



Charter 2017 - 2019

Waimairi School's mission over the next three years is to ensure all students are able to access the *New Zealand Curriculum* as evidenced by progress and achievement in relation to the national standards by:

1. Developing the morale, tone and pulse of the school (Pumanawatanga) so that the **richness within** each child is honoured, extended and celebrated.

Ahakoā he te iti he pounamu. Although small (child) you are precious like a greenstone.

2. Developing **teacher effectiveness** (Rangatiratanga) so each child becomes a skillful thinker and leads his/her own learning by understanding where he/she is and what his/her next (learning) steps must be.

He moana pukepuke e ekengia e te waka. A choppy sea can be navigated with perseverance.

3. Developing bonding, caring and **relationships** (Kotahitanga, Manākitanga, Whanaungatanga) to nurture a love of learning.

Nau to rourou, naku te rourou, ka ora te iwi. With your food basket and my food basket there will be ample (the benefits of collaboration).

1. Our vision

Waimairi School's vision is a direct expression of the **New Zealand Curriculum** vision.

Soon after the introduction of the 2008 NZ curriculum (NZC) document we ran a community workshop and consultation process to capture parental and whānau aspirations for their children at Waimairi School.

This extensive process surfaced a local community vision which is highly aligned with that of the NZC. Given this outcome, and to ensure alignment with the NZC vision (as opposed to diversion from it) we share the same vision, as laid out below.

We re-check community alignment with NZC by way of annual parent workshops, annual community survey and termly Whānau Group meetings.

Formal self-review is also undertaken against one of the NZC learning area essence statements term by term.

Young people:

- who will be creative, energetic, and enterprising
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives
- who will be confident, connected, actively involved, and lifelong learners.

Confident

- Positive in their own identity
- Motivated and reliable
- Resourceful
- Enterprising and entrepreneurial
- Resilient

Connected

- Able to relate well to others
- Effective users of communication tools
- Connected to the land and environment
- Members of communities
- International citizens

Actively involved

- Participants in a range of life contexts
- Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

Lifelong learners

- Literate and numerate
- Critical and creative thinkers
- Active seekers, users, and creators of knowledge
- Informed decision makers

Our values

In consultation with our community we have developed the following values and beliefs that reflect our beliefs about learning at Waimairi. These are the central considerations when making decisions and the basis for interactions.

We value Success and Excellence. We believe learning & growing at Waimairi is about success by moving on *from where you are now* and always to the highest possible standard.

We value Connected Knowledge. We believe learning & growing at Waimairi is about substance and visibility of connections. Learning involves *hard work and challenge*.

We value Passion/Inner drive. We believe learning & growing at Waimairi is about dedication and zest. We highlight the links between action and achievement. We must build levels of interest in tandem with levels of achievement. Visibility of purpose is paramount.

We value Creativity. We believe learning & growing at Waimairi is about originality. Learning involves conscious response, design and monitoring. Creativity of approach and method are key to meeting diverse needs.

We value Relationships. We believe learning & growing at Waimairi is about rapport. Learning is viewed as an activity of a social nature.

We value Needs based learning. We believe learning & growing at Waimairi is about being distinct. We attend to the individuality of each *whole* person.

Our curriculum design guide

Learning at Waimairi is our localised curriculum, outlining what our staff, community, children and Mana Whenua value and believe about education. It is informed by, and cross referenced with, contemporary educational, neuroscientific and edu-cultural research. It is our localised embodiment and further development of, the New Zealand Curriculum (2007).

Waimairi School has adopted, a design-based development approach, in which the question we are regularly asking ourselves, as individual educators, as a school, and as a community

is... ***how well are we achieving what we value and believe; how well does our current situation and practice match our vision of what is possible?***

To learn at Waimairi is to develop as a person *through* the content of the learning areas of the New Zealand curriculum, as opposed to *just learning the content* of the learning areas. To put this in the context of 'achievement data' each year we aim for one (or more) year's growth as a person, via one (or more) year's growth in the learning areas.

At Waimairi School the learning areas of literacy and numeracy are a major vehicle for the development of the child. We believe that children need to acquire these fundamental skills if they are going to be able to participate effectively in society both now and in the future. The development of the child through these skills will be at the heart of all our learning. programmes.

Curriculum design influences

While our 'values and beliefs' are the backbone of decision-making and learning design we are also influenced by these research-driven frameworks.

From each, we work to design sets of '**soft systems**' i.e. ways of working, pedagogical approaches, grouping & scheduling decisions etc. These are then made possible with support from corresponding '**hard systems**' i.e. equipment, fixtures, furniture, landscaping, buildings etc.

Junior school learning design must take cues from early childhood centre design

Te Whāriki. “A framework for providing tamariki (children's) early learning and development within a sociocultural context. It emphasises the learning partnership between kaiako (teachers), parents, and whānau/families. Kaiako (teachers) weave an holistic curriculum in response to tamariki (children's) learning and development in the early childhood setting and the wider context of the child's world.” Ministry of Education Early Childhood Curriculum.

Te Whāriki is used at Waimairi School to inform learning and facility design in the junior school and for some special education settings.

Ministry of Education (1996)

Learning design must amplify this set of cultural values

Kia Hiwa Ra - Listen to Culture. Prof. Angus Macfarlane 2004 book, containing the ‘*Edu-cultural Wheel*’ A set of Māori values used to develop (and review) Waimairi School’s cultural responsiveness. Macfarlane (2004)

The whole of learning design must recognise and reflect Ngāi Tahu as Mana Whenua

Te Kete o Aoraki. A resource for both schools and papatipu rūnanga that was developed to:

1. Inform schools within the Ngāi Tahu rohe of the expectations of Ngāi Tahu in relation to educational achievement.
2. Assist and support schools within the Ngāi Tahu rohe in meeting their responsibilities to both Ngāi Tahu and other Māori students in relation to achievement and retention.
3. Suggest ways for schools to develop their relationship with papatipu rūnanga and/or the iwi organisation’s Education Sector that will contribute to greater achievement and participation of all Māori students.

Ngāi Tahu (2001)

Learning design must recognise and reflect Ngai Tahu as Mana Whenua

Ōtautahi North Western Cluster of Schools. A Ngāi Tūāhuriri Perspective (Cultural Narrative).

The aim of this report is to assist in providing options for informing the naming and design of the 'Ōtautahi Western Cluster of Schools' and its associated environments. It also aims to recognise their relationship of the Mana Whenua 'Te Ngāi Tūāhuriri' while providing relevant information on their historical relationship to the area.

Schools are undergoing significant remediation and rebuild following the Canterbury Earthquakes, some effects left school buildings and sites with minor to extensive damage and caused significant disruption to the school and its community.

The remediation and rebuild of the schools involve the development of modern learning environments which may include interconnected learning centres or 'classrooms', along with new buildings and amenities.

The design of new or remediated schools should take into account environmental sensitive design and reflect cultural values. Therefore, ideas for how to do this, including the potential naming of buildings and detailed design criteria are suggested for build factors and landscaping ideals based on cultural identifiers.

The document provides a review of initial ideas, along with background information on natural, cultural and historic considerations and concludes with some recommendations for inclusion in final detailed school design and development.

It also provides a toolkit which outlines the function of indicating the main issues and values from a mana whenua perspective. How those issues and values can be threaded into the process of engagement, preliminary and detailed design phases, through to implementation and the build phases of the school remediation or rebuild are also included where applicable.

Further guidance and consultation with the Te Ngāi Tūāhuriri Education Committee and or school/site specifics issues will be required in applying these criteria.

Ngai Tūāhuriri (2015)

All learning spaces need to facilitate and accommodate the education of the whole person

True Constructivism

It is not a matter of either direct, explicit instruction or learner driven learning but rather a tailoring of the approach to achieve success, to develop deep personal meaning and the flexibility & skilfulness on the part of the teacher to be able to use a repertoire of strategies in response to each learner's needs.

Transformative

- personally meaningful
- integrated
- coherent
- transferable

Non-transformative

- non-meaningful
- disconnected

-non- transferable

- incoherent

J Atkin (2014)

Learning design recognises the developmental stages of the children, not merely replicating facilities across age groups adjusted for child size.

The Hierarchical Nature of Neurodevelopment

The easily recognisable cognitive functions of the cortex (for example, reading) has resulted in an emphasis being placed on understanding the cortex, without the necessary realisation that the cortex is the end result of a hierarchical process beginning in the brainstem. Understanding the functions of each component in the hierarchy allows the early childhood practitioner to employ a pedagogy that is considerate of this. Ensuring the child's needs are understood and met with regard to each neurological component will likely establish a secure and robust base ready for the next component.

Miriam McCaleb & Nathan Mikaere-Wallis (2005)

Design of learning spaces must take cues from ALL of these principles. Complexity and detail of settings, beyond 'open space and some breakout spaces' is required.

The Nature of Learning: Using Research to Inspire Practice.

How can the learning sciences inform the design of 21st century learning environments?

Over recent years, learning has moved increasingly centre stage and for a range of powerful reasons. A primary driver has been the scale of change in our world the rapid advances in ICT, the shift to economies based on knowledge, and the emphasis on the skills required to thrive in them. Schools and education systems around the world are having to reconsider their design and approach to teaching and learning. What should schooling, teaching and, most especially, learning look like in this rapidly changing world?

At the same time, empirical research on how people learn, how the mind and brain develop, how interests form, and how people differ in all these has expanded tremendously. This science of learning underscores the importance of how it is taught,

The learning sciences are importantly enriching our understanding of how people learn best, and showing that many existing school learning environments are in direct contrast to this. Classrooms, schools and education systems cannot change overnight but neither is it possible to accept arrangements that are in direct contrast to what makes for good learning. If instead schools were designed to leverage knowledge about learning more likely become the powerful learners, skilled workers and engaged citizens we want them to be.

This summary of The Nature of Learning, created to highlight the core messages and principles from the full report for practitioners, leaders, advisors, and policy-makers indeed, for anyone interested in improving the design of learning environments. The principles outlined serve as guides to inform everyday experiences in current classrooms, as well as future educational programmes and systems. This summary but for the full account and explanation please refer to the original publication.

(OECD 2012)

Design must recognise and support the evidence that teachers' actions have the highest effect size on student achievement.

Teaching as inquiry (Pg. 35 NZC) 'Design driven' and 'data driven' - Paying attention to both 'lead' and 'lag' indicators.

"The success or failure of my students is about what I do. I am a change agent" John Hattie

Teaching as inquiry Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching–learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term. In this process, the teacher asks: • What is important (and therefore worth spending time on), given where my students are at? This focusing inquiry establishes a baseline and a direction. The teacher uses all available information to determine what their students have already learned and what they need to learn next.

- What strategies (evidence-based) are most likely to help my students learn this? In this teaching inquiry, the teacher uses evidence from research and from their own past practice and that of colleagues to plan teaching and learning opportunities aimed at achieving the outcomes prioritised in the focusing inquiry.

- What happened as a result of the teaching, and what are the implications for future teaching? In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritised outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyse and interpret the information to consider what they should do next.

Teaching and learning structure

Junior children move seamlessly from Early Childhood Education into a programme which continues their development as prescribed in Te Whāriki. Elements of the New Zealand Curriculum are introduced as developmental and dispositional milestones are reached.

For subsequent years children work in learning spaces grouped as Year 1 & 2, Year 3 & 4, Year 5 & 6.

Children and teachers are teamed in vertical teams (Rivers) each River team consists of Year 1 & 2, Year 3 & 4, Year 5 & 6 learning spaces.

Learning activities (and therefore collaborations) are planned horizontally across year groups and vertically across River groups.

Learning is deeply contextualised (after 'bringing in' new vocabulary and knowledge time and space is given to children to connect and do new things with them in authentic ways) with a high degree of 'hands-on' arts, soft & hard materials, and food technology, gardening, physical movement, music as the backbone of the day - not added extras.

Learning Neighbourhood — a Learning Neighbourhood is a subset of a Learning Community. A Learning Neighbourhood acts as the 'learning home' for a group of learners with a team of teachers. A 'learning home' signifies a personal place/space for students where they locate their belongings, relate to a teacher(s) with primary responsibility for their learning progress and well-being, and where they connect with the group of other learners who share the 'learning home'.

Learning Neighbourhoods are designed to:

create a sense of belonging and community building; provide contemporary learning environments
Facilitate professional collaboration for designing, planning *and* teaching; enable formation of different sized learning groups; and facilitate sharing of neighbourhood resources and learning spaces.

The Learning Neighbourhood is required to provide a contemporary learning environment with internal and external Learning Settings and environments to support the full range of learning activities (see Table) for all learners, including students with disability, working in a range of group sizes from individual, to one to one, to small collaborative groups, medium and larger group learning.

School leadership and management

The school is led by a principal, and two fully released deputy principals. There are four teaching team leaders who are released 0.1 per week.

Where possible (and feasible) collaborative teaching teams in open learning spaces are made up of pairings of experienced and novice practitioners.

Professional development is mainly conducted during school hours (not after school). It takes place in a dedicated Professional Development Centre with appropriate furniture and facilities for adult learning.

Teachers plan, prepare and evaluate in small collaborative teams. They work and meet in horizontal and vertical teams. Ad hoc in teams formed around a particular subject learning area at set times during the year. The whole staff also come together to work on specific projects or topics, as the situation dictates. All configurations are valued.

Although teachers tend to meet and work together in learning spaces (before and after school) rather than teacher workrooms we have a need for

- a. staff workspace during class time e.g. while on release.
- b. all teachers and support staff to feel a place where they belong, and can keep **their** belongings.

Teachers collaborate as 'adult learners' in a respectful environment of honesty and frankness. We all aim to hold each other to account for obtaining the best possible outcomes for our children.

Confidential, academic and pastoral care meetings (case conferences) are held frequently during school hours and respectful, dedicated space is needed for these to accommodate up to ten adults at a time.

The 5 main contexts for routine daily wider community connection are

- * School office transactions
- * School child drop off
- * PTA fundraising transaction e.g. buying a pool key, hot dog etc
- * 4Rivers Cafe.
- * School library use.

Community Connections

The school has extensive community connections with a wide variety of stakeholders. The school grounds and facilities are in constant use.

Large groups such as a church congregation, a theatre school, dance school, yoga group, school PTA discos etc. use the hall and other spaces. Smaller groups such as Chinese abacus, French club etc. book and use the library and smaller spaces. A very popular Sewing and Craft Club operates at lunch time run by parent volunteers

The school hosts many events for the parent community: parent information mornings and evenings, orientation sessions, and welcoming ceremonies.

We host education groups from all over New Zealand and overseas fortnightly. These groups vary in size between 5 and 50. At times we are required to cater for the groups.

The whole community gathers once a week for a 'meet-up' on Monday Mornings.

The school cafe is a highly valued community connection point.

The school community come together on the school site for significant events to begin each term (ignition) and celebrated learning at the end of each term (finale). Regular hui with Whānau.

Facilities for hangi need to be maintained/enhanced.

The pool is an important community connector and social area between Show Weekend and Easter each year. The community buy keys to access outside of school hours.

The school field is used by out of hours sports organisations and as a casual local recreational area.

Linking pedagogy to space

Overall configuration of the school

Use of whole site

The whole site is to be considered a learning space, not just the buildings.

Entrances to build connections

The school entrances on Tillman Ave, via rail bridge and Westholme St need to funnel people to our social connection areas (notion of town square - office transactions, coffee shop, library) before delivering people to specific parts of the school.

Relationships & Community:

There is extensive community use of the hall, grounds, library in and out of hours. There is also daily community interaction admin/office, library, coffee shop and outside/inside learning spaces.

Spaces need to lend themselves to interactions between parents, teachers and students/ They must facilitate and provoke informal and formal conversations, before and after school.

Overall school design needs to make us feel we are all connected, on the same mission, not engaged in separate work.

Vehicles and pedestrians at Tillman Ave

More separation of vehicle and pedestrian movements is needed at the Tillman Ave entrance.

Activity & transport modes

Students are active, it is important that students/adults using scooters, wheels etc., to arrive/depart school, have logical pathways to go to “park” wheels and go to/from learning spaces. A paved area that is suitable for “wheels” use during morning tea/lunchtime is an important feature.

Bus aspects

Buses regularly collect and drop off children for camps, sports and class trips. As there is no room for turning on Tillman Ave and no bus stops on Blighs Road, all weather pedestrian access is need to the Westholme Street gate.

Waimairi special definitions

Neighbourhood - the largest group setting in regular daily use. The regular team of children and staff, the ‘home group’. From several years of prototyping we find that the max size of a neighbourhood, for functional learning relationships, is 60 children. This maximum size supports quality visual and auditory communications between staff and children between children and children. The quality of the experience degrades beyond his size.

Generalised AND specialised areas. Waimairi learning spaces need to provide their inhabitants with settings to allow a wide range of routine and specialised tasks without having to leave the space and/or book time in specialist spaces.

Purposeful learning settings

Learning spaces need to be well-defined. Not just the spaces themselves, but the settings within each space. Waimairi pedagogy translates into agile, yet purposeful space. **Not** multipurpose, endlessly reconfigurable spaces.

Connectedness

Learning spaces must build connectedness between those inside each neighbourhood. More so than between Neighbourhoods. If prioritising has to happen, the vertical age connections take precedence over horizontal age connections.

Mana Whenua

In addition to our cultural narrative, informing the wider site design we also need all neighbourhood spaces to support karakia, Waiata and kai preparation & consumption (to scaled degrees).

Attention to the aesthetic

Every opportunity must be taken to expose our learners to objects of awe and wonder, these need to be displayed in ways which honour both the object and observers' ease of access. This applies to teacher selected and student made objects.

The Outdoor areas need to be visible from indoors.

Large covered areas for wet days

Outdoor open spaces for fitness - NB not too close to other learning spaces that may need quiet learning.

The Waimairi School Board of Trustees will -

-ensure that policies and practices reflect New Zealand's cultural diversity and the unique position of the Māori culture.

-ensure all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents ask for it.

Strategic Plan 2017-2019.

The strategic position of the school in 2017.

Following several years of very stable staffing, the last year has seen a number of retirements, illnesses, promotions, and staff absent for study leave. Given the nature of 'learning design' at Waimairi School, this poses a strategic challenge for the school.

The school was due to be nearing the top of a 'sigmoid curve' cycle in the 2017 period. The above mentioned changes of staff has already triggered an 'A Point' as outlined below.

Due to financial reporting inaccuracy by external provider and ongoing loss of international student income the Board needs to exercise prudence and tight financial control in 2017.

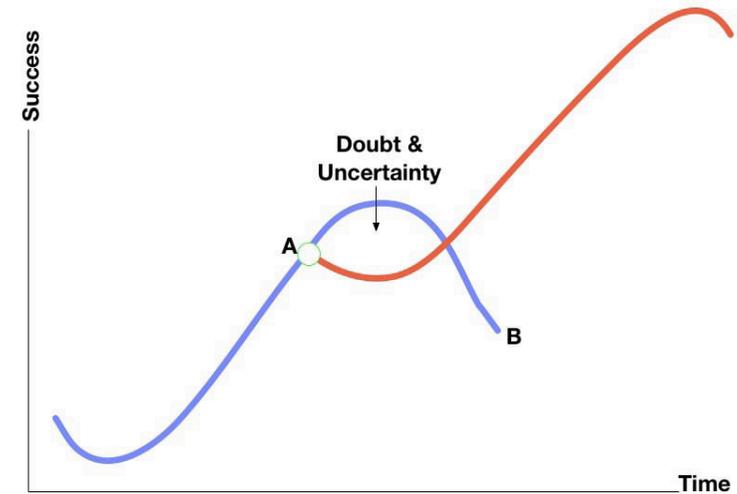
The Board and staff need to understand and address the significance of the above points in order to take the school's performance to even higher levels.

Renewal, and the Sigmoid Curve

The sigmoid curve is the ancient “s” curve of life. At the beginning of the life curve, things are often difficult and dangerous because the initial effort to create something often faces severe hurdles, can't get going, and dies. But if life survives the initial challenges, things may get better and better; until they hit a very successful point (A). Eventually, however, everything peaks out and goes into a decline that cannot be reversed. We have reached point (B) and it's over except for the crying and regret.

If we are fully poised at the point A, we will astutely renew, creating a new beginning before our initial curve peaks out and begins to decline toward , a point at which there is not enough energy to renew. At B, we're too deep into decline to be able to renew.

This is the life curve of everything in our lives—our marriages, our career, our culture, our physical bodies.



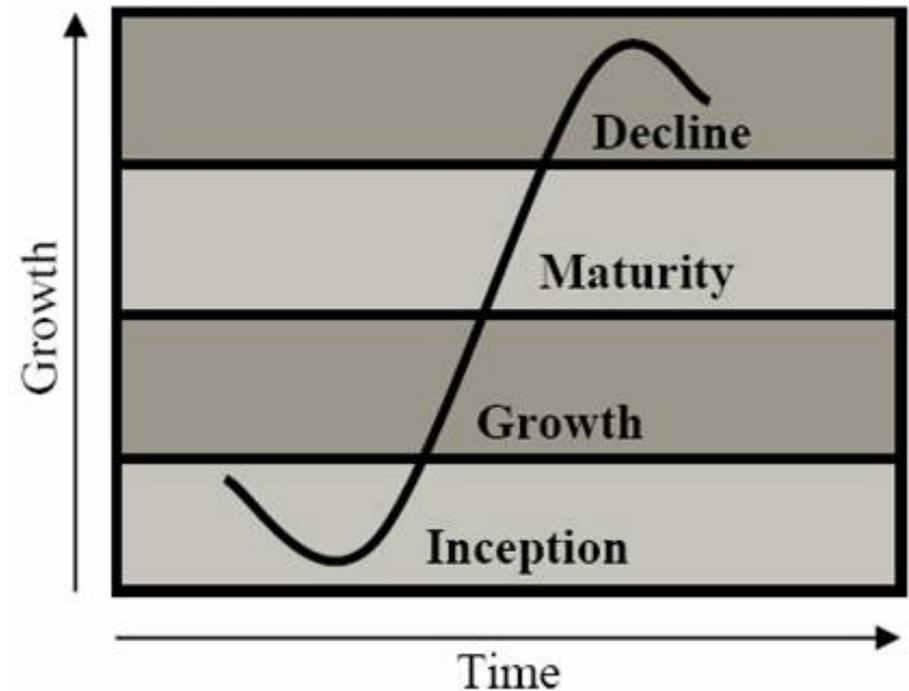
I first came across this in Charles Handy's "The Empty Raincoat"

We often fail to notice that we are at A

Unfortunately, many of us miss A, the point where we must notice that we are approaching the peak of something. Highly successful at something, avoiding change and continuing on the same path seems logical.

It takes a great deal of consciousness to know that renewal is needed just at a time when things have never been better. We are confident because things are going so well. We are enjoying a success. It feels counter-intuitive to dig into the difficult issues of renewal just when our current strategies and practices are producing great results.

Charles Handy, the famous organisational consultant, said that most business enterprises miss point A, fail to renew, and then go into inevitable decline. Thus we have a very long list of companies once dominant in their fields now on history's scrap heap.



How to know when we are approaching the peak and need to begin renewal

The longer we wait past A, the more difficult starting a renewal will be. If we wait until we peak out, we may not have enough energy or credibility to renew. How can we tell that we are approaching a peak in some aspect of our lives—that we are at point A or past point A and the need to begin the renewal process?

We're very sure of ourselves—too sure. Taking success for granted can be a sign that we need to wake up to the need for renewal. Success breeds confidence, of course, but at A it can blind us to the transformation required to remain successful over a long period. No success lasts forever, and if we think our success is assured, we may need to examine our arrogance.

Our learning may be slowing. In the past our success was due partly to the fact that we were learning rapidly and applying our new knowledge to our relationships, our work, or our health. We are still succeeding, but maybe we notice that our success is dependent on what we learned some time back as we moved up to point A. If we haven't made any breakthroughs in learning lately, we will have to begin a renewal which will have a new learning agenda.

We haven't created a new vision and strategies for some time. We're satisfied with our current state, and we haven't been asking ourselves how we might break through to a higher level of consciousness. We haven't challenged ourselves about the future. We aren't talking to loved ones about the future we'd like to create for ourselves and them. We haven't wondered if our current life strategies will continue to serve us in the future.

We're coasting. We've been successful for quite a long period. In the beginning of our marriage, career, or physical growth, we expended a lot of energy. We were excited and challenged, so we gave our best. Now we take it easier, able to maintain what we've achieved with less energy than it took to create it.

We're bored sometimes. Everything's great, but we're repeating ourselves. We notice our routines and patterns.

Creating a new curve at point A

If we decide to create a new curve at point A, we will have to sustain our current life curve for a period of time as the new life is forming.

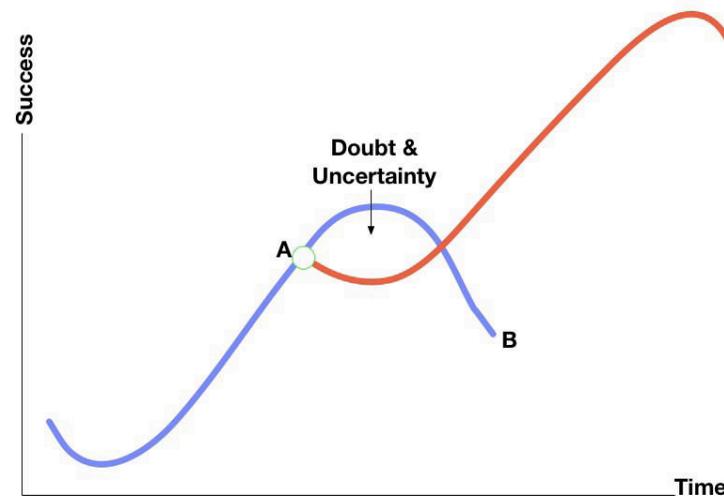
This can be a difficult period because this transformation will take a great deal of energy and because our relationships will be in flux for a while.

Here's the transformational map as we create our new life at point A:

Create the renewal agenda and make a commitment to it. Begin the renewal agenda by outlining the case for change. Create a powerful case for change, indicating among other things, what will happen if you don't start a new curve.

Then create a new vision for the future. You'll offer the core elements of your vision, and then invite key allies to help you flesh out an exciting, detailed picture of the desired future.

You will identify strategies that could move you toward your vision. With your collaborators, set some milestones for the change period ahead.



I first came across this in Charles Handy's "The Empty Raincoat"

| | 2017 | 2018 | 2019 |
|---|--|---|---|
| Goal 1: Raise student achievement through honouring, extending and celebrating the <i>'richness within'</i> | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> - Every 20 weeks hold case conferences with all stakeholders in the child's progress and identify areas for improvement. In addition to individual plans, senior leadership can identify and respond to trends and common areas for improvement for priority learners across the school. -Build staff depth of understanding of learner dispositions, locus of control and attribution theory. | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> -Ensure case conferences can continue during re-build programme. Find meeting facilities in temporary accomodation. -Build staff depth of understanding of learner dispositions, locus of control and attribution theory. | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|--|--|--|---|
| Goal 2: Raise student achievement by developing ' <i>teacher effectiveness</i> ' in the areas of personalised learning, pedagogical knowledge and understanding of students' ' <i>next steps</i> ' | <p>-Strengthen staff induction.</p> <p>-We will ensure all staff are fully implementing all dimensions of the proven Waimairi LIP literacy programme, which has a comprehensive pedagogical base specifically addressing Māori acceleration needs.</p> <p>-We will expand the base of the Waimairi MIP maths intervention, which is developing comprehensive pedagogical base specifically addressing Māori acceleration needs. This project is funded via the Teacher-Led Innovation funds as part of the national Investing for Educational Success initiative.</p> <p>-Ensure ongoing budget and resourcing for Danks, STEPS, Numicon, and Afternoon Programme</p> <p>-Continue to fund external critical friend Pam Hook.</p> | <p>Strengthen staff induction.</p> <p>-Ensure MIP is spread to whole school.</p> <p>-Continue critical friend work with Julia Atkin</p> <p>-Continue critical friend work with Pam Hook every term.</p> <p>-Maintain LIP /MIP programme.</p> <p>-Ensure ongoing budget and resourcing for Danks, STEPS, Numicon, and Afternoon Programme</p> | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

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| | <p>-We will assist teaching staff to act with increased responsiveness to 20 weekly contributing OTJ indicators and look for more trends without reliance on senior leadership to point these out (building teacher inquiry capacity).</p> <p>-We will help teachers to analyse individual and class/cohort trends from monthly and/or termly plotting of reading, writing and maths progress sent to DPs and explicitly link actions to this analysis. River Leaders to strengthen capacity here.</p> <p>-Continue critical friend work with Julia Atkin</p> | <p>-We will assist teaching staff to act with increased responsiveness to 20 weekly contributing OTJ indicators and look for more trends without reliance on senior leadership to point these out (building teacher inquiry capacity).</p> <p>-We will help teachers to analyse individual and class/cohort trends from monthly and/or termly plotting of reading, writing and maths progress sent to DPs and explicitly link actions to this analysis. River Leaders to strengthen capacity here.</p> | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|--|---|---|---|
| <p>Goal 3: Raise student achievement by developing 'relationships' with a specific focus on deeper knowledge of students as people and as learners.</p> | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> -Continue to implement the outcomes of the Whakapiki project at the ECE/New Entrant interface and build staff capacity with the revised Te Whāriki document to support this. -Build new staff knowledge of neuro-sequential child development and the practical implications for accelerating progress 'over-time' – not in 20-week bursts. -Analysis of class/cohort trends and progress over time of PAT, AsTTle data, School Entry Assessments, 6 Year Nets, JAM and other assessments to be given high priority in River Team and 'teaching team' meetings and discussions. | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> -Continue critical friend work with Julia Atkin every term. -Continue critical friend work with Pam Hook every term. -Maintain MIP programme. -Continue external critical friend to address 'culturally responsive practice. -Analysis of class/cohort trends and progress over time of PAT, AsTTle data, School Entry Assessments, 6 Year Nets, JAM and other assessments to be given high priority on River Team and 'teaching team' meetings and discussions. | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|--|---|---|---|
| | <p>-Attendance monitoring and analysis. Weekly by teachers and every 20 weeks by senior staff to be followed up on in a more direct and timely way by class teachers in the first instance.</p> <p>-Well-being. Bully survey and annual NZCER student engagement survey. Implications to be illustrated at annual staff retreat and kept to the forefront of River and 'teaching team' meetings and discussions.</p> <p>-Implications of Incredible Years (IYP) for teachers PD to be applied to learning environments and programmes.</p> <p>-Maintain 'ignition & finale method of reporting learning to community.</p> | <p>-Attendance monitoring and analysis. Weekly by teachers and every 20 weeks by senior staff to be followed up on in a more direct and timely way by class teachers in the first instance.</p> <p>-Well-being. Bully survey and annual NZCER student engagement survey. Implications to be illustrated at annual staff retreat and kept to forefront of River and 'teaching team' meetings and discussions.</p> <p>-Review learnings from IYP and implement outcomes.</p> <p>-Maintain 'ignition & finale method of reporting learning to community.</p> | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|--|---|--|---|
| Goal 4: Develop explicit and robust links between facilities and fixtures (hard systems) and pedagogical practices (soft systems) as a priority in post-quake building renewal planning. | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> -Author "Education Brief" document for MoE -Ensure new and existing staff understand connections between hard and soft systems and use this knowledge to enhance learning outcomes. | <p>Engage with designers/architects/builders to ensure concurrence with Waimairi Schools learning and design principles.</p> | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|---|--|--|---|
| Goal 5: Raise achievement of priority learners by developing further as a ' culturally responsive school ' | <p>Strengthen staff induction.</p> <p>Ensure there is no reduction in the visibility of, and staff understanding of, the key values components of Prof' Angus MacFarlane's Educultural Wheel.</p> <p>-Ensure Charter strategic, annual plan and budgetary sections continue to prioritise the objectives of Ka Hikitia.</p> <p>-Further staff Te Reo competence by establishing a Level 2 Te Reo Māori course , on site, for staff and parents.</p> <p>-Facilitate the attendance of all new teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop One.</p> | <p>Strengthen staff induction.</p> <p>-Strengthen core membership of Waimairi Whanau group and use these key influencers to encourage even greater whanau engagement.</p> <p>-Ensure Ka Hikitia 2013-2017 continues to be used as baseline document in planning and design making.</p> <p>-Use Pasifika Education Plan 2013-2017 as baseline document in planning and design making.</p> <p>-Facilitate the attendance of all new teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop One.</p> <p>- Facilitate the attendance of all existing teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop Two.</p> | <p>-2019 details will be mapped out during Terms 3 & 4 2018. 2017/18 Is the year scheduled for school re-build.</p> |

| | 2017 | 2018 | 2019 |
|--|--|------|------|
| | <ul style="list-style-type: none"> - Facilitate the attendance of all existing teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop Two. -Strengthen core membership of Waimairi Whanau group and use these key influencers to encourage even greater whanau engagement. | | |

2016 Annual Plan Reviewed

| | | Specific Actions | Review |
|---|--|--|---|
| Goal 1: Raise student achievement through honouring, extending and celebrating the <i>'richness within'</i> | -Continue critical friend work with Julia Atkin every term. | Two day workshops in Terms 1, 2 and 3 | Done. High degree of staff understanding of 'emergence', hard/ soft systems impact on learning and 'both-and' |
| | -Continue critical friend work with Pam Hook every term. | Two day workshops in Terms 1, 2 and 3. | Done. Strengthened staff planning for deepening learning outcomes. Bringing in ideas, connecting ideas, using ideas. |
| | -Maintain MIP programme. | TLIF funded project running Cycle 2 as per plan. | Done. Refer to expensive MIP milestone reports to MoE. |
| | -Continue external critical friend to address 'culturally responsive practice. | 4 x workshops with Ihu Development plus all staff and BOT to attend Tuahiwi Marae workshop #2. | Workshops done with MIP and Whakapiki groups of staff. Marae workshop 2 not done during 2016 - move to 2017 |

| | | | |
|---|---|--|---|
| <p>Goal 2: Raise student achievement by developing 'teacher effectiveness' in the areas of personalised learning, pedagogical knowledge and understanding of students' <i>'next steps'</i></p> | <p>-Continue critical friend work with Julia Atkin every term.</p> <p>-Continue critical friend work with Pam Hook every term.</p> <p>-Maintain MIPP programme.</p> <p>-Continue external critical friend to address 'culturally responsive practice.</p> | <p>Two day workshops in Terms 1, 2 and 3</p> <p>Two day workshops in Terms 1, 2 and 3.</p> <p>TLIF funded project running Cycle 2 as per plan.</p> <p>4 x workshops with Ihu Development plus all staff and BOT to attend Tuahiwi Marae workshop #2.</p> | <p>Done. High degree of staff understanding of 'emergence', hard/ soft systems impact on learning and 'both-and'</p> <p>Done. Strengthened staff planning for deepening learning outcomes. Bringing in ideas, connecting ideas, using ideas.</p> <p>Done.Refer to expensive MIP milestone reports to MoE.</p> <p>Workshops done with MIP and Whakapiki groups of staff. Marae workshop 2 not done during 2016 - move to 2017</p> |
| <p>Goal 3: Raise student achievement by developing 'relationships' with a specific focus on deeper knowledge of students as people and as learners.</p> | <p>-Continue critical friend work with Julia Atkin every term.</p> <p>-Continue critical friend work with Pam Hook every term.</p> <p>-Maintain MIPP programme.</p> <p>-Continue external critical friend to address 'culturally responsive practice.</p> | <p>Two day workshops in Terms 1, 2 and 3</p> <p>Two day workshops in Terms 1, 2 and 3.</p> <p>TLIF funded project running Cycle 2 as per plan.</p> <p>4 x workshops with Ihu Development plus all staff and BOT to attend Tuahiwi Marae workshop #2.</p> | <p>Done. High degree of staff understanding of 'emergence', hard/ soft systems impact on learning and 'both-and'</p> <p>Done. Strengthened staff planning for deepening learning outcomes. Bringing in ideas, connecting ideas, using ideas.</p> <p>Done.Refer to expensive MIP milestone reports to MoE.</p> <p>Workshops done with MIP and Whakapiki groups of staff. Marae workshop 2 not done during 2016 - move to 2017</p> |

| | | | |
|--|---|--|---|
| <p>Goal 4: Develop <i>‘flexible learning environments’</i> and pedagogical practices as a priority in post-quake building renewal planning.</p> | <p>Engage with designers/architects to ensure concurrence with Waimairi Schools learning and design principles.</p> | <p>Budget all staff minimum of 2 hours access to design team.</p> | <p>Renewal programme pushed back to 2017 start. Principal seconded to another school.</p> <p>Eduction brief needs doing early 2017.</p> |
| <p>Goal 5: Clearly articulate and implement vision of <i>ICT supporting student learning.</i></p> | <p>-Add dimensions learnt during 2015 Yr5/6 work across whole school as appropriate.</p> | <p>Build on learning from 2015 senior device roll-out.</p> | <p>End of year review done among staff as Principal seconded to another school.</p> |
| <p>Goal 6: Raise achievement of priority learners by developing further as a <i>‘culturally responsive school’</i></p> | <p>-Strengthen core membership of Waimairi Whanau group and use these key influencers to encourage even greater whanau engagement.</p> <p>-Ensure Ka Hikitia 2013-2017 continues to be used as baseline document in planning and design making.</p> <p>-Use Pasifika Education Plan 2013-2017 as baseline document in planning and design making.</p> | <p>Term 1 hangi event. Term 2, 3, 4 meetings</p> <p>Maintain leadership unit in this area.</p> <p>Maintain leadership unit in this area.</p> | <p>Done. Hangi and international foods festival very successful. To become annual event.</p> <p>All scheduled whānau group meetings held. Refer meetings notes for outcomes and details.</p> <p>Maintained.</p> <p>Somewhat overshadowed by Ka Hikiita work - need to find sustainable way of using during 2017.</p> |

2017 Annual Plan

| | 2017 | Details | Responsible |
|---|--|---|----------------------------------|
| Goal 1: Raise student achievement through honouring, extending and celebrating the <i>'richness within'</i> | Strengthen staff induction. | In addition to existing the 3-day induction programme, make more clearer to all staff, the need the concept of 'emergence' and the Waimairi learning design underpinnings (Mowing the Lawns). No additional budget needed. Maintain current funding. | Mike |
| | - Every 20 weeks hold case conferences with all stakeholders in the child's progress and identify areas for improvement. In addition to individual plans, senior leadership can identify and respond to trends and common areas for improvement for priority learners across the school. | Maintain case conference as a key instrument for raising student achievement. Accelerated progress is only possible with the careful data analysis that happens inside case conferences. No additional budget needed. Maintain current funding. | Carol |
| | -Build staff depth of understanding of learner dispositions, locus of control and attribution theory. | These are key underpinnings of Waimairi learning and are the backbone of Whakapiki, LIP and MIP work. Analysis of patterns of achievement data across the school show accelerated progress where staff demonstrate applied knowledge of the concepts. No additional budget needed. Maintain current funding. | Mike, Nic, Carol, River Leaders. |

| | 2017 | Details | Responsible | |
|---|---|---|---|-------|
| Goal 2: Raise student achievement by developing <i>teacher effectiveness</i> in the areas of personalised learning, pedagogical knowledge and understanding of students' <i>'next steps'</i> | -Strengthen staff induction. | Analysis of school wide progress and acceleration data shows the highest levels of literacy performance when all LIP dimensions are part of teacher practice. The school has experienced a higher than normal level of staff turnover. This requires explicit River Team and Neighbourhood Team collaboration to re-share the successful methodology. No additional budget needed. Maintain current funding. | River Leaders | |
| | -We will ensure all staff are fully implementing all dimensions of the proven Waimairi LIP literacy programme, which has a comprehensive pedagogical base specifically addressing Māori acceleration needs. | | Implement as per MoE approved TLIF project proposal. No additional budget needed. Externally funded. | Nick |
| | -We will expand the base of the Waimairi MIP maths intervention, which is developing comprehensive pedagogical base specifically addressing Māori acceleration needs. This project is funded via the Teacher-Led Innovation funds as part of the national Investing for Educational Success initiative. | | These programmes are a key a part of accelerating progress for those at risk of not achieving. We have lost a funding stream since the quakes (international students). Additional funding is needed. \$15,000.00 for STEPS and \$10,000.00 for Afternoon Programme. | Carol |
| | -Ensure ongoing funding and resourcing for Danks, STEPS, Numicon, and Afternoon Programme | | No additional budget needed. Maintain current funding. | Mike |
| | -Continue to fund external critical friend Pam Hook. | | | |

| | 2017 | Details | Responsible |
|--|---|---|-------------------|
| | <p>-We will assist teaching staff to act with increased responsiveness to 20 weekly contributing OTJ indicators and look for more trends without reliance on senior leadership to point these out (building teacher inquiry capacity).</p> | <p>During 2017 we will use the River Leaders to take on more 'team-based' data analysis. This is to make teaching teams more agile in instructional decision making. We want to reduce reliance on DPs for initiating achievement and acceleration discussions. No additional budget needed. Maintain current funding.</p> | Mike, Carol, Nic. |
| | <p>-We will help teachers to analyse individual and class/cohort trends from monthly and/or termly plotting of reading, writing and maths progress sent to DPs (pinch and punch) and explicitly link actions to this analysis. River Leaders to strengthen capacity here.</p> | <p>During 2017 we will use the River Leaders to take on more 'team-based' data analysis. This is to make neighbourhood teams more agile in instructional decision making. We want to reduce reliance on DPs for initiating achievement and acceleration discussions. No additional budget needed. Maintain current funding.</p> | Mike, Carol, Nic. |
| | <p>-Continue critical friend work with Julia Atkin</p> | <p>This external critical friend is important to guard against 'group think' and instructional complacency. As Waimairi School works increasingly in an 'emergent' way the risk is self-reassurance grows. Dr Atkin is a key external reference point who asks us the 'hard questions' about our learning design process. No additional budget needed. Maintain current funding.</p> | Mike |

| | 2017 | Details | Responsible |
|---|---|--|--------------------|
| Goal 3: Raise student achievement by developing 'relationships' with a specific focus on deeper knowledge of students as people and as learners. | Strengthen staff induction. -Continue to implement the outcomes of the Whakapiki project at the ECE/New Entrant interface and build staff capacity with the revised Te Whāriki document to support this. | Whakapiki is a significant action research project which was funded by the MoE via the Burnside Learning Community Cluster (BLCC). New and existing staff need to keep learning on-site at ECE centres to maintain the benefits of participation. As the BLCC funding ends Additional funding is needed. \$10,000.00 for NE release | Mike, Lynley, Tina |
| | -Build new staff knowledge of neuro-sequential child development and the practical implications for accelerating progress 'over-time' – not in 20-week bursts. | We must ensure a balance between not starting formal instruction if not enough development of the 'cortex' has taken place while not risking delays in acquiring essential reading, writing and maths skills in a timely manner. Triggered by achievement data analysis in Year 0-3 cohorts our DPs will be leading a project to develop guidance to staff in this area. No additional budget needed. | Carol, Nick. |
| | -Analysis of class/cohort trends and progress over time of PAT, AsTTle data, School Entry Assessments, 6 Year Nets, JAM and other assessments to be given higher priority in River Team and 'teaching team' meetings and discussions. | During 2017 we aim to strengthen analysis capacity within teams and neighbourhoods. This is to make teaching teams more agile in instructional decision making. We want to reduce reliance on DPs for initiating achievement and acceleration discussions. No additional budget needed. Maintain current funding. | River Leaders |

| | 2017 | Details | Responsible |
|--|--|---|----------------------------------|
| | <p>-Attendance monitoring and analysis. Weekly by teachers and every 20 weeks by senior staff. These to be followed up on in a more direct and timely way by class teachers in the first instance.</p> | <p>When lateness and absence monitoring are more explicitly linked to student progress and achievement, teaching staff become more active in noticing patterns and taking actions to address. Leadership team will still do school-wide monitoring and follow-up, but will also provide class level analysis tools to teaching staff. No additional budget needed.</p> | Mike |
| | <p>-Well-being. Bully survey and annual NZCER student engagement survey. Implications to be illustrated at annual staff retreat and kept to the forefront of River and Neighbourhood meetings and discussions.</p> | <p>Our data analysis shows there is a correlation between engagement, well-being levels, and student achievement. Leadership team to keep factoring-in these details when developing staff capacity. Staff to base actions for improvement on student engagement data presented at staff retreat. No additional budget needed</p> | Mike, Carol, Nick, River Leaders |
| | <p>-Implications of Incredible Years (IYP) for teachers PD to be applied to learning environments and programmes.</p> | <p>Once the teachers' IYP sessions are underway regular discussions of implications for practice at Waimairi will begin. At both staff and River level.</p> | Mike, Carol, Nick, River Leaders |
| | <p>-Maintain 'ignition & finale method of reporting learning to community.</p> | <p>Following on from feedback from parent forums it is important to maintain and strengthen our termly ignition and finale programme and make explicit connections between planning, reporting and these events.</p> | Whole staff |

| | 2017 | Details | Responsible |
|--|--|---|-------------|
| Goal 4: Develop explicit and robust links between facilities and fixtures (hard systems) and pedagogical practices (soft systems) as a priority in post-quake building renewal planning. | <p>Strengthen staff induction.</p> <ul style="list-style-type: none"> -Author "Education Brief" document for MoE. -Ensure new and existing staff understand connections between hard and soft systems and use this knowledge to enhance learning outcomes. | <p>Waimairi's prototype learning environments have to be in use for another year beyond their expected lifespan. Data analysis shows that when the staff and children in the neighbourhood have a clear understanding of the hard/soft systems interface and functionality, then achievement is enhanced.</p> <p>No additional budget needed</p> | Whole staff |

| | 2017 | Details | Responsible |
|---|--|---|----------------------|
| Goal 5: Raise achievement of priority learners by developing further as a ' culturally responsive school ' | Strengthen staff induction. Ensure there is no reduction in the visibility of, and staff understanding of, the key values components of Prof' Angus MacFarlane's Educultural Wheel. | Over time, as the values of the Educultural Wheel have become enacted through practices, the explicit names and underpinnings have become less visible. New staff, whānau and pupils are at risk of not knowing our underpinning values unless we go back to more explicit modelling and celebration of examples of these in action. No additional budget needed | Whole staff |
| | -Ensure Charter strategic, annual plan and budgetary sections continue to prioritise the objectives of Ka Hikitia. | Current practice to continue. Māori success as Māori remains a school priority. No additional budget needed | Whole staff |
| | -Further staff Te Reo competence by establishing a Level 2 Te Reo Māori course , on site, for staff and parents. | Self-review and expert advice has indicated that increased cultural responsiveness will have a limited impact on student engagement and achievement unless use of Te Reo Māori in the school setting increases. No additional budget needed. Te Wananga course is fully funded. | All interested staff |
| | -Facilitate the attendance of all new teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop One. | Waimairi School has a good track record of having 100% of staff and BOT members forming a relationship with Mana Whenua by attending the one day workshop at Tuahiwi Marae. New staff and BOT members need the same opportunity as and when it is made available. Additional budget needed for workshop fees, koha, and staff release. | Mike |

| | 2017 | Details | Responsible |
|--|---|--|---|
| | <ul style="list-style-type: none"> - Facilitate the attendance of all existing teaching staff, support staff and Board members at Ngai Tuahuriri Marae Workshop Two. - -Strengthen core membership of Waimairi Whanau group and use these key influencers to encourage even greater whanau engagement. | <p>Existing staff and BOT members have attended Workshop 1 must keep their learning advancing by arranging as many as possible to attend the new Workshop 2. Additional budget needed for workshop fees, koha, and staff release.</p> <p>The Waimairi Whānau group is becoming a key Māori consultation and reference body for the school. Trust is growing and with continued focus on genuine consultation and overt actions taken as a result, membership and participation will increase. No additional budget needed.</p> | <p>Mike</p> <p>Mike, Nick, Delwyn, Kate</p> |

Student Achievement Section.

Analysis of variance against 2016 targets. Refer to appended documents 'Analysis of Variance Reporting' (MoE) and National Standards NAG2A(b)

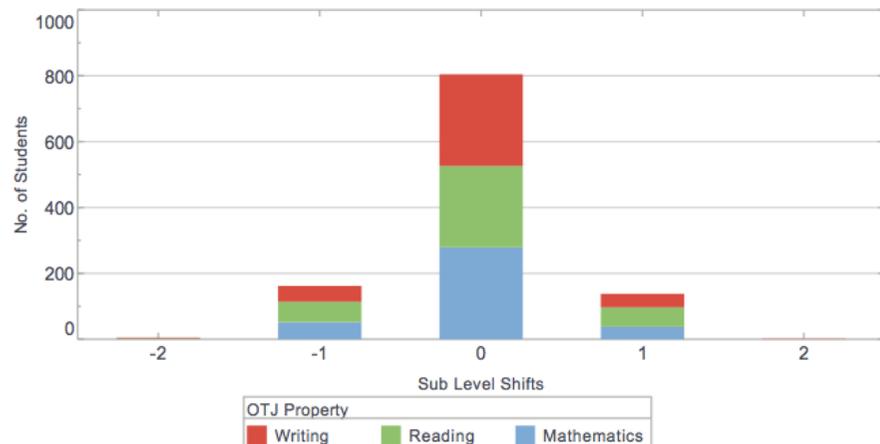
(2015) to 2016 National Standards Summary

| Reading | | | | | | | | | |
|-------------------------------|------------|-----------|----------|-----------|-----------|--------------|------------------------|-----------|-----------|
| | WELL BELOW | | BELOW | | AT | | ABOVE | | TOTAL |
| | Number | % | Number | % | Number | % | Number | % | |
| All | (7) 17 | (2%) 3.5 | (19) 35 | (4)% 7% | (299) 299 | (65%) 61% | (136) 139 | (30%) 29% | (461) 490 |
| MAORI | (0) 2 | (0%) 4% | (3) 2 | (7%) 4% | (32) 35 | (71%) 75% | (10) 8 | (22%) 17% | (45) 47 |
| PASIFIKA | (0) 0 | (0%) 0% | (0) 1 | (0%) 7% | (10) 10 | (91%) 67% | (1) 4 | (9%) 27% | (11) 15 |
| ASIAN | (1) 6 | (3%) 14% | (4) 2 | (12%) 5% | (24) 25 | (73%) 60% | (4) 9 | (12%) 21% | (33) 42 |
| NZ EURO | (6) 8 | (2%) 2% | (11) 28 | (3%) 7% | (227) 226 | (63%) 60% | (116) 114 | (32%) 30% | (360) 376 |
| | | | | | | | | | |
| MALE | (4) 8 | (2%) 3% | (10) 25 | (4%) 9% | (179) 182 | (70%) 66% | (61) 60 | (24%) 22% | (254) 275 |
| FEMALE | (3) 9 | (1%) 4% | (9) 10 | (4%) 5% | (120) 117 | (58%) 55% | (75) 79 | (36%) 37% | (207) 215 |
| | | | | | | | | | |
| Sub-Level Shift Report | | | | | | | | | |
| | -2 | -1 | 0 | +1 | +2 | Total | 1 yr + progress | | |
| After 2 yrs | 1 | 11 | 53 | 23 | | 88 | 86% | | |
| After 3 yrs | 1 | 26 | 52 | 5 | | 84 | 68% | | |
| Year 4 | | | 11 | 41 | 16 | 68 | 84% | | |
| Year 5 | | | 16 | 61 | 6 | 83 | 81% | | |
| Year 6 | | | 1 | 50 | 13 | 64 | 98% | | |
| | | | | | | 387 | 83% | | |

| Maths | | | | | | | | | |
|-------------------------------|------------|-----------|----------|-----------|-----------|--------------|------------------------|-----------|-----------|
| | WELL BELOW | | BELOW | | AT | | ABOVE | | TOTAL |
| | Number | % | Number | % | Number | % | Number | % | |
| All | (6) 10 | (1%) 2% | (29) 45 | (6%) 10% | (343) 374 | (74%) 76% | (83) 62 | (18%) 13% | (461) 490 |
| MAORI | (0) 1 | (0%) 2% | (4) 8 | (9%) 17% | (40) 35 | (89%) 75% | (1) 3 | (2%) 6% | (45) 47 |
| PASIFIKA | (0) 0 | (0%) 0% | (0) 3 | (0%) 20% | (10) 12 | (91%) 80% | (1) 0 | (9%) 0% | (11) 15 |
| ASIAN | (0) 0 | (0%) 0% | (3) 2 | (9%) 5% | (26) 31 | (79%) 74% | (4) 9 | (12%) 22% | (33) 42 |
| NZ EURO | (6) 8 | (2%) 2% | (21) 31 | (6%) 8% | (259) 289 | (72%) | (74) 49 | (21%) 13% | (360) 376 |
| | | | | | | | | | |
| MALE | (4) 3 | (2%) 1% | (13) 25 | (5%) 9% | (180) 205 | (71%) 75% | (57) 42 | (22%) 15% | (254) 275 |
| FEMALE | (2) 7 | (1%) 3% | (16) 20 | (8%) 9% | (163) 169 | (79%) 78% | (26) 20 | (13%) 9% | (207) 215 |
| | | | | | | | | | |
| Sub-Level Shift Report | | | | | | | | | |
| | -2 | -1 | 0 | +1 | +2 | Total | 1 yr + progress | | |
| After 2 yrs | 1 | 14 | 71 | 2 | | 88 | 83% | | |
| After 3 yrs | | 16 | 57 | 11 | | 84 | 81% | | |
| Year 4 | | 9 | 50 | 9 | | 68 | 87% | | |
| Year 5 | | 11 | 67 | 5 | | 83 | 87% | | |
| Year 6 | | 5 | 46 | 13 | | 64 | 97% | | |
| | | | | | | 387 | 75% | | |

| Writing | | | | | | | | | |
|-------------------------------|------------|-----------|----------|-----------|-----------|--------------|------------------------|-----------|-----------|
| | WELL BELOW | | BELOW | | AT | | ABOVE | | TOTAL |
| | Number | % | Number | % | Number | % | Number | % | |
| All | (9) 12 | (2%) 2% | (33) 59 | (7%) 12% | (374) 370 | (81%) 76% | (45) 49 | (10%) 10% | (461) 490 |
| MAORI | (0) 1 | (0%) 2% | (8) 9 | (18%) 19% | (33) 33 | (73%) 70% | (4) 4 | (9%) 9% | (45) 47 |
| PASIFIKA | (0) 0 | (0%) 0% | (0) 4 | (0%) 27% | (10) 11 | (91%) 74% | (1) 0 | (9%) 0% | (11) 15 |
| ASIAN | (1) 4 | (3%) 10% | (4) 5 | (12%) 12% | (25) 30 | (76%) 71% | (3) 3 | (9%) 7% | (33) 42 |
| NZ EURO | (8) 6 | (2%) 2% | (19) 40 | (5%) 11% | (297) 290 | (82%) 77% | (36) 40 | (10%) 11% | (360) 376 |
| | | | | | | | | | |
| MALE | (7) 6 | (3%) 2% | (20) 43 | (8%) 16% | (209) 209 | (82%) 76% | (18) 17 | (7%) 6% | (254) 275 |
| FEMALE | (2) 6 | (1%) | (13) 16 | (6%) 7% | (165) 161 | (80%) 75% | (27) 32 | (13%) 15% | (207) 215 |
| | | | | | | | | | |
| Sub-Level Shift Report | | | | | | | | | |
| | -2 | -1 | 0 | +1 | +2 | Total | 1 yr + progress | | |
| After 2 yrs | 1 | 9 | 69 | 9 | | 88 | 89% | | |
| After 3 yrs | 1 | 15 | 64 | 4 | | 84 | 81% | | |
| Year 4 | | 6 | 52 | 9 | 1 | 68 | 90% | | |
| Year 5 | | 16 | 61 | 6 | | 83 | 81% | | |
| Year 6 | | 2 | 47 | 15 | | 64 | 97% | | |
| | | | | | | 387 | 76% | | |

Sub Level Shift Report



| | | -2 | -1 | 0 | 1 | 2 | Grand Total |
|--------------------|---------------|----------|------------|------------|------------|----------|-------------|
| Mathematics | After 2 Years | 1 | 14 | 73 | 2 | | 90 |
| | After 3 Years | | 16 | 57 | 11 | | 84 |
| | Year 4 | | 6 | 36 | 7 | | 49 |
| | Year 5 | | 11 | 67 | 5 | | 83 |
| | Year 6 | | 5 | 46 | 13 | | 64 |
| Reading | After 2 Years | 1 | 12 | 54 | 23 | | 90 |
| | After 3 Years | 1 | 26 | 52 | 5 | | 84 |
| | Year 4 | | 7 | 30 | 12 | | 49 |
| | Year 5 | | 16 | 61 | 6 | | 83 |
| | Year 6 | | 1 | 50 | 13 | | 64 |
| Writing | After 2 Years | 1 | 10 | 70 | 9 | | 90 |
| | After 3 Years | 1 | 15 | 64 | 4 | | 84 |
| | Year 4 | | 5 | 36 | 7 | 1 | 49 |
| | Year 5 | | 16 | 61 | 6 | | 83 |
| | Year 6 | | 2 | 47 | 15 | | 64 |
| Grand Total | | 5 | 162 | 804 | 138 | 1 | 1110 |

Sub-Level Shifts

Commentary:

During the 2016 school year:

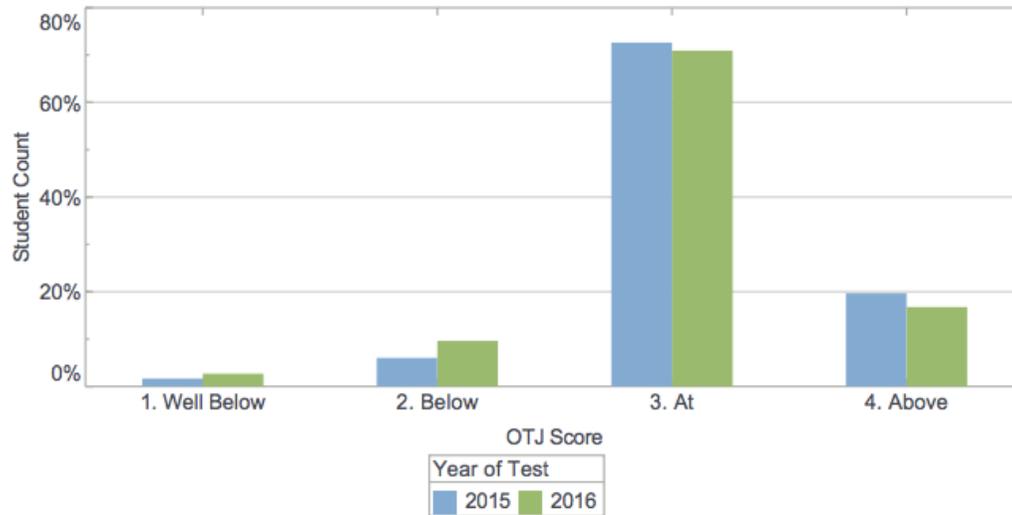
-75% of all students made one or more years progress in maths (compared to 88% of Maori students).

-83% of all students made one or more years progress in reading (compared to 77% of Māori students).

-76% of all students made one or more years progress in writing (compared to 79% of Māori students).

Planned actions:

As outlined in the school's NAG2a Commentary and Analysis of Variance documents, all students not making expected progress (or at risk of not) are individually identified in school documentation and their teachers are engaged in initiatives to return them to expected progress or more by the end of the 2017 school year. School leaders are making termly 'check ins' on progress.



| | 1. Well Below | 2. Below | 3. At | 4. Above | Grand Total |
|--------------------|---------------|-----------|------------|------------|-------------|
| 2015 | 2% | 6% | 73% | 20% | 100% |
| 2016 | 3% | 10% | 71% | 17% | 100% |
| Grand Total | 2% | 8% | 72% | 18% | 100% |

Continued accuracy of Teacher Judgements over time.

Overall Teacher Judgements (OTJs) are moderated against a range of formal assessments, work samples and observations. This is undertaken at teacher, team leader and senior Leadership level.

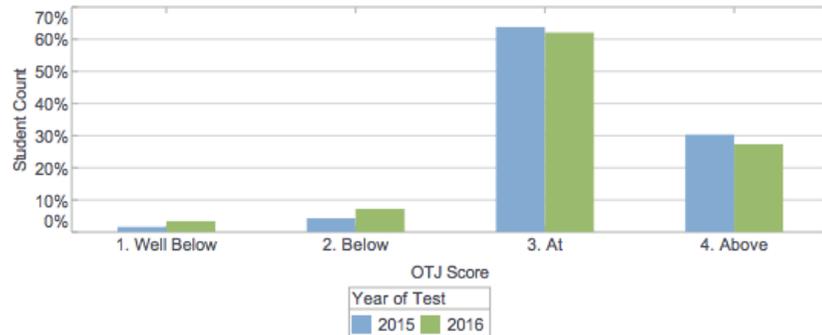
Commentary:

At the end of the 2016 school year the patterns shown on this general summary table are an accurate reflection of progress and achievement.

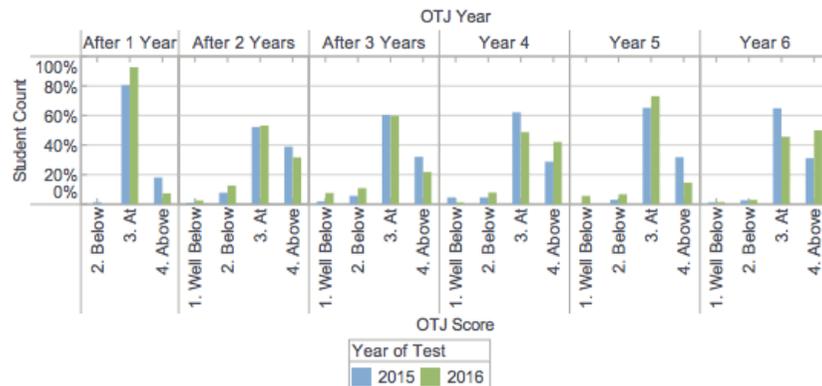
Planned actions

During 2016 our two Deputy Principals are going to work with teachers of children in Years 0-3 on developing more insightful mapping expected progress between School Entry Assessment at 5 years old and the end of 120 weeks OTJ.

Reading Comparison



| | 1. Well Below | 2. Below | 3. At | 4. Above | Grand Total |
|-------------|---------------|----------|-------|----------|-------------|
| 2015 | 2% | 4% | 64% | 30% | 100% |
| 2016 | 3% | 7% | 62% | 27% | 100% |
| Grand Total | 3% | 6% | 63% | 29% | 100% |



| | After 1 Year | | | After 2 Years | | | After 3 Years | | | Year 4 | | | Year 5 | | | Year 6 | | | | | | | |
|------|--------------|-------|----------|---------------|----------|-------|---------------|---------------|----------|--------|----------|---------------|----------|-------|----------|---------------|----------|-------|----------|----|-----|-----|-----|
| | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | | | | |
| 2015 | 1% | 81% | 18% | 1% | 8% | 52% | 39% | 2% | 6% | 60% | 32% | 5% | 5% | 62% | 29% | 3% | 65% | 32% | 1% | 3% | 65% | 31% | |
| 2016 | | 93% | 7% | 3% | 13% | 53% | 32% | 8% | 11% | 60% | 22% | 1% | 8% | 49% | 42% | 6% | 7% | 73% | 15% | 1% | 3% | 46% | 50% |

Reading Commentary

2017 Target Reading. In 2016 77% of Māori Learners made one or more year's progress in reading, compared to 83% for the whole school. This gap cannot increase. 92% of Māori are at or above standard compared to 89% of the whole school. To maintain this equity of achievement, which was hard fought for, we must restore Māori progress to the same rate as all others.

Key Indicator Years: For students at Waimairi School for the full 12 month period.

After 2 Years at school : at or above standard

2015 - 91%

2016 - 85%

We are digging deeper into this data. It is important to understand this variation. The first area of focus is **a revision of the monthly monitoring** we do on reading progress in the junior/middle area. This is surfacing any class-by-class variation compared to cohort-wide indicators.

After 4 Years at school : at or above standard

2015 - 91%

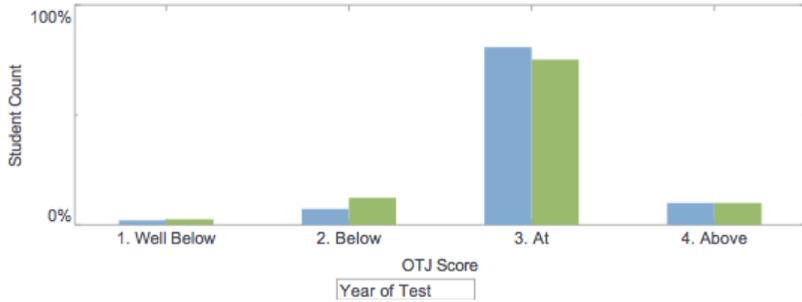
2016 - 91%

After 6 Years at school : at or above standard

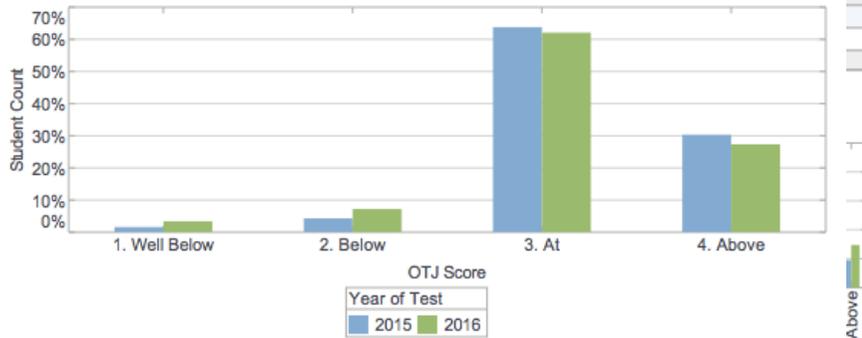
2015 - 96%

2016 - 96%

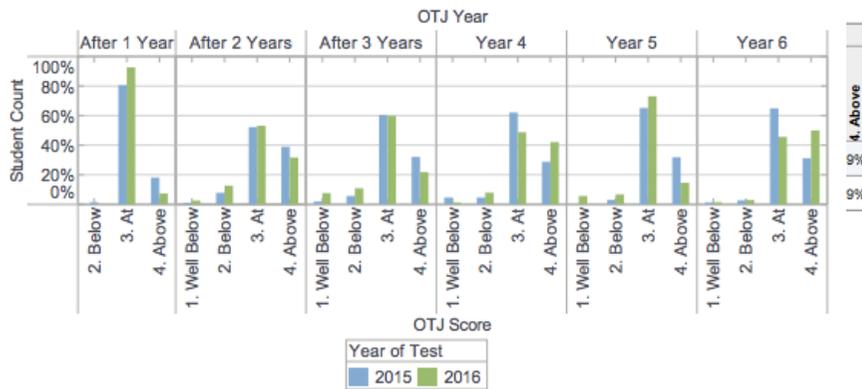
Writing Comparison



Reading Comparison



| | 1. Well Below | 2. Below | 3. At | 4. Above | Grand Total |
|--------------------|---------------|-----------|------------|------------|-------------|
| 2015 | 2% | 4% | 64% | 30% | 100% |
| 2016 | 3% | 7% | 62% | 27% | 100% |
| Grand Total | 3% | 6% | 63% | 29% | 100% |



| | After 1 Year | | | After 2 Years | | | After 3 Years | | | Year 4 | | | Year 5 | | | Year 6 | | | | | | | |
|------|--------------|-------|----------|---------------|----------|-------|---------------|---------------|----------|--------|----------|---------------|----------|-------|----------|---------------|----------|-------|----------|----|-----|-----|-----|
| | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | | | | |
| 2015 | 1% | 81% | 18% | 1% | 8% | 52% | 39% | 2% | 6% | 60% | 32% | 5% | 5% | 62% | 29% | 3% | 65% | 32% | 1% | 3% | 65% | 31% | |
| 2016 | 0% | 93% | 7% | 3% | 13% | 53% | 32% | 8% | 11% | 60% | 22% | 1% | 8% | 49% | 42% | 6% | 7% | 73% | 15% | 1% | 3% | 46% | 50% |

Writing Commentary

2017 Writing Target. In 2016 79% of Māori Learners made one or more year's progress in writing, compared to 76% for the whole school. A gap still remains however. 79% of Māori are at or above standard compared to 86% of the whole school. To close this gap acceleration, rather than progress is still needed.

Key Indicator Years: For students at Waimairi School for the full 12 month period. After 2 years at school: at or above standard

2015 - 87%

2016 - 87%

After 4 years at school: at or above standard

2015 - 85%

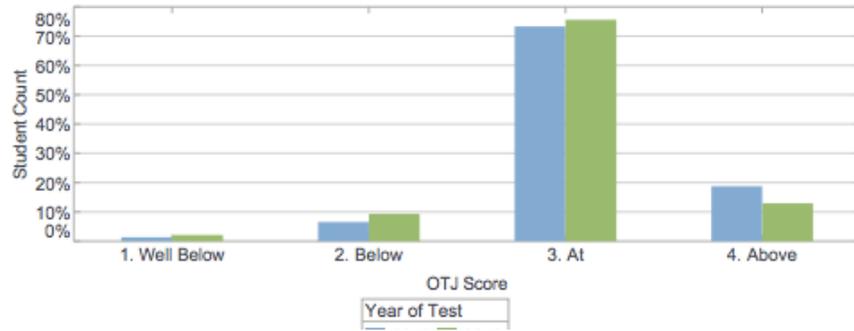
2016 - 86%

After 6 years at school: at or above standard

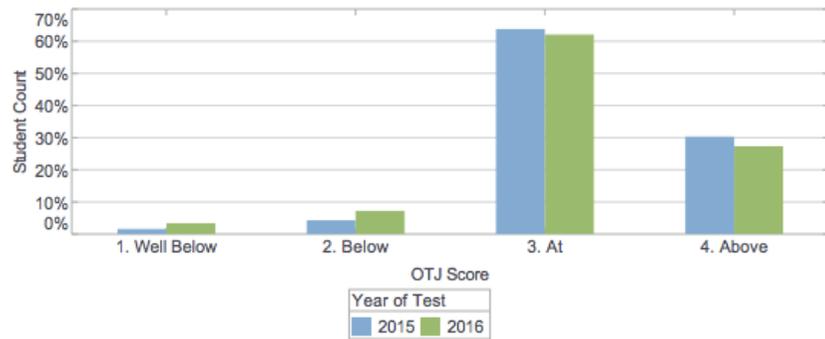
2015 - 93%

2016 - 96%

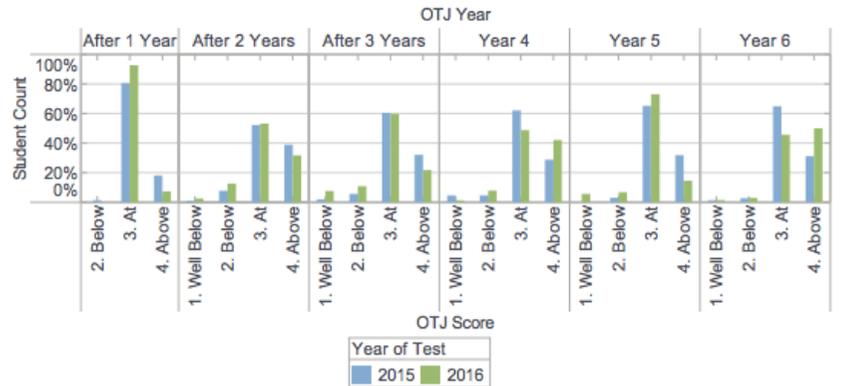
Mathematics Comparison



Reading Comparison



| | 1. Well Below | 2. Below | 3. At | 4. Above | Grand Total |
|--------------------|---------------|-----------|------------|------------|-------------|
| 2015 | 2% | 4% | 64% | 30% | 100% |
| 2016 | 3% | 7% | 62% | 27% | 100% |
| Grand Total | 3% | 6% | 63% | 29% | 100% |



| | After 1 Year | | | After 2 Years | | | After 3 Years | | | Year 4 | | | Year 5 | | | Year 6 | | | | | | | |
|------|--------------|-------|----------|---------------|----------|-------|---------------|---------------|----------|--------|----------|---------------|----------|-------|----------|---------------|----------|-------|----------|----|-----|-----|-----|
| | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | 1. Well Below | 2. Below | 3. At | 4. Above | | | | |
| 2015 | 1% | 81% | 18% | 1% | 8% | 52% | 39% | 2% | 6% | 60% | 32% | 5% | 5% | 62% | 29% | 3% | 65% | 32% | 1% | 3% | 65% | 31% | |
| 2016 | | 93% | 7% | 3% | 13% | 53% | 32% | 8% | 11% | 60% | 22% | 1% | 8% | 49% | 42% | 6% | 7% | 73% | 15% | 1% | 3% | 46% | 50% |

Maths Commentary

2017 Maths Target. In 2016 88% of Māori Learners made one or more year's progress in maths, compared to 75% for the whole school. A gap still remains however. 81% of Māori are at or above standard compared to 89% of the whole school. To close this gap acceleration, rather than progress is still needed.

Key Indicator Years: For students at Waimairi School for the full 12 month period. After 2 years at school: at or above standard

2015 - 88%

2016 - 87%

After 4 years at school: at or above standard

2015 - 87%

2016 - 90%

After 6 years at school: at or above standard

2015 - 93%

2016 - 92%

Capital Works and Programmed Maintenance.

As a result of the earthquakes the capital works and maintenance programme has been suspended. The Board will complete only minor preventative maintenance to preserve building condition until the new plan is in place.

Major expenditure/depreciation plan.

A separate plan has been developed in consultation with staff to address the school's strategic needs during the 2017 year. This plan allocates \$45,000.00 of anticipated PTA fundraising and \$67,000.00 of board asset replacement (depreciation) spending.

Financial Planning Statement.

To allocate resources, to achieve improved student outcomes, the review of 2016 budget performance and construction of 2017 budget includes:

-Recognition of the financial risk to the school arising from School Support Ltd's failure to provide audit-ready financial performance statements and end of year accounts for the 2015 year until November 2016. The Board and School management had to manage the school's finances without accurate monthly reporting on income, expenditure, and working capital levels. In mid-2016 we lost confidence in the financial position (especially working capital) being represented to us by School Support Ltd and we initiated a change of accounting providers.

The 2017 budget will contain the required expenditure reductions to maintain our working capital levels.

- Investment in MIP maths intervention to continue to accelerate achievement of those well below and below national standard.
- Significant professional development expenditure will be made to support National Priorities and CHCH rebuild priorities. Reflected in teacher professional learning as part of the project to prototype new flexible learning spaces and associated pedagogies.
- - Provision for a sustained drop in international student income due to the Canterbury earthquakes.