Charter

Murrays Bay School 1387

Choose to Excel

Contents

1. Statement of Commitment

In accordance with Sections 61-64 of the Education Act 1989, this Charter sets out the aims, purposes and objectives of Murrays Bay School.

The Board of Murrays Bay School has created this Charter through a process of consultation with: Parents of students (via surveys, focus groups and meetings).
Staff of the school (via focus groups and meetings).
Special community groups (via discussions).
The Ministry of Education (via its documentation and training).

The Board of Murrays Bay School hereby commits that it will take all reasonable steps to ensure:

- **That Murrays Bay School is governed and managed for the purposes set out in this Charter, in accordance with the National Education Guidelines and all relevant Acts of Parliament.**
- **That the school and its students and community achieve the aims and objectives set out in this Charter.**

Signed:

Acting Principal, Murrays Bay School

Ratified at Board of Trustees Meeting on

Ratified:

For the Minister of Education   Date Murrays Bay School

2. Murrays Bay School

Murrays Bay School is a contributing primary state school located in the East Coast Bays of Auckland's North Shore City, with a roll of some 650 students who make up 27 school classes.

The school is in an area with a decile rating of 10. The ethnicity of the students is mainly New Zealand born European/Pakeha 54%, Maori 5%, with significant minorities of Chinese 14%, Korean 8% and other Europeans 8% and a range of other minorities .

Murrays Bay School serves a stable, well-educated community where many families own their own homes. The community is interested in the school and has high expectations of the school's performance.
The school is characterised by its commitment to promote:
The acquisition of literacy and numeracy skills above the national standard as success for all students.
REAL Learning - **R**elevant, **E**ngaging, **A**uthentic **L**earning - multi disciplinary approach to delivery of the curriculum.
Modern Learning Environment
Transition to school and Year One
Feuerstein
The Primary Enterprise Program (PREP) for enterprise skills
The Talented Learners Program (TALL) for advanced skills
The Roots of Empathy for all Year 5 students
Catering for future learning encouraging the use of digital learning tools.
Ti Kanga Maori - We employ a teacher fluent in Te Reo.
The Waterwise Program for water safety skills

3. Our Mission
What we are here for:

"*To educate and develop the children of our community*"

4.Our Vision

Where we want to be:

"We aim to be an excellent school"

We want to be better than just "a school". We want to set the standard that others choose to emulate. Rather than good, better, best, we are aiming for good, very good, excellent. The standard we set for ourselves is excellence, as judged by our key stakeholders – pupils, parents, staff, and the Ministry of Education.

Our Students see an excellent school as a place where:
Students are respectful and want to learn and have fun.
Students are encouraged and given leadership opportunities.
Resources are available to help students learn.
Teachers show they value children's opinions and recognise achievement.
Staff are life long learners and provide the best role models for students.

Our students' whanau see an excellent school as a place where:
The curriculum is delivered to a consistently high level.
A disciplined and respectful approach is evident in a nurturing environment.
A safe and challenging environment encourages student to learn how to learn with a high degree of integrity and self-confidence.
Students' learning is extended and students who need assistance are identified and receive appropriate learning.
Students are helped and encouraged to develop fully as citizens of the world through exposure to REAL Learning

Our staff members see an excellent school as a place where:
Students demonstrate a passion for learning.
Students are happy to share their successes with the school community.
Students acquire the skills and attitude for life long learning and are encouraged to take risks.
Feedback is encouraged and stimulates growth.
Staff enjoy working and continue to grow as professionals.

5. Our Core Values

Our way of being

- We celebrate success for all.
- We are committed to excellence.
- We foster a desire to learn and develop.
- We encourage and work for respect and trust.
- We practise open communication.

6. Measures of Success

The outcomes we want to achieve

We will be successful when -
- Our students are learning effectively and achieving the objectives of either the New Zealand Curriculum for their age, or their IEP (Individual Education Program).
- The school is recognised by our students, staff, parents and wider community as an excellent place to learn, work and grow.
- The school's academic and operational performance consistently rates highly in internal and external reviews.
- Where national standards exist for student performance, our school achieves above the national standard.
- Our students demonstrate a positive awareness of local, global and digital citizenship and a positive attitude to learning.
- Our staff and parents have a meaningful say in important school issues.
- The school can demonstrate that it makes highly effective use of its available resources.

The school is fully compliant with all NAG and legal requirements.

7. National Administration Guidelines

The Board of Murrays Bay School undertakes the following specific commitments in respect of the National Administration guidelines:

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;

ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
i. student achievement in literacy and numeracy, especially in years 1-8; and then to
ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:
i. who are not achieving;
ii. who are at risk of not achieving;
iii. who have special needs (including gifted and talented students); and
iv.aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:
(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;
(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

National Administration Guideline 2A

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
(b) report school-level data on National Standards in the board's annual report under three headings:
 school strengths and identified areas for improvement
the basis for identifying areas for improvement; and
planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
(c) report in the board's annual report on:
the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.
(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:
(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:
(a) allocate funds to reflect the school's priorities as stated in the charter;
(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:
(a) provide a safe physical and emotional environment for students;
(b) promote healthy food and nutrition for all students; and
(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

<u>National Administration Guideline 8</u>

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.
NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

8. Murrays Bay School Strategic Plan 2015 - 2016
- Effective Curriculum Delivery

Goal 1: To ensure all teaching staff continue to consistently deliver the NZ Curriculum catering to all students and their individual needs and capabilities

Vision:
All Murrays Bay School staff are appropriately qualified and competent in implementing and delivering a curriculum catering to all students and their individual needs and capabilities. All students will have opportunities to achieve success in all areas of the NZ Curriculum.
Outcomes:
The professional development programme is subject to BOT budget approval;
Teaching staff are coached towards achieving their identified professional goals;
Teachers will use Appraisal Connector to develop reflective journals that link their successful practice to the professional standards and their students ongoing learning needs.
Implement the Treaty of Waitangi Policy and Tikanga Maori Policy,
Deliver the Kahikitia programme to accelerate success through the five principles of Kahikitia. (SMART Goal for 2015 for PLG)
Introduce the 'Think to Learn' based on the Feuerstein programme to provide access and engagement with the school curriculum for all and with a special focus on priority learners.

Requirements:
Regularly evaluate the quality of teaching relative to the Professional Standards of teaching performance in the school goals and objectives as expressed in the charter.
Set individual goals for professional development.
Monitor and ensure that all staff achieve the personal professional goal targets.
Report annually to the Board.
To ensure that key staff positions are secured with a succession plan which is reported annually.

Success Criteria:
In 2015 a Professional Learning group will be responsible for implementing the Kahikatea plan. (see Action Plan)
In 2015 a Professional Learning Groups will be responsible for implementing the Feuerstein programme into two classrooms and to further expand this during 2015. (See Action Plan)

In 2015, we will continue to increase student engagement in learning the NZC by providing "Real Learning" contexts. (See Action Plan)
National Standards will be used to ensure achievement in Reading, Writing and Maths.

9. Murrays Bay School Strategic Plan 2015-2016
Student Achievement

> **Goal 2:** Accurate reporting of assessment data outlining school and student achievements to improve learning.

Vision:
The Board will receive achievement data in line with the Administration Calendar, in a format that is easily understood and interpreted. The data will be up-to-date, longitudinal, linked to National Standards and provide a comparison to other decile 10 schools and to our cluster schools.

Outcomes:
The Board can make informed decisions about resource priorities.
The learning community and parents are kept informed about the school's academic achievements in accordance with National Standards.
Teachers will have an accurate understanding of their students' progress in relation to their level of learning and the key competencies.
To strengthen teacher knowledge and practice implement the use of the PACT tool with the support from the MOE.
Identify and implement specialised programmes that reflect the character of our school ie. REAL Learning, TALL, PrEP, Waterwise, Roots of Empathy, Ti Kanga Maori, PMP, Special Needs, ESOL, EOTC.
All reporting to be developed to cater for the school's diverse community
Increase in the number of students participating in competitive sport.

Requirements:
Collect robust data in a systematic way using recognised and appropriate methods.
Maintain standardised reporting templates to ensure consistency of presentation to the community.
Results are translated into understandable language for the Board.

Professional development needs are identified and resources directed to the appropriate areas.

Annually receive feedback on quality of information provided on individual students achievement.

Key competency rubrics will be developed for students to identify progress as they develop these competencies.

Success Criteria: We will know we have been successful when the achievement of our school and students is presented to our learning community in a clear and concise manner. In 2015, we will engage learners in self assessment using a range of thinking organisers and planning rubrics. Students will continue to lead half year progress conferences for their parents.

10.   Murrays Bay School Strategic Plan 2015 - 2016

Information Communication Tools

> **Goal 3:**   Continue to grow and maintain a sustainable ICT environment that engages learners and provides access to the school curriculum.

Vision: The BOT will have a sustainable cyclical development plan that provides for the maintenance and further development of our current ICT environment. The ICT environment supports students and teachers selecting and using technology to explore, create and communicate higher order authentic learning.

Outcomes:

To provide an ICT environment that enables learners, teachers and parents to be able to access information and communicate.

To provide an ICT environment that is learner centred.

To provide opportunities for teachers to up skill themselves in new learning technologies.

To enable both learners and teachers to be able to independently locate, access, evaluate and use digital content information.

Capacity to increase the range of digital devices employed to engage and enhance student learning.

Requirements:

To have a network that supports access of individual computers, locally within our school and also capable of connecting to other schools within our region.

To have network capable computers in every room.

To have access to peripherals such as printers, cameras, i-pads and electronic white boards.

To have an ICT environment that is safe and secure.

Annually report to BOT on new trends in learning technologies.

Success Criteria: We will know we have been successful when:
All learners & teachers are confidently using ICT as a tool to improve learning.
Learners are connected and switched on to learning in a way that is learner centred and supports personalised learning.
Resources are updated according to a sustainable cyclic maintenance plan that replaces ICT equipment in a continuous planned and budgeted process, subject to BOT approval.
We explore the need for new technologies through an action research process, reflect on new student and teacher learning before making major decisions for further investment.
Now that we have a 1:6 ratio of internet accessible digital devices our focus is to have all students having access to their own device by 2016.

11.   Murrays Bay School Strategic Plan 2014- 2016
Funding

> **Goal 4:** Through the development of alternative revenue streams, minimise existing financial risks in order to maintain appropriate levels of resourcing.

Vision:
The school is positioned financially so that it can continue to deliver a quality education to our students.
Outcomes:
To supply a sustainable stream of non-MOE income.
Appropriate levels of resourcing are maintained.
Operate a well managed and compliant International Student (IS) programme.

Requirements:

Actively develop alternative income streams.
IS risk management strategy is reviewed annually
Maintain an emergency fund that is reviewed annually at budget time.

Success Criteria:

We will know we have been successful when:
The school runs a balanced budget which may include, when approved, transfers from cash reserves
The school maintains an emergency fund at a level that ensures it can maintain its annual operating plan should it lose any of its non-MOE income streams.

The BOT has sufficient diversity in its income streams to resource the school and sustain highly effective learning programmes on an ongoing basis.
Meet all MoE/ Auditor compliance
The IS programme meets compliance criteria at review.

In 2015 continue to develop a sister school relationship with a school in mainland China.
Explore curriculum avenues to introduce languages and cultures of countries in the Pacific Rim.

12.   Murrays Bay Strategic Plan 2015 - Improve Access to MLE to enhance learning.

> **Goal 5:** To develop modern learning environments in our classrooms using informed pedagogy and feedback from staff and students.

Vision
The classrooms will have learning settings that link to different pedagogical approaches.
The environment will increase student engagement in learning.

Outcomes
To develop a learning environment that is supportive and productive for all students.
The learning environment promotes independence and self motivation.
Students' needs, backgrounds, perspectives and interests are reflected in the learning programme and environment.
Students' are challenged and supported to develop deep levels of thinking and application.
Assessment practices are in integral part of the teaching and learning and this is reflected in the environment.
Learning connects strongly with our community and flows beyond the classroom and the environment enables this to happen.
Involving the community in future developments of buildings and connecting local environments and iwi.

Requirements
Share the vision with the staff,students and school community. Purchase furniture that reflects the outcomes and vision. Get and analyse feedback from the key stakeholders of each environment.
Consult community in 2015 on the development of Murrays Bay School as a modern learning environment.

GOAL SETTING ACTION PLAN FOR 2015 - Kahikitia (Maori learning as Maori)

SMART GOAL: Deliver the Kahikitia programme to accelerate success through the five principles of Kahikitia.

Goal One: To ensure all teaching staff continue to consistently deliver the NZ Curriculum catering to all students and their individual needs and capabilities

IMPLEMENTATION	MEASURE	TARGET
Research and share our community maori history (productive partnerships, Treaty of Waitangi)	Recording and sharing our story. Understand what the Treaty of Waitangi- what is the importance of this document to us?	Murrays Bay history and heritage recorded story. Articulate the significance of the Treaty of Waitangi
Expand and grow on school wide customs and identities (identity language and culture count)	Identify a local marae. Whanau groups Sacred/ special places to go within the school. School wide labels- all have english and maori Office entrance- carving? Waiata at assemblies Official welcoming of guest onto school grounds and new buildings (blessings) Kaumātua	Whanau groups in the school with a shared understanding of what this means. School wide labels up. Explore possibilities into a carving. Official welcoming ceremonies for all visitors and buildings. Acknowledge our Kaumātua and continue to develop this relationship.
Individualising learning for every child to be successful and reach their full potential. (Maori potential approach)	Individualised goal setting and building on children's strengths. Teachers tracking all students' progress in relation to their ethnicity school wide.	Student ownership over personal goals (based on strengths) Tracking student hauora (survey in T1 & T4)
Building a respectful relationships between teacher, student and whanau (Ako- two way teaching and learning process)	Encourage all students to share their stories. Invite our whanau groups in to share their stories. Kapa haka group - building on relationships with community groups Matariki festival	Students sharing their stories through their strength. Students identify how they learn best. Kapa Haka to have a strong presence within the school and wider community. School wide Matariki Day.

GOAL SETTING ACTION PLAN FOR 2015 - Think to Learn

SMART GOAL: Introduce the 'Think to Learn' based on the **Feuerstein** programme to provide access and engagement with the school curriculum for all and with a special focus on priority learners.

IMPLEMENTATION	MEASURE	TARGET
Identify teachers and teacher aides to train and course dates. All enquiries to go through the principal.	Teachers and teacher aides are able to deliver the programme and engage the targeted learners.	To have 4 teachers and 4 teacher aides trained in basic 1 or higher by the end of 2015.
Engage with the research team from AUT. Meet with Think to Learn PLG to discuss measures and targets.	Pre and post testing to identify areas of strength and weakness. Term assessment in reading, writing and maths. Meet twice a term.	To work with PHD researchers to monitor the effectiveness of the programme on student learning and engagement. Present summative data on the effectiveness of Feuerstein.
Select classes based on the individual learning needs of the students. Prepare resources ready 2015 to deliver a fully inclusive programme.	Create a classroom culture that understands that how we think and learn is different for everyone.	Bridge the Feuerstein programme across all curriculum areas. Whole class approach.
Consult with 'experts' to collect and collate information about Feuerstein for the MBS website.	MBS to develop a link that informs parents and the community about the think to learn (Feuerstein) programme and how it improves student engagement and learning.	Present a parent information evening in week two of term one. To have information available on the web site for the staff and community to access by the end of term 1 2015.
Collect data on targeted learners specific to their individualised programmes.	Goals are shared and aligned to the learning needs of the individual. Differentiation in the teaching and learning for groups and individuals.	Teachers to set individual goals with targeted learners and conference with parents twice a year.

Goal Setting Action Plan for 2015 – Improve Engagement in Learning

SMART GOAL: Improve engagement in learning by integrating community based philosophies into real learning.

IMPLEMENTATION	MEASURE	TARGET
Appoint a Deputy Real Learning Facilitator who works alongside the senior leadership team to oversee the development of the written, taught and assessable curriculum.	Regular meetings with Real Learning PLG and staff sharing of successes. Planning, curriculum design and community involvement supported across the school.	· Learners can link their school learning to other aspects of their lives, or see connections with their goals or aspirations for their lives beyond school. · Planning, and curriculum design involves participation/contribution by the community at the onset, during and as a celebration of learning.
Provide professional development for all staff about the impact of community on the quality of real learning	Staff development on the 4 safe growth principles and how they strengthen the impact of real learning. Organisers developed by students and staff to lift levels of thinking in real learning.	Links with the community are evident in every classroom. Teachers are encouraged to try new approaches and take risks. · Learners have genuine input into shaping what happens in their learning; not only how they learn, but also what sorts of learning activities happen in their class/school. · Report to Board and community
Community needs drive real learning.	Teacher confidence developed in creating OTJ's Curriculum report to Board. PrEP, TALL, Environmental Education	Present experience and research findings to NZ Police, Chch and Auckland Community, & Schools nationwide.
Monitor NZC coverage at all levels across the school. Act on identified professional development needs of staff.	Template used for staff to highlight NZC coverage each planning module. LL together with teams will map LO's from the NZC	Students sharing their stories through their strength. Evidence of community involvement in the direction of the learning. Evidence of students engaged in EOTC. Evidence of team planning, teaching and learning.

GOAL SETTING ACTION PLAN FOR 2015 - ICT

SMART GOAL: Continue to grow and maintain a sustainable ICT environment that engages learners and provides access to the school curriculum.

IMPLEMENTATION	MEASURE	TARGET

Staff meetings constructed to create a scaffolded learning process, modelling authentic use within learning environments.
   1. whole staff
   2. choice driven workshops
   3. modelling in classes
   4. visiting good practice
	Staff and students confidently use GAFE and Apps to deliver the curriculum and meet learning outcome.
	
	Students are able to share their learning using collaborative tools and strategies, utilising input and feedback from peers, parents and educators.
		Students select from a variety of digital tools to share their learning.

Review and research our use of portfolios and integrating e-portfolios. Research what is out there for students in each level of the school in terms of e-portfolios. Each member of the team trial some different approaches and formats - should there be a template?	Students feedback and reflection on their learning and content of their portfolios. Feedback from parents. Teacher input on effectiveness, time taken, relevance.	Have individual year level examples of e-portfolios.
To start the year with a clear understanding of the key competencies in the digital environment. (This would be more intensive at the start of the year but would be on-going when needed and teachable moments utilised). Use the POND to share resources and key aspects. As a group identify what key aspects of digital citizenship are important to MBS.	Student behaviour online and the follow up discussions. Student decisions and their consequences. Students are able to articulate what it means to be a digital citizen.	To have a clear understanding of digital citizenship that reflects students' own practice and the beliefs and values of Murrays Bay School.

POND time built into staff/team meetings.
   - Gone Fishing
   - Throwing it back
POND time in PLG meetings.
	POND discussions are recorded in year group minutes.	All teachers access POND as a consumer and some as contributors.

Murrays Bay School Analysis of Variance in Mathematics December 2014

Strategic Aim:

All teachers strive for excellence.
Accurate reporting of assessment data describing school and student achievement.
Individual reports will be written in plain English and will promote the parent, student and teacher partnerships by reporting current achievement levels and next steps.

Annual Aim:

That all students show at least one year's progress with 85% achieving at or above the National Standard. This aim aligns with MOE expectations.
To improve the individual results of those students identified in target groups (identified in February)

Baseline Data in Mathematics:

In November 2014 87% of students were identified as achieving at or above the National Standard in Mathematics.

Mathematics Targets for 2014:

To have all the students maintain and/or improve in attainment against the National Standards in Mathematics, Our intention is to move 5%of each cohort to the next level above their present achievement level.

Actions - (What did we do?)	Outcomes - (What happened?)	Reasons for the variance - (Why did it happen?)	Evaluation - (Why did it happen?)
Teachers identified individuals student's learning needs, then identified target groups of students who were just below the National Standard.	Majority of students in target groups show progress but still remain in the below National Standard group. They are still making a years worth of	Students in the target groups have a variety of needs from ESOL to processing skills. They are supported in their learning. We need to investigate further the needs of	There has been positive movement of students in targeted groups, especially in Years 5 and 6. This group was targeted for an accelerated learning programme, which is pleasing.

		progress.	these students and look for specific gaps. Close monitoring is key to moving these students forward.	
	Maths Whizz programme is being used for the whole school to support students' learning in mathematics.	When we track the students progress and usage of Math Whizz we have exceeded all previous results	Teachers have become more engaged with Math Whizz. Students have had opportunities both at home and in school to use the programme.	The Math Whizz programme is having a positive influence on our student outcomes. The programme supports learning across the school and supports Murrays Bay School reaching its targeted 85%.

Whole School Data on Mathematics.

		Well Below	Below	At	Above	Comment
All Students	2014 - June (593)	8(1.3%)	69(11.6%)	311(52.4%)	205(35%)	**87%** of students are achieving at or above national standards
	2014 – Nov (649)	**7(1%)**	**76(11.7%)**	**292(45%)**	**274(42%)**	
Male students	2014 - June (301)	5(1.6%)	35(11.6)	136(45.1%)	125(41.5%)	**88%** of boys are achieving at or above national standards
	2014 – Nov (321)	**5(1.5%)**	**34(10.5%)**	**135(42%)**	**147(45.8%)**	

Female Students	2014 - June (292)	3(1.%)	34(11.6%)	175(60%)	80(27.3%)	**87%** of girls are achieving at or above national standards
	2014 – Nov (328)	3(.9%)	41(12.5%)	168(51%)	117(35.7%)	
Maori Students	2014 - June (27)		5(18.5%)	19(70.4%)	3(11.1%)	**78%** of maori students are achieving at or above national standards
	2014 – Nov (33)		7(21.2%)	21(63.3%)	5(15.2%)	
Pasifika students	2014 - June (8)	1(12.5%)	2(25%)	3(37.5%)	2(25%)	**84%** of pasifika students are achieving at or above national standards
	2014 – Nov (13)	1(7.7%)	1(7.7%)	8(61.5%)	3(23.1%)	

Year Group Analysis of National Standards Data

		Well Below	Below	At	Above
Year 1	2014 - June(72)		4(5.6%)	63(87.5%)	5(6.9%)
	2014 Nov (115)		12(10%)	61(53%)	42(36%)
Year 2	2014 - June(85)		7(8.2%)	47(55%)	31(36%)

	2014 Nov (89)		**14(15%)**	**46(51%)**	**29(32%)**
Year 3	2014 - June(95)	1(2%)	12(12%)	53(55%)	29(30%)
	2014 Nov (107)	**1(.9%)**	**11(10.2%)**	**45(42%)**	**50(46%)**
Year 4	2014 - June(107)	1(0.9%)	14(13.1%)	47(43.9%)	45(42.1%)
	2014 Nov (110)		**15(13.6%)**	**39(35.5%)**	**56(50.9%)**
Year 5	2014 - June(116)	4(3.4%)	14(12.1%)	52(44.8%)	46(39.7%)
	2014 Nov (119)	**5(4.2%)**	**8(6.7%)**	**53(44.5%)**	**53(44.5%)**
Year 6	2014 - June(109)	2(1.8%)	19(17.4%)	48(44%)	40(36.7%)
	2014 Nov (109)	**1(0.9%)**	**16(14.7%)**	**48(44%)**	**44(40.4%)**

Identifying Trends on End of Year data.

Areas of strength in Mathematics.

Overall the data shows that we have gone beyond the Strategic Goal of achieving 85% of our students being at or above national standards.

The high engagement of Math Whizz is having a positive result to student outcome. The programme is supporting the classroom activities.

When comparing progress from our June data it is extremely pleasing to see the growth in students moving from AT standard to ABOVE standard. A growth of 7% (69 students). Some of these students may be new to school but it does reflect students making more then a years worth of progress.

Areas of weakness in Mathematics.

Although we have had some movement in progress for students who are working below standards many of the students have stayed in this group.

The Year 2 cohort needs close monitoring as some backwards movement has occurred. This could be due to developmental hurdle of students moving to part whole thinking. The Year 2 teachers recognized gaps in Number Knowledge and put into place a concentrated 4 week programme in Term 3. Also the JAM assessment has been completed on all students and this could have affected data.

Targets for 2015

For the students who are working below National Standards identify specific learning gaps and support these students to meet standards. Identify these gaps as early as possible so students do not lose confidence in Mathematics.
For students who are working above standards, provide learning experiences that challenge them to apply their skills and problem solve real life situations.
Through the Mathematics Leaders Cluster JM has received professional development in using a problem solving approach to teaching the Numeracy project. Using this approach will enhance the already strong teaching and learning that happens at MBS. It will continue the growth of students working above standards as students need to apply their strategy and knowledge at a deeper level.

Murrays Bay School
Analysis of Variance in Reading November 2014

Targets for raising student achievement in reading
Strategic Aim: • All teachers strive for excellence. • All learners can demonstrate measurable development in their ability to communicate confidently through written language. • Accurate reporting of assessment data describing school and student achievement. • Individual reports will be written in plain English and will promote the parent, student and teacher partnerships by reporting current achievement levels and next steps.
Strategic Objectives: • Improve teacher effectiveness, pedagogy and practice. • Address the needs of students identified as below or well below the National Standard. • Monitor student achievement in reading.
Annual Aim: • All students show at least one year's progress with 85% achieving at or above the National Standard. • To improve the individual results of those students identified in target groups.
Targets for Reading in 2014: 1. To have at least 85% of students achieving at or above the National Standards. 2. To have 4% or less achieving well below the National Standards.
Baseline Data in Reading: Analysis of school wide data in reading in November 2013 showed that 83% of students were achieving at or above the National Standard.
Planned actions: * To closely monitor boys' achievement in reading and investigate strategies to use to make further progress in this area. * To continue to analyse the data and trends in reading across all year levels. * To monitor the progress of the target students on a data wall in order to keep these students progress to the forefront. * Purchase and implement the use of the PROBE reading tool for more accurate assessment of reading.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (Why did it happen?)	Evaluation (where to next?)
Teachers identified individual students' learning needs and then identified target groups of students	Majority of students in target groups showed progress in achievement. Target students who	Target students made more progress because they were being	Continue updating target groups regularly,

who were just below the National Standard.	achieved at the National Standard were graduated out of target groups. New students were added to target groups if they were achieving just below the National Standard.	focused on during lessons and strategies for improving their learning were discussed regularly at team meetings. Year 6?	depending on student need.
The school Data Wall has been used by teams to track their students' progress.	Trends have been identified within teams and across the school.	The Data Wall enabled trends to be tracked easily.	Continue to regularly update Data Walls. Hold regular team meetings to discuss Data Wall data.
Students achieving well below the National Standard had Individual Education Plans (IEPs) or were involved with the ESOL programme. Students on IEPs were supported according to their own specific needs through classroom programmes, the involvement of Resource Teachers of Learning and Behaviour (RTLBs) and/or additional support from special needs assistants.	Some students were graduated off IEPs and became part of target groups. Additional support was provided where possible and appropriate. Some students will continue to require extra support.	Additional resources were provided in the form of learning assistants, small group teaching and support from parents. In some cases we received RTLB support. We currently employ three teacher aides across the school to support learning. Three students are currently working with the RTLB service with one more on the waiting list. One student is working with a Resource Teacher of Literacy (RTLit).	Continue to focus on graduating students off IEPs.

Consider RTLB or Resource Teachers of Literacy (RTLit) support for students/groups of students achieving well below the National Standards. |

Future Planning:
• Continue with current strategies being used to improve achievement:

- Regularly update class Target Groups.√
- Keep Data Wall up to date and discuss regularly in teams.√
• Purchase reading resources that will engage boys.√
• Professional Development in the use of PROBE.√

Areas of strength in Reading:
* 87.5% of students are achieving at or above the National Standard at the end of 2014. This has surpassed the target set of 85% for 2014.
* 2.5% of students are achieving well below the National Standard. This is within the target of 4%.
* 89% of girls are achieving at or above the National Standard.
* 92.9% of Pasifika and 85.3% of Maori students are achieving at or above the National Standard.

Areas for improvement in Reading:
* 83.5% of boys are achieving at or above the National Standard. This result is 5.5% below that of the females, but is a significant improvement from 2013 where the gap was 10%.

Whole School Data in Reading 2014

		Well below	Below	At	Above	Comment
All students	June 2014 (522)	10 1.9%	62 11.9%	220 42.1%	230 44.1%	87.5% achieving at or above. This is a 1% increase from June 2014.
	Nov 2014 (655)	16 2.5%	65 10%	262 40%	312 47.5%	2% achieving well below. This is a decrease of 2% from June 2013.
Male Students	June 2014 (260)	7 2.7%	43 16.5%	105 40.4%	105 40.4%	83.5% achieving at or above.
	Nov 2014 (327)	11 3%	42 13.5%	136 41.5%	138 42%	3% achieving well below.
Female Students	June 2014 (262)	3 1.1%	19 7.3%	115 43.9%	124 47.7%	89% achieving at or above.

	Nov 2014 (328)	5 1.5%	33 10%	120 36.5%	171 52%	1.5% achieving well below.
Maori students	June 2014 (32)	0 0%	3 9.4%	20 62.5%	9 28.1%	85.3% achieving at or above. 0% achieving well below. These levels need to be monitored (individual students).
	Nov 2014 (34)	0 0%	5 14.7%	22 64.7%	7 20.6%	
Pasifika Students	June 2014 (10)	0 0%	0 0%	7 70%	3 30%	This is a small cohort and comparisons cannot be made from year to year, as there is not enough information for a trend analysis. 92.2 achieving at or above.
	Nov 2014 (13)	0 0%	1 7.7%	8 61.5%	4 30.7%	

National Standard Analysis of Data in Reading 2014

		Well below	Below	At	Above	Comment
All students	June 2014 (522)	10 1.9%	62 11.9%	220 42.1%	230 44.1%	87.5% of students are achieving at or above the standard. This is

	Nov 2014 (655)	16 2.5%	65 10%	262 40%	312 47.5%	2.5% above our Reading target for 2014. 2.5% achieving well below across the whole school. This is below our target of less than 4%.
Year 1	June 2014 (71)	0 0%	6 8.5%	65 91.5%	0 0%	80% achieving at or above. The results not only show students that have reached their anniversary but those who have results entered for progressing towards. 0% children achieving well below the national standard, this is well below the set.
	Nov 2014 (116)	0 0%	22 20%	66 56%	28 24%	
Year 2	June 2014 (48)	0 0%	6 12.5%	17 35.4%	25 52.1%	91% achieving at or above. This result is 6% above the target set. There are no students well below the standard on year 2.
	Nov 2014 (95)	0 0%	8 9%	44 46%	43 45%	
Year 3	June 2014 (69)	3 4.3%	2 2.9%	27 39.1%	37 53.6%	93.5% achieving at or above.
	Nov 2014 (107)	5 4.5%	2 2%	47 44%	53 49.5%	

At the end of Year 4	June 2014 (108)	1 0.9%	15 13.9%	43 39.8%	49 45.4%	90% achieving at or above.
	Nov 2014 (110)	1 0.9%	10 9.1%	47 42.7%	52 47.3%	
At the end of Year 5	June 2014 (117)	5 4.3%	16 13.7%	36 30.8%	60 51.3%	82.9% achieving at or above.
	Nov 2014 (117)	9 7.7%	11 9.4%	29 24.8%	68 58.1%	
At the end of Year 6	June 2014 (109)	1 0.9%	17 15.6%	32 29.4%	59 54.1%	89% achieving at or above.
	Nov 2014 (109)	1 0.9%	11 10.1%	29 26.6%	68 62.4%	

Murrays Bay School
Analysis of Variance in Writing November 2014

Targets for raising student achievement in writing
Strategic Aim: • All teachers strive for excellence. • All learners can demonstrate measurable development in their ability to communicate confidently through written language. • Accurate reporting of assessment data describing school and student achievement. • Individual reports will be written in plain English and will promote the parent, student and teacher partnerships by reporting current achievement levels and next steps.
Strategic Objectives: • Improve teacher effectiveness, pedagogy and practice. • Develop teachers' confidence and ability in assessment and moderation of writing samples.

- Address the needs of students identified as below or well below the National Standard.
- Continue to increase the achievement in writing for all students.
- Monitor student achievement in writing.

Annual Aims and Objectives:
1. All students can demonstrate growth in their ability to communicate confidently through written language with 85% achieving at or above the National Standard.
2. To continue to improve the moderation process of assessment practice across teams by gathering and analysing writing data to ensure that the achievement of students in writing is consistent across all year levels.

Targets for Writing in 2014:
1. To have at least 85% of students achieving at or above the National Standards.
2. All students achieving below or well below to be identified in target groups, learning programmes designed to accelerate these students' learning, these will include students identified as Maori or Pasifika.
3. All students identified as special needs are to receive support to enable them to move towards achieving at or above the National Standard.

Baseline Data in Writing:
Analysis of school wide data in writing in November 2014 showed 77% of students achieving at or above the National Standard.

Planned actions:
* To moderate writing assessments across teams at least once a term.
* To continue to analyse the data and trends in writing across all year levels. To monitor the progress of the target students on a data wall in order to keep these students progress to the forefront.
* To continue to include writing mileage within the programme and ensure that appropriate stimulus is offered to encourage all students, but particularly boys, to write.
* To invest in teacher development in the new AsTTLe writing assessment tool.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (Why did it happen?)	Evaluation (where to next?)
Teachers identified individual students' learning needs. From this information they then identified target groups of students who were just below the National Standard.	The majority of students in target groups showed progress in achievement. Target students who achieved at the National Standard were graduated out of the target groups. New students were added to the target group if they were achieving just	Target students made more progress because they were being focussed on during lessons and strategies for improving their learning were discussed regularly at team meetings and their names were	Continue updating target groups regularly, depending on student need.

	below the National Standard.	included in meeting minutes.	
Continued to analyse data and trends in writing across all year levels.	Boys are continuing to achieve at a lower level than girls. Although this is a nation-wide trend, it is our expectation to take action to equalise this balance.	A range of factors may have contributed to this outcome but are difficult to isolate. Examples include boys in general having poorer fine motor control than girls which makes writing a more physically demanding process, lack of engagement.	Boys' achievement in writing needs to continue to be closely monitored. Continue to focus on our school strategic goal of increasing boys' engagement in learning. This could include the use of e-tools.
Staff training in the new AsTTLe writing tool.	The new assessment tool is beginning to be used across the school.	Staff had the knowledge and access to the new assessment tool.	Identify any further need for staff training using AsTTLe (on and off site). Integrate into school assessment process.

Future Planning:
* Continue to embed the use of the AsTTLe writing assessment tool across the school.
* Continue with current strategies being used to improve achievement:
     - Regularly update class Target Groups.
     - Keep Data Wall up to date and discuss regularly in teams.
     - Successful strategies currently being used in the boys' class to be shared at staff meetings to enable other teachers to use them in their classrooms. The year 6 boys cohort will be a focus for 2015 and will make up part the strategic direction.
* Sustained professional development for teachers about what we teach in writing and why in order to increase student engagement.
* Regular moderation of writing samples within and between teams. This needs to be a focus and monitored by the Deputy Principals and learning leaders to make sure it becomes part of the assessment rotation.

Areas of strength in Writing:
* 86% of girls achieving at or above the expected level.
* 1.2% of students achieving well below the expected level.

Targets for writing for 2015:
* To rasie boys achievement in writing by 8% to meet our target of 85% through raising engagement 77% achieving at or above the expected level.

* Raise the achievement of Maori and Pasifika students through initiative outlined in the action plan for Kahikitia. (62% of Maori and 67% of Pasifika students are achieving at or above the National Standard in writing with none well below. This data is highly influenced by individual students' results due to the small cohort).

*Engage in school wide professional development of writing with a focus on increasing student engagement.

Whole School Achievement Data in Writing 2014

		Well below	Below	At	Above	Comment
All students	June 2014 (515)	9 1.7%	112 21.7%	283 55%	111 21.6%	77% achieving at or above.
	Nov 2014 (655)	13 2%	138 21%	332 51%	172 26%	2% achieving well below.
Male Students	June 2014 (259)	7 2.7%	81 31.3%	129 49.8%	42 16.2%	68% achieving at or above.
	Nov 2014 (327)	9 2.7%	95 29.3%	162 49.4%	61 18.6%	2.7% achieving well below.
Female Students	June 2014 (256)	2 0.8%	31 12.1%	154 60.2%	69 27%	86% achieving at or above.
	Nov 2014 (328)	4 1.2%	42 12.8%	172 52.4%	110 33.6%	1.2% achieving well below.

Maori students	June 2014 (32)	0 0%	13 40.6%	17 53.1%	2 6.3%	This is a small cohort and comparisons cannot be made from year to year, as there is not enough information for a trend analysis. 62% achieving at or above. 3% achieving well below.
	Nov 2014 (34)	0 0%	13 38%	20 59%	1 3%	
Pasifika Students	June 2014 (10)	0 0%	4 40%	2 20%	3 30%	This is a small cohort and comparisons cannot be made from year to year, as there is not enough information for a trend analysis. 67% achieving at or above. No students achieving well below. 2011 data was not collected due to the cohort being too small.
	Nov 2014 (12)	0 0%	4 33%	5 42%	3 25%	

National Standard Analysis of Data in Writing 2014

		Well below	Below	At	Above	Comment
All students	June 2014 (515)	9 1.7%	112 21.7%	283 55%	111 21.6%	77% achieving at or above. 2% achieving well below.
	Nov 2014	13 2%	138 21%	332 51%	172 26%	

	(655)				
Year 1	June 2014 (72)	0 0%	26 36.1%	43 59.7%	3 4.2%	62.1% achieving at or above. 1.7% achieving well below.
	Nov 2014 (116)	2 1.7%	42 36.2%	55 47.4%	17 14.7%	
Year 2	June 2014 (41)	0 0%	5 12.2%	29 70.7%	7 17.1%	76% achieving at or above. 0% of students well below the standard.
	Nov 2014 (95)	0 0%	23 24%	52 55%	20 21%	
Year 3	June 2014 (68)	2 2.9%	12 17.6%	36 52.9%	18 26.5%	85% achieving at or above. 4% achieving well below.
	Nov 2014 (106)	4 4%	12 11%	58 55%	32 30%	
At the end of Year 4	June 2014 (108)	0 0%	20 18.5%	56 51.9%	32 29.6%	83.6% achieving at or above. 0% of students achieving well below.
	Nov 2014 (110)	0 0%	18 16.4%	55 50%	37 33.6%	

At the end of Year 5	June 2014 (117)	4 3.4%	28 23.9%	58 49.6%	27 23.1%	74.9% achieving at or above. 5.8% achieving well below the standard.
	Nov 2014 (121)	7 5.8%	21 17.4%	63 52.1%	30 24.8%	
At the end of Year 6	June 2014 (109)	3 2.8%	21 19.3%	61 56%	24 22%	79.6% achieving at or above. 0% of students achieving well below.
	Nov 2014 (114)	0 0%	22 20.4%	52 48.1%	34 31.5%	