



School: Cashmere Primary School		School Number : 3310		Date : February 2017	
Focus Area:	Reading				
Strategic Aim:	<ul style="list-style-type: none"> <li>To meet the diverse needs of all our learners to ensure their success across Key Competencies and the wider NZC Curriculum.</li> </ul>				
Annual Aim:	<ul style="list-style-type: none"> <li>To maintain a 90%+ result of students across the school reaching “at” or “above” the national standard in Reading</li> </ul>				
Targets (2016):	<ol style="list-style-type: none"> <li>To reach the 2015 goal of having 90%+ students across the school reaching “at” or “above” the national standard in reading</li> <li>After one year, after two years, after three years Y6 and Y8 To reach school goal of having 90%+ students across the school reaching “at” or “above” the national standard in reading</li> </ol>				
Baseline data: EOY 2016	Updated table to follow (awaiting on MUSAC support to correct the data before I print the table) GB 13.2				
Targets	Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
<p>To maintain a 90%+ result of students across the school reaching “at” or “above” the national standard in Reading</p> <p>After one year, after two years, after three years Y6 and Y8 To reach school goal of having 90%+ students across the school reaching “at” or “above” the national standard in reading</p>	<ul style="list-style-type: none"> <li>Explicit, evidence based next step teaching and learning</li> <li>Learning Intentions and Success Criteria</li> <li>Personalised and differentiated learning</li> <li>Planning &amp; implementing rich</li> </ul>	<p><b>Achieved.</b> Across the school we achieved 90.7% of students working “at” or “above” the NS standard.</p> <p>Significant achievements were</p> <p>After 2 years 100%</p> <p>After 3 years 99%</p> <p>Y4 achieved 91%</p>	<p><b>Year 7</b></p> <p>The timetabled literacy lessons were not frequent enough to accelerate the progress of the priority learners (13 out of 62 children) did not reach the NS.</p> <p>After reflecting on the mid year data, further resources</p>	<p>To have 90%+ students across the school reaching “at” or “above” the national standard in reading.</p> <p>To specifically target the Y7 cohort (now Y8). Refer below:</p> <p>Ensure that Katua Yr 7 and 8 teachers have clear guidelines for delivery, assessment and</p>	

	<p>authentic learning experiences</p> <ul style="list-style-type: none"> <li>● Collaborative practices</li> <li>● Teaching &amp; Learning programmes that build Knowledge and understanding</li> <li>● Integrating KC's throughout learning experiences</li> <li>● Providing challenging, 'self-directed' learning opportunities for all</li> <li>● Our learning mountain is an integral framework to ignite learning and learners</li> <li>● learning support programmes, e.g. reading/writing mileage, minilit , reading recovery and other specialised programmes to support learning with targeted children.</li> <li>● ALL (Year 2)</li> </ul>	<p>Y8 achieved 96%</p> <p>The following groups were close to achieving the goal, <b>however did not meet target 2.</b></p> <p>After 1 Year 88 %</p> <p>Year 5 89 %</p> <p>Year 6 87%</p> <p>Our Y7 cohort achieved 79% "at" or "above" the standard. Refer to the column to the right for reasons of variance.</p>	<p>were purchased to support the teaching of reading. These will need to be further unpacked in 2017 to ensure they are used effectively.</p> <p>There are a small percentage (3.2%) of children who have high learning needs and have ongoing targeted learning programmes to ensure they progress.</p>	<p>feedback in reading and this will become a regular focus of team/collaboration meetings.</p> <p>Moderation with support of <u>Lead teacher of Literacy/SLT</u>.</p> <p>Communication with Secondary school to support OTJ.</p> <p>Significantly increase the amount of timetabled reading time and integrating into the wider curriculum where possible.</p>
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<b>Planning for next Year (2017)</b>	Please refer to the <a href="#">CPS 2017 Charter</a> for our Annual Plan & 2017 Student Achievement Targets			

<b>School: Cashmere Primary School</b>		<b>School Number : 3310</b>		<b>Date : February 2017</b>	
<b>Focus Area:</b>	<b>Writing</b>				
<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>To meet the diverse needs of all our learners to ensure their success across Key Competencies and the wider NZC Curriculum.</li> </ul>				
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>Continue the improvement happening in Written Language since 2011</li> </ul>				
<b>Targets (2016):</b>	<ol style="list-style-type: none"> <li>To maintain 82% - 88% of all students across the school reaching “at” or “above” the national standard in written language</li> <li>After three years, end of year 4 and end of year 8 to meet the school goal of 82%-88% reaching “at” or “above” the national standard in written language</li> </ol>				
<b>Baseline data: EOY 2016</b>	Updated table to follow (awaiting on MUSAC support to correct the data before I print the table) GB 13.2				
<b>Targets</b>	<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>	
To maintain 82% - 88% of all students across the school reaching “at” or “above” the	<ul style="list-style-type: none"> <li>Explicit, evidence based next step teaching and learning</li> </ul>	<b>Achieved.</b> The whole school achieved 87% “at” or “above” the standard.	<b>Year 7</b> Changes to the structure of the writing lessons in Y7 were introduced, although this was	To improve the achievement in written language across the whole school we have set the following goal:	

<p>national standard in written language</p>	<ul style="list-style-type: none"> <li>• Learning Intentions and Success Criteria</li> <li>• Personalised and differentiated learning</li> <li>• Planning &amp; implementing rich authentic learning experiences</li> <li>• Collaborative practices</li> <li>• Teaching &amp; Learning programmes that build Knowledge and understanding</li> <li>• Integrating KC's throughout learning experiences</li> <li>• Providing challenging, 'self-directed' learning opportunities for all</li> <li>• Our learning mountain is an integral framework to ignite learning and learners</li> <li>• learning support programmes, e.g. reading/writing mileage, minilit , reading recovery and other specialised programmes to support learning with targeted children.</li> <li>• ALL (Year 2)</li> <li>• High ability students are challenged and</li> </ul>	<p>There was only one cohort of children who did not achieve this goal and that was our 2016 Y7 (69%). Refer to the column to the right for reasons of variance.</p>	<p>late T3. These approaches will be further explored in 2017.</p> <p>The timetabled writing lessons were not frequent enough to accelerate the progress of the priority learners (17 out of 62 children) did not reach the NS.</p> <p>After reflecting on the mid year data, further resources were purchased to support the teaching of writing. These will need to be further unpacked in 2017 to ensure they are used effectively.</p> <p>There are a small percentage (3.2%) of children who have high learning needs and have ongoing targeted learning programmes to ensure they progress.</p>	<p>To have 88% of all students across the school achieving “at” or “above” the national standard in written language. This includes having 25% of our students achieve above the national standard in written language.</p> <p>NB: We will also Continue to refine and develop systems to ensure that children across the school who are “well below” and “below” have their specific learning needs met in reading and writing.</p> <p>To specifically target the Y7 cohort (now Y8). Refer Below:</p> <p><b>Year 7</b></p> <p>Continually seek Professional Development and resources for Yr 7 and 8 teachers to effectively teach Writing at Level 4 and 5 of the NZC.</p> <p>Ensure that Katua Yr 7 and 8 teachers have clear guidelines for delivery, assessment and feedback in reading and this will become a regular focus of team/collaboration meetings.</p>
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	extended as opportunities arise, e.g. SLC, Young Writers, Cantamath			<p>The leadership team have identified the need of increasing moderation across the school when deciding OTJ's.</p> <p>Moderation with support of <u>Lead teacher of Literacy/SLT</u>.</p> <p>Communication with Secondary school to support OTJ.</p> <p>Protect the Kātua timetable further - 4 guaranteed writing sessions per week</p> <p>Kātua teachers to explore alternative teaching and grouping models to support priority learning groups.</p>
After three years, end of year 4 and end of year 8 to meet the school goal of 82%-88% reaching "at" or "above" the national standard in written language		<p>Achieved.</p> <p>After 3 Years 89%</p> <p>Year 4 87 %</p> <p>Year 8 96 %</p>		
<b>Planning for next year:</b>	Please refer to the <a href="#">CPS 2017 Charter</a> for our Annual Plan & 2017 Student Achievement Targets			

School: Cashmere Primary School		School Number : 3310		Date : February 2017	
Focus Area:	Mathematics				
Strategic Aim:	<ul style="list-style-type: none"> <li>To meet the diverse needs of all our learners to ensure their success across Key Competencies and the wider NZC Curriculum.</li> </ul>				
Annual Aim:	<ul style="list-style-type: none"> <li>Continue the high achievement levels in mathematics</li> </ul>				
Targets (2016):	1. To maintain a 90% - 94% result of students across the school reaching "at" or "above" the national standard in Mathematics				
Baseline data: EOY 2016	Updated table to follow (awaiting on MUSAC support to correct the data before I print the table) GB 13.2				
Targets	Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
To maintain a 90% - 94% result of students across the school reaching "at" or "above" the national standard in Mathematics	<ul style="list-style-type: none"> <li>Explicit, evidence based next step teaching and learning</li> <li>Learning Intentions and Success Criteria</li> <li>Personalised and differentiated learning</li> <li>Planning &amp; implementing rich authentic learning experiences</li> <li>Collaborative practices</li> </ul>	<p>Achieved. We achieved 93% across the school "at" or "above" the standard</p> <p>Y7 did not achieve this goal however they were close with 87% of Y7 students working at or above the NS in maths.</p> <p>Refer to the column to the right for reasons of variance.</p>	<p>Year 7</p> <p>There are a small percentage (3.2%) of children who have high learning needs and have ongoing targeted learning programmes to ensure they progress.</p> <p>The structure and support of the self directed maths programme did not meet the needs of our priority learners or accelerate the progress of the priority learners</p>	<p>Year 7</p> <p>Discuss and develop a LTP plan with the Leader of Maths to ensure that priority learners are well supported in the Kātua team.</p> <p>TL revised the Math LTP for Kātua Number Knowledge is a priority for Year 7 and 8 Math teaching in Term 1.</p> <p>As above 'explore collaborative teaching models' to best utilise teacher strengths and better meet the needs of learners.</p>	

	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning programmes that build Knowledge and understanding</li> <li>• Integrating KC's throughout learning experiences</li> <li>• Providing challenging, 'self-directed' learning opportunities for all</li> <li>• Our learning mountain is an integral framework to ignite learning and learners</li> <li>• learning support programmes, e.g. maths buddy, mathletics and other specialised programmes to support learning with targeted children.</li> <li>• ALim(Year 2)</li> <li>• High ability students are challenged and extended as opportunities arise, e.g. SLC, Cantamath, Otago P/S</li> </ul>		<p>sufficiently to meet the NS. 8 out of 62 children did not reach the NS.</p>	<p>Providing more structure and support to the students who require it, in our self directed programme/ NSL in maths.</p>
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**Planning for next year (2016)**

Please refer to the [CPS 2017 Charter](#) for our Annual Plan & 2017 Student Achievement Targets