at” the national standard in Writing	
2013:	4 identified as Maori: 25% “well below”; 25%”below”; 25% “at”; 25% “above”. This adds up to 50% “at” or “above” standard.	
	1 identified as Pasifika:- 100% “at” the national standard in Mathematics and Writing	
2014:	7 identified as Maori (14.3%) well below; (14.3%) below; (42.9%) at; and (28.6%) above national standard in writing	
	1 identified as Pasifika ‘above’ national standard	
In 2013 there were 4 Maori students in the school and the results of having three more maori students changed results significantly, upwards, in 2014.		
Our target is to have no difference in the achievement levels between Maori, Pasifika and European.		
All these above results are conservative to ensure we don’t overstate our student achievement. We know this through comparing our data with other schools. They are moderated and accurate.		

NAG2A (b)(iii) Planned actions for lifting achievement

<u>Discussion:</u>	To raise the achievement levels of all our students achieving “below” (6.5%) in reading ; “well below (3.2%) and “below”(19.4%) in writing , and “well below”(3.2%) and “below”(12.9%) in mathematics .
To achieve this we will:	<ul style="list-style-type: none"> ▪ Identify these children and they will receive learning support in their classrooms ▪ Have more challenging goal setting and support for these students ▪ Have high expectations of teachers and continue to develop our skills to reflect on teaching practice ▪ Professional development for teachers on effective teaching strategies and programmes for all our students will be implemented ▪ Lessons are planned, evidence based and differentiated ▪ Interaction and planned, personalised learning with high expectations of engagement and participation ▪ Setting accelerated goals for the student, teacher and whanau ▪ Teaching strategies that work are used when teaching reading, mathematics and writing e.g modelling, using materials, explicit teaching in groups, pairs, and individually, revision, self review, practice and reinforcement ▪ Sharing of good practice and highly effective strategies, between teachers ▪ Plan targeted individual programmes with the emphasis on individual needs for improving learning outcomes ▪ Get a financial commitment from the BoT to ensure suitable support programmes are available for these students identified as not achieving at expectation. ▪ Engage with families and whanau to seek support and partnership ▪ Understanding by teachers, that achievement data is about them and their teaching practice ▪ PD for teachers on an ongoing basis, including cluster moderations and observations at other schools ▪ To ensure that children are learning writing, reading and mathematics daily. ▪ Continue to implement parent workshops-focusing on writing, reading and mathematics in the NZ Curriculum. ▪ Funding will be allocated for school wide needs(resources, PD, observations) to maintain our high student engagement & improving learning outcomes.

NAG2A (b) (iv) Progress Statement

<u>Discussion:</u>	The students identified in the “well below” and “below” assessment data, have been and continue to receive learning support in the classroom, with full engagement with families and whanau.
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Progress made against the Reading National Standard:

2014: Reading national standards assessment data shows high levels of student achievement across the school.

A literacy target for 2014 was to improve the levels of student achievement against national standards in literacy-reading. The results were a significant improvement in reading “at” and “above” national standard achievement in 2014.

2014: An significant increase of 15% ‘at’ or ‘above’ from 2013.

2014: A significant decrease of 14.7% ‘below’ or ‘well below’ from 2013.

Significantly, there were strong shifts upwards in the males achievement:

From 2013: 16.3% decrease from ‘well below’ & ‘below’ (21.2%) compared to 2014 (6.5%).

From 2013: 15% increase ‘at’ or ‘above’ (78.6%) to 2014 (93.6%)

Progress made against the Mathematics National Standard:

2014: Mathematics national standards assessment data continues to show improving levels of student achievement across the school.

A Numeracy target for 2014 was to maintain this high level and to increase the number of students achieving “at” or “above” the national standard.

The Mathematics results are similar to 2013 when using the same cohort of students.

The results were similar “at” or “above” increasing by 2% in 2014.

Females achievement showed a 9.1% increase ‘at’ & ‘above’.

However, males achievement decreased 8.2% ‘at’ & ‘above’.

Progress made against the Writing National Standard

2014: Writing national standards assessment data showed a 4.3% overall decrease in levels of student achievement across the school.

This will be a targeted focus throughout the school, in 2015.

The males achieving ‘below’ & ‘well below’ increased 25%, while the female students decreased 8.5%.

Additional information:

Whole School Goals for 2015

- To maintain and build on the high achievements in Reading , across the school, so that in 2014 between 83%- 88% of students of both genders are achieving "at" or "above" the national standard for their level at the time.
- To maintain and build on the high achievements in Mathematics , across the school, so that in 2015 between 85%- 88% of students of both genders are achieving "at" or "above" the national standard for their level at the time.
- To continue to increase the achievement levels of our Maori students so there is no difference in the achievement levels between Maori, Pasifika and European.
- To have our high performing students achieving in the "well above" level for reading, mathematics and writing.
- Teachers continue to increase competency in collecting, analyzing and using data to support improved learning outcomes and building their confidence in professional judgements.
- To have writing data moving to be more in line with other data so that 85% or more students across the school are achieving "at" or "above" the standard for their level.
- Board of Trustees to increase their competency in strategic evidence –informed decision-making, strategic resource allocation and other matters of governance

2015	Area for Review	Review Programme/Board Work Plan 2015							
		Board Meeting Dates							
		17 Feb	24 Mar	19 May	23 June	18 Aug	22 Sept	3 Nov	1 Dec
Strategic Review	Charter	Approved and to MOE by 1 Mar	Draft Annual Report AoV		Annual Plan Interim Review	Community Consultation	Revisit Aims	Draft Charter 2016	Finalise Charter 2016
	Strategic Aims		Aim 1	Aim2	Aim 3	Aim 1	Aim2	Draft Strategic Aims 2016 Aim 3	Approve Strategic Aims 2016
Regular Review	Learner progress & achievement	National Standards	Reading		Writing	National Standards	Mathematics		Analysis of Variance
	Principal performance		Visit 1. Finalise Performance Agreement 2015		Visit 2.			Final Report Discuss Principal Performance Objectives 2016 Discuss Appraisal Process	Agree Performance Objectives 2016 Agree Appraisal Process
	Curriculum	Reading, Writing Maths	Visual & Oral language	PE & Health		Social Sciences	The Arts	Inquiry Review	
	Budget	End of Year Actuals 2014	Monitor	Monitor	Mid Year Review	Monitor	Monitor	Draft Budget 2016	Draft End of Year Actuals 2015 Approve Budget 2016
Community Consultation		Newsletter Summary of BOT Meeting	BOT Qtrly Flyer	Curriculum Consultation	BOT Qtrly Flyer Co-host learning Celebration	Charter Review & consultation. Learning Celebration, Reports & Survey	BOT Qtrly Flyer Hui with Staff	BOT Qtrly Flyer	
Board process Requirements		Committee Delegations Charter due to MOE by 1 Mar	Accounts to Auditor (by 31 Mar) Roll Return	Annual Report due to MOE by 31 May	Nat Stds - Parent Reporting Roll Return due 1 July				Nat Stds - Parent Reporting
Board PD	STA		Register for NZSTA conference	STA		NZSTA Conference de-brief	STA		Annual Review of Board/chair
Emergent Review	- October Election and as new local/government initiatives arise.								