



Charter and Strategic Overview 2019-2021 Greerton Village School

Our Vision – For us to be confident, connected, actively involved lifelong learners.

Our **LEAD** Creed – Learn with Purpose, Engage with Pride, Act with Respect, Dare to Participate

Our Year - 2019 The Year of Growing Together and our goal is “We say YES to being mindful in everything we do”



GVS 2019 Priorities and Goals

Ministry of Education Priorities

Improvement in Reading, Writing and Mathematics.
Development in Inclusive Education (attend, engage, participate, achieve).
Emphasis on Priority Learners inclusive of Special Education students.
Making connections between PE/Sport and Healthy Choices.
Principles, Values and competencies of the NZ Curriculum.
Absenteeism/Truancy.
Informing and involving the Community.
Improving achievement for Maori and Pasifika learners.
Empowering all teachers and learners to develop as leaders.

Greerton Village School Priorities 2019

Continual revamp of the overall GVS Curriculum Plan with emphasis on Mathematics and Literacy.
Explicit focus on play-based learning in Nga Whetu to link in with Te Whariki and Level 1 NZC including Key Competencies to promote and increase socialisation and to progress up through the school with some difference.
LEAD and the growth of quality oral language leading into teaching the way children learn; being receptive and adaptive to needs.
Development of ILE across the school in collaborative planning etc.
Continuation of LEAD including a review of timely arrival and attendance processes at school and strengthening standards and expectations under the LEAD umbrella.
Strengthening of Inclusive Education and Practice across the school and Whare Manaaki and Whare Aroha our supported inclusion innovations.
Further development of Maori and Multi-Cultural Dimensions, Ka Hikitea, Learning to Learn / High Expectations, Best Practice, Student Agency, Tuakana / Teina and Community Voice.

Greerton Village School Ministry of Education and Outside Support 2019

PLD for Leadership Team provided by University of Waikato Year 2 2019.
Mathematics Focus with Dinah Harvey Year 2 2019.
LEAD continues with a renewed focus. Training in MAPA.
Work with MOE and RTLB focusing on how to cater for students through our Team Taonga and CARE Team.
Reading Recovery Continuing Contact (1 teacher) 4 students.
Learning Support (MOE), ACC, IWS, ICS, BLENDZ, Talk Link etc. for 25 ORs students and a large number of Tier 2 and 3 students.

GVS Community Goals

1. Fully inclusive and supportive of all Learners
2. Wellbeing, Health and Safety of all Learners and staff, and others on site.
3. Priority to the GVS Curriculum
4. Total commitment to cultural inclusion and responsiveness.
5. Implementation of strengthened Te Reo and Tikanga Maori programmes
6. Bridges into the Community, to strengthen consultation, wider communication through renewed website, emailed newsletters, Facebook, etc.



Greerton Village School

Strategic Goals

Our Learning Vision-2019 is our year to focus on the development and implementation of Mathematics across our school with Professional Learning Development facilitated by Dinah Harvey from Advisers Plus, Hawkes Bay. COntinued rigour on data driven quality Teaching and Learning with a revamped leadership team and several new staff members.

<p>Strategic Goal One – Learning Community</p>	<p>Strategic Goal Two – Learning and Teaching</p>
<p>To facilitate effective e-learning practices, supporting teaching and learning, and fostering learning partnerships with the school community.</p>	<p>Teachers are deliberate in their assessment practices in order to facilitate learner improvement.</p>
<p>Strategic Goal Three – Learning Environment</p>	<p>Strategic Goal Four - Learners</p>
<p>Maori, Pasifika and students with Special Needs are engaged in their learning and are improving in relation to the NZ Curriculum and GVS Expectations.</p>	<p>All students, inclusive of priority learner/ learners with special educational needs and vulnerable learners are able to access the NZ curriculum as evidenced by progress and achievement in relation to the GVS Standards</p>
<p>Strategic Goal Five – Leadership</p>	<p>Board of Trustees</p>
<p>Leadership opportunities are fostered and promoted for staff and learners at Greerton Village School.</p>	<p>Reviewed Charter 2018-write Strategic Plan 2019 Development of GVS Annual Plan Review of Governance and Management Manuels where necessary and appropriate BOT professional development including training and development in board policy, BOT roles, meeting procedure, succession planning etc</p>





Greerton Village School

Strategic Goal 1 - Learning Community - To facilitate effective e-learning practices, supporting teaching and learning, and fostering learning partnerships with the school community.

Goals	2019 - 2021
<p>Continue to provide learners with quality ICT infrastructure, hardware and software to support classroom practices.</p>	<ul style="list-style-type: none"> · The Board of Trustees is committed to resourcing and updating the school infrastructure, hardware and software. · The Board of Trustees will ensure that within our distributed leadership model e-learning decisions are built into the operation of the school and infrastructural capacity is enhanced to support these decisions. · The school is committed to exploring Modern Learning Environments and what this means for Greerton Village School in the next step in resourcing 21st Century Learners. · Continuation of using 'Cloud' technology, NLN etc. Use of Google Docs. <p>Increased number of ipads in classes, every student in Yr.5-6 is equipped with an ipad and other classes have approx. 1:3 ratio.</p>
<p>E-Learning practices will enhance strong learning partnerships between teacher, learner, families/whanau and the school community.</p>	<ul style="list-style-type: none"> · Teachers create relevant online opportunities for caregivers and whanau to engage meaningfully with their child's learning. <p>Greerton Village School effectively uses online environments, through social media etc. to consult and communicate with students, families and the community.</p>



Strategic Goal 1 - Learning Community - To facilitate effective e-learning practices, supporting teaching and learning, and fostering learning partnerships with the school community.

Goals	2019 - 2021
<p>Teachers continue to be supported with the implementation of e-learning practices that enhance student learning and improvement. Lead by ICT Curriculum Team. e-Learning practices will enhance strong learning partnerships between teacher, learner, families/whanau and the school community.</p>	<ul style="list-style-type: none"> * Leaders and teachers are engaged in online professional discussions to enhance their e-learning practice and competence. * Professional Learning at Greerton Village School models the use of e-learning to facilitate shared learning, provide opportunities to learn and create supportive learning environments. * Resource is given to support teachers in the planning and preparation of e-learning. * Implement aspects of the Digital Technologies Curriculum to facilitate effective e-learning practices. * Teachers integrate e-learning into their practice in ways that facilitate shared learning, provide opportunities to learn and create supportive learning environments.
<p>Cyber-safe practices are understood by teachers and students</p>	<ul style="list-style-type: none"> * Online use is monitored by the network manager (Totalcom) to ensure safe practice. * Watchdog provides web filtering to monitor website traffic. * Teachers will model and share safe practices with students when searching for information on the worldwide web.

Strategic Goal Two – Learning and Teaching - Teachers are deliberate in their assessment practices in order to facilitate learner improvement.

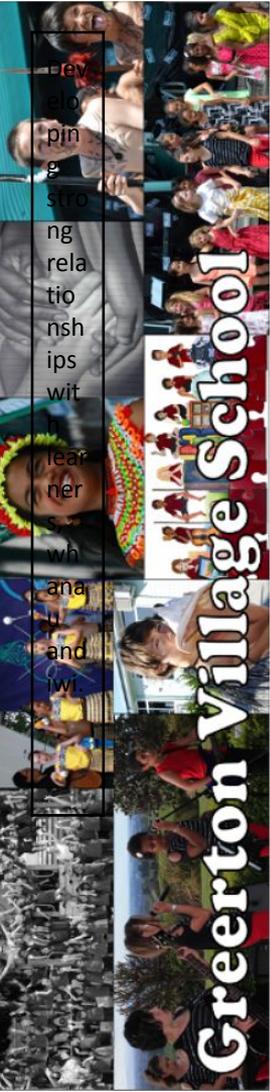
Goals	2019 - 2021
<p>Student achievement is analysed at an individual, group, class, team and whole school level.</p>	<ul style="list-style-type: none"> * School Leaders and Teachers collect summative and formative data in Writing, Reading, Mathematics, e-asTTle Gloss etc. and other school selected assessment tools. * Develop an understanding of effective assessment practices to analyse student improvement.
<p>Strong formative assessment practices are evident in classroom practice. Ref: ERO book 'Raising Student Achievement through Targeted Actions'</p>	<ul style="list-style-type: none"> * Teachers will use a range of formative and summative assessment tools and strategies to gather rich and valid student progress and achievement evidence to inform future teaching and learning programmes. * Quality learning is based on both quantitative and qualitative information, and is shared with and understood by students, for every lesson. * Regular descriptive feedback and feed-forward against learning the learning goal/intention, will guide students' to enable and empower them to be self-directed learners in partnership with their teachers. * Teachers will gather a variety of evidence for triangulation purposes, ensuring consistent and accurate overall teacher judgments (OTJ) are made in relation to the National Standards.
<p>Continuing to develop learning partnerships which foster individual student improvement.</p>	<ul style="list-style-type: none"> * All students and their families will attend student-led learning conferences to share learning and personal goals that will be supported, monitored, reflected upon and reviewed throughout the year. * Students are encouraged and empowered to take charge of their learning.





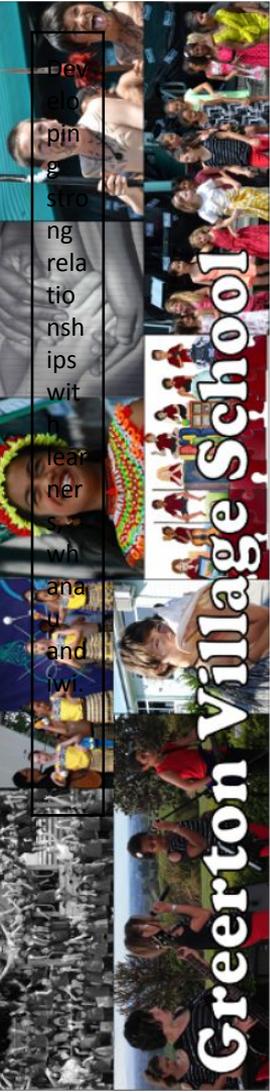
Strategic Goal Two – Learning and Teaching - Teachers are deliberate in their assessment practices in order to facilitate learner improvement.

Goals	2019 - 2021
<p>Self-review processes, based upon the critical analysis of formative and summative practices will inform and drive future direction of teaching, learning and staff professional learning development (PLD). Continue to develop consistent and effective self-review processes to evaluate progress, achievement and identify priorities.</p>	<ul style="list-style-type: none">* Continuing critical reflection and self-review is evident in all teaching practices at GVS.* Self-review is evident and reflected in all actions - review then next steps.



Strategic Goal Three – Learning Environment - Maori, Pasifika and student with Special Needs are engaged in their learning and are improving in relation to the NZ Curriculum and GVS Expectations.

Goals	2019 - 2021
Developing strong relationships with learners, whanau and iwi.	<ul style="list-style-type: none"> * School leaders actively build and maintain respectful working relationships with Maori learners, their parents, whanau, hapu, iwi and communities which enable Maori to participate in making important decisions about the learning of their tamariki. * Teachers to develop effective partnerships with Maori students and their whanau and actively seek ways to work with whanau to maximise learner improvement. * Termly Whanau Hui are held to inform the community about learner improvement and how the whanau can support their tamariki's learning.
Providing success for Maori through high quality learning processes.	<ul style="list-style-type: none"> * Teachers understanding key principles of the 'Maori Education Strategy' - Ka Hikitia <ul style="list-style-type: none"> ✓ MAORI POTENTIAL - all Maori learners have unlimited potential ✓ CULTURAL ADVANTAGE - all Maori have cultural advantage virtue of who they are - being Maori is an asset; not a problem ✓ INHERENT CAPABILITY - all Maori are inherently capable of achieving success. * School leaders and teachers are analysing the improvement of Maori students and reflecting of practice to ensure Maori students are achieving the success of which they are capable. * All students have access to learn Te Reo Maori with our Kaiawhina. * All parents who request full immersion education for their tamariki will be provided guidance as to where they can access it.



Strategic Goal Three – Learning Environment - Maori, Pasifika and student with Special Needs are engaged in their learning and are improving in relation to the NZ Curriculum and GVS Expectations.

Goals	2019 - 2021
<p>Developing strong Pasifika partnerships with young people, their families and communities.</p>	<ul style="list-style-type: none"> * Leaders and teachers positively harnessing Pasifika diversity and significant influences. * Leaders and teachers actively build and maintain respectful working relationships with young people, their families and communities. * Engaging community expertise and groups to support Pasifika Learners.
<p>Providing success for Pasifika students through high quality learning processes.</p>	<ul style="list-style-type: none"> * Teachers understanding the critical need for Pasifika students to succeed and the influences that impact on this - Pasifika Education Planning. * School leaders and teachers are analysing the improvement of Pasifika students and reflecting on practice to ensure Pasifika students are improving and succeeding. * School leaders identifying Pasifika students and providing resource where required.



Strategic Goal Four – Learners – All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.

Goals	2019 - 2021
<p>To increase the number of students achieving at, above and well above GVS expectations in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> * Student achievement is measured in relation to GVS expectations. * School targets are set and reviewed in relation to GVS expectations. * Curriculum monitoring, assessment and analysis are undertaken by the Deputy Principal in conjunction with the Leadership Team and curriculum team leaders. * The Leadership Team directs professional learning from identified areas for improvement. * Budgets reflect the strategic plan. * Emphasis on the GVS Curriculum.
<p>Priority learners are identified and supported through teacher knowledge, effective teaching and accountability.</p>	<ul style="list-style-type: none"> * Teachers, leaders and BOT make an absolute commitment to foster students’ interests and strengths, and on addressing their learning needs. * Use of assessment and data gathering leading to an identified group of learners in LincED that tracks their support and progress. * Teachers are assisted in advocating for their students; use of internal and external support systems and work collaboratively.
<p>To confirm and enhance safe and effective transition processes to and from GVS.</p>	<ul style="list-style-type: none"> *Review all processes to ensure a seamless transition for all students at a time of increased vulnerability.



Strategic Goal Four – Learners - All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.

Goals	2019 - 2021
<p>Learners with special education needs are supported in their learning so that they attend, are engaged, participate in learning and achieve success.</p>	<p>2019 is the Year of Growing Together and where we say YES to being POSITIVE growth mind setters.</p> <ul style="list-style-type: none"> * Whare Manaaki and Whare Aroha are our supported inclusion initiatives. There is a rationale and support documentation. * Data is gathered through the transition process and interagency interactions, supported by current knowledge, to confirm placement in LincED which allows for the tracking of progress. * Attendance will be rigorously monitored with all staff fulfilling their obligation of tracking, confirming and reporting. * IEPs/IBPs, where appropriate, are completed to meet the needs of the student to enable relevant and effective learning to take place.
<p>A community of support is established and maintained to develop programmes to raise the achievement of learners with special needs inclusive of vulnerable learners.</p>	<ul style="list-style-type: none"> * Continuing to develop a working relationship with families, Whanau and community with their increasing involvement in policy and practice to include and raise the achievement of learners with special education needs, * Continue to involve specialist services and other agencies in partnership with the school when designing programmes to include and raise achievement for learners of special education needs.



Greerton Village School

Strategic Goal Four – Learners – All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.

Goals	2019 - 2021
<p>Continued development of LEAD school wide framework to enhance systems for student support and behaviour.</p>	<ul style="list-style-type: none"> * Further define and review processes for our flowchart and ‘major’ and ‘minor’ behaviours. * Confirmation of Tier 2 after successfully meeting all commitments of 2017. * Constant uncompromising focus and embedding of LEAD.
<p>To actively promote the inclusion of all learners irrespective of their learning, emotional, behavioural, social and physical needs. All staff and stakeholders understand inclusiveness and the implications of this for all interactions and for teaching and learning.</p>	<ul style="list-style-type: none"> * Extension of our supportive inclusive ‘umbrella’ with Whare Manaaki and Whare Aroha. * All staff participate in professional learning on inclusive education and the implicit expectations and standards. * Information available to the parent community which can take the form of Hui to ensure that the wider community understands the philosophy and practicalities of inclusive education.
<p>Teachers engage in professional learning, learning communities, readings and conversations leading to reflection and improvement in their personal practice.</p>	<ul style="list-style-type: none"> * Teachers use professional readings to further develop and guide their pedagogy. * Teachers participate in school wide professional learning that specifically focus on teaching and learning. * Teachers continually inquire into their own practice, use Appreciative Inquiry practices and are reflective with how they are responding to the needs of their learners. * Teachers frequently converse; share best practice and are innovative with the delivery of the GVS Curriculum.



Strategic Goal Four – Learners - All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.

Goals	2019 - 2021
<p>Teacher practice reflects the effective use of National Ministry Documents, The Greerton Village School Curriculum and Learning Frameworks.</p>	<ul style="list-style-type: none"> * Teacher planning focus is on the learning and the inquiry process and learning to reason through critical, caring and creative thinking around the GVS curriculum. * Planning reflects the pedagogy and content knowledge in the New Zealand Curriculum, GVS Expectations, Learning Progressions, School Curriculum documents and Learning Frameworks. * Teachers provide authentic learning experiences that coach thinking skills for students to deal with 21st century change and, eventually, future career pathways. * Teacher planning and practice reflects the synthesis of reflection on and response to learning processes, practices and principles critical to pedagogical improvement.
<p>Engage learners in participatory and competitive sport through a multitude of opportunities. All learners have access to engage in participatory and competitive sport through a multitude of opportunities provided.</p>	<ul style="list-style-type: none"> * Learners will be exposed to the fundamental value of sport. * Introduction and focus of school wide Jump Jam. * Kiwisport funding is used to support the employment of our Sports Coordinator and/or Sports Coaches to provide sporting opportunities that are accessible to all learners * Staff professional learning will support teachers in providing sporting experiences where there is direct and explicit teaching of skills. * Sport at Greerton Village School is promoted as a vehicle for families to become involved with their children.



Strategic Goal Five – Leadership - Leadership opportunities are fostered and promoted for staff and learners at Greerton Village School

Goals

2018 - 2020

Leadership opportunities are fostered and promoted for staff and students at Greerton Village School.

- * Two year PLD in Leadership for Leadership Team with Kay Stevenson, Waikato University.
- * Coaching and supervision of Principal by David Bridson.
- * Student leadership is encouraged at a personal, class, school-wide and community level.
- * Staff is encouraged to seek and uplift leadership opportunities at a team and school-wide level to foster their professional aspirations.
- * Use of Teacher Professional Evidence Logs/Portfolios, etc.

Greerton Village School – Annual Plan 2019

Property

- Ø Property Modernisation ILE Rooms 1-7 (under 10YPP)
- Ø Removal of swimming pool to establish a staff carpark.
- Ø Continued use of Whare Manaaki and Whare Aroha – supported inclusion.
- Ø Continue to enhance school environment to reflect bicultural perspective and GVS kids.
- Ø Development of the new Junior Playground.
- Ø Further strengthen e-learning environments digital à'blended' classrooms.
- Ø Long / short-term maintenance – regular building inspections according to regulation.
- Ø Community use of assets.
- Ø Annual Cyclical Painting programme.

Finance/Administration

- Ø Financial Audit 2018
 - Ø Acceptance of Draft Budget, confirm Budget 2019.
 - Ø Annual review of current financial procedures and practices or when necessary.
- Administration**
- Ø Continue updating administration computer system for managing student records – use of LincED, ENROL and use of SLS and LMS to enhance teaching and learning.
 - Ø Introduction of proHub system, to streamline Board reporting so all can view, read and contribute on line.
 - Ø Introduction, after a trial 2018, MDM (Mobile Device Management). Each device (we have 300+ ipads) is managed by tools for mass management. Will release Brendon for work alongside ākongā and kaiako.
 - Ø Continued intense focus on non-attendance and lateness procedures, use of our officer and receptionist working with DP and Truancy.
 - Ø Daily News accessed through Apple TV/whiteboard etc in the staffroom, messaging, emails etc.
 - Ø Further refinement of school systems and procedures, use of Viztab, school mobile and texting.
 - Ø Update school prospectus, including our Kaupapa, and bullying pamphlets etc through LEAD.
 - Ø Comply with all legislation, codes, procedures and practices.

Greerton Village School – Annual Plan 2019

Personnel

- Ø Welcoming new staff, students and parents to GVS, Community Hui, Whanau Days, Celebration Conferences etc.
- Ø NZ Teachers' Council Code of Professional Standards (our Commitments), Six Standards for the Teaching Profession, Values, Ethics and our Codes of Conduct including NZEI's.
- Ø Professional Development including Curriculum Teams in Literacy, Numeracy, Inclusion, ICT, LEAD, COL Kahui Ako / Cultural, PE/Sports and The Arts.
- Ø '2019 The Year of Growing Together' led by Julie Starrett with staff in conjunction with LEAD.
- Ø Support Staff Development, regular meetings and PLD.
- Ø Cultural Responsiveness and Respect.
- Ø "Journey Towards Self Improvement" - focus on an Inquiry model, using achievement data to drive learning and teaching to increase levels of student engagement, expertise and achievement, use of induction, co-coaching/mentoring, critical friend.
- Ø Planning for staffing changes 2019-2021 due to reduction of enrolled ORs funded students.

Students:

Student Agency – ownership of and responsibility for their learning with support.

School Standards and expectations:

Quality and presentation, following set guidelines and expectations, excellence in teaching & learning.

Community Partnership

Raising Community Profile, Reinforcing Unity and Being Accessible.

- Ø BOT – Community, Charter Review including updating of school vision. Use of information gathered 2018 from ākonga, kaiako and whanau to develop our Graduate Learner Profile.
- Ø Increasing engagement of Whanau to support learning through strengthening of Bridges into the Community, Hui, consultation with and reporting to Whanau and the community and utilisation of support and skills of Whanau and community wherever appropriate and possible.
- Ø Safer Schools, Ranginui Activity Week, Fun Days.
- Ø Reporting to parents, including student-led learning-focused Celebrations.
- Ø Team Treasure with MOE, RTLB, DPs, Principal meets three weekly.
- Ø Social Worker in School (SWiS) and CARE (Pastoral Team), including Kaiawhina meets weekly.
- Ø Study Support in literacy and numeracy for Yr 3-6 under a new practical guise including home and study support.
- Ø After school Sports, Rippa Rugby, basketball etc.
- Ø Attendance at Pasifica Festival October 2019 (GVS/Merivale?).
- Ø Ra Whakangahau 2019, Mau Rakau, Taiaha etc.
- Ø GVS has got Talent, music tuition etc.
- Ø Sailing scholarships.
- Ø Duffy Books in Homes, Kids Can, Fruit in Schools, Milk in Schools.
- Ø Road Sense and Safety – KOF Communication and Consultation
- Ø Report writing in T.2 & T,4 (following SPT Celebration indicator sheets). T1,2,3 & 4 Celebrations of Learning.
- Ø Whole School sports, West Cluster and WBOP Activities, Powhiri, Whakatau, end of year function, Young Einsteins etc.
- Ø Meaningful consultation with stakeholders including the establishment of a bilingual unit. Other school practices - Facebook, newsletters, GVS radio etc

Greerton Village School – Annual Plan 2019

Curriculum/Learners/Staff Development

- Ø Kahui Ako cultural responsiveness and pedagogy with Margaret Egan and our cluster. Use of data collection and review findings from Melanie Riwai-Couch. Induction of new WST (within school teachers, Simon Tuifao and Ricci Clark) to the COL to work with our AST Shay Hulsebosch.
- Ø 21st Century learning and dispositions, consistent conversations and learning for all.
- Ø Developing, implementing and perfecting our practice in Mathematics, our school wide focus continued 2019 facilitated by Dinah Harvey, funded by GVS.
- Ø School Leadership PLD facilitated by Kay Stevenson, Te Toi Tupu, funded by MOE.
- Ø School expectations confirmed with demise of National Standards. Continued focus on student acceleration and priority learners.
- Ø Continuing to refine OTJ, moderation and regular auditing in Writing.
- Ø Meeting the needs of ESOL with a new ESOL Tutor and Special Needs students. Involvement in Jolly Phonics, ALL, ELA, Reading Recovery.
- Ø Play-based Learning in Nga Whetu, extending into Ika Roa and beyond.
- Ø LEAD continues with PD MAPA training for further staff.
- Ø Continuation of integrating e-learning into our Practice, use of Google Docs for both staff and students. 1-1 devices in Ranganui, continued integration of iPads throughout the school.
- Ø Focus Tataiako, Ka Hikitea, Pasifika aspects.
- Ø Learning to Learn / High Expectations, being reflective learners to raise impact on progress and achievement as part of 'teaching as inquiry' mode.

Health and Safety

- Ø LEAD 2019, MAPA, Learning and Behaviour including Intervention Support programmes such as LEAD Room and use of aspects such as a pre-emptive action, rights and responsibility, setting the environment for success in teaching, learning and behaviour. Continued focus Vulnerable Children's Act.
- Ø School wide Health & Safety Plans and Programme – Medical Care Plans, Hazard Register reviewed and updated, Inspection and Identification, Emergency Evacuation /Lockdown Procedures revisited. Use of 'CHEAT Sheet' (1 page quick referral) and all 2018 documentation.
- Ø Road Sense /Cycle Safety / KOF / Swimming etc.
- Ø Fruit, Milk and Breakfasts in Schools, Kids Can – food, rainwear, shoes etc,
- Ø School trips as appropriate to support learning.

School Review

- Ø Adoption finalised School Charter, School Strategic Planning and Implementation – setting of annual goals/targets and reporting of variances to BOT.
- Ø Review due Policies and Procedures to formulated plan.
- Ø Curriculum Review continues.
- Ø Maori Achievement Plan and Te Reo and Tikanga Maori implementation, focus on Maori, bi-cultural history, Te Tiriti o Waitangi, how Maori ākongā best learn, continue to culturally enhance our school environment inc classrooms etc.

GREERTON VILLAGE SCHOOL ANNUAL SELF REVIEW SCHEDULE – BOT MEETING REPORTING DATES 2019

2019 Curriculum Focus	Literacy / Numeracy Social Skills Social Skills / Key Competencies	WHANAUNGATANGA Mathematics → LEAD →		TANGATA WHENUATANGA Inquiry – Social Sciences		WĀNANGA Learning Languages		MANAAKITANGA School Review and Charter Review	
	Annually	Term 1		Term 2		Term 3		Term 4	
Governance		Policies: • Curriculum Delivery • Education outside the classroom	GVS Governance Manual BOT meeting plan for the year. Policies: • Maori and Pacifica Achievement • Treaty of Waitangi	Audited Financial Accounts Policies: • Consultation with the community • Appointment of Staff	Revised Budget Policies: • Complaints • Complaints Process	Consultation with the Maori Community Policies: • Classroom Release time • Human Resource Management	Policies: • Staff Leave of Absence • Financial Managemt	Policies: • Financial Management	Principal's Performance Policies: • Privacy • Theft and Fraud
Special Topics		After school Study Support	Student Voice	Attendance	Community Hui				Homework

Meetings	Annually	1	2	3	4	5	6	7	8
Curriculum (teaching input) and Student Achievement and Engagement (tchg output)	Behaviour Management School Review 2019 Health & Safety Hazard Identification Asset register Vulnerable Children	Analysis of Variance 2018 National Standard data Draft 2018 Charter in preparation of delivery to MOE 1.3.19	Early 2019 Literacy and Numeracy data. Reporting to and meeting with Parents in Student-Parent-Teacher Conferences	Planning and preparation Success Indicators	GVS Curriculum Plan 2019 including implementation of GVS Expectations	EOTC	LEAD and Behaviour Support 2019 and Looking Ahead	End of Year Literacy and Numeracy data and targets. Reporting/ self review 2019 Planning 2020 Set draft budget	Reporting to parents, Student-Parent-Teacher Conferences

GREERTON VILLAGE SCHOOL ANNUAL SELF REVIEW SCHEDULE – BOT MEETING REPORTING DATES 2020

	Annually	Term 1		Term 2		Term 3		Term 4	
2020 Curriculum Focus	Literacy / Numeracy Social Skills	WHANAUNGATANGA Writing → LEAD →		TANGATA WHENUATANGA Te Reo and Tikanga Maori Ka Hikitea		WĀNANGA PE / Sports		MANAAKITANGA School Review and Charter Review	
Governance	↓	Strategic goals and annual plan Policies: • Behaviour Management • Children with Special Needs	GVS Governance Manual BOT meeting plan for the year. Policies: • Religious Education • Child Protection (also referred as Vulnerable Children's Policy)	Audited Financial Accounts Policies: • School Uniform • School self-review	Revised Budget Policies: • Performance Management • Use of Permanent and Fixed Term Management Units	Consultation with the Maori Community Policies: • Asset Management • Property Management	Policies: • Health and Safety • Sun and Shade Protection	ETOC / Risk Management. Policies: • Animal Welfare • Copywrite and Licences • Appraisal of the Principal	Principal's Performance Policies: • Emergency School Closure • Emergency Procedures
Special Topics		Attendance → Unit holders reports T4 2020	Unit holders reports Leadership T4 2020	Liaison, Transition and Enrolment	Student Voice	Unit holders reports	Parent Satisfaction Survey	Unit holders reports	

Meetings	Annually	1	2	3	4	5	6	7	8
Curriculum (teaching input) and Student Achievement and Engagement (teaching output)	Student behaviour LEAD School Review 2020 Health and Safety Hazard Identification Vulnerable Children	Analysis of Variance 2017 GVS data Draft 2020 Charter in preparation of delivery to MOE 1.3.2020 Strategic goals and annual plan	Early 2020 Literacy and Numeracy data. Reading Recovery Reporting to and meeting with Parents Health Consultation		GVS Curriculum Plan 2020 including implementation of GVS Expectations	Special Needs	LEAD and Behaviour Support 2020	End of Year Literacy and Numeracy data and targets. Reporting/review 2020 Planning 2021 Set draft budget	Reporting to parents, Student-parent-teacher Conferences

GREERTON VILLAGE SCHOOL ANNUAL SELF REVIEW SCHEDULE – BOT MEETING REPORTING DATES 2021

	Annually	Term 1	Term 2	Term 3	Term 4				
2018 Curriculum Focus	Mathematics Social Skills / Key Competencies	WHANAUNGATANGA Leading self Writing → LEAD →	TANGATA WHENUATANGA socio-cultural awareness/ knowledge Inquiry – Science and Technology	WĀNANGA Comcn, prob solving, innovation The Arts – Music and Drama	MANAAKITANGA Leading with others School Review and Charter Review				
Governance		Strategic Plan and Charter Policies: • Student Attendance • ESOL	Concerns/ complaints Policies: • Information and Communicat technologies • Student Placement and Promotion	10YPP and SYA Property Plans Policies: • Bullying • Reporting to parents	Revised Budget Policies: • Drugs and Alcohol • Infectious and communicable diseases	Consultation with the Pasifika Community Policies: • Cybersafety • Pandemic Action Plan	Revision Governance and Management Manuals Policies: • Administration of prescribed Medicines • Child Abuse disclosure	Community Health Consultation Policies: • Road Safety • Sexual Harassment	Principal's Performance Policies: • Protected Disclosures • Publication of student images
Special Topics		Attendance → Unit holders reports T4 2018	ICT and blended classrooms at GVS	Attendance	Student Agency	TIS Liaison			

Meetings	Annually	1	2	3	4	5	6	7	8
Curriculum (teaching input) and Student Achievement and Engagement (teaching output)	Student behaviour LEAD School Review 2018 Health & Safety Hazard Identification Vulnerable Children	Analysis of Variance and Achievement Data 2017 Draft 2018 Charter in preparation of delivery to MOE 1.3.2018	Early 2018 Literacy and Numeracy data. Reporting to and meeting with Parents in Student-Parent-Teacher Conferences		GVS Curriculum Plan 2018 including implementation of GVS Expectations	Special Abilities	LEAD and Behaviour Support 2018	End of Year Literacy and Numeracy data and targets. Reporting/ self-review 2018 Planning 2019 Set draft budget	Reporting to parents, Student-Parent-Teacher Conferences

Analysis of Variance Reporting



School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.		
Annual Aim:	1.1 To increase the number of students achieving at, above and well above GVS Expectations in Reading.		
Target:	<p>Targets in Reading: Reading is still a clear focus with a target of at least 70% for all cohorts. The following targets are set across the cohorts.</p> <ul style="list-style-type: none"> • The After 3 year at school group in 2018, (presently at 55% as <u>Yr 2</u>) achievement to be lifted to at least 70% or more AT and ABOVE GVS Expectations. • The After 6 year group in 2018 (presently at 70% as <u>Yr 5</u>) to be lifted to at least 75% +. • The expectation for all other year groups is to move into the 70+% range AT and ABOVE GVS Expectations. • Year 1 students should progress 3 reading levels a term over the year. 		
Baseline Data:	<p>School wide data in November 2018 showed the number of students working AT (achieving) or ABOVE (exceeding) the GVS Expectations in Reading across the school is 70% a growth of 6% since 2017:- Results rounded to nearest percentage point.</p> <p>After 1 <u>Yr</u> (40 weeks) at school 74% (+14% <u>cf</u> 2017) After 2 <u>Yr</u> (80 weeks) at school 55% (-1% <u>cf</u> 2017) After 3 <u>Yr</u> (120 weeks) at school 75% (+10% <u>cf</u> 2017) Year 4 80% (+20% <u>cf</u> 2017) Year 5 70% (-3% <u>cf</u> 2017) Year 6 64% (-2% <u>cf</u> 2017)</p> <p>69% of all students were achieving at/above the GVS Expectations in Reading in 2018. (+5% <u>cf</u> 2017) 72% of European Students (65% 2017), 69% of Maori students (61% in 2017), 64% of Pasifika students (64% in 2017) and <u>67%</u> Asian students (7/11 students) are working AT or ABOVE the GVS Expectations in Reading.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> The teaching of Reading continues to be of high priority with all team meetings having weekly focussed literacy discussions. We continue to invest in Reading Recovery, and have increased our monitoring of past enrolled students. We have a trained RR teacher continuing so 4 students are currently on the programme and taught daily. Our Literacy Curriculum Team, led by our DP Kimberley Henderson-Ginns, has representation from each of the four teams. It meets on a regular basis, at least twice a term, and will continue to manage and drive literacy practice across the school in approved programmes. The Team will also coach pedagogical content knowledge in writing, best practice strategies, to support the GVS Curriculum. Our GVS Curriculum in English, reviewed and revamped 2018, reflects the integration of reading and writing strategies and skills to inform planning for group teaching of strategies. It also includes opportunity for targeted coaching and professional learning and development around the identified areas for improvement and planned actions. Professional literacy readings continue to be an integral part of our practice both personally and as a group. Evidence Logs reveal a richness of various topics, interests and contexts. Our school wide literacy goals for 2018 derived from analysis of our National Standards data observations of classroom practice for next steps, in our 'Journey Towards Self-Improvement' Principal/Teacher meetings and as a leadership team. Student achievement is measured, analysed with 	<ul style="list-style-type: none"> At the end of 2018 66% of boys (an increase of 11% from 2017) and 71% of girls (a 7% growth from) met the expectation. There is still a gap of 5% in 2018 <u>cf</u> with a gap of 9% in 2017. Analysis of 2018 data identified concerns <u>with</u> the achievement of the Year 1 and 2 students at 58% (55% in 2016). It has improved to 66% which can be attributed, we believe, to introduction of <u>playbased</u> learning. We continue to work to try to increase attendance at preschools etc. <p>Maori males averaged 62% across the school (48% in 2016, a growth of 14% since then) and Maori females at 64% (61% in 2016, a growth of 3%) Results rounded to nearest percentage point.</p> <p>Please note: Due to our level of transience, these figures do not reflect the achievement of exactly the same cohort from 2017 to 2018.</p> <ul style="list-style-type: none"> Summative statement at the end of Term 1 around OTJ led us to examine the levels of processing that students are bringing to the text. Further development and focussed <u>emphasis</u> on Reading reviewing school moderation, audit. More exact knowledge about the levels and their parts, more accurate assessment against the National Standards and the Literacy progressions. 	<ul style="list-style-type: none"> In 2017 we had a complete change of <u>focus</u> in with the introduction of play based learning in our NE team which spread to <u>Ika Roa</u> in 2018. The focus particularly continues on early oracy and literacy skills and students are exposed to Te <u>Whariki</u> skills such as learning through songs, rhyme <u>etc</u> blended with Level 1/2 Curriculum and Key Competencies. Growth in teacher pedagogy and practice <u>particularly</u> around the principles of <u>Ka Hīkatea</u>, Maori achieving success as Maori. Our data shows that Maori, Pacifica and NZ European students are achieving between 65-72% (a growth 4-7% at and above National Standards in 2017) Clear definition of what reading <u>behaviours</u> and strategies we need to teach when students are still processing. Use of Jolly Phonics in <u>Nga Whetu, Ika Roa</u> and through to <u>Papatuanuku</u> to address the general lack of phonetic awareness, identification of sounds etc. 	<ul style="list-style-type: none"> The well-experienced part time teacher employed to conduct assessments in Six Year observations for consistency in data, is now covering Concepts of Print in SEA. Continuation after a successful trial of a <u>reception</u> class of NE where students are assessed, including letter and sound knowledge <u>etc</u> before moving into more formalised instruction in NE/<u>Yr 1</u> classes. Continue the careful monitoring of all <u>students</u> in processing stage through twice term running records and the recording of OTJ at the end of each term on <u>LinC ED</u>. <p>In addition to quality first wave teaching we will continue focusing on -</p> <ul style="list-style-type: none"> Quality formative assessment practices to inform teaching and learning programmes as well as informing overall teacher judgments (OTJ). Coaching which will ensure formative assessment aligns accurately with our GVS Expectations. In-depth discussions to continue around our evidence, accurate analysis and levelling and how we can lift achievement; these next steps must be a prominent part, discussion points, of Team Meetings to increase and strengthen personal knowledge and practice in literacy. Collective discussion around student evidence, running record results, writing samples and other assessment to form accurate and rigorous OTJ.

targets set and reviewed in relation to National Standards, These are constantly discussed at team, staff and senior leadership meetings

- We employed a well experienced part time teacher to conduct assessments in Six Year and SEA observations for consistency in data. She completes a substantial report and meets with each teacher to discuss results and next steps etc.
- ICS literacy boost groups with part time teacher working alongside teachers and teacher aides.

- From Year 3→6 there was increased focus on Literature Circles, Readers Theatre, Discussion Groups, processing→ comprehending, questions related to text, mainly recall initially and using signposts in text and discussions of text – good solid literacy teaching.
- Quality Learning Circles; continued emphasis to grow professional and collegial discussion.
- Continued the careful monitoring of all students in processing stage through regular entries on the class graphs and the recording of OTJ at the end of each term on [Linc ED](#).

- Targeted readers, those operating just below expectation, are selected from each classroom for intensive instruction, which will, in turn, lift all achievement and develop student expertise and independence.
- Constantly updating of Reading resources and looking at and for material to meet student need e.g. boy's engagement etc.

Planning for next year:

In addition to quality Professional Learning Development and quality first wave teaching we will also continue focusing on -

ESOL in 2019 - Our ESOL tutor will continue to work with our SENCO to include ELLP (English Learning Language Progressions, ESOL) for our ESOL students. We have 35? ESOL students in 2019. Proposed employment of Pacifica TA 'Voice' to be our "Bridge into the Community" between Pacifica Whanau and GVS

STUDY SUPPORT IN LITERACY 2019 - After school Study Support programme focussing on literacy levels of underachieving students, through hands on practical activities, to boost levels and prepare them for Year 5- 6 and Tauranga Intermediate School in 2019-20, in [Ka Whiri Te Ra](#). We have two new tutors administered by the Deputy Principal/SENCO.

READING RECOVERY IN 2019 - Reading Recovery in 2019 continues for 4 students with Michelle Hatfield.

ELA in 2019 – SENCO and TA trained in English Learning Acquisition in 2015. Principles have continued to progress through to ESOL withdrawal groups and acceleration programmes eg. Tip charts, gifting the language, vocab extension etc.

ORACY in 2019 - 'Tweaks' of the Week at Admin Meetings, a couple of minutes' tweak which is then issued for teachers in paper format to follow up if desired. Oral language development continues to be a focus following analysis of ROL data, observations of NE students and their oracy levels. Play-based learning to enhance oracy in the junior and middle school.

LIBRARY VISITS 2019 – Continuation of visits to the main library in Tauranga, Greerton Village Library and our own library at school which is open at intervals and lunchtimes.

BUDDY READING – Continuation combinations of junior/senior classes. Grandparents come in to support selected student's reading.

Careful Resourcing of \$25,000 - Reading Together, LLP, [Ka Hikitea](#), relievers, Reading Recovery etc.



School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.		
Annual Aim:	1.2 To increase the number of students achieving at, above and well above GVS Expectations in Writing.		
Target:	<p>Targets in Writing: Writing is still a clear focus with a target of at least 70% for all cohorts. The following targets are set across the cohorts:</p> <ul style="list-style-type: none"> The After 4 year at school group in 2019, (presently at 50% as <u>Yr 3</u>) achievement to be lifted to at least 65% or more AT and ABOVE GVS Expectations. The After 6 year at school group in 2019, (presently at 58% as <u>Yr 5</u>) achievement to be lifted to at least 70% or more AT and ABOVE GVS Expectations. The expectation for all year groups is to move into the 70+% range AT and ABOVE GVS Expectations. 		
Baseline Data:	<p>School wide data in November 2018 showed the number of students working AT (achieving) or ABOVE (exceeding) the GVS Expectations in Writing across the school is 61% a growth of 6% since 2017:- Results rounded to nearest percentage point.</p> <p>After 1 <u>Yr</u> (40 weeks) at school 81% (-7% <u>cf</u> 2017) After 2 <u>Yr</u> (80 weeks) at school 70% (+23% <u>cf</u> 2017) After 3 <u>Yr</u> (120 weeks) at school 50% (same as 2017)</p> <p>Year 4 64% (+4% <u>cf</u> 2017) Year 5 58% (-16% <u>cf</u> 2017) Year 6 40% (-5% <u>cf</u> 2017)</p> <p>61% of all students (54% of males and 66% of females) were achieving at/above the GVS Expectations in Reading in 2018. (+1% <u>cf</u> 2017) 57% of European Students (52% 2017), 62% of Maori students (64% in 2017), 64% of Pasifika students (61% in 2017) and 58% Asian students (6/11 students) are working AT or ABOVE the GVS Expectations in Reading.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> The teaching of Writing continues to be of high priority with all team meetings having weekly focussed literacy discussions. Our Literacy Curriculum Team is led by our DP Kimberley Henderson and has representation from each of the four teams. It meets on a regular basis, at least twice a term and will continue to manage and drive literacy practice across the school in approved programmes. The Team will also coach pedagogical content knowledge in writing best practice strategies to support the GVS curriculum. Our GVS Curriculum in English, reviewed and revamped 2017/18, reflects the integration of reading and writing strategies and skills and will inform planning for group teaching of strategies. It also includes opportunity for targeted coaching and professional learning and development around the identified areas for improvement and planned actions. Professional literacy readings continue to be an integral part of our practice both personally and as a group. Evidence Logs reveal a richness of various topics, interests and contexts. Our school wide literacy goals for 2018 derived from analysis of our GVS Expectations data observations of classroom practice for next steps, in our 'Journey Towards Self-Improvement' Principal/teacher meetings and as a leadership team. Student achievement is measured, analysed with targets set and reviewed in relation to =the Expectations and continually talked about. We employed a well experienced part 	<ul style="list-style-type: none"> Analysis of the data had identified some concerns in 2018 with the ongoing achievement of boys with 54% of boys meeting GVS Expectations compared with 66% of girls. There was a nil increase for boys and girls remained the same as at 2017, we would like to see data from both cohorts increased. Analysis of 2018 data also identified concerns with the achievement of the Year 3 students at 50% which was the same as Year 2 in 2017. <p>See data above.</p> <p>Please note: Due to our level of transience, these figures do not reflect the achievement of exactly the same cohort from 2017 to 2018.</p> <ul style="list-style-type: none"> Three target students were selected from each class to be monitored closely over the year, those who were just below expectation. Their writing samples were analysed every three weeks to show progress and then discussed at team level. Literacy Leadership Team level, staff and, in time, at Leadership Meetings. In depth and ongoing monitoring of Reading Recovery students. We had 10 students going through RR this year. 	<ul style="list-style-type: none"> Play based learning in our NE team over the last two years. The focus was particularly early oracy and literacy skills and students were exposed to Te Whariki skills such as learning through songs, rhyme etc. Growth in teacher pedagogy and practice particularly around the principles of Ka Hikatea, Maori achieving success as Maori. Our data shows that Maori, Pacifica and NZ European students are achieving between 57-63% at and above the NS. Clear definition of what writing behaviours and strategies we need to teach when students are still processing. Continuation of Jolly Phonics in Nga Whetu, Ika Roa and Papatuanuku, to address the general lack of phonetic awareness, identification of sounds etc. SLT screens requested for students arising from ROL. 	<ul style="list-style-type: none"> The well experienced part-time teacher employed to conduct assessments in Year 4 observations for consistency in data has also conducted Concepts of Print and the hearing and recording of sounds in SEA. To continue. After a successful trial in 2018 to continue reception class of NE where students are assessed, including letter and sound knowledge etc before moving into more formalised instruction in NE/Yr 1 classes. <p>In addition to quality first wave teaching we will continue focussing on -</p> <ul style="list-style-type: none"> eradicating confusion as we found that some teachers were still confused about the levelling of students' writing levels across and between the levels. To continue to review matrices that gives a 20 week entry point of expectation and thereafter levelling after one year, two years and three years. Student matrices which children can fill in themselves and monitor their progress and performance to continue. For each teacher to know each of their students capabilities in writing and recognise the need for urgency at the beginning of the next school year to bring students up to their level at the end of 2018 after 2 weeks at school in the new year Students' 2018 writing book is to go

time teacher to conduct assessments in Six Year observations/SEA for consistency in data.

- ICS literacy boost groups with part time ~~teacher working alongside teachers.~~
- Our focus is on the continued development of cross-curricular planning which will involve our inquiry model, careful unpacking of the AO to be taught, the asking of provocative questions, getting the students to think and then from their discoveries teacher planning for authentic writing to occur.
- To gain a greater understanding of writing across a level from the beginning and working through towards the next level.
- Continued to use and understand the e-AsTLe rubric as part of our marking Yr 2-6
- Deliberate planned explicit and direct acts of instructional teaching in writing.
- Focus on achievement of all especially Year 6 students in 2019 who were 58% at or above the GVS Expectations.
- Use of

with them into the next class and be used for student and teacher reference and to avoid any effect of 'summer slide' so students will be progressing from the start of the year. The first piece of writing will be compared with the original and feedback given as to next steps.

- To revisit and revise teacher presence in all writing books. The expectation is that all books are seen daily and a system of green highlighters (for growth...meaning that this is an area for students to work on) and pink highlighters (meaning 'tickled pink...meaning that the student has understood and is using a particular feature for writing). This is directly related to the matrices, which shows progress, and are in the front of each student's book.

- Three target students are selected from each class to be monitored closely over the year who are just below expectation. Their writing samples will be analysed every three weeks to show progress and then discussed at team level and, in time, at Literacy Leadership Team level.

Planning for next year:

The teaching of Writing continues to be of high priority with all team meetings having weekly focussed literacy discussions.

In 2019, all Junior teachers are Reading Recovery trained. We use additional support such as LLI, ICS, Language enrichment, etc.

In addition to quality Professional Learning Development and quality first wave teaching we will also continue focussing on -

- Our Literacy Curriculum Team is led by our DP Kimberley Henderson and has representation from each of the four teams. It meets on a regular basis, at least twice a term and will continue to manage and drive literacy practice across the school in approved programmes. The Team will also coach pedagogical content knowledge in writing best practice strategies to support the GVS curriculum.
- Our GVS Curriculum in English, reviewed and revamped 2018, reflects the integration of reading and writing strategies and skills and will inform planning for group teaching of strategies.

It also includes opportunity for targeted coaching and professional learning and development around the identified areas for improvement and planned actions.

- Professional literacy readings continue to be an integral part of our practice both personally and as a group. Evidence Logs reveal a richness of various topics, interests and contexts.
- Our school wide literacy goals for 2019 derived from analysis of our GVS Expectations data, observations of classroom practice for next steps, in our 'Journey Towards Self-Improvement' Principal/teacher meetings and as a leadership team. Student achievement measured, analysed with targets set and reviewed in relation to our GVS Expectations.
- ~~Quality formative assessment practices~~ will inform teaching and learning programmes as well as informing overall teacher judgments (OTJ).
- Coaching will ensure formative assessment aligns accurately with our GVS Expectations
- In-depth discussions to continue around our evidence, accurate analysis and levelling and how we can lift achievement; these next steps must be a prominent part, discussion points, of Team Meetings to increase and strengthen personal knowledge and practice in literacy.
- Collective discussion around student evidence, running record results, writing samples and other assessment to form accurate and rigorous OTJ. Entry onto LincED.
- We will sharpen up our assessment of student levels using the Literacy Learning Progressions and National Standards documentation in addition to use of e-ASTTIE rubrics for moderation purposes and included in our indicator sheets at 'basic', 'proficient' and 'advanced'.
- Monitoring of writing with improved levels of proficiency in writing and oral language – use of moderation, OTJ and our school-levelled matrixes which are in kids speak. OTJ will be further refined when we review the sources of information we use, both summative and formative.
- Three targeted writers, those operating just below expectation, will once again be selected from each classroom for intensive instruction, which will, in turn, lift all achievement and develop student expertise and independence.
- Student bookwork in writing is coded according to their level; tickled pink and green for growth in alignment with their levelled matrices. To revisit and continue in 2019.
- We continue to share, to and with our parent community, about our GVS Expectations through newsletters, Community Hui etc. including data findings and sharpening up of our student-parent-teacher conference skills.



School Name:	Greerton Village School	School Number:	1730
Strategic Aim:	All students, inclusive of priority learners, learners with special education needs and vulnerable learners are able to access the NZ Curriculum as evidenced by progress and achievement in relation to GVS Expectations.		
Annual Aim:	1.3 To increase the number of students achieving at, above and well above the GVS Expectations in Mathematics.		
Target:	<p>Targets in Mathematics 2019 - still a clear focus with a target of 70%+ for all cohorts. Planned 2nd year of Maths PLD 2019.</p> <p>The following targets are set across the cohorts:</p> <ul style="list-style-type: none"> The After 5 year at school group in 2019, (presently at 48% as Yr 4) achievement to be lifted to at least 65% or more AT and ABOVE GVS Expectations. The After 6 year at school group in 2019, (presently at 42% as Yr 5) achievement to be lifted to at least 60% or more AT and ABOVE GVS Expectations. The across school European group in 2019 (presently at 57% in 2018) to be lifted to at least 70% +. The expectation for other year group (Years 4) is to move into the 70+% range AT and ABOVE the NS. 		
Baseline Data:	<p>School wide data in November 2018 showed the number of students working AT (achieving) or ABOVE (exceeding) the GVS Expectations in Writing across the school is 62% a growth of 1% since 2017:- Results rounded to nearest percentage point.</p> <p>After 1 Yr (40 weeks) at school 92% (+11% cf 2017) After 2 Yr (80 weeks) at school 82% (+12% cf 2017) After 3 Yr (120 weeks) at school 47% (-3% cf 2017) Year 4 48% (-16% cf 2017) Year 5 42% (-16% cf 2017) Year 6 49% (+19% cf 2017)</p> <p>62% of all students (64% of males and 57% of females) were achieving at/above the GVS Expectations in Mathematics in 2018. (+1% cf 2017). 57% of European Students (52% 2017), 65% of Maori students (62% in 2017), 60% of Pasifika students (68% in 2017) and 63% of Asian students (8/12 students) are working the GVS Expectations in Mathematics.</p> <p>For those underachieving we have substantial inclusive support programmes to ensure progress. Please note: Due to our high level of transience, these figures do not reflect the achievement of exactly the same cohort from 2017 to 2018</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Targeted professional learning and development around the identified areas for improvement and planned action. Year 1 of a two year PLD in Numeracy with Dinah Harvey of AdvisersPlus in Hawkes Bay. All staff employ learning conversations in Mathematics with specific feed forward from success criteria. Learning Support programmes targets those students with a one -two year deficit in mathematics achievement. Whanau workshops for parents. Student achievement measured, analysed with targets set and reviewed in relation to National Standards. PAT Mathematics undertaken March and November to gather baseline data for Mathematics PD. Mathematics Targets focussed on Key Number Knowledge, with focus on other strands. Integration and use of GVS Expectations in school practice. 	<ul style="list-style-type: none"> Continuation of the Mathematics Curriculum Team, under Mathematics Leader Ricci Clark's guidance, to review and refine our rewritten Maths Curriculum Document and strengthen current numeracy practice. Regular visits by Dinah with Curriculum team and Staff Meetings, 167 demonstration lessons undertaken by Dinah in classrooms across the school. The GVS Curriculum reflects the integration of numeracy strategies and skills. It informs planning for group teaching of strategies. Continuance with displays, Maths Week activities etc. revisiting and refining of current practice. Mathletics extended across the school in 2018 for every student to access. 	<ul style="list-style-type: none"> Coaching ensured formative assessment aligns accurately with our expectations. Regularity of visits with Curriculum team meetings, Staff Meetings and demonstrations across the school. Curriculum team meetings continued. Thinking competencies a focus of learning in mathematics. Quality formative assessment practices implemented, informed teaching and learning programmes as well as informing overall teacher judgements (OTJ). 	<ul style="list-style-type: none"> School wide Maths PLD a feature in staff and team meetings over 2019. Facilitation of PLD by Dinah Harvey from AdvisersPlus in Hawkes Bay. Mathematics leader to prepare and regularly fully discuss and share school-wide data analysis in conjunction with the Mathematics Curriculum Team. Maths Curriculum Team along with the Leadership Team to set school-wide targets and planned actions for improvement from this data. <p>The Team will coach pedagogical content knowledge in best practice strategies to support the GVS curriculum.</p> <ul style="list-style-type: none"> Team leaders to identify team strengths and areas for improvement. Class teachers analyse data at group level and set next steps for learning from student pathways and formative data. Learning and Teaching Coach (Tutor Teachers) with specific focus on provisionally registered teachers. Principal, Deputy Principals and Leadership Team coach the GVS curriculum.
Planning for next year:			
<p>Extensive Mathematics PLD for 2019 with Dinah Harvey, Advisers Plus, Hawkes Bay.</p> <ul style="list-style-type: none"> The Mathematics Leader and Leadership Team will coach pedagogical content knowledge in best practice strategies to support the GVS curriculum. Student achievement measured, analysed with targets set and reviewed in relation to GVS Expectations. 			

- Quality formative assessment practices will inform teaching and learning programmes as well as informing overall teacher judgements (OTJ).
- Coaching will ensure formative assessment aligns accurately with GVS Expectations
- Targeted coaching and professional learning and development around the identified areas for improvement and planned actions.
- The GVS Curriculum will reflect the integration of numeracy knowledge, strategies and skills.
- The GVS Mathematics Curriculum will inform planning for group teaching of strategies.
- Thinking competencies will be a focus of learning in mathematics.
- All staff will employ learning conversations with specific feed forward from success criteria.
- Learning Support programme to target those students with a one -two year deficit in mathematics achievement.

|
This Charter needs to be read in conjunction with the following documents:

- 5YA and 10 Year Property Plan (10YPP)
- 2019 Budget and 2018 Financial Accounts
- Board Governance, Policy and Operational Procedure Framework

In addition to the following documentation:

- [Whare Manaaki / Whare Aroha / Whare Mahana](#) – our supported inclusion spaces
- 'Stuff for Staff' booklet including 'Nuts and Bolts' etc for every staff member - also online
- 'Journey towards Self-Improvement 2019' (Performance Management)
- Support Staff 2019 Booklet (Job descriptions / Appraisal etc.)
- Focused and sustained Professional Development 2019 in Reading, Writing and Mathematics in staff meetings.
- 2018-2019 PLD in Numeracy with Dinah Harvey Advisors plus Hawkes Bay
- Leadership PLD 2018-2019 with kay Stevenson Te [Toi Tupu](#), Waikato University.
- Learning at GVS - Curriculum Action Plan
- Analysis of Variance in Reading Writing and Maths including Targets 2019
- ICT and e-learning Action Plan 2017-19
- [Playbased Learning Strategic Plan 2018 - 2020](#)
- LEAD- 'Nurturing Positive Relationships' - Behaviour Support Programme including Student Intervention through LEAD/PB4L and accessed [LincED](#)
- Growth [Mindset](#) 2019
- Ongoing School Review
- School Policies, Procedures and Systems
- Budget collation and review
- Health and Safety Plans and Programme
- SENCO Register/s
- Provision of ESOL Programmes
- SMS and LMS [Linc ED](#), ENROL and Student Attendance