

# **Aidanfield Christian School**

## **CHARTER 2019**

# **The School and its Community**

## **An Overview**

**Excellence**

**Faithfulness**

**Integrity**

**Stewardship**

## **Our Journey**

Aidanfield Christian School was established in 1996 as an integrated Christian school. The main aim was to provide an education centre where pupils could progress towards wholeness. The School's approach to education is holistic, seeking to address the spiritual, intellectual, emotional, social and physical needs of all pupils.

The school was formed by amalgamating two smaller Christian schools and named Canterbury Christian College. Avon Christian School had been operating at various locations in the city. The proprietors of Kings Christian School had acquired the land and buildings in Nash Road, Halswell and had been operating as a school on that site. The new school consolidated the strengths of each of the smaller schools and was able to enjoy the prospect of developing the land and buildings on the Nash Road site. The school developed to incorporate Year 0 to 13 education. The school changed its name in 2008 to reflect its place in the community and its commitment to working with the network of Christian schools in Christchurch.

As a result of joining the Christian Schools' Network in 2006, Aidanfield Christian School Board of Trustees and Board of Proprietors (Kings Christian Schools' Trust) determined to redefine the structure of the school and offer Year 0 to 10 education. This structure is in line with the other contributing Christian schools in the city. The school also determined to support the development of a Senior College for the city at Middleton Grange School. From 2007 onwards the proprietor of Middleton Grange School (Christian Schools' Trust or "CST") became involved in supporting the development of land and buildings on the Nash Road site. In 2010 the Christian Schools Trust became the proprietor of Aidanfield Christian School and the Kings Christian School Trust became the land trust and was tasked with the preservation of the schools special character in a way that reflects the background and origins of the school.

Aidanfield Christian School enjoys the autonomy of being a stand alone self governing school in Aidanfield, Halswell while benefiting from the support and networking that the Christian Schools' Network in Christchurch offers.

## **Our Type – state integrated special character school**

Aidanfield Christian School was established in 1996 as a special character, state integrated, co-educational school with a roll cap of 150 Year 1-13 pupils. In 2018 the schools roll cap has lifted to 325 pupils offering education for years 1 to 10 (5 year olds to 15 year olds). As a Special Character school we embrace the New Zealand curriculum while reflecting a Biblical Christian world view. The Integration Agreement with the Crown is supported by our Special Character Policy.

## **Our Staff**

All staff employed by the school must be able to sign the schools Statement of Faith and be practising Christians active in a church. The staff talk often of the need for their personal private lives and their work lives to be reflective of the expectations of scripture on the believer and where they fail (as all do), to follow the restorative path that scripture outlines. Grace and forgiveness are features of our shared Christian walk.

## **Our Pupils**

The majority of pupils attending the school come from within the schools zone and most of the pupils travel to school each day by private car. In 2008 the school redefined its roll to be a Year 0 to 10 school with a direct pathway to Middleton Grange School for Years 11 to 13 for preference families.

## **Responding to Diversity**

### **Our Cultural diversity**

Aidanfield Christian School is a multicultural school. Currently we have over 30 different countries represented at our school and this brings a wonderful diversity to our community. In 2017 our community is made up of:

European: 48% Maori: 3% Pasifika: 1% Asian: 39% Other 3%

As a community we seek to honour each culture represented through inclusive practices that give value to each individual, each background. While acknowledging the diversity of cultures we also enjoy the oneness that comes from sharing a common 'family' as people created by God with equal value and place before Him.

Each year the school seeks to embrace and encourage the various cultures in the community through teaching and events. We have a strong ESOL (English as a second language) programme. We endeavour to involve families of our pupils in activities within the school that allow pupils to demonstrate aspects of their culture. We aim to both accept that all pupils and families in the school are part of the evolving New Zealand culture and contributors to it while acknowledging that each family brings a richness and expectations that grow out of their own cultural backgrounds.

When developing policies and practices the school endeavours to reflect New Zealand cultural diversity and the unique position of the Maori culture, particularly as it contributes to the Christian worldview.

### **Unique place of Maori**

As first peoples and indigenous to New Zealand, Maori hold a special place. As a school we are committed to ensuring that Maori succeed as Maori in the way that our whanau would like this defined. As such the Board continues to seek strong relationships with families that identify as Maori. To this end the Board consults with its families that identify as Maori and is continuing to develop both a strong relationship with our Maori community and a responsive school culture based on feedback from these discussions. In 2018 we are continuing to develop links with our local Marae (at Taumutu) and we continue to define 'consultation' as an ongoing and regular conversation. Our whanau group is developing a place in the school. Our whanau meet every term and looking forward are exploring what a relationship with the local marae might look like. We have developed our schools understand of our cultural narrative of our area. We renamed our campus buildings to reflect this learning in 2017. We are working towards approval from the education unit at Taumutu to share this story, the cultural narrative, through our website. Our start of year unit of work in 2019 reflects our growing understanding.

The Board takes reasonable steps to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language). Te Reo (Maori language and culture) is incorporated into all year levels. We are seeking to include marae involvement as part of our EOTC programmes and to build regular service opportunities with our local marae. Our kapa haka group was established in 2013 and will continue to grow from strength to strength. Maori and other greetings and karakia are offered at the opening of most formal school gatherings. We are developing our mihi whakatou in the ACS context.

**Our denominational diversity** Our families come from many/most of the denominations represented in the wider Christchurch community. These include representatives from charismatic and Pentecostal churches (reflecting the historical roots of the school), traditional protestant churches, as well as numerous ethnic denominations and home churches. We have a growing relationship with a Samoan church as they hire our hall for church services. We have had involvement with the Chinese church, Pilipino Church and Kiwi Church also use our building space from time to time for their services.

## **Our Grounds**

The buildings are set amidst four hectares of landscaped grounds and playing fields, which provide a very pleasant setting. A campus development plan is being implemented to upgrade facilities and grounds. As at the start of 2019 the school has fifteen new classrooms with attached resource and support teaching spaces. A new Science and Library block opened in October 2010. A relocatable classroom was added in 2010. The Eliza White building which dominated the site since 1933 was demolished in 2012. A new playground was opened in 2013 and primary fields were made available as well. A two classroom block was opened in 2015 and a hall space came on stream early 2016. We opened a two-classroom block for our senior pupils in 2017. A four classroom block will be built through 2019 with a view to opening in January, 2020. Work progresses at Proprietor level on the campus. We continue to plan for a growing roll.

Aidanfield Christian School has a number of sporting resources including; fields, a three hundred meter oval running track, courts and an indoor heated swimming pool run by a private swim school. In 2016 an all weather cricket pitch was added to the field area thanks to Canterbury Cricket.

## **Our Local Community**

The school was once surrounded by farmland. While the northern boundary remains undeveloped there has been significant development to the east, west and south of the school over the last twelve years. A new community has developed around the school. Aidanfield is the key development with other subdivisions developing throughout Halswell and surrounds.

The schools catchment zone is experiencing significant growth. The Ministry of Education is predicting significant growth in population in the school's catchment zone over the next 15 years. The school operates an enrolment zone with an inner and outer zone and a set of priority steps to guide in enrolment decisions. The outer zone covers the area from the southwest of the city to the Rakia River and takes in all of Banks Peninsula. The Southern Motorway extension has increased the accessibility to the school from the south and the smaller associated roading projects will also add to the ease of travel to and from the school. Sub divisions continue to grow in the area.

## **The Proprietor and our Special Character**

To achieve our vision for learning as outlined in this Charter and with reference to its requirements under legislation the Board strategically manages its resources and with deference to the Proprietor, The Christians Schools Trust, and protects the special Christian character of the school. The School Board of Trustees acknowledges its legislative responsibilities under the National Administration Guidelines (NAG's) and has a suite of policies that ensure that the school is meeting its obligations. These policies are audited on a three year cycle to ensure implementation and effectiveness. All Board self-review papers form part of

the BOT minutes and are available to the community. The strategic development goals are laid out below and the annual plan laid out in Section Two – Responding to the Need to Improve.

### **The Proprietor, The Schools Special Character - It's meaning and implications**

The schools Proprietor owns the school and has an agreement with the Crown regarding its authority and responsibility to both define and determine the Special Character of the school. The rights and responsibilities of the Proprietor are **in Part 33 of the Education Act** and in the Integration Agreement. The Proprietor and the Board of Trustees have a signed Memorandum of Understanding that outlines how the school is to be run in relation to the special character and allows the proprietor to define and determine the expression of special character for Aidanfield Christian School. The Integration Agreement (and subsequent adjustments), the MOU and its supporting documents are a foundational framework for the Charter of the school and its operations.

The Statement of Faith is the basis of the Aidanfield Christian Schools special character and follows:

#### **STATEMENT OF FAITH**

1. We believe in one God, Father, Son and Holy Spirit who is the creator and sustainer of all life.
2. We believe in the Lord Jesus Christ, His Incarnation, Virgin Birth, Death, Resurrection and Ascension, and that through him alone we can receive salvation and New Life.
3. We believe that the Bible is the inspired word of God, is true and absolutely trustworthy. It is the basis for faith and the framework of reference for all aspects of life.
4. We believe that people were created in the image of God but through sin all are separated from Him. Jesus Christ, God's son, through his sinless life and death on a cross, provided forgiveness for sin, and a way back to God for all who accept Him as Lord.
5. We believe the Holy Spirit is active in drawing people to Christ and is the revealer of all true knowledge and wisdom. The Holy Spirit works to form the life of Christ in the believer and gives gifts for service and power to live a Christian life.
6. We believe that Jesus is the head of the body of Christ, the church. All who acknowledge him have a responsibility to relate in fellowship and worship.
7. We believe in the return of Jesus Christ, and his judgement on all mankind bringing everlasting separation and punishment to those who reject Him and eternal life and glory to all who receive him.

## **The Proprietor - maintains and protects the Special Character – Legislative Context**

The Education Act (EA) 1989 Part 33 states the following in relation to Special Character in general, and in particular, curriculum, enrolments and staffing.

- I. “A State integrated school must on integration continue to have the right to reflect, through its teaching and conduct, the education with a Special Character provided by it.” [EA s416(1)]
- II. “Integration must not jeopardise the Special Character of a State integrated school.” [EA s416(2)]
- III. “The Proprietor of an integrated school must, subject to the provisions of the Integration Agreement:
  - a) Continue to have the responsibility to supervise the maintenance and preservation of the education with a Special Character provided by the school. [EA s416(3)(a)]
  - b) Continue to have the right to determine what is necessary to preserve and safeguard the Special Character of the education provided by school and described in the Integration Agreement.” [EA s416(3)(b)]
- IV. “If in the opinion of a Proprietor the Special Character of the school as defined and described in the Integration Agreement has been or is likely to be jeopardised or the education with the Special Character provided by the school as defined and described in the Integration Agreement is no longer preserved and safeguarded the proprietor may invoke the powers conferred upon him by this Part.” [EA s416(4)]

## **Proprietor and Board of Trustees interactions and responsibilities**

- V. “By enrolling a student at an integrated school the parent shall accept as a condition of enrolment that the pupil is to participate in the general school programme that gives the school its Special Character.” [EA s443]
- VI. “Each integrated school must instruct its students in accordance with the curricula and syllabuses prescribed under this Act and by the regulations made under this Act.” “However, the general school programme must reflect the education with a Special Character provided by the State integrated school and religious and other examples may be used to reinforce teaching throughout the school day.” [EA s444]
- VII. “If, in accordance with section 464, an advertisement for a position states a requirement that willingness and ability to take part in religious instruction shall be a condition of appointment any person appointed to that position shall accept that requirement as a condition of his appointment.” [EA s465]

## **Guidance from the Proprietor to the Aidanfield Christian School Board of Trustees**

- VIII. Part 33 of the Education Act allows for an integrated school to arrange its curriculum, appoint its staff and give preference of enrolment to families in such a way as to maintain and preserve the Special Character of the school.
- IX. In addition to the provisions of Part 33 of the Education Act, the Proprietor states that the Special Character Statement in the school's Integration Agreement is a foundational document for the school's governing body, the Board of Trustees, and forms a part of the school's Charter. The schools Statement of Belief is included to provide context.
- X. The Board's policy and procedure framework includes the Proprietor's expectations of promoting truth and grace principles in a learning community of love.
- XI. The areas of Board of Trustees work of particular focus for the Proprietor are; Appointment to Tagged Positions, Curriculum, Enrolments, Communications, Health and Safety and Dealing with Complaints. One of the key expectations and considerations of The Proprietor is ... "Do the Board's policies and procedures reflect the Proprietor's expectations in respect of gender, sexuality and marriage in the determination of preference of enrolment, management of tagged teaching positions, direction of curriculum design (including Community Consultation) and delivery, and ensuring non-conforming students or others with questions about sexuality, sexual identity, family or marriage are emotionally safe?"
- XII. There will be diversity of thinking in the school community with respect to these matters, this has to be respected and managed.

Overall, the Proprietor has the responsibility and right to interpret the Bible in a way consistent with its own Statement of Faith and founding documents and to instruct the school Board of Trustees in matters relating to the protection of the Special Character.

Aidanfield Christian School enjoys a strong, mutually supportive and productive relationship with the Proprietor of the school.

# **Strategic Vision to Strategic Annual Goals**

**A Three Year Journey**

**2019 to 2021**

**Linking our purpose to a direction**

*Aidanfield Christian School acknowledges the New Zealand Curriculum principles, vision, values and key competencies. The following is the school's expression of these and reflects the biblical foundations of the school and the views of the school's community.*

**Aidanfield Christian School Mission (Our purpose)**

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

**Aidanfield Christian School Vision (Our direction)**

Quality education based on a biblical Christian worldview - weaving the threads in Christian community

Biblical                      Relational                      Transformative

**Aidanfield Christian School Values (Our expression)**

The school acknowledges that the following virtues/values are both currently evident in the work we do as well as being aspirational – virtues/values to work towards in every area of development.

These virtues/values are;

**Excellence** Being the best we can be in all aspects of our school and our learning as an expression of worship.

**Faithfulness** To God, to His word, and His call on our lives to live in Christian community and in service to others.

**Integrity** Our inward character matches our outward appearance.

**Stewardship** Of all the resources entrusted to us.

The Board has determined that under these core virtues or values fit many others including those outlined in the New Zealand Curriculum documents. Our Foundation Principles document makes the clear links between the curriculum values and principles and those listed above.

## Intended Pupil Outcomes; What Does the Vision Look Like between 2019 and 2021?

The strategic goals reflect the desired outcomes for ACS students and have grown out of discussions with our community and link closely to the vision of the school. The strategic goals reflect our commitment to not only enhancing pupil academic achievement but also spiritual, social and emotional 'growth' as well

<b>The vision</b>	
Quality Education based on a Biblical Christian Worldview - Weaving the Threads in Biblical Community: Biblical Relational Transformative	
<b>Strategic Goals 2019 - 2021</b>	
Biblical / Transformative	<p><b>Strategic Goal 1</b> Focus : Academically Able</p> <p>To be innovative and responsive to the changing learning needs of the pupil population</p>
Relational / Transformative	<p><b>Strategic Goal 2</b> Focus: Relationally focused</p> <p>To deepen the expression of Christian community across the whole school community</p>
Biblical / Relational	<p><b>Strategic Goal 3</b> Focus: Culturally Competent</p> <p>To deepen understandings of bicultural teaching and learning through a biblical lens</p>
Biblical / Relational	<p><b>Strategic Goal 4</b> Focus: Missionally minded</p> <p>To enhance opportunities for all age levels to lead and serve the community</p>

The Board of Trustees remains committed to the strategic direction of the school based on consultation with its community. The following points need to be taken into consideration as the strategic developments are considered. These developments are a work in progress over the coming 3 to 5 years.

### **Pupil Achievement**

Pupil academic achievement is one of the key aims of the school. Data on pupil achievement is gathered and processed at various levels to assist the teaching staff in developing individualised and group programmes of learning. In analysing the information, specific groups, such as boys/girls, Maori or Pasifika, are considered to identify if there are any possible barriers to learning for these groups or specific areas of need that need addressing.

An important part of the process is the annual data collection that takes place in term one and four of each year. Age appropriate testing is administered to all pupils during these terms. In line with the NAG requirements, our testing focuses on literacy and numeracy with data collected in:

- Reading
- Writing
- Spelling
- Mathematics – number strand and other strands as determined each year
- Overall Teacher Judgements in relation to the National Curriculum levels.

Based on the information gained from the analysis of pupil data, annual targets are set. Less formalised data collection is continued throughout the year to monitor pupil progress. Anecdotal evidence is considered as much as qualitative data.

### **Supporting Documentation**

The following documentation supports the information and goals contained in this Charter:

- School Curriculum Plan
- School wide annual assessment Plan
- Annual Budget
- Strategic & Annual Goals, including annual targets for improving pupil achievement
- Annual Report (Analysis of Variance for previous year's targets)
- Board of Trustees self-review cycles
- Community feedback through various surveys or collection methods

# **Annual Plan 2019**

**Scaffolding Schoolwide Achievement This Year**

## Three main sections

The Board at Aidanfield acknowledges the holistic approach to education. This approach was enshrined at the founding of the school and continues to be a key driver in its strategic direction. This means that it is not just academic success that defines a pupil. As pupils develop in a balanced and nurturing environment they will have a greater opportunity to succeed in all areas. The founding vision of the school emphasised the learning from a Biblical Christian world view that leads to pupils fulfilling their destiny. For this reason the strategic goals outlined incorporate academic, personal and spiritual areas for the school to focus on. In identifying strengths and areas for improvement both the academic and non-academic areas must be considered to maintain a well-balanced 'quality' education. Our developments are laid out in the following sections:

<b>Section One</b>	Responding to the need to improve - NAG responsibilities
<b>Section Two</b>	Focusing on Learning - School targets in relation to the National Standards
<b>Section Three</b>	National Standards – ACS rationale for making OTJ's

### **Section One            Responding to the need to improve - NAG responsibilities**

Each year the school determines the strategic developments (often process related) that will continue to lead the school in a spiral of improvement. These targeted areas are outlined under our responsibilities to fulfilling the National Administration Guideline (NAG's) requirements established by the Government.

### **Section Two            Focusing on Learning - School targets in relation to the National Standards**

Although the need to report against the National Standards was removed in 2018 the school elected to use them one final time while it reviewed its assessment options. Targets for 2019 are based on the National Curriculum Levels. The targets focus on reading, writing and mathematics. A detailed breakdown on literacy and numeracy achievement is available in the annual Literacy Report and Numeracy Report to the Board of Trustees. The BOT report considers all aspects of literacy and/or numeracy.

### **Section Three           National Standards – ACS rationale for making OTJ's**

This section outlines the basis on which we make OTJ's. The overall achievement in relation to the National Standards is available in the schools Statement of Variance, which can be found in the Annual report for 2018.

## **Special notes in relation to 2018**

### **Lofty Aims**

While the staff acknowledge that achieving a 100% target is a very lofty aim. We also acknowledge that by holding this high ideal, we are encouraged to do the best we can for all learners. We acknowledge that there are always pupils who will be limited in the level that they can obtain for multiple reasons of which some

will be valid. These students may not be able to help us reach the lofty goal, but they as individuals can define how high up the levels they go. It is not our role to limit any individuals achievement, it is our goal to allow them to reach as high as they can.

### **Our multi cultural mix**

Our school culture has numerous ethnic groups in it and this presents a richness and a challenge. Pupils who have English as a second language have first to master the language of instruction (English) and then, as this capacity increases, to demonstrate their learning in wider areas. This learning journey plays a part in measured results for the school. We have determined that pupils who are on the ESOL (English as a second language register) will be removed from school wide results and monitored separately to ensure we are allowing each group of pupils to be fairly measured.

### **Privacy issues**

As a school we have an obligation to maintain the privacy of our pupils and families. Where data presented could be used to identify pupils we have an obligation to keep this data secure. As a result, data on some year groups, Maori and Pacifica families and sometimes males and or females has been withheld where there is a chance that a particular individual could be identified. This data is available to the Board of Trustees in publically excluded sessions. The Board of Trustees holds the school accountable for the learning progress of individuals or groups of pupils.

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# SECTION ONE - Responding to the need to improve Annual School Improvement Plan

To monitor our responsibility against the National Administrative Guidelines the following is a work schedule 2019 by NAG.

National Administration Guidelines	Strategic Developments – Use of Resources and Special Character 2018 Annual Plan	
Strategic Commitment	2019 Action	End of year Review
<b>NAG 1</b> <b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• Refer section two for specific learning outcome targets (Ref Strat Goal)</li> <li>• Middle Management and SLT PD in leadership and coaching</li> <li>• Refine pupil leadership/service initiatives – national and international (Ref Strat goal)</li> <li>• Continue engagement with and develop our role in Community of Learners with reference to leadership changes.</li> <li>• Implement new assessments across the school and establish achievement monitoring with new measures.</li> <li>• Review Learning Management System with a view to effective data management.</li> <li>• Maintain Mandarin Chinese in light of teacher shortage</li> <li>• Implement Te Reo needs years 1 to 10</li> <li>• BOT discussion on language learning</li> <li>• Introduce school filtering for personal devices and allow classroom use</li> <li>• Implement new maths programme approach</li> <li>• Plan Digital curriculum implantation for 2020 onwards</li> <li>• Continue to deepen Whanua relationship group with termly meetings.</li> <li>• Begin to have pupils visit Tau Mutu marae.</li> <li>• Complete cultural narrative for the school – use as resource.</li> <li>• Consultation with African and Asian parent groups</li> <li>• Change Student Management System through research of options</li> </ul>	
<b>NAG 2</b> <b>Documentation / Self Review / Reporting</b>	<ul style="list-style-type: none"> <li>• Finalise and confirm curriculum documents; Digital curriculum, Foundation Studies.</li> <li>• Embed a staff understanding of digital citizenship in a modern world with ref</li> </ul>	

<p>The Aidanfield Board will ensure a rigorous process of documentation, self-review and reporting</p>	<p>to Digital Curriculum implementation.</p> <ul style="list-style-type: none"> <li>• Use curriculum review model in; Maths, Languages, PE and Health and involve inter school curriculum review in; Health</li> <li>• Refine BOT processes for auditing using ERO Self Review Framework as basis</li> </ul>	
<p><b>NAG 3</b> <b>Educational Resources / Personnel / Good Employer</b> The Aidanfield Board will appoint, nurture, develop and manage the best available people and manage a growing resource base to achieve the strategic direction of the school</p>	<ul style="list-style-type: none"> <li>• Devise role growth strategy with BOP to meet the new role cap of 375.</li> <li>• PLG groups in Student Management System, e-learning/portfolios, mathematics teaching, biblical principles.</li> <li>• Appraisal process to include more action research focus ref CoL target and enquiry.</li> <li>• Begin to use the surplus income from fee paying pupils to strategically lift required resources to support learning programmes within the school.</li> </ul>	
<p><b>NAG 4</b> <b>Finance / Property</b> The Aidanfield Board is committed to sound stewardship and consequently will ensure the school is financially viable at all times, complies with all financial requirements as a public entity and then will seek to maintain, use and extend the available financial and property resources to support the strategic direction of the Board.</p>	<ul style="list-style-type: none"> <li>• 2019 budget to allow for 1.5 teachers over entitlement</li> <li>• Budget to run at surplus to enhance reserves to recommended levels.</li> <li>• Continue to develop alternative funding sources – foreign fee paying students both short term trips and long term placements</li> <li>• Work to keep costs as affordable as possible for parents of the school community.</li> <li>• Manage the transition to parent contributions with limited effect on the 2019 budget onwards.</li> </ul>	
<p><b>NAG 5</b> <b>Health &amp; Safety</b> The Aidanfield Board will promote and maintain an environment that is safe for</p>	<ul style="list-style-type: none"> <li>• Maintain 100% teachers and 50% support staff first aid trained.</li> <li>• Ensure all health and safety procedures in line with legislation changes.</li> <li>• Review safety of the school for pupils in emotional, physical and spiritual areas.</li> <li>• Implement peer mediators or similar at interval and lunchtime.</li> </ul>	

pupils and staff; spiritually, emotionally, physically.		
<b>NAG 6, 7, 8</b> <b>General</b> The Aidanfield Board will meet its commitment to reporting requirements as itemised in legislation.	<ul style="list-style-type: none"> <li>• Charter updated and submitted as required</li> <li>• Statement of variance reviewed and submitted as required</li> <li>• Annual report submitted on time in partnership with auditors and financial services providers</li> </ul>	
<b>Other</b> The Aidanfield Board will work in constructively and in partnership with the proprietor board and will be an active and contributing member the educational community.	<ul style="list-style-type: none"> <li>• Full involvement in the CEN Community of Schools and all that entails; establish learning challenges, appointment of relevant staff, structure for start in 2019.</li> <li>• Continue discussion with BOP on Special Character issues and inclusion of guidance/direction regarding enrolment/special character criteria.</li> </ul>	
<b>Community of Learners</b> The Aidanfield Board will be a proactive partner in the CEN CoL.	<ul style="list-style-type: none"> <li>• CoL targets are recorded in the next section.</li> <li>• The response to the CoL targets are to seek to enhance staff capacity and leadership at the middle management level. ACS will work to achieve these aspirations. The intnet of the CoL is to achieve the overall targets over time by enhancing the capacity of teaching staff in the first instance. This is a 5 year journey not a quick fix to deeply rooted issues.</li> </ul>	

Improvement Plan LITERACY Focus - READING	
<b>Strategic Goal 1</b> Quality Education based on a Biblical Christian worldview (Biblical / Transformative: Academically Able)	
<b>Annual Goal:</b>  Quality education means all pupils in years 1 to 10 will achieve to their expected level against the National Curriculum by the end of the year as a minimum in Reading and its associated competencies.	<b>Annual Target</b> to achieve the Goal, our annual targets for 2019 are: <ol style="list-style-type: none"> <li>1. Year 9 students will end with the same OTJ achievement results against National Curriculum levels <i>or better</i> at the end of 2019 than 2018 (this is a focus on the transition issue from year 8 Level 4 to Year 9 Level 5)</li> <li>2. Students in the Junior Primary will make a shift in achievement with at least 75% Year 2 students to be reading at Turquoise by the end of 2019.</li> <li>3. All English Language Learners will show shift within the ELLPs over a 2 year period.</li> </ol>
<b>Baseline data</b>  The 2019 annual targets were determined after a close look at the achievement data at the end of the year within the context of the full years journey of learning for each cohort.  In years 1 to 8; 3% of pupils were Well Below, 26% of pupils were Below, 44% of pupils were At and 26% of pupils were Above, National Standard. In years 9 and 10; 13% (4) of pupils were Well Below, 22% (7) were Below, 31% (10) were At and 34% (11) were Above Curriculum Level as judged by overall teacher assessments against the National Curriculum levels. A detailed look at male/female and ethnic data reveals no significant issues with a spread of achievement that reflects the overall results in reading achievement. This suggests each pupil at Aidanfield has equal access to the curriculum in general terms.  Also noted: <ul style="list-style-type: none"> <li>• Year 5 cohort has an increased number of 'well below' in easttle.</li> <li>• Transitions between levels can mark a loss of achievement. Year 8 to Year 9 reflects this.</li> <li>• Our Maori and Pacifica pupils reflect our general population well and are achieving. There is little overall difference between male and female.</li> <li>• The journey of language acquisition for our English Language Learners takes time and we are seeing the changes over time.</li> <li>• Within the Year 9 (2018) cohort, more than half the class are not proficient in English. Six students are new to ACS this year. While there is differentiated work planned for this group, because of the diverse needs, results are not as positive as we would like.</li> </ul>	

The trend is beginning to suggest a downward direction for pupils working At or Above expectation notwithstanding annual fluctuations. This must be linked to the lower starting levels for pupils at New Entrant. Pupils are starting lower and taking longer to come up to standard – but they are coming up to standard.

- In 2018, across all levels to year 8, 70% of students were ‘At or Above’ expectations for OTJ Reading.
- In 2017, across all levels to year 8, 78% of students were ‘At or Above’ expectations for OTJ Reading.
- In 2016, across all levels to year 8, 84% of students were “At or Above” expectations for OTJ Reading
- In 2015, across all levels to year 8, 80% of students were “At or Above” expectations for OTJ Reading.
- In 2014, across all levels to year 8, 82% of students were “At or Above” expectations for OTJ Reading
- In 2013, across all levels to year 8, 85% of the school were At or Above expectations. 13% were Below and 2% were Well Below.
- In 2012, 79% of the school were At or Above. 17% were below and 3% were well below.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ESOL pupils will also play a part in the overall results for the school.

Data over a number of years shows that, at school entry assessments, the percentage of children starting below expectation is trending upwards. In 2015, entry data showed 80% of children are reading above expectations after five weeks at school. In 2016, entry data showed that 60% were reading above expectations. In 2017, entry data showed that 30% were reading above expectations. In 2018, 40% were reading above expectations. The lower abilities of pupils on entry to school reflects through the first three years of achievement but the overall effect of the school on our primary cohorts shows our teaching programmes are effective.

In 2018, 28 pupils were below expectations at 40 weeks. This reflects the low starting point of the 2017 cohort. In 2017, 15 students are “below” expectations for 40 weeks – similar to the 6 Year Observational Survey. The cohort from 2015 reaching the 80 week observations still had 8 children below but this is a reduction of 7 pupil in this category over that year. In 2015, 15 students are “below” expectations for 40 weeks – this matches the 6 Year Observational Survey. The cohort from 2014 reaching the 80 week observations still had 13 children below but this is a reduction of 12 pupil in this category over that year.

In 2014, 24 were “below” expectations at 40 weeks. The School Entry Data indicated that the 2013 cohort was lower performing and would need careful monitoring. Data shows that the school effectively lifted achievement for the 2014 entry cohort over a number of years. This reflects the learning journey. For years 1 to 10, all students who are “well below” and “below” expectations are clearly identified and are supported by individual learning programmes.

Reading Recovery data demonstrates significant impact on reading levels for those in the programme.

Note; data summary supplied in this Charter is supported by school based assessment data and analysis and represents a brief summary only. 2018 Analysis of Variance contains further breakdown of the data as does the end of year Reading Board of Trustees Report.

#### **Key Improvement Strategies**

- Senior Leadership enquiry into the sinking entry level impact
- Continually improve teacher knowledge and practice – continued PD in teaching reading including the use of electronic tools to enhance learning,

- Teach reading in a manner that unfolds creation and the joy and order in it
- Teach reading in such a way that pupils engage with and enjoy learning – continual review of contexts, texts, interests and motivations
- Maintain well balanced programmes to explore the written word and expressions of it
- Ensure pupils who are achieving are pushed to achieve beyond a natural progression – implement/sustain differentiated programmes
- Ensure all cultural groups have high quality opportunities to learn reading – provision of appropriate language based texts
- Focus on junior school literacy ensuring all year one pupils achieve strong foundations with reference to national expectations by the end of the first 40 weeks.
- Monitor pupils (target grouping) who were below expectation at the end of year one, Reading Recovery where necessary
- Focus on differentiation of reading programmes in middle years programmes especially years 7 and 10
- Review literature choices for appropriateness and engagement.
- Focus on years 7 to 10 literacy ensuring all non ESOL pupils are at the standard and all ESOL pupils are working towards the relevant stage and standard by the end of the year.
- Focus on boys reading across school to establish strong foundations particularly in the first three years of school and engagement in years 7 to 10.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on coordinating curriculum and assessment across school for coherent programmes.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	Introduce PAT testing to monitor achievement	SLT	PAT's completed. Class teacher analysis of results to feed into planning.
Start and mid year	Record target groups clearly in class descriptions with intended interventions note and regular evaluation of progress	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions.
Term 1	AA list reviewed and cross checked with Class Descriptions for intervention strategies.	C&A team HoS's	Identification list reviewed against end of year achievement 2018, all identified pupils included specifically in class descriptions/target groups.
All year	Reading Recovery for identified struggling readers at 6 years old	Reading Recovery teacher / HOP	As per Reading Recovery assessment practices. Pupils complete programme and enter normal classroom programmes having reached benchmarks
All Year	Development of e-learning opportunities to enhance reading teaching	Individual classroom teachers	Increasing use of specific technology opportunities to increase engagement, capture learning moments, share with parents monitor progress
Ongoing	ESOL reading resource purchase to supplement reading	ESOL teacher	Reading material suitably levelled for ESOL pupils, texts in

	programmes for ESOL pupils		first language available, ESOL pupils progressing through stages of ELLP's.
Term 1 then ongoing	Target group monitoring in key development areas.	All teachers	Class descriptions reflect identified monitoring groups by term 1 end. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.
Term 2 - 4	Introduction of CoL across School Teachers in leadership and enquiry to enhance curriculum leadership capability with flow on to reading.	CoL teachers and C&A team	Increasing focus on teaching strategies and implementation of these in classrooms. Deepening enquiries into effective pedagogies as determined by individuals/teams.
All year	Use of targeted intervention using teacher aide time to work in small groups and one on one.	SENCO, T. Aides	Identified pupils in programmes. Regular monitoring and assessment, suitable programmes chosen to meet identified need. Range of in class and withdrawal programmes.

#### **Monitoring**

- Class description reviews at specified times with Head of Schools overview of progress
- Termly discussion at senior lead level of learning progress of target groups
- Lead team – Learning, regular individualised review of learning progress
- Target group monitoring monthly at team meetings
- Accelerated Achievement (AA) list monitored by C&A team working to monitor and review/modify approaches to pupils not succeeding
- Attendance at PD sessions monitored
- End of year data review

#### **Resourcing**

- Attendance at PD opportunities and within school PD – CoL Across School Teacher involvement as suitable.
- Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.
- Teacher Aide in class support and withdrawal programmes for targeted needs (eg. STEPS)
- Devices for classroom use with PD to support targeted and intentional use.
- Development of Fostering Strengths to extend capable students beyond the classroom
- Release/inquiry time for Lead team – Learning.

**Improvement Plan LITERACY Focus – WRITING**

**Strategic Goal 1** Quality Education based on a Biblical Christian worldview  
(Biblical / Transformative: Academically Able)

**Annual Goal:**

Quality education means all pupils in years 1 to 10 will achieve to their expected level against the National Curriculum by the end of the year as a minimum in Writing and its associated competencies.

**Annual Target:** to achieve the Goal, our annual targets for 2019 are

1. Shift boys achievement across all learning levels from year 1 to 10 into the At and Above National Curriculum levels categories aiming for 80% At or Above against National Curriculum levels by years end
2. Shift all pupils with no known reason (IEP, IBP, some ESOL, or key issues defined by SLT) for underachievement from Below to At against National Curriculum levels in Year 2, 5, 7,8 cohorts
3. Across the school shift at least 20% of school roll to be Above expectation for their age against National Curriculum levels.
4. All English Language Learners will show shift within the ELLPs over a 2 year period.

**Baseline data**

The 2019 annual targets were determined after a close look at the achievement data at the end of the year within the context of the full years journey of learning for each cohort. The following shows overall achievement for the last three years.

**In 2018** 78% of all students (Year 1 to 10) were achieving At or Above expectations across the school. The percentage of students achieving 'well below standard' remained at 7% while the number of students working 'below standard' has grown from 14% in 2017 to 16% in 2018. The number of students working 'at standard' increased to 62% from 54% in 2017. The number of students working at 'above standard' has decreased from 25% in 2017, to only 15% in 2018. Years 5 and 8 were the years where the number of students working 'above standard' increased, all other age groups showed a decrease in the number of students achieving above, particularly in years 1-5. The following table summarises the data for years 1 to 8 and years 9 to 10.

YEAR 1 to 8	2016 n = 213 (year 1-8)		2017 n = 228 (Year 1 – 8)		2018 n = 241 (Year 1 – 8)	
	Number	Percentage	Number	Percentage	Number	Percentage
<b>At and Above</b>	180/213	84	194/228	85	189/241	78
<b>Below and Well below</b>	35/213	16	34/228	14	52/241	21

YEAR 9 to 10	2017 n = 39 (Year 9-10)		2018 n = 32 (Year 9-10)	
	Number	Percentage	Number	Percentage
<b>At and Above</b>	19/39	48	20/32	62
<b>Below and Well below</b>	20/39	51	12/32	37

To note is that stringent marking guides are used at year 10 level which may contribute to this high percentage. Also, 100% of pupils who transition to MGS for year 11 achieve NCEA Level 1 in English.

Going back to previous years, in 2015, 82% of our pupils in years 1 to 8 were at or above standard. This is similar to the 2014 end year results. However, for years 9 and 10, if we include these levels based on other testing and the curriculum levels our overall achievement reduces to 76% at or above. Year 9 and 10 have traditionally struggled against a much higher curriculum expectation.

Looking at specific year levels in 2018 we note the following:

80 Week 65% of this year level are working at or above. 35% percent are achieving below standard. Year 5 69% of this year level are working at or above average. 31% are performing below or well below the standard. Year 7 56% of students are achieving at or above the expected level. 44% are performing below the expected level. Year 8 65% of this year level are working at or above average. 35% are performing below or well below the standard.

There appears to be a small discrepancy between boys and girls with 10% more girls achieving in the At to Above using eAsTTle as a measure. Across the school there is not a significant pattern t address.

Our Maori and Pacifica pupils form a small percentage of the overall school roll and appear to be achieving in line with the rest of the school population.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ESOL pupils will also play a part in the overall results for the school.

### Key Improvement Strategies

- Continually improve teacher knowledge and practice
- Teach writing in such a way that pupils engage with and enjoy learning
- Maintain well balanced programmes to explore the written word and expressions of it
- Ensure pupils who are achieving are pushed to achieve beyond a natural progression
- Ensure all cultural groups have high quality opportunities to learn writing
- Increase the accuracy of surface features across all year levels through targeted/structured programmes.

- Use clear learning intentions and success criteria to help structure good feedback.
- Enhance the use of highlighter marking to aid clarity of feedback at all levels.
- Provide authentic audiences and contexts for pupils to write for and about.
- Maintain increased classroom teaching time in English in years 7 to 10.
- Staff PD on differentiation of teaching programmes to include writing, especially in the middle years.
- Staff PD through use of literacy support as required.
- Staff PD on e-learning opportunities to enhance writing engagement and production to authentic audiences.
- NB: CoL targets reflect across school focus on writing.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on coordinating curriculum and assessment across school for coherent programmes.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	Note change in cohort at entry and exit years within the school and adjust expectations based on new look cohorts	Heads of school	Awareness of where the needs lie based on pupils in the school for 2019.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2018, all identified pupils included specifically in class descriptions/target groups
March	Record target groups (writing) clearly in class descriptions with intended interventions note and regular evaluation of progress	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions.
2019	Confirm surface feature/spelling programmes across the school and determine most appropriate programme	SLT C&A team	Specific approach to spelling determined based on good research.
March	Ensure balance literacy programme in year 7 to 10 with appropriate time given to writing each week.	HoMS C&A team	Suitable writing time allocated in any given week to practice and craft writing.
Term 1 and 2	Staff PD/review on clear learning intentions, success criteria and effective feedback as generic PD that encompasses learning in writing.	Team leaders	Classroom practice reflects effective and consistent use of these tools to clarify learning for pupils. Consistent practice across the school.
Term 1 then ongoing	Target group monitoring in key development areas. Include Maori/Pacifica and ethnic groups. Theory to practice.	All teachers	Class descriptions reflect identified monitoring groups by term 1 end. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of

			evaluations.
2019	Develop continuum of expectations for varied genres in writing development through the year groups special focus at years 7 to 10.	Lead English and teachers	Clear expectations of year level learning for both reinforcement and new learning appropriate to learning level.
All year	Link to ELL PD refresh and PLG groups outlined in reading section above (close link between reading and writing development) .	ELL teacher lead	Individual teacher receive targeted support/advice on strategies – teaching programmes respond to pupil need
All year	Reading Recovery for identified struggling writers at 6 years old	Reading Recovery teacher	As per Reading Recovery assessment practices. Pupils complete programme and enter normal classroom programmes having reached benchmarks
Ongoing	ESOL support with vocabulary and structure programmes for ESOL pupils	ESOL teacher	ESOL pupils progressing through stages of ELLP's with clear next step learning identified.
All year	Fostering Strengths programme offers multiple opportunities to talented writers.	Fostering Strength coordinator	Pupils with identified strengths have varied opportunities.
All year	CoL Across School Teacher with writing focus to link with staff as needed.	Deputy Principal	Ongoing links between individual teaching staff and CoL AST.
Ongoing	Moderation of writing OTJ's.	Teaching staff Lead National Standards	Planned internal and interschool moderation of reading judgement, continued growth in understanding of moderation, consistency of judgements.

#### Monitoring

- Class description reviews at specified times with Head of Schools overview of progress
- Termly discussion at senior lead level of learning progress of target groups
- Target group, Reading Recovery monitoring, monthly at team meetings
- AA team review of struggling pupils.

#### Resourcing

- Continued appointment of teacher librarian, attendance at PD opportunities on writing/ESOL/ELLP's with in school PD.
- Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.
- Teacher Aide in class support and withdrawal programmes for targeted needs (eg. STEPS)
- E-learning opportunities and supporting devices.
- Staffing available for Fostering Strengths programme.
- Staffing: SENCO, Fostering Strengths Lead, CoL AST

Improvement Plan Numeracy and Mathematics	
<b>Strategic Goal 1</b> Quality Education based on a Biblical Christian worldview (Biblical / Transformative: Academically Able)	
<b>Annual Goal:</b> Quality education means all pupils in years 1 to 10 will achieve to their expected level against the National Curriculum by the end of the year as a minimum in Mathematics and its associated competencies.	<b>Annual Target</b> to achieve the goal, <ol style="list-style-type: none"> <li>1. Year 3 and 6 – increase the percentage of pupils in the At and Above categories to 80% or more against National Curriculum levels</li> <li>2. 2018 Year 6 pupils who attended ACS will remain at 100% at or above by the end of Year</li> <li>3. 90% of pupils who attended ACS in Year 8 at 2018 will be at or above against National Curriculum levels by the end of Year 9.</li> </ol>
<b>Baseline data</b> Our maths programmes are making progress and we are seeing continued and sustained improvement. A detailed BOT report identified strong academic achievement but low attitudinal data and lower teacher confidence in the teaching of Mathematics. This has led to a focused Professional Development initiative for 2019 with the aim of addressing the attitudinal issues in pupils and teacher confidence in the teaching of Mathematics. <p>In 2018, 82% of all students were “At or Above” expectations for OTJ Maths. The following comparisons can be made between the two previous years:</p> <ul style="list-style-type: none"> <li>• Overall students - The same outcomes as the previous year with (82%) achieving At or Above in both 2017 and 2018.</li> <li>• 2018 achieved a reduction (by half) the number of pupils achieving Well-Below in 2018 (4% in 2017 down to 2% in 2018).</li> <li>• 2018 saw a slight increase in the number of pupils achieving Below expectation (14 in 2017 to 16% in 2018).</li> <li>• 2018 80 week cohort has 18% of pupils Above expectation, an increase of 11% from same cohort (40 week) in 2017.</li> <li>• 2018 120 week cohort has a significant decrease in number achieving Above expectation with 14%, compared to 40% in 2017. However, 74% are still achieving At.</li> <li>• 2018 Year 4 cohort saw a decrease in the number of pupils achieving Above expectation with 14% compared to 29% in 2017. However 72% are still achieving At.</li> <li>• Year 5 cohort saw a significant increase in those achieving Below – 29%, up from 3%. Also, a drop of 30% in pupils achieving Above.</li> <li>• Year 6 cohort has 0% Below, a decrease of 11% for the same cohort Year 5 2017. 27% are now working Above, up from 0% in 2017.</li> <li>• Year 7 cohort saw a significant increase in those achieving Above expectation, up 20% from 2017 (now at 35%).</li> <li>• Year 8 saw an increase of 15% (up to 35%) in pupils achieving Above expectation. There was a 15% decrease in those achieving Below.</li> </ul>	

- Year 9 saw an increase in pupils achieving Above – now up at 50% (up from 21% in 2017). Only 14% Below or Well Below expectation, compared to 50% in 2017.
- Year 10 there was a slight decrease in those achieving Bell & Well Below expectation with 17%, down from 28% in 2017.

In 2017, for years 1 to 8; 3% were Well Below, 14% were below, 60% were At and 22% of pupils were Above National Standards according to overall teacher judgements. A review of the data also shows, according to teacher OTJ's:

In 2016, for years 1 to 8; 2% were Well Below, 9% were below, 60% were At and 26% of pupils were Above National Standards according to overall teacher judgements. In 2015, 89% of our year 1 to 8 pupils were "At or Above" expectations for OTJ Maths.

Historically, we saw an overall improvement between 2012 and 2014 and the improvements appear to have been embedded despite the significant increase in pupil numbers as the school continues to show strong growth.

2018; in Years 1 – 8 there were 82% At or Above  
 2017; In Years 1 – 8 there were 83% At or Above  
 2016; In Years 1 – 8 there were 86% At or Above  
 2015; In Years 1 – 8 there were 89% At or Above  
 2014; In Years 1 – 8 there were 90% At or Above  
 2013: In Years 1 – 8 there were 91% At or Above  
 2012: In Years 1 – 8 there were 86% At or Above.

We have questioned the validity of information eAsTTle is giving us as a testing tool and having run a moderating exercise against PATs in 2014 and we have found asTTle to be the conservative results overall. Our pupils performed even better on PAT.

Worth noting is the school growth over the last number of years. Increasing numbers in the school both help to balance percentages as a more reliable reflection of cohort achievement but also introduce more pupils who may struggle or excel. Our changing demographic to include significant numbers of ESOL pupils will also play a part in the overall results for the school.

#### **Key Improvement Strategies**

- To continually improve teacher knowledge and practice – PD focus 2019
- Teach mathematics in a manner that unfolds creation and the order within it
- Teach mathematics in such a way that pupils engage with and enjoy learning – PD focus 2019
- Maintain well balanced programmes of mathematics and numeracy – review 2019/2020
- Ensure pupils who are achieving are pushed to achieve beyond a natural progression
- Identify and design alternative programmes for pupils identified as having particular ability through Fostering Strengths

- Continue to consolidate basic facts knowledge for all pupils
- Focus on aspects of numeracy knowledge and strategies that will enhance overall achievement
- Establish target groups of pupils in class descriptions and review progress regularly
- Teacher Aide support to help scaffold maths concepts
- Review maths curriculum with outside moderation to ensure robust curriculum
- Build teacher relationships across schools to enhance pedagogy

An investigation was done in 2017 to determine the best path to revamping our mathematics programmes. The outcome is a new approach to teaching mathematics from mid 2019 onwards. This is in response to a desire to stay current, engaging and not driven by achievement results.

Note; data summary supplied in this Charter is supported by school based assessment data and analysis and represents a brief summary only. 2018 Analysis of Variance contains further breakdown of the data.

When	What	Who	Indicators of progress
Term 1	Embedding of Curriculum and Assessment team as middle leaders	Principal	Focus on curriculum and assessment evident.
Term 1	Start of year testing and analysis of results	Class teachers	Testing complete, data recorded, groups set with good rationale
Term 1	Note change in cohort at entry and exit years within the school and adjust expectations based on new look cohorts	Heads of school	Awareness of where the needs lie based on pupils in the school for 2019.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2018, all identified pupils included specifically in class descriptions/target groups
Term 1	C&A team complete identification of pupils not achieving with full back story.	AA team lead	Identification list updated.
On going	Particular attention to the foundations of; basic facts, proportions and ratios, number identification, groupings and place values.	Classroom teachers	Continued improvement in pupil achievement in these aspects.
March	Review Teacher Aide support for identified maths need.	SENCO	Needs identified, TA hours confirmed to support maths.
March	Ensure balance mathematics and numeracy programme in year 1 to 10 with appropriate time given to each week.	Principal/HoPS / HoMS	Suitable mathematics/numeracy time allocated in any given week to practice and reinforce.
March	Record target groups (maths) clearly in class descriptions with intended interventions note and regular evaluation of	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions,

	progress. Include Maori/Pacifica and ethnic groups.		regular effective evaluation of interventions. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.
Term 2 and 3	Centrally Funded Staff PD on clear learning intentions, success criteria and effective feedback to enhance learning in mathematics as well as low entry high exit tasks.	HoMS Team leaders	Classroom practice reflects effective and consistent use of these tools to clarify learning for pupils. Consistent practice across the school.
Term 2 onwards	Introduce e-learning tools to support maths development	Classroom teachers	Appropriate tools identified, staff supported in understanding tools, modelling of tools in classrooms, increasing independence of pupils to use tools.
May - November	Full maths curriculum revision	Principal SLT Maths lead group	Staff consultation on maths programmes, decision on mix of maths teaching strategies and programmes across levels. Rewrite of maths scheme to reflect decisions. Staff PD on new approaches. Implementation. NB – this is a two year journey.
Ongoing	ESOL support with vocabulary to enhance achievement in maths.	ESOL teacher/s	ESOL pupils able to access learning and demonstrate maths ability unhindered by language barriers.

#### **Monitoring**

- Class description reviews at specified times with Head of Schools overview of progress
- Termly discussion at senior lead level of learning progress of target groups
- Target group monitoring monthly at team meetings
- Review of moderated testing leading to clear decisions
- Discussions with SCT on implementation programme.
- Maths decisions presented to BOT

#### **Resourcing**

- Attendance at PD opportunities on mathematics moderation/maths programmes
- Centrally Funded PD with approved provider contracted
- Resourcing noted in annual budget, PD overview, staffing schedules, meeting rosters.
- Teacher Aide in class support and withdrawal programmes for targeted needs.
- IT applications to support maths learning.
- IT devices to support e-learning tools.
- Unit and release time to support maths review
- CoL across school teachers for leadership and enquiry development

**Strategic Goal Two to Four will be developed over a three to four year period.**

**Strategic Goal 2**                      Depth of Christian community across the whole school community  
(Relational / Transformative: Relationally focused)

To develop the depth of community at Aidanfield, the following direction is proposed

2019	2020	2021
Curriculum and Assessment Team develop Foundation Studies scheme to define what must be taught in every room on: teaching pupils to pray, to read scripture, worship. Focus to be to learn to look up and to look out.	Implemented spiritual disciplines practices in the school context	Embedded spiritual disciplines within the school context in every classroom
<p>To help nurture an authentic expression of Christian faith in action the following areas have been identified through the Wellness survey as requiring specific focus</p> <ol style="list-style-type: none"> <li>1. ensure all pupils know the school rules, expectations, and values</li> <li>2. ensure all pupils know what to do if they seeing bullying or are being bullied</li> <li>3. reduce the incidence of rumors, teasing and childish exclusions.</li> <li>4. Enhance teachers knowledge of their students, family and cultures. 2019 develop deliberate practice. Refine staff information gathering about families. Deliberate focus in school wide events.</li> </ol>	<ol style="list-style-type: none"> <li>1. ensure all pupils know the school rules, expectations, and values</li> <li>2. ensure all pupils know what to do if they seeing bullying or are being bullied</li> <li>3. reduce the incidence of rumors, teasing and childish exclusions.</li> </ol>	<p>Ensure all pupils are fully conversant with the school rules, expectations, and values, what to do if they seeing bullying or are being bullied</p>

<p>5. Increase pupil voice into what happens at/around school and the curriculum. Explore a model of pupil voice into the curriculum and trial it in an area of the school.</p>	<p>Implement in the older part of the school a model of pupil voice into curriculum design</p> <p><b>6. Focus on acknowledging and celebrating pupil success</b> Explore a new model of acknowledging pupil success</p>	<p>Fully implement a model of pupil voice into curriculum planning</p> <p>Implement model of pupil success.</p>
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### 2019 Development Plan

**Task:**

1. Curriculum and Assessment Team develop Foundation Studies scheme to define what must be taught in every room on: teaching pupils to pray, to read scripture, worship. Focus to be to learn to look up and to look out.

**Responsible:** CAT Team

**Timeframe:** By years end

**Task:**

To help nurture an authentic expression of Christian faith in action the following areas have been identified through the Wellness survey as requiring specific focus

1. ensure all pupils know the school rules, expectations, and values
2. ensure all pupils know what to do if they seeing bullying or are being bullied
3. reduce the incidence of rumours, teasing and childish exclusions.
4. Enhance teachers knowledge of their students, family and cultures. 2019 develop deliberate practice. Refine staff information gathering about families. Deliberate focus in school wide events.
5. Increase pupil voice into what happens at/around school and the curriculum. Explore a model of pupil voice into the curriculum and trial it in an area of the school.

**Responsible:** SLT, Learning Team leaders, Teachers

**Responsible:** #5 CAT team and SLT

**Timeframe:** By years end

**Resourcing/Review**

**Strategic Goal 3** Deepen understandings of bicultural teaching and learning through a biblical lens  
(Biblical / Relational: Culturally Competent)

To develop the depth of bi cultural teaching and learning at Aidanfield, the following direction is proposed

2019	2020	2021	2022
<p>Rn Sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens</p> <p>Staff confidence in mihi grows.</p> <p>School mihi whakatau confirmed</p> <p>Unfold links with Taumutu</p> <p>Yr 4 to marae each year</p> <p>Kapa haka evolutions - cultural festival</p> <p>Film cultural narrative</p> <p>Collate all fragments of scheme work into one document</p>	<p>Define 'NZ' culture as distinct from traditional Maori culture and propagate a deep understanding of both.</p> <p>Staff involvement in Waitangi Day celebrations in some form</p> <p>Resourcing development of pupil focused Treaty material for classroom use.</p> <p>SCT focused on biblical lens and bicultural practice</p> <p>Cultural narrative embedded into teaching programmes</p> <p>Implement classroom based scheme through all classes.</p>	<p>Implement whole staff experiential Treaty education module developed by ACS staff for ACS staff through a biblical lens.</p> <p>Staff Marae overnight start of year</p> <p>Budget to reflect commitment to Waitangi</p> <p>SCT focused on biblical lens and bicultural practice</p>	<p>Intertwined/authentic Treaty implication implemented into classroom programmes.</p>
<p>Weekly classroom based language progression for teachers in mornings.</p>			

Support model of termly hui with shared leadership

### 2019 Development Plan

**Tasks:**

1. Principal sabbatical work on defining authentic bicultural practice in multicultural setting - through a biblical lens
2. Staff confidence in mihi grows.
3. School mihi whakatau confirmed
4. Unfold links with Taumutu
5. Yr 4 to marae each year
6. Kapa haka evolutions - cultural festival
7. Film/Record cultural narrative for website use
8. Collate all fragments of scheme work into one document

**Responsible:** Sabbatical – Rn, SLT, McI, DP, Bi

**Timeframe:** End of Year

**Tasks:**

1. Weekly classroom based language progression for teachers in mornings.
2. Support model of termly hui with shared leadership

**Responsible:** Rn, McI

**Timeframe:** Ongoing and end of year

**Resourcing/Review**

**Strategic Goal 4**

Enhance opportunities for all ages levels to lead and serve the community  
(Biblical / Relational: Missionally Minded)

To develop the opportunities for service at Aidanfield, the following direction is proposed

2019	2020	2021	2022
<b>Conceptual Framework</b> Define rationale/understanding of service at each level Develop deliberate learning path for leadership and service from NE Define areas of service appropriate to each level	<b>Conceptual Framework</b> Define a range of age appropriate service opportunities based on rationale. Implement a service badge idea at ACS.	<b>Conceptual Framework</b> All ages groups to be in defined service opportunities	
<b>Local Service opportunities development</b> Ambassadors House leaders Librarians Peer mediators Buddy Classes	<b>Local Service opportunities development</b> Term focus/overviews unit of work (CAT team) - on service	<b>Local Service opportunities development</b>	<b>Local Service opportunities development</b>
<b>International opportunities development</b> Rarotonga Service Trip - Year 7-10 China Service Trip - Year 9/10	<b>International opportunities</b> China yr 9/10	<b>International opportunities</b> Raro/Islands yr 7-10 China Yr 9/10	<b>International opportunities</b> China yr 9/10

## 2019 Development Plan

### Task

#### 1. Conceptual Framework

- a) Define rationale/understanding of service at each level
- b) Develop deliberate learning path for leadership and service from NE
- c) Define areas of service appropriate to each level

**Responsible:** SLT

**Timeframe:** End of term 2

### Task

#### 2. Local Service opportunities development

- a) Ambassadors
- b) House leaders
- c) Librarians
- d) Peer mediators
- e) Buddy Classes

**Responsible:** DP, HoS, Teacher Librarian

**Timeframe:** Throughout the year. Set up by March 1

### Task

#### 3. International opportunities development

- a) Rarotonga Service Trip - Year 7-10
- b) China Service Trip - Year 9/10

**Responsible:** SLT, Teacher in Charge of each trip

**Timeframe:** Trips/reviews complete by end of year. China = July. Rarotonga = October

**Resources / Termly Review**

## Community of Learners Targets 2018 – 2020

- Note: The response to the CoL targets across the CoL schools is to seek to enhance staff capacity and leadership at the middle management level. ACS will work to achieve these aspirations. The intent of the CoL is to achieve the overall targets over time by enhancing the capacity of teaching staff in the first instance. This is a 5 year journey not a quick fix to deeply rooted issues.

Achievement Challenge	to ensure all MOE funded year 1-4 students at foundation stage in 2017 are at stage 2 ELLP by 2020 (cohort standard).				
Achievement Targets	Stage	March 2017[1] Baseline	2018 November	2019 November	2020 November
1. To lift the achievement of Year 1 ELL students identified at foundation stage 2017 (with an ELLP total score of less than or equal to 3) to stage 2 (total ELLP score of 8) by 2020.	At foundation	95% (36/38)	50% (19/38)	33% (5/38)	0% (0/38)
	Achieved stage 1	7% (2/38)	50% (19/38)	74% (28/38)	13% (5/38)
	Achieved stage 2	0% (0/38)	0% (0/38)	13% (5/38)	87% (33/38)
2. To lift the achievement of Year 2 ELL students identified at foundation stage 2017 (with an ELLP total score of less than or equal to 3) to stage 2 (total ELLP score of 8) by 2020.	At foundation	67% (24/36)	33% (12/36)	14% (5/36)	0% (0/36)
	Achieved stage 1	31% (11/36)	56% (20/36)	33% (12/36)	0% (0/36)

	Achieved stage 2	3% (1/36)	11% (4/36)	53% (19/36)	100% (36/36)
3. To lift the achievement of Year 3 ELL students identified at foundation stage 2017 (with an ELLP total score of less than or equal to 3) to stage 2 (total ELLP score of 8) by 2020.	At foundation	18% (6/33)	9% (3/33)	0% (0/33)	0% (0/33)
	Achieved stage 1	73% (24/33)	55% (18/33)	0% (0/33)	0% (0/33)
	Achieved stage 2	9% (3/33)	36% (12/33)	100% (33/33)	100% (33/33)

Achievement Challenge	to lift achievement in written language for all students in Y7-10 with a particular focus on boys.					
Achievement Targets	2016 <sup>[1]</sup> Baseline	2018 <sup>[2]</sup>	2019	2020	2021	2022
1. To lift the written language achievement of Year 7-10 students so 72% are AT or ABOVE the appropriate curriculum level by 2022. This shift of 113 students equates to a 22% lift in achievement.	60% (512/854)	61% (522/854)	64% (548/854)	67% (574/854)	70% (599/854)	73% (625/854)

2. To lift the written language achievement of Year 7-10 boys so 60% are AT or ABOVE the appropriate curriculum level by 2022. This shift of 41 boys equates to a 21% lift in achievement.	51% (193/378)	53% (201/378)	55% (208/378)	57% (215/378)	59% (223/378)	62% (234/378)
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**Improvement Plan      Community of Learners**

**Strategic Goal 1 Academic excellence.**  
 Every pupil:

1. is building a strong foundation in reading, written and oral language, mathematics and digital literacy,
2. has individually identifiable academic progress,
3. is developing personal learning pathways and
4. is learning to value their learning.

The response to the CoL targets across the CoL schools is to seek to enhance staff capacity and leadership at the middle management level. ACS will work to achieve these aspirations. The intent of the CoL is to achieve the overall targets over time by enhancing the capacity of teaching staff in the first instance. This is a 5 year journey not a quick fix to deeply rooted issues.

## COMMUNITY OF LEARNING GOALS

<b>Annual Goal</b>	<b>Leadership:</b> To develop and implement a professional development programme for Senior, Middle and aspiring leaders which will increase their professional capacity to lead others.		
	<b>Spiral of Inquiry:</b> To upskill staff in their understanding and use of 'Spiral of Inquiry' so that it is used naturally and authentically in teaching and learning		
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
	<ul style="list-style-type: none"> <li>• Dr Michael Lindsey – 2 day Conference with the second day focussed on leadership. 12<sup>th</sup> and 13<sup>th</sup> March</li> </ul>	CENCOL staff	All staff attend conference Leadership attend leadership masterclass
Term 1	<ul style="list-style-type: none"> <li>• 1 day workshop for all CENCOL within school teacher focussed on change management, communication</li> </ul>	CENCOL staff	Workshop held with relevant staff
Term 1	<ul style="list-style-type: none"> <li>• Invite leadership group to attend NZACS Leadership Conference</li> </ul>	CENCOL staff	Leadership attend conference and debrief post conference
Term 2	<ul style="list-style-type: none"> <li>• ACS leadership and Within School Teachers plan professional development programme with the CENCOL Across-School teacher.</li> </ul>	Principal DP	Professional development plan prepared Professional development implementation
Term 2, 3, 4	<ul style="list-style-type: none"> <li>• 1 day workshop for CENCOL Within School teachers and Middle Leaders – leadership focus each term</li> </ul>	Lead Principal	Workshops held with relevant staff
All year	<ul style="list-style-type: none"> <li>• Provide relevant readings for Senior/Middle Leaders.</li> </ul>	SLT	Readings provided to leadership groups Discussion held on reading implications
All year	<ul style="list-style-type: none"> <li>• Senior Leaders mentor/ coach small groups of Middle leaders</li> </ul>	SLT	Each leader has mentor through the year. Enquiry model evident as focusing element.

**Resourcing:** CENCOL Resourcing. Von Hamilton, Ruth Nixon, Sharon Burt – Within school teacher (Leadership). Best evidence Synthesis – Leadership Resource; Across School Teachers: Andy Vosslander – Spiral of Inquiry and Suzanne Tennant – Leadership

## Section THREE

## National Standards 2018 achievement data

The newly established Labour lead government removed the expectation on schools to use the National Standards as from 2018. The Senior Lead Team spent some time discussing the impacts of the change away from the MOE National Standards requirement. It was determined that the school will use the National Standards in 2018 to determine school effectiveness because:

- There is little time to evaluate alternative forms of robust assessment.
- The Community of Learners (CoL) is likely to look at this issue through the year with a view to shared data and collaboration.
- The OJT system is known by all staff having been a requirement for the last 8 years.
- All our evaluative work in 2017 was based on National Standards and the developed targets for 2018 were as well. A significant rework would need to be done for 2018 and this is not thought to be wise.
- The schools intention is to introduce a new assessment system for school effectiveness for 2019.

For the reasons above, data for 2018 baseline information referees to National Standards. Data going forward will now reflect a new set of assessments and as such, new baselines will need to be established over time.

*It is important to appreciate the ACS stance on deciding which level to place a pupil at. We have determined that we will report the level that a pupil HAS ACHIEVED not the level they are working at. This will make our results look less than what they could do because we are showing the completed level the child has passed not the level they are currently working in. It would look better if we acknowledged the level they were working in as all pupils would be a level or sublevel higher than shown. While this works against the school from a perception point of view we believe it has integrity and is in the best interests of pupils learning.*

Overall Teacher Judgements (OTJ's) are judgements made by the teacher as to the **level** the child is working at across all subjects in the curriculum in a particular focus area. For this part of the report it is READING. So, the following is the teacher assessment as to how well READING skills are being used in all subject areas. The OTJ will use the information from the subject of reading, test results, conversations and discussions with the students, observation in the classroom, examples of work. The teacher then combines all of this into one overall judgement on a child's ability.

With OTJ's, by definition, a student who is 'below' the standard is working within one level of their age expectation. If they are at the higher end of that level (e.g. **2Advanced** and should be, by age, **3Basic**) then they are listed as below but are working 'at' their 'working level' and would otherwise be 'AT' the standard. As mentioned above, this system assumes a linear path of learning through all the years at school

### **2018 school data tables/Analysis of Variance**

Aidanfield Christian School National Standards Achievement data is available in the schools Variance Report for 2018 on the school website and attached to the Annual Report for 2018.

*Excellence*

*Faithfulness*

*Integrity*

*Stewardship*