



**Cashmere  
Avenue School**

Marae Roa o Khandallah

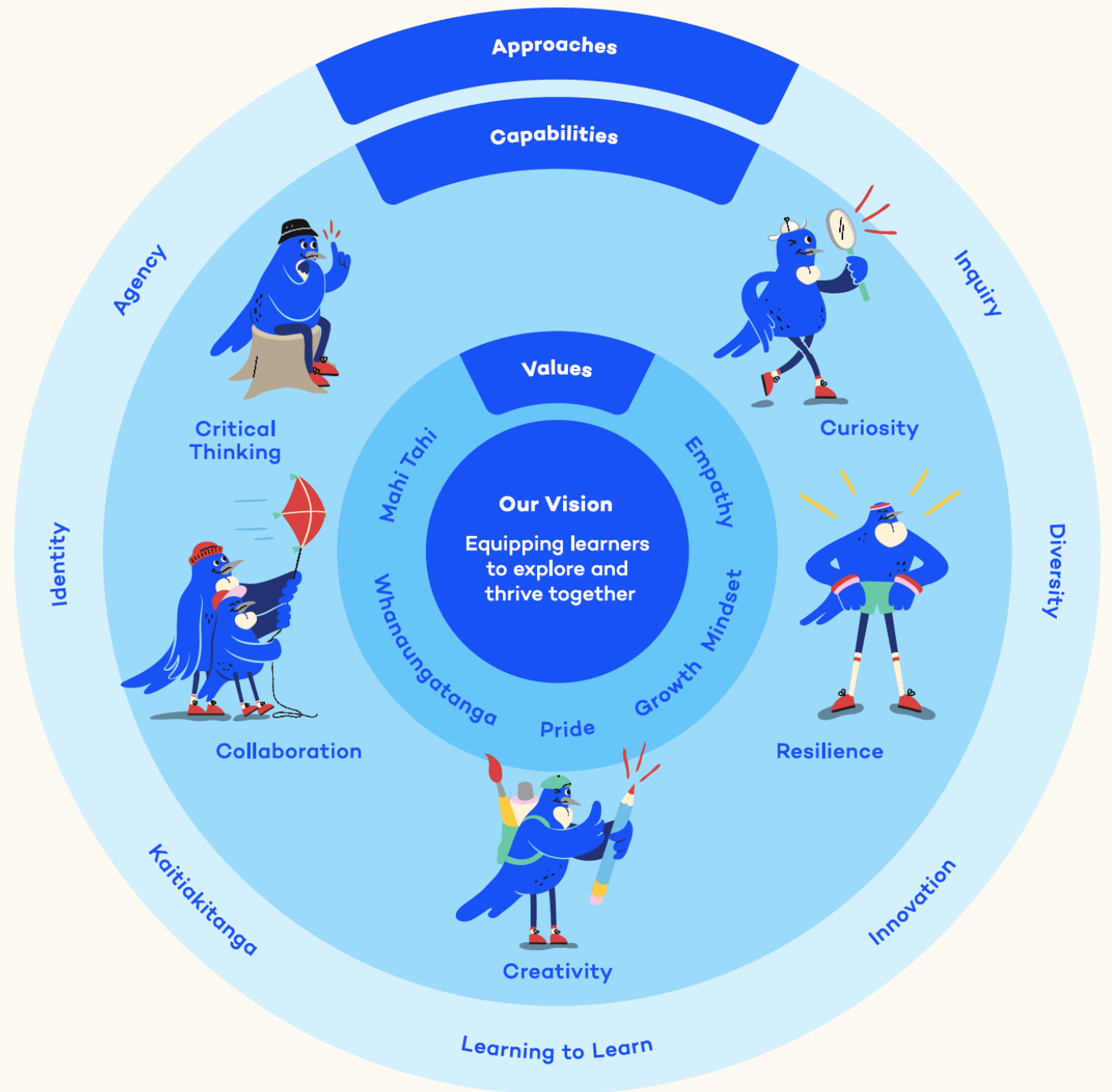
# 2022 Charter





# Cashmere Avenue School

Marae Roa o Khandallah



## Our way of learning

## Strategic Goals, Measures and Actions

Strategic Goals	What We Will Measure	What We Will Do
<b>Relationships</b>  Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration.	<ul style="list-style-type: none"> <li>Whānau, students, staff voices contribute to decision making</li> <li>Teachers have grown in capability through collaboration</li> <li>Teachers are supported to be risk takers and explorers, who inquire into CAS' approaches to teaching and learning</li> <li>Student identities and whānau knowledge and culture are planned for and celebrated in programme design and the life of the school</li> </ul>	<ul style="list-style-type: none"> <li>School wide, school to home and cluster collaborations</li> <li>Commit and contribute to the Kāhui Ako</li> <li>Culture of coaching</li> <li>Identity, diversity, culture celebrations – from individual to school-wide</li> <li>Investment in people</li> <li>Staff, whānau, student consultations</li> <li>Cohesive school vision for all stakeholders</li> </ul>
<b>Powerful Learning Opportunities</b>  Creative learners who use learning processes to be inquiring, critical learners.	<ul style="list-style-type: none"> <li>Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence</li> <li>Students consistently experience learning opportunities that are inquiry and agency based, with high authenticity</li> <li>Curriculum design ensures high standards of student achievement as well as opportunities for students to explore and create</li> </ul>	<ul style="list-style-type: none"> <li>Develop our thinking, processes and systems to be focused on <i>learning</i> centred</li> <li>Evidence based learning initiatives</li> <li>Equitable access to eLearning devices</li> <li>Student-led learning pathways</li> <li>Explore learning approaches in other school settings that align to our vision</li> <li>High-quality professional learning</li> <li>Curriculum design in response to our vision</li> </ul>
<b>Internal Self</b>  Proud, motivated learners who explore self and take risks	<ul style="list-style-type: none"> <li>Students are given opportunities that enable them to progress across the CAS capabilities for learners</li> <li>School learning environments enable learners to learn how they learn</li> <li>The wellbeing of all our people continues to grow and be observed</li> </ul>	<ul style="list-style-type: none"> <li>Increasing number of flexible teaching &amp; learning spaces</li> <li>Collaboration to ensure the wellbeing of all</li> <li>Growth of leadership opportunities</li> <li>Parent support for child's resiliency</li> <li>Implementation of metacognition</li> <li>Behaviour plan and curriculum are designed to strengthen the internal self</li> </ul>

## **School Background**

We are a contributing, Decile 10 primary school in Khandallah, situated below Mt Kaukau and with Wellington Harbour views before us. We end our year with a roll of 340 students. We have three teaching teams: Juniors Yr 0-2, Middles Yr 3-4, Seniors Yr 5-6 - each supported by an Associate Principal. One Associate Principal is currently released and is our Special Education Needs Coordinator (SENCo).

The school enjoys a supportive and encouraging community and Board of Trustees. Whānau are fully engaged in supporting school life; they are present daily: often seen in classrooms helping out or organising eventful fundraising activities to raise funds that support our indoor and outdoor learning environments, and our range of ICT devices, allowing a 1:2 ratio.

The students regularly achieve at their personal bests and are self-managers who set aspirational targets. Collaboration between home and school on student goals supports the progress, achievement and wellbeing of our students.

In 2018, a year-long review of our vision and aspirations from all stakeholders saw our vision develop with capabilities and values expressing further the school's beliefs for education. How our practice aligns to those beliefs is demonstrated on a daily basis through the approaches seen and heard across our school.

At the heart of our school is the way our people weave together. We value mahi tahi - we know that to be one, we work at it, and whanaungatanga - we connect, we care and we support.

## **Belonging to the Northern Zone Kāhui Ako**

Our school is part of a Kāhui Ako (established 2019) consisting of ten schools stretching up Wellington's northern corridor of suburbs from Crofton Downs through to Churton Park. The community has one secondary school, one intermediate, one full primary (also an integrated Catholic school) and eight contributing primary schools. Our 180 teachers collaborate on shared Teaching as Inquiry processes and professional learning opportunities; our whole staffs come together to connect; and our Board of Trustees meet together to support the goals of the Kāhui Ako.

## **Māori Engagement**

We have a whole school focus on connecting with our whānau. Through our Whānau Group and using our school's relational qualities enabling informal dialogue, we talk in partnership about what matters in the educational setting, focusing on how we can ensure our Māori students will feel a deep sense of belonging. We talk about progressing achievement by understanding each family setting. Our 'Getting to Know Your Child' forms and parent talks introduce this level of korero.

## **Whānau and Community Engagement**

Both the community and the school are committed to a supportive partnership. Various initiatives maintain this school quality:

- Open, regular communication with teachers
- Student Led Conferences
- Parent Information Evenings on current learning approaches and building children's resilience

Home and School Committee

- Teacher, school leadership and Board representation at monthly meetings to share news, information and to gain their thoughts on new plans
- School picnic

## Consultation and Collaboration

- Home and School communication
- Annual parent feedback planned by Board
- Wellbeing at School Survey - Students and Teachers
- Teacher surveys to inform co-ordinators and SLT on decision making
- Teacher Think Tanks
- Goal setting meetings with parents
- Student agency surveys
- Student Council
- Whānau Rōpu

## Supporting Diversity

The school welcomes and enjoys the rich diversity of students' cultures, backgrounds and learning experiences. There is particular acknowledgement of the importance of Te Reo Māori and Tikanga Māori in the school to celebrate New Zealand's bicultural heritage, and this is seen through the Board's commitment to fund a Te Reo and Tikanga teacher who works with classes and teachers weekly, breathing life into the language of Māori across the school. With the Senior Leadership Team's support, a teacher has the responsibility of planning the school's integration of Tikanga practice.

The school values the views and aspirations of the school's Māori community. Whānau Hui are held to seek perspectives on new initiatives and feedback on existing programmes. The school enjoys a rich and active relationship with its marae, Maraeroa Marae and kaumatua.

The school has a staff member who fulfils the role of Cultural Celebrations Co-ordinator. This role promotes cultural festivals and develops plans for the whole school to celebrate different cultures.

## Inclusion

Inclusive processes and practices are in place to support all students with special learning needs or physical disabilities and transition them – on enrolment, when moving to a new teacher, and when transitioning to other schools.

The students and classroom teachers are well supported by a support team including a SENCo (our released AP), a SENCo support and experienced teacher aides. There are clear procedures and systems for developing and reviewing Individual Education Plans (IEPs) for high needs students and intervention plans (Priority Student Learning Stories) for moderate needs of students. The teachers embrace working in a collaborative partnership with the students' parents and external support specialists to develop appropriate learning goals, resources and adaptations to their learning programmes to ensure all students thrive. Able students are identified and Associate Principals and colleagues provide support and guidance to classroom teachers to adapt the programmes for these students where required, however our commitment to personalised learning ensures all students are carefully planned for.

We are committed to see each child having access to the environment he / she needs in order to learn at a high standard. Our environment has a developing number of flexible learning environments that cater for the individual styles of our learners. Our school is equipped with modern bathroom amenities that support children's physical needs.

# ANNUAL IMPLEMENTATION PLAN: 2022

Initiatives: What we will do	Specific Strategic Actions for 2022	Outcomes: How will we know if we have been successful.
<p><b>Relationships Strategic Goal: Through <i>mahi tahi</i> we will achieve <i>whanaungatanga</i> by valuing diversity, empathy and collaboration</b></p> <p><b>Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all</b></p>		
<ul style="list-style-type: none"> <li>School wide, school to home and Kāhui Ako collaborations</li> <li>Culture of coaching</li> <li>Identity, diversity, culture celebrations - from individual to school-wide</li> <li>Investment in people</li> <li>Staff, whānau, student consultations</li> <li>Cohesive school vision for all stakeholders</li> </ul>	<p><b>Maintaining Our Culture</b></p> <ul style="list-style-type: none"> <li>Invite staff to explore ways for the tamariki, staff and parents to connect despite the health measures in place for the pandemic</li> <li>Promote the connections, offer celebrations, look for ways of sharing learning</li> <li>Explore ways to connect with prospective / new whānau while the health measures are in place</li> </ul> <p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>Associate Principals coached by leadership consultant Mark Sweeney, twice per term. APs explore feedback in November from their syndicate teams and fellow SLT members to create their leadership goals for 2023</li> <li>SLT explore how to maximise collaboration time on strategic leadership</li> </ul> <ul style="list-style-type: none"> <li>Tuakana Teina Co-ordinator explores opportunities for the promotion and development of wellbeing, leadership and service programmes</li> </ul> <ul style="list-style-type: none"> <li>Kāhui Ako events: <ul style="list-style-type: none"> <li>Term 1, Staff Only Day</li> <li>Mini Hui</li> <li>Ignite Talks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The school feels connected - people can talk about what learning looks like across the school</li> <li>Staff and parents report on the positive school culture</li> </ul> <ul style="list-style-type: none"> <li>APs are supported and equipped to grow the people they directly lead</li> <li>APs can report accurately on the growth of their teachers</li> <li>APs are equipped to progress the school's Strategic Goals and Achievement Targets.</li> <li>AP wellbeing is energised</li> <li>School strategic decisions are timely. There has been enough time to consult and collaborate before strategic decision.</li> </ul> <ul style="list-style-type: none"> <li>Student Council have voice in the school's decisions</li> <li>Middle and Junior students regard their tuakana as other resources of support</li> </ul> <ul style="list-style-type: none"> <li>Teachers connect across the KA, and are enabled to freely learn from each other.</li> <li>Teachers understand the purpose of</li> </ul>



	<ul style="list-style-type: none"> <li>- Teachers engage with the Achievement Challenges of the Kāhui Ako each term.</li> </ul> <ul style="list-style-type: none"> <li>• Hermann Model PLD for new teachers / 30 hour per week support staff employees</li> </ul> <p>Co-Teaching Partnerships</p> <ul style="list-style-type: none"> <li>• Coaching for co-teaching partnerships with released Associate Principal per term</li> <li>• Co-teaching partnerships engage with professional learning with Mark Osborne: the purpose, outcomes, strategies.</li> </ul> <p>Cultural Connections</p> <ul style="list-style-type: none"> <li>• Cultural Celebrations Co-ordinator to plan a school wide cultural event.</li> <li>• Cultural Celebrations Co-ordinator to promote the customs, and festivals of the ethnicities represented at our school.</li> <li>• Cultural Celebrations Co-ordinator explores ways to tell the stories of our diverse whakapapa of our CAS people.</li> </ul> <p>Communicating Our Vision - Principal to lead</p> <ul style="list-style-type: none"> <li>• Explore ways to connect our way of learning to our wider audience.</li> <li>• Consult with current and prospective parents on what they are curious about.</li> </ul> <p>Te Tiriti o Waitangi Actions</p> <ul style="list-style-type: none"> <li>• Explore ways for whānau to connect, have voice and to</li> </ul>	<p>professional inquiries</p> <ul style="list-style-type: none"> <li>• Teachers feel supported to take risks and explore strategies / approaches</li> <li>• Student outcomes in the areas of the KA Achievement Challenges supported</li> <li>• Teachers engage in dialogue that supports the mahi of their colleagues</li> </ul> <ul style="list-style-type: none"> <li>• Team relationships grow amongst staff and empathy for others' needs in the workplace is developed.</li> <li>• Leadership organisation and decisions reflect awareness of the staff's thinking preferences</li> </ul> <ul style="list-style-type: none"> <li>• Relationship between co-teachers is equitable, leading to strong student outcomes in core subjects and the learner capabilities.</li> </ul> <ul style="list-style-type: none"> <li>• Students exhibit whanaungatanga by reporting an understanding of how cultures are celebrated</li> <li>• A variety of cultural events are celebrated throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged.</li> <li>• People report in the Wellbeing Survey a sense of belonging</li> </ul> <ul style="list-style-type: none"> <li>• Digital face of CAS connects personally with current and future whānau</li> <li>• Whānau informed on what to expect their child's school life to look like</li> <li>• Whānau support school with initiatives and fundraisers that grow these learning opportunities</li> </ul> <ul style="list-style-type: none"> <li>• Whānau Group reconnected after the pandemic's pause on the gathering.</li> </ul>
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	<p>continue to support the school's development</p> <ul style="list-style-type: none"> <li>• Share with Whānau Group the school's Māori students achievement and the school's plans to accelerate it</li> <li>• Te Atiawa Trust PLD for 2023 planned for staff to learn about local iwi histories</li> <li>• Te Reo and Tikanga teacher employed for 0.2 FTTE. Teachers to have support from Te Reo teacher and Tikanga Co-ordinator on what their goal for Māori language and / or tikanga is. Use of classroom lessons from Te Reo teacher to support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased Te Reo spoken by staff and students. Inclusion of Te Ao Māori in classes consistent.</li> <li>• All teachers progress in the NZ Teaching Standard for Te Reo</li> </ul>
	<p>Behaviour Management</p> <ul style="list-style-type: none"> <li>• Further integrate use of our new behaviour management plan</li> <li>• AP to gather information that is evidence of the plan's implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers can identify behaviour incidents of differing severity and can select relational strategies to use</li> <li>• Increased score from Student's Wellbeing at School Survey</li> </ul>
Initiatives: What we will do	Specific Strategic Actions for 2022	Outcomes: How will we know if we have been successful.
<p><b>Powerful Learning Opportunities Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners.</b></p> <p><b>Kāhui Ako Achievement Challenge: Confident, capable empowered learners</b></p>		
<ul style="list-style-type: none"> <li>• Develop our thinking, processes and systems to be focused on <i>learning</i> centred</li> <li>• Evidence based learning initiatives</li> <li>• Equitable access to eLearning devices</li> <li>• Student-led learning pathways</li> <li>• High-quality, needs based professional learning</li> <li>• Curriculum design in response to future-focused concepts</li> </ul>	<p>Leadership</p> <ul style="list-style-type: none"> <li>• SLT Team reflect on the Face of Leadership - celebrations and work ons</li> <li>• SLT Team to visit a school that is effective in leading change</li> <li>• SLT Team offered leadership PLD on leading change</li> <li>• SLT Team to work with indicators of success for 2022 in our key areas of change: writing, authentic student inquiry process</li> <li>• Coaching of APs to support leadership action choices for leading change in their area</li> <li>• APs work with indicators of success with their team, designing what the actions of practice look like in their teams</li> </ul>	<ul style="list-style-type: none"> <li>• Face of Leadership to be a tool to support leadership actions.</li> <li>• Each AP able to state what is needed for each team member's support and ongoing learning</li> <li>• Each AP able to provide evidence of practice that is a development in leading change</li> <li>• APs utilise leadership tools and mindsets to interdependently lead the strategic plan</li> </ul>
	<p>Hybrid Learning</p> <ul style="list-style-type: none"> <li>• eLearning Coordinator to consult and ascertain support needed</li> <li>• Explore possibilities as a team and choose online platform</li> <li>• Continue to learn strategies and innovations</li> <li>• Engage with support from Kāhui Ako</li> <li>• Collaborate as a team to develop the platform e.g. Seesaw</li> <li>• Gain feedback from students and parents to improve the</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning is transparent to parents and students</li> <li>• Online teaching and learning is evaluated and improved as we progress</li> <li>• Student achievement levels are maintained throughout the</li> </ul>



	<p>opportunities / use of the platform</p> <p>Learner Profile</p> <ul style="list-style-type: none"> <li>Increased communication about it and with it. Integrated use of it with staff and students through all learning designs.</li> <li>Within School Teacher supporting its integration by linking Learner Profile goals to examples of teachers' practice particularly in authentic inquiry / children's authentic learning through play or exploration</li> </ul> <p>Progression of CAS Approaches</p> <ul style="list-style-type: none"> <li>Explore the CAS approaches across the school. Understand what is happening in each team. Understand how each team builds on the other's mahi in order for children to develop their skills and be equipped.</li> <li>SLT to analyse the information, checking for cohesion and a natural journey for our students. Create a plan of development for 2023 that leads change in selected approaches (SLT and teacher voice to determine which approaches to develop a stronger progress of).</li> </ul> <p>Design Technology Curriculum is woven into classroom practice: DT Team to collect evidence on how CAS is demonstrating the DT Curriculum, identifying and supporting PLD needs and suggesting further resourcing.</p> <p>CAS Symposium of Learning</p> <ul style="list-style-type: none"> <li>Plan this event for Years 4, 5 and 6 to offer in Term 1, 2023.</li> <li>Within School Teacher supporting.</li> </ul>	<p>pandemic's interruption</p> <ul style="list-style-type: none"> <li>The Learner Capabilities can be articulated by the students - they know examples of how they demonstrate them</li> <li>Teachers can plan learning opportunities that enable students to strongly develop the Learning Capabilities</li> <li>Greater cohesion observed across the school of our approaches.</li> <li>Emerging understanding of how our students journey through our school.</li> <li>Plan developed for 2023 on progressing an understanding of the approaches in action.</li> <li>Staff are using the ICT continuum that is clearly aligned with the Digital Technology strand.</li> <li>Staff are equipped to implement all areas of the continuum, evident in observations.</li> <li>Our community have a clear understanding of how learning progresses for learners throughout their time at CAS</li> <li>Our community can see our way of learning in action.</li> <li>Students develop leadership and pride in their learning.</li> </ul>
	<p>Literacy Development</p> <p>Specialist Literacy Teacher role developed for 1:1 with students and to develop teacher skill sets in assessing and planning for reading and writing</p>	<ul style="list-style-type: none"> <li>Increased student outcomes for writing, focusing on our Priority Students</li> <li>Teachers and leaders make informed choice on which Structured Literacy</li> </ul>

	<p>Junior and Middle Team are led through a leadership inquiry that explores Structured Literacy and the purchasable products / strategies that implement the teaching and learning approach.</p> <p>Writing Consultant engaged to support the school on the practice of written language:</p> <ul style="list-style-type: none"> <li>Explore the components of effective teaching to accelerate learning, especially for boys/ Māori learners.</li> <li>Leadership to ensure the delivery of this in classrooms aligns with our vision and approaches.</li> </ul>	<p>strategy to invest in</p> <ul style="list-style-type: none"> <li>Consistency seen in practice of the writing process and the teaching of language skills</li> <li>Teachers report on their confidence in teaching writing</li> </ul>
	<p>CAS Curriculum Review</p> <ul style="list-style-type: none"> <li>Implementation of Sexuality Education reviewed with MoE support</li> <li>CAS Curriculum Statement planned for 2023 to align to the MoE's new timeline on curriculum refreshment</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are prepared for areas to be refreshed and the NZC's new approach / process to learning</li> </ul>
	<p>Teachers' Professional Inquiry: MATES Groups</p> <ul style="list-style-type: none"> <li>Facilitator: Derek Wenmoth</li> <li>Teachers naturally group in an area of educational curiosity</li> <li>Teachers plan the specific area to inquire into</li> <li>Teachers develop an agreement of how they will support each other on their shared inquiry</li> <li>Each group has a budget and reliever days to decide on how they will use these to support their growth</li> <li>Each group will have group coaching from Derek Wenmoth</li> <li>A member of the SLT is to support the development of the MATES groups</li> </ul>	<ul style="list-style-type: none"> <li>Teachers explore areas of educational curiosity aligned to our vision</li> <li>Teachers engage in a professional growth cycle with autonomy and resourcing</li> <li>Collaboration is nurtured and supports teachers' growth</li> </ul>
<b>Initiatives: What we will do</b>	<b>Specific Strategic Actions for 2022</b>	<b>Outcomes: How will we know if we have been successful.</b>
<p><b>Internal Self Strategic Goal: Proud, motivated learners who explore self and take risks</b></p> <p><b>Kāhui Ako Achievement Challenge: Hau ora and wellbeing; Equitable outcomes for all</b></p>		
<ul style="list-style-type: none"> <li>Increasing number of flexible teaching spaces</li> <li>Collaboration to ensure the wellbeing of all</li> <li>Growth of leadership opportunities</li> <li>Parent support for nurturing child's resiliency</li> <li>Implementation of meta-cognitive</li> </ul>	<p>Consultation with Staff through the Wellbeing Survey and various other forms of feedback e.g. forms, Think Tanks, NZCER survey, syndicate meetings</p> <ul style="list-style-type: none"> <li>How can the SLT support the growth of individuals (Keep, Start, Stop)</li> <li>What is needed for staff to feel energised by belonging to CAS?</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback on having voice in our school</li> <li>Staff feedback on feeling increased personal growth and having control over this</li> <li>The positive culture of CAS is palpable</li> <li>Staff are energised to be</li> </ul>

language		professionally learning
	<p>Leadership Development Emerging leaders of colleagues offered a 3 day leadership programme introducing them to leadership</p> <p>Kāhui Ako Wellbeing Support</p> <ul style="list-style-type: none"> <li>Teachers engage with Challenge 2 to learn about possible wellbeing frameworks that can support staff and tamariki</li> <li>Teachers collaborate across the Kāhui to learn about different approaches for the whole school and classroom programmes</li> </ul> <p>Teaching Spaces Modernised to Support Individual Learners</p> <ul style="list-style-type: none"> <li>5YA amendment: modernisation of Rms 7, 8, 9 window / door joinery, north side, including an outdoor learning environment.</li> <li>Junior teaching team have input into the design elements</li> </ul> <p>Board Assurance</p> <ul style="list-style-type: none"> <li>Board to discuss how the school nurtures staff wellbeing, and what strategies are in place for students. How are we providing the strategies that support wellbeing / motivation: <ul style="list-style-type: none"> <li>- Having a purpose to be apart of something big</li> <li>- Goal setting</li> <li>- Autonomy</li> <li>- Flexibility</li> <li>- Leadership's control of workload</li> </ul> </li> <li>Staff Teacher Only Day in Term 4 to support assessment and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Growth of leadership at CAS - people ready to take the next step</li> <li>Evidence of confident, equipped leaders</li> <li>Teachers learn wellbeing strategies and frameworks to implement</li> <li>Teachers recommend programmes to the SLT</li> <li>Students learn in an environment that is flexible to their needs and styles of learning</li> <li>Teachers work in an environment that stretches their skill and energises them</li> <li>Students and staff are in safe environments</li> <li>Data informs teachers and SLT on the autonomy owned by students (to support their wellbeing)</li> <li>Wellbeing is promoted and planned for</li> <li>Staff report on high levels of motivation</li> <li>Teachers report that the board and SLT strategise to reduce their workload</li> </ul>

## Key Support Documents

- Professional Learning Plan
- MATES Overview and Agreements
- Coaching Overview for Teachers and APs
- Priority Students Procedure Overview
- Curriculum Coordinator Job Descriptions

- WSL Action Plans
- Wellbeing Report 2021
- AP 360 feedback and Principal Appraisal feedback 2021

## Priority Student Achievement Targets 2022

The following critical baseline information was found when internally evaluating our end of year curriculum level expectations data for 2021 in Reading, Writing and Maths:

- Reading: 86% were at and above the expected level (92% were at/above in 2020)
- Writing: 81% were at and above the expected level (89% were at/above in 2020)
- Maths: 89% were at and above the expected level (93% were at/above in 2020)

This self-review has concluded that Writing will continue to be our achievement and acceleration focus for 2022.

**Strategic Goal:** Powerful Learning Opportunities - Creative learners who use learning processes to be inquiring, critical learners.

### Targets

1. **All students identified for writing:** For all students who did not meet the curriculum level expected in writing for 2021, to make accelerated progress in 2022.
2. **Boys, Writing:** To have all boys at the expected curriculum level in writing by December 2022.
3. **Māori Students, Writing:** To have all Māori students at the expected curriculum level in writing by December 2022.

Actions	Who	Timeframe	Resources
Parents and teachers collaborate over shared goals for students.	Class Teacher	Formal Parent communication once per term, informal regularly	'Getting to Know Your Child' form; parent interviews
Priority Student tracking: released AP to coordinate tracking systems and ensure all students below expectation are accounted for and SLT analyse the impact on our Priority Students three times each term (Thursday meetings).	Released AP SLT	Released AP: regularly each term  SLT: three times each term (Thursday meetings).	Priority Student Learning Stories  Student database
Engage with a writing consultant to build a shared understanding on an effective literacy programme, focusing on the practice needed particularly for boys. Teachers offer their feedback on whether there is support they need in an area of the programme. Teams to have PLD support from the writing consultant. SLT to use data from students and feedback from teachers to build a plan of support for the teaching of writing.	SLT Writing Consultant Teachers with expertise	Term 1, Week 6 - gather data from student samples Term 1, Week 7 - gather data from teacher's survey Term 2, engage consultant	MoE PLD support PLD budget
Coaching on Priority Students to utilise questions that require teachers to link evidence to data. Coaching to	SLT Class Teachers	Coaching twice per term.	Coaching release

move towards support with direction when needed.			
Data analysed to identify cohorts that need additional support from Within School Leader/ Specialist Literacy Teacher to work with teachers to accelerate progress. Focus on boys and progress of Maori students.	SLT WSL Specialist Literacy teacher	End term 1 explore data/ observe staff Term 2 WSL support teachers	Priority Student Learning Stories End of Year data analysis WSL release
Share evidence that shows which strategies are making an impact. Use of strategies bank - when designing programmes of support and to add to it for colleagues.	Teachers Released AP TAs WSL	Staff meeting twice per year Strategies regularly shared at team meetings	Strategy bank Kāhui Ako Shared practice from outside the KA
Focus on feedback to students in writing as a school. Use of the Literacy Learning Progressions to support teachers' subject knowledge in feedback.	SLT lead Teachers TAs	All year	Writing Consultant Further professional learning opportunities Think Tank
Engage with Structured Literacy PLD through the RTLB Service. Explore research based practice into phonological awareness and alphabetic principle to implement a scope and sequence of practice.	SLT Junior and Middle School Specialist Literacy Teacher	Term 1 explore research and resources- 2x PLD with RTLB Term 2- Term 3 teachers explore strategies and begin implementation - PLD RTLB Term 4 explore resources	Heggerty RTLB Service Purchase of Scope and Sequence
Contexts for learning are authentic and designed in response to the interests of students.	Class Teachers Within School Teachers	All year	Writing Consultant Further professional learning opportunities Kāhui Ako Shared practice from outside the KA
Explore other approaches to literacy, for programmes that are structured in their progression of skill and knowledge acquisition.	SLT, Teacher Think Tank, TAs	Term 2	Kāhui Ako Shared practice from outside the KA

\*We do not include ORS students in our Achievement Target.