

**“Be like a postage stamp—stick to one thing until you get there.” Margaret Carty**

Our hope and drive is for every student to leave school at the end of year 6, with the skills and competencies, commensurate with age, that will prepare them effectively for the next stage of their learning and life. These targets below state a minimum, are often used as benchmarks or standards for ongoing success, and enable a strategic approach to planning and intervention.



**Strategic goal 1 states:**

To provide a high-quality, student centred education where:

- Each student achieves high standards and makes significant personal progress in all areas, especially reading, writing and maths;
- There is a focus on accelerating progress for priority learners;
- Giftedness is identified and positively nurtured;
- Elearning is embedded;
- Students are keen to learn and have the capacity to do so (agency);
- Physical skills and fitness, leads to effective participation in a range of sports;
- Assessment, evaluation and review is used to inform better learning;
- Original ideas and thoughts are encouraged, valued and explicitly planned for;
- Student voice is actively sought, valued and acted upon;
- Te Reo Maori is explicitly planned for.

FOCUS AREA:	TARGET AND TARGET GROUP:	INDICATORS:	MEASURED BY: WHEN?	
LITERACY – Reading	(1) For all students identified as being ‘below’ standard after 12 (or 24) months at school in 2016, reaching or exceeding the next required standard, after 24 (or) 36 months at school. <i>Explanation/Baseline Data: A higher proportion of students are below standard, after 12 and 24 months at school than other levels. Several students are ESOL and some have fallen behind their peers (that have had other interventions). We want all these students to meet the next NS milestone.</i>	Using 2016’s ‘12 (and 24) month standard as baseline information. After implementing a series of strategic actions we would expect:  Children that were below standard (in 2016) for the 12 (or 24) month standard, are now ‘at’ or ‘above’ standard. This would signal accelerated progress has been made.	OTJ for 12, 24 and 36 month standard in reading, as determined by Class Teacher and moderated (if required) by Peer, Team Leader of LACO.	LACO track at intervals during year. Report to Board mid-year and end of year.
	MAIN/SIGNIFICANT ACTION:	RESPONSIBILITY:	TIMING/RESOURCING:	
	Reading Recovery (0.2 MOE funded/0.2 school funded) Smaller class sizes -1:18 Individual Monitoring –reading wedges Additional targeted Rdg Support and ESOL Support from staffing. Perceptual Motor Programme	David/Mel (LACO)/Kerri/Junior Teachers	2017. Throughout year.	

FOCUS AREA:	TARGET AND TARGET GROUP:	INDICATORS:	MEASURED BY:	WHEN?
LITERACY – Writing	<p>(2) All year 1 students previously ‘below’ or ‘well below’ standard (in 2016), achieving ‘at’ or ‘above’ the appropriate national standard for writing, relative to their time at school or year level (by the end of 2017)</p> <p>(3) All students, at all levels, at least maintaining their achievement level from 2016.</p> <p><i>Explanation/Baseline Data:</i></p> <p>The rationale for goal 2 is consistent with goal 1. We need students to achieve at the earliest possible level and not slip behind. Goal 3 is important, especially given a small slip in the last 12 months. We need to monitor achievement in writing as it may be a strategic goal in the next plan (currently under development)</p>	<p>Using 2016’s ‘12 month standard as baseline information. After implementing a series of strategic actions we would expect:</p> <p>Children that were below or well below standard (in 2016) for the 12 month standard, are now ‘at’ or ‘above’ standard (24 month std). This would signal accelerated progress has been made.</p> <p>For goal 3, the OTJ for every student, from one year to the next (2016-2017) would be at least the same, if not better.</p>	<p>2017 OTJ for ‘after 24 months at school’ used and compared against the 2016 standard after 12 months at school for the same group.</p> <p>For goal 3, the OTJ would be used and compared from one year to the next (2016-2017)</p>	Mid and end of year.
	<p><b>MAIN/SIGNIFICANT ACTION:</b></p> <p>Reading Recovery (0.2 MOE funded/0.2 school funded)</p> <p>Smaller class sizes -1:18</p> <p>Additional targeted Rdg Support and ESoL Support from staffing.</p> <p>Perceptual Motor Programme</p> <p>Community of Learning engagement</p>	<p><b>RESPONSIBILITY:</b></p> <p>Elly, Teachers, LACO (Mel)</p>	<p><b>TIMING/RESOURCING:</b></p> <p>Team Leaders</p> <p>Teacher Aide resourcing</p> <p>Community of Learning.</p>	

FOCUS AREA:	TARGET AND TARGET GROUP:	INDICATORS:	MEASURED BY:	WHEN?
NUMERACY-MATHS	(4) All students below standard in 2016, achieving ‘at’ or ‘above’ the appropriate national standard for maths, relative to their time at school or year level (by the end of	Using 2016’s standards, across the year levels (and time at school) as baseline information. After implementing a series of strategic	National Standard OTJ’s for end of year, informed by	Dec, 2016 Monitor mid-year

	<p>2017). This is especially so for year 5, where there is a higher proportion below standard.  <i>Explanation/Baseline Data:</i>  91% of our students are at or above standard, which is higher than the national average and the community of learning average. However, there is a tail of achievement</p>	<p>actions we would expect:   Children that were below standard (in 2016) will, by the end of 2017, be 'at' or 'above' standard. This would signal accelerated progress has been made.</p>	<p>a range of assessment procedures.</p>	
<b>MAIN/SIGNIFICANT ACTION:</b>		<b>RESPONSIBILITY:</b>	<b>TIMING/RESOURCING:</b>	
	<p>Community of Learning stream of work (Challenge 2)  Maths Support Teacher  Maths (Sustaining) Contract with Consultant, Dinah Harvey, focused on supporting:</p> <ul style="list-style-type: none"> <li>• Co-Team Leaders to sustain and further develop our maths curriculum;</li> <li>• Those teachers with a disproportionate number of students below standard;</li> <li>• New staff that were not part of our two year development.</li> </ul> <p>Teacher inquiries –some staff will have this as their focus for inquiry.</p>	<p>David, Leadership</p>	<p>Maths Support Teacher  Community of Learning strand  Consultant –priority with Y5 and those below/well-below.</p>	