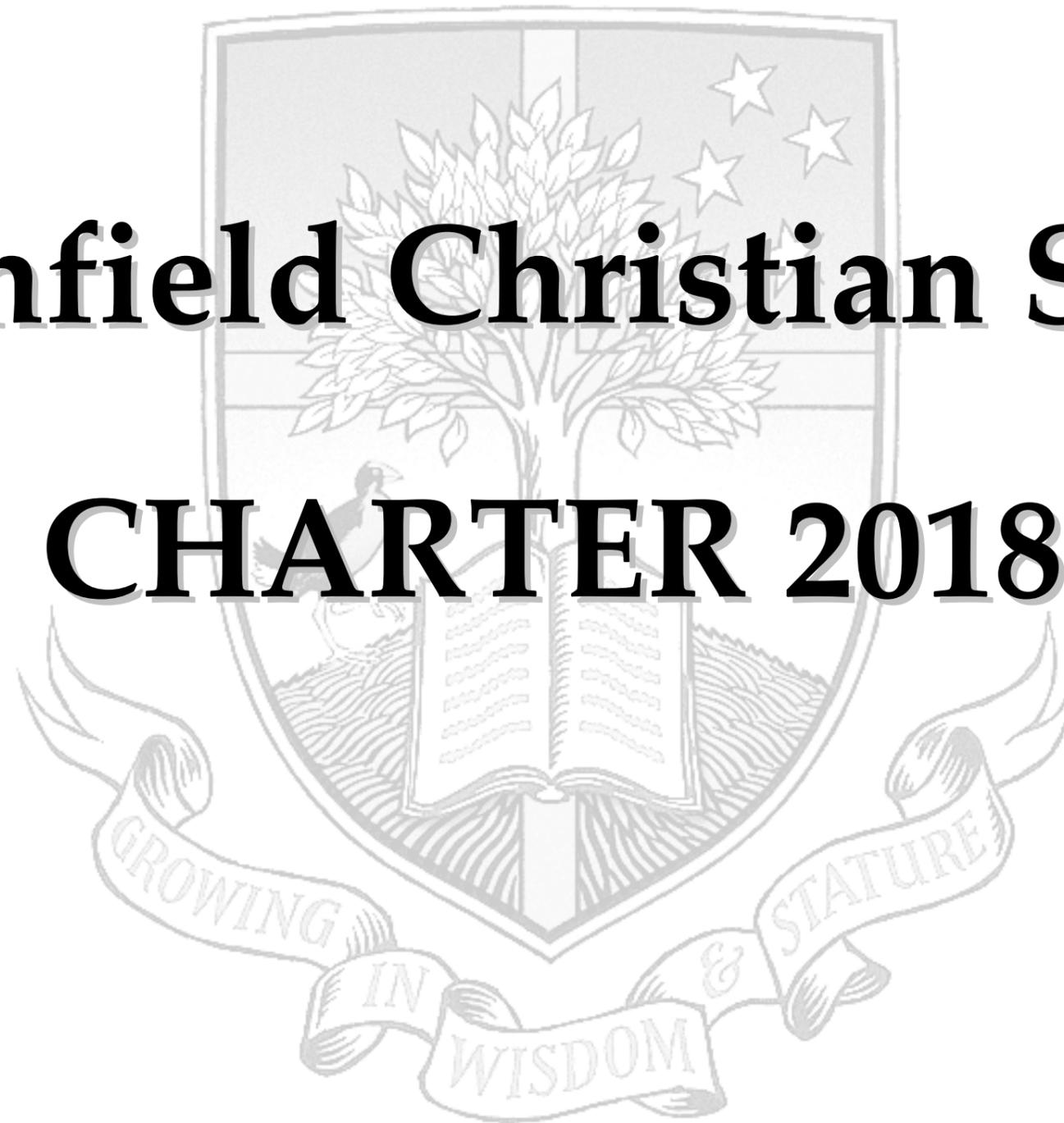


Aidanfield Christian School

CHARTER 2018



The school and its community – an overview

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: 52% Maori: 4% Pasifika: 2% Asian: 32% Other 8%

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 out 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 to share this story through our website. Our start of year unit of work in 2018 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 2017 the school has fourteen 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. Work progresses at Proprietor level on the campus plan as we expect to receive another roll increase shortly. 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 and courts and an indoor heated swimming pool on site, which is run by a private swim school and frequently used by the community. 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 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 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.

Strategic Vision to Strategic Goals 2018 - 2020

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)

The school's mission is 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)

Aidanfield Christian School exists to serve and work together with families in equipping children in a Biblical community to:

- pursue excellence in academic learning,
- understand their identity,
- become discerning thinkers, and
- be faithful in service to God.

These four elements of the vision are the ACS 4 pillars of learning and have been developed into strategic goals.

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 STUDENT OUTCOMES; WHAT DOES THE VISION LOOK LIKE?

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.

NAG 1	Intended Student Outcomes
The vision	Strategic goals 2018 – 2020
Aidanfield Christian School exists to serve and work together with families in equipping children in a Biblical community to:	
Pursue excellence in academic learning, (pillar one)	Strategic goal 1: Every pupil: <ol style="list-style-type: none"> 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.
To understand their identity (pillar two)	Strategic goal 3: All pupils are able to: <ol style="list-style-type: none"> 1. articulate awareness of the basis of their creation (imago Dei/made in the image of God) and the implications of this. 2. demonstrate an appreciation of their strengths and weaknesses. 3. in light of the above, create and seize opportunities to use what God has entrusted to them, practice their gifts, and serve others.
Become discerning thinkers (pillar three)	Strategic goal 2: All pupils are: <ol style="list-style-type: none"> 1. learning to apply Biblical wisdom to make informed and considered choices in life. 2. developing the ability to know what is appropriate and reliable when searching out and connecting information, on which to base decision.
To be faithful in service to God (pillar four)	Strategic goal 3: All pupils are able to: <ol style="list-style-type: none"> 4. articulate awareness of the basis of their creation (imago Dei/made in the image of God) and the implications of this. 5. demonstrate an appreciation of their strengths and weaknesses. 6. in light of the above, create and seize opportunities to use what God has entrusted to them, practice their gifts, and serve others.

Strategic Goals

MAKING THE VISION A REALITY

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 standards. Note the comments regarding National Standards as they relate to 2018 onwards.

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.

National Standards

In 2010 National Standards for pupils in years 1 to 8 were introduced by the Government. There has been significant national debate over these standards. Aidanfield Christian School remains committed to doing the best for its pupils and parents and working with integrity in its legislative requirements.

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.

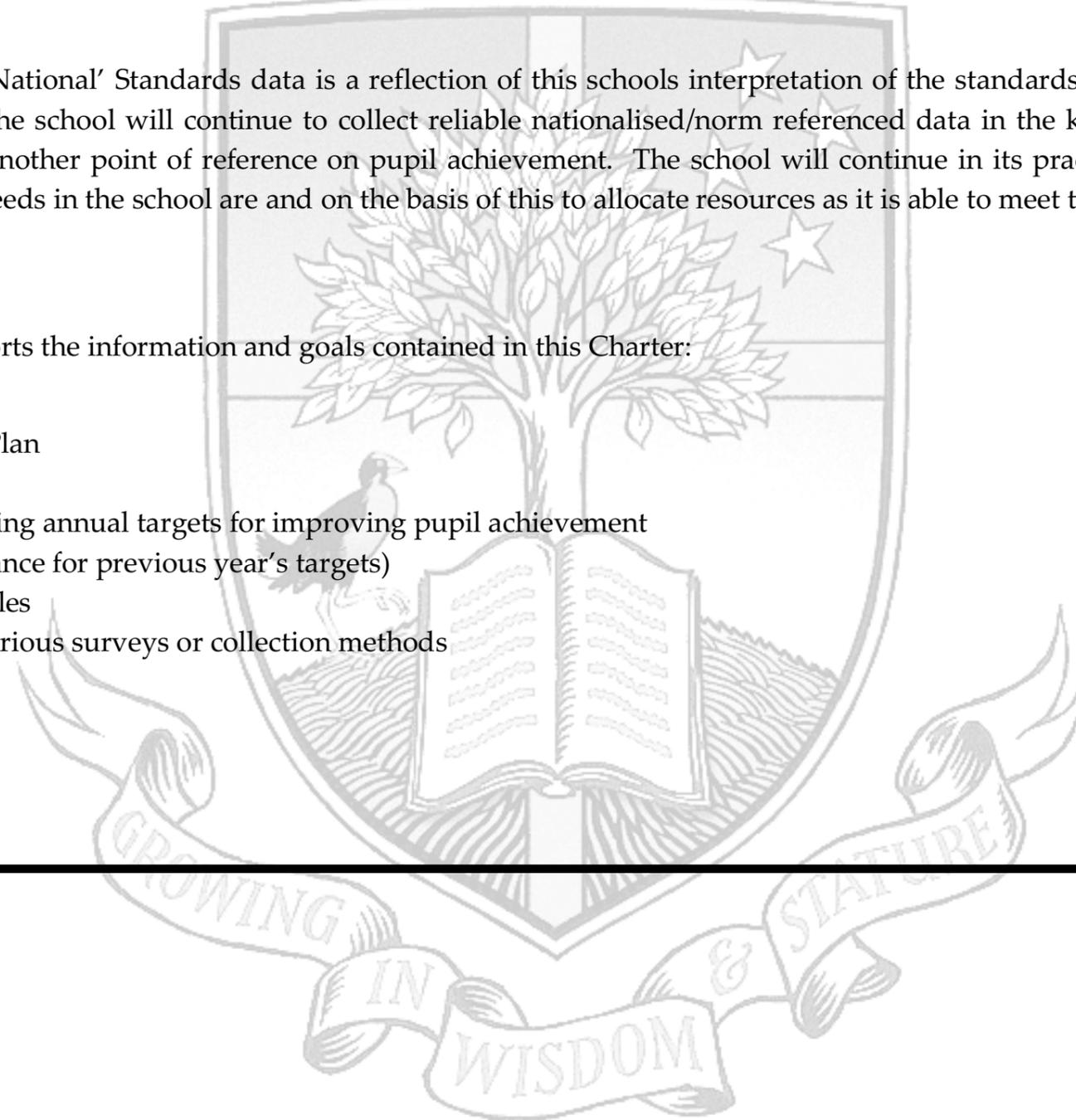
- All our evaluative work in 2017 was based on National Standards and the developed targets for 2018 were as well. A significant rework would need to be done for 2018 and this is not thought to be wise.
- The schools intention is to introduce a new assessment system for school effectiveness for 2019.

The Board acknowledges that the 'National' Standards data is a reflection of this schools interpretation of the standards and comparison with other schools or nationally remains problematic. The school will continue to collect reliable nationalised/norm referenced data in the key curriculum areas and introduce the national standards information as another point of reference on pupil achievement. The school will continue in its practice of analysing the data it collects to determine where the key learning needs in the school are and on the basis of this to allocate resources as it is able to meet these needs.

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



Strategic Goals

USE OF RESOURCES / SPECIAL CHARACTER

To achieve our vision for learning as outlined above and with reference to its requirements under legislation the Board strategically manages its resources and protects the special 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.

National Administration Guidelines	Strategic Developments – Use of Resources and Special Character 2017 Review	
Strategic Commitment	Review / Comment	Strategic developments 2018 - 2020
NAG 1 Student achievement	<ul style="list-style-type: none"> • Analysis of Variance captures pupil learning targets. • Thinking model on hold as CoL work becomes defined. • Target groups captured on AA list, back stories complete, regular monitoring enhanced. • Mandarin Chinese implemented. ALLiS project complete and school now continuing with resourcing Mandarin. • IPAD pods distributed to classroom blocks to trail greater use. MAC's used well. Limited access due to not enough devices in school. Review needs at end of lease. • Restorative practice to some degree (age appropriate) across school. Need for: continued PD and across school consistency. Reviewed and implemented new leadership model to enhance abilities to deal with issues. • Fostering Strength; limited effectiveness in 	<ul style="list-style-type: none"> • Implementation of 'thinking' model with learning model for all pupils – revised Blooms linked to SAMR • Develop process of accelearting target groups of pupils. • Embed Mandarin Chinese Language. • Enhance fostering strengths • Continue to embed discipline strategies with reference to biblical thinking and restorative praictice - refine. • Embed and extend pupil leadership initiatives. • Identify and encourage pupils gifts Ref Strat goal 3 • Gather baseline data on current understandings of identity and its implications. • Continue to develop teacher librarian role and link to strat goal 2.

	<p>2017 due to overload at leadership level. New leadership model implemented 2018 to address issues. Teachers provided varied opportunities to extend multiple interests.</p> <ul style="list-style-type: none"> • Library; Continued development of library as a resource for whole school. Resources increased. Good use of space and pupil leadership in library. • Strat Goal 3 remains a work in progress • Learning support team maintained. SLT portfolio defined end 2017 for 2018 implementation. Training for Teachers Aides ongoing. • 'See Saw' learning portfolios trialled and approved in years 1 to 8. Paper based portfolio now redundant. Systems developing. 	<ul style="list-style-type: none"> • Enhance learning support team. • Embrace Community of Learners targets as they are confirmed. • Develop robust e portfolios and learning.
<p>NAG 2 Documentation / Self Review / Reporting The Aidanfield Board will ensure a rigorous process of documentation, self-review and reporting</p>	<ul style="list-style-type: none"> • Maths programme reviewed and alternatives explored leading to recommendations to be finalised and implemented in 2018. • Work still to do on Foundation Studies. • Curriculum review model now becoming well understood. Refinements with each process. Increasing collaboration but getting involvement from other schools challenging. • Work with whanau continues. Core establishing with ideas for next steps developing. • Cultural narrative almost complete and prepared for web site and classroom use. Campus buildings renamed to reflect new narrative. • Work remains on ethnic engagement. • ePortfolios now in regular use. Refinement of purpose and process required. • OTJ discussion needs work based on changing political landscape. • Uniform review well underway with recommendations to the BOT expected early 2018. • Proprietor review of property needs almost complete. Next steps actioned. 	<ul style="list-style-type: none"> • Review/modify Maths programmes. • Resource Foundations Studies • Embed curriculum review model and increase inter school involvement /collaboration in both South West cluster and CSN • Capture the heart of our whanau. • Articulate our cultural narrative. • Enhance consultation with ethnic groups represented in school • Implement use of e portfolios for student reporting • Enhance consistency in OTJ's and teacher assessments/moderation • Review parent survey/consultation process for best engagement. • Review Uniform – amend as necessary. • Ensure ongoing alignment of school practice with Proprietor direction/oversight on topical issues.
<p>NAG 3</p>	<ul style="list-style-type: none"> • Commitment to grow the school to twice current 	<ul style="list-style-type: none"> • Ongoing needs analysis as pupil numbers

Educational Resources / Personnel / Good Employer

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

role over next 5 to 7 years requires careful staff planning and related budgeting. Strong and stable primary staff in place with good mix of youth and maturity, enthusiasm and experience.

- Middle school staff settled through 2017 with excellent mix of teaching subjects and skill. Need for; strategic employment over coming 5 years, carefully determined needs analysis, balance of overstaffing to MOE levels to foster growth and confidence in the Middle School particularly
- High quality effective PD is an ongoing need. Developed PLG model to good effect. Ongoing.
- Whole school unity remains a challenge and focus area.
- Leadership model developed towards end of 2017 for implementation 2018.
- Key resources required: ICT/eLearning, enhanced middle years literature, sporting/PE equipment.
- Embed PLG groups with leadership development as required.

grow – yearly review of foreseeable strategic needs.

- Embed PLG groups with leadership development as required
- Target staff PD through multi layered needs based approach. Focus being, eLearning, Christian Ed Literacy, Restorative practices, Writing, COL, Maths, inclusive Education.
- Maintain whole school unity in tandem with teams approach
- Develop leadership capacity at middle management level with a view to succession planning at various levels
- Review ICT needs and prioritise spending year on year
- Refine IT support structures.
- Maintain high quality staffing in line with Proprietor Special Character definitions and implications.

NAG 4

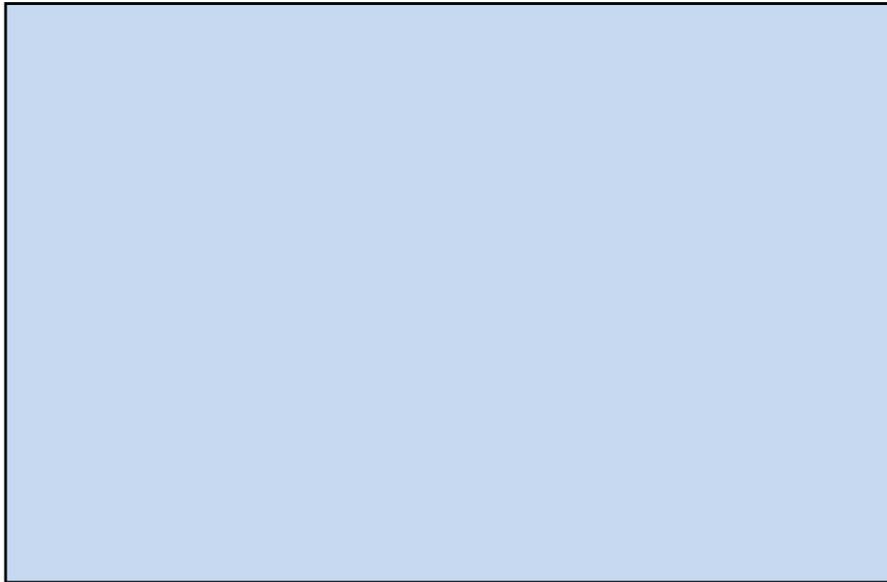
Finance / Property

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.

- Employment of more support staff to support International Ed growth and market penetration. Increasing numbers on 2016 result positive.
- Good financial surplus at end of 2017 after careful management to rebuild reserves.
- Strong international numbers as the programme builds strength.
- Hall used by SHARP afterschool programmes with space donated by BOT. Weekly church use of the hall space.
- Increasing request for sport, arts, music and opportunities but reducing parent availability to help with these continues – probable increasing costs to meet parent expectations.
- Increasing pressure for school to provide transport to events with response to charge parents for transport and use of taxi's at senior end of school.
- Strong growth a primary level suggests need to

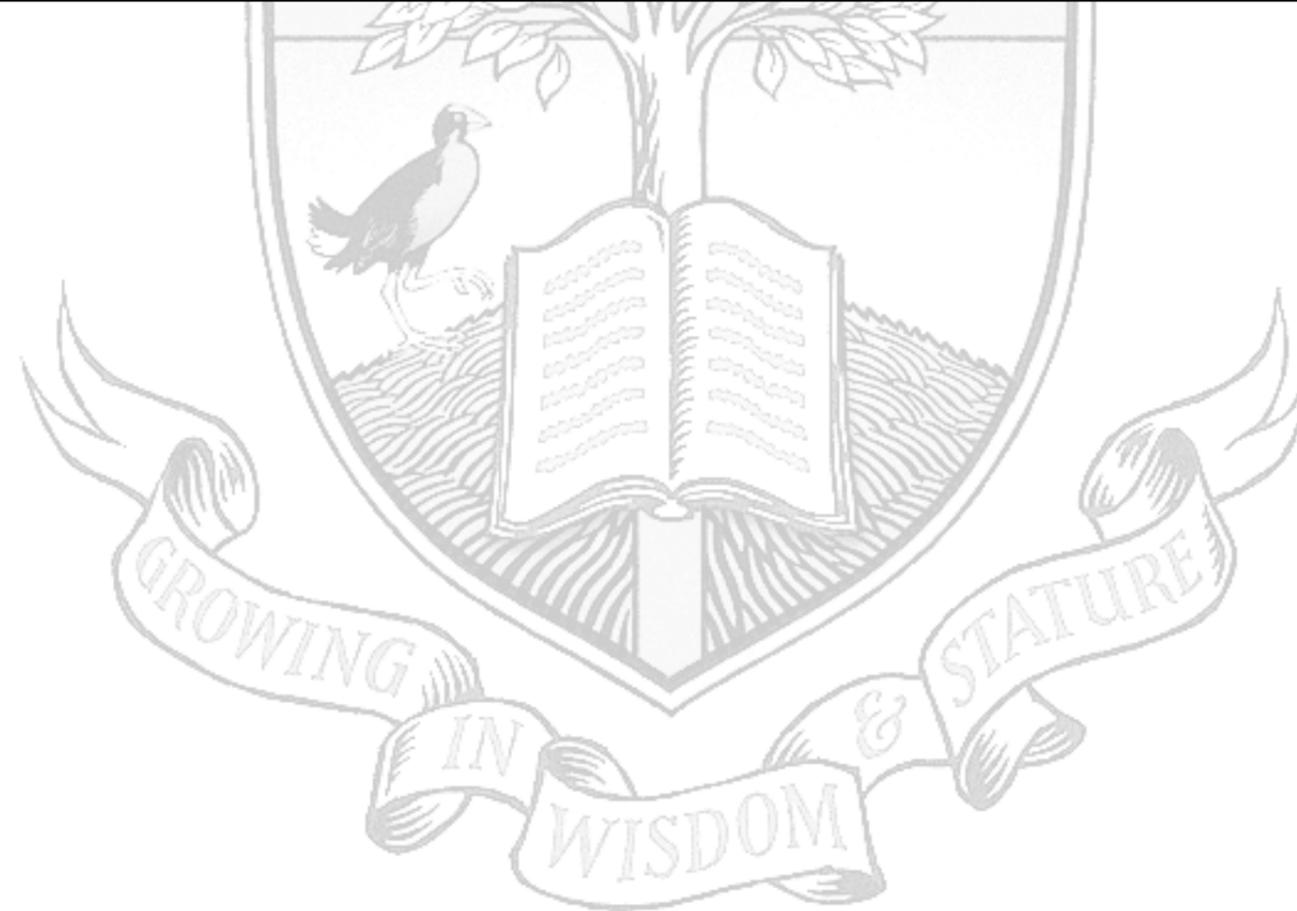
- Continue to develop alternative funding sources – Foreign fee paying students both short term trips and long term placements
- Rebuild Board targets for funding levels
- Enhance hall space with out of hours rental/lease opportunities in mind
- Work with BOP to approve plans and timelines for new classroom block as required.
- Develop strategy for applying to funding organisations where appropriate.
- Budgets to reflect high extra staff costs over MOE levels through growth phase and consequently limited in other discretionary areas.
- Budget adjustments to reflect decile change.

	<p>plan for growing school and hence strategic decision to grow.</p> <ul style="list-style-type: none"> • Need for a extra classroom space to reach target growth at middle years level. 	
<p>NAG 5 Health & Safety The Aidanfield Board will promote and maintain an environment that is safe for pupils and staff; spiritually, emotionally, physically.</p>	<ul style="list-style-type: none"> • New crossing established outside school. • New 40k/hr school hours signage installed at end of 2017. • Board audits reflect good health and safety procedures in place. • Multiple building projects present constant challenges but these are managed effectively. • RAMS forms process reviewed and training done by 2 staff. 	<ul style="list-style-type: none"> • Review of needs outside the school gates with increasing traffic as roading develops. • Maintenance of health and safety procedures in line with legislation.
<p>NAG 6, 7, 8 General The Aidanfield Board will meet its commitment to reporting requirements as itemised in legislation.</p>	<ul style="list-style-type: none"> • The school meets MOE requirements. 	<ul style="list-style-type: none"> • Annual review of student attendance, the length of the school day, and the length of the school year. • Charter updated and submitted as required • Statement of variance reviewed and submitted as required
<p>Other 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.</p>	<p>The Board has a positive working relationship with the proprietors.</p> <p>The school is a member of the CSN Cluster which seeks to provide seamless high quality Christian education from ECE to Tertiary level for Christchurch families. CEN CoL developed in 2017 with ACS as an active member.</p> <p>ACS continued to be involved with the South West Cluster of state and state integrated schools but with the CoL development has moved more towards the CEN relationship as a simple function of time and alignment of common goals.</p>	<ul style="list-style-type: none"> • Ensure the special character of the school is encapsulated in both documentation and practice and is reflected in the lives of those contracted to the school. • Accountability to proprietors on all aspects of Special Character implementation in staffing, enrolment, curriculum and building • Commit to working in partnership with like minded organisations for the betterment of Christian education in the school and city. • Seek to contribute productively to the educational community <p>CSN cluster developments</p> <ul style="list-style-type: none"> • Be an active participant in the CSN CoL



process with a particular focus on:
Development of participation in a Community of Learners.

- writing achievement in the middle years
- progress of ELL's.
- Enhancing the expression of key competencies in practice.
- To develop the concept of Digital Citizenship [DC] from our special character perspective.
- Development of the ALLis Language learning programme.
- Development of CSN Board approved areas of focus.



Annual Plan 2018

Scaffolding school wide 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:

Section One	Responding to the need to improve - NAG responsibilities
Section Two	Focusing on Learning - School targets in relation to the National Standards
Section Three	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

This section outlines our achievement in relation to the National Standards in 2017 and sets our targets in relation to this achievement for 2018. 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 2017.

Special notes in relation to 2018

Lofty Aims

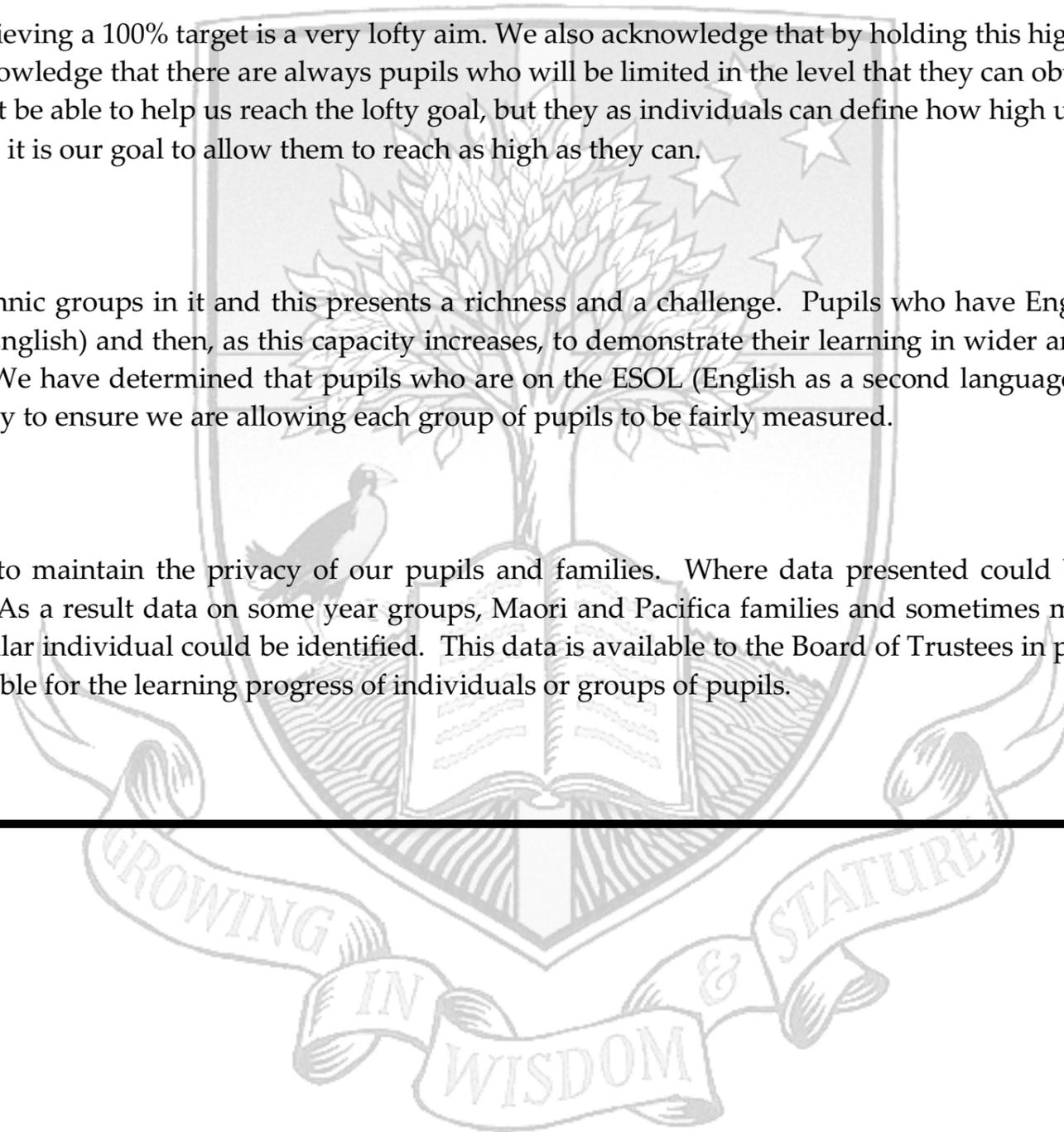
While the staff acknowledge that achieving a 100% target is a very lofty aim. We also acknowledge that by holding this high ideal, we are encouraged to do the best we can for all learners. We acknowledge that there are always pupils who will be limited in the level that they can obtain for multiple reasons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



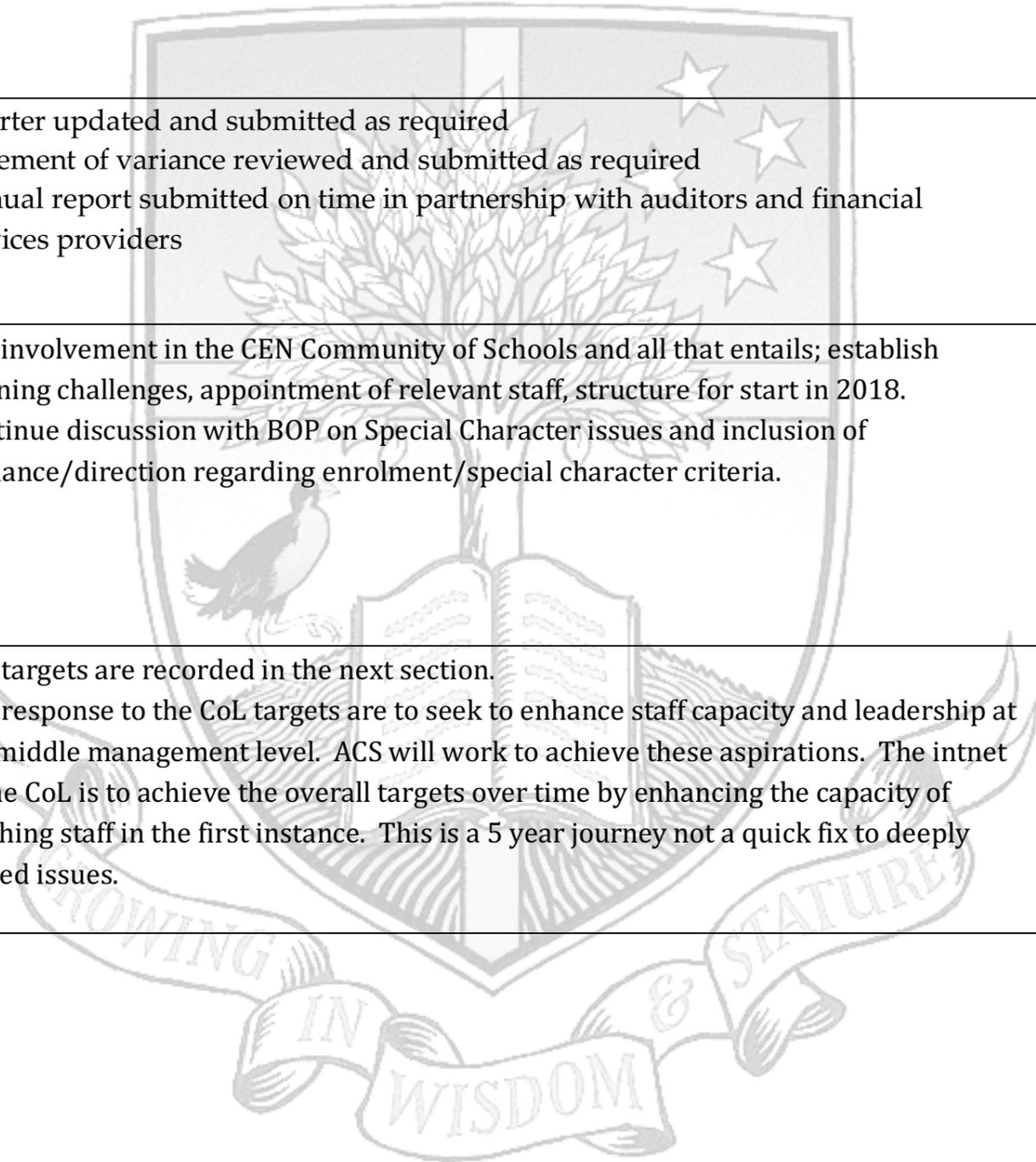
Section ONE - Responding to the need to improve Annual School Improvement Plan

To monitor our responsibility against the National Administrative Guidelines the following is a work schedule 2018 by NAG.

National Administration Guidelines	Strategic Developments – Use of Resources and Special Character 2018 Annual Plan	
Strategic Commitment	2018 Action	End of year Review
<p>NAG 1 Student Achievement</p>	<p>Refer section two for specific learning outcome targets</p> <ul style="list-style-type: none"> • Embed new leadership model to enhance leadership capacity at middle management level (pastoral and curriculum and assessment) NB: CoL target • Continue to embed discipline strategies with reference to biblical thinking, Restorative Practices and the leadership levels for pastoral support. • Refine pupil leadership/service initiatives – national and international • Engage with and develop our role in Community of Learners • Review of assessment and reporting practices with CoL partners with a view to implementation of new model in 2018 (response to National Standards being removed as requirement). • Implement third year Allis – Mandarin Chinese • Review Te Reo needs years 1 to 10 – plan accordingly • Define and refine eportfolio use to enhance learning and reporting • Enhance device availability to pupils in the school day • Implement new maths programme approach • Plan Digital curriculum implantation for 2019 onwards • Resource ELL needs appropriately (both domestic and international) 	
<p>NAG 2 Documentation / Self Review / Reporting The Aidanfield Board will ensure a rigorous process of documentation, self-review and reporting</p>	<ul style="list-style-type: none"> • Finalise and confirm curriculum documents; Digital curriculum, Foundation Studies. • Document a staff understanding of digital citizenship in a modern world • Use curriculum review model in; English, Technology, Languages, involve inter school curriculum review in; English • Deepen Whanua relationship group with termly meetings. Estalish new leadership of group and define purpose and links to Taumutu Marae. • Complete cultural narrative for the school – use as resource. • Continue new links with Taumutu Marae, staff to spend PD day. • Consultation with African and Asian parent groups 	

	<ul style="list-style-type: none"> • BOT review of vision for implement from 2019 onwards. • Finalise Uniform review and possible changes for implementation by 2020. • Refine BOT processes for information management and meeting planning and review/audit. 	
<p>NAG 3 Educational Resources / Personnel / Good Employer 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"> • Ongoing needs analysis as pupil numbers grow – yearly review of foreseeable strategic needs. • Embed PLG groups in Student Management System, e-Learning/portfolios, mathematics teaching, biblical principles inclusion, ELLP. • Appraisal process to include more action research focus ref CoL target and enquiry. • Embed new leadership structure to support school growth and learning. • Implement new Education Council Standards for registration – refine process of appraisals linked to staff development • Begin to use the surplus income from fee paying pupils to strategically lift required resources to support learning programmes within the school. • 	
<p>NAG 4 Finance / Property 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"> • 2018 budget to allow for 1.5 teachers over entitlement • Budget to run at surplus to enhance reserves to recommended levels. • Continue to develop alternative funding sources – foreign fee paying students both short term trips and long term placements • Confirm with Proprietors 5 to 7 year property development plan for classrooms and support spaces for the schools needs. • Work to keep costs as affordable as possible for parents of the school community. 	
<p>NAG 5 Health & Safety The Aidanfield Board will</p>	<ul style="list-style-type: none"> • Maintain 100% teachers and 50% support staff first aid trained. • Ensure all health and safety procedures in line with legislation changes. • Review safety of the school for pupils in emotional, physical and spiritual areas. 	

<p>promote and maintain an environment that is safe for pupils and staff; spiritually, emotionally, physically.</p>	<ul style="list-style-type: none"> • Implement peer mediators or similar at interval and lunchtime. 	
<p>NAG 6, 7, 8 General The Aidanfield Board will meet its commitment to reporting requirements as itemised in legislation.</p>	<ul style="list-style-type: none"> • Charter updated and submitted as required • Statement of variance reviewed and submitted as required • Annual report submitted on time in partnership with auditors and financial services providers 	
<p>Other 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.</p>	<ul style="list-style-type: none"> • Full involvement in the CEN Community of Schools and all that entails; establish learning challenges, appointment of relevant staff, structure for start in 2018. • Continue discussion with BOP on Special Character issues and inclusion of guidance/direction regarding enrolment/special character criteria. 	
<p>Community of Learners The Aidanfield Board will be a proactive partner in the CEN CoL.</p>	<ul style="list-style-type: none"> • CoL targets are recorded in the next section. • 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. 	



Improvement Plan LITERACY Focus - READING**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.

Annual Goal:

All pupils in years 1 to 8 who are identified as being 'below' or 'well below' the National Standard will make accelerated progress towards being 'at' or above the National Standard by the end of the year.

Annual Target to achieve the Goal, our annual targets for 2018 are:

- All students at 80 weeks to be achieving "at or above" the expectation level
- All students in Year 9 to achieve "at or above" the expected level aiming for a lift of 2 sublevels
- 50% of students in Year 6 to shift back into the "above" expected level
- Keep tracking ELL's - All English Language Learners will show shift within the ELLPs over a 2-year period.

Baseline data

In years 1 to 8; 4% of pupils were Well Below, 18% of pupils were Below, 40% of pupils were At and 37% of pupils were Above, National Standard. In years 9 and 10; 16% of pupils were Well Below, 16% were Below, 38% were At and 28% 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: there are some concerns with the 2017 data. There are three cohorts that will need close attention in 2018.

- The 40 Week cohort has only 50% reading "at or above" the expected level. There are significant identified learning needs in this group.
- The Year 8 cohort although small has 50% "below" expectations
- The Year 10 cohort can be tricky, often coping with an attitudinal shift in this year of schooling – something for Middle School staff to be aware of and factor in to learning programmes

The trend indicates reasonably stable numbers of pupils working At or Above expectation notwithstanding annual fluctuations.

- 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 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. Other reasons include late starts to school, challenging family situations, and some children being short of their 40 weeks for data to be collected and presented on time. 18/24 children were reading at the “Blue” level, which is just below expectations.

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. 2017 Analysis of Variance contains further breakdown of the data.

Key Improvement Strategies

- 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	Establishment and embedding of Curriculum and Assessment team as middle leaders	Principal	Appointments made, team convened, progress indicators defined, 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
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 2017, all identified pupils included specifically in class descriptions/target groups.
All year	PLG to practice cycle of enquiry in Reading	PD lead teach & SCT	Individual teachers receive targeted support/advice on strategies – teaching programmes respond to pupil need
All year	Reading Recovery for identified struggling readers at 6 years old	Reading Recovery teacher	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	SCT, 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 programmes for ESOL pupils	ESOL teacher	Reading material suitably levelled for ESOL pupils, texts in first language available, ESOL pupils progressing through stages of ELLP's.
Term 1 and 2 then ongoing	Staff refresh PD in English Language Learning Progressions. PLG to practice cycle of enquiry in Reading	PD lead teacher	PLG groups run through the year. Teachers familiar with ELLP's. Use of ELLP's in classroom teaching/assessment. Evidence of enquiry model used to enhance understand.

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.
- 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 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.

Annual Goal:

All pupils in year 1 to 8 will achieve 'at' or 'above' the standard in writing and all year 9 and 10 pupils will achieve at the national curriculum level for year 9 and 10 pupils.

Annual Target: to achieve the Goal, our annual targets for 2018 are

- All students from Year 1 - 10 show shift of at least one sublevel, in all surface feature criteria of e-asTTle between start of year and end of year testing. (Relates to Target 4, 2017)
- All students currently in Year 6 and Year 9 who are 'Well Below', 'Below' or 'At' will show shift of at least one learning year equivalent as recorded in end 2018 OTJs
- All students who do not have an identified learning need (IEP, AA, ELL) will be 'At' or 'Above' for their OTJ.
- At least 50% of those children who are assessed against the SEA who were 'Below' will achieve 'At' in 2018 in Letter ID and Dictation.

Baseline data

In 2017, in year 1 to 8; 194 of the 228 Year 1 – 8 students are in the 'Achieved' or 'Above' category – 85%. 34 of the 228 Year 1 – 8 students are in the 'Below' and 'Well Below' category – 14%. Out of 175 students at Years 1-8, 149 are At or Above standard in Writing. For the remaining 25, 21 of these students have been recognised on the Accelerating Achievement register.

In year 9 and 10; 19 of the 39 Year 9 – 10 students are in the 'Achieved' or 'Above' category - 47%. 20 of the 39 Year 9 – 10 students are in the 'Below' and 'Well Below' category – 50%. For the Year 9-10 students, 12 out of 16 have also been recognised on the Accelerated Achievement register. These students have been flagged for numerous reasons. 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.

In 2016, in year 1 to 8; 180 of the 213 Year 1 – 8 students are in the 'Achieved' or 'Above' category – 84%. 35 of the 213 Year 1 – 8 students are in the 'Below' and 'Well Below' category – 16%. 23 of these 35 students have been identified as being either ESOL, international students, those on an IEP, those on the Accelerated Achievement data base, or those in special programmes to support their learning – 66%

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 and indicates that we have maintained the gains

made even with increasing numbers of pupils in the primary part of the school. 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. We acknowledge the shift from National Standards at year 8 to curriculum levels at year 9 as shifting the measurement tool for comparison.

Of the pupils in year 1 to 8 who were below the standard in 2015, nine of these students have identified learning needs. Nine more of those students who were achieving below or well below at start of year are no longer in the school. Two of the pupils in this group have benefitted from the ALL programme intervention, showing shift over this year which keeps them from falling into the Well Below category. In 2015, Years 4, 8 and 9 were those that appear from OTJ data, to be most at risk in writing and were targeted with intentional work to support them in 2016. We had good numbers of boys achieving well across the school. Our Maori pupils do not feature significantly in the below categories.

In 2014 our writing data demonstrated a positive shift. In 2014, 82% of students were 'At' or 'Above' expectation for OTJ Writing. Of the 20 students who are identified as being below or well below in Writing, 9 students are either on an IEP or have been identified as having a learning difficulty and are receiving in school remedial support. For pupils at the 'below' or 'well-below' category in 2014, 3 students (all boys) shifted at least 1 years expected progress and 1 student shifted from the 'well-below' to the 'below' category, 8 pupils were new to the school, 7 pupils were not of New Zealand decent and 3 students where of Maori decent. Areas of concern related to writing according to the data were the year 4 and 7 cohorts. Both these cohorts ad up to more than half of the 'below' or 'well-below' category in writing. In 2013 there were 144 students in years 1-8 and 29 were below the National Standard and in 2014 there were 210 students in year 1-8 and 24 were below the National Standard

In 2013 there was positive shift, however, achievement remained lower than we would have liked. Writing moderations improved teaching assessments. Changing to easTTle marking rubrics may have had some impact on results. Overall the result of 2012 were reversed in that in 2012 there was a drop in the student's achievement in writing with less students achieving above, more achieving at and below. In 2013 there were **more** achieving at a higher level.

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.

Writing moderations have improved teaching assessments.

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	Establishment and embedding of Curriculum and Assessment team as middle leaders	Principal	Appointments made, team convened, progress indicators defined, 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 2018.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2017, 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.
Term 2	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 to enhance 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.
Term 2	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 SCT	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.
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 <ul style="list-style-type: none"> • 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 • ALL report records and reviews progress • AA team review of struggling pupils. 			
Resourcing <ul style="list-style-type: none"> • 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. 			

Improvement Plan Numeracy and Mathematics

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.

Annual Goal:

All pupils in years 1 to 8 who are identified as being 'below' or 'well below' the National Standard will make accelerated progress towards being 'at' the National Standard by the end of the year.

Annual Target to achieve the Goal, our annual targets for 2018 are:

- Target the Year 8 & 9 (2018) cohort.
- Increase the number of students achieving ABOVE from AT in Year 6 (2018).

Baseline data

Our maths programmes are making progress and we are seeing continued and sustained improvement.

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:

- 40 Week 74% of this year level are working at or above. 26% percent are achieving below
- 80 Week 97.1% of this year level are working at or above. 2.9% percent are achieving below or well below
- 120 Week 96.8% of this year level are working at or above. 3.2% percent are achieving below or well below
- Year 4 94.4% of this year level are working at or above. 5.6% percent are achieving below or well below.
- Year 5 89.3% of this year level are working at or above average. 10.7%are performing below or well below the standard.
- Year 6 65.6% of this year level are working at or above average. 34.4%are performing below or well below the standard.
- Year 7 65%of students are achieving at or above the expected level. 35%are performing below the expected level.
- Year 8 50%of this year level are working at or above average. 50%are performing below or well below the standard.
- Year 9 71.4% of this year level are working at or above average. 28.6%are performing below or well below the standard
- Year 10 61.1% of this year level are working at or above average. 38.9% are performing below or well below the standard

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. A review of the data also shows, according to teacher OTJ's:

Year 4 : 88% of this year level are working at or above

Year 5: 92% of this year level are working at or above

Year 6: 91% of this year level are working at or above average

Year 7: 85% of students are achieving at or above the expected level

Year 8: 87% of this year level are working at or above average

Year 9 : 88% of this year level are working at or above according to teacher OTJ's.

Year 10: 92% of this year level are working at or above average according to teacher OTJ's.

In 2015, 89% of our year 1 to 8 pupils were "At or Above" expectations for OTJ Maths. 4 children are recorded as being below or well below at 40 or 80 weeks. Across the school, those who have been identified as 'Below or Well Below', 10 are either on an IEP or are supported intentionally as this is a known area of difficulty for them. The 2015 data suggested there needed to be continued focus to accelerate progress in the Year 7 - 9 cohort and our Maori pupils needed some particular focus as well.

In 2014, 90% of all students were "At or Above" expectations for OTJ Maths. (82% of students were 'At or Above' expectations for AsTTle Mathematics). No children were recorded as being below or well below at 40 or 80 weeks.

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.

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
- 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
- Maintain well balanced programmes of mathematics and numeracy

- 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 will be a new approach to teaching mathematics from mid 2018 onwards. This is in response to a desire to stay current 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. 2017 Analysis of Variance contains further breakdown of the data.

When	What	Who	Indicators of progress
Term 1	Establishment and embedding of Curriculum and Assessment team as middle leaders	Principal	Appointments made, team convened, progress indicators defined, 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 2017.
Term 1	AA listed pupils reviewed and in target groups	Class teachers C&A team	Identification list complete, reviewed against end of year achievement 2017, 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 complete.
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 progress. Include Maori/Pacifica and ethnic groups.	Class teachers	Class descriptions clearly identify target groups, proposed planning to lift achievement included in class descriptions, regular effective evaluation of interventions. Termly evaluations track target group achievement levels and learning programmes reflect outcomes of evaluations.
Term 1 and 2	Staff PD/review on clear learning intentions, success criteria and effective feedback to enhance learning in mathematics.	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	SCT / classroom teachers	Appropriate tools identified, staff supported in understanding tools, modelling of tools in classrooms, increasing independence of pupils to use tools.
May	Full maths curriculum revision	Principal	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
- 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 2 All pupils are:

3. learning to apply Biblical wisdom to make informed and considered choices in life.
4. developing the ability to know what is appropriate and reliable when searching out and connecting information, on which to base decision.

Annual Goal:

All pupils will build a base of biblical knowledge so that biblical wisdom may be applied to life choices. Growing in wisdom and stature to be able to stand and be confident.

Annual Target:

All pupils will reflect on choices and application and record/reflect in some way on their decision making process e.g. a pupil reflects on the choice of movies or music they watch/listen to with a reason for their choice.

Key Improvement Strategies

- home learning programmes with clear links to the learning tree
- develop strategies to record reflections
- implementation of the Foundation Studies scheme with deliberate attempts to link knowledge to wisdom.
- Link behaviour programme and response to events with the knowledge to wisdom link.
- Develop support literature/programmes to support parents in making the link between biblical knowledge and wise choices
- Community link through school newsletter to parenting support links around the South West of town.

Strategic Goal 3 All pupils are able to;

- Articulate awareness of the basis of their creation and the implications of this.
- Demonstrate an appreciation of their strengths and weaknesses
- In light of the above, create and seize opportunities to use what God has entrusted to them, practice their gifts and serve others.

Annual Goal:

All pupils will understand that being made in the image of God means they have gifts/strengths (interests and passions) and weaknesses and these lead to opportunities.

Annual Target:

All pupils will be able to express an age appropriate understanding of what it means to be made in God's image

All pupils will be able to explain God's intended purpose and plan for followers of Christ.

All pupils will record their gifts/strengths and weakness with opportunities.

Key Improvement Strategies

- Review teaching programmes for how these goals are already being worked towards.
- Adjust programmes as needed to capture the heart of the annual targets.
- Revisit with staff the journey of getting to the model of key competencies and the learning tree.
- Revisit key competency journaling and adapt as needed
- Develop a system to record longitudinal learning journey with student reflections, examples etc – eportfolio may help
- Embed the learning tree with a focus on character and purpose

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 ^[1] Baseline	2018 ^[2]	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)

<p>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.</p>	<p>51% (193/378)</p>	<p>53% (201/378)</p>	<p>55% (208/378)</p>	<p>57% (215/378)</p>	<p>59% (223/378)</p>	<p>62% (234/378)</p>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

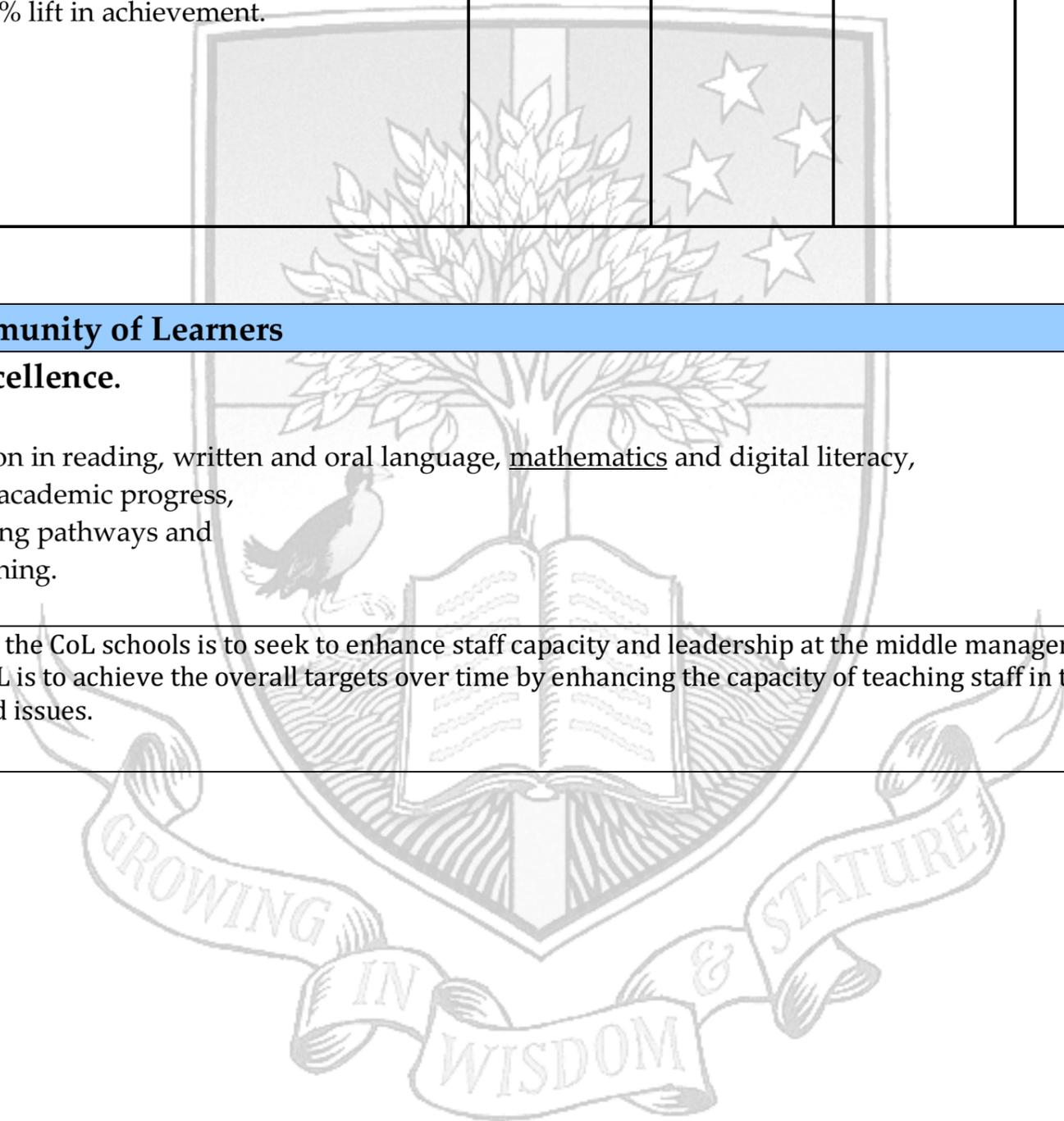
Improvement Plan Community of Learners

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

Annual Goal	<p>Leadership: To develop and implement a professional development programme for Senior, Middle and aspiring leaders which will increase their professional capacity to lead others.</p> <p>Spiral of Inquiry: To upskill staff in their understanding and use of 'Spiral of Inquiry' so that it is used naturally and authentically in teaching and learning</p>		
When	What	Who	Indicators of Progress
	<ul style="list-style-type: none"> • Dr Michael Lindsey – 2 day Conference with the second day focussed on leadership. 12th and 13th March 	CENCOL staff	All staff attend conference Leadership attend leadership masterclass
Term 1	<ul style="list-style-type: none"> • 1 day workshop for all CENCOL within school teacher focussed on change management, communication 	CENCOL staff	Workshop held with relevant staff
Term 1	<ul style="list-style-type: none"> • Invite leadership group to attend NZACS Leadership Conference 	CENCOL staff	Leadership attend conference and debrief post conference
Term 2	<ul style="list-style-type: none"> • ACS leadership and Within School Teachers plan professional development programme with the CENCOL Across-School teacher. 	Principal DP	Professional development plan prepared Professional development implementation
Term 2, 3, 4	<ul style="list-style-type: none"> • 1 day workshop for CENCOL Within School teachers and Middle Leaders – leadership focus each term 	Lead Principal	Workshops held with relevant staff
All year	<ul style="list-style-type: none"> • Provide relevant readings for Senior/Middle Leaders. 	SLT	Readings provided to leadership groups Discussion held on reading implications
All year	<ul style="list-style-type: none"> • Senior Leaders mentor/coach small groups of Middle leaders 	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 2017 achievement data

The National Standards require an 'Overall Teacher Judgement' (OTJ) for each child and these reference the Government set of levels that pupils 'should', on a linear path of learning progress, be achieving as they head toward NCEA Level 2 in year 12.

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

2017 school data tables

Aidanfield Christian School National Standards Achievement data is available in the schools Variance Report for 2017.

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.

