



School Charter and Strategic and Annual Plan

2019 - 2021

Principals' endorsements:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	



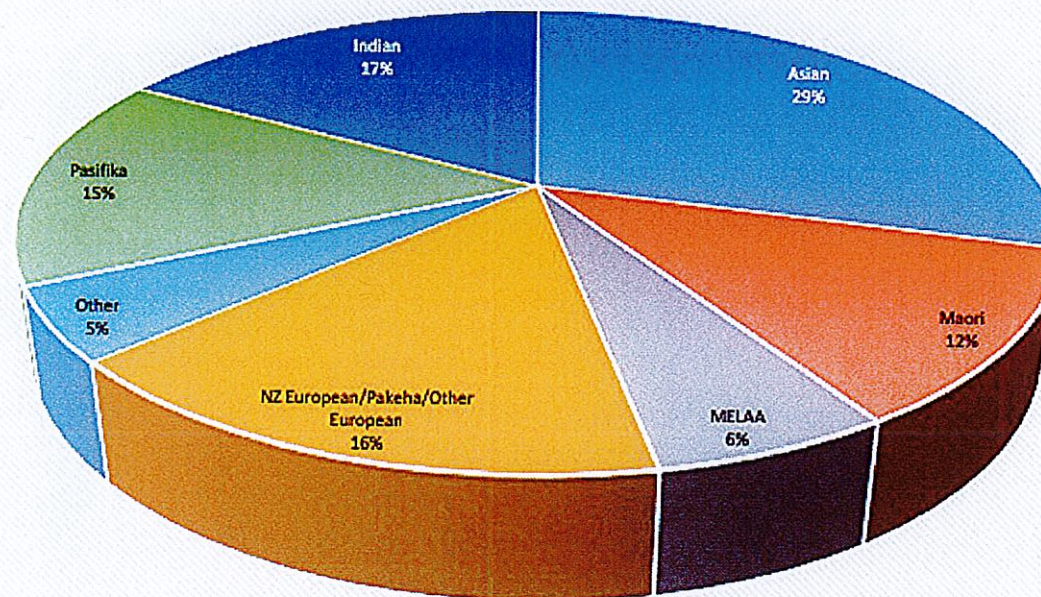
Summerland Primary School 2019 - 2021

Vision	Summerland Primary School - More than a school
Ambition	Adding depth and value to the lives of our students; enriching our community
Values	Fun, team, respect, integrity, success
Principles	<p>High Expectations - Institutional gravity towards personal and collective excellence</p> <p>Learning to learn - Self-awareness, reflection, knowing self as a learner</p> <p>Treaty of Waitangi - Acknowledgement of the bicultural foundations of Aotearoa and access to and through te reo me ona tikanga Māori</p> <p>Community Engagement - Engaging the support of the community and whanau for learning</p> <p>Cultural Diversity - Valuing and acknowledging the traditions and history of our new community</p> <p>Coherence - learning transitions into and out of Summerland/kahui ako - Curriculum for all</p> <p>Inclusion - a curriculum that is relevant, meaningful and where all learners are visible</p> <p>Future focus - Technology, sustainability, citizenship, globalisation, conservation</p>
Māori Dimensions and Cultural Diversity	All cultures within the school will be valued and accepted through active encouragement of an inclusive school culture and ethos. Staff members will ensure that all students are treated with respect and dignity and will actively work towards enhancing the potential of each student.

	<p>12% of the students at our school are Māori. Our aims for these children are around engagement, increased participation and success for Māori learners through the advancement of Māori kaupapa in the school including education in te reo Māori. In the last three/four years, all of the staff have completed a full year's</p> <p>learning cycle in te reo and have not only become more capable but also confident to integrate and utilise te reo to support and enhance learning in classrooms. For the last few years, some staff in groups and as individuals have enrolled in courses at Te Wananga o Raukawa and Te Wananga o Aotearoa to extend their personal and professional knowledge. This has been so empowering for teachers and evidence of the learning that has occurred can be seen in their classrooms and their practise.</p> <p>Our developing school curriculum encourages learners to show understanding, openness and respect to different cultures that make up our school community and New Zealand society. We want to make visible and valued the experiences, backgrounds, cultural traditions, languages and histories of all New Zealanders and this includes the important thread of the bi-cultural history of New Zealand. The reason for a constantly developing curriculum is to allow space for research, relationships with experts, universities, NZCER etc. Having said this, however, one of our key aims this year under the umbrella of Innovation is the development of our local curriculum.</p> <p>We have a good working relationship and a strong connection with our Māori whanau. Many of the decisions and actions taken in or around te ao Māori come from formal or informal conversations with our Māori whanau. This relationship works through purposeful and focussed communication coupled with respect and openness. The leadership team, alongside curriculum leaders, meet with our Māori whanau formally twice a year but also regularly and informally at school events and kapa haka and even at our school coffee shop.</p> <p>We will continue to identify those children who are at risk of not achieving or having special needs that are significantly different than their cohort, in order for programmes and resources can be targeted to cater for individual needs.</p>
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	<p>We report to the board of trustees on the achievement of Māori learners and this is ongoing, ensuring that targets are set and resources put in place. We track a subgroup of our Māori learners, a cohort, as they move through the school. We know these children well and the data that we get from this group enables some deeper analysis and information.</p> <p>We run a pōwhiri for all new students each term. We are cognisant of the importance of transition for children, and whilst we work on the transition from Summerland for our year 6 leavers, the transition into Summerland is something that we are also managing and developing. With our pōwhiri and induction into school, careful consideration and consultation is sought from our Māori whanau when children transition from a kohanga reo as sometimes it is important that visiting staff or other tamariki attend the powhiri also. We are also going to respond to and work with information, stories and people from our local hapu about a connection to the land and this area by commissioning some pou in the school.</p> <p>The leadership team meets with Maori learners each term. This is a key area where our work with Dr. Rachael McNae [Waikato University] comes to the fore as we gather, attend to and respond to student voice. Last year we were able to adapt and add some items in the school which were identified by our senior Māori and Pasifika students and this will continue in 2019.</p>
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2019 Ethnic Summary



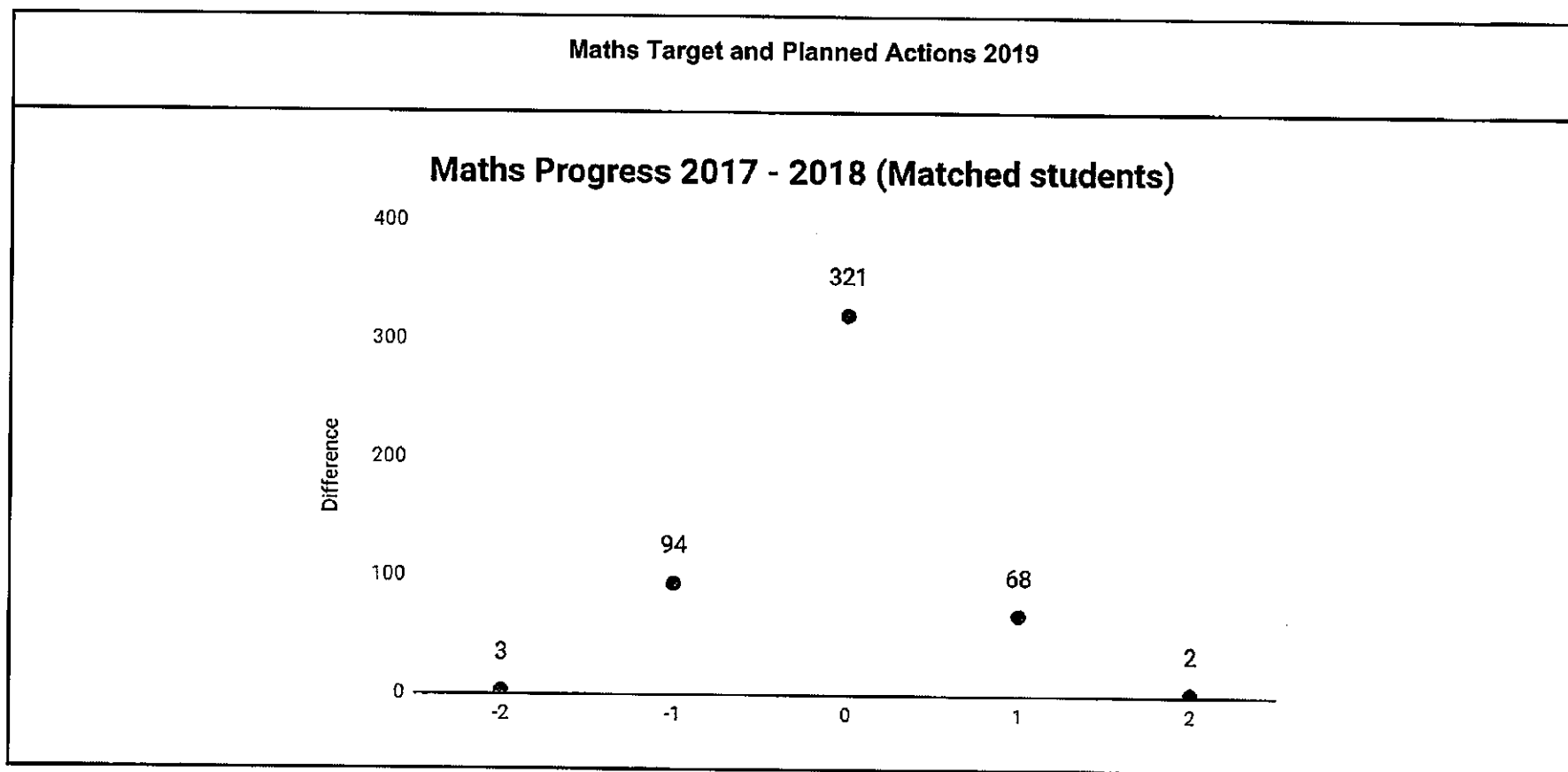
Analysis of Variance 2019

Reading

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none">Targeted students who were below expectation in readingProvided professional learning opportunities in phonicsShared data at team meetings and reflected on strategies	<ul style="list-style-type: none">The analysis showed positive gains for students who were 'well below' , 'below' or 'at'.Of concern is the 7 students who were not able to maintain or progress from 'Below' and are now 'well below'.	<ul style="list-style-type: none">Some students who were recorded as 'Well Below' were moderated incorrectly and three of these students should not have been recorded as "Well Below"The focus on students who are below may take the focus off students who are currently 'at' or 'above'	<ul style="list-style-type: none">To ensure that all staff moderate student attainmentContinue with year level meetings to fine tune strategies for struggling readersIdentify teachers who have made accelerated progress with their students and share their practice.

		<ul style="list-style-type: none"> As National Standards were no longer a requirement we believe that the changes from NS to Curriculum Levels caused some confusion for teachers 	<p>We are changing our assessment practice to focus more on curriculum levels and standardised tests.</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> In 2019 we will examine more closely the PAT comprehension data and how teachers use this to inform their teaching Providing PLD opportunities to focus on reading comprehension and deliberate acts of teaching "Effective Literacy Practice" Continue to target specific students with intervention programmes such as Quick 60, phonics and Rainbow Reading 			

Mathematics



Maths indicates that most students achieve equal to a year's expected learning progress.

- 70 students experienced accelerated learning and made more than one year's expected shift.
 - 29 students accelerated from 'Below' in 2017 to 'At' in 2018.
 - 1 student moved from 'Well Below' to 'At' and another progressed from 'Below' to 'Above'
- 94 students made less than a year's expected progress.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The school adopted the Prime Maths programme from Y2 to Year 6. This was a radical approach to teaching maths.</p>	<ul style="list-style-type: none"> ● 70 students experienced accelerated learning and made more than one year's expected shift. ● 29 students accelerated from 'Below' in 2017 to 'At' in 2018. ● 1 student moved from 'well below' to 'At' and another progressed from 'Below' to 'Above' ● 94 students made less than a year's expected progress and these students will become the target students for 2019. 	<p>Of the 94 students who made less than a year's progress, with further analysis we found that the students came from these year groups;</p> <p>Year 2 – 17 students Year 3 – 16 students Year 4 – 28 students Year 5 – 19 students Year 6 – 14 students</p> <p>Attendance, special needs and teacher judgements were further examined. We found that in many instances students were recorded as making less than a year's</p>	<ul style="list-style-type: none"> ● Continue to develop the Prime Maths programme ● Ensure teachers are confident with interpreting PAT scores and year level reports to inform their teaching. ● Work with staff on EOY assessments to ensure that data is correct. ● All teachers to provide regular mathematical knowledge activities to develop speed of recall.

		<p>progress, teachers were relying on limited data. Therefore, we will be supporting teachers to triangulate data at the end of the year.</p>	
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Writing

In 2017 our target in writing was to improve the writing of our year 1 students which showed that 40% were below or well below their expected level in writing. At the end of 2018, our results showed that we still had more than 40% of the students below or well below. The analysis showed that our writing results across the school showed that all other year groups were similar. Some reasons for the apparent lack of progress could be teachers understanding of OTJ's and curriculum levels in writing. During the year, we transitioned to curriculum levels to show progress in writing. This shift in assessment coupled with a new writing tool being introduced, may have contributed to the lack of overall progress. Our target in writing for 2019 is focusing on boys as they showed the greater number of students in below and well below categories.

Actions for 2019 to improve writing:

- PLD for teachers on effective writing
- Sharing of best practice at year level meetings
- Implementation of writing tool and levelling against curriculum level.
- Discussion of writing strategies at team leader meetings.
- Tracking progress from beginning of year to end of year.

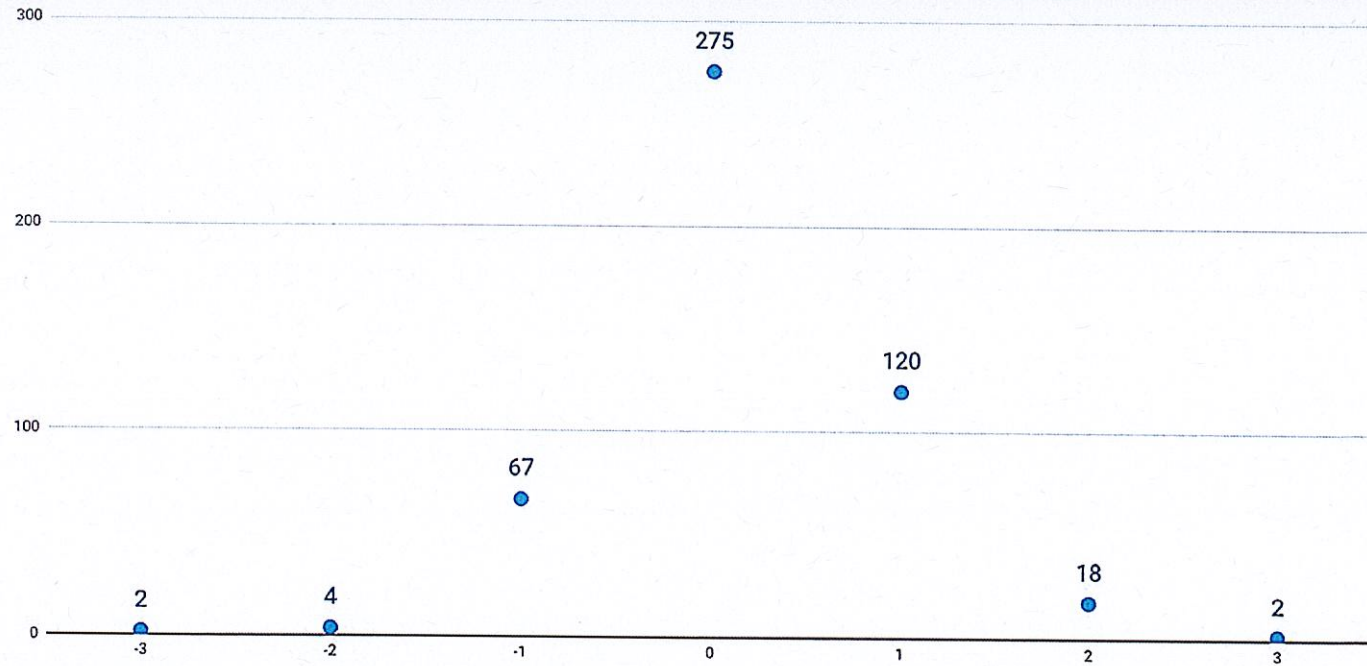
Writing %	Well Below	Below	At	Above
Year 1	11.30	23.48	59.13	6.09
Year 2	3.45	39.66	54.31	2.59
Year 3	4.72	28.30	59.43	7.55
Year 4	5.77	30.77	55.77	7.69
Year 5	6.02	31.58	51.88	10.53
Year 6	7.06	21.18	52.94	18.82

Writing target and planned actions					
Strategic Aim: Create a robust writing programme at all year levels to improve achievement in writing.					
Baseline Data: 2018 (see table below)					
Target: Writing in Y2 and Y5 have the largest representation of students working below expectation. Y4 also have 38/104 working below expectation.					
Achievement Target: Students who are below expectation in writing in Y2 (2018) and Y5 (2018) will move to expectation in literacy progressions.					
Students	Well Below	Below	At	Above	Totals
Year 1	13	27	68	7	115
Year 2	4	46	63	3	116
Year 3	5	30	63	8	106
Year 4	6	32	58	8	104
Year 5	8	42	69	14	133
Year 6	6	18	45	16	85



Baseline Data 2017-2018

Reading

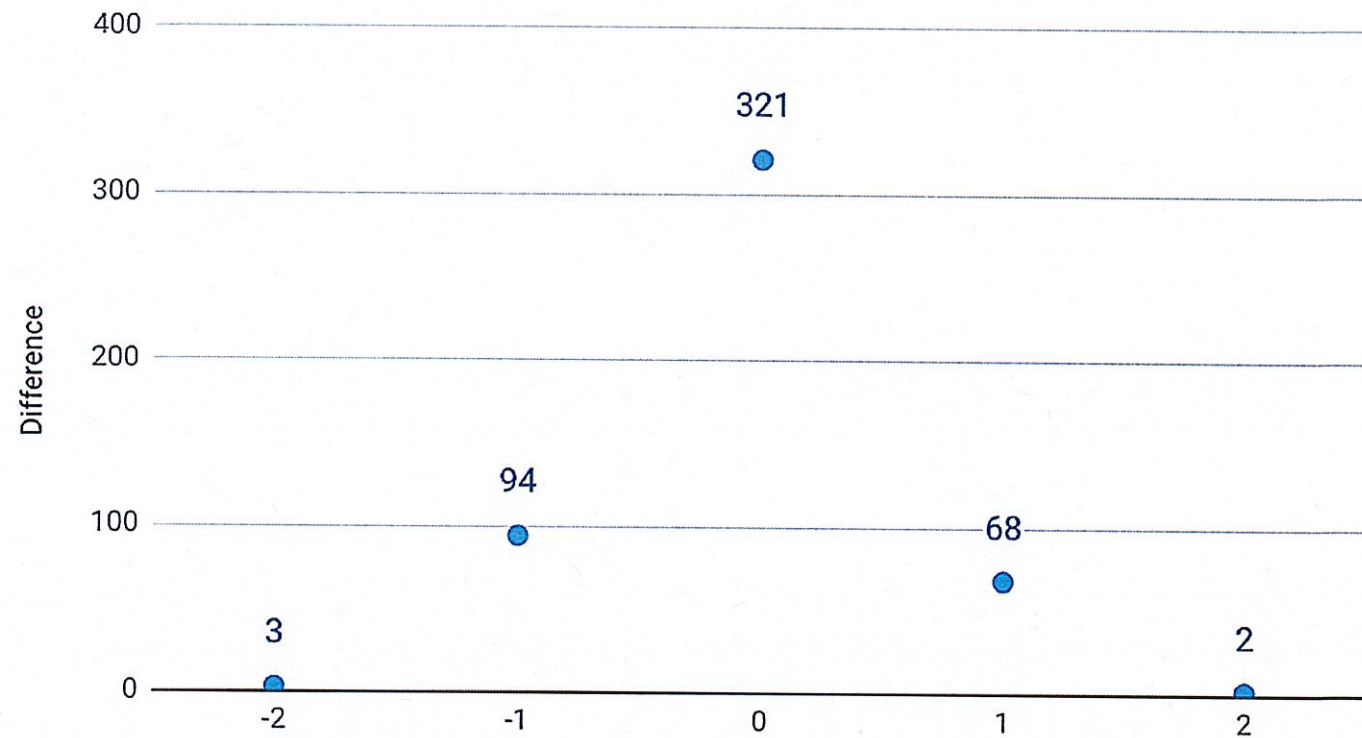


The above diagram represents students who attended Summerland in both 2017 & 2018 and their relative progress against OTJs in Reading.

- The highest result in 'y' axis represents students who retained the same OTJ result. While they may have been 'At' in 2017, they have made a year's progress to remain at 'At' in 2018.

	<ul style="list-style-type: none"> · '1','2' and '3' indicate an acceleration of progress and record a result of the student making greater than one year's expected progress. · '-1' represents the students who did not maintain progress. These include those students who went from: <ul style="list-style-type: none"> ○ 'Above' to 'At' ○ 'At' to 'Below' ○ 'Below' to 'Well Below' · It indicates that they are at the same curriculum year level they were at the end of 2017, resulting in less than a year's learning progress. · '-2' represents those students who appear to have regressed. It likely indicates that there may be some inconsistency in the OTJ of one of the years and will be investigated. Some factors outside of the school's control may also have contributed to the result. · '-3' represents students who were 'Above' in 2017 and now are 'Well Below' in 2018. <ul style="list-style-type: none"> ○ For example, a Year 4 student in 2017 were 'Above' are in 2018 'Well Below'; which means that in 2017 they were achieving at the End of Y5 expectation and now at the end of Y5, is achieving at the After 3 years expectation. <p>Summary:</p> <ul style="list-style-type: none"> · Of 488 students who had an OTJ in 2017 and 2018 (matched) 275 made one year's progress. 140 students made more than one year's progress in reading. Therefore 85% of children made at least one year's progress in reading.29% of children made more than one year's progress. · Of the two students who are recorded as regressing from 'Above' in 2017 to 'Well Below' in 2018, there is a miss alignment between other forms of data. Steps for 2019, is to triangulate data from several sources.
Mathematics	

Maths Progress 2017 - 2018 (Matched students)



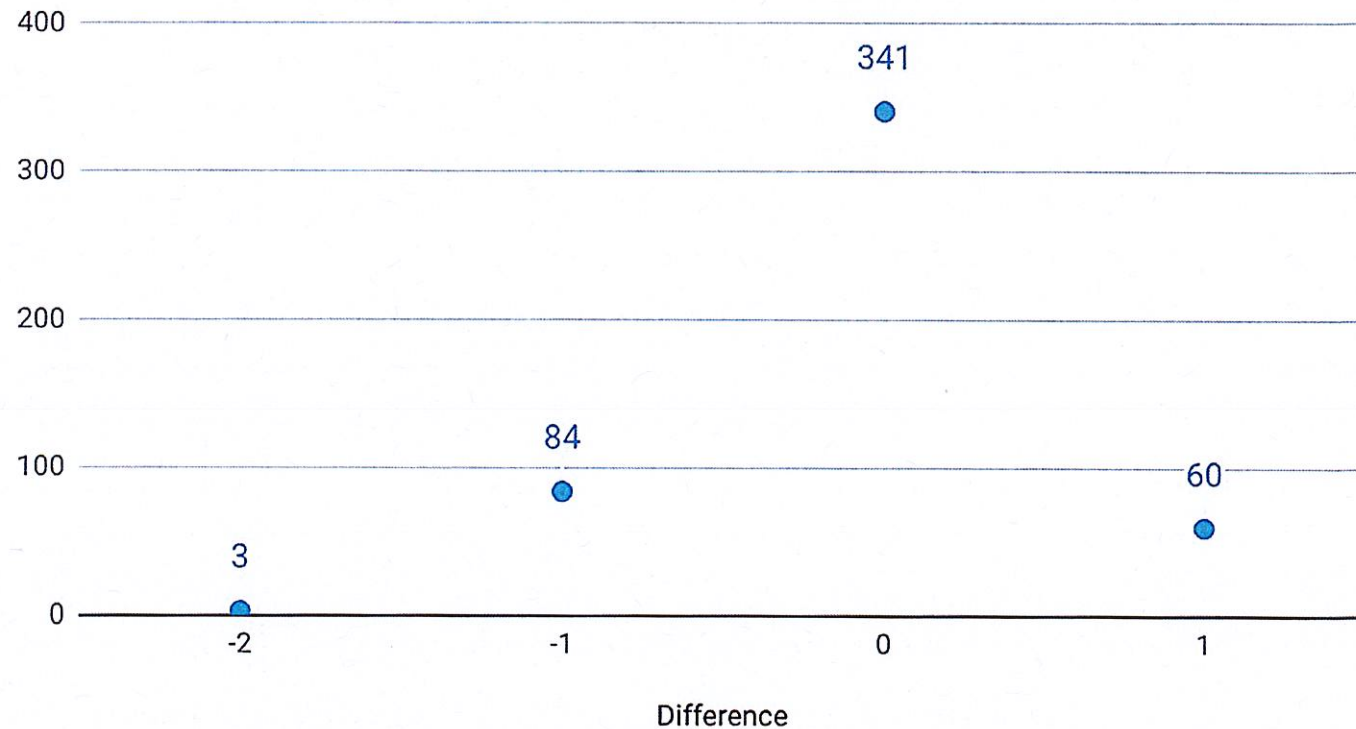
• Maths indicates that most students achieve equal to a year's expected learning progress.

- 70 students experienced accelerated learning and made more than one year's expected shift.
We
 - 29 students accelerated from 'Below' in 2017 to 'At' in 2018.

	<ul style="list-style-type: none"> ○ 1 student moved from 'Well Below' to 'At' and another progressed from 'Below' to 'Above' ● 94 students made less than a year's expected progress. <ul style="list-style-type: none"> ○ Of these, 35 students moved from 'Above' in 2017 to 'At' in 2018 which may indicate consolidation rather than focus on extension. <p>52 moved from 'At' in 2017 to 'Below' in 2018</p> <ul style="list-style-type: none"> ○ 7 students moved from 'Below' in 2017 to 'Well Below' in 2018
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Writing

Writing Progress 2017 - 2018 (Matched Students)



Analysis of Writing progress indicates shifts in progress.

- 341 students made one year's expected progress
- 60 students made greater than one year's expected progress and accelerated their learning
- 84 students made less than a year's progress. We are investigating whether our alignment with our COL developed writing assessment has had an impact.
- We are identifying the strategies, learning experiences and teaching focuses for those students who made accelerated progress.