2018 CHARTER, STRATEGIC & ANNUAL PLANS

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Our Mission

For each learner, the school community will provide quality learning opportunities that encourage Christian perspectives and affirm Biblical principles.

Our Vision

To provide and promote a Christ centred environment where students experience God. To develop personal commitment that is expressed through their Godly **Character** which allows the student to excel (**Competence**) and is expressed through their involvement with the **Community**.

Our Values

Character	Competence	Community
We honour God.	**We lead for God**	**We serve God**
We value developing Godly character and integrity in our lives. We value God's involvement in our lives.	We value the giving of our best and the development of excellence. We value the talents, gifts and abilities that are unique to each learner. We value learning; the acquisition and application of knowledge, in the context of a Biblical world view.	We value justice and mercy. We value cultural diversity and inclusiveness. We value being good stewards of the resources in our community. We value making a difference in our school, local and wider community.

Curriculum Principles for Miramar Christian School

These principles underpin why we teach what we teach.

Miramar Christian School Principles to underpin the design of our school's curriculum	NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC
Treaty of Waitangi Our curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aoteoroa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. A fundamental component of the treaty is the freedom of religion (article 4) which by our name we are blessed and free to teach our way, the Christian way.(Community)	**Treaty of Waitangi** The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aoteoroa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.
Cultural Diversity Our curriculum reflects Wellington's cultural diversity and in particular the diversity present at Miramar Christian School. We value the histories and traditions and arts of all our families and communities. We celebrate and support the different ethnicities in our school where and when we can. (Community)	**Cultural Diversity** The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of its entire people.
Community Engagement At Miramar Christian school we welcome and engage the support of our whanau and community, ensuring that the curriculum is meaningful for all students. We encourage the pastors and leaders of the children's churches in particular to support the members of their community at our school.(Community)	**Community Engagement** The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.
High Expectations Our curriculum supports and empowers all students to achieve success in all aspects of school life. (Competence)	**High Expectations** The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
Learning to Learn Our curriculum encourages all students to reflect on their own learning, set goals, take risks and respond to feedback as active members of a learning community. (Competence)	**Learning to Learn** The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
Coherence	**Coherence**

Miramar Christian School	NZ Curriculum Principles
Principles to underpin the design of our school's curriculum	Curriculum practice throughout our school is underpinned by and consistent with the NZC
Our curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. It is set in the context of the Bible whereby links are made to the teachings of Jesus where appropriate. (Character)	The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
Inclusion Our inclusive curriculum recognises and acknowledges the needs of all students in a non-discriminatory environment. (Community)	**Inclusion** The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
Future Focus Our curriculum teaches students that their actions today affect tomorrow. Sustainability, global connections, citizenship, creativity and innovation are explored through integrated learning. (Community)	**Future Focus** The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Prioritising Inclusion

Miramar Christian School welcomes all learners to our community. Learners with special education needs are supported to attend our school, engage in all school activities, and achieve against the key competencies and learning areas of the NZC.

Three Year Strategic Plan

Area	Strategic Goals 2017	Strategic Goals 2018	Strategic Goals 2019
School Culture	1. To continue building up the spiritual faith of every student and staff member and develop Kingdom culture through the three pillars of: Spiritual Character, Spiritual Competence and Spiritual Community. 2. To ensure that the Tier 2 PB4L programme is embedded into the daily network and continues to improve student behaviour and customises individual programmes that work best for each student.	1. To ensure that the spiritual faith of every student and staff members is in evidence, with the Kingdom culture endorsing the three pillars of: Spiritual Character, Spiritual Competence and Spiritual Community. 2. To continue to consolidate the Tier 2 PB4L programme to improve student behaviour, with regular analyses continuing to customise individual programmes that work best for each student.	1. To review and redevelop our approach to building the spiritual faith of every student and staff member; and embedding the Kingdom culture and our three pillars of: Spiritual Character, Spiritual Competence and Spiritual Community. 2. To review the Tier 2 and Tier 3 PB4L programme to lift student behaviour with a view to improving our analysis and impact on individual programmes.
Student Learning and progress	3. To ensure, that the learning programme, through a Biblical world view, is assessed, audited and in evidence and, accordingly, engages students and parents. 4. Learning programmes continue to be tailored to enhance, enrich and support achievement for all students. 5. To continue to produce successful outcomes for ESOL, special needs, gifted and talented students. 6. To assess, and audit the teaching and learning programmes to ensure the use of relevant pedagogy so that tools are effectively integrated into the students' learning.	3. To consolidate the learning programme through a Biblical world view and that this is regularly assessed, audited and in evidence to fully engage students and parents. 4. Learning programmes continue to be tailored to enhance, enrich and support achievement for all students. 5. To maintain successful outcomes for ESOL, special needs, gifted and talented students. 6. To ensure best practice by maintaining the use of relevant pedagogy so that tools are effectively integrated into the students' learning	3. To review and improve our learning programme and systems for tracking progress (delivered through the Interact Curriculum), in order to increase student achievement and parent engagement. 4. To review our approach to tailoring our learning programme, to ensure its ongoing effectiveness for supporting achievement for all students. 5. To review and improve our approach to supporting student achievement of our ESOL, special needs, gifted and talented students. 6. Ongoing review of relevant pedagogy and best practice to ensure tools are effective in supporting student achievement.

Area	Strategic Goals 2017	Strategic Goals 2018	Strategic Goals 2019
Effective Teacher	7. To continue to grow the teaching and learning process utilising relevant Teachers PD, which is based on their skills and talents and the areas where they need to develop the students in their class or the wider school. 8. To embed a school wide process for inquiry. 9. To implement a curriculum focus for 2017 based on the end of year [2016] results. 10. To maintain and strengthen school self-review activities. 11. To maintain the regular reporting of progress towards the Charter goals.	7. To maintain a high standard of delivery in the teaching and learning process by utilising relevant Teachers PD, which is based on their skills and talents and the areas where they need to develop the students in their class or the wider school. 8. To enhance and enrich a school wide process for inquiry. 9. To implement a curriculum focus for 2018 based on the end of year [2017] results. 10. To continue to ensure school self- review activities are well embedded. 11. To consolidate the regular reporting of progress towards the Charter goals.	7. To review our approach to teacher PD in order to achieve closer alignment to annual goals, teacher skill and student achievement. 8. Ongoing review of teaching as inquiry at an individual teaching level and as a school wide process. 9. To implement a curriculum focus for 2019 based on the end of year [2018] results. 10. To review the effectiveness of school self-review activities. 11. To review and improve channels for regular reporting of progress towards the Charter goals.
School Planning and Review	12. To review the2017 Charter goals and realign the 2018 goals. 13. To continue to strengthen school leadership.	12. To review the 2018 Charter goals and realign the 2019 goals. 13. To continue develop and grow school leadership.	12. To review the 2018 Charter goals and realign the 2019 goals. 13. To review and enhance how school leadership is developed.
Tikanga Maori	14. To continue to embed a school wide programme that progresses the understanding and experience of Te Reo language and culture through the School. 15. To continue to celebrate and incorporate students 'cultures in a diversity of ways.	14. To consolidate a School wide programme that progresses the understanding and experience of Te Reo language and culture through the School. 15. To ensure that celebration of, and incorporating students 'cultures is a hallmark of MCS.	14. To review and improve our approach to progressing our understanding and expression of Te Reo and Maori culture throughout the School. 15. To develop systems to ensure that celebration of, and incorporating students 'cultures is a regular hallmark of MCS.

ANNUAL PLAN 2018

Area	Annual Goal for 2018	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
School Culture	1. To build up the spiritual faith of every student and staff member and develop Kingdom culture through the three pillars of: Spiritual **Character,** Spiritual **Competence** and Spiritual **Community.**	• Maintain and strengthen the liaison with the Gateway Pastor. • Encourage a greater attendance at Gateway's After School Club as a result of regular devotions with MCS classes. • Collect and itemise teaching moments from I**nteract progamme** from classroom programme. • Utilise the daily notebook to further embed the three 'C's' endorsing the Interact Annual Themes and continue to support students using the appropriate language, which endorses and relates to the three 'C's'. • Ensure that background and profile details, on each pupil, is as full as possible and up to date.	• Gateway Church continues to have a strong profile at MCS. • A growing number of MCS students have a growing understanding of Christian faith through Gateway's involvement with devotions and children attending the club. • Monitor outcomes of Interact programme to ascertain programme's continued effectiveness. • Collect evidence of students' ownership of the three C's in their daily interactions with each other. • Contact is made with personnel from students' own Churches and a positive link established.	• Principal and Pastor • Principal, Pastor and Youth Pastor • Staff and House Leaders • Classroom Teachers • Principal and Office Manager	• Term 1 • Term 1 • Term 1 • Term 1 • Term 1	Ongoing Reviews Ongoing Reviews Ongoing Reviews Ongoing Reviews Ongoing Reviews
	2. To continue to improve student behavior through analysing the Tier 2 **PB4L** programme in order to customise individual programmes that work best for each student.	• **PB4L** Staff Rep. to analyse and evaluate PB4L data. • Embed House system, and appoint and develop leaders for each of the four Houses.	• **PB4L** student data is utilised in planning. • House leaders are appointed and a programme of development is in place to grow student leaders.	• Principal with Staff • PB4LStaff Representative • Principal and Staff	• Term 1 • Term 1 • Term 1	Term 4 Ongoing Ongoing

Area	Annual Goal for 2018	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
		• **PB4L** and SENCO matters are a standing agenda item for staff meetings. • **PB4L** / SENCO rep to attend regular PD and training.	• Staff are informed of latest **PB4L**/ SENCO news. • **PB4L** / SENCO representative updates Staff of PB4L matters and implements accordingly., to ensure a safe and secure environment	• SENCO and Principal	• Term 1	Ongoing
Students Learning And Progress	3. To deliver and communicate a learning programme through a **Biblical world view** that engages students and parents.	• Continue to implement the Interact programme and integrate the Biblical world view in all elements of classroom work and planning.	• The biblical view of the world is being developed in topic work and devotions.	• All Staff	• Term 1	Ongoing
	4. To tailor learning programmes that **support achievement** for all students	• In Term 2, meeting set up with all representatives from MCS stakeholders: BOT, Gateway, Marketing, Parents, Peniel and Staff. • Use assessment results to set learning goals and learning pathways for students. • Staff collaborate and analyse teaching approaches, such as Self Directed Learning, to identify opportunities for accelerated learning. • Review 2017 assessment data and set 2018 student targets	• Meeting outcomes, of MCS stakeholders, reported to MCS community in School's Newsletter. • Teachers planning reflects the needs of each student. Best Practice and teaching programmes shared at weekly Staff meetings. • Student Achievement and target pupils regularly discussed and updated at weekly Staff meetings. • Target students' identified and progress monitored and reported on to BOT.	• BOT Chair and Principal • Academic Staff and Principal • Academic Staff	End of Term 2 • Term 1 • Term 1	Ongoing Ongoing Ongoing

Area	Annual Goal for 2018	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
	5. To embed the school response to **ESOL**, special needs, gifted & talented students.	• Staff regularly analyse teaching approaches to determine best approach and support to support ESOL students' needs. • ESOL students, with identified needs, are supported by agencies and agency funding.	• **ESOL** students are clearly identified, and teaching support for learning and learning approaches are tailored. • Effective contacts are maintained with educational agencies and regular reporting by Staff of progress at Staff Meetings.	• Staff and Principal • Principal	• Term 1 • Term 2	Ongoing Term 4
Effective Teacher	6. To develop programmes that embed the use of **relevant pedagogy** so that all tools are effectively integrated into the students learning	• Develop consistent pedagogy, utilising assessment recording and National Standards. • Staff receive PD, from Onestop rep, on ICT to support teaching/learning process. • Gather and analyse 2018 assessment data.	• Staff's OTJ's [Ongoing Teacher Judgements], from assessment data, are utilised for planning and implementing teaching & learning. • ICT is embedded and integrated in relevant aspects of the curriculum. • National Standards reported to BOT and MoE.	• Academic Staff at Staff meetings • Academic Staff and Onestop Rep	• Term 1 • Term 1	Ongoing Ongoing
	7. Teachers' **Professional Development** is based on their skills and talents and the areas where they need to develop the students in their class or the wider school.	• Staff identify **PD** opportunities and updated **PD** knowledge is incorporated into curriculum planning.	• **PD** learning is shared and integrated in relevant aspects of the curriculum.	• Academic Staff • Academic Staff	• Term 1 • Term 1	Ongoing Ongoing
	8. To develop a school wide process for **Teacher Inquiry.**	• Teachers reflect on own classroom practice. • Opportunities are sought to implement and reflect upon inquiry cycles, aligning inquiry cycles to appraisals.	• Professional pathways documented. • All staff complete cycles of inquiry and review indicate growth in teacher knowledge and practice with inquiry.	• Principal & DP • All staff	• Term 1 • Term 1	Ongoing Ongoing

Area	Annual Goal for 2018	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection .
	9. To implement a **curriculum focus** for 2018 based on the end of year (2017) results	• Continue PLD Maths • Use PLD Maths' model to set up **PLD Writing.** • Seek parent, pupil and staff voice about Writing.	• Best practice shared and discussed and evidence of improved Maths' results. • Accurate data recorded as a reference for future goals to elevate Writing standards of performance.	• All Staff • All Staff	• Term 2 • Term 1	Term 4 Term 4
School Planning and Review	10. To develop and implement school **Self-Review** activities.	• Identify self-review dimensions for 2018 and continue to implement a **Self-Review** cycle.	• Accurate data is recorded and next steps identified for future planning. Regular updates are provided to the BOT.	• DP	• Term 1	Term 4
	11. To develop the process for regular reporting of progress towards **Annual Plan** goals	• Develop 2018 **Annual Plan** in consultation with staff. • Document evidence of progress towards the annual plan and report on progress to the BOT, at regular times.	• BOT sign off 2018 Annual Plan • Monitoring and reporting of progress against the goals is documented and provides assurance to the BOT.	• Principal • Principal and BOT Chair.	• Term 1 • Term 1	Ongoing Ongoing
	12. To review the 2017 **Charter** and realign the 2018 goals.	• Complete **Charter** documentation. • Engage with MCS community to review and develop strategic goals for 2019 and beyond.	• 2018 Charter signed off and sent to MoE by 1 March. • Refreshed strategy reflects community input and provides direction for 2019 – 2021.	• Principal and BOT • Principal, BOT	• Term 1 • Term 2-Term 3	Ongoing Term 4
	13. To strengthen **school leadership**	• Appoint new DP • PD relevant to all **Leadership** roles are developed and suitably	• New DP appointed and inducted to ensure a smooth transition into new role.	• Principal • All Staff	• Term 2 • Term 1	Term 4 Ongoing

Area	Annual Goal for 2018	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
		supported. • **Leadership** opportunities are identified for Senior Students.	• Leadership responsibility and capability is increased and aligned to appraisal goals. • Senior Students are growing in their leadership competence and collated evidence reflects their leadership growth.	• Principal & Deputy Principal	• Term 1	On going
Tikanga Maori	14. To develop a school wide programme that progresses the understanding and experience of **language and culture** through the school.	• Staff continue to be upskilled to develop a growing awareness of **Tikanga Maori, Te Reo, Pacifika and MCS** cultures represented on site. • Classroom Teachers implement Te Reo terminology as appropriate in lesson plans and delivery.	• Daily programmes embrace Te Reo and reflect other 12 MCS ethnic cultural groups • Teacher inquiry targeting Te Reo pedagogical delivery ensures greater fluency of TE Reo.	• All Staff • All Staff	• Term 1 • Term1	Ongoing Ongoing
	15. To celebrate and incorpora**t**e **students' cultures** in a diversity of ways.	• Community personnel are invited to share cultural knowledge, cuisines and customs. • Kapa Haka group is extended to include an appreciation of all cultures on site.	• Students and staff's appreciation, understanding and knowledge of a range of cultures is increased.	• All Staff Principal and Te Reo Coordinator	• Term 1 • Term 1	Ongoing Ongoing

STUDENT TARGETS FOR 2018

READING TARGET:

Strategic Goal 4: To tailor learning interventions and programs that support achievement for all students.

Strategic Goal 5: To strengthen our MCS response to ESOL, Special Needs and Gifted and Talented students.

2018 Targets:

1. Our goal is for the 60% of Year Ones, who are Below, to move to At by the end of 2018. The 37 % of Year Twos and the 60 % of Year Threes, who are Well Below the Standard, to be moved to Below.
2. We will also continue to target the ESOL students, with regular monitoring of their progress. Our target would be to move the 77%, who are Well Below or Below the Standard, to move to Below or At, respectively.
3. The maintenance and enrichment, of the strengths in both Kauri and Totara, will also be a priority. We will target   the 17 Totara and the 10 Kauri, who are at At or Above the Standard, at the 2018 Mid-Year checkpoint, to ascertain that they are 'on track' to maintain these good standards' of performance.

Student Achievement across the School for Reading 2017

Curriculum Level	After One Year	After two Years	After three years	End of year 4	End of year 5	End of year 6	End of year 7	End of year 8	
5									
								2	Above
4							3	3	At
						2	5	0	Below
3					3	0	0	0	Well Below
				3	3	0	1		
2			1	2	2	0			
	1	0	1	0	0				
1	1	5	0	1					
	3	0	3						
	0	3							

Reading continues to be the core business in our Miramar Christian School.

At the close of 2016, 81% of our Students were either **At** or **Above** in Reading. Whilst not as high as the 2016 total, it is still pleasing to observe that 73%, of our 2017 cohort of Students, were either **At** or **Above** the Standard in Reading.

Analysis of the 2017 data shows that 77% of those students, who were either **Below** or **Well Below** are ESOL.

Actions to Achieve Targets	Who is responsible?	Budget	Timeframe
1. Ensure assessment data of learners is accurate and up to date.	All Staff	Purchase e asTTle, PAT's etc.	Beginning of Term 1 Term 4
2. Review Reading resources, which now exist within the school. Are these effective or are there any alternatives?	Al three class teachers: Kowhai, Totara and Kauri.	Purchase resources as necessary.	Term 1
3. Teaching practices to identify what is working an**d** what needs to be adapted.	Al Staff	Purchase resources as necessary.	Term 1
4. Consolidate the MUSAC programmes used to track student achievement and next steps.	All staff	MUSAC training [PD budget]	On-going
5. Continue our Staff Team's moderation of student writing to ensure validity, reliability and consistency across the school.	All staff	ICT budget	On-going
6. Student progress to be discussed regularly at weekly Staff meetings. Professional Development pursued with reporting back by attendees.	All staff	SHARP course PD.extension.	Term 2
7. Additional support for students beyond the classroom programme who are identified as 'well below'	Principal	Teacher Aide hours	On-going
8. Continue to provide specific feedback, support and coaching for classroom teachers. 9. Utilise the appraisal process and the resetting of new goals.	DP Principal.	Observations, feedback and coaching.	On-going
10. Analysis of end of year data to report progress and planning for the following year	Principal	Principal	Term 4

WRITING TARGET:

Strategic Goal 4: To tailor learning interventions and programmes, which support achievement for all students.

Strategic Goal 5: To strengthen the School's response to ESOL, Special Needs and Gifted and Talented students.

Strategic Goal 9: To implement a curriculum focus for 2017 based on the end of year results for 2016.

2018 Targets:
1. 69 % of the Year 1 and 2 pupils and their ESOL status, continues to be a reason for these poor results in Writing. Of the 7 ESOL, three are Well Below and Four are Below the Standard: our target will be to elevate the three Well Belows to Below and the four Belows to At by the end of the year.
2. The high percentage [53%] of ESOL students is again a factor. We will target the Well Below students in Years 3, 4 and 5 and endeavour to move them to either Below, or   At the standard, by the close of the year.
3. At the close of 2017, 89% of our Year 6-8 students were working either **At** or **Above** the Writing standard. Our target will be to maintain these very good standards of performance and we will track this at both the Mid and End of year check-points.

Student Achievement across the School for Writing 2017

Curriculum Level	After One Year	After two Years	After three years	End of year 4	End of year 5	End of year 6	End of year 7	End of year 8	
5									
								4	Above
4							4	1	At
						2	3	0	Below
3					2	0	1	0	Well Below
				1	3	0	1		
2			0	3	2	0			
		0	1	0	1				
1	0	0	1	2					
	2	5	3						
	2	3							
	1								

The curriculum focus in 2014, 2015 and 2016 was Writing, with Mathematics being our 2017 priority. At the close of 2017, 58 % of our students were **At** or **Above** the National Standards. Analysis of the 2017 data shows that males are definitely achieving lower than females: 62% of those, who were **below** or **well below** were boys. It is, however, pleasing to see parity in the boy/girl data for those, who are **At** the Standard. Our girls continue to have the dominance, with 77% of those performing **Above** the Standard being girls. Writing will be a major focus in 2018, with our Staff using the 2017 **Professional Learning Development [PLD]** for Mathematics for our objective to raise the Writing performances.

Actions to Achieve Targets	Who is responsible?	Budget	Timeframe
1. Staff to review the Writing provisions that now exist within the school. Are these effective or are there any alternatives ?	All Staff	PD	Beginning of term 1 On-going
2. Lesson Observations and Planning reviews to assess what is working and what needs to be adapted.	All staff	Principal	Term 1-2
3. Utilise the MUSAC Student Management programme to track student achievement and state next steps.	All staff	MUSACPD	On-going
4. To continue our Staff Team's moderation of student Writing to ensure validity, reliability and consistency across the school..	All staff	Principal to release to for Staff to moderate	Term 1
5. Student progress to be discussed regularly as part of the teacher reflective programme at weekly Staff meetings.	All staff	Staff	Term 2 and 4
6. Student progress to be discussed regularly as part of the teacher reflective programme.	All staff	Staff	On-going
7. Professional Development courses to be used with teachers continuing to report back on what was covered.	Teaching staff	PD budget	Ongoing
8. Development courses in dealing with the needs of ESOL students, with Teachers' Aides completing qualified courses.	All staff	Release time for observations, feedback and coaching.	Ongoing
9. Teachers' Aide support for students beyond the classroom programme who are identified as 'well below'	Principal and DP	Principal to apply for hours by 1 March.	On-going
10. Analyse Mid-Year data and set goals for the second half of 2018.	Principal	Principal.	On-going

MATHEMATICS' TARGETS:

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Strategic Goal 4: To tailor learning programmes that support achievement for all students.

Strategic Goal 5: To embed the School response to ESOL, Special Needs and Gifted and Talented students

Strategic Goal 9: To implement a curriculum focus for 2018; apply for and utilize a Professional Learning Development programme, which would be supported and lead by a trained facilitator

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2018 targets:

1. Our planning and focus will need to be maintained in our Year 1 and 2 class, to ensure that the improved results in 2017 are both sustained and built upon. 50 % of both the Year Ones and Year Twos are   At the Standard. Our target will be to maintain these standards of performance and to move the three Year I students, who are Below, to At   and the one Year 2 pupil, who is Below, also to At.
2. The 82 % of our Year 4 and Year 5 students, who are either **At** or **Above** the standard, was a most welcomed result.
   The concern is the 60% of the Year 3's, who are **Below** or **Well Below** the Standard and our target will be to raise the two pupils, who are Well Below to Below by the year's end. Our target will be to raise the one Year 3 Below pupil to be At the Standard by the end of the year.
3. All of our Year 8 students were either **At** or **Above** the National Standard in Mathematics, which sees them well prepared for their transition to High School. As with Kowhai and Totara the challenge will be to maintain and build upon these much improved results in Mathematics. Our target will be to maintain the 82% of the Kauri and 71 % of Totara, who are either At or Above the Standard, to be At or Above by the close of 2018.

Student Achievement across the School for Maths 2017

Curriculum Level	After One Year	After two Years	After three years	End of year 4	End of year 5	End of year 6	End of year 7	End of year 8	
5									
5								1	Above
4							1	4	At
4						1	6	0	Below
3				3	1	1	0		Well Below
3				2	3	0	1		
2			2	3	2	0			
2		0	0	1	0				
1	0	4	1	0					

In 2017, the comparable shifts from the Mid-Year to the End of Year results was higher than the previous year. We would attribute the improvement in this shift to our PLD programme for Mathematics. It is most satisfying to observe that 100 % of our Year 8 leavers are **At** or **Above** the National Standard as they conclude their time at MCS. There are also Mathematical strengths endorsed in Years 3, 4, 5, 6 and 7. There is only three in the **Well Below** at the end of 2017

4	4	2
1	0	
0		

Actions to Achieve Targets	Who is responsible?	Budget	Timeframe
1. Ensure assessment data of learners is accurate and up to date.	All Staff	Teachers' resource	Beginning of Term 1 On-going
2. Continue to identify and record consistent school approaches that promote and support numeracy development.	DP	DP release	Term 1-2
3. Teaching practices reviewed to identify what is working and what needs to be adapted	All staff	PD	On-going
4. Continue initiatives/interventions to support learners who are under-achieving.	All staff	Teacher aide hours.	On-going
5. Staff meetings to reflect on difficulties and problems, specific areas of numeracy, common computational and arithmetic errors, common ESOL difficulties, celebration of student achievement.	All staff	SENCO	On-going
6. Continue iPads resources for Mathletics etc	Principal/DP/All staff	IT	Term 2
7. Professional Learning Development: successful funding to be utilized with a trained facilitator leading.	DP/All staff	Curriculum budget	On-going
8. Professional Development /Leadership with reporting back to staff with ideas, suggestions and activities.	All staff	PD	Ongoing
9. Mathematics' meetings attended by DP with reporting back to staff with ideas, suggestions and activities.	DP Principal	Release to attend leadership meetings	Once per term.
10. Specific feedback, support and coaching for classroom teachers after observations	DP Principal	Release time for observations, feedback and coaching.	On-going
11. Analyse end of year data to inform BOT and parents.	Principal	Principal	Term 4