



School Charter for Albany Junior High School 2015-2018

Principals' endorsement: Stephen Kendall-Jones
Board of Trustees' endorsement: Jeff Stangl (Board Chair)
Submission Date to Ministry of Education: 1 March 2015

Albany Junior High School

Type of School

Albany Junior High School is a co-educational state school which caters for students in Years 7 to 10.

General Description of the School

Albany Junior High School is situated on an elevated site approximately 5 kilometres south of the Albany town centre on the corner of Albany Highway and Appleby Road.

The 8.3 hectare site includes playing fields and netball / tennis courts. There are 4 Whanau blocks which include specialist science labs and technology facilities, an Administration / Student Services block, a Gymnasium, Music block and a separate Performing Arts Centre. The Wison School has a satellite unit of two classes at the school.

Albany Junior High School Community

The Albany Junior High School zone includes both rural and urban areas. It extends from Sunset Road in the South to include Albany township in the North, Northern Motorway in the East and Greenhithe in the West. The zone continues northwards to include Paremoremo, Ridge View and Coatesville school zones.

The school community is predominantly European, and includes Maori and Pacific Island students. There is an increasing diversity of cultures and ethnicities in the local community representing Asia, South America, South Africa and Europe and these are reflected in the school roll. This creates a necessity to be culturally responsive and inclusive.

This Charter should be read in conjunction with Albany Junior High School Strategic Plan.

Albany Junior High School

Introductory Section - Strategic Intentions 2015 – 2018

School purpose	<p>The core purpose of our school is to give all our learners the confidence and capacity to flourish in the world they are going to live in, helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity.</p> <p>The educative purpose of Albany Junior High School is to:</p> <ul style="list-style-type: none">• Supplement the upbringing provided by families, whanau and communities with a more systematic preparation for the future.• Activate high quality learning. Achievement at AJHS includes traditional 'success criteria' such as academic results but also includes broadening learners' horizons in order to prepare them to face the tests of life.• Ensure that the cognitive (learning and thinking) and conative (personal and emotional) needs of each and every learner are met and expanded upon.
Mission Statement (Targeting Manaakitanga – Leading with moral purpose)	<ul style="list-style-type: none">• By addressing the needs of the emerging adolescent, we create and maintain an environment that empowers each and every learner to excel by activating and building powerful attitudes, skills and knowledge.• We empower each learner to reach their full potential, whatever their starting level, creating deeply curious young adults who are resourceful and reflective, are resilient, and understand the need for reciprocity with others.• They will set goals to make above average academic progress towards nationally set standards, measured by effect size analysis with 0.4 as the benchmark target.• We recognise that the context in which our learners will excel is that of a fast moving, changeable world.
Short Mission Statement	Empowering Each Learner To Excel In a Fast Moving World.
School Motto	Empower to Excel

Vision Principles

There are four foundational principles that support the vision:

1. Community:

“If you recall the happiest moments in your life, they are all from when you were doing something for somebody else.” D. Tutu.

- The AJHS community values Participation, Respect, Integrity, Diligence, and Empathy (PRIDE) in their dealings with each other.
- These values will lead to productive collaboration and synergistic outcomes that exceed the outcomes that one person would be capable of.
- At AJHS, learners feel a sense of higher purpose, through interdependence, than that of selfish pursuits.

2. Learnable Intelligence:

“Never discourage anyone who continually makes progress, no matter how slow.” Aristotle

- AJHS believes that our future focused education is valuable for all young people and involves helping them to discover the things that they would really love to be great at, and strengthening their will and skill to pursue them.
- AJHS infuses the Learning Mindframes into our teaching. This demands that teachers engage in ‘Split Screen’ thinking, with one side of the ‘screen’ being the best-practice teaching of content and the other side of the screen being the building of learner mindframes.
- Intelligence is not fixed and we display a growth mindset at all times. Confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.
- AJHS learners know that they do not know things, revel in learning what they do not know, know what to do when they do not know what to do, build the skills to learn through applying AJHS learner mindsets and stretch their minds to excel in core learning areas and areas of passion.
- This approach is founded on the NZ Curriculum and Key Competencies, alongside ideas from ‘Expansive Education’ (Lucas, B., Claxton, G., and Spencer, E. (2014)).

3. Understanding:

“It is better to have a mind opened by wonder than a mind closed by belief.” Gerry Spence

- AJHS learners will know that understanding comes from deep curiosity, through being open to making errors, and whole hearted involvement in asking questions, investigating and coming to a rigorous understanding.
- They also know that understanding is open to change should new information come to light. A closed mind does not lead to full understanding.

4. Mastery:

“A lesson will repeat itself until you learn it.” Anonymous

- Through being proactive, setting goals to which they are committed, and working hard whilst striving for mastery, AJHS learners will realise their potential, be fulfilled and confident, and will excel in whatever they apply themselves to.

<p>Learner Profile (Targeting Pono – Self Belief)</p>	<p>AJHS has a school wide language of learning relating to the wider goals for an AJHS 'graduate'. The language concerns four domains of learning that we want our graduates to leave our school with, which we call our learner profile.</p> <ul style="list-style-type: none"> • Resilience: The emotional aspects of learning; emotional engagement. Being able to lock onto learning, knowing how to work through difficulties when under pressure. • Resourcefulness: The cognitive aspects of learning; having a wide cognitive range of approaches. Using tools, strategies, skills and knowledge to understand and act. • Reflectiveness: Taking strategic responsibility for learning. Managing the 'learning pit'. Thinking about thinking so that you know what to do when you don't know what to do. • Reciprocity: The social and interpersonal aspects of learning; being interpersonally involved. Constructing learning by building on the ideas of others, building on prior knowledge, and sharing one's own ideas.
<p>Making Learning Visible (Targeting Ako – Being a Learner)</p>	<p>Albany Junior High School prides itself in being a Visible Learning School. Learning progressions are displayed in 'learner friendly' language to help our learners know: Where am I?; Where am I going?; How do I get there?, and; What do I do when I do not know what to do?</p> <p>By making learning and progress visible we empower both our learners and their parents.</p>
<p>Meeting the needs of emerging adolescents (Targeting Awhinatanga – Guiding and Supporting)</p>	<p><i>“Changes which occur during emerging adolescence have the potential for long lasting effects of self concept, academic achievement, social adjustment and the kind of person that the emerging adolescent finally becomes”</i></p> <p style="text-align: right;">Jones 1981, Hargraves 1986, cited in Stewart and Nolan 1999.</p> <p>Albany Junior High School aims to be a recognised model for best practice in middle years education in New Zealand and internationally. It has been designed both in term of physical structure, organization and philosophy to meet the needs of emerging adolescents: students between the ages of 11 – 14.</p>

	<p>Albany Junior High School has reviewed the needs of emerging adolescents as described by Gayle Dorman (1984), New Zealand Association of Intermediate and Middle Schools (NZAIMS), and other contemporary research sources. Subsequently, AJHS has defined the needs of emerging adolescents as 6Cs and our practices, processes, policies and procedures will consider these needs:</p> <ul style="list-style-type: none"> • Contribution - Meaningful involvement in their schools and communities • Connection – Collaboration, recognition of diversity, and positive social interaction with peers and adults. Establishing close partnerships between staff, students, and parents. • Control – Choice, self-exploration and self-definition. A focus on involving students in the management of the school through leadership, participation in decision making and service based on the Whanau system. • Confidence - Positive in their own identity, motivated and reliable, resilient. A culture of mutual respect and the understanding of the correlation between rights and responsibilities. • Competence – Achievement. A sound pedagogical base to curriculum delivery designed to meet the needs of the emerging adolescent. • Consistency - Structure and clear limits
<p>Māori dimensions and Cultural Diversity</p>	<p>Ako:</p> <p>Albany Junior High School will honour its obligations under the Treaty of Waitangi for Maori Students and will monitor and set annual targets for individual Maori student achievement. It will develop strategies to improve individual Maori student achievement through all aspects of the school. Faculties will report on their strategies to the Board of trustees and how they meet their targets.</p> <p>Where students request to be taught totally immersed in Te Reo, Albany Junior High School will pursue all reasonable pathways to enable this to happen. Due to possible resource constraints, this may mean offering studies undertaken by the Correspondence School.</p> <p>Manaakitanga:</p> <p>The Principal will report Maori achievement separately to the Board particularly in Literacy and Numeracy against national standards and goals. In school, standards will be developed for Years 9 and 10. Resources will be provided to ensure that AJHS continues to monitor and work to improve Maori student achievement and report this to the community. The Principal will model Manaakitanga in everyday actions and interactions.</p>

	<p>Pono:</p> <p>Albany Junior High School will develop a school wide culture of honouring and celebrating all cultural backgrounds, and in particular those of Maori and Pasifika, and work to raise the profile of cultures throughout the daily lives of all students.</p> <p>Albany Junior High School will provide instruction to all students in Te Reo and Tikanga, with a focus on providing opportunities for all students to participate in Maori Culture.</p> <p>Awhinatanga:</p> <p>Albany Junior High School will regularly consult with the local Maori and Maori within the school community to determine future directions for students in all aspects of school life.</p>
Review of Charter and Consultation	<p>This Charter began with a proposal that was developed by the full AJHS teaching staff in four dedicated staff events, beginning with identifying the purpose of education, the values held by the school and its community, and pedagogical influences. These proposals were considered by the Board and changes were made to the previous charter after taking the teacher views into account.</p> <p>The updated charter, mission statement, and vision was presented to the parent community over two evening events and in two extra principal-led presentations over the latter part of 2014. Comments and input were invited at these events and through newsletter issues. It was also discussed at a Student Council meeting to incorporate student voice. Several parent comments were collected and presented to the Board with this final version being the resultant document.</p>

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2015 - 2018
<p>NAG 1 Curriculum, Assessment, Maori Achievement</p> <p>Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in <i>The New Zealand Curriculum 2007</i> or <i>Te Marautanga o Aotearoa</i>.</p> <p>Each board, through the principal and staff, is required to:</p> <p>a. Develop and implement teaching and learning programmes:</p> <ol style="list-style-type: none"> to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum; giving priority to student achievement in literacy and numeracy, especially in years 1-8; giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6. 	<p>AJHS will:</p> <p>(1) continue to deliver the National Curriculum with flair and Innovation while meeting the National education Guidelines</p> <p>(2) be acknowledged as a school that specialises in meeting individual student needs</p> <p>(3) be recognised as adding significant value to student achievement</p>	<p>To embed the Charter, vision, and mission statement following its review this year. <i>This year we have reviewed the document, which was 10 years old. These needs were valid in 2004 but for an emerging adolescent in the 21st century they are no longer representative of the students in that age group</i></p> <p>To introduce and implement our Learning Mind frames and strategic direction after reviewing and ascertaining the 6C needs of the emerging adolescent (2015-2016)</p> <p>To focus on Improving student achievement as compared to student's initial baseline data focusing particularly on Mathematics and English with a focus to identified target groups of which we are not progressing as well as other groups (2015-2018).</p> <p>To utilise effect size analysis to measure progress in standardised assessments (e-asTTle and PATs) with 0.4 as the hinge point and 0.6 as a stretch target.</p> <p>To review our school wide literacy programme for 2015</p> <p>To use E-AsTTle for Year 7 to 10 inclusive for Literacy and Mathematics assessment, ensuring that the learners themselves are assessment capable and able to answer Hattie's three questions of: "Where am I?", "Where am I going?", and "How do I get there".</p> <p>To develop comprehensive profiles of students after enrolling and in the first weeks of term 1 in order to set realistic goals for improving student learning</p> <p>To continue developing and keeping up to date with the latest advances on⁸</p>

<p>b. through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:</p> <ul style="list-style-type: none"> i. student achievement in literacy and numeracy, especially in years 1-8; and then to ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in <i>The New Zealand Curriculum</i> or <i>Te Marautanga o Aotearoa</i> <p>c. on the basis of good quality assessment information, identify students and groups of students:</p> <ul style="list-style-type: none"> i. who are not achieving; ii. who are at risk of not achieving; iii. who have special needs (including gifted and talented students); and iv. aspects of the curriculum which require particular attention; 	<p>(4) To have all students engaged in learning and make progress at appropriate levels</p> <p>(5) Expect that the pedagogy of Learning and teaching will be excellent at all times and informed by educational best practice.</p> <p>(6) Encourage and create opportunities for consultation with the families of Maori students</p>	<p>our SMS for gathering and processing data on student achievement</p> <p>To have a range of relevant strategies in each subject area to assess students' levels and progress, coupled with increasing differentiation of instruction, particularly in mathematics.</p> <p>To report on different levels of individual progress and achievement within a class and cohort, using effect size analysis (as above)</p> <p>To grow the position of Head of Data and Analysis to encompass all aspects of data collection, analysis and interpretation development to assist the SLT, Board, HOLA's and Whanau Leaders (2015-2018)</p> <p>To provide our Year 9 and 10 students with the opportunity to experience an NCEA style of questioning and reporting through our AJHS Certificate of Academic Achievement and to reintroduce NCEA achievement standards for Year 10 in alignment with Albany Senior High School.</p> <p>Introduce and embed Visible Learning practices into teaching and learning practice, supplemented by PLD in the Challenging Learning model.</p> <p>To implement walkthroughs by SLT and teacher to teacher in order to foster formative assessment of teachers and to embed a coaching culture in the school.</p> <p>To provide opportunities to share best practice at staff meetings, curriculum team meetings and opportunities to see other teacher's teaching.</p> <p>1-1 mentoring of Maori and Pasifika {2015-2018}</p> <p>Maori and Pacific Island students' achievement constantly and closely monitored and appropriate interventions taken.</p> <p>Continue with consulting our Maori and Pasifika communities to work together to improve learning outcomes for these students.</p>
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<p>d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;</p> <p>e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and</p> <p>f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p>	<p>7) Provide a modern, well resourced and comprehensive ICT infrastructure led by well trained staff</p> <p>(8) Provide a Business Academy that is endorsed by our local community</p> <p>(9) Take a lead role in the development of the Albany 'sorted schools' financial literacy cluster</p> <p>(10) Will provide a comprehensive careers programme to all students</p>	<p>Have a learning environment where ICT is part of the every day learning experience and becomes a tool to enhance teaching and learning and curriculum delivery in the classroom</p> <p>To inform and expect students to be responsible digital citizens</p> <p>Provide PLD through the new position of 'Head of Digital Learning' to all staff.</p> <p>To continue the implementation and development of the AJHS Next Business Academy in order to develop entrepreneurship in our senior students.</p> <p>To develop financial literacy knowledge throughout our school community including students, teachers and parents.</p> <p>To increase the careers team and to complete the documentation for the Years 7 to 10 programme.</p> <p>Continue with involving the community in our career focus rotation days.</p>
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	<p>(11) Remain the choice of school for the majority of students in our community</p>	<p>To provide statistical data that shows the amount that we capture from feeder schools in year 6, loss of students in year 8 and schools of choice in year 11. To use this data to devise a strategy for increasing student numbers at AJHS.</p> <p>To develop a marketing plan that is operational by the start of term 2 week 2.</p>
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NAG 2-Strategic Plan, Self Review, Reporting		
<p>Each board of trustees, with the principal and teaching staff, is required to:</p> <ul style="list-style-type: none"> a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Ngā Whanaketanga Rumaki Māori and/or National Standards*, aromatawai and/or assessment, and staff professional development; b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and c. report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above. 	<p>AJHS will:</p> <p>(1) get Faculties to develop strategic plans in line with the school wide strategic plans and post on the intranet</p> <p>(2) be recognised as providing students with the knowledge, skills and attitudes to achieve their goals.</p>	<p>To review policies within a structured timeframe</p> <p>To continue with the yearly programme of self review for all learning areas with the Quality Assurance document, SWOT analysis and reporting to the board</p> <p>To develop opportunities for HOLA's, Assistant HOLA's and TIC to have professional conversations and sharing of best practice in interpreting data from their department strategic goals and how this data can then inform them to provide the learning opportunities that are required.</p> <p>Implement lessons and units to foster the 6 Learner Mind frames described in the introductory section.</p> <p>Whanau teachers to be responsible for monitoring and providing support to achieve these goals</p> <p>Review our reporting in terms of feedback to parents in the written form by surveying all parents.</p> <p>Continue with 3 –way conferencing for reporting and develop a pro-forma to be used across all 4 year levels.</p>

<p>NAG-2A-National Standards</p> <p>Where a school has students enrolled in years 1–8, the board of trustees, with the principal and teaching staff, is required to, in alignment with requirements set in NAG 1, National Standards to:</p> <ol style="list-style-type: none"> report to students and their parents on the student’s progress and achievement in relation to National Standards at least twice a year; report to the Secretary for Education by 1 March school-level data on National Standards under four headings: <ol style="list-style-type: none"> school strengths and identified areas for improvement; the basis for identifying areas for improvement; planned actions for lifting achievement; and how students are progressing in relation to National Standards. report to the Secretary for Education by 1 March on the numbers and proportions of students achieving at, above, below or well below National Standards, including by Māori, Pasifika, European/Pākehā, Asian, gender, and by year level. report the NAG 2A (b) and NAG 2A (c) Ngā Whanaketanga Rumaki Māori and/or National Standards information in the format prescribed by the Secretary for Education from time to time. 	<p>(3) Place the greatest importance on literacy and numeracy; the key skills required for student achievement</p>	<p>To embed expectations resulting from professional development with year 7 and 8 staff on moderating and using OTJ’s with confidence.</p> <p>To use the mandated reporting templates for national standards in 2014</p> <p>To report National Standards data in the required time frame to the Ministry</p> <p>To provide learning opportunities for staff to have robust conversations around the interpretation of data and subsequently being able to identify the areas that need improving</p>
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NAG 3- Personnel and Employment

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

AJHS will:

(1) Continue to develop the aims and philosophy of the school.

(2) Appoint, induct and develop skilled staff in key curriculum areas particularly in Numeracy and Literacy but also school wide as outlined in the school staffing structure

(3) Promote a positive and collegial environment in which to work

(4) Develop a strong Professional development program that is aligned with our school wide objectives

Induction programmes that ensure all staff have an understanding of the AJHS mission, values and vision

There will be an exit interview for all leaving staff and the quantitative and qualitative data to be analysed and used to improve working conditions for staff

Within school professional learning and development programmes are designed to meet the staff and the schools needs, with at least evaluation each term to gauge the effectiveness and on-going needs of the staff.

Continue with relational trust survey in 2015-18

Leadership capacity will be increased through more widespread opportunities.

Establish full school PD and targets. All curriculum areas involved with support from SLT on the construction of targets using SMART Goals.

All learning areas to produce an analysis of variance at the end of the year to form the basis of annual goals for the following year . The learning area goals must have direct relevance to the school's strategic goals.

	(5) Ensure quality teaching based on best practice through planned professional learning and development and appraisal	<p>Utilise the Marzano appraisal system for objective measurement of effective teacher practice, supported by the teaching as inquiry action research model on identified needs.</p> <p>Appraisal training to be provided for those appraising with emphasis on deep objectives for the appraisee.</p> <p>New appraisal system in place at the start of 2015.</p>
NAG 4- Finance and Property <p>According to legislation on financial and property matters, each board of trustees is also required in particular to:</p> <ol style="list-style-type: none"> allocate funds to reflect the school's priorities as stated in the charter; monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students. 	AJHS will: (1) Continue to develop plans to; construct buildings and facilities and to develop the physical environment to meet the educational and co curricular needs of all the students.	<p>To provide professional development for BOT as required</p> <p>To provide a sound financial base for school activities and improvement</p> <p>To maintain accurate and useful financial records and budget processes</p> <p>To ensure departments have complete asset registers</p> <p>Create a 10 year property plan - 2015</p> <p>Develop a comprehensive 3 year maintenance program for the school in conjunction with the 10 Year property plan</p> <p>Continue to develop a strong environmentally friendly ethos throughout the school and strong awareness of environmental issue.</p> <p>Continue to develop and maintain an aesthetically pleasing environment for students and staff whereby there are recreational areas for students and areas that provide shade.</p>

<p>NAG 5-Safe Environment</p> <p>Each board of trustees is also required to:</p> <ul style="list-style-type: none"> a. provide a safe physical and emotional environment for students; b. promote healthy food and nutrition for all students; and c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. 	<p>AJHS will:</p> <p>(1) Be acknowledged as a respectful and disciplined school that provides students with leadership opportunities.</p> <p>(2) Have a vigorous and active co-curricular programme involving the majority of students.</p>	<p>Implement the 2015 Health and Safety Plan</p> <p>To continue to operate systems which support the physical and emotional safety of students and staff, including EAS and in house counselling services.</p> <p>To have sports teams and cultural groups compete successfully with the best from other schools</p> <p>To ensure that AJHS complies with the relevant Occupational health and safety Guidelines</p>
<p>NAG 6-Legislative requirements</p> <p>Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.</p>		<p>To keep up to date with existing legislative requirements within the given time frame.</p> <p>Implement new compliance requirements in the given time frame</p>

Annual School Improvement Plan

Improvement Plan - Domain: Student Engagement	
Strategic Goals: AJHS will remain the choice of school for the majority of students in our community	
Annual Goal: To increase the student numbers at the start of year 7 and 9 at AJHS. (Does not include FFP) To develop a marketing plan that is operational by the start of term 2 week 2.	Annual Target: To increase numbers at Year 7 by 10% To Increase numbers entering Year 9 by 20% To clarify the benefits of the 'Albany Learning Pathway' (ALPs) from primary to AJHS to ASHS
Baseline data	
2015	Roll Numbers
Total	1123
Year 7	330
Year 8	321
Year 9	225
Year 10	247

Key Improvement Strategies:			
When:	What: (examples	Who	Indicators of Progress
Feb2015	Develop a marketing plan with our feeder schools and ASHS to show a clear pathway for students in the Albany area.	BOT, SLT, STAFF of Primary schools in area, AJHS and ASHS	<p>Clear plan with strategic direction</p> <p>Minutes taken at each meeting</p> <p>Benchmarks put in place</p> <p>Have principal & students from ASHS at Option night and primary roadshow</p>
Term 2	Go into the Year 6 feeder school classes to promote AJHS.	<p>Whanau leaders</p> <p>SLT Sports</p> <p>Continue offering opportunities for year 6 students to experience life at AJHS through</p> <p>Science, cultural, sport and technology challenges</p>	<p>Written and oral feedback from year 6 students as to how these programmes that they are seeing are 'selling' our school to them at the same time ascertaining what their expectations are in terms of what is offered in Year 7 and 8 and for the Years 9 to 10.</p> <p>Engage parents in this dialogue through a parents forum especially held for feeder school parents</p>

	Staff, students and Parents to have opportunities to visit ASHS whilst in operation.	Staff, students and parents in small groups Year 8 as a special trip to stop movement to other colleges	Feedback at the time Survey our parents
Term 1 to 4	Divide staff into groups to work on certain aspects of engaging these students and reporting back to the staff at regular intervals	All staff at AJHS	Positive feedback through dialogue with parents and students
Terms 1 to 4	Review of our programmes at AJHS so that we continue to meet the needs of the 21 st learner	All Staff	Roll numbers in 2015 and 2016
Monitoring: Constant monitoring within our own school and as a collective Body with the other Albany Schools Survey after meetings where the main focus is consulting our parents for their future intent of schooling			
Resourcing \$ 2,000.00 in Strategic plan in budget .			

NATIONAL STANDARDS REPORTING – NAG 2A(b)

NAG2A (b)

Schools are required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement
- iv. How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

NAG2A (b)(i) Areas of strength

Reading: Year 7 and 8

Student Group	2014 Target % (At or Above)	2014 Actual % (At or Above)
Year 7	75	85.1
Year 8	80	83.9
Year 7 Maori	70	73.8
Year 8 Maori	75	85.7
Year 7 Boys	75	79.2
Year 8 Boys	75	80.2

All targets set for 2014 were exceeded with excellent results gained for both Year 8 Boys and Year 8 Maori students. These results are also an improvement on the 2013 results. Maori student results continue to improve up from 63.9% in 2013 (this was not split into Year 7 and 8 in 2013).

NAG2A (b)(i) Areas for improvement

Achievement in the following demographic sections

- Asian students
- Maori students
- Boys

NAG2A (b)(ii) Basis for identifying areas for improvement

Boys continue to lag behind girls with fewer boys at both year levels in the Above Standard category, although well represented in the At Standard category. There are also significantly higher percentages of boys in the Below Standard category; 20.3% for boys compared to 10.5% for girls. Asian students, a number of whom are ESOL continue to struggle to reach the National Standard. Maori students, although performing better than the national average for Maori, have a higher percentage of students in the Below and Well Below categories than European students.

NAG2A (b)(iii) Planned actions for lifting achievement

All target groups: Use new data collection and analysis tools to identify and track students more closely, with a focus on effect size analysis to show progress or lack against set and agreed targets. Identifying these students early in the year allows for targeted interventions.

Boys: Continue to use gender specific resources and explore PD for gender specific best practice.

Asian Students: Liase more closely with ESOL department to merge the work done in ESOL/Homeroom together. Encourage more interaction with other students when reading in class. Encourage parental/homestay engagement in class work.

Maori Students: One on one discussions to elicit interests and to build relationships with students. Encourage self belief. Use of whakatoki and other Maori texts in reading.

NAG2A (b) (iv) Progress Statement

Targets for 2015 based on standardised testing:

READING

Year 7 - 85% AT or ABOVE

Year 8 - 85% AT or ABOVE

Year 7 Maori - 75% AT or ABOVE
Year 8 Maori - 75% AT or ABOVE

Year 7 boys - 80% AT or ABOVE
Year 8 boys - 80% AT or ABOVE

Additional information:

The Challenging Learning / Visible Learning professional development being undertaken this year by staff, combined with a focus on empowering students to become assessment capable learners will provide both a framework to identify students at risk of not achieving National Standards and give teachers a toolbox of strategies to empower their students to excel. Senior Leaders will lead this professional development and all staff will be involved in creating strategies and tools as well as reflecting on their usefulness in the classroom.

Continuous data analysis, through the introduction of a new position of Head of Data and Assessment, will inform teacher practice and leadership monitoring of all students but with focused effort on target groups. This will be supported through the introduction of classroom walkthroughs, student and parent perception surveys, and other data collection tools.

NAG2A (b)(i) Areas of strength**Writing: Year 7 and 8**

Student Group	2014 Target % (At or Above)	2014 Actual % (At or Above)
Year 7	75	78.1
Year 8	76	74.5
Year 7 Maori	70	73.8
Year 8 Maori	80	80.8
Year 7 Boys	75	68.9
Year 8 Boys	75	67.8

Half of the targets set were met or exceeded. The performance of girls at Year 7, where nearly 40% of students gained Above standard, lifted the overall Year 7 cohort to exceed the target set by 3%. However the boys target was not met. Maori students exceeded the target set and in Year 8 this was a higher target than the overall Year 8 target.

NAG2A (b)(i) Areas for improvement

Achievement of the following groups:
Boys

NAG2A (b)(ii) Basis for identifying areas for improvement

Boys achieved much lower than was anticipated and the targets were lower than for 2013. Boys writing lags significantly behind the overall cohort at both year levels. In Year 8 the performance of boys, in particular the 24% of boys Below Standard, meant the cohort target was not

met. A review showed that planned actions to raise boys achievement were not fully implemented.

NAG2A (b)(iii) Planned actions for lifting achievement

Use new data collection and analysis tools to identify and track students more closely, with a focus on effect size analysis to show progress or lack against set and agreed targets. Identifying these students early in the year allows for targeted interventions.

Specialist writing workshops, led by outside tutors, will be introduced for boys disengaged from writing rather than for the current use for gifted writers. Students with genuine difficulties in writing - SLD require specialist tools. SENCO to provide professional development at faculty meetings on tools for SLD writers.

PD covering the e-asttle writing marking schedule will be provided for all staff in order to enhance understanding.

NAG2A (b) (iv) Progress Statement

Targets for 2015

WRITING

Year 7 - 75% AT or ABOVE

Year 8 - 80% AT or ABOVE

Year 7 Maori - 75% AT or ABOVE

Year 8 Maori - 80% AT or ABOVE

Year 7 and 8 boys - 72% AT or ABOVE

Numeracy: Year 7 and 8

Student Group	2014 Target % (At or Above)	2014 Actual % (At or Above)
Year 7	65	80.9
Year 8	70	84.5
Year 7 Maori	60	65.2
Year 8 Maori	60	80.9

All targets were exceeded with excellent results for Year 8 students overall and Year 8 Maori students. Maori students were the targeted groups for improvement in 2014. Results have improved significantly with only 33% of Maori students achieving At or Above in 2013.

NAG2A (b)(i) Areas for improvement

Year 7 students Below the National Standard

NAG2A (b)(ii) Basis for identifying areas for improvement

There are a number of students, 18.9% (2014) and 29.6% (2013), who are achieving Below the National Standard at the end of the year. These students go on to do much better as Year 8 students - the 29.6% dropped to 12.9%.

NAG2A (b)(iii) Planned actions for lifting achievement

Use new data collection and analysis tools to identify and track students more closely, with a focus on effect size analysis to show progress or lack against set and agreed targets. Identifying these students early in the year allows for targeted interventions.

Implementation of a Year 7 programme which seeks to 'plug the gaps' to ensure these students gain the National Standard in Year 7 rather than taking 2 years.

NAG2A (b) (iv) Progress Statement

Discussion:

Targets for 2014

<u>Numeracy</u>
Year 7 - 82.5% AT or ABOVE
Year 8 - 82.5% AT or ABOVE
Year 7 Maori - 75% AT or ABOVE Year 8 Maori - 70% AT or ABOVE

ANALYSIS OF VARIANCE

School name: Albany Junior High School

School number: 6948

Focus:

Literacy Year 7 and 8

Strategic Aim:

Improve outcomes for all students, particularly Maori, Pasifika, and students with special needs.

Annual Aim:

To increase the number of students who are achieving At or Above in the National Standards for Reading and Writing, in particularly Maori and Pasifika students.

Target:

Reading targets for 2014

Year 7 - 75% AT or ABOVE

Year 8 - 80% AT or ABOVE

Maori - 70% AT or ABOVE (Year 7 and Year 8) (All Maori students are in the mainstream classes)

Year 7 and 8 boys - 75% AT or ABOVE

Writing targets for 2014

Year 7 - 75% AT or ABOVE

Year 8 - 76% AT or ABOVE

Maori - 70% AT or ABOVE (Year 7 and Year 8) (All Maori students are in the mainstream classes)

Year 7 and 8 boys - 75% AT or ABOVE

Baseline data:**Reading**

- At the end of 2013 77.7% of Year 7 students were AT/ABOVE National Standards and 82.2% of year 8 students.
- In Year 7 74% of Maori students were at or above the NS and 100% of Pasifika students were at or above the NS.
- In Year 8 53% of Maori students were at or above the NS and 88% of Pasifika students were at or above the NS.
- While 84.4% of girls achieved AT/ABOVE, only 75.9% of boys managed to achieve this
- Only 72.8% of Asian students achieved at this level

Writing

- At the end of 2013, 73.9% of Year 7 students were AT/ABOVE the NS and 77.9% of year 8 students achieved at this level
- In Year 7 84% of Maori achieved AT/ABOVE the NS and 100% of Pasifika students.
- In Year 8 47% of Maori achieved AT/ABOVE the NS and 88% of Pasifika students.
- While 82.5% of girls achieved AT/ABOVE, only 69.6% of boys managed to achieve this
- Only 68.7% of Asian students achieved at this level

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> • Moderation and marking workshop at the beginning of 2014 with HOLA English. • HOLA Integrated Studies to work with SENCO to ensure LS classes are resourced with level appropriate material. • Identify students of Maori and Pasifika origin with low diagnostic scores, mentor and set goals with these students. • Work together with ESOL department to create units to improve ESOL student results. 	<p>Reading:</p> <ul style="list-style-type: none"> • Year 7 85.1% • Year 8 83.9% • Year 7 Maori 73.8% • Year 8 Maori 85.7% • Year 7 Boys 79.2% • Year 8 Boys 80.2% <p>Writing</p> <ul style="list-style-type: none"> • Year 7 78.1% • Year 8 74.5% • Year 7 Maori 73.8% • Year 8 Maori 80.8% • Year 7 Boys 68.9% • Year 8 Boys 67.8% 	<ul style="list-style-type: none"> • Using information provided by e asTTle to identify target learners and areas for improvement. • Build assessment capability in each learner. • Reading mileage gained as a result of Year 7 and 8 Reading Challenge. • Greater collaboration, moderation and cross marking for all assessments (including across schools with ASHS) • Learning Support classes resourced effectively and providing a booster environment for students at greatest risk. 	<ul style="list-style-type: none"> • Improvement in Boys Writing to meet 2015 target set of 75% At or Above National Standard. • Improvement of Maori students to be on par with cohort scores. • Improvement in the number of ESOL students attaining the National Standard.

Planning for next year:

The following points will be built into the planning for next year;

- Fostering the self assessment capability in literacy programmes across the school will be a priority.
- Targeting specific students had a significant impact on the success of individual teachers reading programmes and needs to be further developed and adapted for the writing programme.
- Greater engagement of parents in the teaching and learning programmes in a planned manner will be encouraged with all classes next year, in particular in the senior school.
- Teacher reflective practice (teaching as inquiry following the Marzano objective appraisal system) will be built into 2015's performance management system.

Focus: Mathematics Year 7 and 8			
Strategic Aim: Improve outcomes for all students, particularly Maori, Pasifika, and students with special needs.			
Annual Aim: To lift number knowledge of student and aim to have more students achieving At or Above the National Standard. To increase the number of Maori and Pasifika students who are achieving At or Above the National Standard.			
Target: 65% of students in Year 7 At or Above the National Standard 70% of students in Year 8 At or Above the National Standard			
Baseline data: At the end of year 7 in 2013, 66% of students were AT/ABOVE National Standards. 58% of Maori and 50% of Pacifica students were AT or Above the NS. At the end of year 8 2013, 70% of students were AT/ABOVE the NS. 33% of Maori and 58% of Pacifica students were AT or Above the NS.			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> OTJ's were given consistently with more cross marking. Teach basic skills to carry out basic facts by targeted teaching. Greater reflective practise to identify gaps in students knowledge and improve teacher directed lessons. Setting goals with Maori and Pasifika students who have low diagnostic scores. Share these goals and any successes with 	<ul style="list-style-type: none"> 80.9% of Year 7 students were at or above National Standard. 84.5% of Year 8 students were at or above National Standard. 72.8% of Maori students were at or above National Standard. 71.5% of Pasifika students were at or above National Standard. 	<ul style="list-style-type: none"> A balance of rich problem solving and a focus on basic facts provided differentiation to those students lacking these skills with the foundation to achieve in all mathematical areas. An increased focus on working with students after e aTTle testing and using the information provided by e aTTle. 	<ul style="list-style-type: none"> Improving Maori and Pasifika student %'s to be on par with cohort %'s. Reducing the number of students below the National Standard in Year 7.

wider whanau.			
<p>Planning for next year:</p> <p>The following points will be built into the planning for next year;</p> <ul style="list-style-type: none"> • Fostering the self assessment capability in mathematics programmes across the school will be a priority. • Developing and clarifying learning progressions in maths to guide instruction and learner progress • Targeting specific students for interventions needs to be further developed and adapted for the maths programme. • Maths events and 'parents as students' nights in maths to be introduced • Consulting by Dr. Roberta (Bobbie) Hunter in collaborative mathematics programmes will be utilised. <p>Teacher reflective practice (teaching as inquiry following the Marzano objective appraisal system) will be built into 2015's performance management system.</p>			

<p>Focus:</p> <p>Mathematics Year 9 and 10</p>
<p>Strategic Aim:</p> <p>Improve outcomes for all students, particularly Maori, Pasifika, and students with special needs.</p>
<p>Annual Aim:</p> <p>To have more Year 9 and 10 students achieve the required number of points to earn a certificate and numeracy points. To use student e asTTle data in Year 9 and previous assessments in Year 9 and 10 to drive learning using reflective practice.</p>
<p>Target:</p> <p>Year 9 – 70-75% of students gaining 12 AJHS numeracy points, as well as a 75% attainment of Achieved or higher in the final exam. Year 10 – 75% of students gaining 12 AJHS numeracy points, as well as a 75% attainment of Achieved or higher in the final exam.</p>
<p>Baseline data - In the 2013 EOY exam:</p> <p>Year 9.</p> <ul style="list-style-type: none"> • 79% of students to gained an Achieved or higher in the End of Year exam. These results also include a 24% Merit pass and 12% Excellence pass • 74% of Year 9 students gained the 14 and above points to gain AJHS numeracy points, 36% of these students gained all 24 points. • 76% of Maori and 58% of Pacifica students gained an Achieved or higher.

<p>Year 10</p> <ul style="list-style-type: none"> 75% gained an Achieved or higher in the end of year exam. 74% of Year 10 students gained the 14 and above points to gain AJHS numeracy points, 25% of these students gained all 24 points. 67% of Maori and 63% of Pasifika students gained an Achieved or higher. 			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Greater reflective practise to identify gaps in students knowledge and improve teacher directed lessons. Setting goals with Maori and Pasifika students who have low diagnostic scores. Share these goals and any successes with wider whanau. Ensure students are becoming familiar with NCEA requirements and practise. 	<ul style="list-style-type: none"> 86% of Year 9 students gained 12 or more numeracy points. 79.6% of Year 10 students gained 12 or more numeracy points. 	<ul style="list-style-type: none"> The increased focus on basic facts teaching provided those students lacking these skills with the foundation to achieve in other mathematical areas. An increased focus on working with students after e aTTle testing and using the information provided by e aTTle. Introduction of alternative assessments for students with SLD. 	<ul style="list-style-type: none"> Improving Maori and Pasifika student %'s to be on par with cohort %'s through collaborative problem solving techniques and culturally applicable contexts. Increase boys engagement and achievement in maths using the tools above
<p>Planning for next year:</p> <p>The following points will be built into the planning for next year;</p> <ul style="list-style-type: none"> Fostering the self assessment capability in mathematics programmes across the school will be a priority. Developing and clarifying learning progressions in maths to guide instruction and learner progress Targeting specific students for interventions needs to be further developed and adapted for the maths programme. Maths events and 'parents as students' nights in maths to be introduced Consulting by Dr. Roberta (Bobbie) Hunter in collaborative mathematics programmes will be utilised. <p>Teacher reflective practice (teaching as inquiry following the Marzano objective appraisal system) will be built into 2015's performance management system.</p>			