

# Broadwood Area School

## Manganuiowae (06)

### School Charter 2018 -2021



## Strategic and Annual Plan 2018

Principals' endorsement:	Danelle Smith
Board of Trustees' endorsement:	Denise Proctor
Submission date to Ministry of Education:	

# Broadwood Area School, Manganuiowae 2018 - 2021

## Introductory Section - Strategic Intentions

Mission Statement	Whakatakoto tikanga - a - rua, akonga o te Ao Taiawhio hei wero i a tatou kia tutuki o tatou pumanawa Provide a supportive, bicultural learning environment where we are challenged to fulfil our potential			
Vision	“A challenging, bicultural, caring, supportive environment of learning that nurtures respectful, responsive, responsible and confident learners who experience success in their academic, physical, social and spiritual endeavours. This learning will be based in the culture of our students.” Ko te mea nui te aroha, te tika me te pono. Our greatest asset is aroha - a love that encompasses honesty and integrity			
	SUPPORTIVE - MANAAKI Responsible; Inclusive; Tolerant; Fair; Respectful; Happy and Secure; Socially Competent; Honest; Supportive and Encouraging; Resourceful; Trustworthy;	BICULTURAL TIKANGA-A-RUA Positive in our own identity; Self-motivated; Relate well with others; Culturally aware; Involved; Community contributors; Well resourced;	- CHALLENGING - WERO Courageous; Enthusiastic; Physically active; Diverse interests; Critical and creative thinker; Innovative. Approachable; Receptive; Resilient;	FULFILLING - TUTUKI Can take on challenges; Can set goals and self-appraise; Perseverance; Realistic; Literate and numerate; Independent learners; Make most of opportunities;
Values	VALUES VALUES are based on the philosophy of Nga kete e toru (three kits of knowledge). We support, acknowledge and recognise te hinga o te mahara-the power of the mind. Te kete TUAURI most treasured knowledge Whakapono - Whanaungatanga Te kete TUATEA basket of light Taha Tinana Te kete ARONUI house of treasured knowledge Matauranga Positive Behaviour for Learning (PB4L) – Ko te mea nui ko te tika, te pono me te aroha  We encourage and model the values, principles and intent of the New Zealand Curriculum with special emphasis on:			

<b>Principles</b>	<table border="1"> <tr> <td data-bbox="517 209 1279 555"> Excellence in all we do;  Integrity in all our actions;  Innovation, inquiry and curiosity in our learning;  Respect for all our relationships;  Fairness in the way we treat one another;  Ecological sustainability in the way we live; </td><td data-bbox="1279 209 2031 555"> Our school gives opportunities for instruction and involvement in Tikanga Maori and Te Reo Maori for ALL students;   We develop policies and practices that reflect the unique position of the Maori culture and New Zealand's cultural diversity;   This Charter has been developed in consultation with our community; </td></tr> </table>	Excellence in all we do; Integrity in all our actions; Innovation, inquiry and curiosity in our learning; Respect for all our relationships; Fairness in the way we treat one another; Ecological sustainability in the way we live;	Our school gives opportunities for instruction and involvement in Tikanga Maori and Te Reo Maori for ALL students;  We develop policies and practices that reflect the unique position of the Maori culture and New Zealand's cultural diversity;  This Charter has been developed in consultation with our community;
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<b>Māori Dimensions and Cultural Diversity</b>	<p><b>Unique position of Maori culture</b>  <b>TE TIRITI O WAITANGI</b>  The school embodies key Te Tiriti o Waitangi principles of Partnership, Protection and Participation.</p> <p>The school has policies and practices that integrate Te Reo and tikanga to “the way we do things around here.”  99% of the school total roll identify as Maori. By enhancing student mana, ihi and wehi (nga taonga tuku iho) and encouraging this to permeate throughout all school activities.  To ensure that our unique bicultural identity is retained and developed BAS ensures that:  Quality Te Reo Maori teaching is delivered throughout the school.  Recognition of Te Reo me ona Tikanga.  Continue to normalise our Maori culture so that procedures are known and students and teachers are comfortable and proactive.  That Powhiri are conducted in a respectful and meaningful way.  Promote kapa haka and ensure that students attend the Tai Tokerau Festival and the Hokianga Festival.  Recognise the need for students to be present at tangi and hui, this must be recognised as being an integral part of students' lives.</p> <p><b><u>Partnerships</u></b>  <b>Whanau</b> are welcome to come to school at THEIR convenience. The staff room is a waahi kapu tii for whanau and staff. Our receptionist/office manager is hunga kanga and personally knows all of the local people. Manaakitanga</p>		

and aroha must prevail. Our parents and whanau are NOT manuhiri to our school, they are an integral PART of the school.

Whanau attend powhiri ki nga manuhiri tino rongonui, kapa haka events, Manukorero competitions, and day, twilight and night community-school sports events. They are kaitiaki and kaikarakia at sports and cultural events, at health expos and special events, all fundraisers, Library Fair week, Duffy assemblies, hui presentations and Gala days.

Whanau members assume VERY significant roles including as mentors, kaitiaki, managers, coaches, hangi experts, marae caterers, Gateway employers and cooks. If our school did not have the support of our whanau we could not continue and sustain the student activities/trips/special events that we have.

Whanaungatanga is a recognised and valued asset. Whanau realise that teachers must prioritise teaching during school hours. If teachers are not available to talk privately with them because they are timetabled to teach then they will try to be available during breaks and after school.

Other ways we practice our partnership with whanau are:

- Communication by fortnightly school newsletters, special news fliers, homeroom teacher and dean telephone calls, emails, written/kanohi ki te kanohi/progress reports every term.
- The monthly Board meeting is open to the public, advertised, all invited to attend.
- At the end of the financial year the Board tables an annual report consistent with Government Annual Reporting Guidelines, and an audited financial statement and plan.
- Trustees value their community representative role regarding policy development and review.
- The Board engages with the community in general and Maori communities in particular concerning the School Charter and any charter review. Re - publishing of our school charter will occur annually in March.

	<b>COMMUNITY LINKS</b>	
	We enjoy strong and long term partnership with our community:	
	Broadwood:	General Store, North Hokianga A&P- Community Hall, cattle yards, pavilion, hosts of the annual North Hokianga A & P Show, Catholic & Anglican churches, community library, Hokianga Health Clinic/Dental bus, dart club, community centre, marae, gardening club, badminton club, dog trials club. Church store, homestay accommodation, Fire Station, Manganuiowae river, pig hunting, rugby fields, tennis courts, gymnasium, land agents, cattle and stock agents.
	Mangamuka:	Tautoko radio station, Te Whare Awhina, Te Raki o Hokianga, two marae, Mangamuka store, Primary school, Catholic church, Ratana church, Kohanga reo, Pig hunting club, Health clinic, Mangamuka St John Ambulance, Mangamuka River.
	Kohukohu:	Kohukohu General Store, Primary school, Café, Takeaway and tearooms, town hall, Catholic and Anglican churches, Historic Public Art Gallery. Fire station and brigade, St Johns, Masonic Lodge, Town Hall, Tennis club, Ngaruroa rugby club, Motukohu rugby club, dart club, Hunting and fishing club, four marae. Hokianga harbour, Kohukohu wharf, Postal delivery centre, RD vans, yoga club, drama club, Country & western club, Line dancing club, tennis club, access to vehicular ferry. Health clinic, Public Library, netball club, boating, swimming, water sports. swimming pool, bowling club.
	Pawarenga:	Three marae, Pawarenga Trust, Laundromat, Primary school, Catholic churches, Anglican church, Whangape Harbour, Old Boys club, Nga Hoe Horo Waka Ama club, Warawara Forest, Golden stairs, Shelley beach, Pawarenga Netball & Tennis club. Pawarenga Rugby League Club, touch rugby, North Hokianga Sports club, Health clinic, Annual Pawarenga Sports Day, Pawarenga Pig Hunting, Pawarenga Fishing.
	Motuti:	Carving school, marae, marae catering and hospitality courses, museum, Catholic church, resting place of Bishop Pompallier, museum.

	<b>Other AGENCY PARTNERSHIPS</b>	
	Ministry of Education	RTLB Cluster; Group Special Education; Ngatihine ETL, Starpath-Auckland University, ECE, PMP- Playgroup, Rau Aroha,
	Partnerships	FARNET, Te Reo o Te Tai Tokerau, REAP-Kaitaia, Hauora Hokianga, NASA, NZASA, NSSPA, MAC Cluster, Hokianga Kahui Ako,
	Education Pathways	Gateway, STAR, North Tech, Youth Transition, Skills NZ, TEC, Careers NZ, Northland Academy
	Student Support	Hauora o Hokianga-Hokianga Health, Te Oranga, OPC Tongariro, Youth Police Officer. Tai FM, Tautoko FM, Rubicon, Nga Uri Whakatupu o Hokianga, Nga Hoe Horo o Pawarenga, Healthy Schools, Kids Can Breakfast Club, Fruit in Schools.
	North Health	Hauora o Hokianga-Hokianga Health, Te Oranga- Counselling, Youth mentoring, Ngatihine, Working for Families, CYFS, Te Aupouri-SWIS (Social Worker in Schools).
	Maori agencies	Te Kotahitanga o Nga Hapu o Hokianga – Ngapuhi, Te Runanga o Ngapuhi, Te Runanga o Te Aupouri, Te Oranga, Te Runanga o Te Rarawa.
	Christian support	Te Haahi Katorika, Te Haahi Mihinare, Ratana-Morehu.
	Sport	Sport Northland, North Hokianga Winter sports association, Nga Hoe Horo
<p><b>Cultural Diversity</b> Students will acknowledge and respect the heritages of all cultures. We will adhere to the policies and practices particularly implemented by PB4L.</p> <p><b>Academic success</b> Maori achieving academic success as Maori. Students becoming more successful digital citizens: Y1-10 students making progress to working at; <b>NZ Curriculum</b> in literacy / numeracy/curriculum levels; Y11-13 students achieving NCEA Level 1, 2, &amp; 3. Students who aspire to tertiary learning to gain UE</p>		

### **Baseline Data or School Context**

#### **Students' Learning Year 1-10**

	2014	2015	2016	2017	2018 Target
Reading	79.5%	81.5%	65.7%	65%	Shift 15% to 80%
Writing	71.8%	77.8%	71.9%	65%	Shift 15% to 80%
Mathematics	84.6%	74.1%	78.2%	47%	Shift 33% to 80%
L1	77.8%	100%	80%	60%	Shift 20% to 80%
L2	50%	61.1%	60%	80%	80%
L3	16.6%	11.1%	57%	50%	Shift 10% to 60%
Vocational Pathways	22.2%	16.7%	No Target Set	44%	Increase 10%

#### **Student Engagement**

Our student engagement prioritises Maori students engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Whanau are engaged in supporting their children's learning.

Non-Maori students are engaged in their learning and are achieving educational success with pride in their unique identity. Parents and caregivers are engaged in supporting their children's learning.

Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate and contribute to the school and the community environment.

**Student voice:** All students have access to academic counselling; this gives students the right and the responsibility to be aware of their current learning levels and to set personal goals for the year. Parents, whanau, students and academic counsellors meet each term to review progress against set goals. Teachers work with their classes and students to set their goals for reading, writing and mathematics. These are recorded and displayed in classrooms. On Academic Counselling days, open days and report days, teachers share with parents and whanau the class and syndicate goals and the individual progress that is being made.

<b>School Organisation and Structures</b>	<p>Broadwood Area School, Manganuiowae is an Area School providing education for students from Years 1-13. The school is governed by experienced and long serving trustees. ERO noted in their 2015 ERO report, "The board of trustees is a collaborative, capable group of independent thinkers who place students at the heart of decision making. They are committed to students and their community." There has been three changes in the board make up as a result of BoT elections in 2018. (Principal, Staff Rep, Student Rep)</p> <p>The school structure is organised into three teams, Juniors, consisting of two classes Y1-3 and Y4-6, led by Syndicate Leader, Eileen Porter Rankins. The Middle School consisting of two classes Y 7 to 10, led by Syndicate Leader Carl Quickfall, and the Senior School, Years 11-13, led by Syndicate Leader Renee Sauer. Our Principal is newly appointed 2018. Deputy Principal to start Term 2 2018.</p> <p>In 2016, BAS became part of the Hokianga Communities of Learning (CoL) now called Te Kahui Ako, alongside schools Kohukohu, Matihetihe, Omanaia, Opononi Area School and Rawene School.</p>
<b>Review of Charter and Consultation</b>	<p>All communities are consulted every three years on the appointment of a new Board. The Board is prepared to visit outlying communities. Meetings are also held in Te Whiringa o te muka tangata, our school whare.</p> <p>The Charter continues to be reviewed at scheduled intervals throughout the year. Specific sections of the Charter are selected and reviewed by the Senior Leadership Team, syndicates, individual teachers and the Board of Trustees.</p> <p>The Board engages with the school community, including our Māori communities, about its annual charter goals each year through school newsletters, the school website and hui and aims to lodge a copy of its reviewed updated charter, strategic and annual plans and annual report with the Ministry of Education in March and May each year.</p>



## Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
<b>Students' Learning</b>	<p>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the New Zealand Curriculum, Mathematics (Numeracy) will be a high priority for Y1-10.</p> <p>2018 students studying at NCEA Level 2 will be supported to achieve at 80%.</p>	<ol style="list-style-type: none"> <li>1. The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teacher's practice is responsive to student's needs, including cultural needs. Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate and contribute to the school and the community environment. National Standards and other teacher initiatives are used effectively to support improvement in student outcomes. Teachers ensure that students have ownership of their learning and know what to do to achieve <b>NZ Curriculum</b>.</li> <li>2. Maori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Maori. Most whanau are engaged in supporting their children's learning. Place based learning will be encouraged – Hokianga offers a wealth of opportunity and resources to promote vital and exciting opportunities for learning e.g. the river for ecological study; the sea &amp; marine reserve;</li> <li>3. Encourage, support and promote Maori students so they will experience success as Maori in accord with the broad aims of Ka Hikitia;</li> <li>4. Each term, report to students and whanau on achievement of individual students, and report to the community on achievement of students as a whole and of groups of students, including twice yearly written reporting on primary student progress against the <b>NZ Curriculum</b></li> </ol>

	Provide opportunity for student progress and success in literacy and numeracy and development as successful digital citizens, across the New Zealand Curriculum	5. Focus will be on improving <b>maths</b> and Literacy years 1-10; accelerated programmes will be designed for identified students in mathematics and literacy. All students have access to computers throughout the school. Years 1-13 students have access to I-pads. Teachers have skills to facilitate learning using these devices. Students 9-13 can use I-pads to access assistance from websites and to record either in written, photographic or voice recorded form;
	Continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.	6. Regular and relevant contact made with whanau, kanohi ki te kanohi, telephone calls, Facebook contact, e mail, school newsletters, posters, and noticeboards. telephone trees and word of mouth. Panui made over Tautoko and Te Hiku o te ika radio stations. Attendance at relevant marae and community meetings. Whanau to be engaged with sports coaching, kapa haka tuition and supervision, driving school vans assistance on school camps and fundraising
<b>Student Engagement</b>	<p>To improve attendance.</p> <p>To improve the dress standard across the school from Yr 1-13.</p>	<p>Rewards for excellent attendance.</p> <p>Acknowledgement in newsletters, on school website of excellent attendance. Share with whanau the realities of disadvantages students face when attendance is sporadic. Best class attendance rewards, best house attendance rewards. Our students love sport. Ensure that school sports days are vital, exciting and fun. Results shared with whanau in newspapers, newsletters, school website on Facebook and on radio.</p> <p>Rewards for lifting standard of dress (uniform)</p> <p>Acknowledgement will also be given for the improvement in lifting the standard of dress (School policy uniform) As of 2018 all students Yr 1-13 will wear our school uniform as per the school policy.</p>

	To ensure that the e-learning opportunities continue in Years 1-13	Teachers are urged to attend e-learning conferences to ensure their skills are updated. In-school PD is available particularly in the senior & mid-school, weekly curriculum meetings include sharing of valuable “apps’ and how these may be used to promote learning and/or efficiency. Share our e-teaching expertise with colleagues throughout NZ. APs ensure that devices are affordable and attainable. Newspaper articles will advertise the skills that students have and how they intend to up skill. Pursue and encourage learning opportunities from Apple and Microsoft.
	Those students are supported to continue to use e-learning devices in order to improve learning.	Google classroom-teaching and learning communities. Feedback and feedforward of teacher and student voice online. Include and continue external expertise-links with Orewa College, N4L, Apple, and Farnet. To be part of the MOE “Digital Technologies” & “Te Toi Kupu”-this will impact on teacher practice so that Maori achieve success as Maori – Ta Apirana Ngata-“ou ringa ki nga taputapu o te Pakeha hei oranga.....”.
	To ensure that our unique bicultural identity is retained and developed.	Quality Te Reo Maori teaching throughout the school. Recognition of Te Reo me ona Tikanga. To continue to normalise our Maori culture so that procedures are known and students and teachers are comfortable and proactive. That Powhiri are conducted in a respectful and meaningful way. To promote kapa haka and ensure that students attend the Tai Tokerau Festival and the Hokianga Festival. Give students an opportunity to participate in the Tai Tokerau Manu Korero and the MWLL speech competitions. Recognise need for students to be present at tangi and hui, this must be recognised as being an integral part of students’ lives.
	To introduce music throughout the school.	The Trust will continue to support and seek funding for music programmes throughout the school.
	To ensure that Senior students have work experience and the opportunity to experience	Gateway coordinator to seek opportunities for courses and work experience. Coordination of a Senior tertiary urban trip.

	quality work courses, visit tertiary institutions.	Access “Careers NZ” website regularly to ensure that students are aware of the skills required for different jobs and careers.
<b>School Organisation and Structures</b>	Ensure all Health and Safety policies and practices is consistent with legislative changes that came into effect in April 2016.	Review Health and Safety policies and practices to reflect changes to Health and Safety Act and Vulnerable Children’s Act.
	To develop Hokianga Kahui Ako	Work collaboratively as part of Hokianga Kahui Ako alongside schools Kohukohu, Matihetihe, Omanaia, Opononi Area School and Rawene School.
<b>Personnel</b>	Build leadership capability	To ensure that leadership use shared, collaborative approach to ensure that they can respond to and enact the schools vision. Senior leaders develop agreed ways of working together that demonstrate a collective commitment to, and responsibility for, student's success.
	Lift the quality of teaching	Teachers participate in MoE PLD digital technologies Implement robust, effective appraisal processes to support teachers' performance and development.
<b>Property</b>	Modernise classrooms as per 5 year Property Plan.	Improve school houses. Re roofing as required. (septic tank replacement and cleaning, mould issues, etc)
	Continually upgrade and beautify environment.	Continue to upgrade junior playground area and sports equipment, resurfacing of junior court area. Lighting for external gym. Ensure that caretaker has adequate tools to do his job well. Maintenance painting as stated in Property Plan. Produce a grid plan to identify property priorities.
<b>Finance</b>	Operate within annual grants.	Budget set for new year, to be reviewed and revised as needed. Promote fundraising for Sports teams. Individuals must be prepared to seek personal fundraising opportunities, advertise in school newsletter.

	Operate long term finance plans.	<p>Ministry of Education regulations-financial strategic and annual plans. Finance committee reports to board. Effective risk management by board-budget funding supports teaching and learning. Monthly and annual budget monitoring. Future boards inherit a viable school and clear future directions.</p> <p>Ministry of Education regulations-10YP, 5YP and annual plans-property committee reports to the board. Work within Ministry funding constraints -address maintenance, health and safety needs. Measurable and timely progress for the benefit of present students.</p>
	Develop school business partnerships.	Existing partnerships/sponsors-external support agencies-external funding opportunities. Continue to use free agency support. Seek additional funding to support initiatives. Funding for literacy, sports, computers, kapa haka, cultural and school initiatives.

## Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target		Short Report
<b>Students' Learning</b>	<ul style="list-style-type: none"> <li>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards and at least 80% achieving NCEA L2.</li> <li>Provide opportunity for student progress and success in literacy but <b>particularly numeracy Yr 1-10</b> and development as successful digital citizens, across the New Zealand Curriculum</li> <li>Continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.</li> </ul>	<b>Achievement</b>		<b><u>2018 SOY Enrollments</u></b> Yr 1-10 = 48 Yr 11= 14 Yr 12= 5 Yr 13= 11 UE = 4 identified /11  <b>Total 78 students</b>  <b><u>Vocational Pathways</u></b> L2-L3 Students =16
			<b>2017</b>  	
			<b>2018 Target</b>  	
		<b>Reading</b>	65% 42/65 Y1-10	
		<b>Writing</b>	65% 42/65 Y1-10	
		<b>Mathematics</b>	47% 31/65 Yr1-10	
		<b>L1</b>	L1 60% 6/10	
		<b>L2</b>	L2 80% 8/10	
		<b>L3</b>	L3 50% 4/8	
		<b>UE</b>	UE 50% 1/2	
		<b>Vocational Pathways</b> Starts at L2	L2/3 = 44% 8/18	

<p><b>Student Engagement</b></p>	<ul style="list-style-type: none"> <li>● To improve attendance.</li> <li>● To ensure that the e-learning opportunities continue in Years 1-13.</li> <li>● That students are supported to continue to use e-learning devices in order to improve learning.</li> <li>● To ensure that our unique bicultural identity is retained and developed.</li> <li>● To introduce music throughout the school.</li> <li>● To ensure that Senior students have work experience and the opportunity to experience quality work courses, visit tertiary institutions.</li> <li>● To improve dress standard Years 1-13</li> <li>● To select/elect Manukura students - Senior Leaders</li> </ul>	<p><b>RETENTION</b></p> <p>Students will be challenged in a supportive bi-cultural learning environment. School values will be upheld.</p> <p><b>ENGAGEMENT</b></p> <p>Teachers will provide effective pedagogy, based on meeting the student's next learning steps. Students will be given the opportunity to participate in a variety of extra-curricular activities throughout 2018.</p> <p><b>ATTENDANCE</b></p> <p>Student attendance goal school-wide is 90%.</p> <p>Study Leave Data will not be included in percentage.</p>	
<p><b>School Organisation and Structures</b></p>	<ul style="list-style-type: none"> <li>● Ensure all Health and Safety policies and practices is consistent with legislative changes that came into effect in April 2016.</li> <li>● To develop Hokianga Kahui Ako</li> </ul>	<p>All Health and Safety policies will be reviewed to show changes to Health and Safety Act and Vulnerable Children's Act.</p> <p>Hokianga Kahui Ako complete development of Achievement Challenge and working collaboratively to achieve challenges.</p>	

## Improvement Plan - Domain: Learning

### Strategic Goal

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the NZC and at least 80% achieving NCEA L2.

### Annual Goal

80% of students from **Years 1-10** will be at or above the NZ Curriculum Level at the end of 2018, or at their **specified anniversary** for Reading, Writing & Mathematics.

80% of students **well below** at the beginning of 2018 will be accelerated to reach **below**, by the end of the year.

All Special Needs students will have an IEP, and will work towards their own goals.

Achievement targets			
	2017	2018 Goals	2018
Reading	65%	Shift 15% from below and well below	
Writing	65%	Shift 15% from below and well below	
Mathematics	47%	Shift 33% from below and well below	
L1	60%	Shift 20%	
L2	80%	80%	
L3	50%	Shift 10%	
UE	50%	4 students	
Vocational Pathways	44%	Shift 10%	

**Baseline data** *Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.*

	2015	2016	2017	2018
Reading	81.5%	65.7%	65%	
Writing	77.8%	71.9%	65%	
Mathematics	74.1%	78.2%	43%	
L1	100%	80%	60%	
L2	61.1%	60%	80%	
L3	11.1%	57%	50%	
UE		No Target	50%	4/11 students
Vocational Pathways	16.7%	No Target	44%	



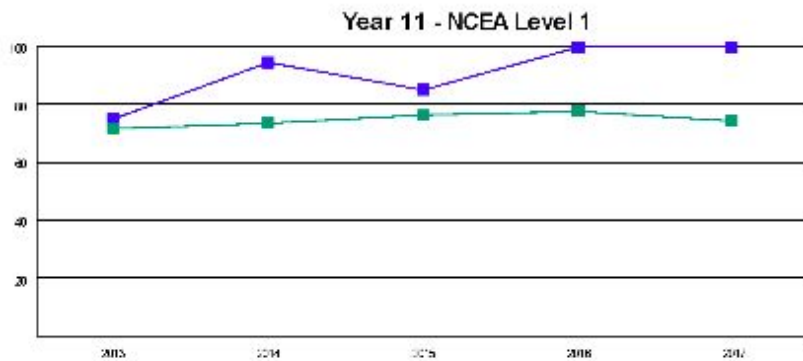
Actions to achieve targets Year 1-10		Who:	Indicators of progress
Term 4 prev.year Term 1	Where possible, gather data on student's social, emotional, academic and behavioural needs from contributing schools.	DP, SLT - Admin	Data is gathered and analysed at the start of the year. Data is then shared with teaching staff.
Terms 1-4	Meet with caregivers and parents; hold an Academic Counselling day once a term.	DP, SLT-all mid school teachers	Students and whanau work with teachers to set relevant meaningful programmes. Appointments are made for each whanau and a follow up to take place if they are unavailable. Phone conferences may also take place.
Six weeks into Term 1	Use data available to work with whanau and target students to develop IEPs.	DP,SLT, Teachers	Plans developed by week six.
Term 1	Use KAMAR to monitor the progress of target students at 4 weekly intervals.	DP,SLT Teachers	Tracking and monitoring system for recording progress of the target group.
Terms 1-4	Use data gathered to drive teaching as inquiry to plan next learning steps, ie. Astle data, Schonelle, OTJs.	Teachers	Accurate maths & literacy data used to identify and plan next steps.
Terms 1-4	Mid-school teachers meet weekly to share the progress and learning needs of target students.	DP, SL,Teachers	Rolling Minutes will be kept and shared on Google Docs.
Terms 1-4	Staff share achievement data with students and discuss the next steps with their programme.	DP,SLT	Academic Counselling Strategies implemented. Students know where they are at, their next steps and what they need to make progress with learning.
Terms 1-4	Data is disaggregated and analysed to identify trends and patterns of achievement throughout the school. e.g; classroom, senior leadership and governance	Principal and SLT	Disaggregated achievement data is available to inform planning at all levels of the school.
	Teachers' professional planning is tailored towards and based on the achievement needs of target students.	Principal and SLT	Targeted support for teacher is identified and provided.
	Classroom walkthroughs to gather evidence on cultural responsiveness of classes.	Principal and SLT	There is a greater awareness of the impact of culturally responsive pedagogy amongst staff

## 2017 Roll- versus Participation-Based Results

	ROLL-BASED	PARTICIPATION-BASED
Year 11 (L1)	60%	60% 6/10 students achieved
Year 12 (L2)	71.4%	83.3% 2 students achieving L1&2
Year 13 (L3)	37.5%	50% 4/8 students
UE	12.5%	50% 1/2 tagged

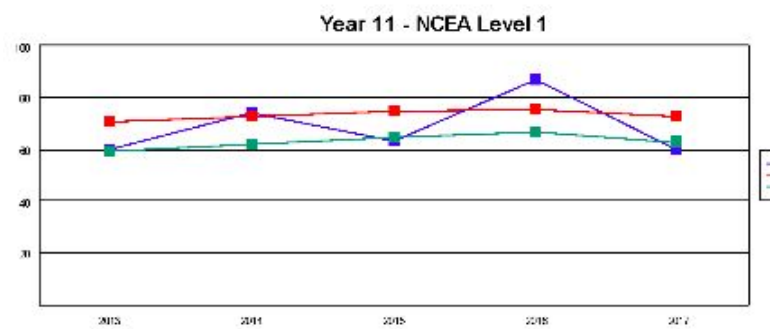
### Roll Based 2017

Academic Year	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE
2013	75.0	75.0	100.0	
2014	94.4	100.0		
2015	85.0	100.0	75.0	20.0
2016	100.0	88.9	100.0	25.0
2017	100.0	83.3	60.0	16.7



# Participation Based 2017

Academic Year	Year 11 NCEAL1	Year 12 NCEAL2	Year 13 NCEAL3	Year 13 UE
2013	60.0	23.1	30.0	
2014	73.9	37.5		
2015	63.0	61.5	60.0	20.0
2016	86.7	53.3	28.6	14.3
2017	60.0	71.4	37.5	12.5



## 2016 Data

### Achievement in NCEA and UE: Broadwood Area School - Manganuiowae

PR2 - Roll-Based Current Overall Results

#### Broadwood Area School - Manganuiowae

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2012	50.0	50.0	76.9	7.7
2013	60.0	23.1	30.0	
2014	73.9	37.5		
2015	63.0	61.5	60.0	20.0
2016	80.0	46.7	28.6	14.3

### Roll Based Current Overall Results Vs Participation Overall Results 2016

		Roll Based Current	Participation Based
2016	Year11 NCEA L1	86.6% (13/15 students) 2 students Left and 1	100% 13/13 <b>3/13 Achieved Level 1 &amp; 2</b>
2016	Year12 NCEA L2	73.3% (11/ 15) 2 Achieved 2015 but counted as a NA, 2 students LEFT school	100% 11/11 (2 students Achieved L 2 2015) 2 students LEFT <b>1/11 Achieved Level 3</b>
2016	Year13 NCEA L3	28.6% (2/7) 2 Achieved L3 2015 counted in as a NA, 1 SN student, 2 students finishing L2 credits	100% 2/2
2016	Year13 UE	14.3% (1/7)	100% 1/1 entered UE ONLY 1 student predicted to gain UE

PROJECTION OF 2018 NCEA TARGETS (Based on information identified in data presented)	RESPONSIBLE	REFLECTION
<p>➡ NCEA Level 1-3 students will be given opportunities to gain at least 4 internal credits per subject, per term.</p> <p>➡ Students must gain at least 16 internal credits at L1, 14 Credits in L2, 14 credits in L3 before the onset of the November External Examinations.</p> <p>➡ Students will be given the option to write at least one external examination.</p>	All subject teachers	
<p>NCEA LEVEL 1 students must be given the option to gain by the end of Term 4:</p> <ul style="list-style-type: none"> <li>• 10 credits in Numeracy,</li> <li>• 10 Credits in Literacy</li> <li>• 20 credits in Gateway,</li> </ul> <p>They must gain a total of 80 credits for the year, with at least 16 credits per subject in all their Pathway subjects.</p> <p>The Gateway Programme will make 20+ credits per student available for 2018.</p>	All subject teachers	
<p>NCEA LEVEL 2 – 3 students must gain at least 60 credits before the onset of the November External Examinations. Students aspiring to gain UE must gain 10 Level 2 English credits (5 credits in Reading and 5 credits in Writing).</p> <p>Students must complete AS 91106 (Level 2 Reading Responses; and AS 91266 Statistics, in order to satisfy the Reading credits component of UE) - maintaining the status quo in 2018.</p>	All subject teachers	
<p>YEAR 11 students gaining NCEA L1: 80% of Year 11 students, with attendance greater than 80% across four terms (<i>excluding Special Needs Students</i>), will gain NCEA Level 1 in 2018.</p>	All subject teachers	
<p>YEAR 11 students gaining LITERACY and NUMERACY: 80% of Year 11 students (<i>excluding Special Needs Students</i>), will gain NCEA Numeracy and Literacy in 2018.</p>	All subject teachers	

YEAR 12 students gaining NCEA L2: 80% of Year 12 students, with attendance greater than 80% across four terms ( <i>excluding Special Needs Students</i> ), will gain NCEA Level 2 in 2018.	All subject teachers	
YEAR 13 students gaining NCEA L3: 60% of Year 13 students, with attendance greater than 80% across four terms with a full timetable ( <i>excluding Special Needs Students</i> ) will gain NCEA Level 3 in 2018.	All subject teachers	
YEAR 13 students gaining UE: 50% of the students, who aspire to attain UE, will gain University Entrance in 2018. (4 students identified)	All subject teachers	
SPECIAL NEEDS students gaining CREDITS: 50%, of the identified special-needs students will gain 30 credits across NCEA Levels 1 in 2018. The SPEC programme will be introduced to students that meet the criteria. ( 2 students identified)	All subject teachers	
ATTEMPTING EXTERNAL EXAMINATIONS: 75% of senior students will be encouraged to attempt external examinations in 2018.	All subject teachers	

## Improvement Plan for a Learning Area e learning

### School Strategic Learning Goals

To ensure that the e-learning opportunities continue in Years 1-13.  
That students are supported to continue to use e-learning devices in order to improve learning.

#### Achievement targets

	2017	2018 Target
Reading	65%	80%
Writing	65%	80%
Mathematics	47%	80%
L1	60%	80%
L2	80%	80%
L3	50%	60%
UE	50%	50%
Vocational Pathways	44%	Shift 10%

### Baseline data (Dept. or Syndicate etc)

*What data is relevant that will contribute to the school raising achievement?*

Teacher observations (2017) show a range of capability and pedagogy against the e-learning framework and the Substitution Augmentation Modification Redefinition (SAMR) Model. Majority of our teachers are practicing at the lower levels of Augmentation and Modification. New teaching staff will be encouraged to take part in P.L.D - Digital Fluency.

This year, we currently have a change in full time staff as well as a number of part time teachers who require professional development to shift their pedagogy from traditional teaching to become more responsive and capable in meeting the needs and engaging our Maori students (99%).

Previously in our e-learning journey, our focus has been on Yr9-13, however, we have widened the scope to include Yrs 1-13.

### Target *What measurable outcome do we want to achieve at the end of 2017?*

All teachers show an increase in confidence, proficiency and effectiveness as users of digital technologies to improve teaching practices.

<p>We are trying to increase student and teacher agency through developing school wide digital capability and pedagogy, curriculum coherence and effective use of our Student Management System (KAMAR). We see this as key to improving attendance, retention, engagement and achievement with a view to accelerate learning.</p>	
<p><b>Key Improvement Strategies</b></p> <p><i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i></p>	



<b><u>STRATEGIC GOALS : 2018</u></b>		<b><u>STRATEGIES FOR ACHIEVING GOALS</u></b>
<b><u>PROFESSIONAL DEVELOPMENT</u></b>	All teachers become efficient, effective, independent users of our SMS KAMAR and digital tools.	Professional learning opportunities for leader from Mark Edwards-Taipa. Internal KAMAR learning opportunities after school from KAMAR leaders. End of term review of individual syndicate members. Teachers failing to meet success indicators will return during school holidays for additional learning and practice. This goal is part of a compulsory section of our appraisal system, to be evaluated by appraiser and Principal. All teachers have access to devices, I-pads and computers. Laptops are available through the TELA scheme.
	Teachers Years 1-10 will improve knowledge and skills in literacy.	Skills learned during intensive PD will be continued. Moderation of writing Years 1-10 to be held regularly directly after assessment week across the school.
	Teachers will review their personal teaching techniques and be involved in peer classroom observation sessions; these will be recorded in appraisal files.	The techniques to be observed and critiqued will be stated before the observation occurs. Videoing may be valuable; teachers can then review their own practice. Gifted teachers have mannerisms that settle students and encourage participation; these may be recorded and adapted by others.
	Deliberate acts of teaching. This skill needs improving	These will be stated and teachers will review how frequently this occurred, what the acts were, how often this occurred, why this action was important, and what value did this have in this lesson.
	E-Learning teaching skills and knowledge will be developed and encouraged. (Digital Technologies)	Teachers using I-pads or e devices in class will be given opportunity to attend and present at conferences to share our journey. Attendance at conference in Whangarei and the opportunity to consult Apple and Microsoft specialists are encouraged. In school sharing of latest valuable APPS, websites and teaching practices will continue. Teachers to be part of Digital Technologies PD in 2017.
	PD across the curriculum.	Teachers who require PD within their specialist teaching area will be encouraged to apply to attend carefully selected, relevant PD. Particular attention will be provided to new staff members to the school.

	KAMAR Training	<p>Identified needs are KAMAR, continuation and review and inclusion of all teachers Years 1-13 with Academic Counseling techniques, Data collation and Pastoral entries. (PB4L).</p> <p>We will also continue to introduce and use the KAMAR Student and Whanau Portal to all students from Year 8-13.</p>
	VOCATIONAL PATHWAYS.	<p>Years 8-13. Teachers to be familiar with excellent programmes available online through Careers NZ, NZQA and KAMAR. Course structures for Years 11-13 to reflect this. A 0.2 position has been awarded to a staff member to ensure career pathways are in place for ALL year 13 school leavers.</p>
	PB4L.	<p>2018 Staff that have taken part in the PB4L training will continue to support and assist in implementing Positive Behaviour for Learning throughout the school and ensuring that all new staff and students are introduced to our school values.</p>

Other 2018 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> <li>• Modernize classrooms as per 5 year Property Plan</li> <li>• Continually upgrade and beautify environment.</li> </ul>	Report progress towards achieving strategies about property.	<ul style="list-style-type: none"> <li>• Operate within annual grants.</li> <li>• Operate long term finance plans.</li> <li>• Develop school business partnerships.</li> </ul>	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> <li>• Build leadership capability</li> <li>• Lift the quality of teaching</li> </ul>		<p>Continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.</p> <p>SKOOL APP</p> <p>UpGrade WEBSITE</p> <p>Regular cycle of Newsletters</p> <p>Up Date - School Facebook</p>	

# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** Do not include any information in this template that will result in an individual student or their achievement being identified. In cases where a cohort is less than four students **you should not** specify ethnic groups or group breakdowns in order to prevent breaching the privacy of individuals.

Date:	13/02/2018
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School Name:	Broadwood Area School	School Number:	06
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## NAG2A (b)(i) Areas of Strength

### National Standard area(s): Reading

Insert copy of National Standards Reading here.

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	1	3.0%	10	26%	21	55%	6	16.0%	38
Māori	1	3.0%	10	28.0%	19	53.0%	6	17.0%	36
Pasifika									
Asian									
European/Pākehā/Other European					2	100.0%			2
All other ethnicities including MELAA (not published)									
Male	1	4.0%	9	39.0%	12	52.0%	1	4.0%	23
Female	0		1	7.0%	9	60.0%	5	33.0%	15

**Discussion:**

27/38 students achieving at or above for reading (improvement of 5.3% from the previous year) 13/23 males achieving at or above (56%) all maori. 14/15 females achieving at or above (93%) all maori. 11/38 below/well below.

### NAG2A (b)(i) Areas for Improvement

#### National Standard area(s): Writing and Math

Writing	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	2	5.0%	11	29.0%	19	50.0%	6	16.0%	38
Māori	2	6.0%	10	28.0%	18	50.0%	6	17.0%	36
Pasifika									
Asian									
European/Pākehā/Other European			1	50.0%	1	50.0%			2
All other ethnicities including MELAA (not published)									
Male	2	9.0%	10	43.0%	9	39.0%	2	9.0%	23
Female			1	7.0%	10	67.0%	4	27.0%	15

**Discussion:****Writing**

11/38 students below, (29%) 2/38 students well below (5%) 12/13 are males, 1/13 are female. 9/13 of the students are between years 2-4.

3 students entered our school in term 2 and were well below the national standards on arrival, and have had severe absentee issues throughout the whole year, averaging around 1-2 days at school per week.

Maths	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All students	3	8.0%	12	32.0%	17	45.0%	6	16.0%	38
Māori	3	8.0%	11	31.0%	16	44.0%	6	17.0%	36
Pasifika									
Asian									
European/Pākehā/Other European			1	50.0%	1	50.0%			
All other ethnicities including MELAA (not published)									
Male	2	9.0%	10	43.0%	10	43.0%	1	4.0%	23
Female	1	7.0%	2	14.0%	7	47.0%	5	33.0%	15

### Discussion:

#### Maths

12/38 students below, (32%) 3/38 well below (8%) 12/23 are males, 3/15 are female.

7/15 students are between years 2-4.

Returning to the teaching profession after a 7 year absence, some professional development in junior writing and math would be a goal for future appraisal targets.

#### NAG2A (b)(ii) Basis for Identifying Areas for Improvement

**Discussion:** Analysis of data. Discussion with and between junior teachers and Principal. Use of KAMAR to monitor attendance and progress at regular intervals. AREA acronym (Achievement, Retention, Engagement, Attendance) used to facilitate Management and Syndicate meetings. Professional Development requirements in Writing and Math.

#### NAG2A (b)(iii) Planned Actions for Lifting Achievement

##### **Discussion:**

##### ***Students:***

Share writing and math targets with teachers ie lift 11 students that are below NS in writing and 12 students that are below NS in math to at or above by the end of 2018. Focus on years 2, 3, 4 and year 6 cohorts for writing and years 3, 4, and 8 cohorts for math.

Register for Online Maths Programme ie. IXL, Maths Buddy, Fun Maths,

**Leadership:** Senior Leader to regularly monitor data for Yr 1-8. Support to be given from the Senior Leadership team, including Principal, Deputy Principal. Engage with RTLB to assist with student IEP's with Special Needs (ie Behavioural & Learning difficulties)

**Teaching:** Ensure professional development for all junior staff is actioned. Ensure up to date resources are available for teaching across Mathematics and Writing. (NZ Maths)

**Whanau Engagement:** Continue to engage whanau at Academic Counselling Days which will be calendared once a term. Ensure a regular cycle of Newsletters are sent out to keep whanau informed. Follow up on any attendance issues immediately, particularly for target students.

**Governance:** BOT to support goals set in 2018 School Charter & Strategic Plan.

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

##### **Discussion:**

## 2017 Review

<b>School Name:</b>	Broadwood Area School	<b>School Number:</b>	06
<b>Strategic Aim:</b>	<p>All students are able to access the NZC as evidenced by progress and achievement.</p> <p>Provide opportunity for student progress and success in literacy and numeracy and development as successful digital citizens, across the NZC. Professional development for Junior teaching staff around Writing and Mathematics.</p> <p>Continue to develop positive interactive relationships among and between staff, students, their families and the school's local communities, to foster engagement and involvement in the life of the school.</p>		
<b>Annual Aim:</b>	<p>85% of students from <b>Years 1-8</b> will be at or above their <b>National Standard</b> at the end of 2018, or at their <b>specified anniversary</b>.</p> <p>85% of students <b>well below</b> at the beginning of 2018 will be accelerated to reach <b>below</b>, by the end of the year.</p>		
<b>Target:</b>	<p>85% of students from <b>Years 1-8</b> will be at or above the <b>NZC</b> at the end of 2018, or at their <b>specified anniversary</b>.</p> <p>85% of students <b>well below</b> at the beginning of 2018 will be accelerated to reach <b>below</b>, by the end of the year.</p>		
<b>Baseline Data:</b>	<p>EOY 2017 achievement data shows: 38 students in Total</p> <p>Reading 71% (27 students) at and above, 29% (11 students) below and well below</p> <p>Writing 66% (25 students) at and above, 34% (13 students) below and well below</p> <p>Math 61% (23 students) at and above, 39% (15 students) below and well below</p>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Consistent and prioritising daily teaching of reading, writing and mathematics.</p> <p>Frequent and regular monitoring of progress towards reaching targets.</p>	<p>Our data tells us that we had a considerable drop in Writing from 72% in 2016 to 66% in 2017 and in Math 78% in 2016 to 61% in 2017.</p>	<p>A contributing factor is a change of teacher in the Year 1-3 classroom.</p> <p>Another contributing factor is the middle primary class Year 4-7 multi level spectrum was too wide, impacting on teacher student ratio, in particular the year 4 cohort and year 7 cohort.</p> <p>Total overall number of students was greater than previous year 2016 32 students, 2017 38 students.</p> <p>Gender learning could also be a factor, in 2017 there was a higher ratio of male students as opposed to female students, the data tells us that predominantly it was the male students that are below and well below.</p>	<p>We will continue with prioritising reading, writing and maths.</p> <p>Our data tells us that we will need to focus on teaching and learning in Writing and Math. We will need to accelerate the achievement of 13 students for writing and 11 students for maths.</p> <p>Specifically target year 2, 3, 4 and 6</p> <p>Provide professional development in target areas of concern.</p> <p>Induction time for new full time fixed term teacher starting 2018.</p>
<b>Planning for next year (2018) :</b>			
<p><b>Students:</b> Share writing and math targets with teachers ie lift 11 students that are below NS in writing and 12 students that are below NS in math to at or above by the end of 2018. Focus on years 2, 3, 4 and year 6 cohorts for writing and years 3, 4, and 8 cohorts for math.</p> <p>Register for Online Maths Programme ie. IXL, Maths Buddy, Fun Maths,</p>			

**Leadership:** Senior Leader to regularly monitor data for Yr 1-8. Support to be given from the Senior Leadership team, including Principal, Deputy Principal. Engage with RTLB to assist with student IEP's with Special Needs (ie Behavioural & Learning difficulties)

**Teaching:** Ensure professional development for all junior staff is actioned. Ensure up to date resources are available for teaching across Mathematics and Writing. (NZ Maths)

**Whanau Engagement:** Continue to engage whanau at Academic Counselling Days which will be calendared once a term. Ensure a regular cycle of Newsletters are sent out to keep whanau informed. Follow up on any attendance issues immediately, particularly for target students.

**Governance:** BOT to support goals set in 2018 School Charter & Strategic Plan.



