



ONEPOTO PRIMARY

CHARTER

2016

Onepoto School's Vision

Onepoto School nurtures a lifelong love of learning.

Motto

Aim High

Onepoto School's Behaviour Expectations

I Care About Myself

I Care About Others

I Care About the Environment



ONEPOTO PRIMARY SCHOOL STRATEGIC PLAN

	2016	2017	2018
CURRICULUM	Pedagogy (Classroom Skills) Develop and implement pedagogies for new technologies. Continue computer upgrade as required	Embed pedagogies for new technologies	→
	Review English Curriculum In context of Maori & Pasifika interest and values - Listening, Reading & Viewing - Speaking, Writing and Presenting	- Review the Arts Curriculum - Review Health & PE Curriculum	→
	Annual Plan 2016 Targets set for 2017 Consult Kim Bullus & Rose Mose - MoE	Annual Plan 2017 Targets set for 2018	Annual Plan 2018 Targets set for 2019
ASSESSMENT & EVALUATION	Review of children's Learning Journeys		→
	Edge for Data Collections for National Standards Targets		→
	Reports – Mid and End of Year to ensure National Standards information is accurate		→
	Consult Community and staff on reporting		→

	2016	2017	2018	
PROFESSIONAL DEVELOPMENT (Whole staff)	Reading Together (Juniors only)	NVIC Training	Science, Technology, Social Sciences Review & related PD	
	ICT Focus		→	
(Personal)	English Curriculum Review & related PD	Review the Arts Review Health and PE		
	Up skill staff's understanding in Te Reo and Tikanga Maori		→	
	Strategic Aim : Attitudes for Learning		→	
	Implement positive behavioural expectations for learning			
	Positive Behaviour for Learning Year 2	Positive Behaviour for Learning Year 3 Embed positive behaviour expectations	Positive Behaviour for Learning Year 4	→
	Personal choice related to Curriculum – refer School Policies (Personal Development – courses, study etc.)			→
Development Objectives related to annual appraisal – personal goals			→	

ON-GOING ACTIVITIES	Annual Cultural Festival 18 November 2016	→	→
	School concert (Term 3)	→	→
	On-going Board of Trustees newsletters to community each term	→	→
	Inclusive community activities (using local talent in options programme)	→	→
	Breakfast in Schools	→	→
	Milk in Schools	→	→
	Fruit in Schools	→	→
	Bikes in Schools	→	→
	EOTC	→	→
	Our Place	→	→
	Matariki	→	→
	Pasifika Celebrations	→	→

	2016	2017	2018
COMMUNITY & MARKETING	Strategic Aim: Relationships		→
	Engage whanau and all parents to actively support our students to achieve success in their learning	Community Consultation re: Health & Curriculum	→
	On-going Board of Trustees training for new Board and new 2016 members		→
	Whole BoT Professional Development		
	Community Consultation ongoing, focus PB4L & Reading Together		→
	* Vary – using food & entertainment, sport, cultural and education shared activities		→
	* Encourage community use of Our Place and portable devices		→
* Visit local pre-school facilities with Junior Team			
Review of Study Support Homework Centre		→	
ADMINISTRATION (BOT/STAFF)	NAG 5 Health and safety changes		
	Review cycle starts again from NAG 1		→
	Report to MOE on 2015 Standards by March 2016	Report to MOE on 2016 Standards by March 2017	Report to MOE on 2017 Standards by March 2018
	Set Student Achievement Targets related to National Standards by February for 2016 year	Set Student Achievement Targets related to National Standards by February for 2017 year	Set Student Achievement Targets related to National Standards by February for 2018 year
Preparation of Strategic Plan for 2017 (Staff, Board of Trustees, Community)	Preparation of Strategic Plan for 2018 (Staff, Board of Trustees, Community)	Preparation of Strategic Plan for 2019 (Staff, Board of Trustees, Community)	

	2016	2017	2018
PROPERTY	Refer to 10 Year Property Plan – 2016 – 2024 (Annual Review)	Refer to 10 Year Property Plan – 2017 – 2025 (Annual Review)	Refer to 10 Year Property Plan – 2018 – 2026 (Annual Review)
	Continue with 5 Year Property Plan projects as per approved Plan Drains in car park and junior court Sewer upgrade	→	→
	(Year 5 of plan) Exterior annual maintenance service and inspection – Programmed Services	Exterior annual maintenance service and inspection (Year 6 of plan) →	(Year 7 of plan)
	Interior annual maintenance service and inspection – Programmed Services (Year 5 of Plan) - Replace hall carpet Caretakers shed roof repairs	(Year 6 of Plan) →	(Year 7 of plan)
	Replace Senior Playground Maintain Cycle, Skills and Pump Track	→	→

STRATEGIC PLAN - OVERVIEW FOR 2016

CURRICULUM (NAG's 1, 2 & 2A)

- Ensure coverage of the New Zealand Curriculum in all classrooms.
- Continue professional development for all staff related to the New Zealand Curriculum Document and National Standards. On-going review of "Onepoto Curriculum" document.
- Staff to continue working on Reading, Writing Standards and Mathematics Standards, Targets set for 2016. Report to MOE – March 2016.
- Review of reports to children and parents to ensure the incorporation of National Standards. Reports to be in "Plain English".
- Continue with the development of programmes for Maori and Pasifika children to improve their levels of achievement especially in Literacy and Numeracy. Reporting to BOT related to Maori, Pasifika, Boys and Girls to assist with Target Setting related to National Standards.
- Ensure students identified with special needs are meeting their goals with the combined focus of teachers, specialist agencies, caregivers and the students' full engagement.
- Use of interactive data projectors in all rooms – professional development for staff if needed.
- Targets for student achievement 2016 (refer curriculum annual plan). These targets have been selected from assessment data collected from our children at the end of 2015. This data has been analysed, reported on and will be used in planning for 2016. Targets in 2015 will relate to National Standards. Data to be analysed from Edge and used by staff for planning of class programmes for children.

PERSONNEL (NAG's 2 & 5)

- Continue with high levels of staff performance
 - by monitoring staff performance through on-going appraisal process
 - by providing adequate funding for continued professional development (ICT, Mathematics & PB4L)
 - by appointing best possible staff to meet the children's needs and provide an adequate induction for all new staff
 - by reviewing performance management policy annually in Term 1
- Board of Trustees:
 - providing adequate, appropriate and on-going training for Board of Trustees in 2016
 - reflecting on diverse school community and pupils
 - continuing to develop the New Zealand Curriculum and National Standards documents with the Board of Trustees.
 - having a clear understanding of the National Standards and reporting to parents/MOE and the setting of Targets.

PROPERTY (NAG'S 4 & 5)

- Review the 10 Year Property Plan for 2016-2024 and extend by one further year to 2024.
- Ensure that the new 5 Year Property Plan is carried out satisfactorily. Liaise with MOE Property Officer. Ensure Year 1 of new 5 Year agreement signed by MOE 19.11.15 is instigated.
- Continuing with 14 Year Painting Programme with Programmed Maintenance.

RESOURCES (NAG 3)

- Provide all resources necessary for implementing effective classroom programmes including on-going upgrade of classroom computers.
- Use the resource room to store and continue to improve the quality of school resources in all curriculum areas.
- To continue to improve and upgrade school facilities. Refer to 5 Year Property Agreement – Year 1.
- To continue using the school library in the best possible way for classes and the Study Support Homework Centre after school – Monday to Thursday.
- To continue to use fibre optic cabling efficiently and well in all areas of the school including the library. Use of interactive data projectors, tablets and desktop PCs.

SCHOOL REVIEW

- Review and rewrite school policies as per Board of Trustees timetable. Ongoing consultation with Maori & Pasifika communities.
- Fortnightly newsletter to parents and community will continue.
- On-going curriculum reviews as per Charter.
- Review and evaluate strategic plan annually.
- Continue to review student progress through EDGE and Learning Journeys as well as through the National Standards and NZC.
- Identify any barriers to learning for students and groups of students who are not achieving, have special needs, special abilities or have English as a Second Language.
- Further develop Planning and Reporting policy in 2016 related to New Zealand Curriculum and National Standards. Ensure that all reporting to parents/caregivers is in "Plain English".

CURRICULUM

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTIONS
<p>Strategic Statement The curriculum at Onepoto School will reflect the NZ Curriculum and the school's charter. It will be designed:</p> <ul style="list-style-type: none"> * To meet the varied individual needs of our students. * To increase the progress and achievement of the group of students with special needs identified as not achieving as expected. * To measure progress towards the achievement of National Standards. * To evaluate targets set for all children. * To improve standards of English for ESOL children. <p>Long Term Goals</p> <ul style="list-style-type: none"> * To continue to provide staff with Professional Development across the curriculum. * To review assessment, analysis and reporting systems. * To review performance management and appraisal system. 	New Zealand Curriculum (NZC)	* A school curriculum that ensures relevance to Maori & Pasifika	* Consult Maori & Pasifika communities.
	National Standards and reporting Special Needs	<ul style="list-style-type: none"> * To provide reporting systems that are easily understood by all parents and pupils, including those with special needs. * To see parents meet regularly with teachers to assist students with special needs to reach their goals. * Parents able to share their knowledge and skills to assist special needs students. * The analysis of variance will be reported against the goals for individual special needs students. 	<ul style="list-style-type: none"> * To continue refining and modifying "Onepoto Reporting System" so that it is in "Plain English" for all parents/ caregivers. * IEP's/classroom planning developed with the student and family. * PD and individual support provided to teachers on a regular basis from RTLB and relevant agencies.
	ICT and relevance to NZC continues	* Effective use of data projectors, new computers and tablets.	* PD with all staff utilizing staff strengths and outside expertise
	Maori/Pasifika Consultation continues	<ul style="list-style-type: none"> * To continue to set targets in Reading, Writing and Mathematics to improve achievement levels for both Maori and Pacific Island children. Levels of achievement for our Maori and Pasifika children will be analysed fully as separate groups for the BOT and MOE. (Maori – Boys, Girls), (Pasifika – Boys, Girls). * Acceleration of a group of below/well below learners * A school curriculum and achievement action plan * Parents/ whanau reading together more effectively and with greater frequency * Staff equipped with effective tools to minimise & manage crisis 	<ul style="list-style-type: none"> * Consultation meetings between Board, staff, parents continue in 2016 related to NZC and National Standards * Workshops with Principal, Mathematics PD leader (Kim Bullus) and staff. * Workshops with parents/whanau * NVCI – 1 day seminar Term 1

Student Achievement in Reading

Onepoto School End of Year 2015 including Jan/Feb 2016

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						1	At
3	End Year 6					1	10	Below
	End Year 5				1	7	4	Well Below
2	End Year 4			0	7	0	3	
	After 3 years		0	9	5	1		
1	After 2 years	0	4	4	4			
	After 1 year	6	7	1				
		9	2					
		2						

Roll 97

Showing Achievement 88

4 Year 0 and 5 < 1

Above National Standard	= 3	= 3%
At National Standard	= 43	= 49%
Below National Standard	= 29	= 33%
Well below National Standard	= 13	= 15%
TOTAL	= 87	=100%

READING - End of Year 2015 including January/February 2016

<p>School Overall</p> <p>Above National Standards 13 (3%) At National Standards 29 (49%) Below National Standards 43 (33%) Well Below National Standards 3 (15%) <u>88</u></p> <p>5 Attended < 1 year 4 YO <u>97</u></p>	<p>Boys</p> <p>Above National Standards 1 (2%) At National Standards 19 (42%) Below National Standards 19 (42%) Well Below National Standards 6 (14%) <u>45</u></p>	<p>Girls</p> <p>Above National Standards 2 (5%) At National Standards 24 (56%) Below National Standards 10 (23%) Well Below National Standards 7 (16%) <u>43</u></p>
<p>Maori Overall</p> <p>Above National Standards 1 (3%) At National Standards 13 (34%) Below National Standards 14 (37%) Well Below National Standards 10 (26%) <u>38</u></p>	<p>Maori Boys</p> <p>Above National Standards 1 (5%) At National Standards 7 (32%) Below National Standards 10 (45%) Well Below National Standards 4 (18%) <u>22</u></p>	<p>Maori Girls</p> <p>Above National Standards 0 (0%) At National Standards 6 (38%) Below National Standards 4 (25%) Well Below National Standards 6 (37%) <u>16</u></p>
<p>Pasifika Overall</p> <p>Above National Standards 2 (5%) At National Standards 26 (63%) Below National Standards 13 (32%) Well Below National Standards 0 (0%) <u>41</u></p>	<p>Pasifika Boys</p> <p>Above National Standards 0 (0%) At National Standards 12 (63%) Below National Standards 7 (37%) Well Below National Standards 0 (0%) <u>19</u></p>	<p>Pasifika Girls</p> <p>Above National Standards 2 (9%) At National Standards 14 (64%) Below National Standards 6 (27%) Well Below National Standards 0 (0%) <u>22</u></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p>1. Reading</p> <p>At the end of the 2015 school year of the 88 children (52%) (Refer to achievement graph previous) were reading above or At the National Standard. 29 were reading Below standard and 13 Well Below standard. This data was the overall teacher judgements in reading following moderation within the school. Data used for this OTJ included Probe 2, STAR testing, Running Records, classroom observation, peer and self-assessment.</p> <p>When breaking down the At and Above National Standard groups into gender, 44% of the boys and 60% of the girls; while of the Maori students 37% were reading At or Above standard (36% Maori boys and 38% Maori girls). The Pasifika children had 68% reading At or Above standard, with 63% of the Pasifika boys and 73% of the Pasifika girls.</p> <p>55.5% of our boys are reading below National Standard compared to 39.6% of our girls.</p>	<p>With 11 children (64.7%) after 1 year at school reading Below standard, 9 children (69%) after 2 years at school reading below standard and 52.9% after 4 years at school, move all target children from Below to At and to improve the progress of the Well Below and show evidence of that progress</p>	<ul style="list-style-type: none"> * Use a range of assessment methods to clearly exactly what gaps are evident for each student and develop inquiry question. * Set short term specific goals. * Fortnightly syndicate meetings are held to review the progress of target students. <ul style="list-style-type: none"> • Keep Junior class sizes as small as possible • Use 'Our Place' as a family centre for parents to access free resources, help through SWIS, adult literacy courses and Reading Together. * Involve all children in Duffy Reading rewards and promotions. * Reading to a Dog for reluctant readers. * Innovative use IT resources. * Promote use of Reading Eggs Programme for all Junior classes * Continue to use teacher aides in classroom during Reading time each day. * By inclusive practice, including <i>Reading Together</i> and parental/volunteer assistance raise achievement and encourage positive attitudes to reading. * Ensure the staff utilise current data on children to ensure that the "next steps" in their learning is relevant to individual needs. * Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't. * Encourage all children to use the school and Northcote libraries effectively as well as frequently throughout the year. * Literacy Aide 	<ul style="list-style-type: none"> * The findings from the intervention project will feed back into the school's teaching & learning cycle. * Parents/Caregivers will be kept fully informed through mid-year and end of year reports, triadic discussions between pupil, teacher and parents as well as through the children's "Learning Journeys" that are sent home at least twice yearly. * Evaluate through informal teacher/parents discussions throughout the year using our n community hub Pacific Room. * Peer observations, reflection and follow-up discussions to improve practice. * Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2015 as part of the Annual Report. * On-going data and progress reports will be presented to the Board of Trustees at mid and end of year.

Student Achievement in Writing

Onepoto School End of Year 2015 including Jan/Feb 2016

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						0	At
3	End Year 6					0	6	Below
	End Year 5				0	6	7	Well Below
2	End Year 4			0	8	2	5	
	After 3 years		0	8	7	1		
1	After 2 years	1	7	4	2			
	After 1 year	8	3	2				
		6	3					
		2						

Roll 97

Showing Achievement 88

4 Year 0 and 5 < 1

Above National Standard	= 1	= 1%
At National Standard	= 43	= 49%
Below National Standard	= 29	= 33%
Well below National Standard	= 15	= 17%
TOTAL	= 88	=100%

WRITING - End of Year 2015 including January/February 2016

<p>School Overall</p> <p>Above National Standards 1 (1%) At National Standards 43 (49%) Below National Standards 29 (33%) Well Below National Standards 15 (17%) <u>88</u></p> <p>5 Attended < 1 year 4 YO <u>97</u></p>	<p>Boys</p> <p>Above National Standards 0 (0%) At National Standards 18 (40%) Below National Standards 17 (38%) Well Below National Standards 10 (22%) <u>45</u></p>	<p>Girls</p> <p>Above National Standards 1 (2%) At National Standards 25 (58%) Below National Standards 12 (28%) Well Below National Standards 5 (12%) <u>43</u></p>
<p>Maori Overall</p> <p>Above National Standards 0 (0%) At National Standards 12 (32%) Below National Standards 13 (34%) Well Below National Standards 13 (34%) <u>38</u></p>	<p>Maori Boys</p> <p>Above National Standards 0 (0%) At National Standards 6 (28%) Below National Standards 8 (36%) Well Below National Standards 8 (36%) <u>22</u></p>	<p>Maori Girls</p> <p>Above National Standards 0 (0%) At National Standards 6 (38%) Below National Standards 5 (31%) Well Below National Standards 5 (31%) <u>16</u></p>
<p>Pasifika Overall</p> <p>Above National Standards 1 (2%) At National Standards 27 (66%) Below National Standards 13 (32%) Well Below National Standards 0 (0%) <u>41</u></p>	<p>Pasifika Boys</p> <p>Above National Standards 0 (0%) At National Standards 12 (63%) Below National Standards 7 (37%) Well Below National Standards 0 (0%) <u>19</u></p>	<p>Pasifika Girls</p> <p>Above National Standards 1 (5%) At National Standards 15 (68%) Below National Standards 6 (27%) Well Below National Standards 0 (0%) <u>22</u></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p>2. Writing</p> <p>At the end of the 2015 school year, 44 of our 88 children (refer to Student Achievement Graph) were writing Above or At the National Standard. 29 were writing Below standard and 15 Well Below standard. This data was the Overall Teacher Judgements in writing following moderation within the school.</p> <p>Data used for teachers to arrive at the OTJ included moderation using the Takapuna Cluster Moderation Document, classroom writing in various genre throughout the year including recounts, letter writing, narratives, persuasive, instructional, self-assessments and peer assessments.</p> <p>Out of our Maori Boys, 16 (72%) were writing Below or Well Below standard. Out of our Pasifika Boys, 7 (36%) were writing Below or Well Below standard.</p>	<p>To move all target children from Below to At and to improve the progress of the Well Below and show evidence of that progress.</p>	<ul style="list-style-type: none"> * Survey of boys attitude towards writing and find high interest topic. <ul style="list-style-type: none"> * Use a range of assessment methods to clearly exactly what gaps are evident for each student and develop inquiry question. * Set short term specific goals. * Fortnightly syndicate meetings are held to review the progress of target students. * Keep Junior class sizes as small as possible. * Use of teacher aides and volunteers in all rooms during Writing time each morning. * Extend children's personal rich experiences with rich local experiences using the school minivan for trips and visits to assist writing, * Work with parents, caregivers of target students. <ul style="list-style-type: none"> * Access relevant research articles * Experiment with a variety of informal formats for quick, concise communication. * Involve IT in innovative ways. 	<ul style="list-style-type: none"> * The findings from the intervention project will feed back into the school's teaching & learning cycle. * The parents/caregivers will be kept fully informed through mid-year and end-of-year reports, triadic discussions between student, teacher, parents as well as through the children's "Learning Journeys" that are sent home at the end of each term. * Evaluate through informal teacher/parent/student discussions throughout the year using our community hub Pacific Room. <ul style="list-style-type: none"> * On-going data and progress reports will be prepared and presented to the Board of Trustees at mid-year and end-of-year. * Results of the Target Outcomes will be forwarded to the MOE in the Analysis of Variance for the year ending 31 December 2015 as part of the Annual Report. *

Student Achievement in Mathematics

Onepoto School End of year 2015 including Jan/Feb 2016

Curriculum Level	National Standards	After 1 year	After 2 years	After 3 years	End Year 4	End Year 5	End Year 6	
4	End Year 8							Above
	End Year 7						0	At
3	End Year 6					1	11	Below
	End Year 5				0	6	5	Well Below
2	End Year 4			0	12	2	2	
	After 3 years		0	6	5	0		
1	After 2 years	0	6	6	0			
	After 1 years	10	6	2				
		5	1					
		2						

Roll 97

Showing Achievement 88

4 Year 0 and 5 < 1

Above National Standard	= 1	= 1%
At National Standard	= 51	= 58%
Below National Standard	= 29	= 33%
Well below National Standard	= 7	= 8%
TOTAL	= 88	= 100%

MATHEMATICS - End of Year 2015 including January/February 2016

<p>School Overall</p> <p>Above National Standards 1 (1%)</p> <p>At National Standards 51 (58%)</p> <p>Below National Standards 29 (33%)</p> <p>Well Below National Standards 7 (8%)</p> <p align="right"><u>88</u></p> <p>5 Attended < 1 year</p> <p>4 Y0 <u>97</u></p>	<p>Boys</p> <p>Above National Standards 0 (0%)</p> <p>At National Standards 26 (58%)</p> <p>Below National Standards 16 (35%)</p> <p>Well Below National Standards 3 (7%)</p> <p align="right"><u>45</u></p>	<p>Girls</p> <p>Above National Standards 1 (2%)</p> <p>At National Standards 25 (58%)</p> <p>Below National Standards 13 (30%)</p> <p>Well Below National Standards 4 (10%)</p> <p align="right"><u>43</u></p>
<p>Maori Overall</p> <p>Above National Standards 1 (3%)</p> <p>At National Standards 17 (45%)</p> <p>Below National Standards 13 (34%)</p> <p>Well Below National Standards 7 (18%)</p> <p align="right"><u>38</u></p>	<p>Maori Boys</p> <p>Above National Standards 0 (0%)</p> <p>At National Standards 10 (45%)</p> <p>Below National Standards 9 (41%)</p> <p>Well Below National Standards 3 (14%)</p> <p align="right"><u>22</u></p>	<p>Maori Girls</p> <p>Above National Standards 1 (6%)</p> <p>At National Standards 7 (44%)</p> <p>Below National Standards 4 (25%)</p> <p>Well Below National Standards 4 (25%)</p> <p align="right"><u>16</u></p>
<p>Pasifika Overall</p> <p>Above National Standards 0 (0%)</p> <p>At National Standards 29 (71%)</p> <p>Below National Standards 12 (29%)</p> <p>Well Below National Standards 0 (0%)</p> <p align="right"><u>41</u></p>	<p>Pasifika Boys</p> <p>Above National Standards 0 (0%)</p> <p>At National Standards 14 (74%)</p> <p>Below National Standards 5 (26%)</p> <p>Well Below National Standards 0 (0%)</p> <p align="right"><u>19</u></p>	<p>Pasifika Girls</p> <p>Above National Standards 0 (0%)</p> <p>At National Standards 15 (68%)</p> <p>Below National Standards 7 (32%)</p> <p>Well Below National Standards 0 (0%)</p> <p align="right"><u>22</u></p>

BASELINE DATA	TARGET	ACTIONS	EVALUATION
<p>3. Mathematics</p> <p>At the end of the 2015 school year 52 of the 88 children (59%) – (refer to previous Mathematics Achievement Graph) were working Above or At the National Standard. 29 were working Below standard and 7 were Well Below standard.</p> <p>This data was the overall teacher judgements in mathematics following moderation meetings at the school. Data used to decide OTJ included PAT testing – Y3-6, Numeracy testing – “I Kan”, GLOSS, JAM 2, classroom observation, self-assessments and peer assessments, Numeracy Stages, progress in Mathletics and work in the different areas of the mathematics curriculum – Number and Statistics, Algebra, Measurement and Geometry.</p> <p>In 2016 focus will be on the 36 children in the school who were working below or well below National Standard.</p>	<p>To move all target children from Below to At and to improve the progress of the Well Below and show evidence of that progress.</p>	<ul style="list-style-type: none"> * Ensuring that the new 2016 “Onepoto Mathematics Curriculum” is being carefully followed in all classrooms with Management Team overseeing planning. * All teachers using recently collected data on children to develop learning steps that are relevant to each child. * Fortnightly syndicate meetings are held to review the progress of target students. * Keep Junior class sizes as small as possible. * Maximise use of Mathletics in all classroom programmes and analysing and recognising progress (BOT to cover costs of all children joining Mathletics). * Continued use of teacher aides in each class during Mathematics teaching each morning. * Use of PAT Mathematics for Year 3-6 classes and marking and analysing data by NZCER at the beginning of 2016 school year. * On-going professional development available for staff. * Regular discussion with parents/caregivers on ways to assist with Mathematics at home using the ‘community hub’ Our Place. 	<ul style="list-style-type: none"> * Evaluate through informal meetings and discussions with parents/caregivers throughout the year using our community hub Pacific Room. * All parents/caregivers will be kept informed on the children’s progress through mid-year and end-of-year reports, triadic discussions between child, teacher and parents/caregivers as well as through their child’s “Learning Journeys” that are sent home at the end of each term. * Through informal meetings and discussions with parents/caregivers throughout the year using our new community hub Pacific Room. * Peer observations, reflection and follow-up discussions to improve practice. * Results of Target Outcomes will be forwarded to the MOE for the year ending 31 December 2015 as part of the Annual Report. * On-going data and progress reports will be prepared and presented to the BOT at mid-year and end-of-year.

PERSONNEL

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTIONS	TIME FRAME
<p>Strategic Statement For the education and learning of the pupils of Onepoto School, high quality staff are essential. The Board of Trustees will continue to be supportive of professional development of all staff. To successfully put an induction programme in place for all new staff.</p>	<p>Performance Management</p>	<p>* A staff that is professional and reflective in practice.</p>	<p>* Personal Descriptions/ Performance Appraisals/ Development Objectives signed. * Self appraisals. * Formal appraisals. * Staff meetings re Performance Management Policy. * To review performance management policy as necessary. * See Onepoto NAG 3 for detail</p>	<p>* Job Descriptions, Performance Appraisals and Development Objectives negotiated and set in Term 1. * Review Performance Management Policy in Term 1. * Self Appraisals in Term 2. * Formal Appraisals – follow -up in Term 4.</p>
	<p>Strategic Aim 2016 Pedagogy (Classroom Skills) Develop and implement pedagogies for new technologies</p>	<p>Onepoto students, staff, parents and whanau will be able to use new technologies skilfully and with purpose to enhance their learning and support the learning of others.</p>	<p>* Implement Onepoto Internet Agreement * Review staff strengths and needs * Share staff strengths with appropriate meetings, release and professional development * Utilise existing and new technologies to maximum benefit at all opportunities with buddy training * Share learning and student success through newsletter, website, blogs, school assembly and with peers in class * Staff Review *BOT Review</p>	<p>Term 1 Term 1 – 3 Throughout 2016 Throughout 2016 End of each term May & September Meetings</p>
<p>Long Term Goals * To ensure that an effective performance management system is in place. * To ensure individual staff needs and goals are supported. * To employ a high quality staff to meet the needs of all pupils. * To develop the governance skills of all Board of Trustees members.</p>	<p>Professional Development</p>	<p>* Adequate funding available to meet the cost of professional development for all staff. * MOE Planning for Student Success * PB4L contract 2016 * Continue to develop staff's understanding in Te Reo & Tikanga Maori * All staff involved in professional development related to Strategic Aims</p>	<p>Courses for staff available * Staff encouraged to continue qualifications to complete degrees and diplomas. * Professional Development related to the NZC and National Standards documents.</p>	
	<p>Provide Adequate Training for Board of Trustees Members</p>	<p>* Give Board of Trustees members opportunity to continue to up skill as a group</p>	<p>* Members attend relevant courses, meetings and seminars as required.</p>	
	<p>Teachers' Handbook</p>	<p>* Smooth induction of new staff * Consistency by all staff across the school</p>	<p>* Review 2016 Handbook in preparation for new one in 2017.</p>	

PROPERTY

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTIONS
<p>Strategic Statement Through the effective maintenance and development of the school's property and assets all staff and pupils will have a safe and secure environment.</p> <p>Long Term Goals * 10 year plan 2016 -2025 be reviewed. 5 year agreement 2016 -2020 - Year 1 work completed. * To continue with the upgrading of the school grounds.</p>	<p>School Painting</p>	<p>* School checked and cleaned as per the 14 year contract - Year 5 of contract . * Roof painting our responsibility</p>	<p>* To monitor and record work needing completing and repairing. To keep on-going repair book in office.</p>
	<p>Grounds Upgrade and Landscaping</p>	<p>* Visual presentation of school continues through the planting of trees, shrubs and gardens. On-going development (classroom gardens, entrance way, hall, playgrounds, cycle track)</p>	<p>* Continued planting throughout year especially in Terms 2 and 3. * Planting continued by BOT as started in 5 Year Agreement – Year 5.</p>
	<p>Maintenance and Minor Capital Works</p>	<p>* School buildings and fittings are maintained in good working order to keep major repairs to a minimum. * Roof leaks in caretakers shed</p>	<p>* On-going maintenance as per 10 year property plan 2016 -2025.</p>
	<p>Safety Audit</p>	<p>* That all practical steps are taken to ensure safety in the school grounds. * Follow new Health & Safety Work Act 2016</p>	<p>* Yearly checklist completed – check on line with ARGEST monthly. * Hazard Identification and checklist</p>
<p>* To ensure that items on the long term maintenance and minor capital works programmes are checked and work carried out when necessary * To review the school's evacuation and civil defence plans to ensure they meet Fire Safety and Evacuation of Building regulations. Handbook and Policies updated (NAG 5).</p>	<p>Evacuation and Civil Emergency Plans</p>	<p>* Plans for both evacuation and civil emergency are followed for the safety of all staff and pupils. * All Fire Safety and Evacuation of Buildings regulations are met (Safety Warrant of Fitness).</p>	<p>* Use of plan as developed by BOT and staff.</p>
	<p>Drainage - Urgent in car park and Junior Court</p>	<p>* Repair damaged drainage in school. * Repair damaged sewers. *</p>	<p>* Use of Contingency funding from 5 Year Property Plan 2016 - 2020 * As per 5 Year Property Plan</p>

FINANCE

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTIONS
<p>Strategic Statement Through effective financial management the needs and future development of the school's resources and environment will encourage teaching and learning programmes.</p> <p>Long Term Goals * Spending reflects the strategic plan and annual plan as in the annual budget. * Both staff and Board members are consulted in the preparation of the budget. * Staff is delegated to spend the curriculum budgets as per budget and an effective monitoring system to control spending in place. * Monthly reports are produced at BOT meetings on the school's financial position.</p>	<p>Budget</p>	<ul style="list-style-type: none"> * All spending remains within budget and relates to the strategic and annual plan. * There is full consultation between BOT, staff and Financial Adviser in budget preparation. * School activity donations, foreign fee paying fees reviewed annually. 	<ul style="list-style-type: none"> * On-going spending throughout year (spending completed by the end of October). * Draft budget for next year brought to December Board meeting. Final budget for the year confirmed February 2016.
	<p>Curriculum</p>	<ul style="list-style-type: none"> * Resources purchased enhance the children's learning programmes and are kept within budget. 	<ul style="list-style-type: none"> * Purchasing on-going until 31 October. * Computer printouts of spending and remaining budgets are available through school office as required.
	<p>Monthly Reports</p>	<ul style="list-style-type: none"> * All Board members are fully aware of the financial position of the school at all meetings. * Reports are produced monthly to present to Board. Financial Advisor and School Secretary produce these on alternate months. 	<ul style="list-style-type: none"> * Prepared for all Board meetings.
<ul style="list-style-type: none"> * All audit requirements are met. * Set aside funds for the long term maintenance of the Our Place/Hall/ Caretaker's, Garden and Art Sheds/ Developmental Area/ Garage Storage Area. 	<p>Audit Requirements</p>	<ul style="list-style-type: none"> * All William Buck (auditors) requirements are met by the end of December so that Financial Advisor can produce Annual Report to MOE by 31/5. Draft audit to be carried out in December 2016. 	<ul style="list-style-type: none"> * All BOT members and staff members who have requirements for the annual report complete these within the required timeframe. * Receive an unqualified opinion on financial statements from auditors for the year ending 31 December 2016.
	<p>5 Year Property Agreement Items</p>	<ul style="list-style-type: none"> * All items on plan for 2016 are completed within the required budget. Agreement 2016 - 2020 –Year 4 work completed. 	<ul style="list-style-type: none"> * All paperwork for MOE is completed on time and completion certificates forwarded to MOE by Property Consultant (Colin Tunncliffe).

PUPILS

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTION	TIME FRAME
<p>Strategic Statement All pupils will be provided with a balanced curriculum covering all NZ curriculum documents. The school's assessment procedures will continue to focus on the achievement of pupils and their future learning needs. Opportunities for personal pupil growth and development will continue for all pupils.</p> <p>Long Term Goals * All pupils including those with English as a Second Language, Foreign Fee-Paying Students, Special Needs or Abilities (Gifted and Talented) will be provided with equal learning opportunities. Programmes available for these children – use of teacher aides to assist classroom teachers.</p>	<p>Curriculum</p>	<p>* Planning, preparation and evaluation throughout the school will be consistent and will reflect a balanced curriculum coverage to meet the varied needs of our pupils.</p>	<p>* On-going through syndicate, joint-syndicate and staff meetings.</p>	
	<p>Assessment</p>	<p>* Continue reviewing assessment procedures as part of Standards and NZ Curriculum Documents especially in literacy and numeracy. Pupils who are not achieving or at risk of not achieving or those with special needs and abilities will be identified from data collected. Teaching staff will use data after analysis from Edge. Report to parents each term through Learning Journeys and written reports using school guidelines as per Assessment Guideline Booklet (reviewed in 2016). Written reports to be in Plain English using National Standard expectations. Refer – Onepoto Curriculum – Assessment.</p>	<p>* Throughout the year. Full staff and syndicate meetings. * Review Assessment Timeline Action Plan 2016.</p>	
<p>* Pupil behaviour management programme to continue improving play-ground behaviour and provide consistency throughout the school.</p> <p>Lunchtime programmes to continue – Sport (Netball, Basketball, and Rugby), Library, Team Coaching, Kapa Haka and Pasifika practices.</p>	<p>Maori and Pasifika</p>	<p>* Pupils will receive assistance as necessary to meet targets. Extra assistance with teacher aides. (Use of Targeted, SEG and ESOL funding).</p>	<p>* Consultation meetings with parents. * Programmes will be set up to meet pupils' needs in classrooms if necessary.</p>	
	<p>Behaviour Management</p>	<p>* PB4L Programme Year 2 * Use of RTLB for Behaviour needs. * Lunchtime activities to assist playground behaviour, daily sports duties etc. – refer weekly timetable.</p>	<p>* Staff meetings to modify existing programme and procedures. - Sports practices (basketball, rugby, netball) - Guitar group - Kapa Haka group - Pasifika group - Library open lunch time - Lunch time games including Church groups</p>	
	<p>Strategic Aim 2016 Relationships Engage whanau and all parents/caregivers to actively support our students to achieve success in their learning</p>	<p>Personalised communication to parents/caregivers and whanau seeking feedback on the school's performance and their child's learning.</p>	<p>Staff to: - Actively seek out and engage connection with parents/caregivers and whanau. - Know your students to develop holistic and authentic learning. - Respond with deliberate actions and innovations that involve parents/caregivers, families and whanau to improve student outcomes.</p>	<p>Start from beginning of Term 1</p>

PUPILS

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTION	TIME FRAME
			<ul style="list-style-type: none"> * Staff Review points * BoT Review points 	<ul style="list-style-type: none"> * End of each term * March & August Meetings
	<p>Strategic Aim 2016 Attitude for Learning Continue to implement Positive Behaviour for Learning expectations</p>	<p>Onepoto School will be a safe and positive learning environment where high expectations are the norm.</p>	<ul style="list-style-type: none"> * All staff on board with PB4L developments to date. * Parents involved with changes and expectations. * Schoolwide behaviour expectations discussed at assembly * Staff training Year 2 PB4L with Edwin * Weekly lessons timetabled throughout 2016 * RTLB and Special Education assistance in all classrooms throughout 2016 * School signage planned and adapted * Staff Review points * BoT Review points 	<p>Starting in Term 1 and continuing throughout the year.</p> <ul style="list-style-type: none"> * Throughout 2016 * Throughout 2016 * Term 1 * Beginning in Term 1 * End of Each Term * July & November meetings

SCHOOL REVIEW

ANNUAL PLAN	2016	EXPECTED OUTCOMES	ACTION	COMMENTS
<p>Strategic Statement Regular review of classroom programmes, policies and school developments throughout the year which will allow the school to enhance the learning opportunities for all pupils.</p> <p>Long Term Goals * To undertake an annual review of school charter. * To modify student assessment and Learning Journeys especially in Reading, Writing and Mathematics. * Curriculum reviews as in Strategic Plan. * Identify barriers to learning of Maori and Pacific pupils and develop programmes to overcome these. * Review Strategic Plan and Annual Plan for 2015. Term 4 - Rewrite Strategic Plan for 2015. * Review of school policies as per cyclic review (in 2015). * Review BOT procedures (and sub-committees) with BOT.</p>	<p>School Charter</p>	<p>* School charter sent to MOE in February and approved by MOE.</p>	<p>* Review of charter – staff, BOT and community liaison.</p>	
	<p>Student Assessment</p>	<p>* Assessment procedures for 2016 in place – use of Edge, “Onepoto” Assessment Guideline and National Standards documents in Reading, Writing and Mathematics. Refer – Onepoto Curriculum.</p>	<p>* Staff meetings. * Professional development * Parent evenings</p>	
	<p>Curriculum Review</p>	<p>* Policies, curriculum and units of work using the New Zealand Curriculum Document (NZC).</p>	<p>* Professional development and staff meetings to review and develop policies and curriculum using NZC.</p>	
	<p>Strategic and Annual Plans</p>	<p>* These will be in place for the beginning of 2016 school year.</p>	<p>* On-going development throughout year between staff, Board and community.</p>	
	<p>School Policies</p>	<p>* All policies to be reviewed during 2016 will be completed.</p>	<p>* The Board in 2016 will review all policies needing updating.</p>	
	<p>Board of Trustees Procedures</p>	<p>* Board of Trustees familiar with all school and Board procedures. * BoT implement the strategic goals through the process of overview planning.</p>	<p>* On-going training available for all BOT members.</p>	

Maori Hui
Meeting Minutes
10/06/2015
Our Place

Attendees:

Marc Dombroski, Patrick Taylor, Tania Te Rauna, Mary-Anne Marsters, Harmonie Heihei, Farley Peterson, Carlo Fox, Shannon Kepa, Jamie Vea, Te Ata Kopa, Lavinia Wilson, Santana Luke, Wiremu Baker, Hinenui Jury and Waynetta Falwasser.

Meeting opened: 5.30pm

- Patrick Taylor opened the hui with a karakia
- Marc welcomed our Maori community and congratulated Hinenui Jury, Jackie Honana & whanau for the wonderful work they have been doing with our Kapa Haka group
- Discussion around where we have come from since our last hui
 - Opened & blessed Our Place for the use of the community, where a number of our Maori families have taken parenting programmes with Whanau Marama
 - Blessed our gateway
 - More mentors have been provided with the help of the Kaipatiki Youth Development Trust to help our boys deal with anger/behaviour/social issues
- Discussion around current issues that need more work
 - More than half of our Maori boys are failing National Standards in Maths, Reading & Writing. To help address this, the MoE has provided the help of specialists Rose Mose and Kim Bullus to develop action plans focussing on target children. The recent mathematics evening confirmed to parents the need for providing whanau support
- Discussed Matariki Celebrations 25 June 2015
 - Families asked for the school to provide the food for a Matariki lunch, Marc declined this request due to budget restraints. Families then agreed they would like to have a shared lunch
 - Hinenui suggested we have workshops for the children before the shared lunch
 - Poi making
 - Flax Flower making
 - Tititoria
 - Maori games
 - While the meal is taking place we would like to have explained what Matariki is and what it means to Maori people
- Discussed Onepoto Cultural Festival
 - It was discussed that a Hangi cook to replace Clarke Ngamu is needed, possible volunteers were Carlo & Jamie. Marc requested that any volunteers for the hangi make contact with him well before the festival
 - Comments made about festival
 - Need a lot of improvement on what we serve the public, it's not about quantity it's about quality
 - Need better cooking facilities or facilities to keep kai warm

- Other Kai options eg Maori hamburger
- Marc suggested that the community may wish to share a talent or interest they have working with a group of children on Friday's throughout Term 3
 - No offers made
- Attendees were invited to share their ideas to help their tamariki at Onepoto School orally or in writing, there responses were
 - More internet access for the kids to help with homework
 - More interschool sports
 - Better tuck shop food
 - More sports equipment
 - Swimming pool
 - Concerns about school lunches getting stolen
 - Bullying
 - Attitudes of staff when handing out kids lunches that are donated
 - Action plan in place for disobedience
 - Better communication from staff before bad behaviour reaches breaking point
 - More sports equipment & more things to do at lunchtime
 - More support, participation and input from all the parents of Onepoto Students
 - Kids need to have consequences when misbehaving at school. They continue to misbehave because there is no punishment for them at school. Sitting in the office isn't working. Helping around at school or doing lines etc. Should bring them back!
- Dinner - provided by the school
- Another hui to held in Term 4 to follow up before the festival - date to be appointed
- Karakia

Meeting Closed: 7pm

Nga mihi nui
Marc

Pasifika Family and Community Consultation Questionnaire 2015

Feed Back

What are we currently doing well at Onepoto School?

- Great staff – very friendly and approachable
- Highly respect every culture
- Love the way the school commits to work together with families
- Finding more support for our children's education
- Teaching the kids at school every day – absolutely awesome
- Excellent! Onepoto is doing well because my children can speak English after not even a year in New Zealand
- My children are happy to come to school every day – when they are happy I'm happy
- How the staff look after the children and other family members at the same time – staff always respond well when we need to have a chat about our fanau
- For me everything is outstanding - Well done!
- Development in the children's reading and writing
- The kids enjoy their assembly a lot when they have their turn
- Inviting parents to the assembly
- Having fun games and outside activities for kids
- Community supporting school activities

What expectations do you have for your children?

- I want them to be at or above the National Standard
- I want them to be proud of who they are as Samoan Kiwi children
- To succeed in their study and any other fields they are interested in
- To have good goals for the future to help them find their own lives
- To be well looked after inside the classroom and outside activities
- To have Dreams and Hopes
- We want the best for our children in every way. Socially, educationally, physically to be independent and willing to achieve their dreams and have a better future
- To meet the school expectations every year

Identify ways we can work in partnership with family and community to realise Pasifika student potential at Onepoto School.

- Have some festival for example: dancing, singing, weaving, sewing, poem writing or essays about who they are. It will be fun and interesting plus the children will learn as well. Parents will love to participate as well.
- I think the newsletter should be emailed or sent by mail to the parents as sometimes the children forget
- Celebrate our students identity, language and culture
- Involve Pasifika students in the Fono meetings and show us their work

Do you believe we provide you with enough information about your child's progress? If you answer 'no' what further information would you like to have?

- Have some progress meetings with our children's teacher every term
- I need my child to come home with homework and a reading book every day and information if my child is not doing well
- Yes everything is perfect
- Absolutely awesome!
- Regular talks with the teacher about how my child is doing

How would you like to be kept informed of progress of identified goals that have come out of our fono and this questionnaire?

- Put in the newsletter every week or send a letter home with the children
- Regular fono with parents and families to make the relationship strong and talk about how we can support our children's learning
- Email contact is good please
- Noticeboard
- Text message
- Visit us at home when it comes to a very serious situation

CODES OF CONDUCT

The Board of Trustees Code of Conduct

The Board of Trustees agree to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This cooperation should lead to effective and positive relationships between the trustees and staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

Trustees shall -

1. ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential
3. serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
4. respect the integrity of staff, the principal, parents and students
5. be loyal to the school and its charter
6. maintain the confidentiality and trust vested in them
7. ensure strict confidentiality of papers and information related to the Board's position as employer
8. act as good employers
9. ensure that individual trustees do not act independently of the Board's decisions
10. ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved within the Board
11. exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage
12. use the cultural resources of all ethnic groups to consult with their communities
13. trustees shall have the capacity to enter into contracts to receive funds in return for specified programmes and services

The Principal's Code of Conduct

The Principal in carrying out his or her stated duties will:

1. ensure that the needs of students and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
2. demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential
3. abide by any statutory obligations
4. be loyal to the Charter, so that the Principal's activities will reflect the spirit and the objectives of the charter
5. demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights and individuality
6. respect the integrity of staff, members of the Board of Trustees, parents and students
7. demonstrate a commitment to the continuing personal and professional growth and development of staff
8. work co-operatively with the school staff, but will have the final responsibility for making decisions within the Principal's authority
9. freely divulge all information on a student to any person with legal rights to the information who requests it
10. respect confidentiality by keeping information on students from people who have no right to it
11. not vote in Board of Trustees decisions in relation to the Principal's employment
12. have an understanding and commitment to the elimination of sexism and racism, both with respect to equal educational opportunities and equal employment opportunities
13. exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

Analysis of Variance for the year ended 31 December 2015

Annual Targets

Reading

1. With 17 children (69.6%) after 1 year at school reading Below standard, 53.8% after 2 years at school reading below standard and 38.9% after 3 years at school, our primary focus will be to move these children to National Standard
 - Our target will be to accelerate those students below standard to reach National Standard by the end of 2015.

2. Writing

Out of our Maori Boys, 13 (54%) were writing Below or Well Below standard. Out of our Pasifika Boys, 14 (46%) were writing Below or Well Below standard. This is a considerable improvement from last year's results which were 76% and 60% respectively for these categories.

- Our target in 2015 will be to accelerate the learning of those students writing below standard at all year levels with particular emphasis on boys.

3. Mathematics

In 2015 focus will be on the 30 children in the school who were working below or well below National Standard.

- Our school target in mathematics in 2015 will be to accelerate the learning of those students Below or Well Below standard in 2014 to as close to National Standard as possible.

Data was collected at the end of 2015. These were recorded on Edge and analysed. Overall Teacher Judgements were made in Reading, Writing and Mathematics using formal testing, informal testing, classroom observations throughout 2015, teacher observations as well as self and peer assessments. The NZC, Reading and Writing Standards and Mathematics Documents were used to make final assessments and judgements on all children.

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p>1. Reading</p> <p>With 17 children (69.6%) after 1 year at school reading Below standard, 53.8% after 2 years at school reading below standard and 38.9% after 3 years at school, our primary focus will be to move these children to National Standard.</p> <p>Our target will be to accelerate those students below standard to reach National Standard by the end of 2015.</p>	<p>Of the 46 children who were below standard at the end of 2014: 1 meet National Standard in 2015 5 went up a standard 5 stayed the same 18 fell below a standard 17 left the school in 2015</p> <p>When breaking down the At and Above National Standard groups into gender, 45% of the boys and 50% of the girls were reading At or Above standard (52% overall); Maori students 37% were reading At or Above standard (36% Maori boys and 28% Maori girls). The Pasifika children had 68% reading At or Above standard, with 63% of the Pasifika boys and 72% of the Pasifika girls.</p> <p>Pasifika children are making accelerated progress while Maori seem to be falling further behind.</p> <p>Despite the intervention put in place by CYFS, Reading Recovery, Special Ed, MOE PD for all staff, SWIS, mentoring for boys from TYMS and KYDT, 1-1 counselling with target boys, Police Youth Aid involvement, Strengthening families, Reading Together, Duffy Books, parenting hui, Maori continue to struggle.</p>	<p>In 2015 the Overall Teacher Judgements in Reading were made using a wide variety of sources and techniques – Star Testing, Probe (Y4-6 May and November), Running Records each term, classroom observations, peer assessments, self-assessments, child/teacher/parent triadic discussions.</p> <p>A major concern continues to be the number of transient families/children who have moved from or to our school.</p> <p>In 2015 one third of our school moved on and this number does not include Year 6 leavers.</p> <p>These departures/arrivals make it very difficult to compare cohort groups from one year to the next because of the changing nature of the groups.</p>	<ul style="list-style-type: none"> * Use 'Our Place' in 2016 for parents to access resources, help through SWIS, and Reading Together. * Reading Recovery continues. * Involve all children in Duffy Reading and raise daily reading expectation. * Reading to a Dog for reluctant readers. * Develop IT pedagogy. * Promote use of Reading Eggs Programme for all Junior classes * Continue to use teacher aides in classroom during Reading time. * By inclusive practice, including <i>Reading Together</i> and parental/volunteer assistance raise achievement and encourage positive attitudes to reading. * Ensure the staff utilise current data to ensure that the "next steps" are relevant to individual needs. * Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't. * Encourage all children to use the school and Northcote libraries effectively as well as frequently throughout the year. <p>Refine the focus of target children with the guidance of SAF Rosemary Mose, staff and the involvement of the parents inclusively.</p>

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p>2. Writing</p> <p>Out of our Maori Boys, 13 (54%) were writing Below or Well Below standard. Out of our Pasifika Boys, 14 (46%) were writing Below or Well Below standard. This is a considerable improvement from last year's results which were 76% and 60% respectively for these categories.</p> <p>Our target in 2015 will be to accelerate the learning of those students writing below standard at all year levels with particular emphasis on boys.</p>	<p>Writing data was analysed at the end of the 2015 school year. 44 of our 88 children (refer to Student Achievement Graph) were writing Above or At the National Standard. 29 were writing Below standard and 15 Well Below standard. This data was the Overall Teacher Judgements in writing following moderation within the school.</p> <p>By the end of 2015, 16 (72 %) of our Maori Boys as well as 10 (69%) of our Maori girls were writing Below or Well Below National Standard.</p> <p>Pasifika is again a different story with 7 (37%) of our Pasifika boys Below and 6 (27%) of our Pasifika girls Below National Standard. None were Well Below.</p> <p>Despite the intervention put in place by CYFS, Special Ed , MOE PD for all staff, SWIS, mentoring for boys from TYMS and KYDT, 1-1 counselling with target boys, Police Youth Aid involvement, Strengthening families, , parenting hui, Maori continue to struggle.</p>	<p>In 2014 Overall Teacher Judgements in Writing were made taking into account children's writing in a variety of genre including recounts, narratives, reports, persuasive and letter writing.</p> <p>School-wide moderation using the Takapuna cluster moderation document was done at the start of the year and end of year. Daily classroom writing observations, peer assessments and self-assessments.</p> <p>A major concern continues to be the number of transient families/children who have moved from or to our school.</p> <p>In 2015 one third of our school moved on and this number does not include Year 6 leavers. These departures/ arrivals make it very difficult to compare cohort groups from one year to the next because of the changing nature of the groups.</p>	<ul style="list-style-type: none"> * By linking reading success with writing expectations raise student achievement. * Keep Junior class sizes as small as possible. * Use of teacher aides/volunteers in all rooms during Writing time each morning. * Extend children's personal rich experiences with local walk, using the school minivan for trips and visits to assist writing, * Continue to liaise with parents/caregivers so that they are able to assist with children's writing at home. * Ensure staff use current data to develop relevant next steps in the children's writing learning. * Use Teaching as Inquiry to ensure teaching staff regularly access what is working and what isn't * Relate writing to relevant areas of interest for boys. * Experiment with a variety of informal formats for quick, concise communication. * Develop IT pedagogy.

TARGET	OUTCOME (What Happened)	ANALYSIS	EVALUATION (Where to Next?)
<p>3. Mathematics</p> <p>In 2015 focus will be on the 30 children in the school who were working below or well below National Standard.</p> <p>Our school target in mathematics in 2015 will be to accelerate the learning of those students Below or Well Below standard in 2014 to as close to National Standard as possible.</p>	<p>Of the 30 children below National Standard at the end of 2015 and stayed the year: 2 meet National Standard in 2015 7 went up a standard 9 stayed the same 10 fell below a standard 1 left the school in 2015</p> <p>Moderation was developed through all staff PD with Cognition. This proved to show some our 2014 results were questionable.</p>	<p>In 2015 Overall Teacher Judgements were made using data from Progressive Achievement Tests marked and analysed by NZCER (Y3-6 children), Numeracy Testing (IKAN), GLOSS, and JAM 2, regular classroom observation, peer assessment and self-assessment, triadic parent/teacher/child discussions.</p> <p>Our Moderation practices are robust, our pedagogy is sound and our new Onepoto Maths Curriculum is in place embedding current practice in 2016.</p>	<ul style="list-style-type: none"> * By inclusive/collegial practice including professional assistance with Kim Bullus (Cognition). * Maximise use of Mathletics in classroom programmes and analysing and recognising progress (BOT to cover costs of all children joining Mathletics). * Continued use of teacher aides in each class during Mathematics teaching each morning. * Use of PAT Mathematics for Year 3-6 classes and marking and analysing data by NZCER at the beginning of 2016 school year. * Professional development available for staff in 2016 with Cognition and * Regular liaison and discussion with parents/caregivers on ways to assist with Mathematics at home. * All teachers using recently collected data on children to develop learning steps that are relevant to each child.

Analysis of Variance Part 2

For the year ending 31 DECEMBER 2015

School Organisation and Personnel

2015 has been a challenging and rewarding year at Onepoto. This year we had 18 Year 6 children leave for Intermediate School. The roll started at 102 in February and finished at 97 in December despite there being 43 new enrolments during the year. Over one third of our school moved on in 2015 not including the 18 Year 6 leavers. As usual we continued to see many transient families moving in and out of the area. What was different was many of these families left Auckland to live in smaller, more affordable New Zealand centres.

Despite the low numbers we maintained six classrooms throughout 2015 to give the best support we could for our students. We continued to run a Ministry of Education funded Study Support Centre for the Year 5 and 6 children from 3.00 – 4.30pm on a Monday to Thursday. A maximum of 20 children attended this centre daily to assist with homework, research and IT skills.

Reading Recovery with five children taught daily was taken throughout the year. Three children were funded by the Ministry of Education and two by the Board of Trustees. The Board employed a full-time secretary, a caretaker and three teacher aides throughout the year.

Personnel changes in 2015 included Ann Pethybridge completing her one year contract to release our second year teacher Kelsy Fletcher. Annette Coker resigned her full time teaching position in December for family reasons. Enoa Raea resigned is permanent position as Deputy Principal in May after a competency dispute. A report was filed with the Teachers Council. Avryl Shand took over Mr Raea's students until the end of 2015. Maria Konia, teacher aide also resigned at the end of the year for personal reasons.

The Board of Trustees also had a change of personnel. Sala Alona was replaced by Bayan Aburharbid as Chairperson. Bayan resigned due to family reasons and was replaced by Debra McNamara as Chairperson in May. Two new members joined in 2015, Ioana Pereira and Andrew Williams. Heneli Anasi resigned at the beginning of the year and will be sorely missed for his contribution with our school community. There will be a triennial election in April 2016.

Support for the school continues to grow from a number of service groups, local businesses and community members.

Other valuable support has come from our Kaumatua Patrick Taylor, Jill Nerhney and the Kaipatiki Community Trust, Hine Jury, Jackie Honana and her Kapahaka team of helpers; Sala Alona, Olivia Taukava, Tapanisi Penitani, Loloma Kolopaeua and all our Pasifika group helpers; Whanau Marama, Literacy Northshore, as well as Kristin School, The Millennium Centre, Birkenhead Leisure Centre, ASB Smales Farm Branch, Harbour Sport Soroptomists International, BP Northcote, Kids Can, David Levene Charitable Trust, Alan Duff, Northcote/Glenfield Rotary, The Lion Foundation, C 3 Church, Harbourside Church, Northcote Baptist Church, City Impact Church, The Dream Centre, T.Y.M.S mentoring service, Isabella and Oscar from Reading to a Dog, Hugh Green Foundation and the Life Education Trust, Marius and Naz Spencer and Programmed Property Services.

Waitemata District Health Nurses, Northcote RTLB staff, Jenny White of Reading Recovery Kim Bullus from Cognition and Rose Mose MOE for going beyond the call of duty to help our special school.

Many local businesses were involved in our successful 24th Annual Cultural Festival, too many to mention individually– we appreciated their support.

Property

The Board of Trustees continued with their exterior and interior painting contract with Programmed Property Services.

Vandalism was the least in a very long time but we did have one burglary of the Admin block at the end of the year.

Plumbing, waste water and leaking pipes were an expensive problem throughout the year.

The N4L contract for fibre and filtering was also completed at the end of 2015.

Our Place has been fully functioning for the school community in 2015 and is used on a daily basis by a variety of service and community groups.

The new 5 year plan due to start in July 2015 was signed off by the MOE in November. Outstanding issues that need resolution in the New Year and beyond, in order of priority are: sanitary sewers upgrade, drainage, classroom windows upgrade, electrical upgrade, alarm system/smoke detector wiring replacement, roof clean and paint.

Our Warrant of Fitness was issued this year with no work being required following the annual check.

Financial

The school continues to be in a sound financial position with school investments maintained in 2015.

Our major fundraisers continued to be hiring of the school hall and our annual cultural festival. School donations, stationery, sausage sizzles, clothing stall and donations have been other forms of fundraising.

The school continues to be a signatory to the International Code of Practice. We had no foreign fee-paying student enrolled in 2015.

Teaching and Learning Programmes

Professional development in Mathematics in 2015 with Kim Bullus has had a measurable change in skill level of staff and pupils throughout the school.

With some teacher changes in 2015 classroom environments continued to be of a very high standard with all teachers putting major emphasis on Teaching and Learning in their rooms to raise the standards of all children against National Standards. The graphs in Reading, Writing and Mathematics (see Charter) show levels of Student Achievement at the end of 2015 showing students Above, At, Below and Well Below the National Standards. The analysis following the graphs show the standards of the students overall, boys, girls, Maori overall, boys and girls, Pasifika overall, boys and girls.

The K.Y.D.T. and T.Y.M.S Programme have all been beneficial in helping children with emotional, social and special learning needs. Having our Social Worker in Schools

Programme two days a week with Pam Ryder has also supported the school community. Pam has won the trust and respect of the children, staff and many local families.

Regular Pastoral Care meetings were held with SENCO, SWIS, RTLB, Whanau Support Services, local NZ Police constable and Waitemata Health Public Health Nurse input sharing vital information so that children could be receptive to learning as possible despite major hurdles in their lives.

Being a Travel Wise School in 2015 has benefits for the school. The monitoring of fitness levels of the children through regular cycling, demonstrates a positive result that must have a beneficial effect on learning focus.

The school has run a successful Breakfast in Schools Programme five mornings a week thanks to the efforts of a handful of parents and volunteers. I'm sure that the Milk and Fruit in School Programmes are also having a benefit for health and learning school wide.

Parent involvement in 2015 was also encouraging with help coaching the school netball team and assistance with basketball. This year for the first time the Kapahaka, and Pasifika Groups functioned independently with the support of parents. Matariki and Tongan Language Week were celebrated with our school community organising both events successfully. A small number of parents helped in classroom time on a regular basis as well as getting involved with the Reading Together Programme.

Summary of the Special Needs Register 2015

During 2015 there have been 31 children on the register requiring extra support in their learning and behaviour.

Of these 31 children, 10 left Onepoto School at some stage over the year.

We have one ORS funded student – Riley Newton-Dalton – Year 2.

There were two exclusions during 2015 – Jacob Skeaping and Lexis O’Neil.

During 2015, over 20 stand downs occurred – Tamati, Hemi, Lexis, Jacob, Aisea, Denzal and Samiu been stood down multiple times.

25 of the 31 students are males, 6 females.

11 of the students are moving through to Intermediate in 2016.

3 students were given RTLit Support.

SWIS – Pam Ryder had 11 students on her client list at some stage over 2015.

Strengthening Families worked with two of our families – Newton-Dalton and the Tupe families.

Youth Aid – Police- were involved with three of our families during 2015. Jacob, Aisea and Samiu.

RTLB worked with two of our students – Pannepasa who left Onepoto in Term 2, and then with Denzal. Denzal will hopefully be picked up again in 2016.

MOE Special Ed. were involved with two students – Riley and Lexis and right at the end of 2015 a referral to MOE Sp. Ed. was filed for Samiu.

13 of our students are with CYF – Jayden was closed during the year.

Mentoring through TYMS and KYDT continued throughout the year and involved with 8 students during 2015.

IRF was given to 6 students – Samiu in Term 4, 5 students in Term 1 (used for Mentoring)

As you can see 2015 was an extremely busy year at Onepoto School. We are most concerned with the number of children who are on the register exhibiting unacceptable behaviours. These behaviours are not welcome at our school hence the number of stand-downs, suspensions and exclusions.

2015 was the first introductory year in being involved as a PB4L school – Positive behaviour for learning. This school wide initiative will begin to be implemented in 2016 making small steps towards making changes in student’s behaviour and leading onto accelerated progress in learning.

Outside agencies are keen to become more involved in Onepoto School – providing support for our staff and students.

We have a strong belief in our school and community and know that together we can make Onepoto School a safe and positive place to learn and play.

Julie Newth

Performance Management Goals 2016		
School-wide Goals	Actions	Outcomes
<ul style="list-style-type: none"> Attitude for Learning. Continue to implement Positive Behaviour for Learning expectations Engage whanau and all parents/caregivers to actively support our students to achieve success in their learning Develop and implement pedagogies for new technologies. 	<ul style="list-style-type: none"> Implement Schoolwide Behaviour Expectations, following school PB4L programme and lesson plans Participate in staff training and discussions with PB4L Committee and MoE Involve co-operation of parent/caregivers with PB4L expectations Recording and reporting behaviour incidents (using incident cards/sheets) Rewarding students through Dojo Points, play time tokens, weekly certificates and wrist bands Model PB4L expectations Actively seek out and engage connection with parents/caregivers and whanau. Know your students to develop holistic and authentic learning. Respond with deliberate actions and innovations that involve parents/caregivers, families and whanau to improve student outcomes. Utilise existing and new technologies to maximum benefit at all opportunities with buddy training Share learning and student success through newsletter, website, blogs, school assembly and with peers in class Share your strengths with other staff members 	<p>Onepoto School will be a safe and positive learning environment where high expectations are the norm.</p> <p>Personalised communication to parents/caregivers and whanau seeking feedback on the school's performance and their child's learning.</p> <p>Onepoto students, staff, parents and whanau will be able to use new technologies skilfully and with purpose to enhance their learning and support the learning of others.</p>

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| | <ul style="list-style-type: none">• Ensure Onepoto student and staff internet agreements are adhered to | |
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