

CROMWELL PRIMARY SCHOOL CHARTER

2017-2019

“Making a Difference”

“Iti kārearea kahikatea ka taea”



INTRODUCTORY SECTION

Mission Statement

Vision

Values

Cultural Diversity

Guiding Principles

- At Cromwell Primary School we are committed to...**
- Providing** a welcoming and inclusive environment for all learners and their families to our school community.
 - Teachers** who see learning through the eyes of their students, students who see themselves as their own teachers.
 - Creating** an environment where learner agency is promoted, students are empowered to lead their own learning, achieve against the KC's, all learning areas of the NZC & National Standards in Reading, Writing and Maths.
 - Fostering** an environment that appreciates individuality diversity, encourages hard work and effort & celebrates success.
 - Providing** a safe environment for all, emotionally, socially and physically.
 - Delivering** a curriculum that enables students to become confident, connected, actively involved, innovative, creative thinkers & effective users of communication tools through digital technology.
 - Developing** positive partnerships within our community of learners.
 - Utilising** our unique environment in Cromwell - resources, places & people in our "World of Difference".



Charter 2018

"Making a Difference"
"Iti karearea kahikatea ka taea"

Mission Statement

At Cromwell Primary School we are making a difference as confident, connected, actively involved, lifelong learners.

We Aim To Develop

- Confident learners who...**
See themselves as their own teachers and know themselves as learners
Strive for excellence by being the best they can be
Are self-motivated, resourceful, happy and well-rounded
Display a growth mindset and see challenge as opportunity.
- Connected learners who...**
Are positive in their own identity by being themselves
Relate well to others
Are effective users of communication tools
Contribute to our school community
Are culturally aware and celebrate difference
- Actively involved learners who...**
Work collaboratively
Pursue leadership opportunities
Are physically active
Show respect for themselves, others and their environment
Are enterprising and entrepreneurial
Use our school values
- Lifelong learners...**
Love learning with a sense of awe and wonder & take risks
Persevere & problem solve
Set goals, make plans, monitor progress towards goals
Self-managing & self directed
Know learning is 24/7, anytime
Understand their part in creating a future

Cromwell Primary School's Values Tools

HONESTY:

- ✓ telling the truth and accepting responsibility for our actions
- ✓ being able to be trusted
- ✓ learning from our mistakes
- ✓ using reflection to help us learn

EXCELLENCE:

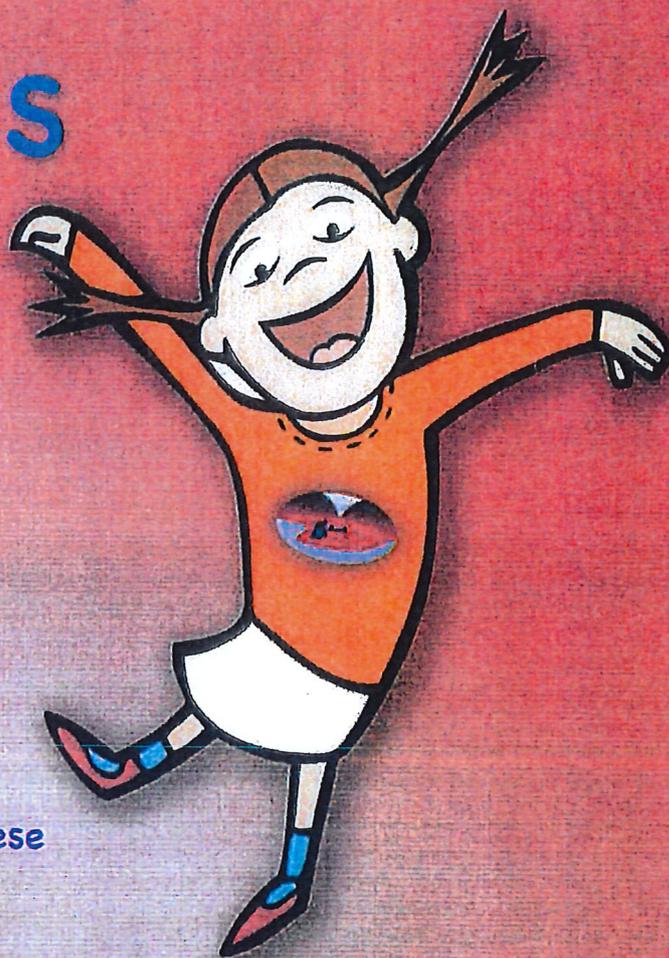
- ✓ always trying our best
- ✓ producing work we feel proud of
- ✓ having a positive attitude towards everything we do
- ✓ setting goals and striving to achieve these

RESPECT:

- ✓ co-operating, following instructions and using good manners
- ✓ sharing and including others by being friendly and caring
- ✓ valuing everybody by accepting and appreciating differences
- ✓ helping to solve problems

CONTRIBUTION

- ✓ being an active learner in the classroom
- ✓ showing commitment and initiative to take on roles in class, around school and in our community
- ✓ demonstrating pride by being a positive school role model
- ✓ caring for the environment and working towards sustainability



**CROMWELL
PRIMARY SCHOOL**

Cultural Diversity

NATIONAL EDUCATION GOALS

We will be guided by the following priorities:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013-2017
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori and New Zealand's role in the Pacific and as a member of the international community of nations.

WHAT CROMWELL PRIMARY SCHOOL IS DOING TO REFLECT THE CULTURAL DIVERSITY IN NEW ZEALAND

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders is recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society. In response to other cultures we may offer optional language classes and deliver ESOL programmes for learners where English is their second language.

WE WILL RECOGNISE AND VALUE THE UNIQUE POSITION OF MĀORI INTO THE SCHOOL CURRICULUM

We will ensure that all learners will have the opportunity to acquire basic Te Reo and understanding of conversational language (e.g greetings, classroom instructions, local places, names). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

WHAT REASONABLE STEPS WILL BE TAKEN TO INCORPORATE TIKANGA MĀORI INTO THE SCHOOL CURRICULUM?

Te Reo will be integrated across the curriculum with our Māori Curriculum Team supporting ongoing professional learning and development for staff and on an as-needs basis for individual teachers. The National Anthem will be sung in both Māori and English with sensitivity to the role of the Māori children. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join either Beginners or Performance Kapa Haka Groups with student having opportunities to perform in the school, locally and at Regional Polyfest Events.

TO ENSURE EQUITABLE OUTCOMES FOR MĀORI.

We will identify learners who are at risk of not achieving or have special needs so that programmes and resources can be targeted to cater for individual needs.

REPORTING TO THE BOARD OF TRUSTEES

Reporting of the achievement of Māori learners will be ongoing ensuring targets are set and resourcing is put in place.

MĀORI COMMUNITY CONSULTATION

To discover the views and concerns of the Māori Community, consultation will take place with the school's Māori community to develop and make know policies, plans and targets for improving achievements of Māori students. There will be consultation with local iwi on issues relating to protocol.

WHAT WILL THE SCHOOL DO TO PROVIDE FULL-TIME INSTRUCTION IN TE REO MĀORI FOR PARENTS WHO ASK FOR IT FOR THEIR CHILDREN?

All such requests will be given full and careful consideration by the Board of Trustees with regard to personnel with the appropriate skills and qualifications, the overall school financial position, resources and the availability of accommodating this within the school.

CROMWELL PRIMARY SCHOOL IS COMMITTED TO IMPROVING THE LEARNING OUTCOMES FOR MĀORI STUDENTS THROUGH PROVISION OF

- The opportunity to learn Te Reo Māori during weekly sessions.
- The opportunity to learn Māori tikanga through integration of cultural dimensions across all learning.
- The opportunity to be part of Kapa Haka Groups, to learn waiata and te reo kori.
- The opportunity to experience Māori protocol and traditions through powhiri (every term), hangi (biannual), cultural exchanges with local schools.
- The development of our school environment that celebrates the bicultural nature of NZ – greetings, signage, cultural protocol, native plantings, whakatauki, school haka and our school waiata (Kopuwai)
- An expectation to achieve high standards and to perform well in relation to the National Standards in Reading, Writing and Mathematics.
- The opportunity to perform at the Murihiku Polyfest, Year 4 annual trip to Te Rau Aroha Marae(Bluff)
- The opportunity for our Māori students to experience success as Māori.



Strategic Plan

2017-2019

ERO RECOMMENDATIONS

Report Dated 17 November 2015 – Next Review Term 3 2019/2020

Findings

This is a high-performing school. It has a broad, deep and innovative curriculum. Students are excited about their learning. They see themselves as both learners and teachers. Increasingly they lead their learning and confidently talk about their progress, achievement and next learning steps. Thinking skills and digital literacy are strongly emphasised. Students achieve very well against the National Standards. ERO is likely to carry out the next review in four-five years.

Learning & Curriculum

No next steps identified

How effectively does the school promote educational success for Māori as Māori?

Teachers are keen to further develop their cultural competency and language skills.

Sustainable Performance

The next step is for the school to review and simplify its strategic plan (including sections relating to Māori and Pacific). The strategic plan could better reflect the school's key priorities.

2017 Cromwell Primary School Context

<p>Progress and Achievement of Students.</p>	<p>Students achieve at high levels in reading, writing and mathematics against National Standards. Over the period 2011-2015 writing and mathematics results have significantly improved.</p> <p>2016 overall student achievement was as follows:</p> <p>Reading – 97.9% of students working at or above National Standards Writing – 82.9% of students working at or above National Standards Mathematics – 92.6% of students achieving at or above National Standards</p> <p>2016 Māori student overall achievement was as follows:</p> <p>Reading – 100% of students working at or above National Standards Writing – 87.6% of students working at or above National Standards Mathematics – 96.9% of students working at or above National Standards</p> <p>2016 overall Pasifika student achievement was as follows:</p> <p>Reading - 100% of students working at National Standards Writing - 100% of students working at or above National Standards Mathematics – 100% working at or above National Standards</p> <p>2016 annual targets data analysis from reading, writing and mathematics shows that we are sustaining high performance in reading and mathematics. There has been some progress evident in writing, but this continues to be an area of focus for the school, particularly our boys. Student achievement data also highlights positive progress for students working below National Standards, Māori and Pasifika students. We aim to ensure that student progress continues at greater than 0.4 effect size for the year (John Hattie’s Visible Learning Research). All students working below are part of annual targets set in relation to National Standards and for reporting to the BOT (refer to targets for raising achievement)</p>
<p>Student Engagement</p>	<p>Collecting, analysing and using student voice is an integral part of what happens at Cromwell Primary School. We will continue to seek feedback from our students and to use this to help us identify how we can further raise student achievement. All teachers gather student voice in a variety of ways and use this as part of their planning, teaching and learning programmes. To date we have gathered student voice relating to attitudes to writing and mathematics, group starts to school, collaborative/digital learning environments & student wellbeing. In 2017 we intend to extend this practice and look for opportunities to collect and use student voice in other areas of the school.</p>

<p>School Organisation and Structures</p>	<p>Cromwell Primary School is organised into three teaching teams – Hārewa (NE-Y2), Kārearea (Years 3/4) & Ako (Years 5/6). All team names link to our school logo and whakatauki which connect the flight of the smallest native falcon “kārearea” (seen in our school logo) to the top of the tallest tree to our children leaving the nest, taking flight and experiencing learning in environments that promote reciprocal and tuakana/teina learning. The Leadership Team consists of the Principal & the three Team Leaders. The distributive leadership model is evident in the school where staff skills and strengths are valued and used. All staff is regarded as being leaders – of their own learning or professionally across the school. Health & Safety of staff and students is paramount at this school and all policies and procedures reflect this focus. We have recently appointed a designated Health & Safety Site Rep who has undertaken comprehensive training for this role. We are a fully restorative school with practices well embedded. Our “Levels of Responsibility” in every classroom place the focus on students managing themselves, as they develop personal responsibility for their behaviour and actions. Currently the school is experiencing significant roll growth with a new classroom underway at present and a multipurpose building about to go to tender (MOE contribution \$200,000 of a \$1,300,000 project). This facility will add significant value to our school property portfolio. We will begin preparing a concept plan for the MLE upgrade of the Years 5/6 area this year to achieve our vision of providing the best possible collaborative/digital learning environments for our students.</p>
<p>Review of Charter and Consultation</p>	<p>Regular self-review is an integral part of the school operational structures. Self-review falls into three categories:</p> <ul style="list-style-type: none"> • Strategic self-review is long term an overarching form of self-review, which focuses on evaluating how well our school is achieving its mission, vision and strategic goals and can support decisions about our direction and priorities. • Regular (or planned) self-reviews are about ‘business as usual’ reviews. These are smaller, focused and ongoing (e.g bus safety, homework). This kind of self-review feeds information into our strategic self-review. • Emergent (or spontaneous) self-reviews are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with our school’s overall goals and feed into other reviews.

Self Review Schedule for the Board of Trustees 2018

Strategic Aim	Review Type	Time	BOT Review Questions
<p>Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds national standards in literacy and mathematics.</p>	<p>Strategic Annual Goals 1 & 2 Teacher Appraisal Process</p>	<p>Terms 1-3 Mid Year Progress Report Term 4 NAG 2Ac Reporting March 1st 2018</p>	<p>Are our students on track? Is resourcing meeting the needs? Is the professional learning making a difference to the learning of our students? How do we know? Have we achieved our targets? What is our data telling us that we need to prioritise for in 2018? How are our priority learners doing? What progress is evident for those not yet reaching the standards? How effective are our Literacy Bridge & MST interventions? What budget/PLD will need to be considered for 2018?</p>
<p>Life Long Learners: Developing learners who have the skills and attitudes that will prepare them for ongoing learning.</p>	<p>Strategic Annual Goal 3 Teacher Appraisal Process</p>	<p>Terms 1-4</p>	<p>What evidence do we have that our students are building assessment capability? Does our student achievement data reflect students who are developing assessment capability? What are the indicators of an assessment capable student in classrooms? What resources are available to support ongoing student development in this area? How are the New Pedagogies for Deep Learning 6Cs being introduced in classrooms? What support has been provided for teachers during this introduction stage?</p>
<p>Connecting with our community by actively engaging in respectful relationships within our community of learning for the benefit of all learners.</p>	<p>Strategic Annual Goal 4</p>	<p>Terms 1-4</p>	<p>What opportunities have been offered to parents to help develop their confidence and skill levels so they can better support their children at home? What evidence do we have of higher levels of parental engagement in the learning process as a result?</p>

<p>Preparing our practices for the future as responsible, connected, sustainable, global citizens.</p> <p>Finance & Property</p> <p>Review 2016 spending, prepare and adopt 2017 budget.</p> <p>Review 5YA & 10YP to identify any projects/work not completed and set up programme for 2018</p>		<p>Regular NAG 4</p>	<p>Term 1</p>	<p>Has this had any impact on student progress & achievement? How do we know?</p> <p>BOT analyse Annual Financial Accounts to identify areas of over & underspending in 2017.</p> <p>What areas of school spending need to be increased for 2018 as a result of this analysis?</p> <p>What progress have our priority learners made? Check budgets for Learning Support Staff & programmes.</p> <p>What evidence do we have that curriculum budgets set for Literacy & Mathematics in 2017 have had a positive impact on student achievement?</p> <p>Which projects have not been completed in 2017, what are the reasons for this, what impact will this have on the 2018 budget?</p> <p>What property work is identified for 5YA/10YP in 2018?</p>
<p>Health & Safety</p> <p>Update student health & contact details</p> <p>Student 2017 well-being survey analysed.</p> <p>2018 Student Well-Being Survey</p> <p>Cyber Safety & Anti Bullying Policies & Procedures</p>	<p>Regular NAG 5</p>	<p>Term 1</p> <p>Term 4</p> <p>Term 3</p>	<p>Term 1</p>	<p>What are the areas of the well-being survey that scored the lowest? What are implications of this for 2018?</p> <p>What actions are staff planning to take to improve or address this area that has been identified?</p> <p>What questions do we need to include in 2018 to ensure we gather student voice and identify progress?</p> <p>What policies and procedures do we have in place to prevent incidents involving the misuse of the internet and bullying?</p> <p>What tracking information do we have of incidents involving bullying?</p>
<p>Self-Review – Policies & Procedures</p>	<p>Regular NAG 2</p>	<p>Term 1</p>	<p>Term 1</p>	<p>What policies and procedures do we have currently? Are these still relevant in relation to the direction of the school and new MOE policies post NS?</p>

Strategic Plan 2017-2019

This plan outlines Cromwell Primary School's direction and focus areas for the next 3-5 years.

BOT Consultation via Google Survey & Parent Education Evening "Most Likely to Succeed" T4, 2016

Strategic Goal 1: Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds National Standards in Literacy and Mathematics.

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
1A. Student Achievement Outcomes for all students are improved including priority students (Māori, Pasifika, students with special education needs & students from low-socio-economic backgrounds).	2016 EoY Data 97.9% at or above in reading 82.9% at or above in writing 92.6% at or above in maths Māori & Pasifika 100% at or above in reading 87.6% at or above in writing 96.9% at or above in maths Priority Learners Maori & Pasifika students not achieving the standards identified & IEPs in place. Students not achieving the 0.4 effect size in progress or not achieving the standards Students with special needs & from low socio economic backgrounds	Maintain 90% plus students achieving/exceeding NS in Reading, & Maths. 85% student achieving writing standards 83% boys achieving writing standard. Maintaining high level of achievement for Māori & Pasifika students. Priority Learners Maori & Pasifika students not achieving the standards identified & IEPs in place. Students not achieving the 0.4 effect size in progress or not achieving the standards Students with special needs & from low socio economic backgrounds	Maintain 90% plus students achieving/exceeding NS in Reading, & Maths. 85% student achieving writing standards 85% boys achieving writing standard. Maintaining high level of achievement for Māori & Pasifika students. Priority Learners Maori & Pasifika students not achieving the standards identified & IEPs in place. Students not achieving the 0.4 effect size in progress or not achieving the standards Students with special needs & from low socio economic backgrounds	High student progress and achievement in Literacy & Mathematics. Improved achievement data in boys' writing High Māori & Pasifika achievement in Literacy & Mathematics Accelerated progress of priority students from below towards achieving National Standards Increased percentage of students working above the NS.	

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Expected Outcome
<p>1B. Professional Learning & Development that expands & refines pedagogical practice to ensure we are providing the best possible outcomes for our students</p>	<p>Professional learning & development linked to school focus areas, National Standards areas (Reading, Writing, Mathematics) and through teacher appraisal system.</p> <p>Literacy & Mathematics Symposiums (Dn)</p> <p>Pam Hook (SOLO) Teacher Inquiry (appraisal)</p> <p>CoL writing challenge has been identified but is not yet completed – leadership appointments need to be made</p> <p>Whole staff PLD philosophy ensures all staff clear about direction & expectations through shared experiences & learning.</p>	<p>Professional learning & development linked to identified school focus areas and through teacher appraisal system.</p> <p>Report on innovations, ideas from Literacy & Mathematics Symposium being used and shared.</p> <p>Teachers exploring the use of digital technology to enhance engagement in writing</p> <p>CoL – PLD application linked to identified writing challenge</p> <p>Pam Hook PLD being implemented into writing programmes & used for assessment purposes</p> <p>Induction Programme for new teachers</p>	<p>Professional learning & development linked to identified school focus areas and through teacher appraisal system.</p> <p>Sharing of best practice from professional learning opportunities including Literacy Symposium</p> <p>Pam Hook</p> <p>CoL – PLD programme</p> <p>Lead Teacher Literacy reviewing impact of work midway, through observations, team meetings & shared analysis of NS writing data & progress of students with IEPs</p> <p>Induction Programme for new teachers</p>	<p>Professional learning & development linked to identified school focus areas and through teacher appraisal system.</p> <p>Sharing of best practice from professional learning opportunities including Literacy Symposium</p> <p>Pam Hook</p> <p>CoL – PLD programme</p> <p>Lead Teacher Literacy reviewing impact of work midway, through observations, team meetings & shared analysis of NS writing data & progress of students with IEPs</p> <p>Induction Programme for new teachers</p>	<p>Consistency of teaching of writing process through use of SOLO Taxonomy.</p> <p>Evidence of the impact of new strategies being used through improved student achievement, especially for boys.</p> <p>Higher levels of collaborative & digital teaching and learning evident.</p> <p>New learning for teachers based on individual teacher writing inquiry</p> <p>CoL Writing challenge approved.</p>

Strategic Goal 2: Lifelong Learning by developing learners who have the skills and attitudes that will prepare them for ongoing learning in a connected world.

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>2A. Visible Learning Teaching and Learning are underpinned by the visible learning philosophy “when teachers see learning through the eyes of their students and students see themselves as their own teacher”.</p>	<p>Visible Learning practices & growth mindsets are embedded in each classroom. Specific walk throughs in 2016 confirmed that all teachers were using the expected language and practices associated with VL. Teachers know how to use effect size calculations to show rate of progress & effective teaching (Hattie). School roll growth has meant we have 5 new staff to induct into our Visible Learning Philosophy & practices associated with this. Review of our learning model and associated learner powers has identified we have too many learner powers to really deeply embed. To provide clarity for teachers around the skills and attitudes Visible Learners have we are planning to develop a CPS Graduate Learner Profile.</p>	<p>Walkthroughs by teachers clarifying what makes a Visible Learning Classroom Environment conducive to learning (sustaining Visible Learning). BOT Report constructed based on teachers’ feedback on key features, practices by Senior Leadership Team. Senior Team Leaders walkthroughs linked to Effective Feedback (VL1 Pge73) Staff Induction Programme for new staff – Visible Learning led by Senior Leader Personnel</p>	<p>Visible Learning Action Plan reviewed & new three year plan developed. Milestones as per Visible Learning Action Plan 2018. Staff Induction Programme for new staff – Visible Learning led by Senior Leader Personnel</p>	<p>Milestones as per Visible Learning Action Plan for 2019 Staff Induction Programme for new staff – Visible Learning led by Senior Leader Personnel Teachers using learner powers to underpin expectations of skills and attitudes we expect of our student. Survey Years 7/8 teachers from college to provide feedback about how CPS students are applying lifelong learner skills beyond our school.</p>	<p>Cromwell Primary School is a Visible Learning School.</p> <p>Visible Learning & Growth Mindset Philosophy evident in all aspects of teaching and learning across the school.</p> <p>Student know themselves as learners and see themselves as their own teachers.</p> <p>Visible Learning Teacher Mindframes used to underpin teaching & professional practice.</p>
<p>Growth Mindset Students and staff demonstrating a growth mindset towards all learning.</p>	<p>Teachers using learner powers to underpin expectations of skills and attitudes we expect of our student. Focus on areas of need within individual classes. Teachers using indicators to underpin focus area in class programmes, especially the Term 1 Inquiry “Learning to Learn”</p>	<p>Teaching Teams refine learner powers to six key powers. Teaching Teams develop year level indicators of our Visible Learner Graduate Profile.</p>			

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>2B. Digitally & collaborative capable students & teachers.</p>	<p>Equitable access to reliable technologies & infrastructure that meets all need is sustained across the online environment</p> <p>Teachers PLD – Mindlab Post Grad Paper (3) Digital & Collaborative Leadership</p> <p>Ako (Years 5/6) collaborative learning environment</p> <p>Digital Learning Hub operating in Ako (Years 5/6) 1:2 devices in Karearea (Years 3/4), YO-2 ipads & PCs</p> <p>Teaching & Learning Provision of budget to support IT development annually (chromebooks, ipads), PLD opportunities</p> <p>Blended Learning Strategic Plan reviewed. New plan needs to be developed for 2017-2019 based on identifying focus dimensions for teaching and learning.</p>	<p>New Learning Hub for Year 1 project completed and operating as digital & collaborative hub.</p> <p>Concept plans to develop physical environment ILE upgrade of Ako completed</p> <p>Action Research Project for teachers involved with Mindlab (3).</p> <p>PLD staff – U-Learn (2), GAPE (3), Shotover Primary 21st Century Conference (1)</p> <p>New Digital Learning Plan for 2017-2019 completed</p> <p>Dimensions for teaching & learning identified. Relevant Professional Learning & Development</p> <p>Developing shared understanding of blended digital & collaborative teaching & learning.</p> <p>Leadership from teachers with postgraduate qualification across the teams, goals set.</p>	<p>Implementation of Digital Learning Action Plan for 2018</p> <p>Teacher inquiry involves blended learning approach.</p> <p>Tuakana/teina approach expert teaching novice.</p> <p>Ako philosophy with reciprocal learning evident.</p> <p>Year 1 Learning Hub implementing digital & collaborative strategies.</p> <p>PLD as required.</p> <p>Leadership from staff experts across the school</p> <p>Blended Learning Strategic Plan reviewed.</p>	<p>Implementation of Learning Action Plan for 2019</p> <p>Teacher inquiry involves blended learning approach.</p> <p>Tuakana/teina approach expert teaching novice.</p> <p>Ako philosophy with reciprocal learning evident.</p> <p>Year 1 Learning Hub implementing digital & collaborative strategies.</p> <p>PLD as required.</p> <p>Leadership from staff experts across the school</p> <p>Blended Learning Strategic Plan reviewed. Identify needs & direction for new three year plan.</p>	<p>Leadership innovating the growth of digital literacy and use of digital technologies as part of ILEs (Innovative Learning Environments).</p> <p>Teachers demonstrate growing level of knowledge about digital & collaborative (blended learning) environments in practice.</p> <p>Student centred & directed, authentic, collaborative learning, digital literacy is enhanced by ubiquitous digital technologies</p> <p>Blended communications enhance the way partnerships actively engage in sustained response to the impact of digital technologies</p> <p>Students actively engaged in learning through blended approach.</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Expected Outcome
<p>2C. Assessment Capable Learners</p> <p>John Hattie's Visible Learning Framework.</p>	<p>School embedded Visible Learning when teachers see learning through the eyes of the students and students see themselves as their own teachers.</p> <p>Students in Ako (Years 5/6) being taught how to analyse their own assessments tasks & results and use these to identify next learning steps.</p> <p>Online profiles for Years 5/6</p> <p>Registered as PaCT School. The journey is beginning....</p> <p>SOLO being used as a tool for teaching and learning. Reports to BOT in rich learning areas with focus on individual shift in thinking & understanding.</p> <p>Levels of Responsibility providing students across the school with visible feedback about their self-management skills.</p> <p>Visible Learning Plan reviewed and new for 2017-2019 to be developed</p>	<p>Visible Learning Plan for 2017-2019 developed. Key focus areas identified with 2017 being effective feedback.</p> <p>Improving how teachers interpret assessment scores, understand and utilise their data. PaCT workshops (refer to plan)</p> <p>Using Edge assessment information to identify progress, acceleration, trend, patterns. Teachers sharing evidence of a report/reports they have produced from Edge and how they have used these to enhance students' learning. (teacher appraisal)</p> <p>Developing student understanding of learning progressions by tracking progress against learning criteria, PaCT, E-asTTle</p> <p>Evidence of teachers using at least one of the student assessment templates or toolbox strategies for teachers to focus learning on developing assessment capability. (teacher appraisal)</p>	<p>Visible Learning Plan 2017 reviewed. Key focus area for 2018 identified.</p> <p>New assessment models being explored – learning analytics. (NZ Education in 2025. Lifelong Learners in a Connected World). School statement on what this means for us through back-mapping process.</p> <p>Using Edge assessment information to identify progress, acceleration, trend, patterns.</p> <p>Use of PaCT being extended across school.</p>	<p>Visible Learning Plan 2018 reviewed. Key focus area for 2019 identified.</p> <p>New assessment models being explored – Learning Analytics. (NZ Education in 2025. Lifelong Learners in a Connected World).</p> <p>ERO Review & Report to provide feedback on how the school has progressed with developing assessment capable learners</p> <p>Using Edge assessment information to identify progress, acceleration, trend, patterns.</p> <p>Use of PaCT being extended across school.</p> <p>Review Three Year Action Plan & gather/collate data necessary for new plan</p>	<p>Assessment capable students who understand assessment tools being used and what their results mean.</p> <p>Students who can self assess by tracking & monitoring their own progress.</p> <p>Students who use self-regulation skills, are self-directing and who show a growth mindset towards the challenges of new learning.</p> <p>Students who can articulate what they are learning (and why), how they are learning (strategies they use), can articulate their next learning steps.</p> <p>Students who have metacognitive skills and can talk about these (systematic planning, memory, abstract & critical thinking, problem-solving).</p> <p>Students who ask questions and actively seek feedback.</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Expected Outcome
<p>2D. Student voice Deliberate strategies designed and used to seek student voice and deepen learning partnerships.</p>	<p>Student voice being gathered through Google Surveys, 1:1 interviews, focus groups – Well-Being & Exit Surveys</p> <p>Student attitudinal surveys being used to gather student voice as part of Annual Target actions included in Literacy & Mathematics surveys.</p> <p>Visible Learning – focus groups, 1:1 interviews</p> <p>Circle Time linked to Restorative Practice providing a specific framework for student voice to be heard.</p> <p>Student Led Conferences for sharing learning progress with whānau</p>	<p>2016 surveys analysed and any required actions addressed or explored as a result.</p> <p>Visible Learning – student feedback to teacher in response to specific questions asked post teaching sessions.(teacher appraisal action</p> <p>Teachers seeking and using student voice to tailor learning to meet needs of individuals more effectively</p> <p>Student Led Learning Conferences</p> <p>BOT consider student responses in relation to collaborative, digital environments, PLD, budgets</p> <p>Google Platform being used widely to gather student voice.</p> <p>Year 1 focus group interviews</p> <p>Focus Group established to provide student voice about school direction over next three years – digital, collaborative, self-directed & assessment capable learners, Levels of Responsibility, learner agency,</p>	<p>2017 surveys analysed and any required actions addressed or explored as a result.</p> <p>Visible Learning – student feedback to teacher about their practice and effectiveness in response to specific questions from teacher after a teaching session.(teacher appraisal action)</p> <p>Teachers seeking and using student voice to tailor learning to meet needs of individuals more effectively</p> <p>Gather student voice linked to annual achievement targets, school review areas</p> <p>Student Led Learning Conferences</p> <p>Year 2 Focus group interviews.</p> <p>Focus Group established to provide student voice about school direction over next three years – digital, collaborative, self-directed & assessment capable learners, Levels of Responsibility, learner agency,</p>	<p>2018 surveys analysed and any required actions addressed or explored as a result.</p> <p>Visible Learning – student feedback to teacher about their practice and effectiveness in response to specific questions from teacher after a teaching session.(teacher appraisal</p> <p>Teachers seeking and using student voice to tailor learning to meet needs of individuals more effectively</p> <p>Gather student voice linked to annual achievement targets, school review areas</p> <p>Student Led Learning Conferences</p> <p>Year 3 Focus group interviews.</p> <p>How have we gone over the three years? What changes have occurred? What can we learn from this? What do we need to do next?</p>	<p>Student voice is being used to inform teaching and learning.</p> <p>Student voice used to provide feedback to teachers about how to strengthen & improve their practice.</p> <p>Teachers designing learning based on students' needs through responsive practices linked to student voice.</p>

Strategic Goal 3: Connecting with our community by actively engaging in respectful relationships within our community of learning for the benefit of all learners.

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>3A. Whānau engagement in and connection to the learning process.</p> <p>“It takes a village to raise a child and a community to educate a young person”</p>	<p>Most parents attend Student Goal Setting Meetings & Student Led Conferences.</p> <p>Very few parents accessing Years 5/6 Team planning online to support their children’s learning at home.</p> <p>Priority learners – those not achieving NS need more support from home</p> <p>Many parents supporting school activities such as EOTC Week, School Fairs at the lower end of the engagement spectrum.</p> <p>20% parents attend Parent Education Evenings – “Most Likely to Succeed DVD Night for example.</p> <p>Community Consultation Process annually, parent voice used to help inform direction of localised curriculum.</p> <p>Parent Curriculum Reference Group. Identify topics for 2017</p>	<p>Visible Learning for whanau. Making the learning process visible for parents – class blogs updated, online portals, parent education opportunities.</p> <p>Ako Team Inquiry MIndlab Post Graduate Action Research Project – connecting parents with their child’s learning through the online environment.</p> <p>Access to the NZC for parents through workshops designed to increase their confidence & skill level when helping students at home.</p> <p>e.g “Reading Together” Teacher Inquiry MIST 1:1 Parent sessions Ako Student/Parent Workshops based on how learning happens and is accessed in Ako</p> <p>Community Consultation New family induction meeting introduced. Parent Curriculum Reference Group – Identify topics for 2018</p>	<p>Visible Learning for whanau. Making the learning process visible for parents – class blogs updated, online portals, parent education opportunities.</p> <p>Ako Teachers taking leadership role across the school in order to achieve higher levels of engagement by parents with their child’s learning. Other teachers investigating planning being available online for parents to access.</p> <p>Access to the NZC in relation to their own children’s learning through developing workshops designed to increase their confidence & skill level when helping students at home.</p> <p>Areas identified at end of 2018 based on needs analysis & NS data.</p> <p>Community Consultation Process based on BOT identified need & charter review process.</p> <p>Parent Curriculum Reference Group –review of group, what have we learnt? Where to next?</p>	<p>Visible Learning for whanau. Making the learning process visible for parents – class blogs updated, online portals, parent education opportunities.</p> <p>Ako Teachers taking leadership role across the school in order to achieve higher levels of engagement by parents with their child’s learning. Other teachers investigating planning being available online for parents to access.</p> <p>Access to the NZC in relation to their own children’s learning through developing workshops designed to increase their confidence & skill level when helping students at home.</p> <p>Areas identified at end of 2018 based on needs analysis & NS data.</p> <p>Community Consultation Process based on BOT identified need & charter review process.</p> <p>Parent Curriculum Reference Group –review of group, what have we learnt? Where to next?</p>	<p>Strong relationships between home and school have a positive impact on student achievement.</p> <p>Whānau knowledge of the NZC is strengthened.</p> <p>Whānau have greater confidence and skills to support their children at home with their learning.</p> <p>Parent voice helping to inform school curriculum decisions & direction</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>3B. Developing Leadership & Citizenship</p>	<p>School Council – an elected representative from each class bringing feedback to council. Learning about Democratic Process.</p> <p>Year 6 Leadership Strategy with all students applying for roles of interest – Transition Buddies, PE, ICT etc</p> <p>National Young Leaders Day for House Leaders, Senior School Councillors</p> <p>Community Crusaders initiative connecting with elderly resident ins community</p> <p>Year 4 Peer Mediators in action in playground Undertake Mediation Training</p>	<p>School Council elected and being guided by the three principles of the council: Caring for environment Raising funds for an identified charity Making a Difference in our school.</p> <p>Year 6 Leaders active in their roles across the school.</p> <p>National Young Leaders Day Conference (Dunedin)</p> <p>Community Crusaders T3</p> <p>Year 4 Peer Mediators in action in playground Mediation training completed</p>	<p>School Council elected and being guided by the three principles of the council: Caring for environment Raising funds for an identified charity Making a Difference in our school.</p> <p>Year 6 Leaders active in their roles across the school.</p> <p>National Young Leaders Day Conference (Dunedin)</p> <p>Community Crusaders T3</p> <p>Year 4 Peer Mediators in action in the playground Mediation training completed</p>	<p>School Council elected and being guided by the three principles of the council: Caring for environment Raising funds for an identified charity Making a Difference in our school.</p> <p>Year 6 Leaders active in their roles across the school.</p> <p>National Young Leaders Day Conference (Dunedin)</p> <p>Community Crusaders T3</p> <p>Year 4 Peer Mediators in action I the playground. Mediation training completed.</p>	<p>Living our school value of contribution through service to the school and wider community.</p> <p>Developing good citizens by encouraging our students to be the best they can be.</p> <p>Key competencies in action – participating and contributing & relating to others.</p> <p>NZC Principle of Community Engagement underpinning school initiatives.</p> <p>Students & staff implementing restorative practices to resolve conflict.</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>3C. Cultural Responsiveness</p>	<p>Māori/Pasifika Whānau Hui well-attended with right structures in place.</p> <p>Whānau engagement with learning needs to be strengthened.</p> <p>Māori Team supporting development of cultural responsiveness across the school.</p> <p>Need to unpack Tataiako Cultural Competence for Teachers as part of review of teacher appraisal process.</p> <p>Specialist Māori teacher employed for 1.5 hours per week to support Kapa Haka & Te Reo Language Programmes & teacher professional development.</p> <p>Kapa Haka Performance & Beginners Groups available to students.</p> <p>Participation in Polyfest. Year 4 Marae Trip annually Biannual school hangī Annual powhiri for Year 6 leavers at Cromwell College.</p> <p>3 yearly community consultation hui involving Cromwell College & Goldfields School</p>	<p>Māori Team review 2016 Plan & set priorities for 2017</p> <p>Introducing powhiri welcome every term for new students, staff & whānau.</p> <p>Teachers know iwi & Pasifika origins of their students.</p> <p>PLD for teachers unpacking Tataiako.</p> <p>Connecting with tangata whenua through Te Roopu Awahina.Uruuruwhenua Forum.</p> <p>School Audit of School Environment reflecting on how it reflects the bicultural nature of NZ by Māori Team.</p> <p>Community Consultation Hui to share student achievement data, reflect on what it means to be Māori at Cromwell Primary, how we are performing as a school & identify any goals for the year.</p>	<p>Māori Team review 2017 Plan & set priorities for 2017</p> <p>Welcome powhiri each term with different staff members having opportunity to take a lead.</p> <p>Teachers know iwi & Pasifika origins of their students.</p> <p>Teachers linking practices to Tataiako indicators.</p> <p>Te Roopu developing relationship with our school by attending at least one event.</p> <p>Developing at least one action identified from 2017 audit of school environment.</p> <p>Community Consultation Hui to share student achievement data, reflect on what it means to be Māori at Cromwell Primary, how we are performing as a school & identify any goals for the year.</p> <p>3 yearly community consultation hui involving Cromwell College & Goldfields School</p>	<p>Māori Team review 2018 Plan & set priorities for 2019</p> <p>Welcome powhiri each term with different staff members having opportunity to take a lead.</p> <p>Teachers know iwi & Pasifika origins of their students.</p> <p>Teachers linking practices to Tataiako indicators.</p> <p>Active relationship with Te Roopu with iwi attending at least one event.</p> <p>Developing at least one action identified from 2017 audit of school environment.</p> <p>Community Consultation Hui to share student achievement data, reflect on what it means to be Māori at Cromwell Primary, how we are performing as a school & identify any goals for the year.</p>	<p>Teachers have developed their cultural competency and language skills.(ERO 2015)</p> <p>Increased participation and success by Māori through the advancement of Māori education initiatives, including Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013-2017</p> <p>Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori and New Zealand's role in the Pacific and as a member of the international community of nations.</p> <p>Our cultural responsiveness has strengthened relationships both in the school & the wider community</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>3D. Strengthening relationships within Cromwell education sector.</p>	<p>Involvement with MOE Special Transition to School Project for all Early Childhood Centres in Cromwell, New Entrant Teachers & Principals of two primary schools</p> <p>Skybridge Transition Process operating successfully.</p> <p>New Group starts to school piloted in 2016/2017</p>	<p>Transition to School Project Group being maintained between Early Childhood Centres & primary schools. Positive relationships evident.</p> <p>Skybridge Transition Process operating successfully.</p> <p>Review Group Start Initiative. Seek feedback from families of New Entrants starting in 2016/2017 about our new Group Starts to school. Collate & review feedback. Reflect on findings for future.</p> <p>Ako Team communicate with college Year 7 team to review and strengthen transition process. Exit survey reviewed and results shared with college</p> <p>Strategies for Year 6 involvement with college being developed</p> <p>CoL Leaders & Leadership Team appointments completed. Leadership Team developing an action plan based on challenges identified & PLD required</p>	<p>Transition to School Project Group being maintained between Early Childhood Centres & primary schools. Positive relationships evident</p> <p>Skybridge Transition Process operating successfully.</p> <p>School Start processes reflect findings from community survey in 2017</p> <p>Ako Team communicate with college Year 7 team to review and strengthen transition process. Exit survey reviewed and results shared with college</p> <p>Strategies for Year 6 Involvement with college being implemented.</p> <p>CoL work has commenced linked to achievement challenges identified.</p>	<p>Transition to School Project Group being maintained between Early Childhood Centres & primary schools. Positive relationships evident.</p> <p>Skybridge Transition Process operating successfully.</p> <p>Ako Team communicate with college Year 7 team to review and strengthen transition process. Exit survey reviewed and results shared with college</p> <p>Student voice providing feedback about Involvement with college & what difference it is making</p> <p>CoL work has commenced linked to achievement challenges identified.</p>	<p>New Entrants benefiting from strengthened Transition to School Process.</p> <p>Strong relationships & communication between Early Childhood Centres & college benefitting New Entrant & Year 6 children & their whānau.</p> <p>Transition to college process responsive to & meeting needs of Year 6 students & whānau.</p> <p>By collaborating and sharing expertise, children and young peoples' learning pathways are supported and their transition through the education system improved.</p> <p>More opportunities for parents, families and whānau and communities to be involved with their children and young people's learning</p>

Strategic Goal 4: Preparing our practices for the future as responsible, connected, sustainable, global citizens.

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>4A. The school is governed effectively and strategically by the BOT.</p>	<p>BOT contributed to community consultation session "Most Likely to Succeed" (Nov 2016) used to inform new Strategic Plan for 2017-2019. Google Survey for parents also used.</p> <p>BOT review of the succession and induction plans for new trustees was carried out during election year.</p> <p>BOT monitors progress towards annual student achievement targets & other areas identified through review</p> <p>BOT members bring a range of special skills to their roles on the board – financial, health & safety, personnel, property etc</p> <p>The BOT promotes annual consultation with school community including Māori community.</p>	<p>BOT evaluate effectiveness & impact of their strategic leadership identifying aspects for development. Identify any BOT PLD required to effectively govern the school.</p> <p>BOT regularly monitors progress towards annual student achievement targets and other areas identified through review.</p> <p>BOT evaluates the provision of resources & PLD to review its effectiveness in supporting teaching and learning.</p> <p>BOT will consult with school's Māori community to ensure Māori learners enjoy success as Māori.</p> <p>Through policy review and reporting BOT will ensure compliance with the NAGs. BOT ensures ILE development continues with Roll Growth Project & new multipurpose building projects are</p> <p>The BOT will aim to attract, recruit and retain professionals of the highest quality</p>	<p>Trustees identify any PLD needs linked to effective governance.</p> <p>BOT regularly monitors progress towards annual student achievement targets and other areas identified through review.</p> <p>The BOT makes strategic resourcing decisions based on achievement data</p> <p>Parents, whanau will be surveyed on identified school focus & direction areas.</p> <p>BOT will consult with school's Māori community to ensure Māori learners enjoy success as Māori.</p> <p>Through policy review and reporting BOT will ensure compliance with the NAGs. BOT ensures ILE</p> <p>The BOT will aim to attract, recruit and retain professionals of the highest quality</p>	<p>A review of succession and induction prior to elections</p> <p>Identify any BOT PLD required for new trustees to effectively govern the school.</p> <p>BOT regularly monitors progress towards annual student achievement targets and other areas identified through review.</p> <p>The BOT makes strategic resourcing decisions based on achievement data</p> <p>Parents, whanau will be surveyed on identified school focus & direction areas.</p> <p>BOT will consult with school's Māori community to ensure Māori learners enjoy success as Māori.</p> <p>Through policy review and reporting BOT will ensure compliance with the NAGs.</p> <p>The BOT will aim to attract, recruit and retain professionals of the highest quality</p>	<p>Student achievement for all learners is supported and promoted by the board.</p> <p>BOT provides quality resources to support student progress and achievement.</p> <p>Effective and strategic governance focussed on supporting student achievement and success for all learners through provision of high quality resources, physical learning environment and professional staff.</p>

Key Focus	Current Reality	2017 Milestone	2018 Milestone	2019 Milestone	Three Year Outcome
<p>4B. Environmental Programmes</p> <p>Enviro School teaching on sustainability. Focus on sustainable practices</p>	<p>Successful Silver Enviro School Reflection.</p> <p>Student led initiatives underway:</p> <ul style="list-style-type: none"> Nude food GOOS Paper Rubbish Free Reusable Lunch Wrappers Recycling <p>A range of Enviro Projects completed:</p> <ul style="list-style-type: none"> Waharoa Tremendous Makeover Tane's Garden Wine Barrel Garden <p>Enviro Group/Lead Teacher education is leading to new practices & ideas through workshops etc and is informing developments & new initiatives in school.</p>	<p>Enviro Team reflect on progress post silver reflection and develop new plan & actions for 2017.</p> <p>School Community Edible Garden Project completed.</p> <p>Enviro Group Active in school. Taking a lead role driving sustainable practices & living our "Care Code"</p> <p>Lead Teacher Enviro School & Enviro Group participating in regional forums, huis etc.</p> <p>Student Led Initiatives – One project identified from Vision Map completed in 2016.</p>	<p>Enviro Team reflect on progress in 2017 and develop new plan & actions for 2018.</p> <p>Enviro School Programmes being implemented.</p> <p>Commence planning for Gold Enviro School Reflection in next two years.</p> <p>Enviro Group Active in school. Taking a lead role driving sustainable practices & living our "Care Code"</p> <p>Lead Teacher Enviro School & Enviro Group participating in regional forums, huis etc.</p> <p>Student Led Initiatives – one project identified from Vision Map completed in 2016.</p>	<p>Enviro Team reflect on progress in 2018 and develop new plan & actions for 2019.</p> <p>Enviro School Programmes being implemented.</p> <p>Gold Enviro School Process & Reflection (tbc).</p> <p>Enviro Group Active in school. Taking a lead role driving sustainable practices & living our "Care Code"</p> <p>Lead Teacher Enviro School & Enviro Group participating in regional forums, huis etc.</p>	<p>Quality enviro programmes are a part of our school</p> <p>Cromwell Primary School "Care Code" is a living document.</p> <p>Sustainable practices evident in the school.</p> <p>Student Leadership of sustainable practices.</p>

ERO RECOMMENDATIONS

Report Dated 17 November 2015 – Next Review Term 3 2019/2020

Findings

This is a high-performing school. It has a broad, deep and innovative curriculum. Students are excited about their learning. They see themselves as both learners and teachers. Increasingly they lead their learning and confidently talk about their progress, achievement and next learning steps. Thinking skills and digital literacy are strongly emphasised. Students achieve very well against the National Standards. ERO is likely to carry out the next review in four-five years.

Learning & Curriculum

No next steps identified

How effectively does the school promote educational success for Māori as Māori?

Teachers are keen to further develop their cultural competency and language skills.

Sustainable Performance

The next step is for the school to review and simplify its strategic plan (including sections relating to Māori and Pacific). The strategic plan could better reflect the school's key priorities.

2018 Cromwell Primary School Context

<p>Progress and Achievement of Students.</p>	<p>Students achieve at high levels in reading, writing and mathematics against National Standards. Over the period 2011-2015 writing and mathematics results have significantly improved.</p> <p>2016 overall student achievement was as follows:</p> <p>Reading – 97.9% of students working at or above National Standards Writing – 82.9% of students working at or above National Standards Mathematics – 92.6% of students achieving at or above National Standards</p> <p>2016 Māori student overall achievement was as follows:</p> <p>Reading – 100% of students working at or above National Standards Writing – 87.6% of students working at or above National Standards Mathematics – 96.9% of students working at or above National Standards</p> <p>2016 overall Pasifika student achievement was as follows:</p> <p>Reading - 100% of students working at National Standards Writing - 100% of students working at or above National Standards Mathematics – 100% working at or above National Standards</p> <p>2016 annual targets data analysis from reading, writing and mathematics shows that we are sustaining high performance in reading and mathematics. There has been some progress evident in writing, but this continues to be an area of focus for the school, particularly our boys. Student achievement data also highlights positive progress for students working below National Standards, Māori and Pasifika students. We aim to ensure that student progress continues at greater than 0.4 effect size for the year (John Hattie’s Visible Learning Research). All students working below are part of annual targets set in relation to National Standards and for reporting to the BOT (refer to targets for raising achievement)</p>
<p>Student Engagement</p>	<p>Collecting, analysing and using student voice is an integral part of what happens at Cromwell Primary School. We will continue to seek feedback from our students and to use this to help us identify how we can further raise student achievement. All teachers gather student voice in a variety of ways and use this as part of their planning, teaching and learning programmes. To date we have gathered student voice relating to attitudes to writing and mathematics, group starts to school, collaborative/digital learning environments & student wellbeing. In 2017 we intend to extend this practice and look for opportunities to collect and use student voice in other areas of the school.</p>

<p>School Organisation and Structures</p>	<p>Cromwell Primary School is organised into three teaching teams – Hārewa (NE-Y2), Kārearea (Years 3/4) & Ako (Years 5/6). All team names link to our school logo and whakatauki which connect the flight of the smallest native falcon “kārearea” (seen in our school logo) to the top of the tallest tree to our children leaving the nest, taking flight and experiencing learning in environments that promote reciprocal and tuakana/teina learning. The Leadership Team consists of the Principal & the three Team Leaders. The distributive leadership model is evident in the school where staff skills and strengths are valued and used. All staff is regarded as being leaders – of their own learning or professionally across the school. Health & Safety of staff and students is paramount at this school and all policies and procedures reflect this focus. We have recently appointed a designated Health & Safety Site Rep who has undertaken comprehensive training for this role. We are a fully restorative school with practices well embedded. Our “Levels of Responsibility” in every classroom place the focus on students managing themselves, as they develop personal responsibility for their behaviour and actions. Currently the school is experiencing significant roll growth with a new classroom underway at present and a multipurpose building about to go to tender (MOE contribution \$200,000 of a \$1,300,000 project). This facility will add significant value to our school property portfolio. We will begin preparing a concept plan for the MLE upgrade of the Years 5/6 area this year to achieve our vision of providing the best possible collaborative/digital learning environments for our students.</p>
<p>Review of Charter and Consultation</p>	<p>Regular self-review is an integral part of the school operational structures. Self-review falls into three categories:</p> <ul style="list-style-type: none"> • Strategic self-review is long term an overarching form of self-review, which focuses on evaluating how well our school is achieving its mission, vision and strategic goals and can support decisions about our direction and priorities. • Regular (or planned) self-reviews are about ‘business as usual’ reviews. These are smaller, focused and ongoing (e.g bus safety, homework). This kind of self-review feeds information into our strategic self-review. • Emergent (or spontaneous) self-reviews are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with our school’s overall goals and feed into other reviews.

Self Review Schedule for the Board of Trustees 2018

Strategic Aim	Review Type	Time	BOT Review Questions
<p>Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds national standards in literacy and mathematics.</p>	<p>Strategic Annual Goals 1 & 2 Teacher Appraisal Process</p>	<p>Terms 1-3 Mid Year Progress Report Term 4 NAG 2Ac Reporting March 1st 2018</p>	<p>Are our students on track? Is resourcing meeting the needs? Is the professional learning making a difference to the learning of our students? How do we know? Have we achieved our targets? What is our data telling us that we need to prioritise for in 2017? How are our priority learners doing? What progress is evident for those not yet reaching the standards? How effective are our Literacy Bridge & MST interventions? What budget and PLD will need to be considered for 2018?</p>
<p>Life Long Learners: Developing learners who have the skills and attitudes that will prepare them for ongoing learning.</p>	<p>Strategic Annual Goal 3 Teacher Appraisal Process</p>	<p>Terms 1-4</p>	<p>What evidence do we have that our students are building assessment capability? Does our student achievement data reflect students who are developing assessment capability? What are the indicators of an assessment capable student in classrooms? What resources are available to support ongoing student development in this area?</p>
<p>Connecting with our community by actively engaging in respectful relationships within our community of learning for the benefit of all learners.</p>	<p>Strategic Annual Goal 4</p>	<p>Terms 1-4</p>	<p>What opportunities have been offered to parents to help develop their confidence and skill levels so they can better support their children at home? What evidence do we have of support higher levels of parental engagement in the learning process as a result? Has this had any impact on student progress & achievement? How do we know?</p>

<p>Preparing our practices for the future as responsible, connected, sustainable, global citizens.</p> <p>Finance & Property</p> <p>Review 2016 spending, prepare and adopt 2017 budget.</p> <p>Review 5YA & 10YP to identify any projects/work not completed and set up programme for 2017</p>	<p>Regular NAG 4</p>	<p>Term 1</p>	<p>BOT analyse Annual Financial Accounts to identify areas of over & underspending in 2016.</p> <p>What areas of school spending need to be increased for 2017 as a result of this analysis?</p> <p>What progress have our priority learners made? Check budgets for Learning Support Staff & programmes.</p> <p>What evidence do we have that curriculum budgets set for Literacy & Mathematics in 2016 have had a positive impact on student achievement?</p> <p>Which projects have not been completed in 2016, what are the reasons for this, what impact will this have on the 2017 budget?</p> <p>What property work is identified on our 5YA & 10YP for 2017?</p>
<p>Health & Safety</p> <p>Update student health & contact details</p> <p>Student 2016 well-being survey analysed.</p> <p>2017 Student Well-Being Survey</p> <p>Cyber Safety & Anti Bullying Policies & Procedures</p>	<p>Regular NAG 5</p>	<p>Term 1</p> <p>Term 4</p> <p>Term 3</p>	<p>What are the areas of the well-being survey that scored the lowest? What are implications of this for 2017?</p> <p>What actions are staff planning to take to improve or address this area that has been identified?</p> <p>What questions do we need to include in 2017 to ensure we gather student voice and identify progress?</p> <p>What policies and procedures do we have in place to prevent incidents involving the misuse of the internet and bullying?</p> <p>What tracking information do we have of incidents involving bullying?</p>
<p>Self-Review – Policies & Procedures</p>	<p>Regular NAG 2</p>	<p>Term 1</p>	<p>What policies and procedures do we have currently? Are these still relevant in relation to the direction of the school and MOE reporting requirements?</p>

Cromwell Primary School Board of Trustees Action Plan 2018

Key Responsibility	Term One	Term Two	Term Three	Term Four
Meeting Dates Monday	19 February 27 March	24 May 15 June	August (tbc) September (tbc)	October (tbc) December (tbc)
NAG 1 Curriculum	(Strategic Goal 1) Future Focussed Teaching & Learning <ul style="list-style-type: none"> • Staff PLD Schedule • Key areas of curriculum focus & development • NPDL – New Pedagogies for Deep Learning 	(Strategic Goal 2) Lifelong Learning skills for ongoing learning throughout life. <ul style="list-style-type: none"> • Literacy Report on delivery of visual language across the school. • Presentation on Hauora Concept Inquiry “Learning to Learn” – citizenship, Life Ed, character, introducing NPDL 6Cs • Progress report and actions for raising student achievement 	(Strategic Goal 3) Connecting with our community <ul style="list-style-type: none"> • Report on Teacher Inquiries based on introduction of NPDL – Team Leaders • Science Report (SOLO) 	(Strategic Goal 4) Preparing our practices & processes for a sustainable future. <ul style="list-style-type: none"> • Digital & Collaborative Leadership, PaCT Curriculum Innovation Lead Teacher • Review of PLD Programme – summary of staff feedback
Student Achievement Reviews NAG 2A & 2C Report against National Standards	2018 targets for raising student achievement <ul style="list-style-type: none"> • NAG 2A & C • Analysis of Variance Learning Support • Trend data • Beyond NS 	2018 targets for raising student achievement <ul style="list-style-type: none"> • Charter Ratified • Self Review framework for 2018 • NAG 2 reviewed as per established cycle. • Maori Community Consultation 	Mid Year Progress Report in relation to student achievement & feedback from Student Led Conferences	Report on student progress & achievement data for end of year. <ul style="list-style-type: none"> • MST Report • Learning Support Report
NAG 2 Self Review	2018 targets for raising student achievement <ul style="list-style-type: none"> • Charter Ratified • Self Review framework for 2018 • NAG 2 reviewed as per established cycle. • Maori Community Consultation 	2018 targets for raising student achievement <ul style="list-style-type: none"> • Homework & Learning Support Self Review update • NAG 5 Trauma Plan • Review of relevant BOT policies as per established policy review cycle 	Mid Year Report update in relation to annual school goals <ul style="list-style-type: none"> • NAG 6 reviewed as per established cycle • Revisit review schedule to ensure 2018 reviews set have been completed. 	Report on student progress & achievement data for end of year. <ul style="list-style-type: none"> • MST Report • Learning Support Report • Community Consultation Process • Charter Review & revise for 2019 as required. • Annual Plan Review & goals identified for 2019

<p>NAG 3 Personnel</p>	<ul style="list-style-type: none"> Staffing set up process completed for 2018. Induction programme for new staff. Principal Appraisal 	<ul style="list-style-type: none"> Principal Appraisal Process update 	<ul style="list-style-type: none"> Principal Appraisal Process update 	<ul style="list-style-type: none"> Principal appraisal update report to BOT Report on staff appraisal process & completion Report on pilot Wellbeing Mentor – Andrew Ede
<p>NAG 4 Finance & Property</p>	<ul style="list-style-type: none"> School Audit Process Approve Budget 2018 Novopay Reports signed off by Principal & BOT Treasurer Monthly budget reports presented Review 5YA & 10 YPP & set 2018 focus areas Progress reports on building projects underway 	<ul style="list-style-type: none"> Present monthly budget reports at each meeting Property updates at each meeting Budget review and forecasting for second half of school year Novopay Reports signed off by Principal & BOT Treasurer 	<ul style="list-style-type: none"> Present monthly budget reports at each meeting. Novopay Reports signed off by Principal & BOT Treasurer 	<ul style="list-style-type: none"> Prepare draft budget for 2019 Present monthly budget reports at each meeting. Novopay Reports signed off by Principal & BOT Treasurer Assets Reconciliation Report (Tegan) Summary of property projects for the year
<p>NAG 5 Health & Safety</p>	<ul style="list-style-type: none"> Student & Teacher Well-Being 2017 Survey Summaries Review relevant H & S policies 2017 Accident Register Summary Report T1 Evacuation Drill recorded 	<ul style="list-style-type: none"> Report from Work Site H & S Rep Update accident register monthly T2 earthquake drill recorded 	<ul style="list-style-type: none"> Update on accident register monthly World Disaster Day & What's the Plan Stan Emergency Response Week feedback 	<ul style="list-style-type: none"> T4 Lock Down drill recorded. Confirm a completed programme of drills for 2018 Update on accident register monthly Well-being survey for 2018 completed and analysed.
<p>NAG 6 Administration Legislation</p>	<ul style="list-style-type: none"> BOT Annual Reporting presented & adopted March Roll Returns 	<ul style="list-style-type: none"> July Roll Return completed 	<ul style="list-style-type: none"> Set start and end of year dates for 2019. 	<ul style="list-style-type: none"> Ensure school open for 384 half days

Annual Plan 2018

Annual Goals

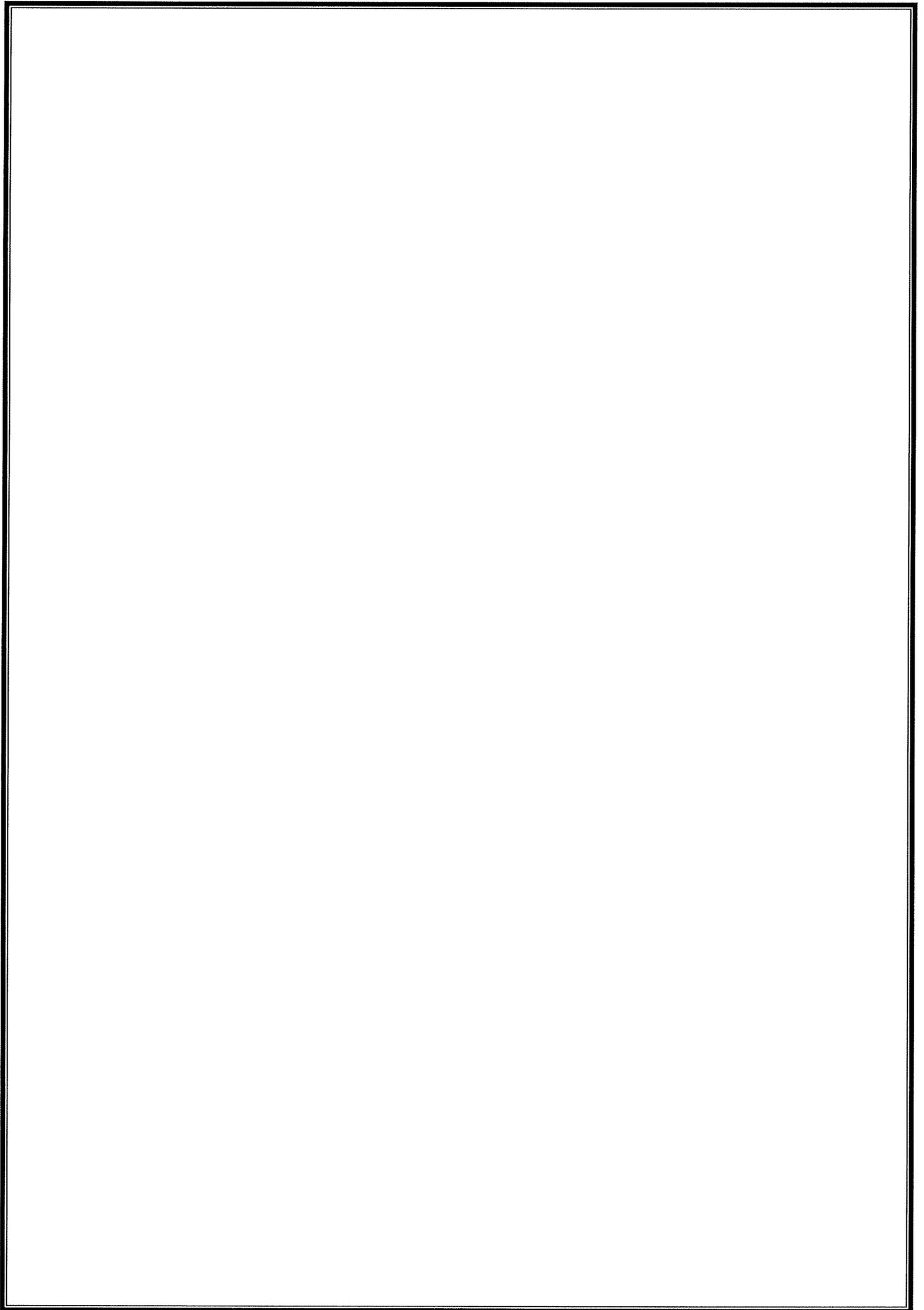
Professional Learning & Development Plan

Annual Assessment Plan

National Standards 2A(c) Reporting

Analysis of Variance

NAG2A (b) Commentary



Cromwell Primary School Annual Goals 2018

1. To maintain or increase our 2017 levels of achievement for all students achieving or exceeding the standards for Writing & Reading. (Achievement & Progress Goal)
2. To maintain or increase our 2017 levels of achievement for all students achieving or exceeding the standards for Mathematics. (Achievement & Progress Goal)
3. Assessment – to strengthen assessment practices by extending the use of PACT & Edge (SMS) for data analysis and tracking progress and redeveloping school-wide reporting (*Process Goal*)
4. Curriculum –Exploring the New Pedagogies for Deep Learning (NPDL) for the purpose of deepening student learning.
5. Wellbeing - To strengthen learning partnerships through whānau engagement. Health Promoting Schools (*Process Goal*)
6. Community of Learning -To progress Cromwell CoL by developing protocols, processes and systems for effective governance & management.
7. Property – Modern Learning Environments - Senior Learning Hub construction, progress the multipurpose building, Ako redevelopment, final sign off of Junior Learning Hub. (Process Goal).

Annual Goal 1: Achievement in Relation to National Standards in Literacy (Achievement & Progress Goal)

<p>Strategic Aim Future focussed teaching and learning to maximise individual potential so talents are developed and academic achievement exceeds national standards in literacy and mathematics. Ako</p>	<p>Annual Goal: Literacy To maintain or increase our 2017 levels of achievement for all students achieving or exceeding the standards for Writing & Reading.</p>	<p>Targets</p> <p>Reading</p> <ul style="list-style-type: none"> To increase the number of students achieving at or above 92.6% to 95% To reduce the number of Year 2 students not achieving the standard from 8.6% to 5% To increase the number of Year 2 students exceeding the standards from 24.1% to 36% <p>Writing</p> <ul style="list-style-type: none"> To increase the percentage of students working at or above the standards from 82.2% to 87% To increase the percentage of boys achieving the national standards for writing from 77.9% to 83% To increase the percentage of Year 3 students achieving the standard from 76% to 83% To increase the percentage of Year 5 students achieving above the standard from 8.8% to 17%
---	--	---

Baseline Data

The NZ 2015 National Standards Results average for writing is 71.4% achieving or exceeding the standards, The regional average for Central Otago in 2015 is 82.0% achieving or exceeding the standards. At Cromwell Primary School 82.9% of students at the end of 2016 are achieving or exceeding the standards which is more than 10% above the national average and 0.9% above the regional average. Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2016 identified a greater proportion of males (22.5%) below or well-below the standard compared to the whole school (17.1%). 29/129 males compared to 10/99 females are currently not achieving the expected standards. We identified that at Year 5, 41.2% (14/34) students were not achieving the standard. We also identified that at Year 3, only 2.9% (1/34) students was exceeding the standard. At the end of 2017 there were 22% (34/154) boys not achieving the standard compared to 12.1% (14/115) girls. Reading data has always been high but analysis at the end of 2017 showed our Y1 cohort had a higher number of students not meeting expectation. Tracking Boys' Achievement in Writing: Percentage Below Writing Standard

2013	2014	2015	2016	2017
14.9%	19.8%	17.7%	22.5%	22%

Measure of Achievement: e-asTTle, Essential Word Lists, ARBs, STAR, PACT

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> Review assessment data with staff, collect a range of assessment data to determine specific needs of students identified and develop a targeted action plan to address the needs. All students below the standards will have an IEP or Group Education Plan 	Principal Team Leaders Teachers	Dec 2017/ Feb 2018	Data on Edge Learning Folders IEPs or Group Action Plan
<ul style="list-style-type: none"> Regular monitoring of progress of priority/identified students in target groups at Team Meetings 	Team/Literacy Leaders	Ongoing	Tracking data on Edge or in student folders
<ul style="list-style-type: none"> Students encouraged to critically reflect on their own learning, to be self-directed learners by setting appropriate goals, tracking & monitoring their own progress, using evidence to show progress and achievement. 	Students	Term 1 & 2 Y1-4 Ongoing Years 5-6	Goal setting meetings Student Led Conferences Students knowing themselves as learners Student tracking sheets
<ul style="list-style-type: none"> Student voice considered when purchasing reading material, establishing contexts for writing 	Students Library Team Literacy Leaders	Ongoing	Higher student engagement in reading & writing.
<ul style="list-style-type: none"> Review current teaching methods & programmes in writing & look to extend use of SOLO, digital tools 	Literacy Leaders Team Leaders	Ongoing	
<ul style="list-style-type: none"> Boys' writing focus – Attitudinal survey undertaken at beginning/end of year to determine effectiveness of strategies being implemented to target boys' achievement in writing. 	Team Literacy Leaders	Terms 1 & 4	Comparison data analysed at end of year to determine level of success
<ul style="list-style-type: none"> Personalised Spelling Programme – Essential Words spelling tests each term to determine how all students are progressing and to determine words for individual learning lists. Individual word lists for target students loaded into Steps Computer Programme to further support learning in class at Years 5/6 level. 	Class Teachers	Terms 1-4	Data analysis used to provide evidence of progress. Whānau awareness of progress and ways to support at home
<ul style="list-style-type: none"> All students in Years 3/4 below or well-below National Standard expectations in spelling to be included in Steps Programme (target groups given priority in T2/3) 	SENCO Teacher Aides	\$400 fees	Progress of target students being monitored to

				highlight effectiveness of intervention
<ul style="list-style-type: none"> Team Literacy Leaders continue to monitor teaching of writing (including spelling) to ensure consistent delivery of current programme & integration of "Spelling Under Scrutiny" strategies. 	Team Literacy Leaders			Teachers have the knowledge, skills & resources needed to accelerate and monitor progress.
<ul style="list-style-type: none"> Motivation & engagement of students - profiling adults who use writing in their everyday work (authors, journalists, police, teachers, builders etc). 	Teaching Team			Connecting with community, evidence of purpose for writing in everyday contexts.
<ul style="list-style-type: none"> Processes put in place for teachers to reflect on and improve practice. Applying new learning from PLD in 2017 linked to effective teaching of writing to include integration Sheena Cameron & Allison Davies strategies for teaching writing, PACT, e-asTTle writing, moderation across schools, sharing of best practice in teaching of writing & spelling & peer observations of effective teaching practice, use of new Writing Kits 	Karen Huffadine Jayne Fitzgerald, Danella Smallridge Literacy Leaders Junior/Senior Teaching Teams			Team Meeting ongoing Development Focus
<ul style="list-style-type: none"> Use of online resources – TKI, digital collaborative writing 	Teachers Literacy Leaders		Terms 1-4	At risk students show progress through participation in acceleration interventions.
<ul style="list-style-type: none"> CaAP (Curriculum & Achievement Plan) Tier 1 - Effective teaching in reading & writing – teacher & Literacy Leader sessions 	Learning Support Teacher SENCO			Increased parent confidence to support literacy learning at home
<ul style="list-style-type: none"> Tier 2 school based interventions such as Literacy Bridge (Reading Recovery), Reading Together Parent Support Programme, 	Learning Support Teacher			Term 2 Meeting to support parental input at home
<ul style="list-style-type: none"> Literacy Evening for parents to share ways they can help at home to support student learning, build parent confidence to help children & communicate with teachers, teachers gain a better understanding of their students and use this knowledge to establish appropriate programmes. Literacy Evening for Parents 	Teachers Literacy Leaders			

Professional Learning & Development Programme 2018 – Literacy

Goals	What	Who	How	When	Costs/Budget
<p>To sustain new practices linked to the effective teaching of writing/reading across the school.</p> <p><u>ANNUAL PLAN</u></p> <p>Planned action by BOT to support teachers to lift student achievement in relation to National Standards expectations in writing.</p> <p>(Annual Student Achievement Goal One)</p>	<p>Professional Development:</p> <p>Effective teaching of writing. Ensuring teachers have further opportunities to observe, discuss, give & receive feedback and reflect on the impact of improved practices on student learning and achievement (NZC Page 34)</p> <p>Sheena Cameron & Louise Dempsey</p> <p>Pam Hook Workshops for all teachers to support writing programmes within school.</p> <p>Focussed use of Literacy Leaders</p>	<p>Literacy Leaders</p> <p>Karen Huffadine</p> <p>Danella Smallridge</p> <p>Jayne Fitzgerald</p> <p>RT Lit & RTLB</p> <p>Learning Matters</p> <p>Kate</p> <p>Principal</p> <p>Literacy Consultants</p> <p>Sheena Cameron</p> <p>Louise Dempsey</p> <p>Jill Eccleston</p> <p>NPDL – Derek Wenmoth</p>	<p>Professional Development for Teachers-</p> <p>Professional Learning workshops & activities throughout the year:</p> <ul style="list-style-type: none"> • PLD - Staff attendance at NPDL seminar introducing competencies designed to deepen student learning • PLD in-school PaCT workshops each term exploring both reading & writing aspects and time to create resources. • Teacher inquiry cycles being monitored by literacy Leaders to maintain focus on effective teaching practice linked to writing/reading – sharing of strategies, resources, expectations, assessment. Teachers complete reviews, share & discuss impact cycles, evidence of progress, analyse, reflect on year end data to inform progress and planning for 2019 • Dyslexia Expert workshop – key strategies for working with identified students in classes. • Literacy Leaders– workshops on effective teaching of writing. Also modelling, observation & feedback for individual teachers of writing teaching. • Classroom observations linked to curriculum areas being developed and sustained – use of lead teachers skills • Literacy Leaders to provide specific 1:1 support for teachers to help them develop programmes to support individual students or groups of students. The RT Lit will also support this new programme where teachers have the opportunity to be exposed to latest practices through focused use of Literacy Leader. • Attendance at any relevant seminars & PD opportunities • Focus on people who use writing in their everyday work. • Central Otago Annual Author Tour – participation in this event 	<p>2016</p> <p>Term 1</p> <p>Term 2</p>	<p>School Budget \$2000</p> <p>\$2,300 NPDL</p> <p>3 days release to support in class observations of literacy teaching & provision of feedback.</p> <p>Release of Senior Literacy Leader for in-class support – 4 release days</p>

Annual Goal 2: Achievement in relation to National Standard in Mathematics (Achievement & Progress Goal)

<p>Strategic Aim</p> <p>Future focussed teaching and learning to maximise individual progress and achievement in relation potential so talents are developed and academic achievement exceeds national standards in literacy and mathematics. Ako</p>	<p>Annual Goal: Mathematics.</p> <p>To maintain or increase our 2017 levels of achievement for all students achieving or exceeding the standards for Mathematics.</p>	<p>Targets</p> <p>To decrease the percentage of females not achieving the standards from 10.4% to 5%</p> <p>To increase the percentage of students exceeding the Year 3 standards from 18% to 24%.</p>										
<p>Baseline Data</p> <p>The NZ 2016 National Standards Results average for mathematics is 75.5% achieving or exceeding the standards, The regional average for Central Otago in 2015 is 86.2% achieving or exceeding the standards. At Cromwell Primary School 92.6% of students at the end of 2016 & 92.3% in 2017 were achieving or exceeding the mathematics standards which is more than 15% above the national average and 6.4% above the regional average. Closer analysis of school-wide data (OTJs in relation to National Standards) in December 2017 identified a greater proportion of females (11.2%) below or well-below the standards compared to the whole school (7.5%). 13/116 females compared to 8/154 males are currently not achieving the expected standards. We also identified that fewer students at Year 2, 18% (9/50) were achieving above the expected standards compared to percentages above the standards at other year levels.</p> <p>Tracking Females' Achievement in Mathematics: Percentage Below Mathematics Standards</p> <table border="1" data-bbox="1161 226 1249 2051"> <thead> <tr> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>13.2%</td> <td>12%</td> <td>14.3%</td> <td>11.1%</td> <td>11.2%</td> </tr> </tbody> </table>			2013	2014	2015	2016	2017	13.2%	12%	14.3%	11.1%	11.2%
2013	2014	2015	2016	2017								
13.2%	12%	14.3%	11.1%	11.2%								
<p>Measure of Achievement: e-asTTle, GLOSS, JAM, PAT, IKAN</p>												

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> Review assessment data with staff and determine particular learning needs of students target groups identified. GLOSS/JAM Testing in Term One for all students. Develop a targeted action plan to address the needs. 	Principal Maths Support Teacher Team Leaders Teachers	Dec 2017/ Feb 2018	Data on Edge Learning Folders
<ul style="list-style-type: none"> Regular monitoring of progress of priority/identified students in target groups at Team Meetings. All students below the standards will have an IEP or Group Education Plan 	Team Leaders Teachers	Ongoing	Tracking data on Edge or in student folders IEPs or Group Action Plan
<ul style="list-style-type: none"> Use of MST (Maths Support Teacher) & Learning Support teacher to provide targeted support for students below the standards through daily, small group sessions designed to accelerate progress. 	MST Ys 5/6 – Louise Haig Years 3/4 Julie McGregor	0.2 FTE allocated to the position	Progress of targeted students monitored throughout the year
<ul style="list-style-type: none"> Students encouraged to critically reflect on their own learning, to be self-directed learners by setting appropriate goals, tracking & monitoring their own progress, using evidence to show progress and achievement. (Visible Learners) 	Students	Term 1 & 2 Y1-4 Ongoing Years 5-6	Goal setting meetings Student Led Conferences Students knowing themselves as learners Student tracking sheets
<ul style="list-style-type: none"> Processes put in place for teacher reflection on and improving practice. PLD to improve teacher knowledge through in-school workshops with Lead Teachers including measurement content workshops, moderation sessions. Exploration of PaCT, Regional Lead Teachers Programme (4 sessions) Goggle Doc set up to share key messages from Lead Teacher Content workshops for Lead Teachers to increase teacher knowledge of strand maths 	University Otago Facilitator Lead Teachers Teachers	Ongoing T1-4 Teacher Release \$2000	Sharing of best practice Shared understanding & consistency of OTJs & expectations school-wide. Teachers have skills, knowledge & resources needed to accelerate learning.
<ul style="list-style-type: none"> Whānau Engagement – work with parents & families (particularly those with children in MST) around ways to support student learning so that parents are confident to help their children and communicate with teachers. 1:1 Parent Interviews set up by MST to provide direct access for parents to provide feedback, share concerns, provide suggestions for how to help at home. 	MST Learning Support Teacher	As above	Teachers gain a better understanding of students and can design learning to best meet their needs.

<ul style="list-style-type: none"> Gloss Testing carried out by MST & Learning Support Teacher to identify progress made towards targets by identified groups & priority students (or new students entering the school). Gloss/JAM Testing done annually in T1 by homeroom teacher for knowledge of students, grouping & identification of individual learning needs, anxieties etc. PAT Testing to provide summative data for reporting to BOT E-asTTle, iKAN & Basic Facts for student learning & for effect size analysis 	<p>MST – specific GloSS Testing</p> <p>Teachers</p>	<p>Term 1</p> <p>Terms 1-4</p>	<p>Teachers know their learners. Students requiring support identified for MST</p> <p>Progress able to be monitored by students & teacher</p> <p>Students know where they are at, what they need to work on, how they are going to get there and how they will know they have reached their goal.</p>
<ul style="list-style-type: none"> Teachers complete, review & present impact cycles of inquiry – focus on evidence of shift in student understanding 	<p>Teachers</p>	<p>Terms 1-4</p>	<p>Research & evidence based findings able to be shared to support others</p>
<ul style="list-style-type: none"> CaAP (Curriculum & Achievement Plan) Tier 1 - Effective teaching in maths Tier 2 - Maths Lead Teacher & Learning Support Teacher sessions 	<p>Teachers</p>	<p>Ongoing</p>	<p>Students receiving the best possible support & teaching according to their needs</p>
<ul style="list-style-type: none"> Analyse/reflect on end of year data to inform planning for 2019 	<p>Lead Teachers Teachers</p>		<p>School targets developed based on analysis of student achievement data. Focus areas linked to students' needs identified in data</p>
<p>Professional Development Programme to Support Annual Writing Target: \$1000 budget allocation</p> <ul style="list-style-type: none"> Regional Lead Teacher Programme Numeracy Symposium (Dunedin) – optional attendance PACT workshops taken by PACT Lead Teacher, PACT Buddy School support Team or teacher inquiries – Teachers complete reviews, share & discuss impact cycles, evidence of progress, analyse and reflect on year end data to inform progress and planning for 2019 			

Professional Learning & Development Programme 2018 - Mathematics

Goals	What	Who	How	When	Costs/Resources
<p>To improve & sustain practices, linked to the effective teaching of Mathematics across the school.</p> <p><u>ANNUAL PLAN</u></p> <p>Planned action by BOT to support teachers to lift student achievement in relation to National Standards expectations in Mathematics</p> <p>(Annual Student Achievement Goal Two)</p>	<p>Professional Development</p> <p>Effective teaching through further developing teachers' content knowledge, teacher inquiry, use of NZ Maths resources, MST, moderation tasks</p> <p>School Leadership Maths Advisor Viv Thompson supporting MST & Lead Teachers</p> <p>Regional Lead Teachers Programme</p> <p>MST (Learning Support) Programme sustained by school (no MOE funding)</p> <p>Team Meetings & PLD focus on math teaching</p>	<p>Maths Support Teacher Louise Haig</p> <p>Team Leaders</p> <p>Jayne Fitzgerald</p> <p>Danella Smallridge</p> <p>Karen Huffadine</p> <p>Learning Support Teacher</p> <p>Julie McGregor</p> <p>University of Otago Maths Advisor</p> <p>Viv Thompson</p>	<p>Professional Development for Teachers-</p> <p>Professional Learning workshops throughout the year:</p> <ul style="list-style-type: none"> • Moderation Workshops in strand Maths led by Maths Lead Teachers based on material from NZ Maths site to build teacher knowledge and competence • Lead Teacher Programme – one workshop per term. Google Doc for all key messages, resources etc • Curriculum & Achievement Plan being used as framework for delivery of programme. Maths Delivery Plan based on reflections from 2017 • Lead Teachers development of moderation tasks in strand areas. • Team focus on effective teaching practice linked to Mathematics – sharing of strategies, resources, expectations, assessment. • Focus on target groups identified in annual student achievement goals – regular review of progress of these groups at Team Meetings • Teacher Inquiry – continue exploring opportunities to integrate strand maths into numeracy session • Maths Leaders to provide specific 1:1 support for teachers to help them develop programmes to support individual students or groups of students in their classes make progress in Mathematics – focused use of Lead Teachers Classroom “walk throughs” for new teachers • Attendance at any relevant seminars & PD opportunities – Numeracy Symposium (Dunedin) 	<p>2018</p> <p>T2 -4</p> <p>T1-4</p> <p>Ongoing</p>	<p>School Budget 0.3 FTTE</p> <p>4 days release time for Maths Lead Teachers</p> <p>\$2000</p> <p>One day release for each teacher to undertake Gloss Testing in T1</p> <p>\$2000 budget allocated for resources to support class programmes</p>

Annual Goal 3: Assessment – to strengthen assessment practices by extending the use of PaCT & Edge (SMS) for data analysis and tracking progress and redeveloping school-wide reporting systems (Process Goal).

<p>Strategic Aim Life Long Learners: Developing learners who have the skills and attitudes that will prepare them for ongoing learning, where teachers see learning through the eyes of the student and students see themselves as their own teachers. Ako</p>	<p>Annual Goal: Assessment To strengthen assessment practices through further work with PaCT (Progress & Assessment Tool), extending capabilities using Edge (Student Management System) for tracking student progress. Review and develop new student report in response to changes in MOE policy in relation to National Standards.</p>	<p>Targets Teachers using Edge for tracking student progress, determining needs based teaching groups. Teachers using PaCT in one or more areas - reading, writing or mathematics. School commitment to use of PaCT to be confirmed. Develop school-wide reporting systems beyond National Standards. Review Cromwell Learning Model by refining and reducing learner powers & introducing 6Cs Visible Learner Year Level Progressions developed for Cromwell Graduate Learner Profile (CoL)</p>
<p>Baseline Data To further our Visible Learning journey (Cognition 2014/2015 Visible Learning Plus) practices such as making the learning more visible to students by using a range of tracking sheets, student tracking profiles, visible progressions, maximising the use of student assessment information for both teaching and learning purposes to help focus students on their specific learning needs and to collaboratively develop their learning plans have been embedded across the school. Team Impact Cycles have focussed on promoting greater student agency through developing skills required of a self-directed learner. Models of collaborative teaching have been explored and developed, together with an increased use of 1:1 devices. Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, higher-order collaborative learning. Student centred learning is blended, sustained and extended through an increasingly wide range of digital technologies and opportunities. Introduction through NPDL (New Pedagogies for Deep Learning) of the 6Cs to encompass learner powers and to deepen learning for students.</p>		

Assessment Tools: Edge, SOLO Taxonomy, PaCT Tool, student voice through surveys, Learning Folders			
Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> PLD –New Pedagogies for Deep Learning with CoL. Teams to develop their own plan for teacher inquiry as they explore these in classroom context - promoting student agency, investigating the links between Visible Learning, SOLO, PaCT and NPDL. School PLD Programme based on sustainability, embedding teachers' knowledge & implementation of the concepts for sustainability purposes of Leaders as Evaluators, The Visible Learner, Know thy Impact, Inspired and Passionate Teachers, Effective Feedback & the Visible Learning School through focussed reflections for e-portfolios linked to PTC. In-school work to continue on John Hattie's research and the principles of Visible Learning and Visible Teaching – building assessment capability, student tracking and monitoring of own progress, deepening learner agency through building shared understanding of the language of assessment and using their own assessment data to inform their knowledge of where they are at. Teaching Teams will undertake professional discussions based on what tool/s we will use to monitor and report on students' progress and achievement moving forwards following a change in Government policy and the end of reporting against National Standards. Team Leaders will lead teams to develop a Graduate Learner Profile based on Visible Learning & NPDL Competencies required at each year level, undertake school-wide "walk throughs" to provide feedback in specific areas relating to Visible Learning using writing/maths as the context. – teacher clarity, evidence of mixed ability groups, problem-solving approach, sharing assessment data with students, evidence of progressions and tracking tools. Student voice will be gathered again through 1:1 interviews, videos, focus groups, classroom obs Exploration of NPDL (New Pedagogies for Deep Learning) linked to introduction of the 6Cs – character, creativity, critical thinking, communication, collaboration & citizenship PaCT – Progress and Consistency Tool that supports teaching and learning. Develop a school-wide action plan, PLD workshops, teachers exploring at least one learning area using the tool, leadership development, 	<p>Principal Team Leaders Teachers</p> <p>Leadership Team Teachers</p>	<p>\$2,500 Terms 1-4</p> <p>Ongoing</p>	<p>6Cs to replace Learner Powers (NPDL)</p> <p>Students sharing language of assessment with whanau through student-led conferences & sharing of learning folders. Teachers logging evidence of visible learning environments & Teacher Induction</p>
	<p>Team Leaders Ako, Hawera, Karearea</p> <p>Principal, Team Leaders</p>	<p>Ongoing Term 2 & 4 reporting to whanau</p> <p>Term 2</p>	<p>Analysis of student assessment data mid year & end of year</p> <p>Graduate Learner (Visible Learner), Progressions completed & used to guide focus areas across the school.</p>
	<p>Leadership Team Teachers</p>	<p>Ongoing</p>	<p>Staff building an awareness of NPDL as tool to deepen learning</p>
	<p>Teaching Team</p>	<p>Terms 1-4 \$1000</p>	<p>Review of PaCT in T4 - Teachers provide feedback as part of school decision relating to use of PaCT</p>

Annual Goal 4: Curriculum Development – Exploring the New Pedagogies for Deep Learning (NPDL) for the purpose of deepening student learning. (Process Goal).

<p>Strategic Aim Life Long Learners: Developing learners who have the skills and attitudes that will prepare them for ongoing learning, where teachers see learning through the eyes of the student and students see themselves as their own teachers. Ako</p>	<p>Annual Goal: Assessment To deepen student learning through the introduction of the New Pedagogies for Deep Learning six competencies - character, citizenship, communication, collaboration, critical thinking & creativity.</p>	<p>Targets Teacher Professional Knowledge - to build teachers' knowledge of NPDL through professional learning, teacher inquiry and membership of the NPDL National and International Hub and developing an understanding of how to deepen student learning through the use of the 6Cs. To enhance student learning by using specific competencies to deepen learning experiences.</p>
<p>Baseline Data To further our Visible Learning journey (Cognition 2014/2015 Visible Learning Plus) practices such as making the learning more visible to students by using a range of tracking sheets, student tracking profiles, visible progressions, maximising the use of student assessment information for both teaching and learning purposes to help focus students on their specific learning needs and to collaboratively develop their learning plans have been embedded across the school. Team Impact Cycles have focussed on promoting greater student agency through developing skills required of a self-directed learner. Models of collaborative teaching have been explored and developed, together with an increased use of 1:1 devices. Learning activities integrate digital technologies appropriately to develop digital literacy and support authentic, higher-order collaborative learning. Student centred learning is blended, sustained and extended through an increasingly wide range of digital technologies and opportunities. Introduction of NPDL (New Pedagogies for Deep Learning) 6Cs to encompass learner powers and deepen learning for students.</p> <p>Assessment Tools: Edge, SOLO Taxonomy, PaCT Tool, student voice through surveys, Learning Folders</p>		

Actions to Achieve Targets		Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> • NPDL – Implementation Diagnostic Tool (CORE) 	Principal & Team Leaders	Term 1	School entry point identified.	
<ul style="list-style-type: none"> • School PLD Programme - TOD workshop Launching NPDL with goals: <ol style="list-style-type: none"> 1. Explore what's changing in our world and how we need to be working with learners to ensure they are best prepared to meet the considerable challenges and opportunities they will face. 2. Collaboratively explore our beliefs about learning and vision for education into the future 3. Develop a shared understanding of the NPDL Programme, its ambition, frameworks, tools and ways of working. 4. Identify priorities for your school into 2018, and plan for how NPDL frameworks and tools can be used to enable and/or support this 	CORE CPS Teaching Staff CoL Management Teams		Students developing their language of assessment with whanau through the introduction of the 6Cs - competencies	
<ul style="list-style-type: none"> • Teaching Teams to develop their own plan for teacher inquiry as they explore the NPDL competencies in their classroom contexts - promoting student agency, investigating the links between Visible Learning, SOLO, PaCT and NPDL. Exploration of NPDL (New Pedagogies for Deep Learning) linked to introduction of the 6Cs – character, creativity, critical thinking, communication, collaboration & citizenship 	Principal Team Leaders Teachers	\$2,500 Terms 1-4	Teachers building knowledge of the six competencies and four dimensions for deepening learning. Staff building an awareness of NPDL as tool to deepen learning	
<ul style="list-style-type: none"> • Team Leaders will lead teams to develop a Graduate Learner Profile based on Visible Learning & NPDL Competencies (refer to Annual Goal 3) 	Principal, Team Leaders	Term 2	Graduate Learner (Visible Learner), Progressions completed & used to guide focus areas across the school.	
<ul style="list-style-type: none"> • Attendance at NPDL Lab in Auckland to support team inquiry at school. 	Teaching Teams	Ongoing	Developing leadership & expertise ⁵	
<ul style="list-style-type: none"> • Engage with CORE for other PLD opportunities linked to NPDL. The Cromwell CoL will be included in this too. A CoL activity based on the movie “Most Likely to Succeed” will be used to open up a community conversation about why we need to make significant changes in our schools with NPDL framework offering relevant strategies. 	CORE Leadership Team COL Management Group	Terms 1-4 \$2000	CoL members and wider community engaging in conversations about why schools need to do things differently.	

Annual Goal 5: Wellbeing - to strengthen educationally powerful connections and relationships. HPS (Process Goal)

<p>Strategic Aim Connecting with our community. Actively engaging in respectful working relationships with all learners in our community of learning. Whānaungatanga Manaakitanga Ako Mahitahi</p>	<p>Annual Goal: To strengthen educationally powerful connections and relationships using Health Promoting Schools values & framework.</p>	<p>Targets</p> <ul style="list-style-type: none"> • Work with students & whanau to identify and implement learning opportunities for the whole school community. • To work in collaboration with our school community and health and wellbeing services to establish and implement wellbeing values (including manaakitanga, whanaungatanga, ako and mahitahi) which are actioned in our partnerships. • Continue to seek ways to enhance relationships and our ways of working so we have effective preventative programmes, referrals and follow-up, wrap around support for students.
<p>Baseline Data Wellbeing Survey undertaken by Years 4-6 students annually. In the 2015 survey the lowest scoring area was Emotionally & Socially Competent which was targeted in 2016. In 2017 the lowest scoring area was around students valuing the physical environment of our school.</p>		

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<ul style="list-style-type: none"> Health Promoting Schools Rubric – Senior Leadership Team use rubric to identify area for focus. Educationally powerful connections and relationships Culturally Responsive Learning Environments: at our school we will work in collaboration with students and parents/whanau to strengthen our culturally responsive practices and take actions to enhance our interactions with whanau/students. Actions to be explored & strengthened: <ul style="list-style-type: none"> Review of school powhiri using local iwi support & knowledge Maori Community Consultation Hui – in-school focus on achieving more whanau agency through identifying community people who can support & lead school decision making & events – powhiri, hangi, kapa haka, Cromwell Community of Learning Consultation hui to celebrate Kapa Haka & discuss learning opportunities for our community Educating the community by promoting our “whanau group” as being a connection for anyone in our school who is interested in supporting the cultural dimensions of our school. 	Principal & Team Leaders CPS Team Community	Term 4 (2017)	School using correct tikanga for celebrations – powhiri, hangi. Whanau group extending beyond Maori/Pasifika Whanau Sense of belonging to Cromwell Community strengthened through CoL collaborations. New people with language skills identified to support school powhiri & other special occasions
<ul style="list-style-type: none"> Working in collaborative ways to strengthen wellbeing values through <ul style="list-style-type: none"> Pastoral care processes and systems The way our curriculum reflects community collaboration and values The school environment Educationally powerful relationships between teachers, students, whanau and agencies Celebrations Focusing on building student respect for their physical environment by involving them & their families/community in caring for our grounds including the school community garden. 	Principal Team Leaders Teachers	\$2,500 Terms 1-4	New pastoral care/mentor role pilot this year. CoL Education Expo School Community Garden being supported by whanau and wider community members working alongside students.
<ul style="list-style-type: none"> Review the Traumatic Incident Plan to strengthen processes and procedures for dealing with traumatic experiences in the school community. 	Principal, BoT Staff	Term 2	Traumatic Incident Plan update
<ul style="list-style-type: none"> Professional Learning for Staff linked to wellbeing – personal responsibilities under legislation revisited, tataiako cultural competencies, restorative practice training & MOE UBRS training linked to keeping students and staff safe 	All staff	Ongoing	Staff modelling wellbeing values.

Annual Goal 6: Community of Learning -to progress the Cromwell Kahui Ako by developing protocols, processes and systems for effective governance & management. (Process Goal)

<p>Strategic Aim Connecting with our community. Actively engaging in respectful working relationships with all learners in our community of learning. Whānaungatanga Manaakitanga</p>	<p>Annual Goal: To strengthen educationally powerful connections and relationships through the newly formed Kāwarau Kāhui Ako.</p>	<p>Targets Establish systems, structures, processes and Memorandums of Understanding to support the initial work of the CoL. Appoint Lead Principal, Expert Partner, Across School & In-School Teachers. Set up Governance/Stewardship Group & Management Team Achievement challenges developed and approved</p>
<p>Baseline Data The Cromwell Col was approved in 2016 but a leader was not appointed until the end of 2017. There has been one full CoL event held at the Cromwell Town & Country Club for the purpose of developing the vision, values etc of the CoL. Since then there have been informal discussions but no real progress because there was no Lead Principal.</p>		

Actions to Achieve Targets	Responsibility	Budget/Timeframe	Expected Outcome
<p>Lead Principal Appointment</p> <ul style="list-style-type: none"> Process established and activated for appointment of the Lead Principal. 	<p>Mason, Anna & BoT Chairs, ECE Rep & Prue Kelly</p>	<p>Term 4 (2017)</p>	<p>Lead Principal Appointed</p>
<p>Establishment Meeting (Set up meeting of the 3 x schools & 6 x ECE centres to discuss meeting structures, timetable & purpose of the CoL)</p> <ul style="list-style-type: none"> Management Team members will deliver a 5 min presentation about their centre CoL Name & vision statement discussed & agreed Metaphor for our CoL name created by the group Meeting schedule, purpose and locations established 	<p>Lead Principal CoL Management Team</p>	<p>March 2018</p>	<p>Inaugural meeting held. Meeting schedule & purpose developed, CoL name and vision statement agreed.</p>
<p>Systems, Structures, Protocols, Governance & Management</p> <ul style="list-style-type: none"> Set up a series of scoping sessions with all ECE centres based on questions and starter ideas shared with them Communication methods identified, set up and operating Achievement Challenge Team identified to work on data 	<p>Lead Principal CoL Management Team Joanna Pascoe (MOE) Expert Partner Mary-Anne Baxter</p>	<p>Terms 2-4</p>	<p>Organisational structures required for the CoL to function effectively have been set up & activated successfully.</p>
<p>Achievement Challenges Development</p> <ul style="list-style-type: none"> Data gathering surveys etc required are activated to provide the necessary data to support the achievement challenges. Data collated and analysed Document prepared and sent to the MOE for approval 	<p>Lead Principal, Data Analysis Team Joanna Pascoe (MOE)</p>	<p>Terms 1 & 2</p>	<p>Achievement Challenges approved by MOE</p>
<p>Community Engagement Strategies</p> <ul style="list-style-type: none"> Education Expo – all schools & centre prepare for an Education Expo to showcase what is happening now and present the “possibilities for the future” when working collaboratively as a CoL. Feedback opportunity Monthly BoT Meetings Agenda items to include update of CoL progress Movie for CoL Community “Most Likely to Succeed” to initiate a discussion about future focussed schools and why schools need to change. Catalyst activity 	<p>Lead Principal Management Team</p>	<p>Terms 2/3</p>	<p>CoL & Wider Community building an understanding of the purpose of the CoL. and engaging in conversations about why schools need to do things differ</p>
<p>Appointment Process for Teachers</p> <ul style="list-style-type: none"> Appointment of Across School & In-School Lead Teachers based on the achievement challenges. 	<p>Lead Principal CoL Management Group</p>	<p>Terms 3/4</p>	<p>Across School & In-School Teachers appointed.</p>

Annual Goal 7: Property – Modern Learning Environment Development - Senior Learning Hub construction, progress the multipurpose building, Ako redevelopment, final sign off of Junior Learning Hub. (Process Goal).

<p>Strategic Aim: Work towards remodelling classrooms as modern 21st century learning spaces; be future focussed by developing plans for future buildings to enhance school facilities; implement a maintenance programme to ensure our school’s buildings, facilities and playgrounds provide a safe, healthy learning environment for students.</p>
<p>Annual Goal: To commence property projects identified in our new 2014-2019 5YA, including the MLE upgrade of Ako (Rooms 1 & 2), our multipurpose project and the Capital Works funded MOE senior learning hub 4 x classroom project.</p>
<p>Background Data: Cromwell Primary School 5YA cycle 2014-2019 has been approved. To date work has been completed in the Junior Block with Rooms 1 & 2 and prefabs 8 & 9 due for improvements in this plan. Major projects undertaken have included asbestos removal, Rooms 3-7 improvements, drainage, work on heating system & irrigation bore. SPG funding was used to extend the administration area and to create better work spaces for teachers on release. Preparation work carried out has included a report on our furnace, national building coalition assessment, earthquake strengthening & water tightness surveys. The school still has \$190,000 5YA funds of the 2014-2019 5YA. The BOT has had plans drawn up currently has plans being drawn up for a multi-purpose space and base for the after school & holiday programmes offered to all primary children in the area and also a hall space for the school. It is proposed that a new toilet block be part of this building to enable the school to improve Rooms 1,2, 8 & 9 by removing old & substandard toilet areas and creating breakout areas to be used to enhance student learning. The roll growth classroom was combined with an MLE upgrade for Room 7 and we have completed a new Junior Learning Hub with breakout spaces as a more collaborative, flexible learning hub</p>
<p>Target:</p> <ul style="list-style-type: none"> • Completion of capital works funded 4 x classroom senior learning hub & complete planning for the MLE upgrade of Rooms 1 & 2 to create a new collaborative Year 3/4 learning hub.
<p>Target Groups:</p> <ul style="list-style-type: none"> • Students, staff & wider school community

Actions to Achieve Targets	Responsibility	Budget	Timeframe
<p>Toilet Block (Stage 1) & Multipurpose Space (Stage 2)</p> <ul style="list-style-type: none"> Funding applications completed for multipurpose area (Stage 2) Project Manager appointed & completing MOE requirements for release of 5YA funds for toilet block Value engineering completed by architect to reduce build cost Tenders through GETS - decision to be made on how to proceed based on <ul style="list-style-type: none"> outcome of this process Main contractor appointed Building commences by Term 3 	<p>Principal BOT Grant Harris (Wild Rooster Design)</p> <p>Brent Stanley (BOT)</p> <p>Luke Clark Frequency Design</p> <p>MOE Network Facilitator Margaret Pollitt</p>	<p>\$200,000 5YA \$300,000 BOT Funds \$80,000 SOKs \$650,000 Other Funders(CLT, OCT, Lotteries</p>	<p>Terms 1-4</p>
<p>Senior Learning Hub 4 x classroom project</p> <ul style="list-style-type: none"> Capital works funding approved due to roll growth Design & Build Team MOE appointed and working with school Project Manager – Luke Clark – Frequency Design Tenders through GETS March 2018 Main contractor appointed Project completed by end of 2018 	<p>Principal Brent Stanley (BOT) Luke Clark – Frequency Design David Patterson MOE Stapleton & Elliott Architects MOE Margaret Pollitt</p>	<p>\$2k from capital works for roll growth</p>	<p>Terms 2/3</p>
<p>Planning for MLE upgrade of Ako – Rooms 1 & 2]</p> <ul style="list-style-type: none"> School design & build team meet to develop concept School Network Facilitator liaising with school on design & funding Project Manager appointed and architect engaged to prepare design Tender documents prepared and project advertised on GETs 	<p>Principal Brent Stanley (BOT) Luke Clark – Frequency Design MOE Margaret Pollitt</p>	<p>\$195,000 5YA or all remaining funds for 2014-2019 period.</p>	<p>Terms 3/4</p>

Cromwell Primary Annual Assessment Overview 2018

Term 1	Term 2	Term 3	Term 4
<p>Writing Entry Sample - to develop individual writing goals (in regular workbook)</p> <p>Essential Words Spelling Full Lists (Y1-6) (And extension lists if students have mastered most essential lists) Administered Week 2-4</p> <p>Data to develop individual spelling lists (own class tracking sheets)</p> <p>Joy Allcock Assessment (Years 1-6) Select most appropriate test to inform teaching</p> <p>CPS Basic Facts Test A (Stage 4 Add/sub and up) Basic or Extension versions Administered Week 4 EDGE Markbook</p> <p>Gloss Strategy Test (Stages 5-8) JAM (stages 0-4/E5) Administered Week 2/3 Data entered by Week 5 EDGE</p> <p>IKAN Test (Stages 5 - 8) Administered by Week 5 Data entered by Week 7 EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>Geometry strand is school-wide area of tracking and focus in 2017. Student Goal Setting Meetings</p> <p>Six Year Nets, EDGE Probe/PM Benchmark EDGE Inquiry data - as per plan Maori data - as per plan</p>	<p>STAR Reading Test (Y3-6) Administered Week 4 Data Entered by Week 5 EDGE</p> <p>Essential Words Spelling Snap Shot (Years 0-4) (own class tracking sheet)</p> <p>Writing Assessment against National Standards criteria Years 0-2 & e-asTTle Years 3-6 (Sample for Profile)</p> <p>Writing Moderation process - Y1-6</p> <p>e-asTTle Reading & Maths (Y5/6)</p> <p>CPS Basic Facts Test B (Stage 4 Add/sub and up) Basic or Extension versions Administered Week 6-8 EDGE Markbook</p> <p>IKAN Test (Stages 5 - 8) Administered End of Term Data entered EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>National Standards OTJs - Reading, Writing, Mathematics EDGE</p> <p>Student Profiles (Week 8) Student Led Conferences (Week 9) Schonell Test - optional</p> <p>Six Year Nets - EDGE Probe/PM Benchmark - EDGE Optional - Listening Comprehension (ARBs) Years 3-6 JAM & GloSS - at teacher discretion Inquiry data - as per plan Maori data - as per plan Learning Support Entry/Exit data</p>	<p>CPS Basic Facts Test A (Stage 4 Add/sub and up) Basic or Extension versions Administered Week 6-8 EDGE Markbook</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>Six Year Nets - EDGE Probe/PM Benchmark EDGE Optional - Reading Comprehension PAT Y4-6 JAM & GloSS - at teacher discretion Inquiry data - as per plan Maori data - as per plan IKAN Test</p>	<p>Writing Assessment against National Standards criteria Years 0-2 & e-asTTle Years 3-6 (Sample for Profile)</p> <p>SSpA PAT (Y4-6) Administered Week 3 Data entered by Week 4 in EDGE</p> <p>Essential Words Spelling Snap Shot (Years 0-4) (own class tracking sheet)</p> <p>Joy Allcock Assessment (same test as Term 1 Years 0-4)</p> <p>Probe/PM Benchmark EDGE</p> <p>Writing Moderation process - Y1-6</p> <p>PAT Maths Year 4-6 (data into EDGE) Administered Week 5 Entered Week 6</p> <p>CPS Basic Facts Test B (Stage 4 Add/sub and up) Basic or Extension versions Administered by week 8 EDGE Markbook</p> <p>Gloss Strategy Test (Stages 5-8) JAM (stages 0-4/E5) Administered Week 2/3 Data entered by Week 5 EDGE</p> <p>IKAN Test (Stages 5 - 8) Administered End of Term Data entered EDGE</p> <p>Maths - All strand data into EDGE by the end of the term.</p> <p>National Standards OTJs - Reading, Writing, Mathematics EDGE Student Profiles (Week 9)</p> <p>Six Year Nets - EDGE Inquiry data - as per plan Maori data - as per plan Student Support EOY data Reading, Writing, Mathematics Summative Learning Support Entry/Exit data</p>

Enter data into [Edge](#) (as listed above). Green highlights reporting to parents & National Standards

BOT Reporting - National Standards (mid & end of year) & annual student achievement targets (end of Year), curriculum areas as per curriculum reporting plan

All running records, probes, or PM Benchmarks to be entered into [EDGE](#) as these are completed

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name	Excluded >= 1 March	Excluded: No OTJ					
3729	Cromwell Primary School	NAG2A(c) Reporting	31	5					
Reading									
All Students	Well Below		At		Above		Total		
	Number	%	Number	%	Number	%			
	3	1.1	17	6.3	125	46.5	124	46.1	269
Maori	0	0.0%	1	3.1%	16	50.0%	15	46.9%	32
Pasifika	0	0.0%	0	0.0%	3	100.0%	0	0.0%	3
Asian	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4
NZ European/Pakeha/Other European	3	1.3%	16	7.0%	101	44.5%	107	47.1%	227
Male	1	0.6%	9	5.8%	80	51.9%	64	41.6%	154
Female	2	1.7%	8	7.0%	45	39.1%	60	52.2%	115
After 1 year at school	0	0.0%	5	8.6%	39	67.2%	14	24.1%	58
After 2 years at school	1	2.0%	1	2.0%	26	52.0%	22	44.0%	50
After 3 years at school	2	4.5%	1	2.3%	12	27.3%	29	65.9%	44
End of year 4	0	0.0%	0	0.0%	17	50.0%	17	50.0%	34
End of year 5	0	0.0%	1	2.3%	18	41.9%	24	55.8%	43
End of year 6	0	0.0%	9	22.5%	13	32.5%	18	45.0%	40
End of year 7	0	-	0	-	0	-	0	-	0
End of year 8	0	-	0	-	0	-	0	-	0

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)
- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ				
3729	Cromwell Primary School	NAG2A(c) Reporting		31	4				
Mathematics									
All Students	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
	4	1.5	17	6.3	167	61.9	82	30.4	270
Maori	0	0.0%	1	3.1%	22	68.8%	9	28.1%	32
Pasifika	0	0.0%	0	0.0%	3	100.0%	0	0.0%	3
Asian	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
NZ European/Pakeha/Other European	4	1.8%	16	7.0%	139	61.0%	69	30.3%	228
Male	0	0.0%	8	5.2%	95	61.7%	51	33.1%	154
Female	4	3.4%	9	7.8%	72	62.1%	31	26.7%	116
After 1 year at school	0	0.0%	0	0.0%	41	70.7%	17	29.3%	58
After 2 years at school	1	2.0%	5	10.0%	35	70.0%	9	18.0%	50
After 3 years at school	1	2.3%	4	9.1%	23	52.3%	16	36.4%	44
End of year 4	0	0.0%	1	2.9%	21	61.8%	12	35.3%	34
End of year 5	2	4.5%	3	6.8%	19	43.2%	20	45.5%	44
End of year 6	0	0.0%	4	10.0%	28	70.0%	8	20.0%	40
End of year 7	0	-	0	-	0	-	0	-	0
End of year 8	0	-	0	-	0	-	0	-	0

2017 National Standards Reporting (Due 1 March 2018)

Note the ethnicity figures below:
 - are reported at Level 1 (Stats NZ Classifications)
 - exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March		Excluded: No OTJ				
3729	Cromwell Primary School	NAG2A(c) Reporting		31		5				
	Writing	Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	
All Students		5	1.9	43	16.0	188	69.9	33	12.3	269
Maori		0	0.0%	2	6.3%	28	87.5%	2	6.3%	32
Pasifika		0	0.0%	2	66.7%	1	33.3%	0	0.0%	3
Asian		0	0.0%	0	0.0%	3	75.0%	1	25.0%	4
NZ European/Pakeha/Other European		5	2.2%	39	17.2%	153	67.4%	30	13.2%	227
Male		3	1.9%	31	20.1%	105	68.2%	15	9.7%	154
Female		2	1.7%	12	10.4%	83	72.2%	18	15.7%	115
After 1 year at school		0	0.0%	8	13.8%	46	79.3%	4	6.9%	58
After 2 years at school		1	2.0%	11	22.0%	38	76.0%	0	0.0%	50
After 3 years at school		2	4.5%	4	9.1%	31	70.5%	7	15.9%	44
End of year 4		0	0.0%	5	14.7%	26	76.5%	3	8.8%	34
End of year 5		1	2.3%	3	7.0%	30	69.8%	9	20.9%	43
End of year 6		1	2.5%	12	30.0%	17	42.5%	10	25.0%	40
End of year 7		0	-	0	-	0	-	0	-	0
End of year 8		0	-	0	-	0	-	0	-	0

2017 National Standards reporting - Student Lists

Maths - Excluded - No OTJ

Name	Reason
Norrish, Hope	Left our school
Norrish, Kahu	Left our school
Porteous, Anne	Assessed against by end of year 4 as she is Year 4
Stewart, Jayde	Reclassified as Year 6

Reading - Excluded - No OTJ

Name	Reason
Horne, Bianca	Only just started at our school
Norrish, Hope	Left our school
Norrish, Kahu	Left our school
Porteous, Anne	Assessed against by end of year 4 as she is Year 4
Stewart, Jayde	Reclassified as Year 6

Writing - Excluded - No OTJ

Name	Reason
Horne, Bianca	Only just started at our school
Norrish, Hope	Left our school
Norrish, Kahu	Left our school
Porteous, Anne	Assessed against by end of year 4 as she is Year 4
Stewart, Jayde	Reclassified as Year 6