

ANNUAL REPORT STOKE SCHOOL 2018

MOE: 3223



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Principal Report to the Community – December 2018

Tēnā koutou.

Our 2018 school year started with the news, early on, that Pete Mitchener, after 10 successful years here at Stoke, was transitioning to Principal at Broadgreen Intermediate. The Board of Trustees were guided by Charles Newman through the process of advertising and appointing a new Principal. The Board appointed myself, Sarah Davies, as Principal in term 3 although I worked as Acting Principal in the interim between. I am pleased to be Principal here at Stoke, and it has been a relatively smooth transition, with 10 of my previous 22 years' experience spent here at Stoke as the Deputy Principal. This has allowed me to be very familiar with the learning and teaching journey here at Stoke School and look for opportunities for growth not just for change.

This year we have worked hard on our student well-being – either through the work of school-based activities or more community focused support with other agencies. This is important to the achievement, engagement and attendance of our students here at Stoke School. Our teachers grabbed the challenge of transitioning from National Standards to curriculum level for reporting and much work centred around growing teacher understanding.

We worked closely with ELiM church to provide each student with a navy blue long-sleeved high-quality Kathmandu poly-prop top. These tops were a great gift from the ELiM church community and reinforced the positive connections they also have here at Stoke School with things like the Monday soup and fresh bread in the winter terms, the Remix values education and the after-school care and holiday programme provision. Our thanks to Richard, Maria and their team.

This year we have also maintained our work within the community through our intergenerational work led by Rachael Grey, who received an award and acknowledgement for her work this year. We have had fabulous support from the community through our woodwork programme, our guitar tuition, our knitting, chess, music lessons, story sharers, mentors and support programmes. Our breakfast club has worked well, run by numerous volunteers, and we see a steady range of attenders, from first breakfasts to those on seconds. The social interaction is high between volunteers' students and sometimes their families. We are proud of our senior students who have also stepped up – assisting with dishes and toast and helping with managing the behaviour of others. A huge thanks to those who have made it work.

Another community connection that has grown this year is our relationship with the schools within our Kahui Ako - Te Kahui Ako o Omaio ki Tahunanui. This collective group has grown this year with the inclusion of four Early Childhood representatives, representing the collective range of early childhood providers within our cluster of schools, as well as the Maitai School. This year our Board of Trustees worked with Vanya George, who is one of four cross Community of Learning teachers appointed within our schools. It is the beginning of an exciting journey of working collaboratively to provide support for the improvement in student achievement and well-being by strengthening teaching and leadership practices. Vanya's role, along with our in-school leader, Elizabeth Ellis, allows teachers to use their skills and knowledge in new ways across the Community of Learning. Teachers learn with and from their colleagues in cycles of inquiry and improvement. Teachers are also given time and support to develop and encourage the sharing of effective practices that improve educational achievement. Students will benefit from the professional collaboration as teachers share knowledge, skills and practices from across the Community of Learning.



PTA – Our parent teacher association have been active fundraising again. The truck show held on November 10th this year a highlight. The slightly changed format with the inclusion of a larger variety of stallholders allowed the sum of approx. \$8500. This year throughout the year the PTA fundraised \$... The PTA look to continue to raise funds to support the transformation of our library space in to a more child friendly space for learning and reading. This year the PTA have purchased;

Van expense	\$500
Van storage area	\$1050

In addition, funds from Trusts and Donations total:

Concrete Tools	\$720	Breakfast Club
Parent	\$500	
Mark Rais	\$400	Sports Aid
Fores Robinson Trust	\$6414.00	Reading programme
Cephas Foundation	\$750	Support
Grey Power	\$60	Support
R Tidmarsh	\$250	Arts – Levity Beats
	Total:	\$9094

We are very grateful for our community support.

Kiwisport funding is a government initiative to support student’s participation in organised sport. In 2018, Stoke School received \$3542.79. In 2018 this was spent on partial funding towards swimming instruction with a qualified swim coach for students (\$2655.00) and work with Sports Tasman (\$1268.45).

Board of Trustees – Our Board of trustees has accepted the resignation of our current Board chair at the end of this year. Kathy McConnon has been on the board for the past 5 years but has had a nine-year association with Stoke School, supporting the PTA for a time too. Kathy is a tremendous support to me as Principal and her time and effort is acknowledged and has been highly valued. In addition, this year the Board of Trustees has welcomed a new staff representative in Craig Logan, as I stepped down from this role in order to take over the Principalship. As a board we have kept our student achievement targets and charter central to all decision making to ensure we continued to improve student achievement and enhance the opportunities for our students to learn in an attractive, engaging and safe environment.



Additional programmes we have in place are the School Chaplain, Margaret Stewart, who supports the social and emotional needs of our students. We have HPP (Hei Awhiawhi Tamariki ki te Panui Pukapuka) which allows volunteers to deliver an oral language programme to support the the junior school literacy programme. Finally, we offer a range of other programmes including Forbes Robinson Literacy (funded by the Forbes Robinson Trust) to deliver targeted literacy programme to accelerate selected students.

Huge thanks go to our staff, our community and our whanau who continue to support us with vim and vigour. Thank you - Heoi anō tāku mō nāianeī, ngā manaakitanga.

Sarah Davies, Principal, December 2018



Annual Plan Action Plan: **Ngā Ākonga** / Students are our focus:

Strategic Aim 1: Students are at the centre of their education by being active participants and displaying student agency.

Annual Objective (s): 1.2: To develop systems to ensure effective transition at each stage of schooling and support attendance

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Lead an Inquiry into current transition processes for all points across our school: Pre-school, class to class, Primary to Intermediate	<i>School Inquiry template</i>	<i>AP to liase with all Stakeholders to follow Inquiry model</i>	<i>Gain an understanding of our effectiveness with our current transition processes</i>	<i>Improve transition processes</i>	Teaching as inquiries on share point – all teachers can access each other's. All teacher can reference these at transition 2018-2019. Model inquiry model is consistent across the school.
Research best practice into transition and partnership with whanau	<i>Kahui Ako Health Promoting schools</i>	<i>AP</i>	<i>AP shares best practice examples with leadership team</i>	<i>Leadership team reflect on evidence, best practice and then collectively look at possible changes.</i>	The transition to school model at 5years is clear. AP has not had time and support from x-col within Kahui Ako to grow this goal. Transition to BIS has been refined with quality information shared.
Monitor attendance results	<i>MOE Attendance data Attendance Service</i>	<i>Principal</i>	<i>Weekly monitoring that is collated to identify patterns and inform parents</i>	<i>Increased attendance therefore improving educational outcomes</i>	Attendance improved towards year end. Letters and systems have been reviewed and updated. The community have been informed via newsletter, personal letter and attendance letters.
TKI Well-Being Survey for students	<i>http://hps.tki.org.nz/Tools-for-</i>	<i>Leadership Team</i>	<i>Review examples of surveys and identify purpose for survey and</i>	<i>Surveys are completed and analysed giving</i>	The well-being survey showed generically positive results – when un-packed there were



	<i>Schools/NZCER-surveys</i>		<i>then identify which surveys to conduct and timeframe</i>	<i>the school a clear current picture of well being to enable any support programmes to be put in place.</i>	some concerns re travelling to school. The BOS was re-established and therefore classes were able to have a 'voice'.
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Evaluation:

The Board of Students (BOS) was re-established in term 3. The main purpose of the group became to develop a range of activities to engage children in the playground, identified by the students as a concern for them. This role grew over time. This also engaged students in collecting voice about the directions the children in the classes they represented and gave a voice to what direction the students would like to see the school take.

The key themes emerging from our Well-being @ Schools survey results as reported by our students include:

* Positive school-wide climate, particularly around cultural acceptance. * Positive student engagement with learning. * Positive teacher-student relationships. * Positive community and whānau relationships. * High frequency of bullying behaviours. * Moderate lack of student support for their peers. Students agree that they have a positive and supportive environment at school, and that those positive relationships extend to their family and community. Students report feeling valued and accepted at school, and believe that their teachers are positive role models. However, students also report being bullied or left out somewhat frequently – with a quarter reporting being teased, left out, or otherwise bullied at least weekly. This may be related to higher disagreement with pro-social items like being able to stand and speak up for themselves. Given their other responses, and the fact that the largest disagreement around safety was in response to travelling to or from school, it would be interesting to investigate whether student aggression is being reported in regard to students within Stoke School or students outside of Stoke School.

In addition; Actions for 2019 will include reviewing the survey, however in the interim the BOS have been exploring what bullying means, looking at resources like Oat the Goat. In 2019 the school will support and facilitate peer to peer relationships through the review and development of PB4L structures and through identifying situations when student feel bullied, with the student being integral in having these conversations.

Attendance improvements identified though the Relationship Based Learning Guiding Coalition group – will continue to be discussed termly and action plans will develop as a result of this. Improvements were seen across terms 2-4 where discussions were more focused with whanau and information was shared about the goals and expectations for attendance. This is now business as usual.



Annual Plan Action Plan: **Haumāuiui/** Achievement:

Strategic Aim 2 : All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National Standards

Annual Objective (s): 2.2: Maintain and embed evaluative systems and processes

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Develop teacher expertise in the use of the PaCT tool for math OTJs	PaCT exemplars National Standards for Mathematics Literacy Learning progressions, Reading and Writing Traffic light discussions	Assessment leader Class teachers Termly - ongoing	All teachers know how to use PaCT All teachers have a better understanding of the progress of their target students when completing teaching as inquiry model	The PaCT is able to be used across curriculum and with confidence in supporting teachers OTJs in 2018	PACT staff meeting- looking at the illustration, in Reading, Writing and Maths. PACT is part of inquiry process for all target students.
Establish expectations for data entry and analysis which provides transparency around knowing our students	Edge PaCT OTJ	Class teachers - Termly ongoing	Teachers input data in to Edge efficiently and accurately Teachers have data to enter	Data is available for analysis by teachers and leaders. Students tracking and pace of progress is clear Data informs learning	Reminders and expectations for data entry added to alternate meeting in order to keep teachers abreast of requirements. Workshops held for teachers to attend- data entry, reports, Staff meeting- best fit for curriculum levels. Targets for 2019- every staff member is involved in unpacking school wide data for 2018, co construct 2019 targets.



<p>Student voice gathered, and student voice utilised to develop student agency</p>	<p>Students Teachers & Buddy teachers Lead Teachers</p>	<p>Teachers – ongoing collation of student voice Students – Term 1 & 2 share what is student voice Ongoing monitoring – assessment leader</p>	<p>All Teachers will know what priority student's student voice contains within their own class</p>	<p>All students know their pace of progress and next learning steps All students can articulate learning goals</p>	<p>Impact coaching- student voice is collected. Student voice collected by cognition, some target students. Develop expectations for consistent school wide focus for 2019</p>
<p>Review the student focused conference and develop it to include student voice – student's role clearly identified and established for student/parent/teacher interviews</p>	<p>Students voice Teachers collation of student voice Stoke School curriculum Student/Parent/Teacher interviews Goal sheet for interviews</p>	<p>Teachers – ongoing Traffic Light discussions – termly Student/Parent/Teacher interviews Ongoing monitoring – assessment leader</p>	<p>All students will know what is expected of them at Student/Parent/Teacher interviews All Teachers will know what a reliable teacher judgement contains and will make evidence based judgements All Teachers will know what priority student's student voice contains within their own class</p>	<p>All students will attend Student/Parent/Teacher interviews and contribute to the discussions Progress and accelerated achievement expectations for individual students recorded and share within the school and externally with whanau Whanau will engage in</p>	<p>Not completed due to a number of opportunities required to explore the transition from National Standard OTJ and ITJ statements to curriculum level reporting. By focusing on this aspect teachers felt they accurately reported to parents. Students' role remains varied throughout the school and community.</p>



				<i>discussions and teaching and learning</i>	

Evaluation: From impact coaching voice collected target students found it difficult to talk about their learning. What they were learning, how they know if they are successful and next steps. Guiding coalition team has been set up, however we are developing a framework for 2019 to ensure connection between teaching and learning.

Traffic Lights – as an administrative tool to gauge target student progress were deemed not an efficient way to do this – therefore conversation moved to the syndicate level and key questions were reviewed and developed in line with expectations around RBL model and the teaching as inquiry model. This will be strengthened in 2019.

Consolidating ideas within this target need to remain a priority for 2019.



Annual Plan Action Plan: **Kia Whakaako/Kia Ako** Teaching and Learning:

Strategic Aim 3: Teachers effectively teach all groups of students, so they can learn and achieve

Annual Objective(s): 3.1: Embed expertise in teaching as inquiry

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Review and amend the teaching as inquiry model to ensure one model is used school wide	Teaching as inquiry model and definition of stages of inquiries Staff meeting time to reflect on inquiries and share progress Work collegially and collaboratively with a buddy teacher in an ako relationship to engage in teaching as inquiry reflective practices	SLT Achievement coordinator / Cross COL teacher Before T1 2018 TOD TOD time to share and establish the expectations around the use of the model	Teachers will record short reflective thoughts, teachers will have time to establish inquiries for 2018,	Teaching as inquiry is consistent at Stoke School	Developed consistency the same inquiry models were used for all curriculum areas. Syndicates have collaborated to complete inquiries. Adapted traffic lights to discuss in teams and integrate with inquiries, streamlining workloads. Refined for 2019.



Establish teaching as inquiry as an expectation for all teachers at Stoke School	Teacher appraisal Action plans for target students Traffic lights-evidence	SLT All teachers Principal	Teaching as inquiry is used as a base for changing teaching practices for target students, teachers will be better able to identify why students make accelerated progress	All teachers are completing inquiries for target students at Stoke School	Expectation was set for 2018, however for 2019 we will engage in two inquiries, one collaborative and one related to accelerating student achievement.
Develop a collection of resources to assist teachers in completing teaching as inquiry	Teachers Teachers previous inquiries	Ongoing All teachers SLT Achievement coordinator / Cross COL teacher	Teachers can reference ideas of other teachers, target students can be more closely monitored and tracked year to year	Teaching as inquiries are accessible as a tool to assist others colleagues	Online one note developed. Continue to grow in 2019.

Evaluation: Target students stats – teaching as inquiry indicated that teachers did not achieve this target. Teachers identified a number of contributing factors including a difficulty in understanding the links between National Standards and the Curriculum levels. Teachers found it challenging to meet the expectations for teaching as inquiries, particularly the number of inquiries expected to be completed by teachers.

Teachers who built working on their inquiries in to their daily planning, teaching and learning made more progress in the reflective stages and made more changes to their programmes than those who waited solely to be guided by others. Teacher agency around changing practice needs to grow. The development of the guiding coalition in 2019 will assist teachers in gaining agency around changing practices for their students.

Teachers have begun to grow a wealth of resources which allow them to collaboratively work on the inquiry model.



Annual Plan Action Plan: **Kia Whakaako/Kia Ako** Teaching and Learning:

Strategic Aim 3: Teachers effectively teach all groups of students so they can learn and achieve

Annual Objective(s): 3.3: Consolidate classroom teacher's commitment to create a culturally safe learning environment.

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Train Coaches in Peer review	Cognition coaching model	Elizabeth and Pete starting in Term 1	We start teacher coaching that enables the individual teacher to reflect on effective practice	A system of schoolwide peer coaching is developed	Sarah D and Elizabeth are accredited to complete impact coaching and the coaching conversation. Sarah O and Kiri have begun the process.
Incredible years training for staff	Incredible Years Programmes delivered by RTL B	Fiona from RTL B Staff Meetings Once a term	Teachers develop their knowledge around the importance of building relationships	Best practice for relationships becomes schoolwide practice	Delivered termly at staff meetings by RTL B. Identified through online assessment that staff can articulate it and are putting it into practise.
Embedding Tātaiako	Tātaiako	Kiri Termly staff meetings	Each terms topic is broken down and discussed using examples from Teacher Registration Criteria	Staff Onenote Inquiries show understanding and growth in Tātaiako knowledge	Is evident in syndicate and individual teacher planning. Teachers are displaying a better understanding of these concepts
Plan staff and whanau noho to Marae	Kere Takao Te Awhina Marae	Kiri End of Term 1 start planning	To acknowledge and understanding of manaakitanga.	Enhance understanding of Treaty	Due to principal appointment this was postponed.



Korowai Tikanga:	Korowai Kreations Local Iwi	Kiri End of the Year combined with noho	Participants develop an understanding of Maori Tāonga	Treaty Waitangi Article 2 honouring traditions acknowledged. Honouring tradition and using korowai appropriately.	Developed the use for the Kapa Haka group, used on special occasions and continuing to develop its use school wide. Tikanga was shared with whole staff.
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Evaluation: Identified that the concepts in the Tataiako are highly valued for our students and by our staff but we acknowledge that the RBL profile is going to be a more robust way to imbed these concepts. We identify that the community do not always get a uniform message around the curriculum being covered and ideas for developing this in term 1, 2019 will need to be gathered and planned, including a review of consultation.

Creating a culturally safe learning environment in 2019 needs to be closely linked the relationship based learning profile and connected to both impact coaching conversations and the work the guiding coalition undertake within the school.



Annual Plan Action Plan: **Whanau a Kura** Community:

Strategic Aim 4 : Maintain a responsive and inclusive community culture which believes all students can and will achieve

Annual Objective(s): 4.1: Embed a "Social Agency Approach" through professional collaboration to raise student outcomes within our community of learners

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Develop opportunities for Intergenerational connections to develop positive links between the younger and ageing generations through the NCC funding	NCC Funding Age to Age Concern Rest homes Men's Shed	Rachel Gray Pete Mitchener Matt Walters	Our community has a shared respect for all generations and appreciate the interaction between each other.	Links are created between school and elderly citizens to support our school and nurture a positive relationship between groups.	Rachel has worked with age concern and Whareama to engage class visits out in to the community. Rachael received an award acknowledging her effort in intergenerational work in 2018.
Parent Education Programmes	Reading together Computers in Homes Incredible Years Elim	Term 1	Our parent community is supported and engaged in educational programmes to enable themselves to cater for their children	School seen as a support for the wider community and children experience greater success due to their parents skill development increasing.	Reading Together was well attended. Incredible Years opportunities were extended to whanau – some challenge when working too.



Physical Environment reflects our bicultural partnership and our community: Completion of waharoa,	Parents: Kahu Pakipaki Local business	Term 1	Parents feel welcome and acknowledged due to an attractive inclusive environment.	Our physical school environment reflects our community's backgrounds and values.	The garden at the front of school was upgraded. The waharoa is in its final stages – Kahu Pakipaki is assisting in this matter.
Consolidate our school "Social Connector"	Private Stakeholder	Principal Kaye Latham All Year	Family social connector at Stoke School provides links to social services for all.	Families at Stoke have improved life style due to support therefore improving outcomes for their children	Regular meetings with private stakeholder has become business as usual.
Embed relationship with social agencies to support our school community.	KidsCan-Vortex spas Sanitarium Fonterra Fruit in Schools DIA/NCC	All year	The wider community is supported to ensure children are at school to learn. Food and clothing are not seen as a barrier to children attending school.	Systems to ensure student's basic needs are met are in place and supported by all.	Kai Rescue and ELiM added to our collective efforts in 2018 – providing food and long-sleeved poly prop tops for our students. Relationships provide our students with items to meet their other needs.
Work with our Kahui Ako, increasing participation with Broadgreen Intermediate and Nayland College to share resources and links to whanau across our wider community.	Nayland College Stoke Cluster Truancy service	Term 2	The families of Stoke see a clear pipeline from early childhood to secondary school for education and support of their children	Inter-school communication supporting local families.	The Guiding Coalition (RBL) was established in 2018 – a core focus being to review attendance, achievement, engagement and retention using the GPILSEO model. A Stoke School action plan continues to grow and be reviewed. There is a small whanau representation in this initially.



Develop enrolment form/process to collect information to assist transition, i.e ability, language, culture, religion etc	MOE NZSTA Local Schools/pre schools	Term 2 Senior Management	Families feel welcomed and their beliefs, customs and religions are acknowledged	Easy to read enrolment form that collects useful data to support the family	Enrolment form was reviewed – it has its own challenges and therefore this is a trial for 2019 with further review to come.
Develop communication channels such as Schoolstream to enable clear, easy communication with whanau	Schoolstream, Computers in Homes	Term 1 Principal	Families have easy access to school events to feel part of the community	Community are part of the school because they know what is happening.	Schoolstream and Facebook have proven successful to get messages out instantly in 2018. Class dojo has allowed class teachers to share what is happening in class.
Develop explicit links with Iwi	Kahui Ako MOE : Joanie Whakatū Marae Te Tau Ihu Iwi	Term 2 Pete	A relationship of reciprocity is created between Iwi and school	Students feel a sense of connection and belonging between school, whanau and iwi	Vanya George shared the findings of her iwi consultation with the BOT. This shared the links with Kahui Ako. Ngati Apa ki te Ra To Trust, the land owners of our tūrangawaewae, have developed a connection with Stoke School providing a writers workshop in association with the Book Council. Brendon Wilson, as representative of Ngati Apa visited school and the Stoke School vision for the waharoa was shared. Connections will continue to grow in 2019.

Evaluation: The evolving nature of relationships and the need for Ako require this to be an ongoing action plan for Stoke school.

We were declined for funding for 2019 when we applied.



Annual Plan Action Plan: **Whanau a Kura** Community:

Strategic Aim 4: Maintain a responsive and inclusive community culture which believes all students can and will achieve

Annual Objective(s): 4.2 To review a positive school culture and supportive environment for personal, social and academic growth for students and staff.

Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Set up new team including support staff, community etc	PB4L MOE	Kiri/Pete Start of Term 2	Ownership of PB4L system across the school	Clear rules and expectations across the school	<p>New team developed.</p> <p>Worked with Paul and been in touch with Nicky.</p> <p>Begun 2019 action plan.</p> <p>We can see a connection with the data and the Guiding coalition.</p> <p>Data shared with Board and Staff termly.</p>
Revisit Senior/junior reward system	Student voice	Kiri Team	Student ownership of reward system	Positive learning environment that all children have ownership of.	Begun discussions with Board of Students.
Paul Johnstone Staff Meeting	Paul MOE	<i>Term 1</i>	Teachers hear the same Kaupapa from an outside advisor who	Consolidation of staff awareness and understanding of process	Completed term one teacher only day and reviewed in term four.



			specialises in the delivery of PB4L		
Lunchtime Heros	Kiri Year 5/6 students	Term 1	Role models accessible to junior students by taking lunchtime activities	Positive opportunities for juniors at lunchtimes.	Lacked interest by students, so did not continue. Was not data driven.

Evaluation: range of Board of Students initiatives have been trailed. Minute books per class has recorded classroom discussions and evidence of student voice which link to the actions that are carried out by the board of students.

The guiding coalition will assist in ensuring that activities and programmes developed to solve problems are data and evidence driven.



2018 Analysis of Variance of:

Student Achievement Target 1 Reading – Stoke School 3223



Strategic Aim 2: All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National Standards

Annual Aim 2.1: To accelerate the rate of progress for students at risk of not achieving at the National Standard

Baseline data: Analysis of school-wide data in November 2017 identified that:

1. 35.2 % (25/71) of our Maori students are below the National Standard in Reading.
2. 7 % (5/71) of our Maori students are well-below the National Standard in Reading.

Upon analysis of the assessment information we found that students need to develop their oral language skills to enable further development of their ideas in reading. From our classroom observations we found we need to ensure there is consistency of teaching approach by all teachers to follow our agreed best practice model.

Target:

- All Maori students who were below the standard in reading at the end of 2017, (35.2 %, 25/71) will make more than one year's progress in relation to the Reading Standard by the end of 2018.
- All Maori students who were well below the standard in reading at the end of 2017, (7 %, 5/71) will make at least one year's progress in relation to the Reading Standard by the end of 2018.



Implementation / Action		Evaluation	How will we know if we are succeeding?		
Action	Resources	By Who? By When?	Outcome: Success criteria/behaviour	Output: Success criteria/ process of product	Monitoring:
Establish teaching as inquiry - 2 target students tracking on assessment graph, monitored in relation to the GAP analysis sheets	Inquiry format/ explanation School wide student data Literacy learning progression format Accelerated learning graph GAP Analysis Ministry document summary Inquiry Buddy groups	Curriculum area leader All staff Senior Leadership Team	Teaching as inquiry is used as a base for changing teaching practices for target students, teachers will be better able to identify why students make accelerated progress	All teachers are completing inquiries for target students at Stoke School, using all of the resources provided	Teaching as inquiry tracking on notebook has allowed teachers to access each other's inquiries – this has provided a collaborative environment. GAP analysis was used with wide variability across the school.
Collate and collect student voice in relation to student engagement and opportunity to frame learning	Talk Moves Parent, teacher, student conferences Walk through Conferencing in class	Ongoing All staff Senior Leadership	Engaging with discussions with all students about their learning Display learning sequences, outcomes and successes	All students will be able to talk about their learning	RBL profile allowed some students opportunities to answer questions pertaining to learning. Overall attendances at interviews was high on both occasions. Teachers reported back very few whanau not attending.
Utilise tools for "Know me before"	PaCT	All staff	Identify barriers to learning	Home school conversations	Evidenced within the inquiry a level of knowing



<p>you teach me" – PaCT, Edge, traffic light meetings, parent/whanau engagement</p>	<p>Edge Traffic light meetings Parent/whanau engagement</p>		<p>Work collaboratively with whanau</p> <p>Open home school communication which foster discussions about learning.</p>	<p>are learning based</p> <p>Conversations with students are learning based</p> <p>Students voice is used and based on trusted relationships with teachers</p>	<p>the student. Increased communication with some parents evident in teachers anecdotal not gathering. Some parents reported hearing from teachers through the voice collection. Teachers can confidently tell about students interests although the well-being survey for students continued to indicate students didn't believe this to be true.</p>
<p>Develop teacher workshops to provide opportunities for self-directed and targeted PD to teachers</p>	<p>PaCT Kahui ako RTL Curriculum leader workshops</p>	<p>All Staff</p>	<p>Consistency in school wide practice</p> <p>Professional learning conversations</p> <p>Misconceptions challenged</p>	<p>Agentic thinking</p> <p>Problem solving mentalities</p> <p>Collaborative relationships to build teacher capabilities</p>	<p>Teachers attended workshops delivered to meet their needs. These workshops were offered before school. Mentor and lead teachers also worked alongside colleagues to support.</p>
<p>Work collegially and collaboratively with a buddy teacher in an ako relationship</p>	<p>Buddy group</p>	<p>All staff</p>	<p>Teachers are reflecting on changes and challenges in the teaching and</p>	<p>Teachers are working collaboratively</p>	<p>Syndicates introduced this early on. Modified traffic lights to encourage this dialogue. Inquiries reflect collaborative practices. All</p>



to engage in teaching as inquiry reflective practices			learning programmes Classroom programmes are adaptive		inquiries able to be accessed by all teachers.
Review and consolidate moderation strategies.	Inquiry format/ explanation School wide student data Literacy learning progression format Accelerated learning graph GAP Analysis Ministry document summary Stoke school moderation process Traffic lights	Curriculum leaders All staff	All current stoke school staff take part in moderation	Moderation has been reviewed and re-established in its new format	Moderation completed at school level in staff meeting and at syndicate level. Traffic light conversation reflected data. GAP analysis beginning to be used.
Offer a curriculum evening to engage whanau in curriculum and student learning. Use the whanau voice to develop priorities and strategies to pursue student learning opportunities.	Term Two	All Staff	Opportunity for parents to have a say and have more of an understanding of the learning taking place in the classrooms Parents can take resources home to support their children	Increased home school partnership Parents feel more confident to support their children in their learning	Did not complete this action. Transition of Principal change meant this project was put on hold so the new Principal could be part of the process. Whanau voice was collected through the RBL profile – this was unpacked by teaching staff and



					considered in planning in term 1.
Curriculum specific action: Update reading curriculum and link to written curriculum reviewed in 2017.	On going	All Staff Curriculum Team	Reading and Writing curriculum need to have clear links It is visible in all classrooms	All staff are able to implement the curriculum	Reading unpacked – the steps are in place to record the process within the curriculum documentation for 2019. Links between reading and writing explored through CRT release to observe reading recovery and other classes programmes.
Establish consistency of teaching approach in reading by all teachers following agreed best practice model.	ongoing	All staff Curriculum team	A shared best practice in reading is developed	All teachers use the shared best practice in reading in class on all occasions	Observing reading recovery has cemented ideas around this. Staff meetings were planned and delivered and structures and good practices shared – this include unpacking information delivered to class teachers by the RTLit.
develop oral language skills to enable further development of student ideas in reading.	ongoing	All staff Curriculum team HPP, LEIP and school based programmes	All teachers incorporate oral language skills across all curriculum areas	Class teachers teach academic language to students Students can clearly talk	HPP successfully delivered, oral lang. support programmes successfully delivered for target students. LLI interventions in place – class teachers transferred parts of this into action plans and inquiries



				about their reading and their reading goal and next steps	for groups of students in the junior class.
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Evaluation: Teachers felt they had moderated more but felt that they had a limited understanding at the end of the year about curriculum levels in relation to their previous judgements to National Standards. and where they used PaCt to support their teacher judgements, they were proved often wrong. In 2019 the teachers strongly identified a need to understand what moving through the curriculum levels looks like in order to make a judgement they could justify in a more meaningful way.

Reading resources have been stretched in 2018 – the budget was well utilised to buy books however a higher percentage of book destruction and non-returns meant that teachers felt there were often not appropriate texts for all/some students to access the reading programme. Teachers want to review this and look at other ways to fund more reading titles.

Teachers believe the more collaborative working approach, particularly in the junior school, enabled more conversations about reading and also about ways to attempt the acceleration of learning for those students who were targets.

Teachers believe that the reciprocity of reading and writing is not strong. That students and parents do not see how they connect. Teachers have expressed this belief for two consecutive years and continue to believe that the opportunity to explore this is not empowered by having separate literacy targets. This is something to review in 2019.

Final Data Reading 2018:

Curriculum level expectation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total at or Above
Above	0/28	0/49	0/41	0/42 -	5/48 – 10%	2/71 – 3%	98/278 – 35%
At	0/28	1/49 – 2%	12/41 – 29%	14/42 – 33%	16/48 – 33%	48/71 – 67%	Total below or Well below
Below	28/28 – 100%	48/49 -98%	23/41 – 56%	22/42 – 52%	20/48 – 41%	21/71 – 30%	183/278 - 65%
Well below	0/28	0/49	6/41 -	6/42 -14%	7/48 – 14%	2/71 – 3%	



Student Achievement Target 2 Mathematics – Stoke School 3223



Strategic Aim 2: All students are able to access The New Zealand Curriculum and make progress and achieve in relation to National Standards

Annual Aim 2.1: To accelerate the rate of progress for students at risk of not achieving at the National Standard

Baseline data: Analysis of school-wide data in November 2017 identified that:

1. 38.9 % (44/113) of our Female students are below the National Standard in Mathematics.
2. 7.1% (8/113) of our Female students are well-below the National Standard in Mathematics.

Upon analysis of results and observations of classrooms we have found that we need to develop an agreed best practice for classroom delivery and ensure the appropriate time is put into all strands to ensure coverage.

Target:

- All Female students who were below the standard in Mathematics at the end of 2017, (38.9 %, 44/113) will make more than one year's progress in relation to the Mathematics Standard by the end of 2018.
- All Female students who were well below the standard in Mathematics at the end of 2017, (7.1%, 8/113) will make at least one year's progress in relation to the Mathematics Standard by the end of 2018.



Implementation / Action			Evaluation How will we know if we are succeeding?		
Action: (Design and implementation)	Resources:	By when? By whom?	Outcome: (Behaviour, people or communities)	Output: (Product, process)	Evidence collected and monitoring:
Establish teaching as inquiry - 2 target students tracking on assessment graph, monitored in relation to the GAP analysis sheets	<p>Inquiry format/ explanation</p> <p>School wide student data</p> <p>Literacy learning progression format</p> <p>Accelerated learning graph</p> <p>GAP Analysis</p> <p>Ministry document summary</p> <p>Inquiry Buddy groups</p>	<p>Curriculum area leader</p> <p>All staff</p> <p>Senior Leadership Team</p>	Teaching as inquiry is used as a base for changing teaching practices for target students, teachers will be better able to identify why students make accelerated progress	All teachers are completing inquiries for target students at Stoke School, using all of the resources provided	<p>Teaching as inquiry was set up at the beginning of the year, with two models staff could choose to use.</p> <p>GAP analysis and resources were all saved in one location- and were added to when needed throughout the year.</p> <p>Staff have been given staff and syndicate meeting times to have professional conversations in regards to target students, the implementation of new pedagogy and the impact it has had on students achievement.</p>
Collate and collect student voice in relation to student engagement and opportunity to frame learning	<p>Talk Moves</p> <p>Parent, teacher, student conferences</p> <p>Walk through</p> <p>Conferencing in class</p>	<p>Ongoing</p> <p>All staff</p> <p>Senior Leadership</p>	Engaging with discussions with all students about their learning	All students will be able to talk about their learning	Staff and syndicate meetings to discuss how student voice is collected, and ways that we could trial collecting it in different ways, especially for target student, e.g. recording their



			Display learning sequences, outcomes and successes		voice regularly on the GAP analysis. Classes where the teacher has been observed by impact coach, their target students voice has been collected in the curriculum area they were teaching. This gathered information on 'what they are learning, how do they know they are successful and their next steps'. This will be implemented school wide in 2019.
Utilise tools for "Know me before you teach me" – PaCT, Edge, traffic light meetings, parent/whanau engagement	PaCT Edge Traffic light meetings Parent/whanau engagement	All staff	Identify barriers to learning Work collaboratively with whanau Open home school communication which foster discussions about learning.	Home school conversations are learning based Conversations with students are learning based Students voice is used and based on trusted relationships with teachers	Traffic lights were conducted has collaborative conversation within syndicates. This allowed for conversations around ways in which teachers were engaging with whanau. Through discussions around the RBL profile teachers are aware of the importance of conversations with students being learning based, and are discussing different ways this can be implemented across the school.



Develop teacher workshops to provide opportunities for self-directed and targeted PD to teachers	PaCT Kahui ako TLIF workshops RTLB Curriculum leader workshops	All Staff	Consistency in school wide practice Professional learning conversations Misconceptions challenged	Agentic thinking Problem solving mentalities Collaborative relationships to build teacher capabilities	Workshops were held which allowed teachers to opt in to new learning, in areas where they felt they needed further support. Through Cognition and the RBL work, workshops were run that teachers were to opt into and then report back to the staff any new learning.
Work collegially and collaboratively with a buddy teacher in an ako relationship to engage in teaching as inquiry reflective practices	Buddy group	All staff	Teachers are reflecting on changes and challenges in the teaching and learning programmes Classroom programmes are adaptive	Teachers are working collaboratively	To begin with teachers were in collaborative groups, to discuss target students. This developed and moved into a syndicate level group. This allowed for conversation around these students to happen regularly, and for teachers to share good practise, concerns and pastoral information. Teachers have enjoyed working collaboratively to reflect on their teaching and learning for not only their target students but all students in their classes.
Review and consolidate moderation strategies.	Inquiry format/ explanation School wide student data	Curriculum leaders All staff	All current stoke school staff take part in moderation	Moderation has been reviewed and re-established in its new format	Moderation staff meetings have taken place <ul style="list-style-type: none"> • Moderating the PACT illustrations • Moderating examples of students



	<p>Literacy learning progression format</p> <p>Accelerated learning graph</p> <p>GAP Analysis</p> <p>Ministry document summary</p> <p>Stoke school moderation process</p> <p>Traffic lights</p>				<p>work- using a range of evidence</p> <p>This has taken place within and across year levels.</p> <p>PACT has been a tool that staff have used to support where they have students achieving in regards to the curriculum levels.</p> <p>All documents to help staff moderate what students have achieved have been saved in to a one note.</p>
<p>Offer a curriculum evening to engage whanau in curriculum and student learning. Use the whanau voice to develop priorities and strategies to pursue student learning opportunities.</p>	Term Two	All Staff	<p>Opportunity for parents to have a say and have more of an understanding of the learning taking place in the classrooms</p> <p>Parents can take resources home to support their children</p>	<p>Increased home school partnership</p> <p>Parents feel more confident to support their children in their learning</p>	
<p>Curriculum specific action:</p> <p>Initiate the update of the mathematics curriculum and link to written curriculum reviewed in 2017.</p>	On going	<p>All Staff</p> <p>Curriculum team</p>	Collating current stoke school curriculum and TLIF guidelines	Action plan for 2019 curriculum review	<p>The curriculum is in the process of being developed further, with links being made to the TLIF work, to ensure there is consistency of good practise across all of the schools in the CoL.</p>



					Further changes to be made in 2019.
Bobbi Maths PD	Term one, two, three Resources from PD TLIF resources	Curriculum team	Teachers know and are aware what mathematical communities are in their classrooms	Teachers will be confident in the delivery of their mathematics programmes Great continuity across the school in the delivery of the classroom programmes	Four staff from across the year level attended PD run by Bobbi Hunter and her team. There were two meetings in terms one, two and three. These staff shared back the new learning in syndicate and staff meetings, which allowed the knowledge and understanding around developing mathematical inquiry communities to be spread throughout the school. Syndicates have been planning in teams rich tasks allowing for learning conversations for staff to take place weekly or fortnightly in regards to their teaching of mathematics and the impact it is having on the students. TLIF resources have been shared and unpacked in staff meetings.



TLIF day for staff across the CoL to be able to share the work the TLIF group have carried out over the period of the project.

Evaluation:

Final data Mathematics 2018:

Curriculum level expectation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total at or Above
Above	0/28						
At	0/28	2/49 -	5/41 -	10/42 -	11/48 -	42/ 71 – 59%	Total below or Well below
Below	28/28 – 100%	35/49 -	16/41 -	28/42 -	24/48 -	16/71 – 22%	
Well below	0/28	12/49 -	20/41 -	4/42 -	13/48 -	13/71 -	



Stoke School Board of Trustees will;

- Lodge a copy of its annual updated Charter including our Annual Targets/Annual Analysis of Variance including NAG2a data to the Ministry of Education by the required date at the start of the school year. We will comply with all legislation regarding NAG 6.
- Have Targets for student achievement identified by annual assessment against the National Standards.
- Report to students and parents on their achievement at least twice a year
- Consult regularly with its community, including the school's Maori and Pasifika community, discussing student achievement.
- Act as a good employer to teaching and non-teaching staff by following appropriate personnel and industrial relations policies.
- Prepare a budget to monitor and control school expenditure
- Allocate funds to meet the schools priorities so that student achievement is enhanced
- Implement the 5/10 Year Property Plan to ensure the schools facilities provide a safe, healthy, attractive learning environment

A copy of this Charter is available to the community online at www.stoke.school.nz or at the school office.





Tu Iti Tu Tonu Mai

We are proud, humble and will keep striving

