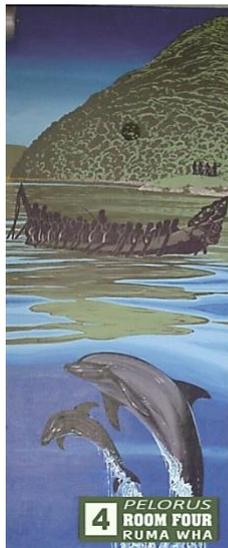


MoE School # 2855

**HAVELOCK SCHOOL**  
TE WHARE KURA O TE HOIERE



*Learning for Life*  
*Mauri Ora nā Akoranga*

# CHARTER

## 2020

# THE CHARTER

## THE FRAMEWORK / PLANNING & REPORTING CYCLE

### Introduction

The charter, in whatever form it takes, binds local delivery of the curriculum to national goals and objectives. It also allows for the inclusion of local curriculum goals and objectives. All school charters incorporate the mandatory National Education Guidelines comprising the National Education Goals (NEGs) and National Administration Guidelines (NAGs). These have been updated over time since first written in 1991.

The needs of the children and their learning shall be the focus of this charter. By following the guiding principles of the charter, the Board of Trustees will ensure that all students are

given an educational opportunity that enhances their learning, builds on their needs and respects their dignity. This education shall challenge them to achieve personal standards of excellence and to reach their full potential. All school activities will be designed to advance these purposes. This will be achieved through a partnership between the school, its community and the Minister under the provisions of the Education Act and its amendments.

The Board of Trustees vouches for the authenticity of the Charter, which has arisen out of consultation over time with the groups and individuals that make up the school community.

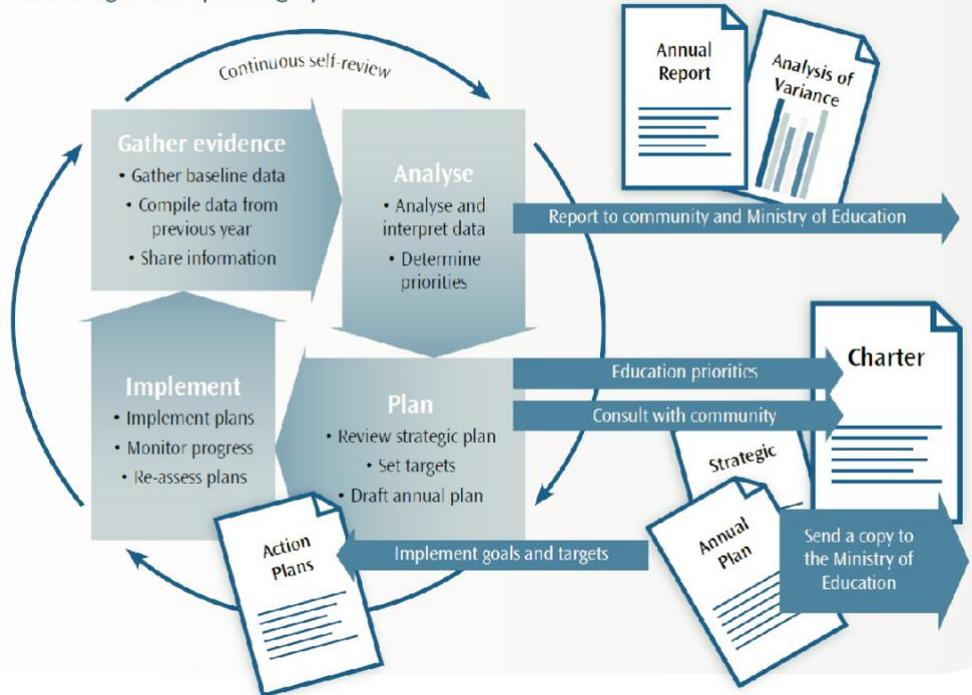
### Purpose (section 61 (2) Education Standards Act 2001 088)

*The purpose of a school charter is to clarify the vision and establish the mission, values and principles, and set goals, objectives, aims, targets and actions of the Board that will give effect to the Government's national education guidelines and the Board's priorities.*

### Charter Undertaking

- 1 This Charter is an undertaking by the Board of Trustees of Havelock School to the Minister of Education.
- 2 The Education Review Office will review regularly the operation of the school and its progress in meeting its Charter objectives.
- 3 This Charter will remain in force until such time as it is amended in accordance with the provisions of the Education Act 1989 and its amendments or is withdrawn by the Minister of Education.
- 4 The Board of Trustees will take all reasonable steps to ensure that the school meets the Goals and Objectives of this Charter within the resources and time available to it, in accordance with Section 79 of the Education Act 1989.
- 5 The Government's commitment to education is to provide funding for salaries and the operation of schools out of money appropriated by Parliament in accordance with Section 79 of the Education Act 1989.
- 6 The partnership between the school and its community will play a vital part in achieving the Goals of the Charter.
- 7 The Havelock Board of Trustees agrees to govern the school so as to ensure that the School's operations take into account the National Education Guidelines and reflect both the content and the spirit of this Charter.
- 8 The Board of Trustees of Havelock School accepts the obligation to adhere to all relevant Acts of Parliament, National Guidelines for Education, regulations, and employment agreements as they relate to the school.

### Planning and reporting cycle



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# INTRODUCTORY SECTION

## The Community

The school district comprises two generally distinct parts - Havelock Township and the Kaituna Valley, often called Havelock Suburban. The school also draws students from the fringe areas of Mahakipawa, Linkwater, Blackball (incl Kaiuma), Wakamarina and Okaramio. The school bus services only the Kaituna Valley and so where eligible, transport allowances or parental desire support attendance at Havelock. From time to time students come from further afield namely Anakiwa, The Grove, Renwick and even Blenheim.

Most families in the area gain income from aquaculture, farming, cropping, forestry and tourism or the related service industries. Mussel and salmon farming/processing contributes much to the local economy and along with forestry and tourism collectively provides full employment opportunities for families and young school leavers alike. Many young families are attracted to the area by the industry. Housing stock remains at a premium. Expansion at Sanfords and growth in tourism continue to give buoyancy to the local economy. Port Marlborough has invested significant capital in its expansion of the marina/port complex and this will in turn support future confidence and growth. Continuing town developments - marina extensions, industry expansion, town sewerage scheme, land re-zonings, new business ventures etc, all point to future but measured progress for the town. Approximately 50% of the population is retired or semi-retired. Collectively these people play an important part in the demography of the area.

The wider community is very supportive of the school and follows all events with interest and in return the school is supportive of community activities.

The area has several sports clubs - netball and bowling clubs being particularly well supported as is the local Havelock Theatre Company. Service organisations such as the Havelock Community Association, Havelock Vision, Lions, St Johns, Museum Society, Pelorus Area Health Trust, Pelorus Community Pre-School and churches all reflect the interests and nature of the wider community. The services of local police, ambulance, fire brigade and medical centre make for a safe and caring place in which to live.

The majority of families are of European descent, some with long New Zealand ancestry. There are few families of local Māori descent represented through the Runanga a Rangitane o Kaituna and more generally Ngati Kuia who are recognised as tangata whenua with a local marae situated at Te Hora (Canvastown), the school roll generally reflects anywhere from 5 - 20% identifying as of Māori descent.

A high proportion of students come from two parent families that have full employment and regular family income. Given this relatively stable platform, a broad cross-section of life's challenges still confront students and the school. The children are well provided for and families are, with sufficient warning, usually able to find the extra money for school activities and trips etc. School fundraising activities are equally well supported and are able to accommodate those who cannot contribute as desired.

## The School

Havelock School is a co-educational state school that offers full primary education for students from Yr 1 to Yr 8 within the framework of The New Zealand Curriculum.

Since the first school was established in Outram Street in 1861, across from the present school site, Havelock School has had a very historic association with its community. The first official school building is still preserved for the town and used as a backpackers' hostel.

The present school was built as a three-teacher block on the site of the historic Brownlee Park in 1961. Shortly after, the school roll grew to four-teacher status and a prefab was added. A new administration area was added in 1979 and extended again in 2000. In 2008 the dental clinic was removed and early in 2009 the foundations laid for a new multi-purpose facility, generally referred to as the hall. A more permanent fourth classroom was added in 1982 and in 1983. Roll numbers in the more recent past have ranged from 45 - 80 and look likely to remain variable within this range for the next few years.

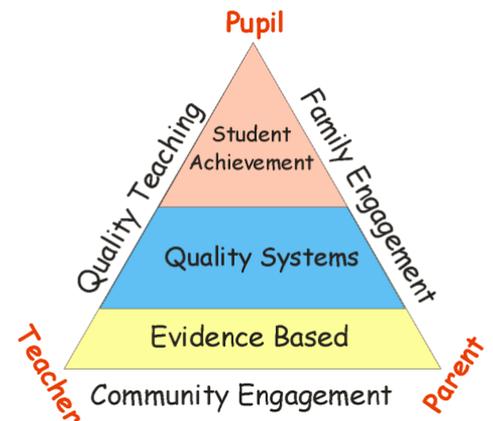
Staffing currently comprises a principal with a small teaching component (0.3), two full-time teachers, one part-time teacher (0.7), executive officer/secretary, small part-time reading recovery position and 2 part-time teacher-aides (20hr/week each).

At present the school has four full-size carpeted classrooms. There is a very good solar heated swimming pool, changing sheds and adjacent implement shed. The administration area comprises a staffroom, medical cum store/IT-exchange room, school office, principal's office, art store, staff toilets, resource/workroom, janitor's store and reading recovery room. A community library built adjacent to the dental clinic was completed in 1991 and allowed the former library to become the resource and teachers' workroom. A new driveway off Lawrence St was completed in the mid-nineties and extensive new playground improvements with landscaped gardens make an attractive learning environment. The new hall gives more valuable teaching space as well as being a much-valued asset to the community beyond school hours.

Classes are generally run as composite groups. Teachers' plans originate from the needs of the students themselves and are linked closely to *The New Zealand Curriculum*, the school's programmes and policies. While there is good interaction between classes, aspects such as co-operative planning, excursions outside the school, teacher inter-change, periods of family/whanau grouping and peer tutoring are always seen as part of the wider learning environment on offer to students at different times.

### Educational Purpose ~ Philosophy

We believe that our school should be an enjoyable place in which to work, where every person is valued and is shown respect. We encourage students to become responsibly involved in the activities of the school and develop an awareness of, and show consideration for, the needs and well-being of others; where learning to think for themselves as independent learners is recognised as being vital and further, that learning is a life-long process in which Havelock School plays a vital part. The partnership then between school and home seeks to support students within this triangular learning community. We believe that accelerated progress is the key indicator of student success and as such should be valued equal to attainment.



### Vision

*“Providing a safe and nurturing primary learning community where trustees, parents, staff and pupils work together as a team, where equal opportunities are provided and success is enjoyed by all, where individuals are valued and learning for personal development as well as academic attainment is promoted, dual heritage celebrated and learning valued as a process that is life-long.”*

### Mission

Upon establishment in 1861, the school community identified the following as its mission; **To help our children learn for life.** This was modernised during the genesis of the school's charter under the reforms of *Tomorrow's Schools* in the late 80's. The school's mission nowadays is expressed as....

## **Mauri Ora nā Akoranga ~ Learning for Life**

### Values

The *double dolphin* exemplifies the value of consideration for others promoted in our school - the *biggs* nurturing the *littles*. Students have the task early each year to examine these concepts as each, individually and collectively, determine how their behaviour can be based on values articulated by their community both within and beyond the school, and options chosen.

Following staff, student and community consultation the following have been identified as being key values we should be helping our students to consider and develop.

**Curious:** question, passionate, creative, seek answers and problem solving.

**Responsible:** self-managing, trustworthy, respectful, role model and reasonable.

**Active Learners:** participate, contribute, show initiative, collaborate and have a 'can do' attitude.

**Confident:** courage, self-belief, take risks, resilience and communicator.

We are placing a heavy focus on raising the profile of our school values and making them more alive in our school; we are doing this through positive reinforcement and restorative behaviour conversations and meetings.



Calf - kāwhe



Juvenile - taiohi



Adult - pakeke



Pod Leader - kauika tātārīki

**Confident**  
Take risks  
Self-belief  
Communicate  
Resilience  
Courage

- I am scared of making mistakes.
- I often decide a task is too difficult before trying it.
- I find it difficult to listen and respond to others.
- I find it difficult to talk about my learning.
- I am happy to settle for less than my best work.

- I know it's okay to take risks and make mistakes to learn, but I'm not doing it yet.
- I am happy to give some things a go.
- I listen and respond to others.
- I can talk about my learning to others.
- I am beginning to edit my own work as I look for ways to improve.

- I am starting to take risks in my learning.
- I am happy to give most things a go.
- I listen and respond to others appropriately.
- I can talk about my learning and identify my next steps.
- I look for ways to improve my work and ask others for their input too.

- I take learning opportunities from my mistakes.
- I am happy to give anything a go.
- I listen and communicate confidently in a variety of ways and situations.
- I can confidently talk about my own learning and help others talk about their learning.
- I look for ways to improve my own work and help others to do the same.

**Responsible**  
Self managing  
Role model  
Respectful  
Integrity

- I need an adult to help me to learn.
- I need others to be a role model for me.
- I need to learn about what respect is and how to show it.
- I need to learn to make good choices about my behaviour.
- I don't always tell the truth if it may get me into trouble.

- I can make good choices about my own learning.
- I know what a role model is and I am starting to model to others.
- I know what respect is and am beginning to show respect to others.
- I am beginning to manage my own learning by making good choices about my behaviour.
- I'm beginning to understand that telling the truth is important even when it will get me into trouble.

- I can be trusted to manage my own learning.
- I am beginning to know how to support other learners by being a role model.
- I show respect to my peers, staff and property.
- I usually manage my own behaviour.
- I always tell the truth regardless of potential consequences.

- I am trusted to learn independently, and I support others in their learning.
- I role model appropriate learning behaviour and others look up to me.
- I consistently show respect to people and property.
- I consistently manage my own behaviour effectively.
- I always tell the truth regardless of potential consequences and encourage others to do the same.

	 Calf - kawe	 Juvenile - taiohi	 Adult - pakeke	 Pod Leader - kauika tatariiki
<b>Active</b> Participate Contribute Collaborate Show initiative	<ul style="list-style-type: none"> <li>● I don't know how to work as part of a team.</li> <li>● I don't like to share my ideas.</li> <li>● I don't know how to think for myself.</li> <li>● I wait to be told what to do by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>● I am learning to be a team player.</li> <li>● I will share my ideas but only with my friends.</li> <li>● I am learning to think for myself.</li> <li>● I am learning to actively participate and contribute at school.</li> </ul>	<ul style="list-style-type: none"> <li>● I can work as part of a team.</li> <li>● I am happy to share my ideas with a partner or a small group.</li> <li>● I can think for myself.</li> <li>● I actively participate and contribute at school.</li> </ul>	<ul style="list-style-type: none"> <li>● I can lead a team and model how to be a team player to others.</li> <li>● I am happy to discuss my ideas with a small group or the whole class.</li> <li>● I think for myself, make a decision and act upon it.</li> <li>● I participate and contribute as a positive influence on others.</li> </ul>
<b>Curious</b> Question Creative Seek answers Problem solver Passionate	<ul style="list-style-type: none"> <li>● I am not interested in learning new things.</li> <li>● I do not know how to ask a question.</li> <li>● I need someone else to solve my problem for me.</li> <li>● I don't have anything I'm deeply interested in.</li> </ul>	<ul style="list-style-type: none"> <li>● I am learning new things and want to learn more.</li> <li>● I am learning to ask questions.</li> <li>● I need help to solve problems myself.</li> <li>● I'm looking for things to be interested in.</li> </ul>	<ul style="list-style-type: none"> <li>● I enjoy new learning experiences and am curious about my learning.</li> <li>● I am able to ask questions about my learning and find answers to simple questions.</li> <li>● I can use strategies by myself to solve problems.</li> <li>● I'm deeply interested in certain things</li> </ul>	<ul style="list-style-type: none"> <li>● I can independently inquire into my own questions.</li> <li>● I ask relevant and appropriate questions to challenge my thinking and learning.</li> <li>● I am inspired to find creative solutions to problems identified by myself and others.</li> <li>● I'm deeply interested in certain things and inspire others to be so to.</li> </ul>

## General Goals

The school will, in consultation with the community, continue to promote the following outcomes for its youngsters.

- 1 Students will succeed within an environment where trustees, parents and staff form a positive learning triangle/team achieving a sense of well-being/hauora.  
Achieved through...
  - a charter in which expectations are clear
  - *open board meetings*
  - an *open-door* policy
  - the provision of a **safe** physical and emotional **environment** with modern facilities and excellent resourcing
  - adults modelling the school's core values
  - positive strategies reinforcing student behaviour and involving the home
  - inclusiveness being the norm
  - communications providing strong linkages with families and the wider community
  - consultation with the parent community
  - parents encouraged to further their understanding and interaction with the curriculum encouraging help from - parent support in classes as appropriate
  - parent/teacher/curriculum meetings that support the learning triangle
- 2 Students will benefit from the promotion of valid personal and academic learning.  
Achieved through...
  - classes being purposeful with learning activities age/stage appropriate and responsive to need
  - the expectation of setting, achieving and evaluating of personal goals by students (student agency)
  - the inclusion of essential academic skills forming part of the daily routine
  - social competence being the normal expectation
  - students working towards developing the knowledge and understanding, skills, attitudes and values of the New Zealand Curriculum
  - the expectation of staff furthering their expertise/skills – professionally and curriculum wise
- 3 Students will become independent and life-long learners.  
Achieved through...
  - home learning opportunities and activities forming part of the normal learning pattern
  - the concept *life-long learning*, will be integrated into daily routine
  - learning independence will be promoted
  - students understand the connections between *promise* and *pathway* – Mauri ora nā akoranga

## Local Curriculum Goals

- 1 Students will have a *better understanding* of and be able to *make confident and safe use* of both our *local environment* and those *further afield* (*Te Tau Ihu o te Waka a Maui*/top of the South & Wellington) and gain some perspective of life beyond Havelock School.
- 2 Students will gain confidence and competence in both pool and open water environments.
- 3 Children leaving Havelock School will have been exposed to and become familiar with modern information and communication technologies including accessing, storage and retrieval associated with information processing and presentation. (ICT)

## Te Reo & Tikanga Maori and Cultural Diversity

We recognise Te Reo Maori is unique to New Zealand and all reasonable steps are taken to provide instruction in tikanga Maori and Te Reo Maori for full time students whose parents request it. We also believe learning another language extends learners' creative and critical literacies.' We celebrate cultural diversity and practice inclusivity. We recognise that our own demeanour and heritage will impact on interactions with children of all cultures.

# STRATEGIC SECTION

## Purpose

- 1 To enable trustees, the principal, staff and the community to see the direction and purpose of the school.
- 2 To clearly state requirements and responsibilities of the various individuals and teams that enables the school to operate.
- 3 To help each part of the whole understand the role of the other parts.

So that the school is clear in its organisation, purposeful in its direction, considered in its curriculum, effective in achieving its goals and warm in its relationships.

## Havelock School Strategic Plan 2020-2022

<p><b>Student Achievement</b></p> <p><b>Learning Goal 1:</b> <i>We accelerate the learning of students identified as being at risk of not achieving New Zealand Curriculum Expectations and extend those identified as being above.</i></p> <ul style="list-style-type: none"> <li>● Raise achievement of all priority learners, particularly boys, in Reading, Writing and Mathematics and other areas including the Key Competencies and Havelock School values by providing a broad curriculum and targeted teaching approaches.</li> <li>● Prioritise resources to support student achievement goals and accelerated progress for priority learners.</li> <li>● Review, develop and implement our local curriculum documents.</li> <li>● Develop teacher capability through a robust and supportive appraisal process.</li> <li>● Havelock School Learner Impact Plan used to monitor impact and progress.</li> <li>● Collaborative, data driven spirals of Inquiry used across core curriculum areas targeting priority learners for acceleration.</li> <li>● Develop reliable and consistent assessment practices and analysis.</li> </ul>	<p><b>Lifelong Learning</b></p> <p><b>Learning Goal 2:</b> <i>We enable students to become more independent, self-motivated and self-directed learners, through providing opportunities to set, achieve and evaluate personal goals.</i></p> <ul style="list-style-type: none"> <li>● Fostering curiosity, innovation, creativity, a love of learning and active seekers of knowledge.</li> <li>● Creating an environment that develops well rounded people and encourages role models.</li> <li>● Children uphold and reflect school values and leave the school as positive contributors and citizens.</li> <li>● Teachers will develop teaching and learning programs that personalise learning and develop student agency so that students are engaged and motivated to learn and are successful. .</li> <li>● Build a common understanding about what is meant by "personalising learning" and "student agency" and what that looks like in practice.</li> </ul>
<p><b>Cultural Responsiveness</b></p> <p><b>Learning Goal 3:</b> <i>We provide a culturally responsive school environment that celebrates our cultural diversity.</i></p> <ul style="list-style-type: none"> <li>● Embracing the principles of the Treaty of Waitangi across the school to be responsive to our students.</li> <li>● Engaging parents, whānau, hapu and iwi to enhance the achievement of Māori students.</li> <li>● A commitment to and understanding of Māori enjoying and achieving education success as Māori.</li> <li>● Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.</li> <li>● Enhance all students sense of identity, belonging, language and culture.</li> <li>● Celebrating diversity and differences.</li> </ul>	<p><b>Well-being</b></p> <p><b>Learning Goal 4:</b> <i>We ensure that all aspects of our staff and students' well-being is supported.</i></p> <ul style="list-style-type: none"> <li>● Creating an environment that is safe, collaborative, inclusive and provides a sense of belonging and wellbeing.</li> <li>● Taking an inclusive approach to working with all children, staff and whānau.</li> <li>● Reflecting that wellbeing encompasses the physical (taha tinana), mental and emotional (taha hinengaro), social (taha whānau), and spiritual (taha wairua).</li> <li>● Emphasising the importance of our School Values and demonstrating healthy relationships with others.</li> <li>● Identifying and responding to issues of vulnerability.</li> <li>● Develop interpersonal relationships including staff-staff and staff-student.</li> <li>● Implement the key PB4L strategies and fully partake in the PLD.</li> </ul>

# Havelock School

## LEARNER IMPACT PLAN 2020

### ACCELERATION

“Making more than one year’s progress in one school year.”

Tier 2/3 students or students in Tier 1 but on the cusp. (Priority Learners)  
Targeting is essential - 1 core learning area at a time.

### ASSESSMENT

Using the most effective tools to inform teaching and learning.

Consistent understanding of the purpose of assessment - to investigate and inform.  
Learning Progressions and moderation.  
Shared understanding of using spirals of inquiry to drive change.  
Consistency with judgements.

### QUALITY TEACHING

Making at least one year’s progress in a year.

Visible learning active and evident in every classroom.  
OTJ’s made using a variety of sources.  
Baseline data gathered

### SCHOOL TARGETS

Lift achievement: To accelerate the progress of all priority learners in Reading, Writing and Mathematics.

A large number of boys are represented in the P.L data.

### DATA MONITORING

Principal to run

5 week cycles. 2 per term.  
3/4 students in R/W/M; specific, small foci.  
Measure impact - what has worked? Not worked?  
Report back to staff to create collaborative expertise.  
How do you know what made a difference? Evidence?  
Repeat for others?

### ENQUIRY SPIRAL

Based on hard data.  
Baseline data collected.  
2 cycles to change practise.  
Priority learners targeted.

## Havelock School Annual Plan 2020

Goal	Action	Who?	Monitoring and Responsibility	Reflection and Review
<p><i>We accelerate the learning of students identified as being at risk of not achieving New Zealand Curriculum Expectations.</i></p>	Plan and implement data-driven, collaborative Spiral of Inquiry across the school targeting all priority learners.	Teaching staff + Principal	5 weekly intervention check ins with SLT and weekly reflections.	
	All staff to include a student achievement based goal within their appraisal.	Teaching staff	Goals set at the beginning of the year on Interlead; regular reflections in journal.	
	All staff to actively plan practical, engaging activities that will motivate boys to take more ownership of their learning.	Teaching staff	Termly checking of planning by SLT and actively search for relevant PLD opportunities specific to boys.	
	Actively plan opportunities which promote and enhance tuakana teina relationships across the school and allow Maori students to achieve as Maori.	Teaching staff	Termly checking of planning by SLT. Regular Whanau activities planned for and leadership opportunities provided.	
	A commitment to and understanding of Māori enjoying and achieving education success as Māori.	SLT Teaching Staff	Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum; closely monitored as part of priority learner tracking.	
<p><i>We enable students to become more independent, self-motivated and self-directed learners, through providing opportunities to set, achieve and evaluate personal goals.</i></p>	Ensure learner agency is valued as an integral part of all teaching/learning decisions and is reflected in planning.	Teaching Staff SLT	Learners become the main focus of the classroom and feel valued as such. Student engagement is raised. Key school and curriculum decisions influenced more by learner agency.	
	Student goal setting and reflection incorporated into reporting to parents.	Students Teaching Staff	Students to set Termly goals in regard to KC's and School Values.	
	Access to the Digital Learning Hubs provided to all Wakamarina and Pelorus students.	Teaching Staff BOT (funding for ICT)	Systems in place for care of ICT equipment. Close monitoring of how hubs are being used by students to meet their learning needs.	
	Establish a system which caters for levels of learner agency present within a class.	SLT	Students to be identified in class profiles at the start of the year. Teachers to monitor changes throughout the year.	

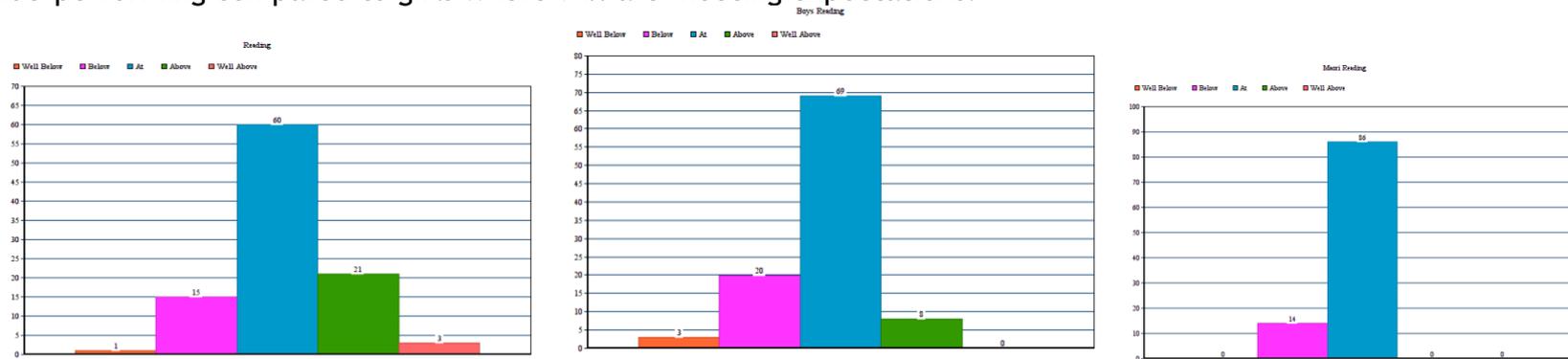
<i>We provide a culturally responsive school environment that celebrates our cultural diversity.</i>	Engage in activities that celebrate diversity and differences.	All staff Students	Identification of different cultural festivals and plan events to celebrate as a whole school.	
	Develop systems for whānau to meet and share aspirations.	SLT	At least 5 whānau at consultation.	
	Fortnightly Taiopenga sessions.	All staff	Whole School Kapa Haka group takes part in Taiopenga festival.	
	Partnership with local Iwi and Noho Marae for Yr 3+ Students.	TiC -Tracey Wearing All staff	Noho Marae.	
	Actively plan for opportunities to embed Te Reo and Tikanga within school routines.	BoT All staff	Termly checking of planning by SLT. Te Reo highly visible across the school. Te Reo heard and tikanga a regular part of teachers' practice.	
<i>We ensure that all aspects of our staff and students' well-being is supported.</i>	Plan to know students and whānau really well.	Teaching Staff	Class profiles in Term 1 and updated again at the end of Term 2. Triangular learning conferences (that include goal setting) held twice a year. Playground Incidents: Expect less related to well-being.	
	Developing kindness, resilience, trust and healthy relationships with others.	Teaching Staff Nicky Halligan SLT	Write and refer to Class Treaties and school values as positive behaviour reinforcement. PB4L: PD starting early 2020.	
	Staff and students well-being survey.	SLT Teaching Staff	Student voice surveys on Interlead. Wellbeing surveys conducted twice yearly.	
	Monitoring and targeting most vulnerable students.	SLT Teaching Staff	Vulnerable students register kept on EDGE and as a Google Doc and updated in a timely manner.	

## Analysis of Variance 2019

<p style="text-align: center; margin: 0;"><b>2019 Action Plan/Annual Goals</b></p> <p style="text-align: center; margin: 0;"><b>1.1 Reading Target</b></p>	<p><b>Strategic Goal:</b> We maximise individual capability in maths, reading and writing through quality teaching and learning that focuses on children’s diverse needs to help them achieve their full potential, focussing on students who are not or are at risk of not realising their full potential.</p>
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### Baseline Data

End of year 2018 data shows a large improvement (17%) from the previous year. The 2018 goal was to raise the number of students who were not yet achieving at or above the expected level of a student their age from 67% to 80%; by the end of 2018 84% of all students were achieving at or above the expected age appropriate level. The number of boys reaching said level is not proportionate to the whole school data; whilst it also increased from 53% to 77% (a remarkable gain) boys are still underperforming compared to girls where 94% are meeting expectations.



**Analysis:** The number of male students achieving at or above the age appropriate level rose from 77% to 81% an increase of 4%; therefore we did not make as much impact as we desired and this will remain an ongoing school focus in 2020. Maori and Pacifica student data continues to be better than NZ European data for both males and females. 80% of the total students are achieving at or above the level expected of a student their age. 19% of the total students are achieving above the level expected of a student their age.

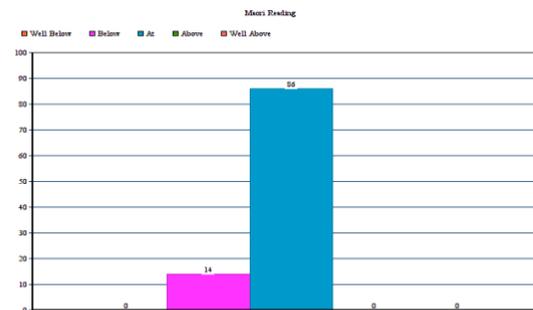
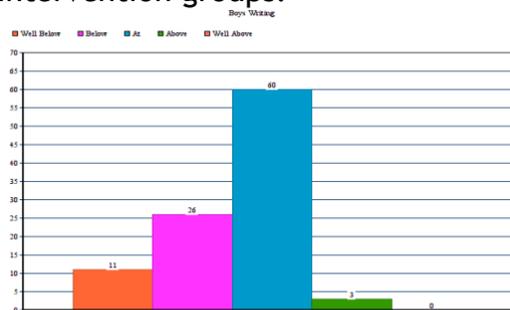
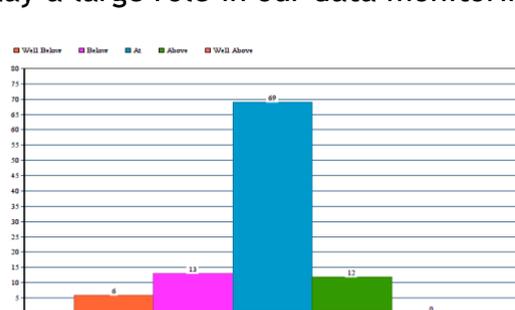
<b>Target 1.1</b> To increase the number of male students who are achieving at or above the level expected of a student their age in reading from 77% to 85%.				<b>Target Groups and Priority Learners:</b> Years: ALL Ethnicity: ALL Gender: MALE
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Raising levels of engagement - by choosing authentic topics that stimulate and motivate boys to read we hope to initiate accelerated progress.	All staff	During planning	PD - Boys writing	In 2020 we plan to run integrated units in a different way; with a heavy focus on science and making reading more cross curricula to further engage boys in a text. Funding allocated to purchasing guided reading books that will engage boys also.
Literacy Circles - engaging 'boy' texts and a variety of roles to play within the literacy circle; also enables other students to role model what good readers do for our underachieving boys.	T.W and S.H	During planning		In the senior class Literacy Circle texts were purchased with male readers in mind. Senior students enjoyed having ownership of the tasks; some required more scaffolding of student agency. Mixed ability grouping was apparent.
Reading HUBS - Computed based program with small step type achievable learning objectives. Clear attainable goals.	T.W and S.H	During planning		Literacy Hubs highlighted those unable to self-manage. In 2020 use of a learner agency rubric will scaffold those needing closer supervision re: agency.
Interventions - by running small, focussed intervention groups we can track impact and progress for selected groups of students.	All staff	Once in Terms 1 & 4 Twice in Terms 2 & 3		Interventions were inconsistent and didn't use hard enough data. In 2020 this will be remedied and be a whole school focus.

Regular running records with analysis to provide next learning steps and goals.	All staff	During planning	Relief Teacher	Regular running records were completed and used to plan next steps.
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<b>2019 Action Plan/Annual Goals</b>  <b>1.2 Writing Target</b>	<b>Strategic Goal:</b> We maximise individual capability in maths, reading and writing through quality teaching and learning that focuses on children’s diverse needs to help them achieve their full potential, focussing on students who are not or are at risk of not realising their full potential.
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### Baseline Data

Start of year data shows that whilst there has been a rise in the number of students (78% to 81%) who are meeting age appropriate expectations in writing we still feel short of last years target of 85%; thus making it a target again this year. In particular our male students have proved to be an area of concern with only 63% of them reaching the expected level compared to their female counterparts where 100% met or exceeded the standard set. Therefore boys writing must be a priority target this year across the whole school - it is already the planned focus of our ‘emotion’ spiral of enquiry and will play a large role in our data monitoring intervention groups.



### Analysis

78% of the total students are achieving at or above the level expected of a student their age.

27% of the total students are achieving above the level expected of a student their age.

66% of all male students are achieving at or above the level expected of a student their age an increase of 3%

<b>Target 1.2</b> To increase the number of male students who are achieving at or above the level expected of a student their age in writing from 63% to 80%.				<b>Target Groups and Priority Learners:</b> Years: ALL Ethnicity: ALL Gender: MALE
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Mindfulness Spiral of Inquiry - by helping the students manage and vocalise how they are feeling before beginning the writing process we should put them in a better place to learn and succeed.	All staff	Before every writing session		In 2020 we plan to run integrated units in a different way; with a heavy focus on science and making reading more cross curricula to further engage boys in a text. Not hard data driven so hard to prove impact. A lot of male students moved up sub levels at an accelerated speed without attaining desired level. (Well below to Below but not to at).
Raising levels of engagement - by choosing authentic topics that stimulate and motivate boys to write we hope to initiate accelerated progress.	All staff	During planning		'Male orientated topics' were chosen whenever possible. In 2020 science foci should lead to even greater engagement.
Data Monitoring - by running small, focussed intervention groups we can track impact and progress for selected groups of students.	All staff	Once in Terms 1 & 4 Twice in Terms 2 & 3		Interventions were inconsistent and didn't use hard enough data. In 2020 this will be remedied and be a whole school focus.
Learning Hubs - Years 3 to 8 use learning hubs to learn, practise and prove new learning. This also gives clear, short term learning goals.	S.H and T.W			Literacy Hubs highlighted those unable to self-manage. In 2020 use of a learner agency rubric will scaffold those needing closer supervision re: agency.

I.C.T. - incorporate ICT into writing sessions as much as possible to raise levels of engagement and motivation.	All staff			Engagement/Motivation increased through ICT, however most assessments were done with pen and paper.
Moderation within and across School	All staff			Completed and valuable experience. Has helped to identify Priority Learners for 2020.

<p style="text-align: center;"><b>2019 Action Plan/Annual Goals</b></p> <p style="text-align: center;"><b>1.3 Values Based Target</b></p>	<p><b>Strategic Goal:</b> We promote and enhance the school culture so that it is reflective of the school's vision and values.</p> <p>We grow whanau and community trust with the school through consultation.</p>			
<p><b>Baseline Data</b> At the beginning of Term 2 2018 the Havelock School values were in place but not 'alive' in the sense that even the senior students struggled to name more than one of the multitudes of school values. After extensive community, staff and student consultation the existing Havelock School values were replaced with Curiosity, Responsibility, Active Learning and Confidence. These 4 key areas were identified by all parties consulted to be the values that students should be encouraged to develop whilst attending Havelock School. As such a rubric has been developed that will allow for self, peer and teacher assessment in these values and will also enable the tracking of progress. We have also incorporated our new Havelock School values into our Whanau Points system/behaviour management plan; by placing the focus on 'catching' the students exemplifying the values we are able to put a positive spin on them.</p> <p><b>Analysis</b> This is obviously qualitative rather than quantitative data. All students can talk about the new main 4 school values and discuss what they may look/sound like etc within a school and home environment. Students set their own termly goals based around one of the four values using the rubric provided and assessed their own and others progress towards attaining them. Regular discussion and awards in whole school assemblies helped to further embed the values as did the initiation of a Whanau group values shield awarded at prize giving.</p>				

<b>Target 1.3</b> <b>To embed the Havelock School values into our curriculum and mindset of students.</b> <b>Every student will be able to name the 4 key values of Havelock School.</b> <b>Students will use rubric to assess own and others position on the rubric and set their own goals in relation to Havelock School Values.</b>				<b>Target Groups and Priority Learners:</b> <b>Years:ALL</b> <b>Ethnicity:ALL</b> <b>Gender:ALL</b>
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Consistent and regular use as part of everyday language referring to values.	All staff	Every day		Regular referred to during assemblies and during restorative conferences. Parents included in goal setting process during learning conferences.
Fortnightly assemblies' values based for all classes.	All staff	Fortnightly		Worked well to reinforce values.
Behaviour System/Whanau Points system based around school values.	All staff	Every day		Worked well - inappropriate behaviour hooked onto a school value to further reinforce. In 2020 PB4L will help this further.
Havelock School rubric developed for self, peer and teacher assessment/tracking of impact and progress.	Principal/Deputy Principal Every day	Regular intervals throughout the year		Self-review was completed regularly.
Reflected upon during Principal's messages in fortnightly newsletter.	Principal	Fortnightly		Complete - helped to embed new values into parent/community groups.
Unpacking of Havelock School values - what do they mean? Look like? Sound like? What other values fall under their umbrella?	All staff	Regular intervals throughout the year		Made a difference to the understanding of younger students.

<p><b>2020 Action Plan/Annual Goals</b></p> <p><b>1.1 Reading Target</b></p>	<p><b>Strategic Goal:</b>          We maximise individual capability in maths, reading and writing through quality teaching and learning that focuses on children’s diverse needs to help them achieve their full potential, focussing on students who are not or are at risk of not realising their full potential.</p>
<p><u>Baseline Data</u>          Combining the data from the end of 2019 with baseline assessments at the beginning of 2020 we have identified 6 ‘Priority Learners spread throughout the school with the majority being from our Junior Kaituna Class. In addition to the 6 students identified as priority learners there are a further 3 students who have been identified as ‘Well Below’ (more than 1 year below age appropriate expectations). One of these is currently part of our Reading Recovery program, with at least one but hopefully both of the remaining two to join the program throughout 2020.</p> <p>Within the 6 priority learners there is an even split of 3 males and 3 females; within the ‘well below’ group all three represented are males.</p> <p>Within the 6 priority learners there is one student who identifies as Maori and 2 ESOL students. None of the students who are well below identify as Maori or are on the ESOL register.</p> <p><u>EVALUATION</u></p>	

<b>Target 1.1</b> To accelerate the progress of ALL priority learners in Reading				<b>Target Groups and Priority Learners:</b> Years: All Ethnicity: Maori Gender: Male
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Streamlined assessment used to provide clear, hard data and individual goals for priority learners.	Classroom teachers	See assessment schedule		
Engaging with Whanau - Offer reading 'PD' for parents/whanau - PPP, decoding strategies etc. Work with families of priority learners/target groups to set goals and maintain regular home reading.	S.L.T. Reading Recovery Teacher	Term 1		
Target Groups and Data Tracking (Impact). Teachers collaboratively identify target/priority learners and implement, track and analyse impact.	Classroom teachers	All year		
Principal Intervention - Small group interventions - 20 mins per group - one group from each class. Focussing on Priority Learners, evidence based and driven by hard data.	Principal in collaboration with class teachers	9am to 10am daily		
Teachers identify target groups/priority learners and set intervention programmes in place (T and TA) with help of RTLB and other outside agencies when appropriate	Classroom teachers Teacher aides	All year		

<p><b>2020 Action Plan/Annual Goals</b></p> <p><b>1.2 Writing Target</b></p>	<p><b>Strategic Goal:</b>          We maximise individual capability in maths, reading and writing through quality teaching and learning that focuses on children’s diverse needs to help them achieve their full potential, focussing on students who are not or are at risk of not realising their full potential.</p>
<p><u>Baseline Data</u>          Combining the data from the end of 2019 with baseline assessments at the beginning of 2020 we have identified 10 ‘Priority Learners spread throughout the school with the majority being from our Middle Wakamarina Class. In addition to the 10 students identified as Priority Learners there is a further 1 student who has been identified as ‘Well Below’ (more than 1 year below age appropriate expectations). This student is currently enrolled for support with the Marlborough RTLB’s and has been identified as having significant processing problems as well as exhibiting strong dyslexic traits.</p> <p>Within the 10 priority learners there is an uneven split of 9 males to 1 female; within the ‘well below’ group the student represented is male.</p> <p>Within the 10 priority learners there is two students who identifies as Maori and 1 ESOL students. The student who is well below does not identify as Maori nor are they on the ESOL register.</p> <p>Writing will be the focus of our Spirals of Enquiry in 2020</p> <p><u>EVALUATION</u></p>	

Target 1.2 To accelerate the progress of ALL priority learners in Writing				Target Groups and Priority Learners: Years: All Ethnicity: Maori Gender: Male & Female.
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Streamlined assessment used to provide clear data and individual goals for priority learners.	Classroom teachers	See assessment schedule	Time	
Writing Moderation within school and across schools cluster wide to ensure consistency of assessment	Classroom teachers Principal Teacher Aides	See assessment schedule	TOD - Cluster	
Target Groups and Data Tracking (Impact). Teachers collaboratively identify target/priority learners and implement, track and analyse impact.	Classroom teachers	All year		
Spirals of Enquiry: Hard data driven; focussing on one aspect of writing at a time (EAsTTLe components). Priority Learner focussed.	All Staff	All year	Appraisal Connector	
Principal Intervention - Small group interventions - 20 mins per group - one group from each class. Focussing on Priority Learners, evidence based and driven by hard data.	Classroom teachers Principal	All year		
Boys writing supported by use of specifically chosen topics/themes to increase motivation to write.	Classroom teachers	All year	PD?	
Implementing effective pedagogical practices for Maori learning as Maori. Teachers committed to Tataiako Whanaungatanga.	All Staff	Throughout the year		

<p><b>2020 Action Plan/Annual Goals</b></p> <p><b>1.3 MathsTarget</b></p>	<p><b>Strategic Goal:</b>          We maximise individual capability in maths, reading and writing through quality teaching and learning that focuses on children’s diverse needs to help them achieve their full potential, focussing on students who are not or are at risk of not realising their full potential.</p>
<p><u>Baseline Data</u></p> <p>Combining the data from the end of 2019 with baseline assessments at the beginning of 2020 we have identified 6 ‘Priority Learners spread throughout the school with half of these being from our Middle Wakamarina Class and half from our Senior Pelorus Class. In addition to the 6 students identified as Priority Learners there are a further 4 students who have been identified as ‘Well Below’ (more than 1 year below age appropriate expectations). All four students have been enlisted to take part in an intensive, targeted mathematics intervention that will occur daily</p> <p>Within the 6 priority learners all are males; within the ‘well below’ group two of those represented are males and two females.</p> <p>Within the 6 priority learners there are no students who identify as Maori and 1 ESOL student. None of the students who are well below identify as Maori or are on the ESOL register.</p> <p><u>EVALUATION</u></p>	

Target 1.3 To accelerate the progress of ALL priority learners in Mathematics.				Target Groups and Priority Learners: Years: All Ethnicity: Maori Gender: Male
What actions and how?	By whom	When	Resourcing	Data/Evaluation
Streamlined assessment used to provide clear data and individual goals for priority learners.	Classroom teachers	See assessment schedule	Time	
Engaging with parents - Offer Maths 'PD' for parents/whanau - Accessing the Learning Hubs at home. Work with families of priority learners/target groups to set maintain regular home maths practise.	Maths Leader	Term 1	Time	
Target Groups and Data Tracking (Impact). Teachers collaboratively identify target/priority learners and implement, track and analyse impact.	Classroom teachers	All year	None	
Individual maths targets for priority learners.	Principal	All year - Weekly - Thursdays 9am-10am		
Teachers identify target groups/priority learners and set intervention programmes in place (T and TA) with help of RTLB or other outside agencies	Classroom teachers Teacher aides	All year	RTLB or other outside agencies	
Time in programs set aside to reinforce basic facts and number knowledge.	Classroom teachers		Time	
Maths Extension classes started for identified students.	Principal	All year		