

Curriculum Area	Level	Target Group	Personnel Involved
Strategic Plan link: NAG 1 (Curriculum) Te reo me nga tikanga Maori	Years 1 - 8	Years 1 - 8 Maori students	Sandi Abel (Tumuaki & Lead Kaiako), Grant Hambleton (Deputy Principal, Wendy Mehrtens (Co-lead Teacher), Janice Carter.
Targets / Actions to achieve targets			Evaluation
<p><u>Targets</u></p> <ul style="list-style-type: none"> • Maori students are fully and successfully engaged in their learning across all curriculum areas and show pride in their unique identity. • 75% of Maori students are achieving at or above Curriculum Levels in Mathematics, Reading and Writing. • Teacher confidence continues to grow in teaching Te Reo Maori. <p><u>Actions to achieve targets</u></p> <ul style="list-style-type: none"> • Develop a continuum of progress for our tamariki in Te Reo Maori. • Work with families and whanau to continue to support expected levels of achievement across curriculum areas. • Employ a kapahaka tutor to support the Te Reo / Tikanga learning and achievement in the school. Conduct a Maori • Consultation Survey and Student Voice Hui early in the 2018 to gain feedback on the programmes over the past few years and into the future. 			<p>End - year results in Reading showed:</p> <p>Maori children were <u>18% (2) At / Above</u> and 82 % (9) were Below / Well Below</p> <p>End - year results in Writing showed:</p> <p>Maori children were <u>28% (3) At / Above</u> and 72 % (8) were Below / Well Below</p> <p>End - year results in Maths showed:</p> <p>Maori children were <u>18% (2) At / Above</u> and 82 % (9) were Below / Well Below</p> <p>Writing was slightly stronger than Reading and Maths for these children. Maori children have not improved by 52% since end - year 2017 because we lost 5 At children during the year to another school and got 3 children from another school who were Well Below due to transience and this skewed our Maori results. All these curriculum areas were focused during 2018 year so as to continue to lift underachievement to above 75%. It was pleasing to see some of our senior children move from Below to AT after years of focused / targeted teaching and learning.</p> <p>We had individual learning progress profiles for all children and the Maori children's progress was monitored through these. The employment of a kapahaka tutor to support the Te Reo / Tikanga learning and achievement in the school was unsuccessful due to health issues and work commitments of the tutor. However we did utilise a MVHS student at the end of the year to work with some of our junior children at lunchtimes. We conducted a Maori Consultation Survey and Student Voice Hui in the Term 4 to gain feedback on the programmes implemented in the school. Recommendations will be used in 2019.</p>

Curriculum Area	Level	Target Group	Personnel Involved
Strategic Plan link: NAG 1 (Curriculum) Physical Education	Years 1 - 8	Years 1 - 8	Grant Hambleton, (Lead Teacher), Sandi Abel (Principal), Janice Carter, Wendy Mehrtens, and other personnel associated with SCS e.g. ARA PolyTec.
Target / Actions to achieve target			Evaluation
<p><u>Targets</u></p> <ul style="list-style-type: none"> Levels of fitness & engagement in physical activity will continue to increase. <p><u>Actions to achieve targets</u></p> <ul style="list-style-type: none"> Timetabled, regular, targeted physical activity programmes will be implemented in all classes, with a focus on Fundamental Skills - on a Thursday afternoon. Selected out of school activities will be provided to enhance and extend skills learned. 			<p>A range of activities have contributed to physical activity increases within the school:</p> <ul style="list-style-type: none"> We had 4 Netball teams in 2018 - out of school competition - over 10 weeks. Some of these teams are mixed teams with our boys taking an active interest in playing netball in 2018. Our Rugby players were attached to community clubs – several of our new boys have joined these teams. We had 1 Touch Rugby team with a mixture of boys and girls and year levels. Jump Jam Competition with the school entering 3 teams in the 10th Anniversary Jump Jam Competition. We were proud to see that one group got 3rd place. This took many hours of practice by the children to achieve a level of proficiency to be able to compete as novices in the competition. Ara PolyTech Outdoor Education programme for the senior class including kayaking, orienteering, outdoor education skills at Peel Forest, as well as rock climbing and abseiling. Professional Swimming programme for 2 weeks at CBay funded by the St Phillip’s Church PCT Challenge / APA Day at Stadium / Fundamental Skills programme Netball coaching for all classes over several weeks Sports Canterbury Sports Start Pilot - a home based Physical Activities programme which ran for 6 weeks with the children receiving individual sports equipment and activity cards to use with family members after school and in the weekends The Principal PD in Maori Traditional Games and has implemented in our Healthy Lifestyles - Healthy Lunch Day, when all staff teaching new Fundamental Skills activities to the children Room 4’s camp with a focus on Outdoor Education skills at Peel Forest was changed due to bad weather, however an alternative programme was designed due to the weather issues. / Room 3’s Outdoor Education Skills Camp to Lindsfarne / Room 1’s overnight trip to Orana Park . An end of year Fun Swim at CBay funded by the St David’s Church. We also implemented as part of our Healthy Lifestyles - a Healthy Snack Day, followed by a Jump Jam session with Brett Fairweather - the Jump Jam facilitator / guru. The middle and senior school participated in the Top School’s programme at St Joseph’s School. <p>We reported to parents/caregivers in September through our work sample / celebrations portfolios the highlights of our Physical Education / Health programmes in the school.</p> <p>Kiwisport Funding was used to increase student’s participation in the following organised sports: Top Teams, our Outdoor Education programme with ARA and external sport’s teams including children from Years 3 – 8 in Rugby, Netball and Touch Rugby.</p>

NAG 5: Health & Safety - Positive Behaviour Management / Pastoral Care

Goal	Personnel Involved
<ul style="list-style-type: none"> All children/tamariki, including those with special learning needs, are able to maintain expected levels of engagement and success in learning programmes. 	<p>Sandi Abel (Principal & SENCO), Grant Hambleton (Deputy Principal), Janice Carter, Wendy Mehrtens, (Liz Sakimura, Stacey Hawthorne, Maree Campbell -Teacher Aides) and personnel from all agencies involved with children. See Special Needs and At Risk children spreadsheet.</p>
Actions to achieve goal	Evaluation
<ul style="list-style-type: none"> Start of 2018 year data updated, collated, analysed and interpreted to determine level and nature of behaviour modification need across school. Pastoral care data gathered and analysed regularly via Principal's Special Needs database. IEP / IBPs written as and when required. Social Worker In Schools role continued. Principal attends SWIS regional meetings and liaises with SWIS (ongoing). Breakfast Club continues daily between 8.20 & 9.00 am. Kids' lunch (hot meal) operates every Wednesday using school community volunteers – now extended to local kindergarten. Kiwican (Values) programme provided for each class. Principal to attend all relevant Strengthening Families Meetings and Family Group Conferences. 	<p>End - year results showed that our most severe Special Needs children (of which there are 10 = 15% of the children assessed at the end of 2018), including our 3 In – Class support children, are achieving Below / Well Below in the Curriculum Levels. Programmes have been put in place to support their progress in the NZ Curriculum e.g. RTLB school - wide Guided Reading support, In-Class Support (MoE funded) and Teacher Aide support, through the school's SEG and TEFA funding. For our next tier "At Risk of Not Achieving" children (of which there are 37 = 57% of the children assessed at the end of 2018), we have additional programmes that are being implemented during 2018 e.g. RTLB school - wide Guided Reading support, ESOL support and Teacher Aide support – funded through SEG and ESOL funding.</p> <p>We have continued to have a term by term Special Needs Register, as many of our children have complex learning / behaviour needs, as well as external areas that impact on their schooling. After discussion with the MoE advisor, I separated the Special Needs register into 2 registers – 1 Special Needs and 1 "At Risk" register. A report will be provided via a Special Needs Review at the beginning of 2019 from both areas for the BoT's information, as we have 72% of our children requiring additional support in their learning.</p> <p>Our SWIS (Angela) worked with a number of referred children and their families on a Monday and Thursday until the end of Term 3. Then she resigned and we were without a SWIS for the rest of the year. All of our other programmes that support our children's ability to be at school on a daily basis and be ready to learn, are still being implemented with the generous support of outside providers e.g. KidsCan, the Lye Foundation, our local church and community members. Our KiwiCan programme is operating this year, however we have had many disruptions with the leaders especially one who was sporadic in his attendance and this was addressed with KiwiCan and will be remedied for 2019. The Principal (and when appropriate other Teachers) attended all SF and FGC etc to support families and children in the school and at home.</p>

NAG 4: Finance & Property

Goals	Personnel Involved
<ul style="list-style-type: none"> The school's financial position continues to be positive and sustainable. The Board of Trustees monitors and manages the school's finance and property portfolios effectively. Property development, including modernisation of existing buildings, is realistic and appropriate to the size, nature and needs of the school. 	<p>Board of Trustees, Principal (Sandi Abel) , Office Manager (Christine Welch) Caretaker (Chris Butler/ Craig Buchanan), Solution and Services personnel Ministry of Education Property Adviser / Logic</p>
Actions to achieve goals	Evaluation
<ul style="list-style-type: none"> The 2018 budget is developed by the Board, and is carefully adhered to. Property works are actioned as determined by the Board with MoE support – with Stage 2 upgrade of Administration block and Library areas as a major focus. Use the Home and School Committee – (newly formed) to assist in providing additional funds for specific curriculum needs, to ensure that the education of our children is not compromised by a lack of funds. 	<p>End - year results showed that we are in a very sound financial position. See below for details: We have invested \$41,000.00 into a term investment maturing in March 2019 and we have a term investment of \$129,724.00 maturing in March 2019. We also have a term investment \$180,677.00 maturing in September 2019 and \$100,000.00 in a term investment which matures in May 2019. This is approx. \$451,401.00 of funds in investments. In the on - call account we have a working capital of \$33,374.00 and \$84,167.00 in our cheque account. (This is including our RTLit funds - surplus and working capital, but is excluding any RTLb funds held by the school). In the RTLb account there is \$196,581.00 however \$132,983.70 will be removed from this account by the MoE, as we are required to return the 2017 surplus to the MoE. We look on track to have an unqualified Audit Report for 2018. Our Property Development continued to be an on-going process with the Stage 2 finally being approved by the MoE to the value of \$1.5 million being funded for our 5YA and 10YPP projects of remediation work of the weather tightness issues in the Admin Block and the hall. Also approved was the refurbishment of the 2 old classrooms into a new MLE classroom and a new library. The final part is work to be done is to update our water pipe systems to ensure quality of water in the school. To date we have had a visit from a local architect company and combined with 2 other architects they have put in offers to complete parts of the project – design and development phases. These submissions are before the MoE at present. The Learning Support and RTLb buildings options are still in the pipeline with MoE and they are waiting on formalising the PODs with the various itinerant users of this block. A new Home and School has not been formed to date. However we have used some of the funds sitting in their account to assist the school to pay for components of the Outdoor Education Camps to Lindisfarne for Rooms 3 and the End of Year Fun Activities programme for Room 4.</p>

Curriculum Area	Level	Target Group	Personnel Involved
Strategic Plan link: NAG 1 (Curriculum)	Years 1 - 8	Years 1 - 8 Pasifika students	Sandi Abel (Tumuaki & Lead Kaiako), Grant Hambleton (Deputy Principal, Wendy Mehrtens (Co-lead Teacher), Janice Carter.
Targets / Actions to achieve targets			Evaluation
<p><u>Targets</u></p> <ul style="list-style-type: none"> • Pasifika students are fully and successfully engaged in their learning across all curriculum areas and show pride in their unique identity. • 60% of Pasifika students are achieving at or above Curriculum Levels in Mathematics and Reading. • 70% of Pasifika students are achieving at or above Curriculum Levels in Writing. <p><u>Actions to achieve targets</u></p> <ul style="list-style-type: none"> • Develop a continuum of progress for our children with ESOL needs. • Work with families to continue to support expected levels of achievement across curriculum areas. • Conduct a Pasifika Consultation Survey and Student Voice fono early in the 2018 to gain feedback on the programmes over the last year and into the future. 			<p>End - year results in Reading showed:</p> <p>Pasifika Island children were <u>48% (11) At / Above</u> and 52 % (12) were Below / Well Below</p> <p>End - year results in Writing showed:</p> <p>Pasifika Island children were <u>56% (13) At / Above</u> and 44 % (10) were Below / Well Below</p> <p>End - year results in Maths showed:</p> <p>Pasifika Island children were <u>31% (7) At / Above</u> and 69 % (16) were Below / Well Below</p> <p>Writing was slightly stronger than Reading and Maths for these children. All these curriculum areas were focused on during the 2018 year, so as to continue to lift underachievement to above 60% in Reading and Maths, as well as lift underachievement to above 70% in Writing. We had individual learning progress profiles for all children and the Pasifika children's progress was monitored through these. Although we did not celebrate separate Pasifika Language Weeks this year, we did have children perform at our Talent Quest and they will also perform at our End of Year Prize Giving Assembly. The planned Polyfest did not go ahead due to bereavement that affected 3 of our main families, but it will be on the Events Calendar for 2019. We will also focus on the curriculum area of Social Sciences for 2019, with an emphasis on Cultural Diversity. We conducted a Pasifika Consultation Survey and Student Voice fono in the Term 4 to gain feedback on the programmes of learning, especially around the ESOL children. Recommendations will be implemented in 2019.</p>