





CHARTER

2017 - 2019

This Charter was approved by the Board of Trustees at its' meeting on

SECTION A

VISION AND VALUES

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DESCRIPTION

- ❖ Nayland Primary opened on 23rd February 1961 with three classrooms and 105 children.
- ❖ Nayland Primary is a state funded co-educational contributing school, educating children from Year 0 to Year 6.
- ❖ Our teaching staff is well supported by support staff, maintenance staff and administration staff, with staff numbers ranging from 35 to 40.
- ❖ Nayland Primary has 17 classrooms, an Administration Building, a Multi Purpose Learning Centre, Library, Resource Centre, two adventure playgrounds and two swimming pools, sited on a 2.38 hectare site, with grassed playing fields, two paved court areas and a Tiger Turf court. All classrooms are equipped with presentation screens and internet access and all classrooms have access to digital devices to facilitate the learning in all curriculum areas.
- ❖ The roll ranges from 340 to 435 with approximately 73% European; 16% Maori, 2% Pasifika, 3.5% Asian and 5.5% of other nationalities.
- ❖ Nayland Primary is well supported by the community. Parents become involved willingly in classrooms, sporting, cultural and social activities.
- ❖ Nayland Primary is part of Nga Akonga ki Whakatu Community of Learning (CoL).
- ❖ Nayland Primary is well positioned to make full use of a wide range of cultural, sporting and recreational facilities. YMCA OSCAR after school and holiday programmes operate from the school.
- ❖ Sustainability education is a feature of Nayland Primary. Students are actively involved in environmental activities and issues, with our school having achieved the Silver Enviro-Schools Award in 2008 and the Green Gold Award in 2011. Our school eco-hut which houses three chooks is a feature of our playground, along with the Harakeke Garden which features mini totem poles, pallet art and ceramic pavers representing each classroom. New projects are added annually. Students maintain the school garden and participate in recycling activities.
- ❖ A parent liaison group, The Fundraising and Community Team (FACT), welcomes new families to the school community, and play a major role in fundraising.
- ❖ Our school strives to create a safe and supportive learning environment, celebrating success and initiative.

MISSION STATEMENT



Kia Kaha Stand Tall

OUR VISION

**Confident Learners
Connected Community
Achieving Brilliance
KIA KAHA**

To develop **Confident Learners** who are actively involved, connected, lifelong learners by implementing the Nayland Primary Curriculum, which reflects the New Zealand Curriculum, to meet the needs of each child and encompasses eLearning as a way to the future.

To foster strong links to the **Connected Community** which supports us to achieve our vision and to provide opportunities for education outside the classroom in a safe, supportive and sustainable environment that values initiative and celebrates success.

To **Achieve Brilliance** by having a student centred school that listens, responds and works in a genuine partnership with children and their families/whanau where learners are engaged and achieving brilliantly.

To have all learners at Nayland Primary embrace our mission statement **Kia Kaha** - stand tall and be actively involved as a lifelong learner.

OUR VALUES

Our values are interwoven through our school programmes and include those values deemed important by our school community:

- Honesty, Caring, Inclusion, Respect and Responsibility, along with the Values of the NZ curriculum:
- Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation, Ecological Sustainability and Respect

Values are encouraged, modeled and explored through our:

- school wide Values programme
- agreed ways of working together expressed in the Key Competencies for staff
- Kapa Haka
- School gardens
- Student Well Being Plan
- Education Outside of the Classroom experiences
- Sporting opportunities
- Enviro focus

EDUCATION PRIORITIES

Nayland Primary School will determine it's priorities by focusing on National Priorities and identifying local priorities.

National Priorities are currently determined to be:

- achievement of Maori students
- achievement of Pasifika students
- achievement of students with special needs

Local priorities will be identified through:

- Consultation with the Nayland Primary School community
- Annual consultation with staff
- Student achievement information
- Local initiatives, including participating in the Nga Akonga Ki Whakatu
- Local priorities, in conjunction with National Priorities will form the goals of the strategic plan, focusing on the achievement of all students.

In meeting the national and local priorities, Nayland Primary School undertakes to work within the National Administration Guidelines framework.

RECOGNITION OF NEW ZEALAND'S CULTURAL DIVERSITY

As a school, we will develop guidelines and practices that recognise New Zealand's cultural diversity and unique position of Maori culture.

To achieve this, we

- focus on the achievement of Maori and Pasifika students and ensure that they receive adequate support to access the curriculum with success
- will have culturally responsive classrooms
- support Maori students to achieve success as Maori by recognizing their cultural needs and aspirations
- focus professional learning on the teacher competencies outlined in Tataiako
- seek ways to incorporate elements of tikanga and teo reo into units of work across all areas of the curriculum;
- maintain a Maori culture group with a focus on strong student involvement in Kapa Haka
- ensure classrooms teachers use Te Reo regularly in the classroom;
- provide staff development in Te Reo and Tikanga at each staff meeting
- teach topics in Nelson regional history, including Maori settlement and pa sites;
- teach waiata - class / school;
- use Maori greetings every day and a range of greetings from other languages, reflecting classroom culture;
- display some signs in both Maori and English;
- ensure there are adequate resources to support Tikanga and Te Reo;
- use the Resource Teacher of Maori to assist in the development of programmes.
- consult with parents/caregivers/whanau twice annually as to the type of programmes they believe will enhance Maori student performance academically, physically and socially.

STUDENT ACHIEVEMENT

The following documentation supports us in improving student achievement:

- ❖ School Charter and Strategic Plan.
- ❖ Annual Action Plans - BOT, Curriculum, Management.
- ❖ Nayland Primary Curriculum, including the foundation curriculum and supporting guidelines
- ❖ the Curriculum Guidelines and Programmes.
- ❖ Assessment, Review and Reporting Plan, as part of the Curriculum Plan

- ❖ Curriculum Reports
- ❖ Achievement Reports
- ❖ Special Education Procedures (Needs / Abilities).
- ❖ Performance Management Plan
- ❖ Professional Development Plan
- ❖ Annual School Review.

MANAGEMENT AND ORGANISATION

The following documentation supports us in developing good management practices and effective organizational systems :

- Governance / management policies, guidelines and procedures.
- EEO Programme.
- Annual Budget.
- Procedures for controlling / monitoring expenditure.
- Ten / Five Year Property Plans.
- Procedures Manual.
- Annual School Reviews.

SCHOOL - COMMUNITY PARTNERSHIP

The following documentation supports us in fostering positive community partnerships:

- ❖ Home - School Partnership Programme
- ❖ Reporting and Consultation Plan
- ❖ Annual Community Survey
- ❖ Board of Trustees Committee Guidelines
- ❖ Maori Consultation Newsletters / Reports
- ❖ Annual BOT Self Review Parent Survey
- ❖ Weekly school newsletters

A copy of the school's charter is available to parents at the school office.

PLANNING, REPORTING AND REVIEW

| | |
|----------------------|--|
| <u>Term 1</u> | <ul style="list-style-type: none"> ▪ Present Annual Action Plans to Board of Trustees <ul style="list-style-type: none"> a) BOT Targets b) Curriculum Targets / Focuses c) Student Achievement Targets (SAT's) ▪ Implement School Curriculum Action Plans for the current year. ▪ Implement Annual Action Plans: <ul style="list-style-type: none"> a) BOT b) Curriculum ▪ Present Analysis of Variance of annual Student Achievement Targets (SAT's) to Board of Trustees. ▪ Submit updated School Charter, including current annual SAT's to: <ul style="list-style-type: none"> a) Board of Trustees for approval b) Ministry of Education - by March 1 2017. ▪ Submit Analysis of Variance on annual SAT's for previous year to Ministry of Education by 31 May 2017. ▪ Annual Budget approved. ▪ Professional Development Plan finalised ▪ Report to the community on <ul style="list-style-type: none"> a) Previous year's targets : a) BOT b) Curriculum b) Current year's targets : a) BOT b) Curriculum ▪ Community consultation : Maori and Pasifika families |
| <u>Term 2</u> | <ul style="list-style-type: none"> ▪ Community consultation : ESOL families |
| <u>Term 2</u> | <ul style="list-style-type: none"> ▪ Community consultation : NPS Curriculum |
| <u>Term 4</u> | <ul style="list-style-type: none"> ▪ Gather and analyse November student achievement data. ▪ Curriculum Reviews completed by curriculum teams, compiled by Curriculum Co-ordinator and ready to present to BOT at February meeting. Reports are use dto inform the budget ▪ School Annual Action Plans reviewed by a) BOT <ul style="list-style-type: none"> b) Curriculum teams ▪ Annual Plans for following year compiled by Principal, Curriculum Team Leaders. Action Plans for following year compiled. ▪ Governance Plans compiled by BOT Committees. Action Plans for following year compiled. ▪ Updated Charter, Strategic Plan and Action Plan for following year prepared. ▪ Annual Targets and Focuses supported in draft Budget. ▪ School BOT / Staff Professional Development Plan for following year commenced, supporting Students Achievement Targets ▪ Performance Appraisal Report to Board of Trustees. ▪ Community consultation : Maori and Pasifika families ▪ BOT Community Survey completed and reported back to community. |

STRATEGIC PLAN 2017 – 2019



Confident Learners Connected Community Achieving Brilliance Kia Kaha

CONFIDENT LEARNERS

| Focus | 2017 | 2018 | 2019 | Vision |
|---|---|---|--|--|
| Responsive curriculum, effective teaching and opportunities to learn | <p>Student Agency Student agency will be an integral part of teaching at Nayland Primary.</p> <p>Students will know and understand the steps of inquiry learning in their studies.</p> | <p>Student Agency Student agency will dominate teaching practice at Nayland Primary.</p> <p>Students will know, understand and apply the steps of inquiry learning to their studies.</p> | <p>Student Agency A leadership inquiry into how effective student agency is being used school wide will be undertaken, the results of which will inform next steps to be taken.</p> <p>Inquiry Learning will be used independently by students in Maunga during topic work. Guided inquiries will in place at all other levels using the ILC model.</p> | <p style="text-align: center;">By 2019:</p> <p style="text-align: center;">- Student agency will be embedded at varying levels school wide</p> <p style="text-align: center;">- effective teaching in Maths and Writing will be in place school wide, reflected in most students achieving the appropriate National Standard</p> |
| | <p>Professional Learning and Development Centrally funded PLD in writing will improve staff pedagogical understanding, leading to improved outcomes for students, with a focus on Maori students and culturally responsive practice</p> <p>TLIF funded PLD in Maths will improve staff pedagogical understanding, leading to improved outcomes for students, with a focus on Maori students and culturally responsive practice</p> | <p>Professional Learning and Development Internal expertise will be identified and used for ongoing support of developing sound pedagogical practice in writing.</p> <p>Internal expertise used for ongoing support of developing sound pedagogical practice in Maths.</p> | <p>Professional Learning and Development Successful pedagogical practice embedded into school Teaching and Learning beliefs and programmes and will be reviewed as part of school wide appraisal.</p> | |

CONNECTED COMMUNITY

| Focus | 2017 | 2018 | 2019 | Vision |
|--|--|--|---|--|
| Educationally powerful connections and relationships | <p>Whanau Engagement Known successful learner centred relationship strategies with whanau are embedded into the NPS Teaching and Learning Beliefs.</p> <p>To consider/investigate the establishment of a bilingual class at NPS</p> | <p>Whanau Engagement An inquiry will be implemented to determine if we are meeting whanau needs and what else could be done to support whanau needs.</p> <p>Strong learner centred relationships are evident with all whanau.</p> <p>Investigation carried out and recommendations made</p> | <p>Whanau Engagement Ongoing consultation with whanau to establish expectations and plans made to develop ways to meet expectations.</p> <p>Learner centred relationship will be evident for all learners school wide.</p> <p>Recommendations implemented and tracked.</p> | <p>By 2019 : students, family and whanau at Nayland Primary will be involved in educationally powerful connections and relationships</p> |
| | <p>Tataiako Plan The Tataiako Plan will support staff to personalise learning for and with Maori learners to ensure that they enjoy education success as Maori.</p> | <p>Tataiako Plan Known strategies to support Maori students enjoying education success as Maori will be embedded school wide.</p> | <p>Tataiako Plan Known strategies to support Maori students enjoying education success as Maori will be reviewed for effectiveness.</p> | |
| | <p>eLearning The eLearning Strategic Plan will be used to guide: - strong learner centred relationships. - collaboration - creativity.</p> | <p>eLearning Known eLearning strategies to support Maori students enjoying education success as Maori will be reviewed for effectiveness.</p> | <p>eLearning Known eLearning strategies to support Maori students enjoying education success as Maori will be embedded into the Nayland Primary curriculum.</p> | |
| | <p>Nga Akonga Ki Whakatu The work of the cluster will be supported by our school.</p> | <p>Nga Akonga Ki Whakatu Staff will contribute to and learn from the learning opportunities in the cluster.</p> | <p>Nga Akonga Ki Whakatu Cluster initiatives will be embedded into teaching and learning at Nayland Primary School.</p> | |

ACHIEVING BRILLIANCE

| Focus | 2017 | 2018 | 2019 | Vision |
|---|---|--|---|---|
| Evaluation, inquiry and knowledge building and innovation | <p>Assessment Assessment inquiry carried out to determine most useful data analysis by whom and for whom to support student learning outcomes</p> | <p>Assessment Outcomes from 2017 inquiry implemented.</p> | <p>Assessment Review at end of year to determine if the assessment programme is effective in supporting student achievement.</p> | <p>By 2018 :</p> <p>most students will be achieving at the appropriate National Standard in Writing and Maths</p> |
| | <p>Leadership and Coaching Leaders will use mentoring and coaching strategies to support staff in developing, implementing and evaluating their inquiries.</p> | <p>Leadership and Coaching Mentoring coaching strategies will be used school wide to support outcomes for students</p> | <p>Leadership and Coaching Mentoring and coaching will be embedded into the Syndicate Leader job description.</p> | |
| | <p>Teaching as Inquiry Teaching as Inquiry will be used by staff to support the acceleration of priority learners.</p> | <p>Teaching as Inquiry Inquiry into the effectiveness of Teaching as Inquiry carried out to determine if TAI is making a difference for student outcomes.</p> | <p>Teaching as Inquiry Outcomes from 2018 inquiry implemented.</p> | |

KIA KAHA

| Focus | 2017 | 2018 | 2019 | Vision |
|---|--|--|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students participate and learn in caring, collaborative, inclusive learning environments</p> | <p>Key Competencies An inquiry will be carried out by the Leadership team to investigate what is happening with the implementation of the key competencies in each syndicate. The outcome of the inquiry will lead to the establishment of a consistent Key Competency element in the NPS Curriculum.</p> | <p>Key Competencies The implementation of the Key Competencies element in the NPS Curriculum will be embedded schoolwide.</p> | <p>Key Competencies Review of student progress in understanding and applying key competencies will be completed, leading to possible modification of existing systems.</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">By 2019: Students participate and learn in caring, collaborative, inclusive learning environments</p> |
| | <p>Pedagogy A NPS understanding of collaboration and inclusive learning environments will be developed.</p> | <p>Pedagogy Learnings from collaboration and inclusive learning environments shared with staff and embedded into NPS learning programmes. Learnings from Play Based Inquiry used to modify teaching approaches as appropriate.</p> | <p>Pedagogy Collaboration and inclusive learning will be reviewed and modified based on research and teacher knowledge. Collaboration and inclusive learning will be embedded into NPS Curriculum.</p> | |

ANNUAL PLAN 2017



Confident Learners Connected Community Achieving Brilliance Kia Kaha

CONFIDENT LEARNERS

| Focus | 2017 | Actions | Evaluative Comments |
|---|---|--|---------------------|
| Responsive curriculum, effective teaching and opportunities to learn | <p>Student Agency Student agency will be an integral part of teaching at Nayland Primary.</p> <p>Students will know and understand the steps of inquiry learning in their studies.</p> | <p>Define meaning for students at NPS and embed at all levels Decide on how to include in planning formats Consider and possibly develop ways to record/identify stages of agency Support students to self and peer assess agentic learning</p> <p>An inquiry model will be decided on for most connected curriculum units at NPS. Students will be made aware of and be able to discuss the inquiry steps through using them as a class and then for some students independently.</p> | |
| | <p>Professional Learning and Development Centrally funded PLD in writing will improve staff pedagogical understanding, leading to improved outcomes for students, with a focus on Maori students and culturally responsive practice</p> <p>TLIF funded PLD in Maths will improve staff pedagogical understanding in agency to accelerate learning, leading to improved outcomes for students, with a focus on Maori and Pasifika students and culturally responsive practice</p> | <p>PLD provider engaged. PLD plan developed PLD plan used to support teaching and learning in writing across the curriculum at NPS. Milestone data with evidence collected, analysed and reported on and used to develop next steps in both teaching and learning for priority learners Data shared with staff and BoT leading to appropriate other resourcing actions by the BoT.</p> <p>Two teacher reps appointed to be part of this cluster group. Regular staff meetings to support teachers developing their maths pedagogical knowledge and culturally responsive practice to support priority students. Teacher reps to attend all PLD and report effective strategies back to staff via staff and syndicate meetings. Effective strategies which focus on language culture and identity to be added to NPS Teaching and learning beliefs.</p> | |

CONNECTED COMMUNITY

| Focus | 2017 | Actions | Evaluative Comments |
|--|--|---|---------------------|
| Educationally powerful connections and relationships | <p>Whanau Engagement Known successful learner centred relationship strategies with whanau are embedded into the NPS Teaching and Learning Beliefs.</p> | <p>Successful learner centred relationship strategies will be documented and shared at staff meetings – ERO and Cognition Education data will be used to develop this.</p> <p>Staff identifying successful current practice and sharing at syndicate and staff meetings</p> <p>Whanau meetings will support teachers to know what whanau want in terms of support.</p> <p>Share and review of Teaching and Learning Beliefs.</p> | |
| | <p>Tataiako Plan The Tataiako Plan will support staff to personalise learning for and with Maori learners to ensure that they enjoy education success as Maori.</p> | <p>Develop 2017 Tataiako Plan using education Council documentation keeping the school focus on language, culture and identity.</p> <p>Plan will support teachers to embed aspects of language, culture and identity in their programme through student and whanau lens.</p> <p>Revisit the plan regularly though syndicate and staff meetings to share effective practice.</p> <p>To share with staff what effective schools do to support culture language and identity and encourage these strategies into classroom programmes.</p> | |
| | <p>eLearning The eLearning Strategic Plan will be used to guide: - strong learner centred relationships. - collaboration - creativity.</p> | <p>Students will select the right elearning tool for the task. Elearning skills will be taught” just in time”.</p> <p>eLearning will support the learning of knowledge and skills across the curriculum.</p> <p>Elearning will be used to connect with family and whanau to share student learning.</p> | |
| | <p>Nga Akonga Ki Whakatu The work of the cluster will be supported by our school.</p> | <p>Town in-school facilitators will be appointed to work All NPS teaching staff will participate in the Nga Akonga Ki Whakatu CoL cross cluster events.</p> <p>Staff will contribute to the development of strategies to achieve the challenges of Achievement Plan 1 as agreed to by the cluster implementation plan.</p> | |

ACHIEVING BRILLIANCE

| Focus | 2017 | Actions | Evaluative Comments |
|---|---|---|---------------------|
| Evaluation, inquiry and knowledge building and innovation | <p>Assessment Assessment inquiry carried out to determine most useful data analysis by whom and for whom to support student learning outcomes</p> | <p>Assessment co-ordinator will conduct an inquiry with staff to determine usefulness of data and make recommendations if changes are needed. Any changes will be trialed and evaluated at end of year.</p> | |
| | <p>Leadership and Coaching Leaders will use mentoring and coaching strategies to support staff in developing, implementing and evaluating their inquiries.</p> | <p>Syndicate leaders will lead Monitoring Meetings twice termly. Learner focused talk will be encouraged by using wait time, pausing, questioning and paraphrasing. Monitoring meetings will be themed, time based and goal orientated. Videoing of leadership practice and reviewing same at leadership meetings will support the development of coaching and mentoring skills of the leadership team.</p> | |
| | <p>Teaching as Inquiry Teaching as Inquiry will be used by staff to support the acceleration of priority learners.</p> | <p>Teaching as Inquiry format redeveloped and to be used with all teaching staff to support student learning, forming an aspect of appraisal. Teachers will evaluate outcomes of teaching as inquiry to determine their explicit next steps. Outcomes of inquiries will be shared across syndicates</p> | |

KIA KAHA

| Focus | 2016 | Actions | Evaluative Comments |
|---|--|---|---------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students participate and learn in caring, collaborative, inclusive learning environments</p> | <p>Key Competencies The place of the Key Competencies in the Nayland Primary Curriculum will be determined.</p> | <p>An inquiry will be carried out by the Leadership team to investigate what is happening with the implementation of the key competencies in each syndicate. The outcome of the inquiry will lead to the establishment of a consistent Key Competency element in the NPS Curriculum.</p> | |
| | <p>Pedagogy A NPS understanding of collaboration and inclusive learning environments will be developed.</p> | <p>School wide leadership inquiry carried out to develop a NPS understanding of collaboration and inclusive learning environments. The outcome will be documented and included in the NPS Teaching and Learning Beliefs. Awa Whenua Inquiry will be carried out into the effect of play based learning in Year 1 and transition into 2.</p> | |



2017 STUDENT ACHIEVEMENT TARGETS

| | | | | | |
|---|--------------------|-------------------------------|--|--|-----------------------------------|
| <p>Strategic Goal: All akonga are literate and numerate and making progress against National Standard levels</p> | | | | | |
| <p>Baseline Data from 2016 Analysis of school wide data at the end of 2016 identified that:</p> <ol style="list-style-type: none"> 1. In 2016, 344 (81.7%) of all students were 'At' or 'Above' in relation to National Standards in reading. This compares with 49 (76.6%) of Maori students who were 'At' or 'Above' in relation to National Standards in reading. 2. In 2016, 285 (70.2%) of all students were 'At' or 'Above' in relation to National Standards in writing. This compares with 43 (67.2%) of Maori students who were 'At' or 'Above' in relation to National Standards in writing 3. In 2016, 293 (72.2%) of all students were 'At' or 'Above' in relation to National Standards in maths. This compares with 35 (54.7%) of Maori students who were 'At' or 'Above' in relation to National Standards in mathematics. <p>With further analysis of the school wide data identified that:</p> <ol style="list-style-type: none"> 1. In 2016, 50 (63.3%) of Year 2 students were 'At' or 'Above' in writing. 7 (58.3%) of Year 2 Maori students were 'At' or 'Above' in writing. 2. In 2016, 39 (59.1%) of Year 3 students were 'At' or 'Above' in writing. 5 (45.5%) of Year 3 Maori students were 'At' or 'Above' in writing. 3. In 2016, 35 (66%) of Year 5 students were 'At' or 'Above' in writing. 2 (33.4%) of Year 5 Maori students were 'At' or 'Above' in writing. 4. In 2016, 127 (60.8%) of Male students were 'At' or 'Above' in writing. 18 (58%) of Maori male students were 'At' or 'Above' in writing. 5. In 2016, 7 (53.8%) of Pasifika students were 'At' or 'Above' in writing. 6. In 2016, 44 (55%) of Year 2 students were 'At' or 'Above' in mathematics 4 (33.3%) of Year 2 Maori students were 'At' or 'Above' in mathematics. 7. In 2016, 41 (62.1%) of Year 3 students were 'At' or 'Above' in mathematics 3 (27.3%) of Year 2 Maori students were 'At' or 'Above' in mathematics. | | | | | |
| <p>Targets for 2017</p> <ol style="list-style-type: none"> 1. All Maori students achieving 'Below' in relation to National Standards in writing will improve one national standard level by the end 2017. 2. All Maori students achieving 'Below' in relation to National Standards in mathematics will improve one national standard level by the end 2017. 3. All students supported by ORS will achieve their individual targets in writing, maths and Key Competencies and will make progress towards the National Standard expectations by the end of 2017. | | | | | |
| <p>ACTION PLAN</p> | | | | | |
| <p>What will be done</p> | <p>When</p> | <p>Led by</p> | <p>Resources</p> | <p>Expected Outcomes</p> | <p>Evaluative Comments</p> |
| <p>Work with our Literacy Advisor, focussing on Culture, Language and Identity</p> | <p>All year</p> | <p>Janice, Ryan and Scott</p> | <p>150 hours centrally funded PLD in writing</p> | <p>Teacher awareness of Culture, Language and Identity will impact positively on relationships with family and whanau.</p> | |
| <p>Explore effective ways of identifying next steps in</p> | <p>Term1 - 2</p> | <p>Janice, Ryan,</p> | <p>Syndicate workshops</p> | <p>Identification of next steps will increase</p> | |

| | | | | | |
|--|-----------|----------------------|---|---|--|
| student learning | | Scott | | teacher effectiveness leading to better outcomes for priority learners. | |
| Classroom observations and videoing of teacher practice to support the identification of effective practice which can be shared school wide. | Term 1- 3 | Janice, Ryan, Scott | Time, ipad for videoing | identification of effective practice will be shared school wide with an expectation that teaching will incorporate this teaching across the school. | |
| Teachers will complete the Teaching as Inquiry forms regularly and discuss at Monitoring Meetings for priority students in Writing | Term 1-4 | Syndicate Leaders | Teaching as Inquiry forms in the online A4L folders Syndicate meeting time | Teaching as Inquiry will lead to a greater understanding of the child and their needs. Improved teaching through the sharing of effective practice. Syndicate leaders will have a greater knowledge of the achievement challenges in their syndicate. | |
| Increase teachers' culturally inclusive practice through the use of the Tataiako action plan. | Term 1-4 | Janice G | Staff meeting time | Classroom programmes and environments will incorporate culturally inclusive practice. Relationship with whanau will be enhanced. | |
| Monitoring of IEP progress/programmes for ORS students ensuring progress is being made | Term 1-4 | Janice C Janice G | Release time | ORS students will meet the goals set out in their IEPs. Support given to ORS teachers to implement IEPs. | |
| Identifying and monitoring of risk groups identified and programmes to address needs implemented | Term 2-4 | Ryan | ETAP Leadership meetings | Target students will make accelerated practice | |
| Using Pathways of Progress to monitor priority students | T1 - 4 | Janice, Ryan, Scott | Syndicate meetings Teacher release time | Interventions and student will be monitored to identify successes. | |
| The Literacy Learning Progressions will be used to track the achievement of priority students. | T1-4 | All staff | Access to LLP's Time for discussion | Achievement of priority learners will be monitored with effective interventions identified and shared with staff. | |
| Use the OTJ Evidence Sheets to guide staff decision making on the most appropriate interventions for the target students. | Term 1-4 | Ryan Janice G | Time | OTJ evidence sheets used to track student progress. Information used to identify accelerated progress and then to identify effective teacher actions. | |

| | | | | | |
|--|----------|--------------------------------|---|---|--|
| To run home school partnership meetings for families and whanau to celebrate learning and to share strategies to use at home | Term 2/3 | Melissa Janice G Belinda | Time, data, Intervention information for parents. | To build positive relationships with parents and whanau and to increase their knowledge of effective teaching strategies. | |
| To run literacy workshops for parents and whanau. | Term 2/3 | Ryan, Janice, Maree | During school time Release time for staff | To increase the parent and whanau understanding of ways to support literacy at home and how this can impact on student learning. | |
| End of year data collated, compared to goals, analysed and reported on with next steps and target groups identified. | Term 4 | Ryan Janice G | ETAP, Staff meeting time, BOT meeting time | Data used to identify students who are not making progress and to determine following year interventions. Data used to set targets for following year. Data used to report to staff, BOT and MOE. | |