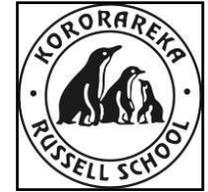


# Russell School (BOI) Charter 2018



*“Ko te arero o te tangata whakaaro nui e whakahua tika ana i te mātauranga”<sup>1</sup>*

*“To strive, to seek, to find, and not to yield”<sup>2</sup>*



*Current Motto: Progress through partnership<sup>3</sup>*

“The purpose of a school charter is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government’s national education guidelines and the board’s priorities, and provide a base against which the board’s actual performance can later be assessed.” (Education Act (1989), Section 61(2))

This Charter was ratified by the Russell School Board of Trustees on 21 February 2018, and was submitted to the Ministry of Education (MoE).



[Participating in Project Island Song](#)

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1. Whakatauki 15:2 (“The tongue of the wise commends knowledge” Proverbs 15:2). This text, which appears on the front memorial gateway, was selected in preparation for the 150<sup>th</sup> Jubilee of Russell School in 1989 to mark the fact that the first school in Kororareka was for Māori children.

2. This school motto was unanimously agreed in preparation for the 150<sup>th</sup> Jubilee, being the last line of the poem “Ulysses” by Alfred Lord Tennyson. It too appears on the front memorial gateway.

3. The current motto was introduced in 2002 by the then current principal.



## Introduction

### Who are we?



<i>The School</i>	<i>The Community</i>	<i>The Board</i>
<p>Russell School is a decile 5, state full primary school, catering for children in Years 1-8. Approximately half the children are of Maori ethnicity, with around 40% NZ European, and the remaining 10% made up of a variety of ethnicities including Australian, British/Irish and Pacific Islanders.</p> <p>The school is one of the oldest in New Zealand. Education has been part of this historic town for over 170 years, beginning with classes held at the Pompallier Catholic mission in 1839. The first “state” school in Russell opened in 1865 and has been located on the present site since 1892. Our school is registered with the New Zealand Historic Places Trust.</p> <p>The facilities include 6 classrooms, a whare wananga (containing a library, kitchen and hall), a music room, outside stage, aspecial needs rooms, teacher resource areas, a school vegetable garden and orchard, an administration and staffroom wing, two court areas, playground areas for junior and senior students, a sports field, and two school pools. We also have a good range of musical equipment and an extensive sound system. Year 7-8 students travel to Moerewa for technology classes. Fibre Optic cabling allows for a good internet speed.</p> <p>There are currently around 80 pupils. The staffing is stable with minimum turnover, and a great range of skills and abilities reflected in the make-up of the teaching team.</p>	<p>The school serves a wide rural area, centred on the small town of Russell in the Bay of Islands. Tourism plays a vital role in the local economy, with the wider area supporting agriculture, aquaculture and fishing. The community is relatively isolated, due to the main access being by vehicular or passenger ferry from Opuia and Paihia respectively. The social structure has been affected by the change in many dwellings from permanent residences to holiday homes and the development of lifestyle blocks on the coast.</p> <p>The community has expectations of the school in the areas of academic achievement, and providing cultural and physical programmes. The community appears very satisfied with the performance of the school, and this is reflected in the high level of support the school enjoys.</p> <p>The school is a focal point of the community, with a strong, two-way relationship. Parents and the wider community provide funding, resources, instruction at school, support in out-of-school activities such as camps and sports tournaments, and opportunities for students to take part in unique real-life learning experiences outside the school. In return, the school actively participates in community events and festivals, such as Kororareka Day and the Birdman festival, and with local organisations such as Russell Landcare Trust.</p>	<p>The Board is entrusted to work on behalf of all stakeholders and is accountable for the school’s performance. It emphasises strategic leadership, sets the vision for the school and ensures that it complies with legal and policy requirements. The Board is proactive rather than reactive in its operations and decision-making, and does not involve itself in the administrative details of the day to day running of the school. The planning year for the Board is from 1 January to 31 December. The Board is committed to:</p> <ul style="list-style-type: none"> <li>• Ensuring a curriculum that engages and challenges children, is forward thinking and inclusive, and affirms the unique identity of Russell and surrounding area;</li> <li>• Supporting high quality responsive teaching which is vital for student success;</li> <li>• Setting high expectations of achievement for all students, particularly Māori boys;</li> <li>• Having accurate, up-to-date information on student achievement;</li> <li>• Sharing this information with students, parents and the community;</li> <li>• Undertaking self-review and professional development to improve performance;</li> <li>• Maintaining a close working relationship with parents and the community including local iwi.</li> <li>• Use the ERO School Evaluation Indicators to achieve equity and excellence of education.</li> <li>• Use the <i>Effective School Evaluation</i> resource and the <i>Internal Evaluation:Good Practice exemplars</i> and the <i>School Evaluation Indicators</i> to develop more targeted planning to accelerate student achievement.</li> </ul>



**Introduction (continued)**  
*What do we want to be?*



**Mission Statement:** Respecting the Past, Challenging the Present, and Creating a Positive Future

<p><b>Vision Statement</b> <i>(what we want for our school)</i></p>	<p><b>Values/Virtues</b> <i>(what we hold as important)</i></p>	<p><b>Cultural Diversity</b> <i>(how we recognise each other)</i></p>
<p>Russell School, in partnership with the community, will provide students with a secure and supportive learning environment so that they will achieve excellence and develop into lifelong learners who are confident, connected and actively involved.</p> <p>We want our school to be a place where students:</p> <ul style="list-style-type: none"> <li>• Discover their natural abilities to learn, explore and create;</li> <li>• Develop life-skills so that they can stand tall, be proud and seek out challenges;</li> <li>• Obtain a sense of well-being and a desire for personal growth;</li> <li>• Gain an awareness of the world and Aotearoa New Zealand, and their place in it; and</li> <li>• Want to come because the teachers care about and believe in them.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Aroha/Mana</b> We believe in promoting and supporting a spirit of honesty, trust and mutual respect for all people and all cultures, and creating a place where people inspire, motivate and encourage each other.</li> <li>• <b>Wairua</b> We believe people need to know where they come from and are able to stand proud in that knowledge, recognizing and embracing the unique historical, natural and spiritual environmental in which we live.</li> <li>• <b>Manaakitanga</b> We believe that all members of the school community should show genuine care for each other in order to create a learning environment that is safe, secure, happy and emotionally healthy for all.</li> <li>• <b>Ahu Whakamua/Hiranga</b> We believe in progressing with excellence for the higher good of all – in teaching, leadership, governance and student achievement.</li> </ul>	<p>Through our policies and practices, Russell School will provide opportunities for students to learn about and respect the diverse ethnic nature and cultural heritage of New Zealand people, with acknowledgment of the unique position of the Māori culture. While celebrating the diversity of the school whanau, we want to enhance the Māori dimension throughout the school by providing opportunities for all students to acquire some knowledge of tikanga Māori (culture) and te reo Māori (language). Some of the ways we will do this are by:</p> <ul style="list-style-type: none"> <li>• Pronouncing names correctly;</li> <li>• Using bilingual signage and instructions where appropriate;</li> <li>• Singing the national anthem in English, Māori and sign language;</li> <li>• Incorporating waiata into assemblies;</li> <li>• Using basic protocol, including karakia, pepeha and mihi, when appropriate;</li> <li>• Including tikanga and te reo Māori in class programmes;</li> <li>• Promoting the kapa haka group where students are instructed in waiata, poi, haka and taiaha; and</li> <li>• Attending annual kapa haka festivals and encouraging participation in other such events e.g. Armistice Day, Kororareka Day, ANZAC Day</li> </ul>



## Strategic Goals 2018 -2020

### What are our objectives for student achievement?



Strategic Goals	Current state of student learning (Reading, Writing, Numeracy based on National Standards)														Review
1. Reading – <b>85% of students at or above</b> their age levels for reading	<b>ALL CHILDREN</b>	2012	2013	2014	2015	2016	2017	<b>MAORI BOYS</b>	2012	2013	2014	2015	2016	2017	<p><b>2015</b> Maori Boys “below” back to “well below”</p> <p><b>2016</b> Big shift in “Maori Boys Well below” and “Maori Boys Above”</p> <p><b>2017</b> Govt goal met! Big improvement in Maori Boys at/above.</p>
	Above	55%	55%	43%	43%	41%	52%	Above	33%	22%	12%	19%	31%	41%	
	At	29%	29%	38%	34%	37%	33%	At	30%	44%	55%	48%	38%	41%	
	Below	11%	10%	12%	14%	19%	15%	Below	25%	12%	26%	19%	28%	18%	
	Well Below	5%	6%	7%	8%	3%	0%	Well Below	12%	22%	7%	15%	3%	0%	
	<b>AT/ABOVE</b>	<b>84%</b>	<b>84%</b>	<b>81%</b>	<b>77%</b>	<b>77%</b>	<b>85%</b>	<b>AT/ABOVE</b>	<b>63%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>	<b>69%</b>	<b>82%</b>	
2. Writing – <b>85% of students at or above</b> their expected levels for writing	<b>ALL CHILDREN</b>	2012	2013	2014	2015	2016	2017	<b>MAORI BOYS</b>	2012	2013	2014	2015	2016	2017	<p><b>2015</b> Maori Boys “at” moving to “above”</p> <p><b>2016</b> Consistently reaching the Government target. (85%)</p> <p><b>2017</b> No children in well below for 2 years (almost)</p>
	Above	27%	27%	33%	46%	31%	46%	Above	5%	22%	13%	22%	21%	35%	
	At	37%	37%	52%	39%	50%	40%	At	35%	44%	60%	48%	55%	43%	
	Below	26%	26%	6%	12%	18%	14%	Below	40%	12%	20%	22%	24%	22%	
	Well Below	10%	10%	9%	4%	01%	0%	Well Below	20%	22%	7%	7%	0%	0%	
	<b>AT/ABOVE</b>	<b>64%</b>	<b>61%</b>	<b>85%</b>	<b>85%</b>	<b>81%</b>	<b>86%</b>	<b>AT/ABOVE</b>	<b>40%</b>	<b>34%</b>	<b>73%</b>	<b>70%</b>	<b>76%</b>	<b>78%</b>	
3. Numeracy – <b>80% of students at or above</b> their expected levels for maths	<b>ALL CHILDREN</b>	2012	2013	2014	2015	2016	2017	<b>MAORI BOYS</b>	2012	2013	2014	2015	2016	2017	<p><b>2015</b> Maori Boys “below” back to “well below”</p> <p><b>2016</b> Need to get back to the 2014 percentage!</p> <p><b>2017</b> Back to the 2014 percentage! Below levels dropped considerably!</p>
	Above	23%	19%	19%	13%	18%	27%	Above	5%	6%	16%	0%	10%	10%	
	At	55%	60%	61%	58%	51%	62%	At	50%	44%	65%	67%	45%	80%	
	Below	17%	18%	16%	25%	29%	10%	Below	35%	39%	13%	30%	41%	10%	
	Well Below	5%	4%	4%	4%	2%	1%	Well Below	10%	11%	6%	4%	4%	0%	
	<b>AT/ABOVE</b>	<b>77%</b>	<b>79%</b>	<b>80%</b>	<b>71%</b>	<b>70%</b>	<b>89%</b>	<b>AT/ABOVE</b>	<b>55%</b>	<b>50%</b>	<b>81%</b>	<b>67%</b>	<b>55%</b>	<b>90%</b>	

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<p>4. Health and Physical Education – improve all aspects of student’s physical activity through effective, varied and relevant programmes Improve personal health and development as well as relationships with others.</p>	<p>Students participate in annual inter-school swimming, inter-school swimming, a swim for life programme, rugby and netball, and cross-country tournaments. Our swimming programme and facilities allow for daily swimming in term 1. We have a 15m pool, a 25 metre pool, and the infinity pool at the Russell Beach is used too!</p> <p>In recognition of its work in creating an environment that promotes nutritional health and physical activities, the school was awarded a Gold Healthy Heart Award from the Heart Foundation in 2009 and 2010. In 2012 we became a Sunsmart School.</p> <p>Have-A-Go sailing is held annually for children 8 years and older.</p> <p>Yearly visit from the Life Education Caravan. The Dental Caravan and Hauora Brush In programmes run annually. “Fruit in schools” is provided by our PTFA as opposed to other schools which are Government Funded.</p> <p>In 2018 Russell St John has formed a partnership with Russell School, providing funding for three areas:</p> <ol style="list-style-type: none"> <li><b>1. To ensure that all students leaving Russell School have a basic knowledge of how to respond to an emergency, simple first aid (e.g. cuts and burns) and familiarity with CPR/AEDs.</b> This knowledge will be conveyed in 3 modules tailored to the learning capacity and experience of different age groups: 5-8 years, 9-11 years and 12-13 years (see Table 1). Each module will be 45-90 minutes. The first modules will be delivered in the first half of 2018 and repeated every 2 years.</li> <li><b>2. First aid training for all teachers and staff:</b> Most need refresher courses in the first half of 2018. We are budgeting \$3,000 for 3 courses, each covering up to 20 participants, to be provided by our St John tutor. We will extend this offer to others working in the education sector (e.g. Russell Play Centre) and school parents, depending on demand. The training will be repeated every 2 years. Staff requiring a new first aid certificate, will be accommodated in other courses.</li> <li><b>3. Funding for priority health-related activities:</b> The school has identified 3 areas for 2017/18: (1) student participation in special sports events (e.g. the Ocean Swim series and Weetbix triathlon); (2) counselling services (e.g. mental health) and special education (e.g. dyslexia); and (3) emergency medicines (e.g. for anaphylaxis and diabetes). We will provide a \$3,000 grant towards these activities, to be monitored and reported back by the School Board at the end of the year.</li> </ol>	<p><b>2015</b></p> <ul style="list-style-type: none"> <li>☺ Y7/8 took part in 800 m swim</li> <li>☺ Comparison between our school results and National results is rewarding</li> <li>☺ Teachers have noted better behaviour and attention spans since fruit was introduced</li> <li>☺ Water only policy is paying dividends</li> </ul> <p><b>2016</b></p> <ul style="list-style-type: none"> <li>➤ Great results by our swimmers again – refer to NZ Water Safety Database</li> <li>➤ Fruit in schools working well</li> <li>➤ Garden continues to be successful at Flower Show</li> </ul> <p><b>2017</b></p> <ul style="list-style-type: none"> <li>➤ Funding from Russell St John for healthy lifestyle events like the Ocean Beach swim</li> <li>➤ Life Education with a new educator</li> <li>➤ Interschool events continue – swimming, rugby, netball, cross country</li> <li>➤ Noah from the Northland Rugby Union came to train students</li> <li>➤ Fruit in school continues to be funded by PTFA</li> </ul>
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<p>5. Māori – students able to participate with understanding and confidence in situations where te reo and tikanga Māori predominate, and to integrate language and cultural understanding into their lives</p>	<p>Te reo and tikanga Māori are well integrated within the school programme. Students learn te reo Māori, including their pepeha and mihi. They participate in leadership roles during pōwhiri and with kapa haka. All students learn about Māori culture through waiata and classroom programmes that are relevant to the school’s local area. Teachers take care to pronounce te reo Māori correctly and are learners of the language themselves.</p> <p>In 2016 we upgraded our piupiu stocks and were able to employ a kapa haka tutor. This will continue in 2017.</p> <p>In 2017 when our kappa haka tutor left, the senior students took over and led this programme. A great leadership opportunity. A Year 7 student played the guitar for the group.</p>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>☺ Matariki Week – Annual interaction now between Room 6 and the Paihia/Waitangi Kindergarten</li> <li>☺ 85% of the children chose to participate at the Whangaruru Festival</li> <li>☺ Room 6 made kakahu (cloaks) which were part of the display at the Russell Museum for 175 Years of Education in Russell</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>➤ Piupiu upgraded for boys thanks to Pelorus Trust</li> <li>➤ Employed a young, motivated Kapa Haka tutor</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>• At least 80% of the children chose to perform kapa haka at the Whangaruru Festival</li> <li>• Student led kapa haka group</li> <li>• Waitangi/Paihia Kindergarten visit also had their Maori adviser in attendance</li> <li>• Funding change</li> <li>• Seniors visted the Waitangi Treaty Grounds to review exhibitions and see the kapa haka performance.</li> </ul>
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<p>6. Social Sciences – provide children with a wide range of rich experiences and opportunities, and model good citizenship</p> <p>Understand how belonging to groups is important for people.</p> <ul style="list-style-type: none"> <li>• Understand that people have different roles and responsibilities as part of their participation in groups.</li> <li>• Understand how the past is important to people.</li> <li>• Understand how places in New Zealand are significant for individuals and groups.</li> <li>• Understand how the cultures of people in New Zealand are expressed in their daily lives.</li> </ul>	<p>Students can participate in events such as the World Vision Kids for Kids concert and the BOI Yellow-Tail Fishing contest. Pupils work in the school vegetable garden and orchard (established in 2008). Cooking classes began in 2009. Environment awareness is promoted through the Enviroschools programme, Landcare Trust and work with the local Department of Conservation officer. Our children take part in the annual Town Flower Show. Birdman, Armistice Day and ANZAC Day Celebrations are regularly supported by our children.</p> <p>In 2012 Russell School took part in the Positive Learning for Behaviour Programme. The principles are continuing to be implemented in practice. Descriptive writing will be the focus for Years 5 -8</p> <p>In 2017 we used this link  <a href="https://www.careers.govt.nz/practitioners/planning/career-development-year-7-and-8/">https://www.careers.govt.nz/practitioners/planning/career-development-year-7-and-8/</a></p> <p>to develop our Career Development for Years 7 and 8.</p>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>• 175 Years of Education in Russell was celebrated</li> <li>• arguments based on real issues e.g changing the NZ flag</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>• Year 7/8 trip to Wellington included a trip to Parliament. A role play debating chamber was held at school first.</li> <li>• Debate re plastic bags in supermarkets saw children making and selling “bags and a rag”</li> <li>• The visit to Wellington Zoo had a focus on careers</li> <li>• Continue to support the Russell Landcare and Project Island Song with their projects.</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Senior students were trained for guiding at Pompallier</li> <li>➤ Russell Museum displayed two of our projects – Kauri Die Back; Belonging (flags)</li> <li>➤ Room 6 received the trophy from the Russell Landcare Trust as they could not decide on one or two children – they were all so cooperative!</li> </ul>
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<p>7. Science Particular focus is on the nature of science</p>	<p>In 2013 Russell School took part in the Regional Science Fair. All three children that were entered won awards – gold and bronze. In 2014 a local science fair was held as well as entering the Regional Fair.</p> <p>In 2015 we were involved in local projects – thinking globally and acting locally e.g. tidying up the creek by the Medical Centre.</p> <p>In 2016 we continued with Science Fair projects.</p> <p>In 2016 we made greater use of the resources supplied by Schoolgen in regard to Solar Energy, and we will use a local donation to fund a Science Technology and Mathematics programme.</p> <p>Maori students were awarded silver, bronze, and both honourable mentions at our fair and a silver at Regionals. We will continue to focus on Maori student success in science.</p> <p>In 2016 we received a community donation to purchase equipment for an electricity unit.</p> <p>Teacher Release incorporated science in the Year 1 to 6 section of the school.</p> <p>Year 7 and 8 children presented projects for the school science fair.</p> <p>In 2017 we continued to perform well at the Interschool Science Fair. Community input helped us be so successful.</p>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>➤ Regional Science Fair – a Year 7 child took out gold AND the OVERALL Y 7/8 prize</li> <li>➤ Two Year 7 girls entered a shared project and gained a silver</li> <li>➤ Interaction / feedback at our school fair was a very positive experience</li> <li>• Parental involvement in “science in the field”</li> <li>➤ Project Island song (releasing birds) and the floating classroom were integrated into our curriculum.</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>➤ 9 projects were allowed to be entered into the Regional Science Fair</li> <li>➤ 2 of the 9 projects were awarded Silver awards and one was awarded a Gold Award.</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ 9 projects were allowed to be entered into the Regional Science Fair</li> <li>➤ 1 of the 9 projects was awarded a Silver award and two were awarded Bronze Awards.</li> <li>➤ Kathryn volunteered to work with Rooms 5 and 6</li> <li>➤ Bronwyn emphasised science in CRT</li> </ul>
<p>8. The Arts Understanding the arts in context, developing practical knowledge and ideas, communicating and interpreting.</p>	<p>A ukulele group began in 2009. A school band was formed in 2014. Formal lessons for recorder were introduced in 2014.</p> <p>In 2016 music teachers will be employed to implement music programmes throughout the school, thanks to a very generous local donation.</p> <p>Contemporary dance is also available when requested by us.</p> <p>Ballroom dance lessons are held every year for senior children.</p> <p>Children’s artwork is displayed throughout the school and the community during events such as the annual flower show, daffodil day, and the Russell Birdman.</p>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>• Two of our children were selected to be soloists at the Kids for Kids Concert</li> <li>• The contemporary dance group surprised us all with their public performance.</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>➤ A school band was formed by all children in Years 7/8</li> </ul>

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	<p>Students perform biennially at the Kids for Kids concert.</p> <p>Annual Kapa Haka performances at Whangaruru festival, Kororareka Day, and as fundraisers in town.</p> <p>Attendance at Capital E Performances at least biennially.</p> <p>Junior students give morning talks using the interactive whiteboards and seniors have an annual speech competition.</p>	<ul style="list-style-type: none"> <li>➤ A community donation enabled us to employ two music tutors and a dance teacher</li> <li>➤ A successful art auction was held for the Year 7/8 trip to Wellington</li> <li>➤ Michael the Storyteller, composed a small play with some children</li> <li>➤ Many children made the most of opportunities to perform</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>• Two of our children were selected to be soloists at the Kids for Kids Concert – one as a singer, one as a narrator</li> <li>• Donations from Rotary, Kororareka Lodge, Pelorus and community enabled a new sound system to be purchased</li> <li>• Concerts were performed by Britta’s groups and the School band</li> <li>• Ballroom classes continued</li> </ul>
<p>9. Technology</p> <p>The purposeful application of scientific knowledge to create and/or utilise a product.</p>	<p>Year 7 and 8 children continue to attend technology classes at Moerewa School on a fortnightly basis</p> <p>Since 2015, each classroom has enough iPads for students to use in their group rotations.</p> <p>Interactive whiteboards since 2010. Students use this technology for morning talks, assembly, research, debating, music, maths....</p>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>➤ Children are confident users of technology available to them.</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>➤ Our release teacher for CRT had an emphasis on technology</li> <li>➤ Purchases of ipads and computers brings a ratio of about 1 piece of equipment to 2 children</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Children are confident users of technology available to them. They are taking responsibility for care of the equipment</li> <li>➤ Children are learning to operate the 16 channel sound system</li> <li>➤ In CRT technology was linked to local resources e.g the fishing boat Medea and the Russell Museum</li> </ul>



**Strategic Plan 2018-2020**  
*How do we intend to achieve these objectives?*



<i>Area</i>	<i>Action</i>	<i>Review</i>
Learning programmes	<ul style="list-style-type: none"> <li>Review the delivery of the curriculum to meet the requirements of our students and the <i>New Zealand Curriculum</i></li> <li>Provide a Reading Recovery programme for students initially in Years 1 and 2 identified as most at risk, then where needs lie.</li> <li>Implement the <i>Ka Hikitia: Managing for Success</i> – the MoE Māori education strategy</li> <li>Provide additional opportunities for students to learn te reo Māori</li> <li>Support the further development of the “garden-to-table” initiative</li> <li>Implement the philosophy of PB4L (positive behaviour for learning)</li> <li>Use a very generous local grant to implement music programmes</li> <li>Peer tutoring between senior/juniors</li> <li>Continue to build our positive science programmes</li> <li>Form a partnership with Russell St John in regard to health related activities</li> </ul>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>☺ Teachers continue to implement stimulating programmes</li> <li>☺ Extra ipads purchased – 24 altogether now.</li> <li>☺ Peer tutoring before school to support Reading Recovery children.</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>☺ Band and music lessons were very successful and showcased through out the year e.g. School Fair, Prizegiving</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>☺ Peer tutoring before school to support Reading Recovery children.</li> <li>☺ Inspirational speakers were invited</li> <li>☺ Reading Recovery training was implemented and extra tutor was in place for two terms</li> <li>☺ Mike the storyteller worked in two classes</li> <li>☺ Britta’s children performed at the Town Hall</li> </ul>
Employment (Quality teaching)	<ul style="list-style-type: none"> <li>Provide “Learning with Technologies” Supplementary Support through the Ministry</li> <li>Implement strategies from the Building Evaluative Capabilities in Schooling Improvement (BECSI)</li> <li>Ensure teachers have opportunities for professional development including that required to operate new equipment</li> <li>Enhance the annual appraisal of teachers by documenting the formal classroom observation and encouraging teachers to observe each others’ classroom practice</li> <li>Implement practices of the Teachers Training Council Appraisal workshops</li> <li>Annual review of Principal</li> <li>Train a teacher in Reading Recovery</li> <li>Employ a kapa haka teacher</li> </ul>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>☺ Monitoring through staff meetings and using “Tataiako” document.</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>☺ CRT worked better the way it was timetabled</li> <li>☺ Targetted learners had great success</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>☺ PD – how the brain thinks</li> <li>☺ RR training</li> <li>☺ Liasion with Playcentre as part of their appraisal process</li> <li>☺ Speech Language therapist trained teacher/parent</li> <li>☺ Teacher trainee on site</li> </ul>

Russell School (BOI) Charter 2018

<p>Targeting and monitoring</p>	<ul style="list-style-type: none"> <li>• Regular testing of students for literacy and numeracy using recognised tests such as STAR, AsTTle, etc.</li> <li>• Use ETAP as a tool to collate and assess student progress and identify those most in need</li> <li>• Regular reporting of these results to the Board, and on to students, parents and the community</li> <li>• Steadily increase annual student achievement targets for literacy and numeracy</li> <li>• Test each child's eyes to overcome barriers to learning.</li> <li>• Test children for Irlen as required.</li> </ul>	<p><b><u>2015</u></b> ➤ Assessment is a strength of our teaching</p> <p><b><u>2016</u></b> ➤ Irlen Syndrome was identified for a Y 8 boy with financial support provided ➤ BOT increased staffing in terms 3 and 4 to support reading, writing, and maths in Rooms 1 and 4</p> <p><b><u>2017</u></b> ➤ Speech language therapist targeted children and trained teacher and teacher aide ➤ New staff member was upskilled in the use of ETAP</p>
<p>Plans and policies</p>	<ul style="list-style-type: none"> <li>• Realign and streamline board policies in line with National Administrative Guidelines (NAGs)</li> <li>• Provide opportunities for students to have a voice in decision making</li> <li>• Use <i>School Evaluation Indicators</i> to develop more targeted planning to accelerate student achievement</li> </ul>	<p><b><u>2015</u></b> ☺ Open, honest and frank discussions</p> <p><b><u>2016</u></b> ☺ Reviewed all policies ☺ Attended two ERO meetings re reviews</p> <p><b><u>2017</u></b> ➤ Three BOT members attended the MOE 5YP Property Meeting</p>
<p>Finances</p>	<ul style="list-style-type: none"> <li>• Ensure annual Working Capital ratio (current assets/current liabilities) does not fall below 1.5</li> <li>• Careful use of operating expenditure so that money is available for the purchase of assets</li> </ul>	<p><b><u>2015</u></b> ☺ The Education Reunion saw a benefactor provide funds for 2016 – 2020 (\$25,000 each year) ☺ Regular local donations also used to fund curriculum targets</p> <p><b><u>2016</u></b> ➤ Pelorus Trust, PTFA and Community donations continue to provide us with great assets and to provide employment for people</p> <p><b><u>2017</u></b> ➤ Auditor provider changed ➤ Spent local funding/donations/ operational grant on classroom refurbishment R5 &amp; 6), sound system, archgola, musical equipment ➤ Hash House Harriers had a Red Dress Run for us</p>
<p>Resources</p>	<ul style="list-style-type: none"> <li>• Ensure assets are replaced as necessary</li> <li>• Provide maintenance of interactive whiteboards/projectors in every classroom and provide training for teachers to best use the technology</li> </ul>	<p><b><u>2015</u></b> ☺ Teachers identified it is time to look at replacing our projectors for the interactive whiteboards</p> <p><b><u>2016</u></b></p>

Russell School (BOI) Charter 2018

	<ul style="list-style-type: none"> <li>• Purchase a weed eater</li> <li>• Look at ipad applications suitable for learning in the classroom</li> <li>• Purchase piupiu if funding permits</li> </ul>	<ul style="list-style-type: none"> <li>☺ Data projectors were replaced in Rooms 1 to 5.</li> <li>☺ Piupiu were purchased for the boys</li> <li>☺ A new macbook was purchased for Room 6 children</li> <li>☺ More ipads were purchased for Rooms 4/5</li> <li>☺ Swimming pools were repainted</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Upgraded wifi to R 5 &amp; 6 as they weren't part of the SNUP process</li> <li>➤ New data projector for R6</li> <li>➤ New (used) computers for R6</li> </ul>
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Russell School (BOI) Charter 2018

<p>Property</p>	<ul style="list-style-type: none"> <li>• Implement the 5YA</li> <li>• Build a roof over the outdoor stage</li> <li>• Install pool shade for the seating at the pool</li> <li>• Install outside power points to the stage</li> </ul>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>☺ Roof / Tank projects completed</li> <li>☺ Solar panels installed</li> <li>☺ New 5YA negotiated</li> <li>☺ Playgrounds refurbished</li> <li>☺ Gardens revitalised</li> <li>☺ Orchard continues to grow and to be expanded</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>☺ Pools repainted</li> <li>☺ 5YA amended</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Pools painted – AGAIN!</li> <li>➤ Archgola for pool area</li> <li>➤ 5YA completed</li> <li>➤ Rooms 5 &amp; 6 modernised</li> </ul>
<p>Health and Safety</p>	<ul style="list-style-type: none"> <li>• Use interschool swimming, rugby and netball, and cross-country tournaments to promote exercise and skills</li> <li>• Meet and maintain the requirements of a Health Promoting School</li> <li>• Use the principles of the Enviroschools to promote an environmentally friendly school</li> </ul>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>☺ Police Education Officer -Constable Rob – Keeping Ourselves Safe</li> <li>☺ Heroes’ Day</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>☺ Teachers attended First Aid Courses</li> <li>☺ Police Vetting updated</li> <li>☺ Vulnerable Children policy written</li> <li>☺ Hazard Register set up</li> <li>☺ Constable Rob – Road and Bus Safety</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Constable Rob – Keeping Ourselves Safe</li> <li>➤ Partnership was formed with St John – Healthy Living</li> </ul>

Russell School (BOI) Charter 2018

<p>Community consultation and reporting</p>	<ul style="list-style-type: none"> <li>• Undertake consultation on: ERO report and health , Charter and 5YA</li> <li>• Report student achievements in student reports and ensure that the information is accurate and clearly understood by parents</li> <li>• Report student achievements in Annual Report</li> <li>• Annual PTFA/BOT BBQ in term1</li> <li>• End of year board chair speech at Prizegiving</li> <li>• Articles in Russell Lights written by students, teachers, and board members</li> <li>• Biennial community survey</li> <li>• Publish a school website</li> </ul>	<p><b><u>2015</u></b></p> <ul style="list-style-type: none"> <li>➤ Surveyed the community</li> <li>➤ Fortnightly articles in “Russell Lights” has kept the wider community informed</li> <li>➤ 2 written reports to parents were given with goals set</li> <li>➤ Achievement data shared at Board level</li> </ul> <p><b><u>2016</u></b></p> <ul style="list-style-type: none"> <li>➤ Monthly articles in “Russell Lights”</li> <li>➤ BBQ meeting in term 1 to share “arts” focus and building developments</li> </ul> <p><b><u>2017</u></b></p> <ul style="list-style-type: none"> <li>➤ Continue to produce articles for the Russell Lights</li> <li>➤ Partnership emerging with Russell Museum for displays there</li> <li>➤ Guiding at Pompallier reintroduced</li> </ul>
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## Annual Plan 2018

### *What are we doing this year?*

<i>Area</i>	<i>On-going commitments and legislative requirements</i>	<i>Specific commitments for 2018</i>
Learning programmes	<ul style="list-style-type: none"> <li>Review curriculum annually as part of the school charter as needs arise.</li> </ul>	<ul style="list-style-type: none"> <li>Use Numeracy 123, Counting on Success programme</li> <li>Positive Behaviour for Learning</li> <li>Science Fair with year Room 6 children</li> <li>Implement class science lessons with a facilitator for Years 5/6</li> <li>Employ teachers of music to use the local donation</li> <li>Board to Review curriculum annually as part of the school charter and as needs arise.</li> <li>Train a teacher in Reading Recovery.</li> <li>Employ a teacher for Gifted and Talented and Remedial work</li> </ul>
Employment (Quality teaching)	<ul style="list-style-type: none"> <li>Annual assessment of teachers and principal</li> </ul>	<ul style="list-style-type: none"> <li>Train a teacher in Reading Recovery and continue support for last year's teacher who trained.</li> <li>Teacher funding to focus on targeting children with numeracy and writing needs.</li> <li>Employ a new Principal for 2019</li> <li>Succession training for new staff so when staff leave things continue successfully.</li> </ul>
Targeting and monitoring	<ul style="list-style-type: none"> <li>Principal to report on student achievement in literacy and numeracy at designated times as listed in Achievement Target pages</li> <li>Establish literacy and numeracy targets (see following pages)</li> </ul>	<ul style="list-style-type: none"> <li>Establish literacy and numeracy targets in relation to Standards, strengths and stanines</li> <li>The first written report will be the end of term 1 and the final report in term 4.</li> </ul>
Plans and policies	<ul style="list-style-type: none"> <li>Develop draft 2018 Charter by 29 January</li> <li>Submit final 2018 Charter to MoE by 1 March</li> </ul>	<ul style="list-style-type: none"> <li>Review and rationalise policies aligned with NAGs 1 and 2</li> </ul>
Finances	<ul style="list-style-type: none"> <li>Submit 2017 Annual Report to MoE by 31 May</li> <li>Develop budget for 2018 by 31 January 2018</li> </ul>	<ul style="list-style-type: none"> <li>Review Cyclical Maintenance and the PMS painting contract in accounts</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Annual review of asset register</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use grants/local funds for asset development</li> </ul>

## Russell School (BOI) Charter 2018

Property	<ul style="list-style-type: none"> <li>• Ensure procedures in Property Management Handbook are followed when implementing 5YA capital projects</li> </ul>	<ul style="list-style-type: none"> <li>• Upgrade school house for new Principal</li> <li>• Replace staff room kitchen area</li> <li>• Roof for outdoor performance stage</li> <li>• Arm the music room and storage areas in the Whare Wananga</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>• Participate in annual swimming, rugby and netball, and cross-country tournaments</li> <li>• St John workplace first aid refresher course training for those teachers needing it</li> </ul>	<ul style="list-style-type: none"> <li>• Caretaker to attend pesticide handling update course if required</li> <li>• Year 4-8 pupils participate in the 200 metre Swim for Life programme</li> <li>• Work in Partnership with Russell St John</li> <li>• First Aid training for parents/staff</li> </ul>
Community consultation and reporting	<ul style="list-style-type: none"> <li>• Student achievements reported in school newsletter, which is distributed to local businesses around the town</li> <li>• Article every term in the Russell Lights</li> <li>• Consult with community on health curriculum</li> <li>• Consult community on 5YA</li> </ul>	<ul style="list-style-type: none"> <li>• Charter available for parents</li> <li>• Consult the community using Survey Monkey or something similar</li> <li>• Share a school website with parents</li> <li>• Russell Lights articles written monthly – include artwork and student writing</li> <li>• Participate in BOT training</li> <li>• Student/parent voice in appointment of Principal</li> </ul>
Review	<ul style="list-style-type: none"> <li>• Curriculum embedded in charter to facilitate annual review of programmes</li> <li>• Review policies every three years or as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to charter and policies</li> </ul>



## Achievement Target for 2018

### Reading Years 1 to 3



<p style="text-align: center;"><b>Teaching &amp; Learning Programme Development and/or Focus</b></p> <ul style="list-style-type: none"> <li>☺ Use ipads to motivate reluctant readers and accelerate good readers</li> <li>☺ Emphasis on reading to continue</li> <li>☺ Running records to be graphed each term</li> <li>☺ Children identified for support – Reading Recovery, Reading Mileage</li> <li>☺ Guided reading programmes</li> <li>☺ Use of interactive whiteboards to promote listening to stories</li> <li>☺ Peer reading with Year 1/2 and Years 6/7/8</li> </ul>	<div style="border: 2px solid black; background-color: #e0f0ff; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Targets for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>• That 85 % of our children be reading at or above the National Standard for their year, which are:                             <ul style="list-style-type: none"> <li>○ <u>End of Year Expectations</u></li> <li>○ After 1 Year: NZC green level (RR L12-14)</li> <li>○ After 2 Years: NZC turquoise level (RR L17/18)</li> <li>○ After 3 Years: NZC gold level (RR L21/22)</li> </ul> </li> </ul> <p style="text-align: center;">GOVERNMENT GOAL IN 2017 was 85%</p> </div> <p style="text-align: center;"><b>Link to Strategic Goals: Strategic Goal 1</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ PM Benchmark kit for running records each term</li> <li>☺ Probe</li> <li>☺ Teacher judgments</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ Refer to individual graphs of each child</li> <li>☺ Refer to ETAP graphs</li> </ul> </td> </tr> </table> <p style="text-align: center;"><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>☺ Parent evenings to show what we are doing</li> <li>☺ Book Week</li> <li>☺ Share results at interviews</li> <li>☺ Celebrate results through newsletters</li> </ul>	<p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ PM Benchmark kit for running records each term</li> <li>☺ Probe</li> <li>☺ Teacher judgments</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ Refer to individual graphs of each child</li> <li>☺ Refer to ETAP graphs</li> </ul>	<p style="text-align: center;"><b>Staff and Personal Professional Development</b></p> <ul style="list-style-type: none"> <li>☺ Reading to children</li> <li>☺ Analysing the data</li> <li>☺ Accurate use of running records</li> <li>☺ Guided reading training - video</li> <li>☺ Computer training for entering National Standard data</li> <li>☺ Refining of data from Running Records – MSV</li> </ul>
<p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ PM Benchmark kit for running records each term</li> <li>☺ Probe</li> <li>☺ Teacher judgments</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ Refer to individual graphs of each child</li> <li>☺ Refer to ETAP graphs</li> </ul>			
<p style="text-align: center;"><b>Baseline Information</b></p> <p>National Standard School data (PM Benchmark running records) in December 2017 shows the following number of children reading at or above the National Standard</p> <ul style="list-style-type: none"> <li>• All ethnicities – 8 children above, 6 at, 11 below, 0 well below (56% at or above)</li> <li>• Māori – 4 above, 1 at, 5 below, 0 well below</li> <li>• Girls – 8 above, 2 at, 3 below, 0 well below</li> <li>• Boys – 0 above, 4 at, 8 below, 0 well below</li> </ul>		<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>☺ Results to the Board for running records in term 2 and term 4</li> <li>☺ Results to the community at consultation times</li> </ul>		
<p style="text-align: center;"><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>☺ Update readers from “Down the Back of the Chair”</li> <li>☺ Use of iPads for listening to stories</li> <li>☺ Continue to use “Sunshine books” on the ipads for free</li> <li>☺ Use “studyladder” on the ipads for free too!</li> <li>☺ Purchase sets of sunshine books to match the ipads for levels 20 to 30</li> </ul>		<p style="text-align: center;"><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>☺ Reading Recovery teacher to be trained</li> </ul>		



## Achievement Target for 2018 *Reading (STAR) Years 3 to 8*

<p style="text-align: center;"><b>Teaching &amp; Learning Programme Development and/or Focus</b></p> <ul style="list-style-type: none"> <li>☺ Identify children scoring at or below the critical levels of each sub test</li> <li>☺ Identify the children who “fit” the “typical sub-test patterns”</li> <li>☺ Analyzing what the children ARE doing in the STAR test</li> <li>☺ Using sentence comprehension, paragraph comprehension in context</li> <li>☺ Identify children who could “go up a stanine”</li> </ul>	<p style="text-align: center;"><b>Targets for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Increase the % of children who score above the critical score level in each subset of STAR</li> <li>• Reduce the % of children scoring below stanine 5</li> <li>• Increase the % of children scoring above stanine 5</li> <li>• Increase the % of Māori boys scoring above stanine 5</li> <li>• Target individuals in 2018 based on the term 1 test in 2018</li> </ul>	<p style="text-align: center;"><b>Staff and Personal Professional Development</b></p> <ul style="list-style-type: none"> <li>☺ Analyse each test to see what the test does</li> <li>☺ How to use the data from the test results</li> <li>☺ How to make reading activities which will teach the children the skills needed in the STAR test</li> <li>☺ Staff to identify students to target</li> </ul>			
<p style="text-align: center;"><b>Baseline Information</b></p> <p>School data (STAR) in February and September 2017 shows the following levels of student achievement.</p> <ul style="list-style-type: none"> <li>• % of children scoring below stanine 5: 43% in Feb - 27% in Sept</li> <li>• % of children scoring above stanine 5: 37% in Feb - 59% in Sept</li> <li>• % of Māori boys scoring above stanine 5: 28% in Feb - 59% in Sept</li> </ul>	<p><b>Link to Strategic Goals: Strategic Goal 1</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ STA testing to be undertaken by the classroom teacher</li> <li>☺ Children in Years 3 to 8 to be tested</li> <li>☺ Test new enrolments on arrival</li> <li>☺ Compare with PAT, AsTTle, Probe</li> </ul> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ can compare from 2006 to 2017 data (see folders)</li> <li>☺ Data is kept in a folder. Each year level has an analysis now, as each year level has a different test.</li> </ul> </td> </tr> </table>		<p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ STA testing to be undertaken by the classroom teacher</li> <li>☺ Children in Years 3 to 8 to be tested</li> <li>☺ Test new enrolments on arrival</li> <li>☺ Compare with PAT, AsTTle, Probe</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ can compare from 2006 to 2017 data (see folders)</li> <li>☺ Data is kept in a folder. Each year level has an analysis now, as each year level has a different test.</li> </ul>	<p style="text-align: center;"><b>Reporting</b></p> <ul style="list-style-type: none"> <li>☺ Test children early in term 1 and term 3</li> <li>☺ Results to Board in term 3</li> </ul>
<p style="text-align: center;"><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ STA testing to be undertaken by the classroom teacher</li> <li>☺ Children in Years 3 to 8 to be tested</li> <li>☺ Test new enrolments on arrival</li> <li>☺ Compare with PAT, AsTTle, Probe</li> </ul>	<p style="text-align: center;"><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ can compare from 2006 to 2017 data (see folders)</li> <li>☺ Data is kept in a folder. Each year level has an analysis now, as each year level has a different test.</li> </ul>				
<p style="text-align: center;"><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>☺ Continue using NEW test papers</li> <li>☺ Teacher employed for groups/individuals</li> </ul>	<p style="text-align: center;"><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>☺ Share results at interviews</li> <li>☺ Demonstrate the test to BOT</li> </ul>		<p style="text-align: center;"><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>☺ Resource Teacher of Literacy</li> <li>☺ Mid North Writing Project</li> </ul>		

**Achievement Target for 2018**

**Writing Years 1 to 8**



<p><b>Teaching &amp; Learning Programme Development and/or Focus</b></p> <p>☺ Genre in 2018 and grouping:</p> <p>Rooms 1-4: Recount Rooms 5-6: Description</p> <p>Target the Year 2 children in 2017</p>	<p><b>Target for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>• 85% of children to be working at or above the National Standard for their year <u>End of Year Expectations</u> <ul style="list-style-type: none"> <li>○ After 1 Year: R1 – writing within NZC level 1</li> <li>○ After 2 Years: R1 – writing at NZC level 1</li> <li>○ After 3 Years: R2 – writing towards NZC level 2</li> <li>○ Year 4: R2 – writing at NZC level 2</li> <li>○ Year 5: R3 – writing towards NZC level 3</li> <li>○ Year 6: R4 – writing at NZC level 3</li> <li>○ Year 7: R5 – writing towards NZC level 4</li> <li>○ Year 8: R6 – writing at NZC level 4</li> </ul> </li> </ul> <p>GOVERNMENT GOAL WAS 85% in 2017</p>		<p><b>Staff and Personal Professional Development</b></p> <p>☺ Using ipads ☺ Using E-asttle and our interactive whiteboards</p>																						
<p><b>Baseline Information</b></p> <p>Refer to tables attached to the charter re National Standards in 2011, 2012, 2013, 2014, 2015, 2016 and 2017.</p> <p>At/Above % in 2017:</p> <table border="0"> <tr> <td>After 1 year</td> <td>63%</td> <td>End of Year 4</td> <td>100%</td> </tr> <tr> <td>After 2 years</td> <td>100%</td> <td>End of Year 5</td> <td>75%</td> </tr> <tr> <td>After 3 years</td> <td>100%</td> <td>End of Year 6</td> <td>70%</td> </tr> <tr> <td></td> <td></td> <td>End of Year 7</td> <td>85%</td> </tr> <tr> <td></td> <td></td> <td>End of Year 8</td> <td>83%</td> </tr> </table>	After 1 year	63%	End of Year 4	100%	After 2 years	100%	End of Year 5	75%	After 3 years	100%	End of Year 6	70%			End of Year 7	85%			End of Year 8	83%	<p><b>Link to Strategic Goals: Strategic Goal 2</b></p> <table border="1"> <tr> <td data-bbox="752 778 1146 1181"> <p><b>On-going Assessment</b></p> <p>☺ AsTTle testing ☺ Spelling Age test</p> </td> <td data-bbox="1146 778 1545 1181"> <p><b>Review</b></p> <p>☺ Refer to Data Analysis discussion in staff minutes ☺ In September to set goals for 2019</p> </td> </tr> </table>		<p><b>On-going Assessment</b></p> <p>☺ AsTTle testing ☺ Spelling Age test</p>	<p><b>Review</b></p> <p>☺ Refer to Data Analysis discussion in staff minutes ☺ In September to set goals for 2019</p>	<p><b>Reporting</b></p> <p>☺ Results to the Board in term 1 and term 4</p>
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<p><b>Resourcing</b></p> <p>☺ Learning media resources ☺ iPads to be used by reluctant writers, as targeted above</p>	<p><b>Community Involvement</b></p> <p>☺ Russell Review ☺ Russell Lights ☺ Newsletter</p>		<p><b>Agency Support</b></p> <p>☺ Seek collegial support from other schools</p>																						

**Achievement Target for 2018**  
**Numeracy Years 1 to 8**



<p><b>Teaching &amp; Learning Programme Development and/or Focus</b></p> <ul style="list-style-type: none"> <li>☺ School wide teaching of ENP/ANP programme with strong number knowledge focus</li> <li>☺ Reviewing and enhancing the current processes and individual practice – teacher by teacher</li> <li>☺ Provide maths enrichment and maths extension teaching</li> <li>☺ Target Year 2 group of underachievers</li> </ul>	<p><b>Target for Improving Student Achievement</b></p> <ul style="list-style-type: none"> <li>• that ____% of all of our students are working at or above the National Standard for their age/year as stated below</li> </ul> <p style="text-align: center;"><u>End of Year Expectations</u></p> <ul style="list-style-type: none"> <li>○ 60% After 1 Year – stage 2/3</li> <li>○ 70% After 2 Years – stage 4</li> <li>○ 90% After 3 Years – stages 4/5</li> <li>○ 90% Year 4 – stage 5</li> <li>○ 90% Year 5 – stages 5/6</li> <li>○ 90% Year 6 – stage 6</li> <li>○ 90% Year 7 – stages 6/7</li> <li>○ 90% Year 8 – stage 7</li> </ul> <p style="text-align: right;"><b>GOVERNMENT GOAL was 85% in 2017</b></p>		<p><b>Staff and Personal Professional Development</b></p> <ul style="list-style-type: none"> <li>☺ In-class support from each other</li> <li>☺ How to ability group</li> <li>☺ Use of NZ Maths website</li> <li>☺ Use of Numeracy 123, Counting on Success</li> </ul>										
<p><b>Baseline Information</b></p> <p>% of children working at or above the National Standard (based on 2017 data):</p> <table style="width: 100%; border: none;"> <tr> <td>(Year level in 2017)</td> <td>Y4 – 100%</td> </tr> <tr> <td>After 1 Year - 67%</td> <td>Y5 – 75%</td> </tr> <tr> <td>After 2 Years - 100%</td> <td>Y6 – 90%</td> </tr> <tr> <td>After 3 Years - 100%</td> <td>Y7 – 85%</td> </tr> <tr> <td></td> <td>Y8 – 83% now left</td> </tr> </table>	(Year level in 2017)	Y4 – 100%	After 1 Year - 67%	Y5 – 75%	After 2 Years - 100%	Y6 – 90%	After 3 Years - 100%	Y7 – 85%		Y8 – 83% now left	<p style="text-align: center;"><b>Link to Strategic Goals: Strategic Goal 3</b></p>		<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>☺ To the Board in term 1 and term 3</li> <li>☺ To parents at consultation times</li> <li>☺ In annual report</li> </ul>
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<p><b>Resourcing</b></p> <ul style="list-style-type: none"> <li>☺ Release teachers to test all children in term 1 and term 3 or as appropriate</li> <li>☺ Numeracy 123, Counting on Success</li> <li>☺ Ipad application for basic facts</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ ENP/ANP data collection</li> <li>☺ Teacher’s professional judgment</li> <li>☺ Compare with PAT</li> <li>☺ Basic fact targets and tests</li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ Record children’s results in term 1 and 3</li> </ul> </td> </tr> </table>		<p><b>On-going Assessment</b></p> <ul style="list-style-type: none"> <li>☺ ENP/ANP data collection</li> <li>☺ Teacher’s professional judgment</li> <li>☺ Compare with PAT</li> <li>☺ Basic fact targets and tests</li> </ul>	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>☺ Record children’s results in term 1 and 3</li> </ul>	<p><b>Agency Support</b></p> <ul style="list-style-type: none"> <li>☺ Fellow teachers</li> </ul>								
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<p style="text-align: center;"><b>Community Involvement</b></p> <ul style="list-style-type: none"> <li>☺ Evenings to explain ENP/ANP</li> <li>☺ Share results at parent/teacher interviews</li> </ul>													

**GLOSSARY:**

Etap	Electronic Teacher Assessment and Planning
Asttle	An assessment tool, developed to assess students' achievement and progress in reading, mathematics, and writing,
STAR	Supplementary Test of Achievement in Reading
PAT	Progress and Achievement Tests
BOI	Bay of Islands
ORRS	Ongoing Reviewable Resource Scheme
NAGs	National Administration Guidelines
PMS	Programmed Maintenance Services
MSV	Meaning, Structure, Visual
LDO	Literacy Development Officer
ELP	Effective Literacy Practice
DAT	Deliberate Acts of Teaching
PD	Professional Development
ENP	Early Numeracy Project
ANP	Advanced Numeracy Project
PB4L	Positive Behaviour for Learning

# 2017 National Standards Reporting – Russell School

## READING

Reading all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	1	1.2%	11	13.4%	29	35.4%	41	50%	82
Maori			6	14%	19	44.2%	18	41.9%	43
Pasifika									
Asian					2	40%	3	60%	5
NZ European/Pakeha/Other European	1	2.9%	5	14.7%	8	23.5%	20	58.8%	34
Male	1	2.6%	8	20.5%	14	35.9%	16	41%	39
Female			3	7%	15	34.9%	25	58.1%	43

Reading by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school	1	6.7%	9	60%	2	13.3%	3	20%	15
After 2 years at school					2	28.6%	5	71.4%	7
After 3 years at school					1	11.1%	8	88.9%	9
End of year 4					3	27.3%	8	72.7%	11
End of year 5			1	8.3%	4	33.3%	7	58.3%	12
End of year 6			1	10%	4	40%	5	50%	10
End of year 7					8	66.7%	4	33.3%	12
End of year 8					5	83.3%	1	16.7%	6

# 2017 National Standards Reporting – Russell School

## WRITING

Writing all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students			12	14.5%	34	41%	37	44.6%	83
Maori			6	13.6%	22	50%	16	36.4%	44
Pasifika									
Asian			1	20%	1	20%	3	60%	5
NZ European/Pakeha/Other European			5	14.7%	11	32.4%	18	52.9%	34
Male			10	25%	19	47.5%	11	27.5%	40
Female			2	4.7%	15	34.9%	26	60.5%	43

Writing by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			5	33.3%	6	40%	4	26.7%	15
After 2 years at school					1	14.3%	6	85.7%	7
After 3 years at school							9	100%	9
End of year 4					5	45.5%	6	54.5%	11
End of year 5			3	25%	6	50%	3	25%	12
End of year 6			1	10%	3	30%	6	60%	10
End of year 7			2	15.4%	9	69.2%	2	15.4%	13
End of year 8			1	16.7%	4	66.7%	1	16.7%	6

# 2017 National Standards Reporting – Russell School

## MATHEMATICS

Mathematics all levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
All students	1	1.2%	10	12.2%	50	61%	21	25.6%	82
Maori			5	11.6%	34	79.1%	4	9.3%	43
Pasifika									
Asian			1	20%	1	20%	3	60%	5
NZ European/Pakeha/Other European	1	2.9%	4	11.8%	15	44.1%	14	41.2%	34
Male			7	17.9%	22	56.4%	10	25.6%	39
Female	1	2.3%	3	7%	28	65.1%	11	25.6%	43

Mathematics by levels	Well below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	No.
After 1 year at school			4	26.7%	8	53.3%	3	20%	15
After 2 years at school			1	14.3%	5	71.4%	1	14.3%	7
After 3 years at school					9	100%			9
End of year 4			2	18.2%	5	45.5%	4	36.4%	11
End of year 5			2	16.7%	6	50%	4	33.3%	12
End of year 6			1	10%	4	40%	5	50%	10
End of year 7	1	8.3%			8	66.7%	3	25%	12
End of year 8					5	83.3%	1	16.7%	6