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| **School Name**: | St John’s School | **School Number**: | 3824 |
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| **Strategic Aim**: | That all students are able to access the New Zealand curriculum as seen through progress and achievement in relation to the National Standards. | | |
| **Annual Aim**: | In 2017 we want to broaden and deepen our school and community’s approach, understanding and value of literacy. | | |
| **Target**: | To accelerate the progress of 7 boys (including 1 Maori and 1 ESOL) from being below, to at or above, in the National Standards in the curriculum areas of reading and writing.  To do this we will:  -use school library more when it is set-up  -purchase high-interest, low-levelled resources for boys, including appropriately levelled non-fiction resources.  -get back into science and science experiments that may motivate and lead into writing.  -organise deliberate and planned experiences.  -start DEAR – drop everything and read time. Term 1 = 15 minutes of silent reading, Term 2 = Shared reading,  Term 3 = Buddy reading Term 4 = Picture books.  -hold a parent literacy evening in Term 1.  - involve parent help with reading in class programmes  -involvement in national iniative through Children’s NZ book awards – “Hell Pizza Reading Challenge”.  -focus on “boy friendly” school wide topics for the year.  -older 5 children to goal-set – what do we need to do to improve in literacy? Opportunity for them to take ownership. | | |
| **Baseline Data**: | 1 boy Year 8 reading at 11 – 11 ½ years. Should be 12 – 13 yrs. (2017 13 – 14 yrs)  1 boy Year 7 (ESOL – Filipino) reading at 10 ½ - 11 years. Should be 11 – 12 yrs. (2017 12 – 13 yrs)  1 boy Year 6 reading at 9 ½ - 10 years. Should be 9 ½ - 11 yrs. (2017 11 – 12 yrs)  1 boy Year 6 reading at 8 ½ - 9 years. Should be 9 ½ - 11 yrs. (2017 11 – 12 yrs)  1 boy Year 6 reading at 8 – 8 ½ years. Should be 9 ½ - 11 yrs. (2017 11 – 12 Yrs)  2 boys Year 2 reading at Yellow 2. Should be at Green (end of 2016). (2017 – Turquoise) | | |

**How will we know this?**

-PROBE/PM Benchmark testing mid-year and end of year, 2017.

-e-asTTle mid-year and end of year.

-classroom writing

-teacher observation

-attitudinal goals – at the end of the year, 5 older boys to revisit goals set at the start of the year.

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| Record the specific actions you have taken throughout the year to achieve, or make progress towards achieving, the target set out in your charter. These actions may include changes to practice, implementation of different strategies, use of new resources/personnel etc. | Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate (eg, of students or cohorts of students that are now achieving at expected levels). You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken (were there changes in attitude, motivation or engagement. | Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set in your charter and the outcomes you have achieved.   You might like to consider the following questions:    - Why did you get (or not get) the outcomes you thought you would?    - Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case?   - Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case? | You might like to consider the following questions:   - Based on the outcomes and the reasons for these, what will you do the same/ differently next year?  - What impact is there on current and ongoing teaching practice as a result of the actions taken and the results?  - Have you identified any ongoing teacher or student needs?  - What funding/resourcing may be necessary to support identified actions and needs? |
| **Planning for next year**: | | | |
| Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year’s charter to address the variance. | | | |