CUST SCHOOL

CHARTER / STRATEGIC PLAN

2020-2021

BE YOUR BEST

This document aims to:

- ***Reflect our school's cycle of continuous improvement***
- ***Focus on improving student progress and achievement***
- ***Outline the reporting and review process to support this***

ID: 3325

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CUST SCHOOL

BE YOUR BEST

Cust School – Introduction

The Cust School opened on July 21st 1867 with a roll of 20 where the present St David's Presbyterian Church now stands.

In the early 1870's the suitability of the school site on the north side of the Main Road through Cust and on the edge of the terrace was being questioned.

In 1874 with a roll of 100, space was inadequate and a railway constructed below the terrace divided the school from the play area.

By 1875 the land which the present school is sited was bought and in 1878 a new school house was built. A concert / celebration of learning by the school in the Cust Hall was an annual event which still occurs today.

Due to health and safety reasons the new school was built in 1955. It had a staff room, storeroom for each of the three classrooms, a cloak room, cleaners store and a new cycle shed.

The first Board of Trustees took over the governance of the school in 1989 and have maintained the improvements needed in an ever-changing educational environment.

A sixth classroom has been recently built as the roll increased but is now steady at about 135 children. A new multi-purpose room has been completed and continual improvements in the physical features of the school are planned.

The school has a real community feel to it, with excellent support from its parents and local organisations. The ability to use the community centre and community swimming pool further develops these links.

Recent extensive community consultation conducted in 2016 showed the school had the following strengths:

- Close Community - rural
- Family Feel – friendly and supportive
- High Achievement
- Positive interactions between children of all ages

This community consultation also formed the base of the future direction of the school, as seen in this charter.

Therefore local priorities have been identified through:

- Evidence from the school's ongoing programme of self review
- Consultation with the parent community
- Board of Trustees workshops
- Analysis of the school's assessment data and
- Evidence from the Puketeraki Community of Learners review

In meeting the national and local priorities, the school undertakes to work within the National Administration Guidelines framework.

Signed……..
(Chairperson)

Signed……..
(Principal)

CONFIDENT

ACTIVELY INVOLVED

CUST SCHOOL

LIFE LONG LEARNERS

CONNECTED

Cust School – Strategic Vision 2020 – 2021
"Be Your Best"

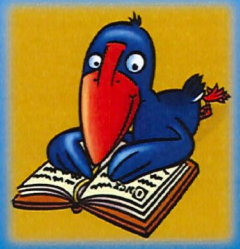
Cust School Values
PIKO'S TIPS

Thinking
Set goals
Use knowledge
Communicator

Independent
Resilience
Organised
Confident

Participation
Cooperate
Share/Care
Including others

Solving Problems
Persistent
Effort
Taking action



National Education and Learning Priorities

The proposed NELP priorities

To achieve each objective for education, early learning services and schools must:

Objective One: Learners at the centre – learners with their whānau are at the centre of education

1. Make sure that every learner/ākonga feels safe, appreciated and included for who they are, including their identity, language and culture, and learning needs.
2. Include family and whānau as partners central to the learning and achievement of every learner/ākonga.

Objective Two: Barrier free access – great education opportunities and outcomes are within reach for every learner

3. Have high expectations for every learner/ākonga and eliminate practices that limit access across the curriculum.
4. Support successful transitions into, within, and from places of learning.
5. Ensure financial and other barriers for learners/ākonga and their whānau do not prevent equitable access to teaching, learning and participation in the life of the early learning service or school.

Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau

6. Grow their workforce to strengthen teaching and leadership and to contribute to a stronger profession across the system.
7. Incorporate te reo Māori and tikanga Māori in the everyday life of the place of learning.

Objective Four: Future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives

8. Ensure they offer learning that equips learners/ākonga with an understanding of New Zealand's cultural identities and our history.

Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable

9. Develop relationships with their local iwi and hapū and communities to align aspirations and strategic direction setting.

Cust School – Strategic Direction

In order to meet our Strategic Vision, we focus our strategic planning in three main areas:

- **ASPIRATIONAL TEACHING AND LEARNING**
- **A CULTURE OF COLLABORATIVE RELATIONSHIPS**
- **SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS**

These incorporate the National Administration Guidelines and align with the strategic direction of the Puketeraki CoL:

Puketeraki (Rangiora) Community of Learning

Our Learners, Our Community, Our Future

Strategic Aims:

- **Raise Student Achievement of All Learners**
- **Improve Outcomes for Priority and At-risk Students**
- **Develop Educator Capacity**

Strategies:

- **Culturally Responsive Pedagogies**
- **Dimensions of Quality Teaching**
- **Effective Pathways Transitions**

CUST SCHOOL

CUST SCHOOL 2020

BE YOUR BEST

ASPIRATIONAL TEACHING AND LEARNING

By promoting best practice, providing high quality programmes and creating an innovative learning environment our children and staff will aspire to be their best, and realise their potential.

BUILDING POWERFUL LEARNING ENVIRONMENTS

We commit to produce a Learning environment that is inspiring and encourages individual growth.

SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS

With confidence, and by being curious, creative, courageous and critical thinkers and communicators we will take responsibility to lead by example and prepare for the future.

PRODUCING- GLOBAL CITIZENS FOR THE FUTURE

We will implement a curriculum that produces adaptable individuals who dream big and value meaningful relationships.

A CULTURE OF COLLABORATIVE RELATIONSHIPS

At the heart of, and integral to our community, our school will be safe, welcoming and inclusive; respecting traditional values, responding to needs, building reciprocal relationships,valuing connection and encouraging contribution.

CONNECTING WITH OUR COMMUNITIES

We will engages with the wider community to build a sustainable and ethical school with a strong rural character.

STRATEGY

Āhuatanga Whaiaro - Our Valued Attributes

ASPIRATIONAL TEACHING AND LEARNING

Ako: Practice in the classroom and beyond

Exploration

Provide opportunities to explore / inquire / discover – own interests / passions / choices / investigations

Belonging / Cultural Connectedness

Provide opportunities to understand own identity and others (particularly principles of Te Tiriti o Waitangi)

SELF-MOTIVATED, POSTIVE AND RESPONSIVE CITIZENS

***Manaakitanga:** Values – integrity, trust, sincerity, equity*

Well Being

Teach and promote the Cust School motto, vision, values and TIP's – Be Your Best / PB4L

resilience, self-regulation, safety

Knowing:

Integrate Digital Technologies into our classroom programmes – children as digitally capable thinkers, producers and **creators**

A CULTURE OF COLLABORATIVE RELATIONSHIPS

***Whanaungatanga:** Relationships with high expectations*

Collaboration

Puketeraki CoL – PLD

Collaborate within our school and CoL schools to create innovative learning opportunities

Contribution

Provide opportunities to contribute to wider groups

METHODOLOGY

- Me and My School
- PLD – COL / Digital Tech

SPIRAL INQUIRY

Scanning
Hunches
Observation
Data analysis

Intervention
Data collection
Reflection
Reporting

- Student Achievement
- Appraisal
- Internal Evaluation / Review

SUPPORTS

Charter- Strategic Plan

Teaching and Learning

Aim: To develop a localised curriculum, which offers students high quality learning experiences and enables them to use a range of thinking tools / inquiry / skills that allow children to discover, think and innovate –

Develop Educator Capacity

Cust Student Achievement

Aim: To ensure we

- Improve Outcomes for Priority and At-risk Students
- Raise Student Achievement of All Learners

Dimensions of Quality Teaching

Collaboration

Aim: To ensure we enhance our relationships with: students, each other and the wider community -

Develop Educator Capacity

Students

Aim: To develop students who are:
happy confident individuals
confident at problem-solving
confident communicators
able to be risk-takers
engaged and respectful –

Raise Student Achievement of All Learners

Aim: to create Digitally Fluent students

Raise Student Achievement of All Learners

Develop Educator Capacity

- Behaviour
- Basic Facts
- Reading Yr5
- Kahui Ako – Doing, Being, Knowing

Teaching Inquiries:

Teaching and Learning:

To enrich learning opportunities by ensuring coherence and continuity of learning for ākonga, both over the years and across settings within our Puketeraki Kāhui Ako - Āhuatanga Whaiaro - Our Valued Attributes

Students:

Teach and promote the Cust School motto, vision, values and TIP's – Be Your Best / PB4L

Collaboration

Puketeraki CoL – PLD

Collaborate within our school and CoL schools to create innovative learning opportunities

- Leadership Team
- PKTR-COL Teachers Communities of Practice
- Centrally Funded PLD

INQUIRY Outcomes

Recognising New Zealand's Cultural Identity

Cust School is committed to strengthen the cultural identify of all students by recognising the values and aspirations of different cultures, and developing policies that reflect New Zealand's cultural diversity.

Cust School recognises the unique position of Māori as tangata whenua. It takes all reasonable steps to provide instruction in tikanga (Māori culture) and te reo Māori (Māori language) for students.

We meet these requirements by:

- Implementing the principles of the Treaty of Waitangi. – *see policy & programme of works*
- Supporting New Zealanders so they value cultural heritage.
- Making full use of Māori resources in the community and capitalising on the experiences and perspectives of tangata whenua as an integral part of the school.
- Involving Māori i community/whānau in identifying important learning needs of Māori students and setting targets supported by the Māori community/whānau through regular consultation.
- Continuing to build our relationship with our local marae (Taumutu) and knowledge of legends and traditions specific to our area (Education Plan).
- Ensure that our relationship with the Runanga is reciprocal.
- Following the Cust School 'Te Reo Māori' programmes in order to ensure Te Reo Māori and Tikanga Māori are taught as separate subjects weekly, as well as being integrated into daily programmes.
- Monitoring and reporting the achievement of Māori students to the Board, Māori community and whānau. Identify and provide appropriate support for their learning needs.
- Providing regular professional development for teachers in the use of Māori language and culture in the classroom in the areas of Cultural Responsiveness, te reo Māori and Tikanga.
- Recognising the importance of the Ka Hikitia Strategy; incorporating its principles and embracing Ka Hikitia's desired outcomes for our students.

- Within the Cust School curriculum interweave the Māori values of Manaakitanga (caring-Successful Citizen), Whāunautanga (relationships-Successful Citizens), Wairuatanga (balance-Self Managers), Rangatiratanga (leadership- Confidence), Mātauranga (knowledge-Excellence), Kaitiakitanga (guardianship-Successful Citizens), Tikanga (respect-Team Players), Auahatanga (physical and artistic performance – Creativity).

- Implementing the Māori Responsiveness Plan

Māori Responsiveness Plan:

The responsiveness plan ensures that we are consistently reviewing our own practice and keeping up to date with current research and best practice. This will be supported by:

- Robust Appraisal system to ensure accountability – process of steps (diagram of annual cycle) - staff goals aligning with Tātaiako
- School annual review
- Student achievement data
- Ensure all staff have a sound knowledge of Te Reo and Tikanga
- Ensure appropriate PD is given to all staff to support them in meeting their goals

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes;
- Further extend the existing programmes if and as appropriate;
- Combine with a neighbouring school for parts of the day/programme;
- Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom;
- Explore other schools who may offer programmes closer to their expectations;

Cust School – Strategic Aims

ASPIRATIONAL TEACHING AND LEARNING

By promoting best practice, providing high quality programmes and creating an innovative learning environment our children and staff will aspire to be their best, and realise their potential.

Ako: *Practice in the classroom and beyond*

BE YOUR BEST

A CULTURE OF COLLABORATIVE RELATIONSHIPS

At the heart of, and integral to our community, our school will be safe, welcoming and inclusive; respecting traditional values, responding to needs, building reciprocal relationships, valuing connection and encouraging contribution.

Whanaungatanga: *Relationships with high expectations*
Tangata Whenuatanga: *Place-based, socio-cultural awareness and knowledge*

BE YOUR BEST

SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS

With confidence, and by being curious, creative, courageous and critical thinkers and communicators we will take responsibility to lead by example and prepare for the future.

Manaakitanga: *Values – integrity, trust, sincerity, equity*
Wānanga: *Communication, problem solving, innovation*

The Board's Long Range View of Strategic Aims

Promote best practice through a structured professional development learning programme

Attain a high standard of student achievement and curriculum areas in relation to National Standards

Provide high quality classroom and specialist programmes that meets the needs of our children

Analyse children's achievement and put in place programmes that meet their needs

Use student voice in planning, programming and assessing

Use a range of thinking tools / inquiry / skills that allow children to discover, think and innovate

Provide relevant resources that supports learning within innovative learning environments

Develop a localised curriculum, which offers students high quality learning experiences

Create a curriculum that promotes an understanding of our values and the principles of the NZC

Develop a staff appraisal process which promotes and fosters high levels of performance

Ensure the school is an integral part of community

Build strong, positive, constructive, meaningful, trusting, responsive and reciprocal relationships based on traditional values

Explore and maintain best practice in reporting to children, parents and community

Collaborate with our CoL schools to create innovative learning opportunities

Provide parent and community education in the use of ICT / 21st century learning

Develop and implement an environmental enhancement plan in consultation with community and school related groups

To maintain best practice principles of the health, safety and wellbeing of all school members by continuing to monitor / implement restorative justice practices, Health and Safety audits and appropriate health programmes

Continue to promote, encourage, and continue to grow, school and community support and engagement in EnviroSchools

Maintain effective, up-to-date systems of communicating with our children, parents and community and engaging the support and involvement of the families and the community through this communication

Ensure students have the opportunity to contribute to wider groups

Provide opportunities for the community to be actively engaged in culture of school and engaged in the children's learning

Develop students who are:
- happy confident individuals
- confident at problem-solving
- confident communicators
- able to be risk-takers
- engaged and respectful

Create Digitally Fluent students

Review the role of ICT within the school and community

Develop a plan to meet the future needs of technology within the school / community – manageable level of investment

Utilise SOLO taxonomy, choice, reflection, goal setting, key competency development, discovery and Inquiry to promote CHiLL

Teach and promote the Cust School motto, vision, values and TIP's

VISION: **BE YOUR BEST**	**Principal's Annual Plan - Strategic Aim 1** **ASPIRATIONAL TEACHING AND LEARNING** ***Ako:*** *Practice in the classroom and beyond*	CUST SCHOOL

Aim (Why the goal was chosen)	Annual Goals & Targets *BEING PROFESSIONAL*	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2020 - Term				Year	
				1	2	3	4	2020	2021
Curriculum **Aim:** To develop a localised curriculum, which offers students high quality learning experiences and enables them to use a range of thinking tools / inquiry / skills that allow children to discover, think and innovate - **Develop Educator Capacity**	Goal: By the end of the year we will have reviewed and updated our curriculum plan so that it documents how we develop / sustain: ASPIRATIONAL TEACHING AND LEARNING, A CULTURE OF COLLABORATIVE RELATIONSHIPS, and SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS	**Exploration** Provide opportunities to explore / inquire / discover – own interests / passions / choices / investigations **Cultural Connectedness** Provide opportunities to understand own identity and others (particularly principles of Te Tiriti o Waitangi)	Robert / Eddie / Ros					Yes - PTO	Yes - PTO

Aim: To ensure we • Improve Outcomes for Priority and At-risk Students • Raise Student Achievement of All Learners	**Cust Student Achievement** **Targets: Knowing** **Target 1: Behaviour** **We challenge ourselves to lift the behaviour expectations of our students in Year 1-8, by increasing the percentage of positive incidents in the playground, as described in our behaviour matrix, from 63% at the end of 2019, to more than 75% by the end of 2020.** **EOY 2019: at the end of 2019 63% of our children were achieving a 4/5 in our behaviour matrix (playground)** **2020: increase to more than 75% those achieving 4/5 in our behaviour matrix (playground)** **Target 2: Basic Facts** **We challenge ourselves to lift the achievement of our students in Years 5-8, achieving the Cust Expectation of instant recall, from 75% in 2018 to 85% by the end of 2020.** ***Basic Facts:*** ***EOY 2018 75 % Yrs 5-8 achieving Cust Expectation of instant recall*** ***2019: 85% achieving*** **Target 3: Reading** **We challenge ourselves to lift the achievement of all of our Year 4 students achieving At to Above the expected curriculum level in asttle, in Reading from 19% in 2019 to 50% by the end of 2020 (Yr 5).** At the end of 2019 19% of our students who were achieving above the expected curriculum level in Year 4 ***Easttle – Yrs 4 : 2019 - 19% above.*** ***2020 increase to 50% above expected curriculum***	• Publish Cust School Behaviour Plan – class / newsletter • Name and Notice – daily • Trial Reward System • Teach specific behaviours - class • Acknowledge in Assemblies • Direct practice at home and school • Home Learning and School practice – start early • Goal Setting – support / ideas to help provided • Daily practice at school • 2020 - Revisit basic facts tests x3 – 80% • Basic Fact-athon • Personalised Maths facts • Vocabulary work in context and inferential work • Sharp reading – InfoBytes and StoryBytes • Reading Between the Lines – structured guided reading • Novel Studies- deeper thinking • Specific Teaching – Inference / Punctuation / Grammar / Reading for Meaning								

VISION: **BE YOUR BEST**	**Principal's Annual Plan - Strategic Aim 2** **A CULTURE OF COLLABORATIVE RELATIONSHIPS** ***Whanaungatanga:*** *Relationships with high expectations*	CUST SCHOOL

Aim (Why the goal was chosen)	Annual Goals & Targets *LEARNING FOCUSED PARTNERSHIPS*	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2020 - Term				Year	
				1	2	3	4	2020	2021
Collaboration **Aim:** To ensure we enhance our relationships with: students, each other and the wider community - **Develop Educator Capacity**	**Goal:** By the end of the year we will have participated in a variety of learning opportunities that allow collaboration and contribution	**Collaboration** Puketeraki CoL – PLD Collaborate within our school and our CoL schools to create innovative learning opportunities **Contribution** Provide opportunities to contribute to wider groups	Robert Miriam					Yes - PTO	Yes - PTO

VISION: **BE YOUR BEST**	**Principal's Annual Plan – Strategic Aim 3** **SELF-MOTIVATED, POSITIVE AND RESPONSIVE CITIZENS** ***Manaakitanga:*** *Values – integrity, trust, sincerity, equity*	CUST SCHOOL

Aim (Why the goal was chosen)	Annual Goals & Targets *STUDENTS OPPORTUNITIES TO LEARN*	Actions to Achieve (How will we know)	Lead By:	Time Frame					
				2020 - Term				Year	
				1	2	3	4	2020	2021
Students – Citizens **Aim:** To develop students who are: happy confident individuals confident at problem-solving confident communicators able to be risk-takers engaged and respectful – **Raise Student Achievement of All Learners**	**Goal:** By the end of the year we will have specifically taught lessons which cover – behaviour, transition and well being	**Well Being** Teach and promote the Cust School motto, vision, values and TIPS – Be Your Best / PB4L						Yes - PTO	Yes - PTO
Aim: to create Digitally Fluent students **Raise Student Achievement of All Learners** **Develop Educator Capacity**	**Goal:** By the end of the year we have provided opportunities for the children to connect with the Digital Technology curriculum.	**Knowing** Integrate Digital Technologies into our classroom programmes – students as digitally capable thinkers, producers and creators							

CUST SCHOOL RAISING ACHIEVEMENT PLAN

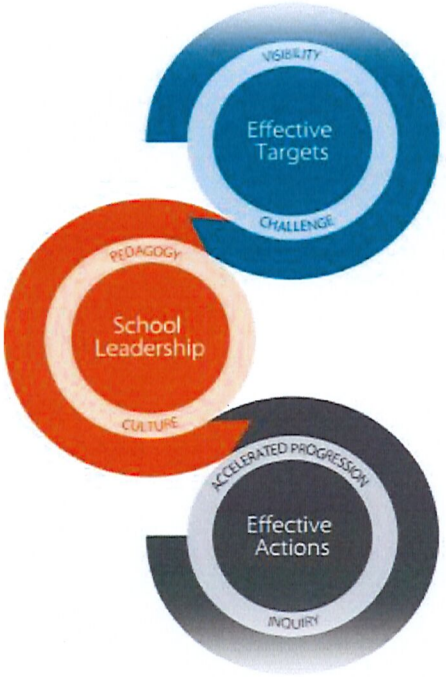
(Incorporating Curriculum and Achievement Plan)

OVERVIEW:

To ensure every student at Cust School achieves success we will provide high quality learning opportunities to meet the educational needs of all our students.
Cust School will set targets and plan strategically, allowing us to focus our actions, so we can ensure we make a difference for any students at risk of not achieving. To reduce identified achievement gaps, school leaders and teachers must also know whether their planned actions are having the desired effect on the students that need to make the most progress. This will be part of our teaching as an inquiry and self review process.

Cust School will use a range of practices that contribute to our success in accelerating achievement. The most important of these are:

- an explicit moral commitment to excellence and equity when framing targets and taking action for selective students, to close the achievement gap between them and other learners
- the quality of leadership at multiple levels when planning actions – ensuring plans make sense to those implementing them and the actions align for a common purpose
- the quality of teamwork and professional learning conversations when taking actions
- a successful application of professional capabilities to build school capacity for sustaining improvement in future.



WHAT WE DO:

Accelerated Progress: Achievement can be considered to be accelerated when a student makes more than one year's progress over a year on a trajectory that indicates they will achieve national standards or valued qualifications.

1. Commitment to equity and excellence:

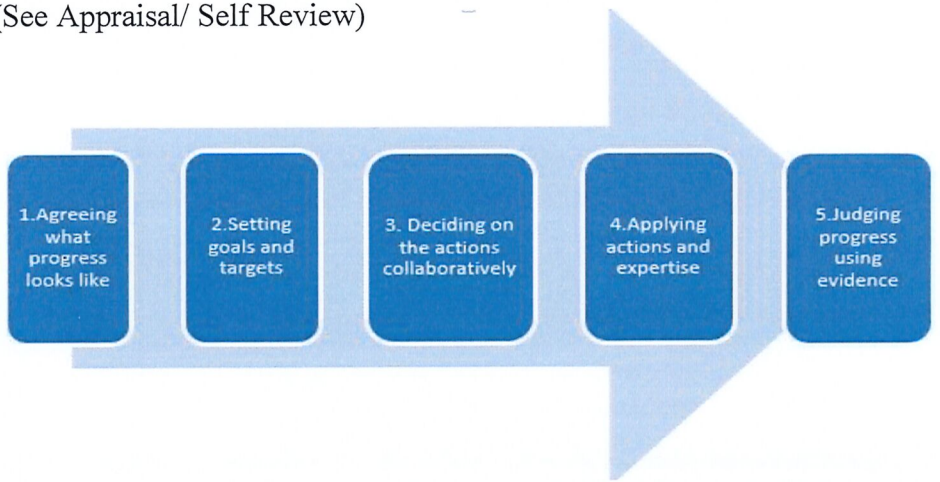
All staff have an educational commitment to equity and excellence. We will frame our achievement challenges effectively; resource the required actions; make educationally powerful connections with students, parents and whānau; and ensure Māori enjoyed educational success as Māori.

Excellence means achieving high standards for all. A key lever for achieving excellence is to improve the quality of all teachers. Appraisal / PLD	Equity means reducing disparity for those at risk. A key lever for achieving equity is accelerating progress for selected learners. CaAP / Special Needs / Achievement Challenges

2. Framing the achievement challenge in terms of target students:

At Cust School we will use four key processes in targeting progress effectively. They include:

- being clear about what progress looks like (see CaAP)
- setting goals and targets to shape desired progress (See Charter / Appraisal)
- applying staff capabilities to achieve desired progress (See Staffing / Interventions)
- judging progress using quality evidence. (See Appraisal/ Self Review)



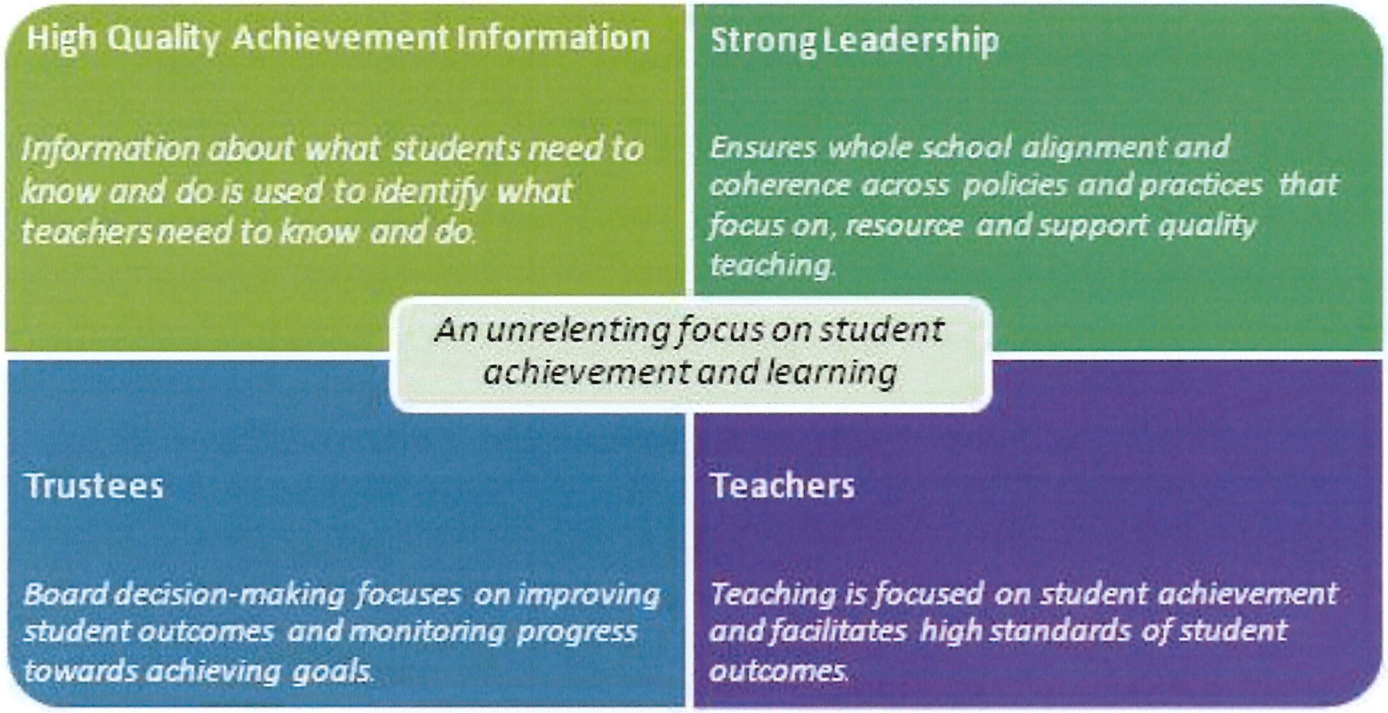
3. Resourcing the required actions to lift achievement:

Cust School Board and staff will develop and acknowledge the school targets, which will be regularly reviewed. Careful decisions about where best to allocate the resources will be made.
Reports from the principal to the board will include updates of the actions undertaken by teachers. This information will be accompanied by student achievement data to show progress throughout the year.

4. Making educationally powerful connections:

We will ensure we make educationally powerful connections by:

- Allowing students to participate and contribute more fully to their learning.
- Communicating to students that they are a target student and they feel both challenged and supported.
- Students understanding the performance required for each curriculum level.
- Allowing students to set personal goals and self-monitored progress, with teacher assistance
- Acknowledging parents, families and whänau have a primary and ongoing influence on the development, learning and wellbeing of their children, so that so students have extended learning opportunities.



5. Ensuring Mäori enjoyed educational success as Mäori:

Cust School Targeted Actions	Cust School Maori Education Success
We will: >frame disparities for action >put scrutiny into inquiry >foster collaboration and commitment >provide optimum challenge and maximum visibility	We will: >use our student achievement data to target resources for optimal effect >retain high expectations of students to succeed in education as Mäori.
We will: >work at multiple levels to plan and put in place interventions >use our skills and build overall capacity for sustaining improvement.	We will: >integrate elements of students' identity, language and culture into the curriculum, teaching and learning >provide early support for those students at risk of falling behind.

Cust School Curriculum and Achievement Plan 2020

Tier 1: Effective Classroom Teaching and Quality Learning Programmes

High quality classroom practice (teaching and learning) = Expected progress from one year to the next
It is expected that <85% of Cust children will meet or exceed National Standard through high quality, reflective and adaptive classroom teaching

	After 1 year at school		After 2 years at school		After 3 years at school		After 4 years at school	After 5 years at school	After 6 years at school	After 7 years at school	After 8 years at school
	6 months	1 Year	18 months	2 Years	30 months	3 Years	End Y4	End Y5	End Y6	End Y7	End Y8
Expected Outcomes	Beg. L1	Within L1 L1B/P	Within L1 L1B/P	At L1 L1P	At L1 L1P/A	Early L2 L2B	At L2 L2P	Early L3 L2A/3B	At L3 L3P	Early L4 L 3A/4B	At L4 L4P
Evidence	5 yr Net, 6 Year Net, BAS, Termly school-wide assessment against Literacy Learning Progressions (moderated), E-AsTTle, LLPs, National Standards, OTJs, PAT's, Standardised Tests										
Actions taken	Effective classroom programme of regular group and whole class instruction (team-teaching, workshops) ensures that children are able to follow and understand expected learning pathway.										

Tier 2: Intensive Support

How we respond if children are not achieving at expected level
It is expected that 5-15%of Cust children **may** require Tier 2 support

	After 1 year at school	After 2 years at school	After 3 years at school	After 4 years at school	After 5 years at school	After 6 years at school	After 7 years at school	After 8 years at school
Triggers for Tier 2 support	**Year 1 – 3** **6 months or more below the expected level**			**Year 4 -8** **More than a year below the expected level**				
Intervention	Reading Recovery Teacher's Aide ALL Writing / Reading / Maths Speech Language Therapist RTLB			Speech Language Therapist RTLB Teacher's Aide ALL Writing / Reading / Maths				
Actions taken / strategies	Preventative – When any concerned party (teacher, parent, outside agency etc) observes/recognises possible/imminent barriers to ongoing progress and achievement for a specific student – appropriate early interventions will be put in place and outcomes regularly monitored Accelerative – Students who are Below/Well Below expectations but with specific teaching strategies and processes can make progress, will be identified and provided with necessary interventions in order to reach and maintain appropriate achievement level Remedial – Where necessary (eg following long absences from school / lacking specific learning skills necessary to continue progressing) a remedial approach will be actioned in order to address potential achievement issues. Continue ALL / classroom based inquiries with new assessments / judgements in order to reset groups of Tier 2 students for focussed precision teaching using accelerative strategies, e-asttle and LL progressions amongst other							

	tools. Group like-minded tier 2 students with similar needs together for specific teaching following accelerative strategies and processes (eg pre-arming / preloading skills and knowledge, focussed teaching workshops, collaborative teaching techniques and or withdrawal) as best fits needs and situation.

Tier 3: Most Intensive Instruction (Specialist Help) Professional Intervention to meet specific learning needs It is expected that 1-5% of Cust children **may** require Tier 3 support	
Triggers for support	**Year 1-3: More than 6 months below expected level** **Year 4-8: More than 2 years below expectations** - Disengaged from learning - Significant needs: Health, developmental delay, behavioural
Support Available (via SENCO)	Speech therapist, ORS, Learning Stories, OT, Interim Response Fund, LLI (Language Learning Intervention), High Health Needs, Correspondence School, GSE, RTLB, RTLit, IEPs.

Student Achievement 2020
Annual Goals:

Cust Student Achievement
Targets: Knowing
Target 1: Behaviour
We challenge ourselves to lift the behaviour expectations of our students in Year 1-8, by increasing the percentage of positive incidents in the playground, as described in our behaviour matrix, from 63% at the end of 2019, to more than 75% by the end of 2020.
EOY 2019: at the end of 2019 63% of our children were achieving a 4/5 in our behaviour matrix (playground)
2020: increase to more than 75% those achieving 4/5 in our behaviour matrix (playground)

Target 2: Basic Facts
We challenge ourselves to lift the achievement of our students in Years 5-8, achieving the Cust Expectation of instant recall, from 75% in 2018 to 85% by the end of 2020.
Basic Facts:
EOY 2018 75 % Yrs 5-8 achieving Cust Expectation of instant recall
2019: 85% achieving

Target 3: Reading
We challenge ourselves to lift the achievement of all of our Year 4 students achieving At to Above the expected curriculum level in asttle, in Reading from 19% in 2019 to 50% by the end of 2020 (Yr 5).
At the end of 2019 19% of our students who were achieving above the expected curriculum level in Year 4
Easttle – Yrs 4 : 2019 - 19% above.
2020 increase to 50% above expected curriculum

Monitoring Student Progress:
Regardless of tier, Cust School students are all:
Tracked against individual learning pathways / learning goals.
Monitored using a range of tools (assessments, Literacy / Numeracy Learning Progressions, staff moderation / checking, observations, conversations, student / whanau voice)
Effectiveness of Interventions:
Ongoing evidence collected, analysed, adapted and reviewed to ensure success of interventions and classroom programmes.
Regular reporting to team leader, principal, BOT, and whanau.

2020 ANNUAL ORGANISATION PLAN – BUSINESS AS USUAL

STUDENT ACHIEVEMENT			Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
PLANNING & REPORTING - Student Achievement	Principal	Student Achieve. plan	Basic Facts Reading – asttle / STAR Maths - asttle **Writing – Solo** Meet the Teacher Three Way Conference Learning Engagement Report Goal Setting		Running Record		Basic Facts Reading – asttle / STAR Maths - asttle **R**unning Record Three Way Conference Mid-Year Report - Progress Curriculum Levels - mid			Running Record Learning Engagement		Basic Facts Reading – asttle / STAR Maths – asttle Running Record End of Year Report Curriculum Levels - end	
CURRICULUM REPORTS/ REVIEWS Meeting national priorities	Principal	Review folder		Student Achievement **Update Curriculum** **Staff Report:** ***Ako:*** *Practice in the classroom and beyond*			Student Achievement **Staff Report:** ***Whanaungatanga:*** *Relationships with high expectations*			**Staff Report:** ***Manaakitanga:*** *Values – integrity, trust, sincerity, equity*		Strategic Plan Staff Devel.	
ADMIN	Principal											Management Folder Curri. Plan Profess. Develop.	
SPECIAL NEEDS PROGRAMME	Principal	School Org folder /	**Raising Achievement Plan:** Learning Support Register (RAP) - Not achieving (needs support) - Special Needs (IEP's) At Risk (Monitoring) Gifted & Talented			Learning Support Register						Report BOT on Learning Support	

	Who is Respons.	Ref. To	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
PERSONNEL													
PRINCIPAL APPRAISAL	Chairperson / BOT Committee	School Org Folder		Goals/ Objectives Set / Signed off	Appraisal visit Teaching/ Admin		Report to BOT				Follow Up Visit	Report to BOT	
STAFF APPRAISAL	Principal	School Org Folder	Appraisal Folders Set Up Goals / Objectives/ Indicators agreed ACCOUNTABILITY & DEVELOPMENT - develop a staff appraisal process which promotes and fosters high levels of performance, is reflective – teaching inquiry, school goals, PTC			1st Visit	Report		2nd Visit			Report Include assess. Against Prof. Stds. & salary increment PRT's Teacher Regist.	
			Job Descriptions – support staff – discussions, appraisal and feedback										
ANNUAL REVIEWS	Principal Assurance Reports – Refer to Annual Self Review SCHOOL DOCS		RECOGNITION OF CULTURAL DIVERSITY STAFF LEAVE SEPERATED PARENTS, DAY TO DAY CARE AND GUARDIANSHIP			DOCUMENTATION AND SELF REVIEW EMPLOYER RESPONSIBILITY			LEARNING SUPPORT APPOINTMENT PROCEDURE CHILD PROTECTION		CLASSROOM RELEASE TIME / TIMETABLE SALARY UNITS/MANAGEMNT UNITS PRIVACY		

STAFF DEVELOPMENT	Principal	School Org Folder	**Professional Learning** **By the end of the year we will have promoted best practice by all staff participating in a structured professional development learning programme** Staff to be actively involved in: 1. Puketeraki Community of Learners PD – COL a. Collaborative Teaching b. Transitions 2. PB4L **3. Digital Technologies**

Item	Who is Respons.	Ref. To	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
HEALTH SAFETY & WELFARE													
HAZARD IDENTIFICATION	Health Safety & Welfare Committee	School Org Folder	Health & Safety Audit Risk Management		Health & Safety Audit Hazard Management Evacuation/Emergency Risk Management		Health & Safety Audit Risk Management			Health & Safety Audit Hazard Management Evacuation/Emergency Risk Management			

ASSET MANAGEMENT													
PROPERTY	Prop H&S Committee	Prop H & S Folder	CLASS REBUILDS / REPLACEMENT										
10 YEAR PROPERTY PLAN	Prop H&S Committee	School Org Folder	Plan					Review			Review For 2020		
EVACUATION NOTIFICATION	Staff Rep		Fire/ Earth quake			Fire/ Earth quake		Fire/ Earth quake			Fire/ Earth quake		
CONSULTATION													
COMMUNITY	Chairperson / Principal	Plan in School Org Folder	• **STRATEGIC PLAN – REVIEW AND UPDATE**										