Collingwood Area School

Together we ride the wave of lifelong success - Ka eke ngātahi tātou i te ngaru o te angitu

Annual Plan Section 2018

Collingwood Area School Annual Plan 2018

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent
Annual Objective: 1.1: Accelerate the progress and achievement of students who are below the National Standard, or expected NZC Level equivalent, in Year 1-8 literacy

Baseline Data (Quantitative Data) from National Standards Reporting 2017 - Cohort of Concern for Writing:

2016 cohort-2017 cohort	WB 2017	B 2017	A 2017	Ab 2017	No. students WB:	No. students B:
Y4-Y5	0	46%	31%	23	0	6/13
Y6-Y7	0	30%	50%	20%	0	3/10
Female	0	12%	52%	36%	0	5/42
Male	0	19%	64%	17%	0	10/53
Māori	0	11%	67%	22%	0	1/9

Discussion on Writing Concerns: The above cohorts are of concern. In 2017, the school focused on boys' writing. Providing PLD for teachers and giving targeted help to priority learners are examples of deliberate actions taken by the school to lift achievement, supported by the MoE SAF practitioner. A disproportionate number of these students (see above) are still below the national standard. We also recognise the cohort of girls requiring support; to this end, they have been included in all 2018 targets.

Targeted Actions to Lift Writing Progress in 2018 to Include: Learning Assistants to support teachers to target priority learners at writing time, continued PLD on the teaching of writing, specific focus and training for teachers who have not met agreed targets in 2017, in class support for two targeted students throughout 2018, detailed focus via CoL Achievement Challenge and teacher time in 2018. A spelling programme throughout the Primary Syndicate, monitored by Academic Leader/ A.P. ensuring dyslexia is identified early and supported

with strong SENCO support and regular, effective IEPs. Teachers monitored by management to ensure they provide enough opportunity for students to develop and edit their writing, before using for assessment. This was a cause for concern late (too late) in 2017. Further to this, teachers will continue to receive full support in moderating and making teacher judgements. The introduction in 2018 of A1 Quality Standards (by the Academic Leader/A.P.), as an expectation of presentation and use of student written material will ensure teachers regularly present books for checking within Primary Syndicate meetings. These actions will support teacher moderation and judgements.

Baseline Data (Quantitative Data) from National Standards Reporting 2017 - **Cohort of Concern for Reading:**

2016 cohort-2017 cohort	WB 2017	B 2017	A 2017	Ab 2017	No students WB:	No. students B:
Y4-Y5	0	31%	31%	38%	0	4/13
Y6-Y7	10%	10%	60%	20%	1/10	1/10
Female	2%	5%	57%	36%	1/42	2/42
Male	2%	19%	40%	40%	1/53	10/53
Māori	11%	0	67%	22%	1/9	0

Discussion on Reading Concerns: Reading goes hand in hand with writing, and this data must be considered in tandem with the writing information. A secure literacy programme requires consistent, quality teaching of reading. It is clear we still have high levels of variance which impacts heavily on our NCEA Level 2 successes.

Targeted Actions to Lift Reading Progress in 2018 to Include: In-class support for two targeted students throughout the year; Reading Recovery (co-funded between BoT and MoE) for up to 5 students, regular daily reading and writing lessons, with Learning Assistant support (funded by BoT) and community volunteers, as available; continued focus of PLD on the

teaching of reading (particularly for the teachers of the above classes in 2017), supported via CoL Achievement Challenge (and covered by Junior Literacy); ensuring dyslexia is identified early and supported with strong SENCO support and regular, effective IEPs (Individual Education Plans); introduction during 2018 of a 'reading with your child' programme in the NE Class as part of an initial parent education programme; more instructional type/manuals/ non-fiction reading material purchased by the Library, particularly for boys; increase in number of male teaching staff in 2018 at CAS will provide an improved staff ratio/ male adult presence, with the intention that this will positively impact on boys' engagement in all aspects of learning, including with the written word; all staff absolutely clear that the teaching of reading and writing (and any support towards this), is everyone's responsibility at CAS.

Overall Analysis of Assessment Results for Writing and Reading & Additional Comments (Qualitative Data): As a result of the 2017 CAS Inquiry and SAF intervention, we continue to build evaluative capability at all levels of the organisation. To support our Kāhui Ako targets we have included girls in this objective. We continue to embed the use of Assessment for Learning strategies (A4L) in order for the target students to confidently talk about how well they are doing in writing and reading, and be able to identify where to next.

Achievement Target:
- All boys and girls *below* the standard at the end of the year will make more than one year's progress and will be writing *at* or *above* the standard at the end of next year.
- All boys and girls *well below* the standard at the end of the year will make at least one year's progress towards being *at* the writing standard at the end of next year.

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students							
Term 1 Teacher Tracking Dates: 14.02.18(Students identified) 06.04.18	**Term 1 BoT Tracking Report:** 17.04.18	**Term 2 Teacher Tracking Date:** 11.06.18	**Term 2 BoT Tracking Report:** 19.06.18	**Term 3 Teacher Tracking Date:** 06.08.18	**Term 3 BoT Tracking Report:** 21.08.18	**Term 4 Teacher Tracking Date:** 23.10.18	**Term 4 BoT Tracking Report:** 20.11.18

Implementation (what will we do?)			Evaluation (how will we know if we are succeeding?)		
Action:	**Resources & Input:**	**Personnel & Timeframe:**	**Outcome / Changed Behaviour**	**Output, Product & Support:**	**Monitoring:**
1. Teachers identify which students need priority support – targeted instruction to accelerate progress. CAS will subscribe to the NZCER marking & analysis service to support tracking.	Analysis of OTJ evidence from 2017 and teachers' evaluations. Additional evidence & supporting information to give a full picture of each student & barriers, that need to be addressed. Use of assessment tools for data via Assessment Map: PATs, asTTle etc. Inclusive Practices PLD made available.	Principal, Primary Syndicate leader, SLT. Begins T 1. SENCO attends Inclusive Practices PLD T1.	Clear & well understood data. All educators are aware of who their target students are, which level they are at & can pin point 'next steps' in their teaching.	Tracking sheets completed supported by NZCER evidence. Supplementary supports identified. IEP targets co-constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference. Inclusive practice resources are woven seamlessly into curriculum adaptations & runs through all aspects of differentiation.	Reported to Staff for feedback & to BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.
2. Primary Syndicate Leader and Academic Leader to	Tracking sheets. Progress judgement evidence.	All staff involved in Reading Recovery	All educators focused on	Updated & available tracking sheets (& any other data). SLT reports to the BoT who	Academic & Primary Syndicate Leader

facilitate teacher coaching & tracking meetings to monitor progress of target students & their teachers.	Progress meeting recording sheets. Reading Recovery Tracking & PLD. A1 Quality Standards document ensures all teachers know & understand the output standards for students, to bring equity across the syndicate. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.	Ongoing throughout the year. Academic Leader. Primary Syndicate Leader.	discussing target student progress. Academic & Syndicate Leader aware of strengths and areas of development.	understand data & report on it to the community. Additional Reading Recovery PLD/support will increase impact of this programme. Syndicate & Academic Leader evaluating success & pinpointing areas for teacher improvement.	monitoring data & ensuring rigorous conversations with team to embed 'next steps' pedagogy, & improved progress for students.
3. Develop & consolidate school-wide Inquiry Spirals into the teaching of writing & reading.	Embed CoL Spiral of Inquiry. Research into reciprocal teaching. Build on support from SAF & embed the Assessment for Learning (A4L) framework underway. Teaching as Inquiry is pivotal to all appraisal learning & PLD.	SENCO, Specialist Classroom Teacher, Academic Leader & Primary Syndicate Leader. All teachers.	All teachers adjust teaching practice as result of Inquiry opportunities. Co-constructed strategies as practice criteria recorded & shared.	Practice criteria record. Inquiry tracking minutes. Tracking conversations. Reporting to BoT. Appraisal documentation. CoL sharing at Strategic Team Hui & at CoL PLD. Teacher Planning. Minutes from Syndicate meetings.	Regular A4L walkthroughs. Ongoing feedback & feedforward on development of pedagogy. Student voice prioritised for success in teacher strategies.
4. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.	Build on whole school evaluation of CAS reporting in 2017, checking that new learning & findings are incorporated. Student & whānau voice is evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.	Parents, Teachers, Reporting Leader and SLT & Admin Team.	Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.	Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers receive full training to upskill & deliver well-honed comments on progress not behaviour.	Stakeholder voices are gathered after reporting cycles to check quality & transparency of output.

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent

Annual Objective: 1.2: Accelerate the progress and achievement of Year 9 and 10 students who are unlikely to be working at level 5 of the curriculum by the end of Year 10

Baseline Data (Quantitative Data): Writing

2016 cohort-2017 cohort	WB 2017	B 2017	A 2017	Ab 2017	No students WB:	No. students B:
Y9	0	8%	42%	50%	0/12	1/12
Y10	0	0	66%	44%	0/9	0/9
Girls	0	0	45%	55%	0/9	0/9
Male	0	8%	51%	41%	0/12	1/12
Māori	0	0	100%	0	0/1	0/1

Discussion on Writing Concerns: Despite the relatively small proportion of students, this data still highlights the ongoing need for continued tracking and monitoring of the Year 9 and 10 cohort. PATs and asTTle are providing data, which we now need to map through continuous evidence-based dialogue with all subject areas, to ensure no one 'falls through the gaps'.

Targeted Actions to Lift Reading Progress in 2018 to Include: This group made considerable gains in 2017 as Year 8 & 9, and we need to continue that 'value added' momentum. This cohort have moved from the Primary 'home room' framework and into Secondary specialist areas, which heightens the awareness staff need to be consistent in expectations about writing & all aspects of literacy. Therefore, assessment data, any test results, coursework and other pieces of evidence such as student voice, must be shared regularly and 'drilled into'. Teachers must regularly track & identify what is, is not working, how well and for whom, and triangulate all available information to plan their teaching & learning accordingly.

Overall Analysis of Assessment Results for Writing & Additional Comments (Qualitative Data): As a result of the 2017 CAS boys' writing Inquiry and the successful SAF intervention, we continue to build evaluative capability at all levels of the organisation. To support our Kāhui Ako targets we have included girls in this objective. We continue to embed the use of Assessment for Learning strategies (A4L), student voice and choice, in order for all target students to confidently talk about how well they are doing in writing and associated literacy skills, and be able to identify where to next.

Achievement Target:
All students working below NZC level for Year 9 and 10 will make accelerated progress towards Level 5 by the end of Year 10.

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students							
Term 1 Teacher Tracking Dates: 14.02.18 (Students identified) 06.04.18	**Term 1 BoT Tracking Report:** 17.04.18	**Term 2 Teacher Tracking Date:** 11.06.18	**Term 2 BoT Tracking Report:** 19.06.18	**Term 3 Teacher Tracking Date:** 06.08.18	**Term 3 BoT Tracking Report:** 21.08.18	**Term 4 Teacher Tracking Date:** 23.10.18	**Term 4 BoT Tracking Report:** 20.11.18

Implementation (what will we do?)			Evaluation (how will we know if we are succeeding?)		
Action:	**Resources & Input:**	**Personnel & Timeframe:**	**Outcome & Changed Behaviour:**	**Output, Product & Support:**	**Monitoring:**
1. Teachers identify which students need priority support – targeted instruction to accelerate progress. CAS will subscribe to the NZCER marking & analysis service to support tracking.	Analysis of OTJ evidence from 2017 and teachers' evaluations. Additional evidence & supporting information to give a full picture of each student & barriers to be addressed. Use of assessment tools for data via Assessment Map: PATs, asTTle etc. Inclusive Practices PLD made available.	Principal, Primary Syndicate leader, SLT Begins T 1 Support from NZCER to initiate assessment process. SENCO attends 'Inclusive Practices' workshop PLD in T1	Clear and well understood data. All educators are aware of who their target students are, which level they are at, & can pinpoint 'next steps' in their teaching.	Tracking sheets completed supported by NZCER evidence. Supplementary supports identified IEP targets co constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference to outcomes. SAC easy for teachers & students to access. Inclusive Practices resources are woven seamlessly into curriculum adaptations & differentiation.	Reported to Staff for feedback & onto BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.
2. Secondary Syndicate Leader, SENCO and Specialist Classroom Teacher, Academic Leader, facilitate termly progress tracking meetings to discuss progress of target students & their teachers.	Tracking sheets. Progress meeting recording sheet. A1 Quality Standards document ensures all teachers know & understand the output standards for students,	All staff involved. Ongoing throughout the year. Academic Leader & Secondary Syndicate Leader.	All educators focused on discussing target students' progress. Leaders are aware of strengths and areas of development in syndicates.	Updated & available tracking sheets (& any other data). SLT reports to the BoT who understand data & report to the community on targets. Syndicate & Academic Leader evaluating success & pinpointing areas for teacher improvement.	Academic & Secondary Syndicate Leader monitoring data, & ensuring rigorous conversations with team, embed 'next steps' pedagogy &

to bring equity across the syndicate. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.		SLT evaluating and reviewing success and areas for improvement for 2019.		improve progress for students.
3. Develop & consolidate school-wide Inquiry Spirals into the teaching of all literacy for this cohort.	Embed CoL Spiral of Inquiry. Research into reciprocal teaching. Build on support from SAF & embed the Assessment for Learning (A4L) framework (underway). Teaching as Inquiry is pivotal to all appraisal learning & PLD.	SENCO, Specialist Classroom Teacher, Academic Leader and Secondary Syndicate Leader. All teachers.	All teachers adjust teaching practice as result of Inquiry opportunities. Successful strategies are co-constructed as practice criteria, recorded and shared.	Practice criteria record & tracking conversations with coaching meetings. Inquiry tracking minutes. Reporting to BoT. Appraisal documentation. CoL sharing at Strategic Team Hui & at CoL PLD. Teacher Planning Minutes from Syndicate meetings.	Regular A4L walkthroughs. Ongoing feedback & feedforward on development of pedagogy. Student voice prioritised for success in teacher strategies.
4. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.	Student & whānau voices are evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.	Parents, Teachers, Reporting Leader and SLT & Admin Team.	Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.	Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers receive full training to upskill & deliver well-honed comments on progress not behaviour.	Stakeholder voices gathered after reporting cycles to check quality & transparency of output.
5. Use KAMAR information to regularly collate and review data to share about and with target students in Year 9 and 10.	Staff PLD on KAMAR tools.	Mentors, Admin Team, SENCO & Specialist Classroom Teacher work with subject teachers.	Staff are aware of progress of target students & can talk readily about 'next steps'.	KAMAR used as a responsive and reliable tool by all staff to share with students and parents when appropriate.	Secondary Syndicate continue to refine KAMAR use & report on/ share PLD learning to consolidate use.

ACHIEVEMENT

Strategic Aim 1: Ensure at least 85% of all students leave school with a minimum of NCEA L2 or equivalent

Annual Objective: 1.3: Students at risk of not achieving NCEA Level 2 or equivalent will achieve this qualification by the time they leave school

Baseline Data (Quantitative Data): Students at NCEA L1 who are identified 'at risk' of not achieving NCEA Level 1 in 2018: **37.5% (3/8)**

Students at NCEA L2 who are identified 'at risk' of not achieving NCEA Level 2 in 2018: **50% (3/6)**

Attendance in 2017	Justified Absence %	Unjustified Absence %	Unjustified Absence Intermittent %	Attendance Rate %
Year 10	8.4	4.4	2.1	**85.0**
Year 11	15.1	6.2	4.1	**74.6**
Year 12	16.5	2.4	2.4	**78.8**
Year 13 & 14	29.1	6.8	3.0	**61.1**

Analysis of Assessment Results (Qualitative Data): By using Year 10 and NCEA L1 data from 2017, we have identified students who are 'at risk' of not successfully completing NCEA in 2018. These 'at risk' students require tracking to support them. Continuous evidence-based dialogue between staff, the strategic use of KAMAR tools, regular IEPs and teacher reflection and action on supporting assessment data, are vital. Teachers must communicate appropriate information to their parents and adjust all planning for teaching and learning accordingly. Students must be able to identify their 'next steps' in progress. It is clear that the attendance of our 'at risk' students is key to their success at NCEA.

The BoT will identify and report to the community on attendance and set an appropriate target, monitor and support through positive messaging about maintaining continuity in learning and the value of education.

Achievement Target:
- Students at NCEA L1 who are identified 'at risk' of not achieving, will gain NCEA Level 1 in 2018
- Students at NCEA L2 who are identified 'at risk' of not achieving, will gain NCEA Level 2 in 2018

Teacher and SLT Review Meetings: Reporting to the BoT on Tracking Priority Students							
Term 1 Teacher Tracking Dates: 14.02.18 (Students identified) 06.04.18	Term 1 BoT Tracking Report: 17.04.18	Term 2 Teacher Tracking Date: 11.06.18	Term 2 BoT Tracking Report: 19.06.18	Term 3 Teacher Tracking Date: 06.08.18	Term 3 BoT Tracking Report: 21.08.18	Term 4 Teacher Tracking Date: 23.10.18	Term 4 BoT Tracking Report: 20.11.18

Implementation (what will we do?)			Evaluation (how will we know if we are succeeding?)		
Action:	Resources & Input:	Personnel & Timeframe:	Outcome & Changed Behaviour:	Output, Product & Support:	Monitoring:
1. Teachers identify which students need priority support. Targeted instruction to accelerate progress is delivered & students have timetables to match their needs and focus.	Analysis of NCEA, PAT & asTTle data/ evidence and teachers' evaluations. SAC identified. Inclusive Practices PLD made available. Timetables organised accordingly.	Principal, Secondary Syndicate Leader, Principal's Nominee, Timetable Leader, Academic Leader & Mentors. Begins Term 1	Clear and well understood data. SAC available. All educators are aware of who their target students are, which level they are at, & can pinpoint 'next steps' in their teaching. The timetable reflects student needs not teacher preferences.	Supplementary supports identified. IEP targets co-constructed by SENCO. Use of assessment data to triangulate evidence. Whānau experience a meaningful IEP process, which is tracked, reviewed & makes a tangible difference. SAC easy for teachers & students to access. Inclusive Practices resources woven seamlessly into curriculum adaptations & differentiation. Students have well rounded timetables which are full & offer the subjects they chose to specialise in.	Reported to Staff for feedback & onto BoT. Any further resourcing & adjustments made by Wk. 5 T1. IEPs in regular cycle. Syndicate meetings focus on literacy strategies.
2. Secondary Syndicate Leader, Academic Leader, SENCO and Specialist Classroom Teacher facilitate teacher coaching & tracking meetings to monitor progress & attendance of target students.	Tracking sheets& KAMAR attendance data (reported to BoT). Progress judgement evidence via progress meeting recording sheet. Coaching & rich Inquiry practice becomes the norm in Syndicate Team.	Academic Leader, Mentors, SENCO & Specialist Classroom Teacher work with subject teachers. BoT involved in attendance data. Admin Team support KAMAR work.	All educators & BoT focused on discussing target students' progress & how to improve attendance. Leaders are aware of strengths and areas of development in syndicates. SLT evaluate & review success & areas for improvement for 2019.	Updated & available tracking sheets. KAMAR attendance data is used regularly to assist in mentoring & parent information. SLT reports to the BoT who understand data & can coach towards meeting academic & attendance targets. BoT sets an attendance target for NCEA students and advertise & celebrate this regularly. Syndicate & Academic Leader evaluate success & pinpoint areas for teacher improvement.	Academic, Secondary Syndicate Leader & BoT monitor data & attendance. Leaders ensure rigorous conversations with team embed 'next steps' pedagogy & improved progress & attendance for students.
3. Regular Teaching as Inquiry monitoring meetings, linked to	Teaching as Inquiry via Inquiry Spiral links to tracking sheets.	SENCO, Specialist Classroom Teacher with Secondary	Meetings focus on appropriate gains in achievement levels.	Updated tracking sheets. Planning reflects ongoing review. Minutes from Syndicate and Staff hui.	Regular A4L walkthroughs.

A4L to discuss progress of target students.	Reflected in appraisal documentation & improvements in student engagement.	Syndicate Leader, Mentors, Principal's Nominee. Ongoing throughout the year.s	The purpose & method of Inquiry well understood. Teachers focus on areas for pedagogical improvement.	Increased confidence & use of Inquiry Spiral, which is an ongoing collaboration between teacher and classes.	Ongoing feedback & feedforward on development of pedagogy. Student voice prioritised for success in teacher strategies. Inquiry Spirals shared & drilled into.
4. Use KAMAR information to regularly collate and review data to share about and with target students at NCEA L1 & 2. Students know & discuss 'next steps' as a result of this sharing of KAMAR data in Mentor Time.	Ongoing staff PLD on KAMAR tools to fit with CAS needs. Students understand the role of the Academic Leader at NCEA.	Mentors, Academic Leader, Admin Team, SENCO & Specialist Classroom Teacher work with subject teachers.	Staff are aware of progress of target students & Academic Leader meets regularly with students to discuss this data.	KAMAR used as a responsive and reliable tool by all staff to share with students and parents when appropriate. Academic Leader holds regular student/ Mentor meetings. Student voice & choice used & recognised as a strong tool for teacher improvement.	Students & whānau are certain about their progress & what is needed to reach their achievement targets. Their attendance rates & engagement lead to gaining at least NCEA L2.
5. Reporting systems under continual review, improve the sharing of clear & pertinent information with students and whānau to support success.	Student & whānau voices are evident in the layout and communication of information. KAMAR systems are user friendly & available for staff to access both at school & remotely.	Parents, Teachers, Reporting Leader and SLT & Admin Team.	Reports will be informative & the schedule of reporting will be timely. Students & whānau will know 'next steps' as a result of reports received.	Updated reports shared with students, parents and whānau to communicate the required information at the right time. Calendared reporting ensures everyone is aware of deadlines. Teachers receive full training to upskill & deliver well-honed comments on progress not behaviour.	Stakeholder voice gathered after reporting cycles to check quality & transparency of output.

Collingwood Area School Achievement Targets (Objective 2.1)

Outcome 2.1	Consolidate & integrate the use of a termly tracking system to monitor & evaluate progress & achievement of target students					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Monitoring & evaluation of target student progress & achievement requires consolidation & refinement towards full integration in our systems	1. Consolidate the termly tracking meeting process between teachers and Syndicate/Team/SLT. In 2018, this will involve coaching staff & using evidence to support discussions.	Tracking templates, Principal's report to BoT. Coaching framework modelled on appraisal system.	Academic Leaders/ Syndicate/Team Leaders/SLT & Teachers. Term 1 2018 ongoing	Syndicate/Team Leaders have a clear picture of accelerated progress for target students in their Syndicate/Team. Syndicate/Team Leaders able to share evaluation with rest of Leadership Team. Teachers coached to use assessment info to inform planning for teaching and learning going forwards.	Digital tracking process sheets. Progress and accelerated achievement expectations, recorded and shared with staff and BoT.	Monitoring and evaluation meeting timelines are linked to CAS calendar and Annual Objectives. The BoT receives termly updates as per Objective 1.
	2. Monitoring and evaluation minutes are used to report to the BoT on the accelerated progress and achievement of target students, termly.	Annual Plan Monitoring and tracking calendared. BoT receives termly tracking report.	Principal to BoT. Term 1 2018 onwards (as per schedule).	BoT know and understand the impact of annual objectives & actions on accelerating the achievement of target students. Achievement info shared horizontally and vertically in Staff & Syndicate Hui.	Principal's report to the BoT. Meeting Minutes.	BoT members are confident to discuss what the evidence tells them about target student achievement.
	3. Continue to link all appraisal/performance management (PM) targets to Strategic Aims and Annual Objectives.	Current school PM system, which is linked to CoL Achievement Challenge	SLT & Teachers. Term 1 2018 onwards, working in tandem with TPS.	Annual Plan, Inquiry and PM system are integrated. All staff understand the PM system & this is a central focus throughout the year.	Job Descriptions.s PM system recorded & shared with staff. PM meeting timeline recorded and shared.	Appraisal is a rigorous & well-understood process, anchored in all aspects of student achievement & tracking.

Outcome 2.2	Consolidate & integrate reliable teacher judgements to inform teachers' planning & reporting to the BoT					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Teachers are working towards using a range of evidence data with confidence, to make reliable judgements about target students' progress and achievement in writing	1. Ongoing review & confidence in using moderation processes/templates and documentation, as an outcome of A4L & SAF work in 2017.	All resources shared & staff are confident about purpose and implementation & are used in Staff Hui. A1 Quality Standards throughout the school.	Academic Leaders/ SLT and Specialist Teacher. 'walk throughs' happen up to twice a term to support & reflect moderation expectations.	All teachers have a clear rationale for assessment at Collingwood Area School. There is a consistent understanding of purpose of assessment and use of assessment processes. All teachers know what constitutes 'evidence', how to collect it and how to collate and use benchmarks. Our classrooms reflect A4L principles. The BoT are able to track and monitor student achievement via Principal's Report.	Assessment document. Improved templates, & exemplars of moderation samples. Assessment Map for 2018 agreed & used. The BoT can communicate progress & achievement gains to the community.	Staff have a consistent knowledge of & use the right range, of assessments to gather evidence of progress & achievement. Reporting to the BoT is transparent & tracked successfully.
	2. Create overview of what evidence is being collected (day-to-day, periodical and transitional), including how this will assist moderation & tracking.	Digital resources Google Drive 'Effective Literacy in Practice' research document.	SLT and teachers in Term 1, 2018 onwards.	Academic Leaders, Specialist Teacher & SLT have a consistent knowledge of and use the right range of assessments to gather evidence of progress and achievement. Teachers use a range of evidence from across the curriculum to moderate judgements at both junior and senior levels to create a consistency of judgements.	Assessment weighting overview in Assessment Map. Range of evidence from across the curriculum. Portfolio of moderated evidence.	Range of evidence from across the curriculum. Portfolios of moderated evidence available for all.

Outcome 2.3	Consolidate & integrate Acssessment for Learning (A4L) strategies					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Strategic Inquiry requires consolidation to support A4L practice criteria, to drive change & ongoing improvement	1. Ensure all teachers know and understand strategic Inquiry cycle/ Spiral of Inquiry, shared via CoL and all teacher practice.	Inquiry Spirals via appraisal and A4L walkthroughs. Classroom Checklists to assist practice. Clear information on expectations.	Specialist Teacher/ SLT/ Academic Leaders. Ongoing in 2018.	Everyone has a shared understanding of how the process of Inquiry drives change. All of leadership is using strategic Inquiry to drive and embed change towards A4L initiative.	Inquiry overview. Research to inform school-wide Inquiry linked to CoL Achievement Challenge & Annual Plan.	Surveys & walkthrough observations. Teacher planning indicates differentiated LI & SC for target students.
	2. All educators co-construct practice criteria that exemplify good practice for use of LI and SC. Academic Leaders and teachers use criteria to monitor and evaluate changes to practice	Research Articles. Walk through process, stake-holder voices gathered (students, teachers, whānau) Clear walk through criteria.	Specialist Teacher/ SLT/ Academic Leaders. Ongoing in 2018.	Use research to inform Inquiry. 2018 appraisal model linked to identify aspects of student underachievement. Review of learning plans for Māori students underachieving in writing, which are shared and implemented.	Framework for walk throughs & collecting student voice. Research to inform school-wide Inquiry linked to identified area for development & CoL Achievement Challenge & Annual Plan.	Use of LI and SC (Walkthroughs, student voice, teacher voice, whānau voice) for Years 1 – 10.

Outcome 2.4	Develop a digital technology strategy which supports teaching and learning					
Issues	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
There isn't a long term strategic plan for ICT, including what students & teachers require for teaching & learning	1. Review efficiency of current network systems. Identify the current ICT needs & demands. Organise plans towards creating a strategy for all stakeholders, accordingly.	Inquiry Cycle Overview of current resources. Appoint a Technology MU holder. Survey whānau, teachers & students.	SLT, BoT, MU holder in 2018 & N4L as advisors. Crystal Network to assist in strategy planning. Admin/ students.	Everyone has a shared understanding of what we will require in future and why. Time & motion study/needs analysis to ensure a better use of spaces & rooms with technology, to support student access to all types of ICT devices.	Documentation collated towards a strategy for BoT resourcing & priorities.	Fact based recommendations to BoT to create ICT Strategy for CAS in 2018 & beyond.
	2. Teachers confidently facilitate the creation, sharing, integration of digital content with students & parents to meet progress & achievement needs.	Best practice models explored in other settings. PLD in Staff Hui, support from MU holder & via CoL team.	Teachers with high levels of confidence to support peers, SENCO to monitor SAC & student support needs. Specialist Teacher to assist with Student Voice.	ICT fully integrated into teaching & learning to support, personalise & extend student opportunities. All students with learning needs receive specific and targeted support.	Teachers able to facilitate high quality interactions, sharing content/ ideas to support learning. All students have access to appropriate technology platforms to support progress and achievement.	Student voice, BoT monitoring via Principal reports, achievement data of students using assistive technology.

Collingwood Area School Achievement Targets (Objective 2.5)

Outcome 2.5	Consolidate & integrate school wide Inquiry into basic facts, problem solving, place value & number sense in Maths to inform teaching and learning					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
The 2017 Inquiry about the teaching of Maths requires time for consolidation of skills, to increase teacher confidence in delivery to students	1. By the end of 2018, teachers will deliver improved programmes in Maths.	Best practice models shared in Staff Hui via MU Maths Leader. Facilitated practice discussions ongoing in 2018 between Syndicates. Modelling in classes between practitioners.	Teachers with high levels of confidence to support peers, ongoing in 2018.	Teachers develop strategies that enable students and staff to reflect on the improvements in their learning in Maths. Student and teacher voice and choice is a key method to collect evidence of improvements. Data in Maths via NZC Levels, PATs etc. give indications of progress.	Teachers able to facilitate high quality interactions, sharing content/ ideas to support learning.	Planning, Staff Hui discussions & activities, rates of progress & achievement reported to BoT.
	2. Ongoing facilitated teacher instruction to pinpoint current deficits and improve practice.	Ongoing assessment of teacher progress. Development of flexible thinking and confidence in teachers.	MU holder, Maths Leader. Teachers to observe each other in best practice examples.	Teachers will be open and able to follow Inquiry Spiral practice to lift their pedagogy in Maths teaching, differentiated according to the needs of their learners.	CoL In School Teacher shares effective practice, models & drives whole school change in the teaching of Maths.	Observations of teachers & follow up conversations to identify work ahead.
	3. Teachers supported to use Inquiry Spirals/ inquiry practice to improve their teaching of Maths.	Inquiry cycle templates shared and supported via appraisal.	MU holder, Maths Leader. Teachers to observe each other in best practice examples.	Teachers able to identify next steps to improve their practice. Students enjoying accelerated achievement and can talk about 'next steps' in their Maths learning.	Shared with whole staff and tracked via ITJs and OTJs/ NZC equivalent & NCEA.	Discussion/ walk throughs/ observations supported by evidence to form a report on findings.

Outcome 2.6	Review and improve current tracking and monitoring strategies to increase our NCEA subject endorsements for students					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Students are below the expected rate of Endorsements (as set by CoL Achievement Challenge via MoE)	1. Consolidate the termly tracking meeting process between teachers & Syndicate/Team/SLT. In 2018, this will involve coaching staff & evidence to support discussions for endorsement focus.	Monitoring & evaluation minutes are used to report to the BoT on the accelerated progress & achievement towards endorsements, termly.	Academic Leaders/ Syndicate/Team Leaders/SLT & Teachers. Term 1 2018 ongoing.	Secondary Syndicate and Academic Leaders have a clear picture of accelerated progress to increase the amount of subject endorsements available for NCEA students. Leaders able to share evaluation with rest of SLT and report to BoT and CoL on this target. Staff coached to use Achievement Standards to inform planning for teaching and learning going forwards, towards better quality NCEA outcomes for students.	Digital tracking, NCEA planning & mentor interview evidence. Progress and endorsement achievement expectations recorded & shared with staff, CoL & BoT.	Regular Academic/ Mentor meetings with students give information & evidence. The BoT receives termly updates as part of Student Tracking info.
	2. Time made available for teachers to streamline NCEA courses on offer & consolidate their practice to support Merit & Excellence outcomes for students.	Hui time to focus on differentiated teaching & learning strategies to accelerate student achievement levels. Mentor & subject time coaching with students, to familiarize them with the benefits of NCEA endorsements.	Specialist Teacher, subject specialists, Principal's Nominee, Academic Leader & all Secondary teachers.	Teachers engaged in improved pedagogy & planning to support higher endorsement rates. Students understand the need to collect less credits, and 'do less with more skill'. Courses delivered designed to support endorsement opportunities.	Evidence of an upwards trend in the percentage of students participating in NCEA at each level, gaining endorsements.	NCEA data, updates via KAMAR to students & whānau. NCEA information shared regularly to coach students & ensure they are aware of opportunities for endorsements.

Collingwood Area School Achievement Targets (Objective 2.7)

Outcome 2.7	Following on from our year long Inquiry in 2017, develop a localised NE to Year 13/14 curriculum, connecting the learning opportunities that CAS provides					
Issues	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Teacher planning & pedagogy should promote learning inquiry & activities, that are based on a fully integrated, localised curriculum	Planning structure & cycle to connect school-wide, key concepts from whole school overview to classroom plans. Localised curriculum documents will reflect our culture, the seasons & environment, celebrations & wider community focus.	Staff Hui, Syndicate Meetings, best practice models explored & CoL In School practice discussions. Ongoing support from Manawhenua ki Mohua.	SLT, Specialist Teacher, Academic Leaders and all teachers. Marae portfolio holder for Education. This work will progress & evolve during 2018 onwards.	The CAS curriculum document will reflect interconnected processes of planning, teaching, assessing & reviewing, as the basis for teaching, learning & cultural competence. Every teacher & learner challenged & supported with high quality, future focused, authentic opportunities.	A learner centred, responsive & inclusive NE to Year 13/14 Curriculum Document for CAS.	Ongoing review allows analysis of the curriculum as it develops the teaching & learning. Teacher, student & whānau voice will inform future direction & development.

Collingwood Area School Achievement Targets (Objective 3.1)

Outcome 3.1	Continue to review how successfully we reflect our ethos and cultural responsiveness, in order to embed a positive and inclusive culture that fosters well-being and enables all children to make progress and achieve at CAS					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Self-review via BoT in 2017 identified a need to create the conditions for cultural wellbeing, through a deeper focus on an inclusive CAS culture. A newly configured Pastoral Team in 2018 will drive the required actions with SLT & BoT support	1. Following BoT & Manawhenua groundwork in 2017, implement data gathering via the w@s self-review tool in Term 1, 2018. Present initial findings and explore other appropriate methods/tools to collect student, staff and whānau voice.	BoT to drive use of w@s application via NZCER, using positive communication to gain maximum engagement.	Pastoral Team in Term 1, 2018. BoT & Manawhenua to report to community and support this team.	The CAS community is engaged to take part in w@s survey. All feedback received, is shared. BoT, Manawhenua, SLT and Pastoral Team determine actions to support ongoing improvements. Additional tools identified for ongoing monitoring, employed as needed. A well supported Pastoral Team will function as a cohesive group for CAS, with close ties to whānau & stakeholders including Manawhenua ki Mohua	Full feedback shared with CAS community and initial responses to the data are 'drilled into' in T2 to start changes.	Survey and feedback completed. Groundwork/ preparation for Action 2 (below).
	2. In T2, review w@s data in depth to inform gap-analysis, plan strategic & PLD support.	Skilled interpretation (beyond surface reading) of T1 data required. BoT will oversee this portfolio to support SLT & Pastoral Team.	SLT & BoT in Term 2 with Pastoral Team, supported by Manawhenua.	A single point of contact/ portfolio holder designated from BoT. With this support, relevant data from T1 is penetrated in depth to build a clear understanding of student/ staff & stakeholder experience of CAS culture. Actions will follow as a result of this work. Support extended directly to the Pastoral Team to receive coaching & mentoring from SLT, BoT & Manawhenua.	Clear actions agreed by BoT, SLT & Pastoral Team, with a timeline to address issues. Ongoing actions planned to start in 2018.	Self-review document created, facilitated workshops held to identify next steps to create a "Culture Action Plan" for 2018 and beyond.
	3. BoT & SLT support the new CAS Pastoral Team to promote programmes and opportunities on offer, which support wellbeing and cultural	Strategic support for the Pastoral Team including termly non-contact hui time and appropriate PLD.	SLT and BoT fund relief & PLD for termly hui for Pastoral Team. Regular updates in Flyer.	The community all know exactly what is on offer to support wellbeing including cultural competence at CAS and who the Pastoral Team are. Students can name 'next steps' in these pastoral areas, because of the support they	CAS students access leadership opportunities, a structured careers programme, appropriate health	Student uptake of programmes is monitored and Student Voice is regularly collected to check

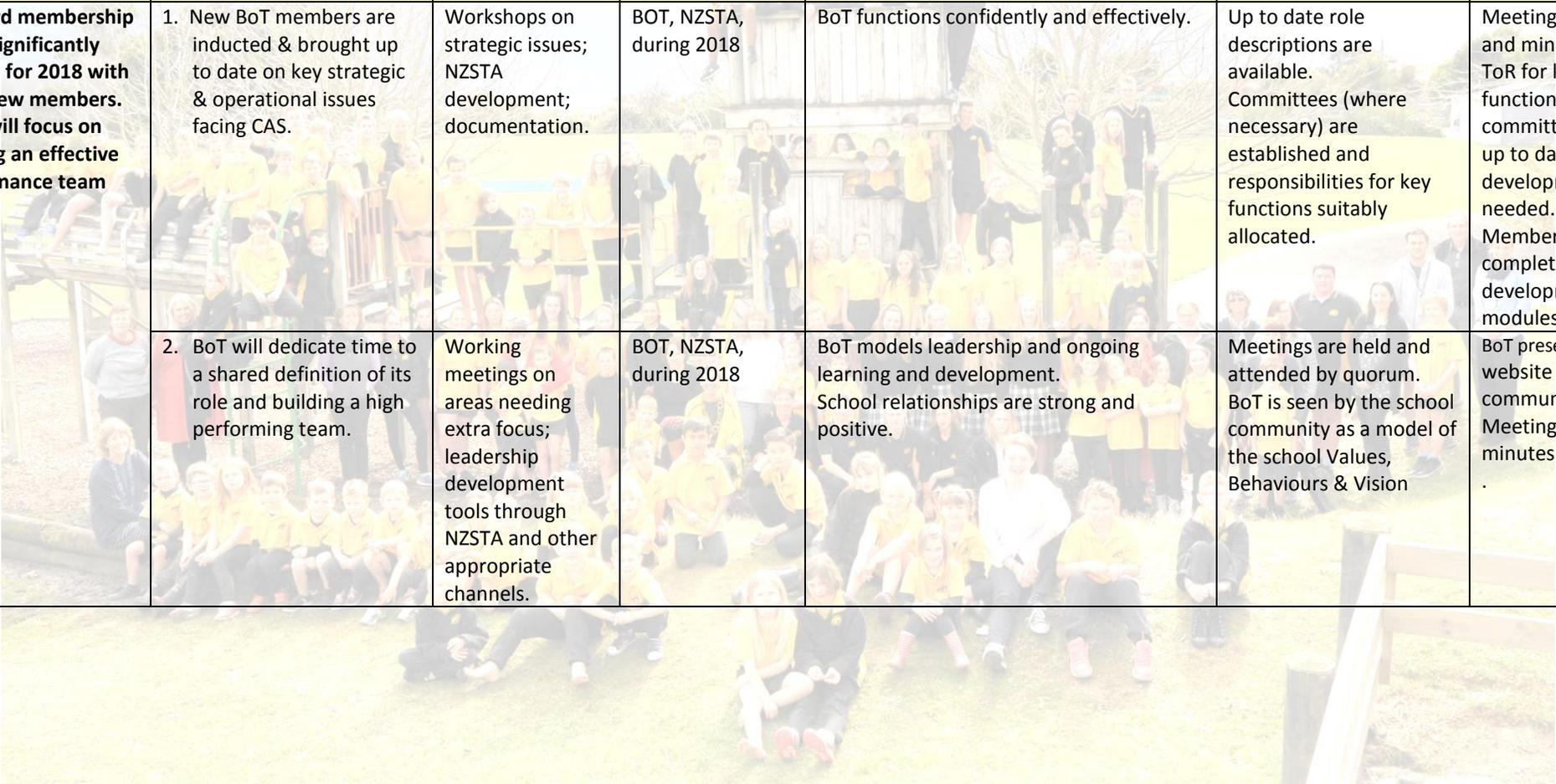|						
	responsiveness at CAS.	Use of CAS media such as the Flyer to promote wellbeing.		receive & their confidence in the systems provided for them.	education & guidance counselling.	our levels of engagement and satisfaction of services.
	4. The BoT is engaged with the community in a variety of ways to listen to, & reflect back on, student, staff & stakeholder voices regarding our CAS culture & climate.	A wider range of opportunities created to engage the CAS community in celebrating and endorsing our school culture.	School Picnic, w@s, Show Day, Flyer etc.	CAS is a more inclusive place to be. Parents, whānau & students know who the BoT is and what they do to model and uphold a positive and inclusive wellbeing culture at CAS. There is improved engagement and attendance to parent/ community events.	The process will support CAS to engage in an ongoing journey towards building inclusive practices for all learners & the community as a whole.	BoT presence is evident at events. The community have access to regular BoT updates and BoT comms via CAS Flyer and Facebook Page.

Collingwood Area School Achievement Targets (Objective 3.2)

Outcome 3.2	Model & promote our school beliefs, values, purpose, principles and vision at all levels					
Issues	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome	**Output**	**Monitoring**
Self-review in 2016 of our key statements showed that these were not 'living' in the CAS community and we continue to focus on this as a key contributor to our vision for student success	1. BoT, staff & students can articulate the school's beliefs values, principles and vision as endorsed by Manawhenua ki Mohua.	Facilitated workshops to shape conversations and plan supporting resources. New BOT members induction.	NZSTA and BOT, SLT, teaching staff.	There is an appreciation and expression of the school Values and Behaviours ('the four Cs') embedded into the CAS ethos.	BOT, Staff & Students are developing ways to express & demonstrate what the Values and Behaviours mean to them as individuals and/or groups.	A system for Values and Behaviours awards at all levels is in development. BoT meetings include time in regular meetings to reflect on progress.
	2. Self-review of how we express & demonstrate our key statements to ensure they are authentic for stakeholders.s	Ongoing consultation - BoT to lead with NZSTA.	BoT & NZSTA in 2018	BoT has a shared understanding & language around the Values, Purpose, Principles, Vision. These will continue to appear in all CAS communications.	Updated CAS Charter for 2019 and beyond	Stories that demonstrate our Vision is alive are published at school and to community. BOT member statements on website relating what the Values and Behaviours mean to them.

Outcome 3.3	Supporting CAS towards excellence by developing the capability of the BoT to enact its roles and responsibilities					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
The Board membership has significantly changed for 2018 with three new members. We will focus on forming an effective governance team	1. New BoT members are inducted & brought up to date on key strategic & operational issues facing CAS.	Workshops on strategic issues; NZSTA development; documentation.	BOT, NZSTA, during 2018	BoT functions confidently and effectively.	Up to date role descriptions are available. Committees (where necessary) are established and responsibilities for key functions suitably allocated.	Meeting notes and minutes. ToR for key functions & committees are up to date or in development as needed. Members complete NZSTA development modules.
	2. BoT will dedicate time to a shared definition of its role and building a high performing team.	Working meetings on areas needing extra focus; leadership development tools through NZSTA and other appropriate channels.	BOT, NZSTA, during 2018	BoT models leadership and ongoing learning and development. School relationships are strong and positive.	Meetings are held and attended by quorum. BoT is seen by the school community as a model of the school Values, Behaviours & Vision	BoT presence on website & in CAS communications. Meeting notes & minutes. .

Collingwood Area School Achievement Targets (Objective 3.4)

Outcome 3.4	Undertake a year long Inquiry in collaboration with all Early Childhood and Junior settings in Mohua to review and develop our Transitions to School methodology and practice					
Issues:	**Actions to meet the outcome:**	**Resources & Input:**	**Personnel & Time Frame:**	**What we will see happening differently?**		
				Outcome:	**Output:**	**Monitoring:**
Our CoL acknowledges the need to review & improve the transitions from ECE to all school settings in Golden Bay	An Inquiry across the CoL will enable all stakeholders to review current practice & form a working party to improve & develop methodologies within a community of practice approach.	SLT and BoT to support this CoL work. Our MU Holder for Transitions will lead the work at CAS.	Col Transitions Group and Strategic Team, Transitions hui network. MU holder for Transitions.	A collectively developed approach to transitions will become a shared kaupapa in our Kāhui Ako, to support the learning and transitions development across other sectors. Manawhenua ki Mohua will be fully involved in all aspects of this inquiry.	A published Inquiry, shared on CoL Smart Curriculum Tool.	Stewardship Group for CoL & Strategic Team will receive updates and reports on progress of Inquiry.