

TE HORO SCHOOL CHARTER STRATEGIC & ANNUAL PLAN 2019 - 2021

School Number 3038



Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to the Ministry of Education	

Growing great learners for today and tomorrow

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DREAM BIG



CAPABLE

Having the skills to achieve with confidence.

- Persevere and be determined
- Be prepared to take risks with learning
- Be literate and numerate
- Be motivated and use initiative
- Think flexibly and be creative
- Show curiosity about the world



COMMUNICATOR

Communicating with a range of people in a variety of settings.

Communicate effectively

- Communicate orally, verbally, written and on-line
- Ask relevant questions
- Actively seek help
- Use respectful and appropriate language
- Listen actively

GOOD CITIZENS

The most important thing in life is being good to people. It is a wonderful legacy to leave behind.



Have Courage
Empathy
A Sense of Fun
Respect
Tolerance

RESILIENT

Have self-belief, confidence in your self, your abilities and judgements, with the ability to recover, pick yourself up and move forward.



Have a "can do" attitude

- View failure or disappointment as an opportunity to learn, grow or improve

TEAM PLAYER

Actively working together for positive outcomes.



Participate enthusiastically

- Build positive relationships.
- Work individually and collaboratively
- Willing and able to co-operate, compromise and support decisions
- Connected



Growing great Learners for today and tomorrow

Strategic Goal	<i>Grow our capability as learners.</i>	<i>Create engaging relevant, real life learning experiences.</i>	<i>Provide sustainable spaces, places, people & resources that support learning.</i>
Definition	<p>Our children are well rounded, reflective learners who achieve personal & academic success.</p> <p>Our children and staff will understand what they need to learn & why, what their individual and team strengths are.</p>	<p>Our children are actively involved in their learning through relevant, real life experiences.</p>	<p>We have sustainable spaces, places, people and resources that support our children in their learning.</p>
Outcomes	<ul style="list-style-type: none"> • Children & staff can explain their strengths and areas for development. • Children experience success in the Te Horo Learner Profile Qualities (capable, resilient, team player, and communicator) and in curriculum. • Teachers use culturally responsive practices by enacting Tātaiako - Cultural Competencies for Teachers. • The learning needs of all students are met by teachers using the Universal Design for Learning Framework. • Teachers understand and implement the Digital Technologies Curriculum. 	<ul style="list-style-type: none"> • Student Agency is developed through such things as play based learning, project based learning, collaborative learning experiences, and personalised learning. • A Te Horo School Local Curriculum Plan is developed. • Māori and other cultural perspectives are used in the development of programmes and learning experiences. • Teachers work collaboratively to provide learning opportunities and experiences, making use of their strengths and passions. 	<ul style="list-style-type: none"> • Stimulating, challenging and interesting spaces at school are created and used. • Our unique rural character and spaces are nurtured and developed in response to the changing nature of the community. • Collaboration within our school and with our community is enhanced and developed. • Sustainable practices are encouraged and implemented. • Students and staff are actively supported and encouraged to look after their own and others wellbeing.
Core Practices	<p>Quality Teaching Quality Leadership Effective Partnerships Progress & Achievement for All</p>		

Māori Dimensions & Cultural Diversity

The cultural diversity of New Zealand is recognised and developed through classroom programmes and experiences, where students will learn about their own heritage.

- Tikanga Māori and Te Reo will be integrated into curriculum areas in an appropriate manner.
- Tolerance and understanding of different cultures and values will be practical and expected in the school environment.
- The Board of Trustees will consider any request for instruction in Te Reo Māori.
- As part of reporting to the Board of Trustees on student achievement, the Principal will report on Maori achievement where appropriate.
- The Board of Trustees will consult with our school's Māori community.
- Resources are available to support these programmes such as [The Māori Education Strategy: Ka Hikitia - Accelerating Success 2013-2017](#) and [Tataiako](#)-Cultural Competencies for Teachers of Maori Learners.

Ethnic Composition

The ethnic composition of Te Horo School is as follows:

Ethnicity	Percentage	Number
Māori	10.5%	25
Pacific	1.3%	3
Asian	1.7%	4
NZE	80.3%	192
Other	6.3%	15

The range of ethnicities our students and their families identify with include; Africa, Australian, NZ European/Pākeha, British/Irish, Māori, Dutch, Cambodian, Middle Eastern, Chinese, Samoan, Other Asian, Other European, and Other Ethnicity.

Grow our capability as learners.

Our children are well rounded, reflective learners who achieve personal & academic success. Our children and staff will understand what they need to learn & why, what their individual and team strengths are.

3 year success measures

- All children & staff can explain their strengths and areas for development.
- Successes over time for student is evident in relation to Te Horo Learner Profile (capable, resilient, team player, and communicator) and in curriculum.
- Teachers explain and show what they are doing to be culturally competent and responsive in their practice.
- Teachers explain and show how they are using the Universal Design for Learning framework to plan learning to meet the diverse and variable needs of all students.
- Teachers are confidently implementing the Digital Technologies curriculum.

Initiative	12 month milestone	Key Actions	Responsibility	Timeframe
Self reflection and goal setting systems developed, trialed and evaluated for Learner Profile & Curriculum.	Effective and manageable systems will be developed that enable students to identify own strengths and areas for development.	Teachers will trial, implement and review systems where students reflect on strengths and set goals in relation to Learner Profile & Curriculum using appropriate self reflection tools/initiatives; e.g. Seesaw, in class formal and informal reflections, Student Led Learning Conversations, etc.	Teachers/ Syndicate Leaders	Ongoing. Termly review to monitor
	Learner Profile used within reports.	Reporting format and content reviewed. Learner Profile included in comments.	Leadership Team Teachers	Term 1 Terms 2 & 4
	Review carried out using student, parent, teacher and BOT voice.	Student, parent, teacher and BOT feedback sought and reflected upon and, if needed, any adjustments made.	Principal	Term 4
Professional Learning (PL) in Tātaiako Cultural Competencies for teachers	Teachers will be able to talk about what Tātaiako Cultural Competencies are & identify what strategies they use well and those they are working on to deepen their practice in being culturally responsive.	Teachers engage in Professional Learning provided with Gaye MacDowell from Aka Akoranga. Teachers take part in ongoing self reflection and goal setting around Tātaiako	Teachers & Principal	Termly

		<ul style="list-style-type: none"> as part of PL with Gaye McDowell included as discussion in Syndicate, Admin, & Staff Meetings 2020 appraisal goal set in relation to Tātaiako 	<p>Teachers Leadership</p> <p>Principal</p>	<p>Termly</p> <p>Termly</p> <p>Term 4</p>
Professional Learning (PL) on the Universal Design for Learning (UDL)	Teachers explain and show how they are using the Universal Design for Learning Framework to plan learning to meet the diverse and variable needs of all students.	<p>Teachers engage in Professional Learning provided on the UDL Framework.</p> <p>Teachers take part in ongoing self reflection and goal setting around UDL</p> <ul style="list-style-type: none"> as part of PL included as discussion in Syndicate, Admin, Staff & Professional Learning Group Meetings 2020 appraisal goal set in relation to UDL Framework 	<p>Teachers</p> <p>Teachers Leadership</p> <p>Principal</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Term 4</p>
Professional Learning on the Digital Technologies Curriculum	Teachers are ready to implement the Digital Technologies curriculum for 2020 and beyond.	<p>Teachers engage in Professional Learning provided on the Digital Technologies Curriculum.</p> <p>Teachers trial planning for and running learning experiences in relation to the Digital Technologies Curriculum.</p> <p>A Digital Technologies Schoolwide implementation plan is developed.</p>	<p>Teachers</p> <p>Teachers</p> <p>Leadership Team & ICT Leader</p>	<p>Termly</p> <p>Termly</p> <p>Term 4</p>

Create engaging relevant, real life learning experiences.

Our children are actively involved in their learning through relevant, real life experiences.

3 year success measures

- Student Agency is developed through such things as play based learning, project based learning, collaborative learning experiences, and personalised learning.
- A Te Horo School Local Curriculum Plan is implemented.
- Māori and other cultural perspectives are used in the development of programmes and learning experiences.
- Teachers work collaboratively to provide learning opportunities and experiences, making use of their strengths and passions.

Initiative	12 month milestone	Key Actions	Responsibility	Timeframe
Develop a school wide common understanding of what Student Agency is.	A Te Horo definition of Student Agency developed.	Class and Staff Meetings to explore what Student Agency involves. Staff Meeting/s to use staff and student voice to come up with definition.	Leadership Team Leadership Team	
Play Based Learning (PBL) that is engaging, relevant and offers real life experiences.	Common understanding of what it is, role of student & teachers, how it links to children's development and to curriculum. Experiences planned, curriculum links tracked, reviewed. Evidence of Student Agency being developed through PBL	Syndicate and/or Staff Meetings. Teachers plan and track experiences. A student, whānau and staff survey is conducted to help review the programme. Teachers develop, trial and review ways to evidence Student Agency development for each child.	Leadership Team Teachers Principal Teachers	Term 2 Termly Term 4 By Term 4
Teachers work collaboratively to provide learning that is	Common understanding of what it is, role of student & teachers, how it links to development in curriculum.	Syndicate and/or Staff Meetings.	Leadership Team	Term 2

engaging, relevant and offers real life experiences.	Experiences planned, curriculum links tracked, reviewed. Evidence of Student Agency being developed through Collaborative Learning.	Teachers plan and track experiences. A student, whānau and staff survey is conducted to help review the programme. Teachers develop, trial and review ways to evidence Student Agency development for each child.	Teachers Principal Teachers	Termly Term 4 By Term 4
Trialing of hands on, practical, real life learning experiences.	Exploration and trialing of things like Project Based Learning, STEM, Genius Time, additional targeted GATE experiences/programmes. Evidence of Student Agency being developed through the trialed experiences/programmes.	Teachers trial experiences and programmes. Teachers develop, trial and review ways to evidence Student Agency development for each child.	Teachers Teachers	Termly Termly
Te Horo School Local Curriculum Plan	Review undertaken.	Attendance at Leading Local Curriculum Ministry Education Workshops. Use of the Leading Local Curriculum Guide: designing rich opportunities and coherent pathways for all learners.	Principal, Leadership Team Principal	Term 1 Termly
Inclusion of Māori & other cultural perspectives in learning experiences	Evidence of several learning experiences that include Māori and other cultural perspectives.	Planning and teaching includes Māori and other cultural experiences as relevant.	Syndicate Teams	By Term 4

Provide sustainable spaces, places, people & resources that support learning.

We have sustainable spaces, places, people and resources that support our children in their learning.

3 year success measures

- Stimulating, challenging and interesting spaces at school have been created and are used.
- Our unique rural character and spaces have been nurtured and developed in response to the changing nature of the community.
- Collaboration within our school and with our community is evident.
- Sustainable practices are implemented.
- Students and staff are actively supporting and looking after their own and others wellbeing.

Initiative	12 month milestone	Key Actions	Responsibility	Timeframe
Property Development <ul style="list-style-type: none"> • Room 4 and 5 new build. 	Rooms are completed and being used.	Building. Furnishing and setting up space. Discussion about pedagogy - collaboration. Use of space for collaborative practice.	Principal Principal and teachers Teachers in these spaces Teachers in these spaces	By end Term 1 By start Term 2 Termly Termly
<ul style="list-style-type: none"> • Staffroom/ Administration Area redevelopment 	Plan scoped and budget worked out	Gather design options and get feedback on Planned and budgeted for	Principal & BOT Principal & BOT	By Term 2 By Term 4
<ul style="list-style-type: none"> • Rooms 1-3 refurbish & outdoor spaces behind R7/8 	Plan and budget for these worked out	Look at budget and where money to come from Plan considering needs and budget	Principal & BOT Principal & BOT	By Term 2 By Term 4

Use the school and local rural environment for learning experiences.	Experiences have been had for all children using the school and local rural environment (e.g. bush reserve, farm, etc)	Teachers plan learning experiences and carry them out. Students, whānau and staff voice for review.	Teachers Principal & Leadership Team	By end Term 4 Term 4
Collaboration within the school	Collaborative teaching and learning has been planned, trialed and evaluated in Years 3/4 & 5/6.	Discussion and decision about the best spaces for Year 3-4 and Year 5-6 to be in to support collaboration. Teachers will develop, trial and review collaboration in teaching and learning experiences in Years 3 & 4 and 5 & 6. Room connection R7&8	Leadership Team & teachers Leadership Team, Collaboration lead Teachers Principal & BOT to investigate solution and action	Term 1 Termly Term 2
Collaboration with school community	Review undertaken Skills & Resources inventory established Use of community members skills	Review of what collaboration occurs to look at what can be strengthened and developed. Survey of school community on their skills to create a skills & resources inventory Community members skills and resources are being used	Leadership Team and BOT Leadership Team BOT, Teachers & Leadership Team	By Term 2 By Term 3 By end of Term 4
Sustainable practices <ul style="list-style-type: none"> • Zero Waste • Power saving 	Zero waste programme is developed and trialed schoolwide Power bill lower	Y5/6 teachers implement the programme. Reducing our power use by turning off lights and air con, etc. linked into learning	Y5/6 Teachers & Students, Whole School Staff, Students, BOT	By end of Term 4 Termly

<ul style="list-style-type: none"> Bush Reserve Rejuvenation Succession planning for Key Roles 	<p>Plan develop and work begun on re-juvinating the bush reserve for use.</p> <p>Succession plans are developed for key roles - important information is documented (ICT, gardens, sabbatical, jobs)</p>	<p>experiences. Self reflection and evaluation. Messaging & monitoring.</p> <p>Develop a plan. Link into learning experiences. Area started to be developed (link to Paper for Trees work as part of Zero Waste)</p> <p>Review what each job/role involves. Get things documented (including contacts). Source new people for roles. Alongside training as required.</p>	<p>Principal and Office Manager</p> <p>Leadership Team Teachers (as applicable) Teachers and Students</p> <p>Principal</p>	<p>Termly</p> <p>By Term 2 Termly By Term 4</p> <p>By Term 2 Term 3 Term 3 Term 4</p>
<p>Student Wellbeing</p>	<p>Included in programme</p> <p>Students aware of their own personal strategies to enhance their own wellbeing.</p>	<p>Professional Learning and sharing of resources and strategies.</p> <p>Teachers include a focus on programmes.</p> <p>Social Coaching with students & self reflection on strategies.</p> <p>Regular discussion of ‘Students of Concern’ with a focus on strategies to enact to help support them.</p> <p>Student Survey</p>	<p>Leadership Team</p> <p>Teachers</p> <p>Teachers</p> <p>Leadership Team & Teachers</p> <p>Principal & Leadership Team</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Terms 1 & 4</p>
<p>Staff Wellbeing</p>	<p>Wellbeing Plan is in place and people are taking part</p>	<p>Wellbeing Plan developed termly</p> <ul style="list-style-type: none"> Staff survey - 1:1 Meetings with Michelle 	<p>Principal & Leadership Team</p>	<p>Termly</p>

		<p>beginning of year/end of year.</p> <ul style="list-style-type: none">● Weekly Staff Wellbeing Emails● Professional Learning on relevant 'topics'● Meeting and events planned carefully		
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School Context

Students' Learning

Achievement Patterns

2017 compared to 2018	Below	At	Above
Writing 2017 (National Standards)	19.6% (46)	70.1% (164)	10.3% (24)
Writing 2018 (Expected Curriculum Level)	22% (50)	64% (147)	15% (34)
Mathematics 2017 (National Standards)	18.4% (43)	60.3% (141)	21.4% (50)
Mathematics 2018 (Expected Curriculum Level)	21% (49)	58% (135)	20% (47)
Reading 2017 (National Standards)	20.7% (48)	44% (103)	35.5% (83)
Reading 2018 (Expected Curriculum Level)	14% (33)	49% (113)	37% (85)

Writing

- A decrease in those achieving Below.
- Notably there is an increase in students achieving Above.
- There is a disparity between boys and girls achievement with 30% (33) of boys Below as compared with 14% (17) girls.
- Māori are not achieving as well as Non-Māori (with 33% (9) Below as compared to 19% (36) NZ European/Pākeha)
- Asian and Middle Eastern Students are not achieving as well as Non-Māori (both 33% Below) as compared to NZ European/ Pākeha.

Maths

- A decrease in those achieving Below and Above.
- Boys and girls achievement is comparable with 21% (23) boys and 22% (26) girls Below, 56% (62) boys and 61% (73) girls At, and 23% (26) boys and 18% (21) girls Above.
- Māori are not achieving well in comparison to NZ European/Pākeha, with 78% (21) of Māori At as compared to 54% (100) of NZ European/Pākeha, and 0% Māori Above as compared with 25% (46) NZ European/ Pākeha.

Reading

- A decrease in those achieving Below and increase in those achieving Above.
- There are slightly more girls achieving Above than boys, 40% (48) and 33% (37) Above respectively.
- Māori and European/Pākeha achievement is comparable with 19% (5) Māori and 14% (25), 48% (13) Māori and 48% (89) NZ European/Pākeha At, and 33% (9) Māori and 38% (71) NZ European/Pākeha Above.

National Educational Guidelines at Te Horo School.

Success for all.

All of our student will be given opportunities to succeed and realise their full potential as individuals, and to develop the knowledge, understanding, skills, attitudes and values needed to become full members of New Zealand's society.

A safe and equitable learning environment.

We will provide equality of educational opportunity for all students, by identifying and removing barriers to achievement. We will provide a safe physical and emotional environment for all students and employees, fostering and supporting wellbeing/hauora.

Development of Citizens.

We will develop students that contribute as good citizens ready with the knowledge, understanding and skills they need in the modern, ever-changing world.

Capable Learners.

We will enable students to have the skills they need to achieve with confidence, a sound foundation in the early years for future learning and achievement. We value and work with parents in their vital role as their children's first teachers.

A sound foundation through relevant, real life learning experiences.

We will provide a balanced curriculum covering essential learning areas, drawing on the unique rural nature of our school and providing relevant, real life learning experiences. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

Improving outcomes for all.

We will meet individual learning needs, monitoring progress and programmes.

Guidance on contributing to society.

	<p>We will provide career education and guidance for Year 7 and 8 pupils. Te Horo students will learn skills, attitudes and values to contribute positively to society.</p> <p>Improving outcomes for Māori. We will work to improve Māori participation and success by including education in Te reo me ngā tikanga Māori and developing teachers capability and confidence to be culturally responsive in their practice.</p>
Student Engagement	<p>Te Horo School recognises the importance of engaging students in their learning. We have policies and strategies in place to monitor and improve students' attendance and lateness.</p> <p>We have a focus on improving student engagement by providing engaging relevant, real life learning experiences making use of student voice and providing student choice, and engaging in dialogue with whānau.</p>
School Organisation and Structures	<p>Te Horo School continually reflects on the best organisation and structures to support our learners and staff.</p> <p>We currently operate as a Leadership Team (Principal, Deputy Principal/Junior Team Leader, Assistant Principal/Senior Team Leader) with delegated responsibilities and leadership for; Learning Support/SENCO, Assessment, Literacy, Maths, Collaboration, ICT, The Arts, and PE/Health.</p> <p>There are clearly documented Health & Safety policies and procedures in place.</p> <p>Members of the Board of Trustees has their own area of responsibility within the Board. These include finance, policies, property, health and safety, a staff representative, a deputy chair and the chair. The Board meets once a month at the school.</p>
Review of Charter and Consultation	<p>We consulted with the Te Horo community on the School Vision and Values and strategic direction in 2018 and intend to review the strategic direction a the end of 2019.</p>

Mathematics Achievement Targets

Strategic Goal:

Grow our capability as learners.

Targets:

1. To accelerate the progress of the Year 2 - 8 students so that 11 of the 37 students below in 2018 are achieving At or Above the expected curriculum level in Maths.
2. To accelerate the progress of 4/18 Year 2 -8 Māori students achieving At in 2018 to Achieving Above the expected curriculum level in Maths.

Baseline data

2015 83% of our students were working at or above the National Standards for Maths.

2014 75% of our students were working at or above the National Standards for Maths.

2016 86% of our students were working at or above the National Standards for Maths.

2017 82% (191) of our students were working at or above the National Standards for Maths.

2018 78% (182) of students are achieving at or above the the expected Curriculum Level for their Year Group in Maths.

2018 At and Above

Year 1 95% (19) - all At

Year 2 74% - 37% (7) At, 37% (7) Above

Year 3 78% - 55% (17) At, 23% (7) Above

Year 4 82% - 70% (23) At, 12% (4) Above

Year 5 78% - 56% (20) At, 22% (8) Above

Year 6 87% - 63% (24) At, 24% (9) Above

Year 7 58% - 46% (12) At, 12% (3) Above

Year 8 78% - 46% At (13), 32% (9) Above

Schoolwide 21% (49) Below, 58% (135) At, 20% (47) Above

- A decrease in those schoolwide achieving Below and Above since 2017.
- Boys and girls achievement is comparable with 21% (23) boys and 22% (26) girls Below, 56% (62) boys and 61% (73) girls At, and 23% (26) boys and 18% (21) girls Above.
- Māori are not achieving well in comparison to NZ European/Pākeha, with 22% (6) Māori as compared to 21% (39) NZ European/Pākeha, 78% (21) of Māori At as compared to 54% (100) of NZ European/Pākeha, and 0% Māori Above as compared with 25% (46) NZ European/ Pākeha.

Key Improvement Strategies

- Review and embed learning from recent Maths PD and upskill new teachers
- Review Best Practice Statements in Handbook
- Use of multi level entry rich tasks for individuals and groups
- Flexible mixed groupings (not ability)
- Trialing different ways of planning maths

- Experiment with assessing against Big Ideas
- Moderation
- Use of “Talk Stems” across the school - looking at the link to “Talk Moves”.
- A focus on experimenting with feedback and instruction with students on “Qualities of a Good Mathematician”
- For each target child strengths and areas to work on are co-constructed with them and reflected upon regularly.
- Specific targeted teaching strategies are devised and employed for each target child.

What	Who	Indicators of Progress & Monitoring
Review and embed learning from recent Maths PD and upskill new teachers.	Maths Lead Teacher	<p>By the end of Term 1, leader will have scoped out what new staff know and will have begun guiding them through the PLD required.</p> <p>By end of Term 2, leader will have reviewed with staff key learning from PLD and facilitated the delivery of any PLD new teachers require.</p> <p>By the end of Terms 3 & 4, leaders will have facilitated any additional PLD required for new teachers.</p>
	Teachers	On a termly basis will be enacting learning from PLD.
Review Best Practice Statements in Handbook	Maths Lead Teacher	By end Term 3 reviewed with staff.
Use of multi level entry rich tasks for individuals and/or groups	Teachers	By the end of each Term, teachers will have provided students with at least three opportunities to engage in multi level entry rich tasks for individuals and/or groups.
Flexible mixed groupings (not ability)	Teachers	By the end of each Term, teachers will have given students an opportunity to work as part of a mixed flexible group (not ability based).
Trialing different ways of planning maths	Teachers	By the end of Term 4, teachers will have trialed and reviewed different ways to plan maths.
Experiment with assessing against Big Ideas	Maths Lead Teacher & Leadership Team	<p>By the middle of Term 2, leaders will have introduced and run teachers through what assessing against Big Ideas looks like.</p> <p>By end of Term 2, teachers will be familiar with what the Big Ideas are and will have had a go assessing against these.</p> <p>By the end of Term 4, teachers will be more familiar with the Big Ideas and assess against these.</p>
Moderation	Maths Lead Teacher & Leadership Team	By end of Terms 2 & 4, leaders will ensure teachers have had the opportunity to moderate their judgements of students against the Big Ideas.

Use of “Talk Stems” across the school, looking at the link to Talk Moves.	Maths Lead Teacher & Leadership Team	By mid Term 2, leaders will revisit “Talk Stems” and introduce what “Talk Moves” are and how to use them. By mid Term 3, teachers will have experimented using the “Talk Stems/ Moves” strategy in class. By end of Term 4, teachers will explicitly use and refer to “Talk Stems/ Moves” when instructing in Maths.
A focus on experimenting with feedback and instruction with students on “Qualities of a Good Mathematician”	Mathe Lead Teacher & Leadership Team	By mid Term 2, leaders will introduce what “Qualities of a Good Mathematician” are and how to use them. By mid Term 3, teachers will have experimented using the “Qualities of a Good Mathematician” in instruction and for feedback in class. By end of Term 4, teachers will explicitly use and refer to “Qualities of a Good Mathematician” when instructing and giving feedback in Maths.
For each child who is targeted, strengths and areas to work on are co-constructed with them and reflected upon regularly.	Teachers	By end Term 1, teachers will have had a discussion and co-constructed strengths and areas to work on. Term 1 strengths and areas to work will have been reflected upon regularly throughout Term 2, (and so on for the rest of the year). By the end of Term 4, students will be able to describe their strengths and areas to work on.
Specific targeted teaching strategies are devised and employed for each child targeted (including use of cultural competencies professional learning as applicable).	Leadership Team & Teachers	By end Term 1, teachers will have specific teaching strategies identified to enact. By end Terms 2 & 3, teachers will reflect on teaching strategies and decide on actions moving forth. By the end of Term 4, teachers will reflect on teaching strategies used and their effectiveness and communicate this to the next year’s teacher.
<p>Resourcing</p> <p>Junior Maths Resource Kits updated & additional equipment - from Maths Budget</p> <p>Dinah Harvey & Developing Inquiring Mathematical Communities research and PLD.</p> <p>Staff Meeting Time</p> <p>Release time to work with teachers</p>		

Writing Achievement Targets

Strategic Goal:

Grow our capability as learners.

Targets:

1. Accelerate the progress of 4/9 Year 2-8 Māori students from Below to At & 3/14 Year 2-8 Māori students from At to Above in Writing.
2. Accelerate the progress of 2019 2/2 Year 3 Boys , 3/6 Year 5 Boys & 2/4 Year 8 Boys from Below to At Expected Curriculum Levels in Writing.

Baseline data

Schoolwide All Students

2017 19.6% 46 Below, 70.1% 164 At, 10.3% 24 Above National Standard.

2018 22% 50 Below, 64% 147 At , 15% 34 Above Expected Curriculum Level.

Schoolwide Māori as compared to NZ European/Pākeha

Māori 2017 23.1% 6 Below, 76.9% 20 At, 0% 0 Above National Standard.

NZ European/Pākeha 2017 17.6% 34 Below, 69.9% 135 At, 12.4% 24 Above National Standard.

Māori 2018 33% 9 Below, 67% 6 At, 4% 1 Above the Expected Curriculum Level.

NZ European/Pākeha 2018 19% 36 Below, 63% 116 At, 18% 33 Above National Standard.

Schoolwide Girls

2017 9.5% 11 Below, 78.4% 91 At, 12.1% 14 Above National Standard.

2018 14% 17 Below, 67% 80 At, 19% 23 Above the Expected Curriculum Level.

Schoolwide Boys

2017 29.6% 35 Below, 61.9% 73 At, 8.5% 10 Above National Standard.

2018 30% 33 Below, 60% 67 At, 10% 11 Above the Expected Curriculum Level.

Year Group Boys 2018

Year 1 - 100% (3) At

Year 2 - 31% (4) Below 38% (5) At, 31% (4) Above

Year 3 - 20% (3) Below, 60% (9) At, 20% (3) Above

Year 4 - 44% (8) Below, 44% (8) At, 11% (2) Above

Year 5 - 25% (4) Below, 75% (12) At

Year 6 - 16% (3) Below, 84% (16) At

Year 7 - 50% (6) Below, 50% (6) At

Year 8 - 38% (6) Below, 50% (8) At, 12% (2) Above

Māori Boys as compared to NZ European/Pākeha 2018

Māori 8 (47%) Below, 9 (53%) At, 0 (0%) Above

NZ European/Pākeha 22 (27%) Below, 50 (60%) At, 11 (13%) Above

Key Improvement Strategies

- Increasing opportunities for students to write on topics of own choice, of interest, of experiences, with a clear purpose (to inform, persuade, entertain or for self) that draws on their oral language.
- Developing consistency in judgments with work on Assessment and Moderation.
- A balance of deliberate instruction with opportunities for students to experiment and write independently.
- A focus on instructing students in how to plan and rework their writing.
- Clear consistent messaging given with students regarding spelling - looking, hearing and knowing word strategies and expectations.
- Writing strengths and areas to work on are co-constructed with students, they are clear on what to do to improve.
- Flexible grouping on a needs basis with regular time for students to each work with a teacher.
- Providing appropriate scaffolds for students as required (visual prompts, time differentiation, voice to text, teacher scribing of plan, etc).
- A focus on making the links between oral language, reading and writing explicit to students.
- For each target child strengths and areas to work on are co-constructed with them and reflected upon regularly.
- Specific targeted teaching strategies are devised and employed for each target child.
- Trialing of Boys writing groups.
- Sharing and celebrating the writing of target children with their whānau through such avenues as Seesaw.
- Implementation of programmes to develop Fine Motor Skills.
- Teacher Aide targeted to classes with areas related to 2019 targets.
- Trialing of the Te Horo School Explicit Acts of Teaching document across the school.

What	Who	Indicators of Progress & Monitoring
Increasing opportunities for students to write on topics of own choice, of interest, of experiences, with a clear purpose (to inform, persuade, entertain or for self) that draws on their oral language.	Teachers	Termly reviews and evaluations of programmes/instruction.
Developing consistency in judgments with work on Assessment and Moderation.	Literacy Leader & Leadership Team	By the middle of Term 2, leaders will have discussed with teachers what assessment in writing looks like. By end of Terms 2 & 4, leaders will ensure teachers have had the opportunity to moderate their judgements of students.
A balance of deliberate instruction with opportunities for students to experiment and write	Teachers	Termly reviews and evaluations of programmes/instruction.

independently		
A focus on instructing students in how to plan and rework their writing	Teachers	Termly reviews and evaluations of programmes/instruction.
Clear consistent messaging given with students regarding spelling - looking, hearing and knowing word strategies and expectations	Teachers	Termly reviews and evaluations of programmes/instruction.
Writing strengths and areas to work on are co-constructed with students, they are clear on what to do to improve.	Teachers	By end Term 1, teachers will have had a discussion and co-constructed strengths and areas to work on. Term 1 strengths and areas to work will have been reflected upon regularly throughout Term 2, (and so on for the rest of the year). By the end of Term 4, students will be able to describe their strengths and areas to work on.
Flexible grouping on a needs basis with regular time for students to each work with a teacher	Teachers	Termly reviews and evaluations of programmes/instruction.
Providing appropriate scaffolds for students as required (visual prompts, time differentiation, voice to text, teacher scribing of plan, etc)	Teachers	Termly reviews and evaluations of programmes/instruction.
A focus on making the links between oral language, reading and writing explicit to students	Teachers	Termly reviews and evaluations of programmes/instruction.
For each target child strengths and areas to work on are co-constructed with them and reflected upon regularly.	Teachers	By end Term 1, teachers will have had a discussion and co-constructed strengths and areas to work on. Term 1 strengths and areas to work will have been reflected upon regularly throughout Term 2, (and so on for the rest of the year). By the end of Term 4, students will be able to describe their strengths and areas to work on.
Specific targeted teaching strategies are devised and employed for each target child.	Leadership Team & Teachers	By end Term 1, teachers will have specific teaching strategies identified to enact. By end Terms 2 & 3, teachers will reflect on teaching strategies and decide on actions moving forth. By the end of Term 4, teachers will reflect on teaching strategies used and their effectiveness and communicate this to the next year's teacher.

Trialing of Boys writing groups	Teachers	Termly reviews and evaluations of programmes/instruction.
Sharing and celebrating the writing of target children with their whānau through such avenues as Seesaw.	Teachers	Termly reviews and evaluations of programmes/instruction.
Implementation of programmes to develop Fine Motor Skills.	Teachers	Termly reviews and evaluations of programmes/instruction.
Teacher Aide targeted to classes with areas related to 2019 targets.	Leadership Team	Termly review of use of Teacher Aide in relation to student achievement and needs.
Resourcing Staff Meeting Time Release time for teachers to moderate Resources for visual prompts and reminders		