



# Charter & Strategic Plan

2016-2018

Principal's Endorsement	
Board of Trustees Endorsement	<i>P. [Signature]</i>
Submission Date to MOE	29/02/16

## Table of Contents

<b>Wakefield School Description</b>	-----	Page 3
<b>Vision</b>	-----	Page 4
<b>Values</b>	-----	Page 5
<b>School Organisation 2016</b>	-----	Page 6
<b>Strategic Goals</b>	-----	Page 7
Aim 1	-----	Page 8 - 9
Aim 2	-----	Page 10 - 11
Aim 3	-----	Page 12 - 13
Aim 4	-----	Page 14 - 15
<b>Annual Plan</b>	-----	Page 16
Student Achievement Targets 2016	-----	Pages 16 - 24
Annual Plan	-----	Pages 25 - 39
<b>Analyses of Variance</b>	-----	Page 40
Student Achievement Targets 2015	-----	Page 40 - 54
National Standards Reporting 2015	-----	Page 55- 61
Kiwi Sport Funding	-----	Page 62
<b>Community Consultation</b>	-----	Page 63
<b>Supporting Documents</b>	-----	Page 64

## Wakefield School Description

Wakefield School is the oldest school in continuous occupation in New Zealand, founded in 1843 in the home of Mary Ann Baigent. During Wakefield School's 170 year history five schools and two household schools have been consolidated on the current site.

Wakefield School is a decile 8 state contributing school situated in the historic village of Wakefield, 30km from Nelson City and 12km from the growing retail and service centre at Richmond. It is set on just over one hectare in pleasant rural surroundings sharing its boundary with Faulkner Bush reserve. In 2015 the land on which the school is sited was deeded to Ngati Kuia under the Treaty of Waitangi settlement process.

Our school is well supported by our community and we always strive to develop strong relationships. Our parents, board and staff work together to support our students, our students support each other and show pride in the school.

Students achieve well at Wakefield School. The school promotes high expectations through the STAND awards that encourage students to strive for higher standards, and through our Wakefield Learner Profile which describes the knowledge, values, attitudes and competencies we aspire to for all our children.

Wakefield School is a modern learning environment, including fifteen classrooms, a well-resourced learning centre, a modern hall and various resource and withdrawal rooms that support student learning. In 2014 a major refurbishment programme began to upgrade classrooms in line with the latest thinking on modern learning environments (MLEs) and we now have three MLEs operating, comprising approximately half of our teaching and learning spaces.

Alongside these property developments we have redesigned teaching and learning programmes, focusing on collaborative teaching teams for all teachers and the introduction of co-constructed, student-led learning, which we intend will encompass our entire curriculum within the period of this strategic plan. Other developments include ongoing expansion of e-Learning programmes through individual student Google accounts provisioned through the local Crystal service, and the introduction of BYOD for senior students in 2016.

We continue to foster strong community links. School facilities are regularly used by the community and we have developed an exciting parent education programme, including Reading Together and Parenting Toolbox courses.

The school grounds incorporate a covered, heated swimming complex with two pools, the larger pool being 25 metres by 8 metres. This is a fine asset, well utilised by the school and community.

Wakefield School's funding and staffing roll for 2016 is 269 students, of whom approximately 10% are Maori, 86% New Zealand European and the remainder Pacific and Asian.

The Education Review Office reviewed the school in April 2014. Their report can be viewed at [www.ero.govt.nz](http://www.ero.govt.nz) or by following the links on the school website.

## Vision

Our vision is to develop **Confident Lifelong Learners**.

## Wakefield Learner Profile

In 2014 we introduced the Learner Profile (right) as the cornerstone of our children's experience of school. The profile defines the skills, competencies and dispositions that will enable our children to become Confident Lifelong Learners. We measure all our actions against the expectations of the Learner Profile



## Values

Our school values are a set of desired actions. They are encouraged, modelled and explored in all areas of school life.

At Wakefield School **STAND** relates to our school motto '*E tu kahikatea*,' interpreted as '*Stand Tall*'.

### Show Respect

Look after yourself, others, property and environment.

Show tolerance and empathy for all.

### Take Responsibility

Be responsible and accountable.

Participate and get involved.

Be positive, have a can-do attitude.

### Aim High

Make continuous improvement.

Set high standards for yourself.

### Never Give Up

Persevere in the face of difficulties.

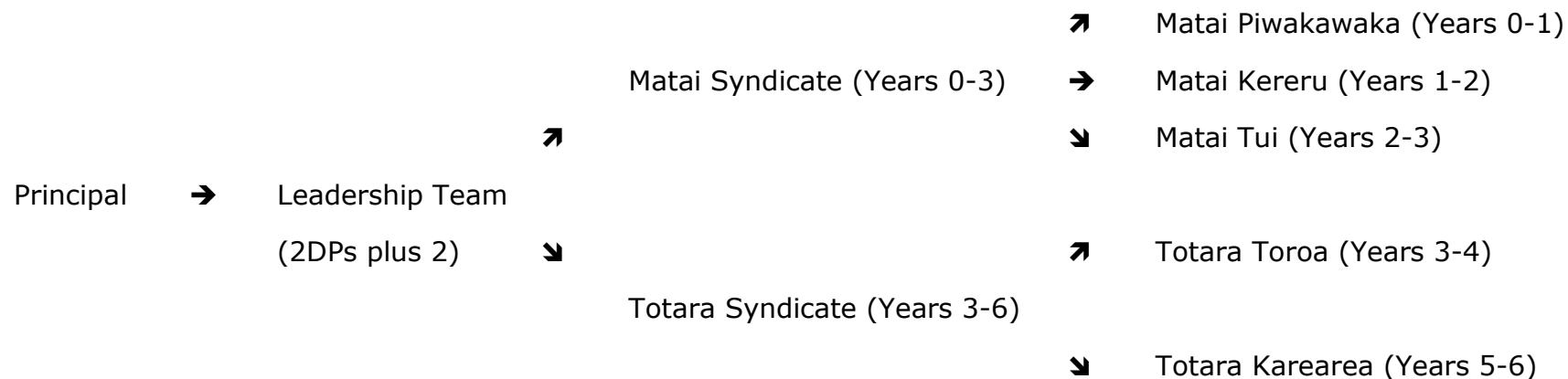
### Do the Right Thing

Be honest, act ethically.

**STAND** Awards have become the vehicle by which the school brings the school's values alive. Students who gain all five **STAND** awards during the course of a school year are awarded the **STAND** award certificate and a coloured wrist band.

# School Organisation and Structures 2016

## Staffing:



## Governance:



## **Wakefield School Strategic Aims**

**Aim 1**      **To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.**

**Aim 2**      **To raise achievement for all students through an engaging and effective curriculum and strong performance management. The following strategic goals are integrated into Aim 2:**

### **Maori Dimensions and Cultural Diversity**

- Policies and practices will reflect New Zealand's bi-cultural diversity and the unique position of Maori culture.
- Maori students are engaged in learning and are achieving educational success as Maori, with pride in their unique identity, language and culture. The school will apply policies and practices that integrate te reo Maori and tikanga into the operation of the school.
- All reasonable steps will be taken to provide instruction in tikanga Maori and te reo Maori for students whose parents ask for it.

### **Students with Special Learning Needs**

- Students with special learning needs are supported to progress in relation to the New Zealand Curriculum and to participate in, and contribute to, the school and community.

**Aim 3**      **To maintain a learning environment that is safe and healthy and enables the achievement of strategic aims 1 & 2, supported by robust financial and property management practises.**

**Aim 4**      **To conduct a self-review programme that monitors and contributes to all the strategic aims.**

## Strategic Plan

**Key:**

<b>Major Focus</b>	
<b>Minor Focus</b>	

**Aim 1      To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.**

<b>Sub Goal</b>	<b>Descriptors</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1.1 Develop a collaborative learning culture.	<ul style="list-style-type: none"> <li>i    Implement the Wakefield School Curriculum document</li> <li>ii   Implement the Wakefield School inquiry curriculum</li> <li>iii   Further develop collaborative teaching</li> <li>iv   Engage with research, expertise and literature around innovative learning</li> <li>v    Continue to develop collaboration with local iwi and whanau</li> <li>vi   Enable further opportunities for student leadership</li> </ul>			



	<p>vii Continue to promote parent education opportunities</p> <p>viii Hold parent focus group meetings on relevant topics</p>			
1.2 Develop an awareness of, and respect for, all cultures and people. Embed the STAND values and Wakefield Learner Profile	<p>i Make STAND values and learner profile more visible around the school</p> <p>ii Manage consistency among all areas of the school in awarding STAND certificates</p> <p>iii Enrich the dimensions of the Learner Profile and ensure they are visible to children, understood by them and expressed in all learning activities</p> <p>iv Create more opportunities to celebrate the achievements of students, staff and others that express the values and Learner Profile</p>			

**Aim 2      To raise achievement for all students through an engaging and effective curriculum and strong performance management.**

<b>Sub Goal</b>	<b>Descriptors</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
2.1 Continue to develop a co-constructed curriculum	<ul style="list-style-type: none"> <li>i Implement the Wakefield School inquiry curriculum</li> <li>ii Use learning pathways</li> <li>iii Link curriculum development closely to strategic planning</li> <li>iv Strengthen environmental education programmes</li> <li>v Implement learning programmes that deliver the goals of Ka Hikitia and Tataiako, in partnership with local iwi, whanau and MOE</li> </ul>			
2.2 Improve student achievement in core curriculum areas – literacy and mathematics.	<ul style="list-style-type: none"> <li>i Maintain an effective curriculum review programme</li> <li>ii Improve teaching and learning in literacy</li> <li>iii Improve teaching and learning in mathematics</li> <li>iv Strengthen collaboration among local professional networks to spread good ideas and build capacity</li> </ul>			

2.3	Deliver high-quality and effective staff development programmes within a strong professional learning community.	<ul style="list-style-type: none"> <li>i Prioritise the planning and resourcing of staff learning programmes (see also Aim 4 below)</li> <li>ii Continue a leadership development programme</li> <li>iii Engage external support and expertise relevant to our learning needs</li> </ul>			
2.4	Maintain a robust and purposeful staff performance management programme	<ul style="list-style-type: none"> <li>i Performance management is linked to other review and development goals and activities, is meaningful and has positive outcomes for students</li> <li>ii Enable all staff to pursue individual learning and development activities to meet goals defined through appraisal</li> </ul>			
2.5	Develop E-Learning as a key strategy to improve student achievement.	<ul style="list-style-type: none"> <li>i Continue the E-Learning Strategic Plan</li> <li>ii Develop E-Learning skills among staff and students</li> <li>iii Facilitate cyber safety education</li> </ul>			
2.6	Raise the achievement of priority learners, including Maori, Pacific and students with special learning needs and abilities.	<ul style="list-style-type: none"> <li>i Prioritise the resourcing and leadership of programmes for inclusive education and priority learners</li> <li>ii Provide support and training for SENCO and other specialist staff</li> <li>iii Develop closer relationships with local iwi and whanau to support achievement of Maori students as Maori</li> </ul>			

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**Aim 3      To maintain a learning environment that is safe and healthy and enables the achievement of strategic aims 1 & 2, supported by robust financial and property management practises.**

<b>Sub Goal</b>	<b>Descriptors</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
3.1 Maintain and strengthen a safe emotional environment for students and staff through strong pastoral, professional and employment practices.	<ul style="list-style-type: none"> <li>i Redevelop restorative practices, including a robust peer mediation programme</li> <li>ii Maintain positive behaviour support programmes that promote the outcomes of aim 1 (above)</li> <li>iii Sustain fair and equitable employment practices for all staff</li> <li>iv Use community resources and expertise to support a safe emotional environment.</li> </ul>			
3.2 Maintain a safe physical environment through well maintained property that reflects the needs of a 21 <sup>st</sup> century learner.	<ul style="list-style-type: none"> <li>i. Implement the Five Year Property Agreement and Ten Year Property Plan</li> <li>ii. Foster a culture of positive health and safety practices</li> <li>iii. Progressively replace furniture and other resources to create learning environments that reflect the goals of aims 1 &amp; 2 (above)</li> <li>iv. Implement effective cyber safety practices among all stakeholders.</li> </ul>			

3.3	Maintain strong management of finance, property and administration.	<ul style="list-style-type: none"> <li>i. Maintain strong oversight of financial and property management through board of trustees sub-committees.</li> <li>ii. Provide training for administration staff to improve their practise and to explore new initiatives.</li> <li>iii. Maintain robust auditing practices and comply with all recommendations from auditors.</li> </ul>		

**Aim 4      To conduct a self-review programme that monitors and contributes to all the strategic aims.**

<b>Sub Goal</b>	<b>Descriptors</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
4.1 Maintain a comprehensive self-review programme.	i Maintain a comprehensive self-review programme incorporating existing practices.			
4.2 Within 4.1 regularly review and develop all curriculum programmes.	i. Review and develop mathematics programmes. ii. Review and develop literacy programmes. iii. Review and develop other curriculum programmes. iv. Review and develop programmes for priority learners, including Maori, Pacific and students with special learning needs and abilities.			
4.3 Within 4.1 annually review all administration procedures.	i Review assessment programmes and procedures, including monitoring of National Standards achievement data. ii Review school communication strategies and methods, including; website management, social media, newsletters, learning conferences. iii Review and develop all policies and procedures through the SchoolDocs service.			

4.4 Continue to implement the <i>Foxhill Learning Centre Development Plan</i> .	<ul style="list-style-type: none"> <li>i Present the annual development plan of the Foxhill Learning Centre to the Board of Trustees</li> <li>ii Work to ensure that access to the Foxhill Learning Centre is readily available to all Wakefield School students and their parents, plus pre-school children and their parents, and other community members as desirable.</li> <li>iii Ensure staff have input into the Foxhill Learning Centre development plan to maintain the Centre as a hub of the school's learning programmes.</li> </ul>			

## **Annual Plan 2016**

- Aim 1**      **To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.**
- Aim 2**      **To raise achievement for all students through an engaging and effective curriculum and strong performance management.**

## **Student Achievement Targets**

In accordance with NAG2A the following student achievement targets will be pursued in 2016:

<p><b>2016 Wakefield School Student Achievement Target One – Maori</b></p> <p><b>Accelerating Achievement of Maori students</b></p>
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### **Goals**

- a. To accelerate progress of Maori students not achieving National Standards.
- b. Foster opportunities for students to engage with Māori tikanga in order for Māori to enjoy educational success as Māori

### **Target Group**

- a. Three students not achieving in 2 of the 3 National Standards and 4 students not achieving in 1 standard.
- b. All Maori students. As of February 2016 there are 31 students identifying as Maori.



### Achievement of Maori (31)

Na me	2016 Year group	Reading	Writing	Maths	Comment s	Name	2016 Year group	Reading	Writing	Maths	Comments
1a	1				No NS data	4a	4	above	at	at	
1b	1				No NS data	4b	4	above	at	above	
1c	1				No NS data	4c	4	at	at	below	
1d	1				No NS data	4d	4	at	at	at	
1e	1				No NS data	5a	5	above	above	above	
2a	2	below	at	below		5b	5	above	at	above	
2b	2	below	at	at		5c	5	above	at	above	
2c	2	above	at	above		5e	5	above	above	at	
2d	2	below	at	above		6a	6	above	above	above	
2e	2	below	at	at		6b	6	above	above	at	
3a	3	at	at	at		6c	6	above	at	at	
3b	3	above	above	above		6d	6	above	at	at	
3c	3	at	at	at		6e	6	at	at	at	
3d	3	at	at	below		6f	6	at	at	at	
3e	3	at	below	below		6g	6	at	below	below	
3f	3	above	at	at							

### Key Principles & Tasks

- Classroom teachers maintain responsibility for the day to day classroom programme and achievement of individual students in consultation with team members and team leader.
- Classroom programme may be supported at times by a teacher aide.
- Engagement of parents in student learning.

**Action Plan: (a)**

Action	Responsibility	Outcome	Timeframe
<ul style="list-style-type: none"> <li>Identification of target students in class descriptions and strategies and interventions identified.</li> <li>Regular review of interventions and progress of target students.</li> </ul>	Principal, SENCO, Other staff		End of week 4 Term 1 2016
<ul style="list-style-type: none"> <li>Facilitate Individual Learning Plans for Maori students not achieving at least 2 of the 3 National Standards. (3 students )</li> </ul>	SENCO, teachers, parents and whanau		Establish in term one and review in term three

**Action Plan: (b)**

Action	Responsibility	Outcome	Timeframe
Provide opportunities for students to engage with Māori tikanga <ul style="list-style-type: none"> <li>Secure new leader/s so we can continue to offer Kapa haka</li> <li>classroom team name signage to include a Maori dimension.</li> <li>powhiri term 1 to enstate classroom signage that includes a Maori dimension.</li> <li>possible Marae visit for some students.</li> </ul>	Principal, Arts leader, Other staff		End of 2016
<ul style="list-style-type: none"> <li>Consult with whanau</li> </ul>	Principal, staff, BOT, parents and whanau		ILP process as above whanau hui and other consultation activities.
<ul style="list-style-type: none"> <li>Continue to explore Maori dimensions of Enviro Schools programme               <ul style="list-style-type: none"> <li>develop children's understanding of sustainability through traditional Maori stories &amp; tikanga</li> <li>continue to build on the concept of children being Kaitiaki of their environment, e.g. through further reduction of waste &amp; more effective recycling</li> <li>possible monitoring of our awa (most local stream or river)</li> </ul> </li> </ul>	Enviro Team leader, Enviro committee, Enviro Schools coordinator.		By end of year
<ul style="list-style-type: none"> <li>Continue to enrich students understanding and use of mihi &amp; key words &amp; phrases in te reo               <ul style="list-style-type: none"> <li>students leading assembly each week introduce themselves with their mihi.</li> </ul> </li> </ul>	Principal, staff, specialist teacher, whanau		By end of year

<ul style="list-style-type: none"> <li>staff to compile a minimum list of key words &amp; phrases that we expect the school community to understand &amp; use</li> </ul>			
<ul style="list-style-type: none"> <li>Incorporate wa whanau time into school day</li> </ul>	staff		Ongoing

### **Professional Learning and Development**

- New and existing staff engage with Ngati Kuia to grow knowledge of tikanga and local history
- Continue to promote te reo through individual and staff development
- Identify staff member with interest in kapahaka and extend their knowledge through working alongside kapahaka tutors.
- Work with resources from MOE, ERO and elsewhere to identify and develop good practice in engaging with whanau and Maori students.

### **Assessment & Monitoring**

Action plan reviewed by Principal and leadership team at least once a term. Student engagement survey conducted in term one and reviewed in term four for all students who identify as Maori.

Progress and achievement reported to BOT at least twice during the year and reported to whanau through whanau hui and other consultation activities.

## **2016 Wakefield School Student Achievement Target Two - Literacy**

### **Accelerating Learning in Writing**

#### **Goal**

To accelerate progress in writing for students in Yr 2 & 3 who have not achieved their last National Standard for writing or who are at risk of not achieving their coming National Standard for writing.

#### **Target Group**

Students identified from the 2016 Y2 & Y3 cohort

#### **Key Principles**

- Inclusion.
- Contextualised, student-centred approaches to the writing curriculum.
- Targeting of priority learners.
- Student voice.
- Parents / whānau partnership.
- Peer teaching.
- Teaching as inquiry.

#### **Actions**

- Team teachers maintain responsibility for the day to day writing programme and achievement of individual students in consultation with Syndicate and Literacy Leaders..
- Targeted students receive Accelerating Literacy Learning (ALL) intervention for 15 weeks in addition to their classroom writing programme. The nature of this support will depend on the outcome of the ALL planning days.
- Teachers to explore contextualised, student-centred approaches to the literacy curriculum with targeted students.
- Ongoing engagement with parents / whānau by team teachers to promote a greater impact on the outcomes of target students.
- Assessment for learning data to be collected on students at the beginning of term 1, mid year for rpt to BOT, and at the end of the intervention in term 3.
- Team teachers and Literacy Leader to access regular support from an ALL mentor (Di Skilton).

## **Professional Development**

- Literacy Leader and Principal to attend Evaluation, Self Review and Planning Day in March 2016.
- Literacy Leader and Team Teachers of target students to attend ALL planning day in March 2016.
- ALL inquiry team to include ALL Team Teachers, Literacy Leader and Principal.
- ALL inquiry team to share ideas and learning from ALL with the rest of the staff, particularly through this year's Literacy Curriculum Review.
- Literacy Leader and teachers to identify any additional PD required to support the implementation of the target.
- ALL team teachers to utilise the expertise of other staff: other teachers, Reading Recovery Teacher, Teacher Aides, Literacy Leader.
- Literacy Leader and Team Teachers to attend ALL impact and refocus day in Sept 2016.

## **Key Team Members & Roles**

- Team teachers for Matai Kererū - communicate and collaborate with Literacy Leader and Syndicate Leader to accelerate progress of target group.
- Literacy Leader – support ALL team teachers and oversee tracking and progress of target group.
- Literacy Leader, ALL teacher and Assessment Leader – monitor target students and report to staff, leadership team and BOT.
- Family/whānau of target students – engage with their child in relation to writing - this may be writing completed in school that is shared with parents / carers, or encouraging and supporting their child to write outside of school time.
- Inclusion Manager to support progress of Maori students.

### **Literacy Team**

- steer Literacy Curriculum Review.

### **Jacqui Clayton, Literacy Consultant**

- support school with Literacy Curriculum Review including ideas to support SAT Literacy.

## **Assessment & Monitoring**

- Teachers of ALL intervention group to work together to set individual literacy goals and track progress against goals with support of Literacy Leader.
- Assessment against the Literacy Learning Progressions.
- E-asTTle writing assessment.
- Overall teacher judgement for writing National Standards during 2016.
- Regular informal or formal discussions between teachers, literacy curriculum leader and Inclusion Manager to focus on progress, and adjustments that need to be made to teaching.
- Parent/teacher/student learning conferences at least twice in the year.
- Report on progress – at mid-year and end of year to BOT.

## 2016 Wakefield School Student Achievement Target Three- Mathematics

### Accelerating Learning in Numeracy

#### Goal

To accelerate the progress of all students in the target group to achieve or be on track to achieve National Standards by the end of 2016

#### Target Group

Students in years 1-3 that in 2015, as of their last National Standards or progress towards National Standards judgement were deemed as achieving below the National Standard.

	Male	Female	Total
<b>Y1</b>	1	3	4
<b>Y2</b>	6	2	8
<b>Y3</b>	3	2	5
<b>Total</b>	10	7	

Student	Gender	Years of schooling	Ethnic	Year	Below NS at last 2015 NS judgement
A	Female	0yrs 7m	NZ European	Y1	After 6 months
B	Female	0yrs 8m	NZ European	Y1	After 6 months
C	Male	0yrs 8m	NZ European	Y1	After 6 months
D	Female	0yrs 9m	NZ European	Y1	After 6 months
E	Female	1yrs 5m	NZ European	Y2	After 1 year
F	Female	1yrs 6m	NZ Maori	Y2	After 1 year
G	Male	1yrs 0m	NZ European	Y2	After 1 year
H	Male	1yrs 5m	NZ European	Y2	After 18 months
I	Male	1yrs 6m	NZ European	Y2	After 18 months

J	Male	1yrs 7m	NZ European	Y2	After 18 months
K	Male	1yrs 7m	NZ European	Y2	After 18 months
L	Male	1yrs 8m	NZ European	Y2	After 18 months
M	Male	2yrs 3m	NZ European	Y3	After 2 years
N	Male	2yrs 3m	NZ European	Y3	After 2 years
O	Male	2yrs 3m	NZ Maori	Y3	After 2 years
P	Female	2yrs 5m	NZ European	Y3	After 2 years
Q	Female	2yrs 7m	Australian	Y3	After 2 years

### Key Principles & Tasks

- Classroom teachers maintain responsibility for the day to day maths programme and achievement of individual students in consultation with syndicate leader and maths leader.
- Classroom teacher and maths leader provide opportunities for engagement of parents in student learning.

### Actions

- Assessment for learning data will be collected on students at beginning and end of the year by the classroom teacher.
- Individual goals will be identified for each target student by classroom teachers & tracked for progress throughout the year.
- Numeracy equipment is updated and stocked for classes of target students.
- Maths leader provides opportunity for parents of target students to attend a workshop about mathematics and how they can support their child.

### Professional Learning Development

Maths curriculum leader and classroom teacher to:

- utilise the expertise of other teachers, maths curriculum leader and ALiM facilitator.
- collaborate with other teachers in their syndicate and school.
- share insights into their experience working with target students with rest of staff.

### Key Team Members & Roles

- Maths curriculum leader – support classroom teachers and oversee tracking and progress of target group.
- Principal, DPs, curriculum and assessment leader – monitoring and reporting to staff, leadership team and BOT.
- Syndicate Leaders – monitoring of student progress, support for classroom teachers.
- Classroom teachers of target students – communicate and collaborate with maths curriculum leader and syndicate leader to accelerate progress of target group.

- Family/whanau of target students – take an interest, get involved in and support their child’s learning.

**Assessment & Monitoring**

- JAM assessments for students at beginning and end of ALiM intervention
- Regular informal or formal discussions between classroom teacher/maths leader/syndicate leader to focus on progress, links and alignment of goals between maths programmes
- Report on consolidated data at mid year and end of year (report to BOT and parents)



## Annual Plan

**Aim 1**      **To sustain and enrich a culture that promotes human dignity and continuous improvement based upon mutual respect and genuine partnerships among students, staff and the community.**

Sub Goal	Descriptor	Activities	Responsibility
1.1 Develop a collaborative learning culture.	i. Implement the Wakefield School Curriculum document	a. Print and distribute the document at the start of the year. Introduce to all staff at January PLD days. Introduce to parents at the start of the year. b. Base staff professional goals and appraisal outcomes on collaborative teaching and co-constructed learning outcomes from the document. c. Support staff to meet the goals in b. d. Provide regular opportunities to promote the document to parents and students.	Principal and leadership team  Principal, DPs and staff  Principal and DPs Principal, staff and board
	ii. Implement the Wakefield School inquiry curriculum.	a. Continue to develop learning themes with future-focused and social action outcomes. b. Continue to explore co-constructed learning through appropriate professional development for staff and through the acquisition of Key Competencies among students. c. Conduct an annual strategic development event involving board of trustees, parents, staff, students and community. d. Staff visit other schools developing similar ideas.	All staff  All staff  Principal, DPs, board  Principal and staff
	iii. Further develop collaborative teaching.	a. Conduct staff development on collaborative teaching at January PLD	Principal, staff, Cheryl

		<p>days, with Cheryl Doig.</p> <p>b. Develop and sustain teaching teams across the school.</p> <p>c. Investigate issues and opportunities arising through daily practice of collaborative teaching and learning.</p> <p>d. Continue to make this a focus of individual performance goals and development.</p> <p>e. Conduct collaborative PLD with Ranzau School in January.</p> <p>f. Create at least one other collaborative event with one or more of the schools in the Waimea Cluster.</p> <p>g. Begin to explore a Community of Learning with Waimea Cluster schools</p> <p>h. Develop a successful learning partnership with staff from Hampden Street School through TLIF research project</p>	<p>All staff All staff Principal and SLs</p> <p>Principal and others</p> <p>Principal and others</p> <p>Principal and others</p> <p>Staff from both schools</p>
	iv. Engage with research, expertise and literature around innovative learning.	<p>a. Successfully complete TLIF research project and share with staff, board and parents.</p> <p>b. Continue investigating Key Competencies in the curriculum</p> <p>c. Continue to incorporate ideas from other schools and literature into our teaching and learning</p> <p>e. Investigate learning maps</p>	<p>Research team</p> <p>All staff</p> <p>Principal and key staff Principal, Leadership team, Brian Annan</p>
	v. Continue to develop collaboration with local iwi and whanau.	<p>a. Establish constructive links with Ngati Kuia</p> <p>b. Hold at least one whanau hui</p> <p>c. Involve whanau closely to develop the kapahaka group</p>	<p>Principal and others Principal and others Principal, Stacey Davis and others</p>
	vi. Enable further opportunities for student leadership	<p>a. Continue to develop ideas and strategies for student-led learning, including inquiries with social action outcomes</p>	<p>Principal and all staff. Principal and leadership team</p>

		<ul style="list-style-type: none"> <li>b. Strengthen student council and student committees</li> <li>c. Refresh peer mediation and restorative justice programmes</li> <li>d. Create opportunities for students to report to the board and community</li> </ul>	<p>Principal and DP</p> <p>Principal</p>
	vii. Continue to promote parent education opportunities	<ul style="list-style-type: none"> <li>a. Conduct two Reading Together programmes.</li> <li>b. Conduct one Toolbox parenting programme.</li> <li>c. Conduct one programme on cyber-safety or another aspect of E-Learning</li> </ul>	<p>Principal and Community Partnership Manager As Above</p> <p>Principal and E-Learning leader</p>
	viii. Hold parent focus group meetings on relevant topics	a. Focus groups held.	Principal and Leadership team
1.2 Develop an awareness of, and respect for, all cultures and people. Embed the STAND values and Wakefield Learner Profile.	i Make STAND values and learner profile more visible around the school.	<ul style="list-style-type: none"> <li>a Continue to make both STAND values and Learner Profile highly visible around the school and in all communications.</li> <li>b Continue to train staff in using STAND values and Learner Profile to support democratic teaching and learning.</li> <li>c Promote in local media and at all parent and community events.</li> </ul>	<p>Principal and all staff</p> <p>Principal and SLs</p> <p>Principal and others</p>
	ii Manage consistency among all areas of the school in awarding STAND certificates.	a Check practice at the start of the year. Promote STAND passport from Totara Syndicate.	SLs and staff
	iii Enrich the dimensions of the Learner Profile and ensure they are visible to children, understood by them and expressed in all learning activities.	<ul style="list-style-type: none"> <li>a. Make this a focus of staff development at beginning of the year.</li> <li>b. Monitor and develop through syndicate meetings and staff development throughout the year.</li> <li>c. Engage BOT in training on this.</li> </ul>	<p>Principal</p> <p>SLs</p> <p>Principal and Staff Rep.</p>
	iv Create more opportunities to	a. Develop end-of-year Awards Assembly	Principal, staff, BOT,

	celebrate the achievements of students, staff and others that express the values and Learner Profile.	b. Explore other opportunities as part of Maori SAT and leadership opportunities (see 1.1.vi and Maori SAT)	students and parents. All staff
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**Aim 2      To raise achievement for all students through an engaging and effective curriculum and strong performance management.**

<b>Sub Goal</b>	<b>Descriptor</b>	<b>Activities</b>	<b>Responsibility</b>
2.1 Continue to develop a co-constructed curriculum	i. Implement the Wakefield School inquiry curriculum	a. Shape student learning experiences around inquiry projects that include, wherever practical, social action outcomes. b. Use the potential of multi-level classes to promote student-led learning among peers. c. Review inquiry curriculum throughout the year.	All staff  All staff  Principal and staff
	ii. Use learning pathways	a. Refine the learning pathways for each team/syndicate b. Review progress in the use of the learning pathways, and revise as necessary. c. Create opportunities for students to lead learning and development at team/syndicate/school levels.	Staff and students Principal, students and staff  Principal, students, staff
	iii. Link curriculum development closely to strategic planning	a. Make curriculum development a feature of all self-review activities. b. Use parent focus groups to provide feedback on the curriculum and generate new ideas. c. Use student council and forum to provide feedback and new ideas.	Principal and key staff  Principal and CPM and CM  Principal and key staff
	iv. Strengthen environmental	a. Priority actions as determined by	Principal, Isobel, staff

	education programmes.	2015 inquiry studies. b. Maintain a strong student enviro team. c. Continue staff training in sustainable practices. d. Work closely with external providers to support development. e. Incorporate values and practices of te ao Maori (see Maori SAT 2016)	and students  Isobel, staff and students Principal and Isobel, Guy Redmond, Adie Leng and others All staff and students
	v. Implement learning programmes that deliver the goals of Ka Hikitia and Tataiako, in partnership with local iwi, whanau and MOE.	a. Continue staff training in Tataiako and incorporate goals from this into appraisal. b. Implement action plan for Maori SAT.	Principal and others. All staff and students
2.2 Improve student achievement in core curriculum areas – literacy and mathematics.	i Maintain an effective curriculum review programme.	a. Plan and manage meaningful review and development activities b. Report progress to BOT throughout the year. c. Conduct ALL project phase two.	Principal and curriculum leaders  Principal  Literacy leader, Principal and key staff
	ii Improve teaching and learning in literacy.	a. Continue major review and development of literacy programmes. b. Participate in Accelerating Literacy Learning (ALL) Stage Two c. Target other groups of learners for specific interventions (see Literacy SAT) d. Make literacy the inquiry focus for all teachers	Principal, Literacy Leader  Principal, Literacy Leader and others  Literacy Leader and others  Principal and teachers
	iii Improve teaching and learning	a. Introduce new staff to the	Maths Leader

	in mathematics.	mathematics curriculum b. Provide training and support for teachers and students as identified c. ensure maths resources are maintained and developed	Maths Leader and others  Maths Leader
	iv Strengthen collaboration among local professional networks to spread good ideas and build capacity.	a. Promote collaboration among Waimea Cluster schools through shared professional learning and shared leadership b. Continue to participate in local senior leaders networks c. Participate in the work of NZEALS local branch.	Principal, staff Principal, DPs  DPs  Principal and others
2.3 Deliver high-quality and effective staff development programmes within a strong professional learning community.	i Prioritise the planning and resourcing of staff learning programmes (see also Aim 4 below).	a. Maintain generous funding for staff development via operational funding, external contracts and local networks. b. Provide effective induction programme for new staff and new leadership staff c. Create opportunities for staff to visit schools locally and in other regions.	Principal and Treasurer  Principal and others Principal and staff
	ii Continue a leadership development programme.	a. Conduct regular development activities within leadership team meetings. b. Create at least one development opportunity for entire leadership team.	Principal and leadership team  Principal
	iii Engage external support and expertise relevant to our learning needs.	a. Work with Cheryl Doig and others on collaboration b. Build collaboration across the Waimea Cluster	Principal, Cheryl, all staff and other schools Principal and key staff.
2.4 Maintain a robust and purposeful staff performance	i Performance management is linked to other review and	a. SMART goals are set at the start of the year and regularly	Principal, syndicate leaders and staff

management programme	development goals and activities, is meaningful and has positive outcomes for students	<p>reviewed.</p> <p>b. Teacher inquiries are purposeful, well-resourced and woven through all teacher and student learning activities.</p> <p>c. Develop our use of evidence of appraisal outcomes, including formats for appraisal e-portfolios</p> <p>e. Utilise the power of teaching teams to improve practice through observation, feedback and reflection.</p>	<p>Principal, syndicate leaders and staff</p> <p>Syndicate leaders and Principal All staff</p>
	ii Enable all staff to pursue individual learning and development activities to meet goals defined through appraisal.	<p>a. Provide support to staff wishing to engage in further study.</p> <p>b. Enable all staff to undertake personal development activities additional to whole-staff commitments.</p> <p>c. Require staff to share their learning with other staff.</p>	<p>Principal</p> <p>Principal and SLs</p> <p>All staff</p>
2.5 Develop E-Learning as a key strategy to improve student achievement.	i Continue the E-Learning Strategic Plan.	<p>a. Update the strategic plan early in the year</p> <p>b. Implement BYOD according to the agreed programme</p>	<p>Kathy and Principal</p> <p>Kathy and Principal</p>
	ii Develop E-Learning skills among staff and students.	<p>a. Provide training for staff and students.</p> <p>b. Identify one other staff member to lead E-Learning strategies.</p>	<p>Principal, Kathy and others</p> <p>Principal, Kathy and one staff member</p>
	iii Facilitate cyber safety education	<p>a. Hold one cyber safety training and education event for students, staff and parents</p> <p>b. Reinforce cyber safety within student e-learning agreements.</p>	<p>Kathy (John Parsons?)</p> <p>Staff and students</p>
2.6 Raise the achievement of priority learners, including	i Prioritise the resourcing and leadership of programmes for	a. Maintain a high level of funding and resources for learning	Principal, SENCO and treasurer



Maori, Pacific and students with special learning needs and abilities.	inclusive education and priority learners.	<p>support programmes.</p> <p>b. Provide release time for SENCO and support to work successfully with specialists, teachers and parents.</p> <p>c. Maintain class descriptions and a special needs register to better identify and meet learning needs of students.</p> <p>d. Provide additional resources for learning programmes for students with special abilities.</p>	<p>Principal and SENCO</p> <p>SENCO Principal, SENCO and Mary McHale</p>
	ii Provide support and training for SENCO and other specialist staff.	<p>a. Enable SENCO and extension learning teacher to attend at least two specialist training activities through the year.</p> <p>b. Provide at least two training opportunities for learning support staff (teacher aides).</p>	Sue and Mary Sue and T/As
	iii Develop closer relationships with local iwi and whanau to support achievement of Maori students as Maori.	a. (See Maori SAT)	Principal and others

**Aim 3      To maintain a learning environment that is safe and healthy and enables the achievement of strategic aims 1 & 2, supported by robust financial and property management practises.**

<b>Sub Goal</b>	<b>Descriptor</b>	<b>Activities</b>	<b>Responsibility</b>
3.1 Maintain and strengthen a safe emotional environment for students and staff through strong pastoral, professional and employment practices.	i Redevelop restorative practices, including a robust peer mediation programme.	a. Train new staff leader b. Re-establish peer mediation team. c. Promote mediators regularly at assemblies and through school communications. d. Teach restorative practices to all students. Staff model exemplary practice. e. Celebrate the work of mediators	Leith Leith and Principal Leith, Principal, staff, BOT  All staff Leith, Principal, BOT
	ii Maintain positive behaviour support programmes that promote the outcomes of aim 1 (above).	a. Enable students to lead and self-direct positive behaviour management strategies.	Principal, Leith and staff
	iii Sustain fair and equitable employment practices for all staff.	a. Ensure staff are kept up to date with changes to employment conditions and opportunities for advance. b. Encourage eligible staff to apply for ACET status. c. Promote the work of the school chaplain. d. Encourage staff to be active in NZEI and other professional organisations.	Principal and NZEI worksite rep.  Principal Principal and chaplain  Principal and worksite rep
	iv Use community resources and	a. Maintain productive	Principal and

	expertise to support a safe emotional environment.	<p>relationships with local police, TDC road safety staff and Wakefield Community Council.</p> <p>b. Promote the work of the school chaplain.</p> <p>c. Seek other opportunities to engage community members to support student interests and well-being.</p>	<p>leadership team</p> <p>Principal and all staff</p> <p>Principal and key staff</p>
3.2 Maintain a safe physical environment through well maintained property that reflects the needs of a 21 <sup>st</sup> century learner.	i Implement the Five Year Property Agreement and Ten Year Property Plan	<p>a. No 5YA activity anticipated.</p> <p>b. Undertake minor special needs upgrade to accommodate ORS student</p>	Principal, BOT and property managers
	ii Foster a culture of positive health and safety practices	<p>a. H&amp;S first agenda item at all staff and leadership meetings</p> <p>b. Adjust policies and procedures to meet the requirements of the new H&amp;S legislation.</p> <p>c. Ensure all staff, BOT, parents and students are aware of their responsibilities under the new legislation.</p> <p>d. Act promptly to remove or remedy identified risks.</p> <p>e. Maintain all regular safety checks and report these to monthly property committee meeting.</p>	<p>Principal and staff</p> <p>Principal and BOT</p> <p>Caretaker and BOT committee</p> <p>Principal and caretaker</p>
	iii Progressively replace furniture and other resources to create learning environments that reflect the goals of aims 1 & 2 (above).	a. Acquire furniture and resources to support collaborative teaching and co-constructed learning	Principal and staff
	iv Implement effective cyber safety	a. (See 2.5 above)	Principal and Kathy

	practices among all stakeholders.		
3.3 Maintain strong management of finance, property and administration.	i Maintain strong oversight of financial and property management through board of trustees sub-committees.	a. Continue to refine meeting and reporting processes for finance and property. b. Receive specialised advice as desired	Principal, BOT and Executive Officer.  Principal, BOT, Fiona Hollingworth
	ii Provide training for administration staff to improve their practice and to explore new initiatives.	a. Undertake training in relevant areas	Executive Officer and Admin Assistant.
	iii Maintain robust auditing practices and comply with all recommendations from auditors.	a. Maintain all accounting procedures to a high standard. b. Report regularly to BOT and other stakeholders.	Executive Officer.  Principal and Executive Officer

**Aim 4      To conduct a self-review programme that monitors and contributes to all the strategic aims.**

<b>Sub Goal</b>	<b>Descriptor</b>	<b>Activities</b>	<b>Responsibility</b>
4.1 Maintain a comprehensive self-review programme.	i Maintain a comprehensive self-review programme incorporating existing practices.	a. Make SchoolDocs more visible to staff, BOT and community. b. Complete all review requirements. c. Update Curriculum Review framework and strategic overview	Principal and SLs Principal, BOT and key staff  Principal and leadership team
4.2 Within 4.1 regularly review and develop all curriculum programmes.	i Review and develop mathematics programmes.	a. Ensure new mathematics curriculum programme is used effectively by all staff, including new staff b. Monitor and support staff development as needed. c. Identify target students for additional support and implement action plans and resourcing as per SATs.	Mathematics Leader  Mathematics Leader, Principal and Syndicate Leaders Mathematics Leader and staff
	ii Review and develop literacy programmes.	a. Complete major review of literacy and write new literacy curriculum programme b. Identify target students for additional support and implement action plans and resourcing as per SATs.	Literacy Leader and team  Literacy Leader and staff
	iii Review and develop other curriculum programmes.	a. Introduce new inquiry curriculum, track and evaluate	Principal and staff Leith, Julie and staff Principal and all staff

		<ul style="list-style-type: none"> <li>b. Review health and PE programmes</li> <li>c. Introduce, track and evaluate new Wakefield curriculum document and learning pathways.</li> </ul>	
	iv Review and develop programmes for priority learners, including Maori, Pacific and students with special learning needs and abilities.	<ul style="list-style-type: none"> <li>a. Implement Inclusive Practice development activities.</li> <li>b. Maintain a special needs register.</li> <li>c. Consult regularly with Maori and Pacific families (see above 1.2vii)</li> <li>d. Review and develop programmes for students with special abilities.</li> </ul>	<p>SENCO SENCO and staff Principal and key staff.</p> <p>Principal, SENCO and Mary McHale</p>
4.3 Within 4.1 annually review all administration procedures.	i Review assessment and reporting programmes and procedures, including monitoring of National Standards achievement data.	<ul style="list-style-type: none"> <li>a. Support staff to implement assessment programme effectively.</li> <li>b. Ongoing review of school assessment and reporting programme</li> </ul>	<p>Kathy and staff</p> <p>Kathy, Principal and staff</p>
	ii Review school communication strategies and methods, including; website management, social media, newsletters, learning conferences.	<ul style="list-style-type: none"> <li>a. Seek regular feedback from parents and community via focus groups, surveys etc.</li> <li>b. Regularly review the ways in which we communicate and consider new opportunities.</li> <li>c. Redevelop school website.</li> </ul>	<p>Principal and others.</p> <p>Principal, Admin team, Leadership team.</p> <p>Principal and others.</p>
	iii Maintain policy review through SchoolDocs	<ul style="list-style-type: none"> <li>a. Action all advisories from SchoolDocs and complete all implementation audits and reports.</li> <li>b. Consult regularly with</li> </ul>	<p>Principal, BOT, syndicate leaders and admin staff</p> <p>Principal and BOT</p>

		<p>staff, parents and students on reviews of policy and procedures.</p> <p>c. Report all review activities to the Board of Trustees.</p>	Principal and Staff Rep
4.4 Continue to implement the <i>Foxhill Learning Centre Development Plan</i> .	i Present the annual development plan of the Foxhill Learning Centre to the Board of Trustees	a. Reporting as per the Board's annual calendar.	Library team
	ii Work to ensure that access to the Foxhill Learning Centre is readily available to all Wakefield School students and their parents, plus pre-school children and their parents, and other community members as desirable.	<p>a. Continue to promote the learning centre to all groups, including community and home-school families.</p> <p>b. Maintain a holiday reading programme.</p>	<p>Library team and Principal.</p> <p>Library team.</p>
	iii Ensure staff have input into the Foxhill Learning Centre development plan to maintain the Centre as a hub of the school's learning programmes.	a. Consult staff at a staff development meeting and other opportunities.	Library team.

## Analyses of Variance 2016

Includes report against the 2015 student achievement targets and a statement on the use of the Kiwi Sports Funding during the 2015 school year.

## Student Achievement Targets 2015

<b>2015 Wakefield School Student Achievement Target One – Literacy</b> <b>Accelerating Learning in Writing</b>
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**Goal** – To accelerate progress in literacy (reading and writing) for students in Yr 2 & 3 who are at risk of not achieving the National Standards.

### Target Group

Students identified from the 2015 Y2 & Y3 cohort who are at risk of not achieving the National Standards.

### Key Principles

- Inclusion.
- Contextualised, student-centred approaches to the reading / writing curriculum.
- Targeting of priority learners.
- Student voice.
- Parents / whānau partnership.
- Tuakana/teina.
- Teaching as inquiry.



## **Actions**

- Team teachers maintain responsibility for the day-to-day reading & writing programme and achievement of individual students in consultation with syndicate and literacy curriculum leaders.
- Targeted students receive Accelerating Literacy Learning (ALL) intervention for one term in addition to their classroom programme. The nature of this support will depend on the outcome of the ALL programme design.
- Teachers to explore contextualised, student-centred approaches to the literacy curriculum with targeted students.
- Support of parents/whānau to be sought by team teachers to ensure daily reading practice is possible.
- Older peer reading mentor to be sought for each target student by the team teachers.
- Assessment for learning data to be collected on students at the beginning of term 1, mid year for rpt to BOT, and at the end of the intervention in term 4.
- Team teachers to identify any other appropriate support available eg, TA support, phonics, Rainbow Reading, Multi-Lit.

## **Professional Development**

Team teachers of target students to:

- Identify any PD required to support the implementation of the target.
- Utilise the expertise of other staff, all team teachers, Reading Recovery Teacher, Teacher Aides, literacy curriculum leader, ideas from ALL course.
- Share insights into their experience working with target students with rest of staff, particularly through this year's Literacy Curriculum Review.
- ALL teacher & Principal to: attend ALL PD; use ideas from ALL PD with targeted group; share ideas & learning from ALL courses with the rest of the staff.

## **Key Team Members & Roles**

- Team teachers for Yr 2-3 teaching teams - communicate and collaborate with literacy curriculum leader and syndicate leader to accelerate progress of target group.
- Literacy curriculum leader – support team teachers and oversee tracking and progress of target group.
- Reading Recovery Teacher - support team teachers & literacy curriculum leader.
- Principal, DPs, curriculum and assessment leader – monitor and report to staff, leadership team and BOT.
- Syndicate leader – monitor student progress, support team teachers.
- Family/whānau of target students – 15 minutes daily reading practice.
- Inclusion Manager to support progress of Maori students.

Literacy Team

- steer Literacy Curriculum Review.

Jacqui Clayton, Literacy Consultant

- support school with Literacy Curriculum Review including ideas to support SAT Literacy.

### **Assessment& Monitoring**

- Team teacher & ALL teacher to work together to set individual literacy goals & track progress against goals with support of literacy curriculum leader.
- PM running records to assess reading progress.
- Overall teacher judgement for reading National Standards during 2015.
- Regular informal or formal discussions between teachers, literacy curriculum leader and Inclusion Manager to focus on progress, and adjustments that need to be made to teaching.
- Parent/teacher/student learning conferences at least twice in the year.
- Report on progress – at mid-year and end of year to BOT.

### **Analysis of Variance**

**Table: Results of student assessments**

	STUDENT Standardised		STUDENT Supported assessment, but marked using asttle rubric	
	TERM 1	TERM 3	TERM 2a	TERM 2b
C YEAR 5	1B	2A	2B	2A
O YEAR 5	2P	3P	2P	2A
J YEAR 5	1A	2B	3B	3B
R YEAR 5	1B	2A	ABSENT	3B
B YEAR 5	2B	2A	3B	3B
L YEAR 5	2P	3A	3P	2A
M YEAR 5	1P	1A	2B	3B

## **Accelerating student achievement**

- *Student achievement was accelerated (see data above).* Accelerated progress has been made by all students in the group; the majority of the students have moved forward at least 2 sub-levels in their writing. By the end of the year, the majority of the group will have achieved the NS if they are able to continue at the same rate of progress within the whole class context.
- *Students' spelling has become more phonetically accurate. (Teacher observation).*
- *Students more willing to take experiment with vocabulary. (Teacher observation).*
- *Some students have become more articulate in 'painting a picture for the reader'. (Teacher observation).*

### **student engagement**

- Improved attitude towards school and learning - reported by parents & observed by teachers.

### **Student motivation**

- Improved motivation observed by parents & teachers as a result of the boy's ownership of their writing topics.

### **Student agency**

- Students became much more confident within whole class writing. This was evident in their enthusiasm to share ideas for writing during whole team focus & modelling discussions at writing time
- ALL students became willing to take risks when writing; they were keen to share their writing, both finished & unfinished during whole team writing sessions.
- ALL students no longer slow or using avoidance strategies when faced with a written task; they now have a selection of tools on which they can draw to get started. (Teacher observation of ALL students when working in whole team context.)

## **Refocus and deepening the inquiry**

- Successful strategies will be shared with the other team teacher and implemented where possible.
- Pathways to progress identified future learning will be shared with the other team teacher.
- Students will be 'priority learners' within the whole team context - priority for teacher support & monitoring.
- Priority given to sustaining whānau involvement.
- Progress will continue to be monitored through their Pathways to Progress.
- Progress will be assessed & moderated when Y5 NS judgement is made.

- There will be 2 students who are likely not to meet the NS expectation by the end of Y5.
- One of these students has moved schools. Information will be passed to his new school.

The other student:

- SEN register.
- He will be prioritised if any additional support is available.
- Students will be 'priority learners' within the whole team context - priority for teacher support & monitoring.
- Priority given to sustaining whānau involvement.
- Progress will continue to be monitored through their Pathways to Progress.
- Progress will be assessed & moderated when Y5 NS judgement is made.

## 2015 Wakefield School Student Achievement Target Two – Literacy

### Accelerating Learning in Oral Literacy

**Goal** – To accelerate the level of oral literacy of all students in the target group so they are achieving the same or at least closer to their peer group.

**Target Group**

Students in years 0-4 identified as having difficulties of real concern in oral language.

<b>S t u d e n t</b>	<b>Age</b>	<b>Year group</b>	<b>Ethnicity</b>	<b>Assessment Level Beginning (scale 0-3)</b>	<b>comments</b>	<b>Assessment Level End</b>
a.	8	4	NZ European	Not included in target group as these 3 students have had ongoing support which was discontinued end 2014 due to age of students (LLI - Language and Literacy Intervention) In-class support now in place. Two of the 3 have other contributing factors. All still have speech concerns.		
b.	8	4	NZ European			
c.	8	4	OEU			
d.	6	1	NZ European	0 on all 7 subtests of test	is receiving LLI T 2 Not in target group because of LLI intervention	
e.	6	2	NZ European	0-1 on 6 of 7 subtests of test 1 subtest score of 1		Positive shift 1½ micro levels on 3 subtests less than 1micro level but progress on 3 subtests little change on subtest <b>4 - connectors</b>

f.	6	2	NZ Maori		Reading Recovery Terms 1 and 2	No initial assessment was done with student f due to absences on days of assessment attempts EOY data Achieving between level 1 and 2 on all subtests <b>connectors</b> and adverbials level 1
g.	5	2	NZ European	0-1 on all subtests of test		Positive shift 1½ micro levels on 2 subtests less than 1 micro level but progress on 2 subtests minimal progress on 3 subtests 2 story content <b>4 - connectors</b> 7 - story register
h.	5	1	NZ European	0-1 on all subtests of test ( <i>most nearer the 0 end of scale</i> ).		Positive shift 1½ micro levels on 4 subtests 1 microlevel on 2 tests unchanged <b>4 - connectors</b>
i.	5	1	NZ European	0-1 on 5 of 7 subtests of test 2 subtest scores at 1	Reading Recovery Terms 2 and 3	A positive shift of 1micro level in all subtests except subtest <b>4- connectors</b>
j.	5	1	OEU	0-1 on all subtests of test ( <i>all nearer the 0 end of scale</i> )	<i>application has been made for SLT support</i>	<i>Awaiting assessment by SLT</i> <i>Assessment by RTL</i> Positive shift 1½ micro levels on 3 subtests Other 4 subtests show progress around 1 micro level.
k.	5	1	NZ European	Has left WS		

LLI - Language and Literacy Intervention - ½ hour a day TA support. Programme is structured with parent, teacher, SLT (Speech Language Teacher), and TA input. Ministry funded.

Planning for this intervention requires the teacher and TA to be released for one day to discuss the intervention; where the child is at, and next steps for the child, then plan the programme with SLT support. The programme has ongoing support for the TA and teacher by the SLT.

CSW - Communication support work- ½ hour a day TA support. Programme is designed by the SLT. Ongoing support is provided to the TA and teacher by the SLT. Ministry funded term by term.

#### **Actions:**

- All students in the target group received daily guided reading instruction and the classroom oral language programme. Teachers maintained responsibility for the day to day oral language and reading programmes and achievement of individual students in consultation with the syndicate leader/SENCO.
- Target students were withdrawn in small groups of 3-4, four times a week and received an oral language intervention programme designed by a SLT.
- TA Training was given by SLT.
- A letter was sent to all parents indicating the support the students were to receive.
- Assessment data was collected on students at the beginning and end of the intervention.
- One of the classroom teachers of some of these students conducted an oral language literacy inquiry on her priority students, which supported the goals of this student achievement target.

#### **Analysis of Variance:**

- Good progress was made by all students in all areas with the exception of subtest 4 - connectors. Contrary to these results one teacher reported her children were now using connectors in their story writing.

#### **Classroom teachers' response to intervention**

<b>Student ID</b>	<b>Reading level T1</b>	<b>Reading level T4</b>	<b>Teacher comments</b>
e	level 9	Level 19 with good comprehension	In independent writing, spelling errors often due to poor speech. However she has built up a wide vocabulary and is not afraid to attempt to record words she has difficulty saying.  Dramatically improved grammatically in sentence structure in writing and in how her stories are sequenced in events.
f	level 6	level 18	Improved ability to formulate sentences and sequence them so that his writing makes sense. I feel that this support, in conjunction with the 1:1 with Mary for RR has been really beneficial to f. He is aware that it takes him longer than others to learn some things - he has talked to his mum about this, however he always has been & still is motivated to persevere. The kapa haka has really build on his identity & pride in being Māori.

			His mum has reported this.
g	level 9	level 18 Limited use of meaning due to poor vocabulary caused some errors in running record.	In independent writing spelling errors due to poor speech - not a lot of attempts to use interesting vocabulary but has improved in this. Dramatically improved grammatically in sentence structure in writing and in how her stories are sequenced in events. Is using 'then', 'next' Also some improvements in past/present tense.
h	level 5	level 18. - good comprehension	Received Reading Recovery T2 -3 Has moved another level beyond end of Reading Recovery this term. Voice comes through in his writing.
i	level 4	level 18 - He is able to decode and read with reasonable fluency. He needs support to access some of the underlying messages of the text.	There is still very little spontaneous conversation. He finds it difficult to respond to the question asked. If you scaffold and repeat the question in different ways he may get correct answer. He often does not understand class instruction and needs to be redirected. Still a concern but a broader issue.
j	level 1	Level 8 RR	Reading Recovery started T3 Now happy to speak during newstime

### General teacher comments

- The children have improved a great deal with the support and input from all involved.

### So What?

- Results shared with Teacher Aides and discussion had around how we might alter the programme in future to put more emphasis on connectors.
  - games at the beginning or end of session
  - bring activities into the programme so children use connectives
  - sequencing pictures/ activities.
- Teachers informed of strengths and weaknesses of all students in target group and shared in all information regarding the intervention and outcomes. One problem was getting teachers on board and valuing the programme sufficiently to release the children. This resistance diminished as they saw the positive outcomes from the programme.
- TAs enjoyed doing it, setting it up, seeing the progress. They adapted the programme according to the group's needs and look forward to continuing in 2016. Continuation of the intervention will depend on oral language needs of students in 2016. The programme will continue if the need is evident.

## 2015 Wakefield School Student Achievement Target Three – Mathematics

### Accelerating Learning in Numeracy

**Goal** – To increase the percentage of students achieving at or above the National Standard in mathematics in years 3 to 4.

#### Target Group

Students in 2015 years 3-4 identified as not achieving National Standards in 2014.

Maths 2014 National Standard	Well below	Below	At	Above	Total Number
After 2 years at school		10 (25%)	23 (58%)	7 (18%)	40
After 3 years at school	2 (5%)	9 (24%)	24 (63%)	3 (8%)	38

#### Key Principles & Tasks

- Classroom teachers maintain responsibility for the day to day maths programme and achievement of individual students in consultation with syndicate and mathematics curriculum leader
- Engagement of parents in student learning

#### National Standards results for target group as at December 2015

Maths 2015 National Standard	Well below	Below	At	Above	Total Number
After 3 years at school	0	5 (16%)	20 (63%)	7 (22%)	32
End of year 4	2 (4%)	5 (11%)	19(40%)	21(45%)	47



## Analysis of Variance

As at December 2014	As at December 2015
8 students in year 3 in 2015 that were below the standard after 2 years at school in 2014	4 students at National Standards 4 students below National Standards
2 students in year 4 in 2015 that were below the standard after 2 years at school in 2014.	2 students below National Standards
9 students in year 4 in 2015 that were below the standard after 3 years at school in 2014	4 students below National Standards 3 students at National Standards 1 student above National Standards 1 student left the school
<b>Overall: 19 target students below the standard</b>	<b>Overall: 10 students below National Standards 7 students at National Standards 1 student above National Standards 1 student left the school</b>

### Key Principles & Tasks

- Classroom teachers maintained responsibility for the day to day maths programme and achievement of individual students in consultation with syndicate and mathematics curriculum leader
- Engagement of parents in student learning

### Actions

- Teachers of target students aligned classroom practice with the Wakefield School mathematics curriculum document. Assessment for learning data will be collected on students at beginning and end of 2014
- Individual goals were identified for each student by classroom teachers as outlined in class descriptions and tracked for progress.
- Classroom teacher to made connections with family/whanau of students through parent conferences and home learning.
- Numeracy equipment was updated and stocked for classrooms of target students by the maths leader with new resources purchased especially for the year 3 areas of the school and resources that help to focus on understandings in mathematics.
- Teacher aide support was provided for classes of targeted students.

**Professional Learning Development**

*Classroom teacher to:*

- *Classroom teachers had frequent discussions with maths curriculum leader about maths program and ideas to enhance teaching.*

**Results**

*The interventions and the movement of teacher practice towards our most recent mathematics curriculum beliefs has impacted on the target students (and in fact all students) positively. Purposeful actions such as a more inclusive approach, lack of streaming and tending to the big understandings of mathematics have been major shifts in our whole school teaching practice. We expect to see further positive achievement outcomes in mathematics as we further develop our teaching practice towards the beliefs and principles in our mathematics curriculum.*

## 2015 Wakefield School Student Achievement Target Four – Maori

### Accelerating Progress of Maori students

#### Goal

Fostering opportunities for students to engage with Māori tikanga in order for Māori to enjoy educational success as Māori.

#### Target Group

All Maori students. As of February 2015 there are 31 students enrolled as Maori.

#### Actions and Outcomes

Action	Responsibility	Outcome	Timeframe	Progress mid year	End Of Year
Establish a kapahaka group	Principal, Arts leader, Other staff	Kapahaka group is established and sustained, with participation by a reasonable proportion of Maori students	End of 2015	Sue suggested Stacey Davis. Peter and Sue met with Stacey Davis to gauge her interest. Bek, Kathy and Peter had a second meeting with Stacey to discuss programme. Kapahaka now occurs every Friday 12:00-12:45 in the hall. Available to all interested Totara students and Matai students who identify as Maori.	Kapa haka group established and operating every Friday  Matai Tahī students very keen to go.  Small group from Totara Tahī are keen to go each week.
Consult with whanau	Principal, staff, BOT, parents and whanau	Whanau have at least three opportunities for consultation through: <ul style="list-style-type: none"> <li>Strategic planning process</li> <li>Maori community</li> </ul>	Whanau hui term one. BOT consultation mid-year – community survey. Learning	Peter and Sue met with parents of students who identify as Maori in term one. A pizza night was held and parents came with their children.	as mid term

		<ul style="list-style-type: none"> <li>consultation with BOT Learning Conferences</li> </ul>	conferences, February and June, and November for some	Stacey also attended and outlined what she would be doing. Parents were consulted through a community survey in term two. Results analysed by the BOT and staff and followed up with some parents.	
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Conduct staff development in tikanga me te reo Maori	Principal, MOE Kaiwhakahaere, other expertise	Staff attend a training day at Te Awhina marae and follow up with at least two whole staff PD sessions during the year.	Training day January. Other PD days scheduled before end of term three.	Staff attended a training day at Te Awhina marae prior to school starting Term 1 – focus on local tikanga and Treaty of Waitangi. Staff attended follow up sessions in terms two and three.	Staff participated in Māori Language Week with their classes.
Enrich students understanding and use of mihi	Principal, staff, specialist teacher, whanau	Students have had the opportunity to learn a mihi in a way that they really understand and some students have had opportunities to use their mihi in meaningful situations, e.g. powhiri for school visitors.	By end of the year	Students in junior (Matai) syndicate have learned a mihi.	Children hosting assemblies introduce themselves with their mihi.  Senior students learned mihi as part of Maori language week.
Explore Maori dimensions of Enviro Schools programme	Enviro Team leader, Enviro committee, Enviro Schools coordinator.	Students engage with concept of kaitiakitanga and this is reinforced through the learner profile and school values. Enviro committee explores kaitiakitanga more deeply through cultural practices of planting and cultivating.	By the end of the year	Kaitiakitanga worked into every day language of school programmes and celebrations. Enviro Committee engaged in replanting school bank with native trees.	Kaitiakitanga developed through Totara syndicate musical production and school landscape inquiries.

Create an opportunity for some students to learn Ki o Rahi	Principal, PE leader and sports coordinator	Ki o Rahi has been present in school on at least some occasions	By end of the year	Principal has sought support but without success so far. No support found for this during the year.	
Include wa whanau time in school day	Staff	Maori students regularly experience wa whanau time, including mihi, waiata, panui and karakia.	Ongoing	Teaching waiata at Friday assemblies. Wa whanau elements present in community time across all teams.	
Redevelop team names and signage to include Maori dimension	All staff, BOT and students	Students inquire into suitable Maori team names.  Maori students contribute to design of new signs and symbols	By end of year	Inquiries into native birds, selection of new team names from these. New signs developed by end of year for introduction in 2016. Consultation with Ngati Kuia and other iwi over appropriate symbols. Students' images used for birds on signs.	

## Analysis of Variance

	At		Above		Total Maori Students at or above	
	2014	2015	2014	2015	2014	2015
<b>Reading</b>	9 (39%)	9 (34%)	11 (48%)	12 (46%)	20 (87%)	21 (80%)
<b>Writing</b>	15 (65%)	19 (73%)	5 (22%)	5 (19%)	20 (87%)	24 (92%)
<b>Mathematics</b>	14 (61%)	14 (54%)	6 (26%)	7 (27%)	20 (87%)	21 81%)

Although we were not able to achieve all our planned actions we made progress on most and, in particular, on some of the important ones like kapahaka group, staff training and whanau hui, all of which will continue on a stronger footing in 2016.

We have established a connection with Te Awhina marae and, towards the end of the year, with Ngati Kuia, the new owners of the school site, with whom we hope to build a stronger relationship. Our efforts to access specialised support via a te reo Maori speaker and Ki O Rahi have been unsuccessful, but we are confident some gains have been made through recruitment of new teachers with greater aptitude in some of these areas.

Kaitiakitanga has become visible around the school and in classrooms: the concept has been studied by some children, Maori and non-Maori, and applied in our environmental education programmes and elsewhere; e.g. in our new play policy.

All students, including Maori students, participated with great interest in the project to name our teams. Through an inquiry project children studied native birds and developed names that were agreed upon by all. Children contributed designs for new signs depicting native birds and incorporating kowhaiwhai that have local meaning. These will be introduced in 2016, with ongoing redesign elements built into them so all children continue to have input into the visual imagery of the school.

### **Where to next?**

In 2016 we will revisit the Individual Learning Plans and strengthen that element of our work to improve achievement for Maori students, along with continuing development of kapahaka, wa whanau and whanau hui.

# National Standards NAG2A(b) reporting template

For schools with students in Years 1 to 8 that use *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* to set teaching and learning programmes.

School name and number: Wakefield School 3234

NAG2A (b)(i) Areas of strength
<p>National Standard subjects:</p> <p><b>Reading</b></p> <p>A high level of results over all students – 84% at or above the National Standard.</p> <p>A slightly lower level of achievement for Maori students – 81% at or above the National Standard.</p> <p>Outstanding results after 3 years at school, after 2 years at school and at the end of year 5.</p> <p><b>Writing</b></p> <p>High levels of results sustained from 2014 - 86% of students achieving at or above the standards. Outstanding results after 2 years (93%) and 3 years (94%) at school.</p> <p>Maori student achievement is very high with 92% at or above the Standard. A high level of female students (26%) achieved above the writing Standard.</p> <p>High achievement among girls – 91% at or above.</p> <p><b>Mathematics</b></p> <p>A high level of results over all students – 87% at or above the National Standard. Above average cohorts were Yr 5 (88%) and Yr 6 (91%) at or above the Standard.</p> <p>Among Maori students 81% achieved at or above the standards.</p>
<p>Discussion:</p> <p><b>Reading</b></p> <p>Results are consistent among males and females. The extremely high results for students after three years at school has been closely discussed and considered. Our hunch is that this result may be influenced by innovative teaching practice within a modern learning</p>

environment that we established in 2014. We have been successful in securing research funding through the Teacher Led Innovation Fund (TLIF) to study literacy learning in this environment in 2016, with the hope that we will gain a better understanding of the connections, if any, between learning outcomes and innovative strategies.

Five Maori students (19%) achieved below the reading standard in 2015 and have been identified among a group to receive individual learning programmes in 2016.

### **Writing**

Achievement among girls (91%) is considerably above that of boys (82%). We saw improvements among a targeted group of Year 4/5 boys through the Accelerating Learning in Literacy (ALL) programme, which helped lift performance of these year levels to 88%. Maori student achievement, at 92%, was somewhat above the general average. We can identify no particular reasons for this, except that the Maori students are generally capable and enthusiastic writers and learners across most curriculum areas.

### **Mathematics**

Achievement levels across all year groups were consistent. The year six results (91% at or above the Standard) were pleasing, considering this cohort contained a group of students who had received considerable support in the two previous years through ALIM, the result of which appear to have been maintained. Females out-performed males in mathematics. The high performance of a group of students at Year 4 (47% above the Standard) has been discussed and these results moderated closely. Apart from a small group of these students attending a maths extension group the reasons for this result are unclear and deserve further investigation.

## **NAG2A (b)(i) Areas for improvement**

National Standard subjects:

### **Reading**

1. Year 1 students who failed to meet the Standard – 54% of this cohort.
2. A group of 5 Maori students who failed to meet the Standard.

### **Writing**

1. A group of 8 students who failed to meet the Standard at the end of Year 1. We also note no students were above the Standard at the end of Year 1.
2. The relatively low achievement level of the Year 6 cohort. Many of those failing to meet the Standard in this Year group were boys, despite considerable intervention and encouragement over a long period.

### **Mathematics**

1. A group of 21 boys who were below the Standard. A considerable number of these were clustered in Years 1-2 and in Year 6.
2. Few children achieving above the Standards in most Year groups.

Discussion:



Most of these areas for improvement will be the basis of student achievement targets in 2016 (see below b(ii) and elsewhere in this report).

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

Discussion:

##### **Reading**

1. Year 1 students. Ongoing assessment, including Six Week and Six Year testing, and moderation of OTJs identifies a group of students who have not reached the Year 1 Standard. We have found in the past that the Year 1 reading Standard is challenging for children and that most reach the Year 2 Standard with ease. However, the relatively high numbers not reaching the Year 1 Standard in 2015 causes concern.
2. Maori students. Identified through reading assessments and our normal processes of tracking and reporting Maori achievement. Some of these students have received additional support in the past.

##### **Writing**

1. Year 1 students. See as per reading above.
2. Year 6 students. This Year group included a cohort of mainly boys whose progress and achievement in literacy has been a concern throughout their school years. At times they have made gains and reached the Standard, however as Year 6 students we noticed loss of motivation and, in a few cases, loss of home support.

##### **Mathematics**

1. Boys below the Standard. Identified through ongoing assessment and OTJs.

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

Discussion:

##### **Reading**

1. Year 1 students. These student will be the focus for additional support from a specialist teacher (our Reading Recovery teacher). Teachers of these students will receive additional support and resources, including additional teacher aide time. Support from RTLB is being sought for 3 of these students.
2. Maori students. All students in this group will be the focus of a Student Achievement Target in 2016 (see elsewhere in this report). Each student will receive an Individual Learning Programme (ILP) in consultation with whanau. The ILP will address cultural context as well as learning needs and attempt to support these students to achieve as Maori.

## Writing

1. Year 1 students. This group will be the focus of a Student Achievement Target in 2016 (see elsewhere in this report), and intervention through the ALL programme, for which we have secured Year 2 funding and participation.
2. Year 6 students. Additional time and information was provided in transitioning these students to Intermediate.

## Mathematics

1. Boys below the Standard. Those boys identified in Years 1-2 are among the 10 boys in our Mathematics Student Achievement Target group (see above p.23)..

### NAG2A (b) (iv) Progress Statement

	2011	2012	2013	2014	2015
Reading	71	83	79	85	84
Writing	69	72	82	86	86
Mathematics	67	71	75	85	87

**Table: Students at or above the National Standards (%)**

Discussion:

The table shows progress between 2011 and 2015 in the percentages of students achieving at or above national standards at Wakefield School. Progress continues to be made in all areas, with the exception of a slight dip in reading achievement between 2014 and 2015.

We are pleased that in 2015 we sustained the gains made in previous years. These results are attributable to a strong and consistent focus on priority learners, supported by a strengthened culture of teacher inquiry, additional resources for learning support and improved home-school partnership (as evident, for example, in the numbers of parents attending the Reading Together programme, which we have self-funded for the past three years). The gains are also being sustained over a period of 2-3 years when we have noticed lower levels of oral language acquisition and increasing behavioural needs among new entrant children. We appreciate the support of RTLB and other agencies in helping us meet the needs of these students, but we are concerned that the growing numbers of children with unusual learning and behaviour needs will stretch our resources. Since 2013 we have trebled the amount we spend on learning support funded from our operational budget and other sources, but this will be unsustainable if the operations grant continues to grow at the negligible rate we have experienced in recent years.

# National Standards NAG2A(c) reporting template

## 2015 National Standards Reporting

**Date:** 17/12/2015  
**Number:** 3234  
**Name:** Wakefield School

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	5	2.0%	36	14.1%	90	35.3%	124	48.6%	255
Māori	0		5	19.2%	9	34.6%	12	46.2%	26
Pasifika	0		1	16.7%	2	33.3%	3	50.0%	6
Asian	0		1	14.3%	1	14.3%	5	71.4%	7
European/Pākehā/ Other European	5	2.3%	28	13.1%	78	36.6%	102	47.9%	213
Male	2	1.4%	20	14.5%	52	37.7%	64	46.4%	138
Female	3	2.6%	16	13.7%	38	32.5%	60	51.3%	117

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.2%	24	52.2%	14	30.4%	7	15.2%	46
After 2 years at school	0		3	7.9%	22	57.9%	13	34.2%	38
After 3 years at school	0		0		12	35.3%	22	64.7%	34
End of Year 4	2	4.1%	4	8.2%	6	12.2%	37	75.5%	49
End of Year 5	1	2.4%	1	2.4%	18	42.9%	22	52.4%	42
End of Year 6	1	2.2%	4	8.7%	18	39.1%	23	50.0%	46
End of Year 7									
End of Year 8									

# 2015 National Standards Reporting

**Date:** 17/12/2015  
**Number:** 3234  
**Name:** Wakefield School

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	1.6%	32	12.5%	174	68.2%	45	17.6%	255
Māori	0		2	7.7%	19	73.1%	5	19.2%	26
Pasifika	0		2	33.3%	4	66.7%	0		6
Asian	0		1	14.3%	4	57.1%	2	28.6%	7
European/Pākehā/ Other European	4	1.9%	27	12.7%	144	67.6%	38	17.8%	213
Male	3	2.2%	22	15.9%	94	68.1%	19	13.8%	138
Female	1	0.9%	10	8.5%	80	68.4%	26	22.2%	117

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.3%	7	15.9%	36	81.8%	0		44
After 2 years at school	0		3	7.1%	35	83.3%	4	9.5%	42
After 3 years at school	0		2	6.3%	23	71.9%	7	21.9%	32
End of Year 4	2	4.1%	4	8.2%	31	63.3%	12	24.5%	49
End of Year 5	0		5	11.9%	28	66.7%	9	21.4%	42
End of Year 6	1	2.2%	11	23.9%	21	45.7%	13	28.3%	46
End of Year 7									
End of Year 8									

# 2015 National Standards Reporting

**Date:** 17/12/2015  
**Number:** 3234  
**Name:** Wakefield School

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	4	1.6%	30	11.8%	159	62.4%	62	24.3%	255
Māori	0		5	19.2%	14	53.8%	7	26.9%	26
Pasifika	0		1	16.7%	5	83.3%	0		6
Asian	0		3	42.9%	3	42.9%	1	14.3%	7
European/Pākehā/ Other European	4	1.9%	21	9.9%	135	63.4%	53	24.9%	213
Male	1	0.7%	21	15.2%	79	57.2%	37	26.8%	138
Female	3	2.6%	9	7.7%	80	68.4%	25	21.4%	117

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school	1	2.2%	5	10.9%	33	71.7%	7	15.2%	46
After 2 years at school	0		6	15.8%	28	73.7%	4	10.5%	38
After 3 years at school	0		5	14.7%	21	61.8%	8	23.5%	34
End of Year 4	2	4.1%	6	12.2%	18	36.7%	23	46.9%	49
End of Year 5	1	2.4%	4	9.5%	31	73.8%	6	14.3%	42
End of Year 6	0		4	8.7%	28	60.9%	14	30.4%	46
End of Year 7									
End of Year 8									

## **Report on Kiwi Sports Funding**

In 2015 Wakefield School received \$3748 in Kiwi Sport funding. These funds supported the employment of a sports coordinator for 8 hours per week, costing \$6720 in 2014.

This role has a very positive impact on the sporting life of the school and contributes to the Kiwi Sport goals of;

- More opportunities in sports for students
- More students participating in sports
- Greater skills for students participating in sport

## Community Consultation

In 2015 the following consultation opportunities and activities were conducted:

Board of Trustees community survey. A paper survey was sent out to the community in term two, with a 78% response rate. Responses were collated and analysed by the Board and feedback to the actions taken in response to the survey is ongoing through the newsletter and other communications.

The Great Outdoors Review was conducted through terms two and three, with a steering committee of staff, Board and parents, with the purpose of reviewing all policies, procedures and practices relating to our use of the school grounds and wider environment as a place of learning and play. Consideration was given to the changing legislation on health and safety in the workplace. The review included consultation with parents via focus group and online contacts. One outcome of the review was the establishment of a play policy.

Feedback on specific issues, ideas and opportunities was regularly sought from parents and community through Facebook, school newsletter, emails and our website.

Consultation with Maori whanau and iwi was conducted through a whanau hui in term one and ongoing contacts via the school kapahaka group, learning conferences and consultation over new signs and symbols for the school.

Principal and staff were active members of the school PTA and Pool Management Committees, allowing a range of formal and informal conversations and consultation on issues and opportunities.

The school operates a genuine open-door policy for parents and community members. The Principal regularly meets with local community members, including church ministers and leaders of service groups, and is active in Focus Wakefield, a community promotion and support group.

A copy of the school's charter is available to parents at the school's office and on the school's policy and procedures website which is linked to the Wakefield School website

## Supporting Documentation

Our Charter and Strategic Plan are supported by the following documentation:

Self-Review and Curriculum Plans

Assessment Timelines

Special Education Plans and Programmes

E-Learning Strategic Plan 2015-17

The Foxhill Learning Centre Annual Development Plan

Annual Budget and audited accounts

Five and Ten Year Property Plans

Policies and Procedures (<http://wakefield.schooldocs.co.nz/>)

Website and associated links ([www.wakefield.school.nz](http://www.wakefield.school.nz) )

Wakefield School is a member of the:

- Nelson Bays Resource Teacher Learning & Behaviour (RTLb) Cluster
- Nelson Resource Teacher (RT:Lit) Service