

Governors Bay School – Te Kura ō Ōhinetahi

School Charter & Strategic Direction 2018 – 2020

Annual Plan 2018



Our Vision

To be a school which is integrated with the community and develops confident and courageous learners who are embracing of change.

Our Mission

Inspirational Teaching and Learning Through Creativity and Diversity

Our Values

Wellbeing/ Hauora – Connections – Integrity – Respect – Diversity – Creativity

Our Principles

We empower ākonga/ students by:

- supporting confident and courageous learners and teachers
- developing the attitude to strive for personal best and produce quality work
- ensuring foundation skills in literacy, numeracy and social interaction
- developing skills to become deep thinkers and independent learners

We enable ākonga/ students by:

- developing an appreciation and understanding of New Zealand's multicultural diversity
- developing an appreciation and understanding of New Zealand's bi cultural diversity
- recognizing them as unique individuals who bring their own strengths to our learning community – each child is a leader in their own particular way and every opportunity is given for each ākonga/ student to thrive in our school based on their recognised strengths

We engage our ākonga/ students by:

- ensuring we are integrated with our community

School Context

Governors Bay School~Te Kura ō Ōhinetahi is a primary school for students in Years 1 to 8. It is nestled at the top of Lyttelton Harbour in a unique semi-rural setting, yet is only 15 minutes from Christchurch and 10 minutes from the historic port of Lyttelton. The school currently has four classrooms, a library, an office and administration block, large playing fields and a ball court area. Large vegetable beds are tended to by students and significant fruit trees on our boundaries provide seasonal produce. Students learn swimming in the heated community pool directly adjacent to the school in Terms 1 and 4. The school maximises the use of the new Community Centre for a variety of activities such as assemblies, performances and for Health and Physical Education activities. The school is currently part of the Christchurch Schools' Rebuild programme and master planning is underway with the Ministry of Education.

The student roll is approximately 80-85. Students are taught in composite classes and teachers use a range of high quality teaching practices to differentiate for students' strengths, needs and interests. In addition to classroom learning the school creates many opportunities for students to experience learning in age group levels as well, particularly in Health and Physical Education. A broad range of leadership opportunities are offered for students. Student voice is valued and the Student School Council is the forum for students to share ideas and opinions with the Principal. Students belong to one of three houses- Nikau, Pōhutukawa or Tōtara and House Captains lead and organise activities and competitions and encourage a strong sense of belonging and pride in all students.

Teachers continually extend their knowledge and capabilities through well-targeted professional and personal development supported by the school leadership and the Board of Trustees.

The school is well governed by a Board of Trustees whose focus is for every student to achieve their highest possible educational potential. Its primary objective is to ensure that every student at school is able to attain their highest possible standard in educational achievement.

The school benefits from a mutually respectful partnership with its active Parent Teacher Association (PTA) whose involvement in the many school activities, events and initiatives is invaluable.

Curriculum

The Governors Bay School Curriculum Delivery Plan provides clear direction and expectations for high quality teaching and learning. It reflects the school community's expectations and values. An annual review process ensures that all areas of the curriculum continue to be responsive to students' interests, strengths and needs.

Governors Bay School Board of Trustees priority foci relating to the National Education Goals are:

- Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern ever-changing world.
- Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.
- Success in their learning, for those with special needs (support and enrichment) by ensuring that they are identified and receive appropriate support.
- The highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
- A broad education through a balanced curriculum covering essential learning areas. Priority will be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
- Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.

The Board of Trustees has identified the following hopes and aspirations for the school.

- To be a school that identifies with, and celebrates the diversity of ākonga/ students across our school and all ākonga/ students experience success through a dynamic learning environment developed through a broad curriculum.
- We do everything we can to develop happy, resilient, courageous and healthy individuals who are confident, passionate life long learners with a future focus to participate as global citizens.
- Our school is a place where ākonga/ students have a strong sense of belonging; our children are at the very centre of everything we do.

Parents have identified the following hopes and aspirations for the school.

- To make the most of the unique natural environment
- Increase Physical Education and sporting opportunities
- Have greater involvement in The Arts through drama, visual art and music.

Staff voice expressed strongly that there is a desire to focus on embracing, celebrating, embedding and sustaining cultural awareness and practices.

Māori Dimensions and Cultural Diversity

Our students learn in an inclusive and supportive environment where their diversity is recognised and valued. They are actively encouraged to recognise both the bi-cultural and multi-cultural diversity of our community and New Zealand/ Aotearoa. We believe that all students have the right and responsibility to walk in both worlds in Aotearoa~New Zealand. Our Te Reo Māori programme for all students supports them on this journey. Te Reo Māori and tikanga is taught to ākonga/ students through planned Te Reo Māori lessons and incidental teaching. School policies and practices endeavour to reflect New Zealand's cultural diversity, the unique position of Māori culture and the three underlying principles of the Treaty of Waitangi; partnership, participation and protection. The school ensures Māori students are supported to achieve educational success as Māori. All reasonable endeavour is taken to provide a higher level of Te Reo Māori for Māori students if whānau request it. In addition, students in Years 7 and 8 have the opportunity to extend their understanding of cultural diversity by learning other languages through weekly lessons facilitated by the Cashmere High School Languages Department.

Inclusiveness

Governors Bay School is a fully inclusive school where all students are welcomed and are able to take part in all aspects of school life. Diversity is respected and upheld. Through our principles we ensure all students are confident, connected, actively involved, lifelong learners and work towards this within the New Zealand Curriculum. Students' identities, languages, abilities, and talents are recognised and affirmed and their learning needs are addressed.



2. STRATEGIC SECTION

Strategic Priorities	Governors Bay School Board of Trustees Vision...
1. Raise Student Achievement <ul style="list-style-type: none"> a. Facilitate all students to achieve academic progress and success b. Empower all students to have increasing responsibility for their own learning c. Provide students with a wide variety of learning experiences 	<ul style="list-style-type: none"> ➤ Priority Learners are targeted and supported in order to experience success ➤ Students are engaged in a wide range of educational opportunities provided through a broad school curriculum and co-curricular activities that includes supporting wellbeing at school. ➤ Students are setting learning goals, assessing their progress and identifying their next steps
2. Support Excellence in Teaching Practice <ul style="list-style-type: none"> a. Develop staff expertise through investing in relevant professional development b. Teaching and learning practices are supported to meet the diverse needs/abilities/interests and unique environment of students c. Positive relationships are maintained between teachers, support staff, students and parents/ whānau and the wider community d. Teachers individually and collectively take responsibility for student success 	<ul style="list-style-type: none"> ➤ Teachers have high expectations, focusing on student progress and achievement ➤ Teachers build respectful and collaborative relationships ➤ Teachers have, or are being mentored to have comprehensive curriculum knowledge and effective practices
3. Strengthen community engagement <ul style="list-style-type: none"> a. Work with our community to involve them in our future b. Increase links with ECC's and High Schools c. Students are engaged through the local environment d. Promote our school to recruit and retain students across all year levels 	<ul style="list-style-type: none"> ➤ The community is informed, involved, consulted and connected with the school ➤ Our school is promoted amongst the community to increase enrolments across all year levels ➤ A broad range of co-curricular activities are the incentive for students to remain at our school until Year 8 ➤ The school connects with and leverages local knowledge and resources
4. Effective management of School Finance, Property and Infrastructure <ul style="list-style-type: none"> a. Develop a robust information and communication technology infrastructure b. Operate transparently with sound accounting practice c. Provide a healthy, safe and sustainable school environment d. Stabilise our roll to ensure predictable Ministry of Education funding is available. 	<ul style="list-style-type: none"> ➤ An information and communication technology implementation strategy is in place to develop a solid infrastructure to support learning and school systems for 21stC learning ➤ The budget is balanced and the school operates within its annual grants ➤ To sustain roll numbers to enable greater certainty of Ministry of Education operational funding

STRATEGIC ACTIONS

PRIORITY 1: RAISE STUDENT ACHIEVEMENT

Aims	2018	2019	2020
a. Facilitate all students to achieve academic progress and success	<ul style="list-style-type: none"> ➤ Students being monitored or at risk of not achieving at expected curriculum levels in Reading, Writing and Mathematics will be supported to make a positive shift of more than one year through programs that support accelerated progress ➤ Support all Māori and Pasifika students to be achieving at or above expected curriculum level ➤ Accelerate the rate of progress for a target group of priority learners not achieving at the expected curriculum level in 'Nature of Science' Strand ➤ Through targeted programs respond to the diverse learning needs of our identified Gifted and Talented learners 	<ul style="list-style-type: none"> ➤ Students being monitored or at risk of not achieving at expected curriculum levels in Reading, Writing and Mathematics will continue to be supported to make a positive shift of more than one year through programs that support accelerated progress ➤ Continue to support all Māori and Pasifika students to be achieving at or above expected curriculum level ➤ Continue to accelerate the rate of progress for a target group of priority learners not achieving at the expected curriculum level in 'Nature of Science' Strand ➤ Continue to respond to the diverse learning needs of our identified Gifted and Talented learners 	<ul style="list-style-type: none"> ➤ Students being monitored or at risk of not achieving at expected curriculum levels in Reading, Writing and Mathematics will continue to be supported to make a positive shift of more than one year through programs that support accelerated progress ➤ Continue to support all Māori and Pasifika students to be achieving at or above expected curriculum level ➤ Continue to accelerate the rate of progress for a target group of priority learners not achieving at the expected curriculum level in 'Nature of Science' Strand ➤ Continue to respond to the diverse learning needs of our identified Gifted and Talented learners
b. Empower all students to have increasing responsibility for their own learning	<ul style="list-style-type: none"> ➤ Continue to develop a consistent approach across the school for students to set learning goals, self assess their progress and identify their own next learning steps ➤ Continue to develop a consistent approach across the school to involve students more in in sharing their progress and achievement with their parents and whānau 	<ul style="list-style-type: none"> ➤ Consistency across school in the approach to feedback, self and peer assessment, and goal setting including parents and whānau ➤ Consolidate the consistent approach across the school to involve students more in in sharing their progress with their parents and whānau 	<ul style="list-style-type: none"> ➤ Refine practices
c. Provide students with a wide variety of learning experiences	<ul style="list-style-type: none"> ➤ Continue to review and refine the curriculum and collaboratively plan experiences to ensure learning is responsive to students' interests, strengths and needs ➤ Co-curricular activities respond to students needs and interests through student/ whānau voice 	<ul style="list-style-type: none"> ➤ Embed and refine practices 	<ul style="list-style-type: none"> ➤ Embed and refine practices

PRIORITY 2: SUPPORT EXCELLENCE IN TEACHING PRACTICE

Aims	2018	2019	2020
a. Develop staff expertise through investing in relevant professional development.	<ul style="list-style-type: none"> ➤ Continuation of Science PLD ➤ Teachers are developing the pedagogy required for the renewal of the learning environment ➤ Te Reo Māori continues as a PLD learning focus –teachers learn alongside students ➤ PLD focuses on developing and strengthening voice and impact in writing 	<ul style="list-style-type: none"> ➤ Science is embedded as a key component of our curriculum delivery ➤ Teachers further develop the pedagogy required for the renewed learning environment ➤ Te Reo Māori is a continued PLD learning focus –teachers learn alongside students ➤ Continuing to develop and strengthen voice and impact in writing 	<ul style="list-style-type: none"> ➤ Science continues to be embedded as a key component of our curriculum delivery ➤ Pedagogy responds to the renewed learning environments ➤ Te Reo Māori is embedded in classroom program and teachers continue to learn alongside students ➤ Continuing to develop and strengthen voice and impact in writing
b. Teaching and learning practices are supported to meet the diverse needs, abilities, interests and unique environment of students	<ul style="list-style-type: none"> ➤ Embed and refine planning, assessment and evaluation practices across all curriculum learning areas ➤ Curriculum review process consults with all school stakeholders in a clearly defined timeframe 	<ul style="list-style-type: none"> ➤ Embed and refine planning, assessment and evaluation practices across all curriculum learning areas ➤ Curriculum review process continues to consult with all school stakeholders in a clearly defined timeframe 	<ul style="list-style-type: none"> ➤ Curriculum review process continues to consult with all school stakeholders in a clearly defined timeframe ➤ Curriculum review process continues to ensure we are responsive to student needs and interests
c. Positive relationships are maintained between teachers, support staff, students and parents/ whānau.	<ul style="list-style-type: none"> ➤ Review current communication practices including webpage ➤ Develop a plan for enhancing and strengthening relationships 	<ul style="list-style-type: none"> ➤ Survey of effectiveness of communication practices from all stakeholders ➤ Implement plan 	<ul style="list-style-type: none"> ➤ Annual survey on communication practices ➤ Review, adjust and implement plan
d. Teachers individually and collectively take responsibility for student success	<ul style="list-style-type: none"> ➤ Continue to consolidate collaborative 'Teaching as Inquiry' to ensure consistency in teaching practice ➤ Continue to develop the 5 Capabilities Schools / Kura need to accelerate student achievement 	<ul style="list-style-type: none"> ➤ Further develop collaborative 'Teaching as Inquiry' to ensure consistency in teaching practice ➤ Continue to develop the 5 Capabilities Schools / Kura need to accelerate student achievement 	<ul style="list-style-type: none"> ➤ Embed collaborative 'Teaching as Inquiry' practices across the school as expected best practice ➤ The 5 Capabilities Schools / Kura needed to accelerate student achievement are embedded in our evaluative practice

PRIORITY 3: STRENGTHEN COMMUNITY ENGAGEMENT

Aims	2018	2019	2020
a. Work with our community to involve them in our future	<ul style="list-style-type: none"> ➤ Continue to collaborate with the P.T.A. ➤ Review resources and local knowledge ➤ Parent/whānau workshops and open days to deepen understandings of learning in our school context. ➤ Develop a Whānau Engagement Plan 	<ul style="list-style-type: none"> ➤ Ongoing collaboration with the P.T.A ➤ Greater integration of resources and local knowledge into curriculum ➤ Parent/whānau workshops and open days to deepen understandings of learning in our school context. ➤ Ongoing regular Whānau Hui 	<ul style="list-style-type: none"> ➤ Ongoing collaboration with the P.T.A ➤ Greater integration of resources and local knowledge into curriculum ➤ Parent/whānau workshops and open days to deepen understandings of learning in our school context. ➤ Ongoing Whānau Hui
b. Increase links with ECC's and High Schools	<ul style="list-style-type: none"> ➤ Review current practices ➤ Connect with ECC's and High Schools ➤ Increased interaction with Pre-school group at school ➤ Transition to school sessions for community and information on web page ➤ Transition from school program to support our Year 8 Leavers 	<ul style="list-style-type: none"> ➤ Implement new practices ➤ Connect with ECC's and High Schools ➤ Increased interaction with Pre-school group at school ➤ Transition to school sessions for community and information on web page ➤ Transition from school program to support our Year 8 Leavers 	<ul style="list-style-type: none"> ➤ Sustaining new practices ➤ Connect with ECC's and High Schools ➤ Increased interaction with Pre-school group at school ➤ Transition to school sessions for community and information on web page ➤ Transition from school program to support our Year 8 Leavers
c. Students are engaged through the local environment	<ul style="list-style-type: none"> ➤ Develop and promote a broad range of co-curricular activities for students that respond to our local environment 	<ul style="list-style-type: none"> ➤ Continue to develop and promote a broad range of co-curricular activities for students that respond to our local environment 	<ul style="list-style-type: none"> ➤ Continue to develop and promote a broad range of co-curricular activities for students that respond to our local environment
d. Promote our school to recruit and retain students across all year levels	<ul style="list-style-type: none"> ➤ Review re-design of webpage ➤ Create opportunities for celebrations of learning using the community centre as a venue to connect with wider community 	<ul style="list-style-type: none"> ➤ Webpage maintained as a profile for school success ➤ Continue opportunities for celebrations of learning using the community centre as a venue to connect with wider community 	<ul style="list-style-type: none"> ➤ Webpage maintained as a profile for school success ➤ Continue opportunities for celebrations of learning using the community centre as a venue to connect with wider community

Priority 4: SCHOOL FINANCE, PROPERTY AND INFRASTRUCTURE

Aims	2018	2019	2020
a. Develop a robust information and communication technology infrastructure.	<ul style="list-style-type: none"> ➤ Develop an Information and Communication Technology Plan (2018-2020) that identifies the actions the school will take each year, and the associated costs to be incorporated into 5 year Capital Plan 	<ul style="list-style-type: none"> ➤ Implement Information and Communication Technology plan 	<ul style="list-style-type: none"> ➤ Review, adjust and continue to implement plan
b. Operate transparently with sound accounting practice	<ul style="list-style-type: none"> ➤ 2018 Budget balanced and Board funded expenditure to a minimum ➤ 5 year Capital Expenditure Plan in Place 	<ul style="list-style-type: none"> ➤ 2019 Budget balanced and Board funded expenditure to a minimum ➤ 5 year Capital Expenditure Plan in Place ➤ 10 Year Property Plan re-instated after CSR program completed 	<ul style="list-style-type: none"> ➤ 2020 Budget balanced and Board funds generating sustainable income ➤ 5 year Capital Expenditure Plan in Place ➤ 10 Year Property Plan in place
c. Provide a healthy, safe and sustainable school environment	<ul style="list-style-type: none"> ➤ Meet all Health and Safety obligations ➤ Work with the Ministry of Education Property on the future building requirements –building may commence this year 	<ul style="list-style-type: none"> ➤ Meet all Health and Safety obligations ➤ 5 Year Capital Plan in place to sustain school environment 	<ul style="list-style-type: none"> ➤ Meet all Health and Safety obligations ➤ 5 Year Capital Plan in place to sustain school environment

3. ANNUAL SECTION – 2017 TARGETS AND PLANNED ACTIONS

Focus: Learning Enrichment-Support		
Budget: <ul style="list-style-type: none"> Teacher Aide \$12 160 Junior Literacy Teacher \$12 500 Reading Recovery ~ .1 Ministry of Education funded 		
Actions that support excellence in teaching practice and raise student achievement	Responsibility	Timeline
Prepare Individual Education Plans (IEP) when appropriate, and learning profiles for all students on the Learning Enrichment Support Register to identify short term learning goals and teaching accommodation/strategies	<ul style="list-style-type: none"> ➤ SENCO ➤ Teachers ➤ T/Aide ➤ RTLB 	<ul style="list-style-type: none"> ➤ By end of Week 7 in line with Class Description and March Assessment & Data or after 1 Term when a new student starts and is identified with learning needs.
Target Learning Support resources to achieve literacy and numeracy targets / goals for students with specific needs	<ul style="list-style-type: none"> ➤ SENCO ➤ Teachers ➤ T/Aide ➤ RTLB 	<ul style="list-style-type: none"> ➤ Review at Monitoring Student Progress meeting twice termly
Provide PLD for teachers and teacher aides to cater for students with specific learning needs.	<ul style="list-style-type: none"> ➤ SENCO 	<ul style="list-style-type: none"> ➤ Ongoing as needs arise
Use Monitoring Student Progress Meetings and school reporting cycles for the analysis of progress and achievement for students on the Learning Enrichment Support Register, aligning documentation and processes with 'Teaching as Inquiry' goals, class descriptions, planning and assessment	<ul style="list-style-type: none"> ➤ SENCO ➤ Teachers ➤ T/Aide ➤ RTLB 	<ul style="list-style-type: none"> ➤ Twice a term
Adapt teaching and learning to meet the needs of students with special education needs	<ul style="list-style-type: none"> ➤ SENCO ➤ Teachers ➤ T/Aide ➤ RTLB 	<ul style="list-style-type: none"> ➤ Ongoing as needs arise
Provide Reading Recovery and other accelerated learning support programmes for identified students to support their progress and achievement	<ul style="list-style-type: none"> ➤ Reading Recovery Teacher ➤ SENCO ➤ Teachers ➤ T/Aide ➤ RTLB 	<ul style="list-style-type: none"> ➤ As students are identified for entry to Reading Recovery ➤ Ongoing as needs arise

Focus: Science			
Budget: <ul style="list-style-type: none"> Total of 120 Hours for 2017 & 2018 funded through MOE Centrally Funded PLD 			
Science targets for 2018 <ul style="list-style-type: none"> ➤ Of the students tracking to achieve closer to two years below their expected curriculum level we aim to accelerate their progress to tracking being closer to one year below or to be working at the expected level by end 2018. ➤ Of the students tracking closer to working one year below the expected curriculum level we aim to have those students working at or above by the expected level by the end of 2018. ➤ All Year 7 & 8 students working at the expected level of the curriculum by the end of 2019 	Overall goal: Governors Bay School aims to have its students making strong annual progress to achieve at or above the expected curriculum level by the time they leave school.		
	2017 Our achievement data clearly highlighted no students were working at early, mid or late level 4 of the curriculum. Students that should be working at this level are our target students for 2018 - 2019.	2018	2019
Actions that support excellence in teaching practice and raise student achievement		Responsibility	Timeline
Ongoing development of Science Curriculum with focus to meet community feedback about developing through our curriculum a greater connection to our unique environment		<ul style="list-style-type: none"> ➤ Leadership Team ➤ Science Lead Teacher ➤ UC Plus PLD facilitator-Marie O'Boyle ➤ Teachers 	<ul style="list-style-type: none"> ➤ Terms 1-4 2018
Strengthen planning, teaching, assessment and evaluation of Science by providing professional development to teachers to lift the achievement levels of our targeted group of students. PLD Facilitator and lead teacher support will be focused on accelerating our Year 7 & 8 student's progress in the Nature of Science Strand with particular focus on observation and vocabulary in Science.		<ul style="list-style-type: none"> ➤ Leadership Team ➤ Science Lead Teacher ➤ UC Plus PLD facilitator-Marie O'Boyle ➤ Teachers 	<ul style="list-style-type: none"> ➤ Terms 1-4 2018
Strengthen engagement and achievement in writing. We aim to link writing experiences to Science through developing observation skills and vocabulary development with an emphasis on the Nature of Science and Science Capability strands.		<ul style="list-style-type: none"> ➤ Leadership Team ➤ Science Lead Teacher ➤ UC Plus PLD facilitator-Marie O'Boyle ➤ Teachers 	<ul style="list-style-type: none"> ➤ Terms 1-4 2018

Focus: Te Reo Māori and Tikanga Te Ao Māori Budget: <ul style="list-style-type: none"> PLD \$8 000 			
<ul style="list-style-type: none"> ➤ Of the students working well below the achievement level in our Māori Language Plan we aim to accelerate their progress to working below or at our expected level by end 2018. ➤ Of the students working below the achievement level in our Māori Language Plan we aim to have those students working at or above by the expected level by the end of 2018. 			
		2018	2019
Actions that support excellence in teaching practise, raise student achievement and recognise the bi-cultural diversity of our community and Aoteroa/ New Zealand.	Responsibility		Timeline
Engage with the Māori community in responsive ways to empower our Māori students to achieve success.	Leadership Team Board of Trustees representative		Term 2 & 4
Strengthen school wide bi-cultural competency through meaningful and purposeful learning of Te Reo Māori, Tikanga and Te Ao Māori incorporated into all class planning and programmes.	Teachers Miriam Settrington Students Whānau		Ongoing
Engage Māori students in a variety of learning experiences that support their strengths and learning needs.	Miriam Settrington Whānau Students Affiliated Marae		Ongoing
Develop our Māori Language Plan and review and refine as we progress through our year.	Teachers Miriam Settrington Students Whānau Janina Konia – Mana Whenua, Education Facilitator		Ongoing

Focus: Writing (Linked to Science) – Student Achievement Target Base line for 2018 target is Term 4 student achievement assessment data.			
Writing targets for 2018 <ul style="list-style-type: none"> ➤ Of the students tracking to achieve closer to two years below their expected curriculum level we aim to accelerate their progress to tracking being closer to one year below or to be working at the expected level by end 2018. ➤ Of the students tracking closer to working one year below the expected curriculum level we aim to have those students working at or above by the expected level by the end of 2018. 	Overall goal: Governors Bay School aims to have its students making strong annual progress to achieve at or above the expected level of the NZ Curriculum (2007) by the time they leave school.		
	End of 2016 83 %	End of 2017 82%	End of 2018
Budget: ➤ Within T/Aide budget indicated in Learning Support			
Actions that support excellence in teaching practice and raise student achievement		Responsibility	Timeline
Focus on student achievement targets. <ul style="list-style-type: none"> ➤ Report Term 4 2017 achievement levels ➤ Monitor, review and evaluate progress and achievement against targets throughout the year 		Literacy Leader Leadership Team	Terms 1-4
Continue to consolidate and strengthen aspects of planning, assessment and evaluation making it clearer in teaching plans how teachers will cater for students' different levels of achievement so that students can be consistently challenged and achieve success in writing. This will include: <ul style="list-style-type: none"> ➤ Helping students understand what successful learning looks like through consistent use across the school of specially created writing rubrics ➤ Developing consistent ways to assess students work including moderation ➤ Evaluating the effectiveness of units of work 		Literacy Leader Leadership Team Teachers	Terms 2-4
Continue to provide more opportunities for students to understand and take responsibility for their learning in the context of writing by: <ul style="list-style-type: none"> ➤ Sharpening the feedback that teachers give to students about what they have done well and need to improve ➤ Extending opportunities for students to assess their own work and that of their peers using specific criteria ➤ Extending the regularity and usefulness of student goal-setting ➤ Continue to linking writing experiences to Science PLD through ongoing development of observation skills and vocabulary development 		Literacy Leader Teachers	Terms 2-4

Focus: Mathematics & Statistics –Student Achievement Target Base line for 2018 target is Term 4 2017 student achievement assessment data.			
Mathematics and Statistics targets for 2018 ➤ Of the students tracking to achieve closer to two years below their expected curriculum level we aim to accelerate their progress to tracking being closer to one year below or to be working at the expected level by end 2018. ➤ Of the students tracking closer to working one year below the expected curriculum level we aim to have those students working at or above by the expected level by the end of 2018.	Overall goal: Governors Bay School aims to have its students making strong annual progress to achieve at or above the expected level of the NZ Curriculum (2007) by the time they leave school.		
	End of 2016 84 %	End of 2017 87%	End of 2018
Budget: ➤ Within T/Aide budget indicated in Learning Support			
Actions that support excellence in teaching practice and raise student achievement		Responsibility	Timeline
Focus on raising student achievement ➤ Report Term 4 2017 achievement results ➤ Monitor, review and evaluate progress and achievement against targets throughout the year		Maths Lead Teacher Leadership Team	Term 1 - 4
Strengthen aspects of planning, assessment and evaluation making it clearer in teaching plans how teachers will cater for students' different levels of achievement so that students can be consistently challenged and achieve success. This will include: ➤ PLD for the introduction of PRIME maths as the main teaching resource for Years 4-8 ➤ Helping students understand what successful learning looks like ➤ Developing consistent ways to assess students work including moderation ➤ Evaluating the effectiveness of units of work		Maths Lead Teacher Leadership Team Teachers	Term 1 - 4
Improve teacher capability and student achievement through: ➤ Collaborative 'Teaching as Inquiry' ➤ Ensure consistency of Mathematics and Statistics OTJ's across the school		Maths Leader Teachers Leadership Team	Term 1 - 4
Provide more opportunities for students to understand and take responsibility for their learning by: ➤ Sharpening the feedback that teachers give to students about what they have done well and need to improve ➤ Extending opportunities for students to assess their own work and that of their peers using specific criteria ➤ Extending the regularity and usefulness of student goal-setting		Maths Leader Teachers	Term 1 - 4

Principal's endorsement: Judy Cooke –Principal

Board of Trustees' endorsement: Nick Boyes – Board Chair

Submission Date to Ministry of Education: 1 March 2018