



TIRIMOANA PRIMARY SCHOOL

CHARTER

STRATEGIC PLAN

ANNUAL PLAN

ACHIEVEMENT TARGETS

2018

TIRIMOANA PRIMARY SCHOOL

CHARTER

TYPE OF SCHOOL

Tirimoana Primary School is a co-educational contributing, urban, state primary school. The school is located in the Te Atatu South suburb of Waitakere City in the West Auckland metropolitan area. The school was opened in 1969 and is sited on a quiet suburban street, which feeds into high-density traffic routes. Children are enrolled from age five years and generally complete six full years at primary school.

GENERAL DESCRIPTION OF SCHOOL

The school is currently a U7 category contributing primary school with a roll of between 680-720 students. The school population is predominantly NZ European. There are also a number of other ethnic groups represented in the school population. The school is categorised as being Decile 5.

For an increasing proportion of children English would be classed as a second language.

STAFF

Staff at Tirimoana School includes the Principal, Senior Management, Teachers, Secretary, Executive Officer, Teacher-Aides, Library Assistant, Property Manager, Groundsman and Cleaners.

SCHOOL PROPERTY

The school covers an area of 8 hectares. The school buildings comprise 26 teaching classrooms, an administration block, library/ICT suite, hall, resource room, and property manager facilities.

The school has additional facilities - asphalt areas, adventure playgrounds, a fitness trail and grass playing areas.

COMMUNITY CONSULTATION

The school charter was developed by the elected Board of Trustees in consultation with parents in the school community and with staff. This consultation has included the Maori community. The Board of Trustees periodically reviews the Charter, with input from the community.

ANNUAL CONSULTATION

- Written survey for parents
- Specific consultation with Maori
- Consultation with a random cross section of students
- Written Survey for staff
- Periodic consultation on specific matters and issues

LANGUAGES

The school employs a bi-lingual teacher of Te Reo Māori who provides leadership in Te Reo Māori and Tikanga Māori across the school.

The school currently offers opportunities for students to learn French, Mandarin and other languages when available.



Mission Statement

In a world of opportunity, we aim for all our children to grow as confident, informed, reflective individuals who will embrace diversity and sustainability in order to fulfil their potential as members of society, both locally and globally.

CARE

Key Values:

Compassion Act Responsibly Respect Effort

School Affirmation

Children's right to learn.
Teacher's right to teach.
Everyone's right to be safe
and to be respected.

School Motto

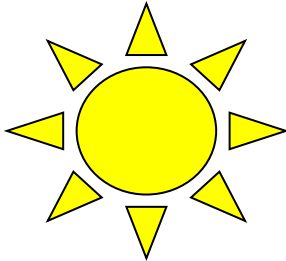


The school motto was developed after consultation with parents and staff in 1994.
It reflects the school philosophy whereby each child is seen as unique, with his/her own potential talents.
Our aim is to assist each child to discover and develop his or her own talents.





TIRIMOANA PRIMARY SCHOOL



VISION

In our school we will regard everyone as an individual, where each child is unique. We will aim to retain this uniqueness and belief in oneself by helping each child to develop their strengths and talents.

We will provide a safe, peaceful, learning environment where tolerance and respect for other cultures is acknowledged and practised.

To this end we expect everyone within our school to be culturally sensitive, to respect the different ethnicities of our multicultural community, and to honour the principles of Te Tiriti O Waitangi.

We will focus on high expectations for achievement and behaviour in all things we do. In this way we aim to develop our children as confident, articulate, critical-thinking learners.

As an Enviroschool we will promote Environmental Education with children actively participating in sustainable practices in our school and community.

As a future focused school we will foster an awareness of global issues, connectedness, and conflict resolution, both reflecting our local community and the world at large.

In order to achieve this we will develop skills in the use of communication technologies and the learning of languages.

We believe that for effective learning in the 21st Century a strong partnership between our school, the home and the wider community is essential.

Together we hope that each person in our school, staff and students, will discover their own talents.



KEY EXPECTATIONS

Future Focus; Coherence

We expect our children to be confident and actively involved as they develop into life-long learners.

Learning to Learn; High Expectations

We expect our children to feel pride in their own achievement and to acknowledge the achievements of others.

Community Engagement; High Expectations

We expect our children to be polite and well-mannered.

Community Engagement; High Expectations; Coherence

We expect our children to appreciate the role of authority in society, and to respect it in the home, at school and in the wider community.

Inclusion

We expect our children to be tolerant of others in the classroom, in the playground and on the sports field.

Cultural Diversity

We expect our children to accept the differences in appearances, ideas and beliefs of others.

Cultural Diversity

We expect our children to be culturally sensitive and respectful.

Treaty of Waitangi

We expect our children to recognize that Te Reo Māori and Tikanga Māori are important in our community.

Learning to Learn; High Expectations

We expect our children to apply effort, show perseverance, and achieve to the best of their ability.

Learning to Learn; Coherence

We expect our children to develop effective work and study habits, show curiosity and apply initiative.

Inclusion; Coherence

We expect our children to be as healthy and active as their potential allows, and to participate in and enjoy physical activity in games and sports.

Learning to Learn; Coherence; High Expectations

We expect our children to learn responsibility, practice self-discipline and be accountable for their actions.

Future Focus; Community Engagement; Coherence

We expect our children to understand and be actively involved in environmental education and sustainable environmental practices.

Future Focus; Coherence

We expect our children to develop an understanding of what it means to be a global citizen and engage fully in a world of expanding technologies in a digital age.

KEY GUIDING PRINCIPLES

A. Curriculum

The BOARD OF TRUSTEES accepts that every child in this school shall have the best possible learning opportunity.

This includes the provision of a rich curriculum, opportunities to acquire basic skills, create knowledge and practice new skills. Academic achievement will be recognised, with appropriate expectations for improvement and locally developed benchmarks for assessment. Teachers will implement the Curriculum with special regard to the Learning Areas, Achievement Objectives, Key Competencies, Values and National Standards.

The National Education Guidelines, the National Administration Guidelines and the New Zealand Curriculum are attached to the Charter as an appendix.

B. Equity

The BOARD OF TRUSTEES accepts that equity objectives underpin all activities in this school.

The BOARD OF TRUSTEES will ensure that this school's policies and practices seek to achieve equitable outcomes for students of both sexes, regardless of their differences and irrespective of their ability or disability, irrespective of their religious, ethnic, cultural, social, family or class backgrounds, and regardless of their differences.

Two aspects of equity are:

1. Equal Educational Opportunity

The BOARD OF TRUSTEES will ensure equal opportunity for all students to participate and succeed in the full range of school activities.

The BOARD OF TRUSTEES will adopt policies and practices that identify and cater for the individual needs of each student in the school. These will affect implementation of the curriculum and the way the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly Priority Learners:

- Māori
- boys achievement
- Pasifika students
- students with disabilities
- other ethnic groups
- Gifted and Talented students
- children for whom English is a second language
- equal opportunities for girls

2. Treaty of Waitangi

The BOARD OF TRUSTEES accepts an obligation to develop policies and practices, which reflect New Zealand's dual cultural heritage.

Every child will be given the opportunity to appreciate the dual cultural heritage of New Zealand and the multi-cultural nature of our society with opportunities for Te Reo Māori and Tikanga Maori.

All reasonable steps will be taken to support families who request instruction in Te Reo Māori and in Tikanga Māori for full time students. Wherever this proves unachievable, the school will assist families with alternatives such as a school nearby, the nearest kura kaupapa, or opportunities for personalised instruction through the correspondence school.

LOCAL GOALS

1. Consultation with the Community

1. Tirimoana School aims to foster positive and effective relationships with the parent community in the belief that education can best be delivered in a partnership between parents and teachers. To this end the school will actively pursue policies and practices to welcome and encourage parent involvement in school activities, and to engage in regular consultation with the parent community.
2. Tirimoana School aims to maintain an effective Parent Teacher Association which will support school activities and which will assist with parent – school consultation.

2. Learning Support

1. Tirimoana School aims to focus on achievement standards and will recognise and reward high achievement in academic, cultural and sporting activities.
2. Tirimoana School aims to resource and actively support the provision of Reading Recovery services for six year old children for whom it is appropriate.
3. Tirimoana School aims to resource the provision of Information Communication Technologies to deliver the curriculum for all children, from New Entrant level through to Year 6 level. To this aim the school will adequately fund equipment, staffing, maintenance and professional development.
4. Tirimoana School aims to provide the necessary extra learning support for children with special learning needs and for children who are Gifted and Talented. To this aim the school will adequately fund staffing, learning resources and professional development where appropriate.
5. Tirimoana School aims to provide effective learning support for students for whom English is a second language.
6. Tirimoana School aims to give emphasis each alternate year to the Arts and to Sciences and Technology. This will include biennial Art Exhibitions and Science/Technology Exhibitions.
7. Tirimoana School aims to provide learning opportunities for limited numbers of International Foreign Fee Paying students annually, and is a signatory to the Code of Practice for the Pastoral Care of International Students.

3. Environmental Awareness

1. Tirimoana School, as an Enviro School, aims to create an attractive environment for students and staff. This will include developing environmentally friendly recycling practices and incorporating environmental education and principles of sustainability across the curriculum.

4. Cultural Awareness

1. Tirimoana School aims to create a culturally sensitive learning environment, where the different ethnicities and cultures in the school community are recognised, valued and respected.

5. Community Services

1. Tirimoana School aims to provide an After School Care programme for working families at reasonable cost as a service to the parent community.
2. Tirimoana School has a partnership with the Glendene Amateur Athletic club, which uses the school grounds to provide athletics activities for children during after school hours in summer months. The school aims to maintain a positive working relationship with the Athletic Club as host for the club's activities, in the belief that this is of direct benefit to the wider community.

6. PB4L Mission Statement

"We at Tirimoana School have implemented PB4L in order to develop school wide consistency in our approach to managing and promoting positive behaviour. This framework will support all of our learners, our teachers and our community to discover their talents".

APPENDIX TO CHARTER

NATIONAL EDUCATION GUIDELINES

Tirimoana School will implement the following National Education Goals and National Administration Guidelines as required by the Ministry of Education.

1. National Education Goals

The National Education Goals establish a common direction for education in New Zealand.

1. Attainment of the highest standards of achievement, through programmes, which enable all students to realise their full potential as individuals, and to develop the values, needed to become full members of New Zealand society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual needs.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education.
9. Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori and New Zealand's role in the Pacific and as a member of the international community of nations.

2. National Administration Guidelines

The National Administration Guidelines support learning and assist our school to implement the National Education Goals.

NAG 1

Each Board, through the principal and staff is required to:

- (a) develop and implement teaching and learning programmes:
 - i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
 - ii. giving priority to Each board of trustees is required to foster student achievement by providing teaching and learning programmes, which incorporate the National Curriculum as expressed in *The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa*.
student achievement in literacy and numeracy, especially in years 1-8;
 - iii. living priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6;
- (b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
 - i. student achievement in literacy and numeracy, especially in years 1-8; and then to
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum or Te Marautanga o Aotearoa*;
- (c) on the basis of good quality assessment information, identify students and groups of students:
 - i. who are not achieving
 - ii. who are at risk of not achieving;

- iii. who have special needs; and
 - iv. aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in(c) above;
- (e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2

Each board of trustees with the principal and teaching staff is required to;

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1 (c) above) including the achievement of Maori students against the plans and targets referred to in 1 (e) above.

NAG 3

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

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

NAG 4

According to legislation on financial and property matters, each Board of Trustees is also required in particular to:

- (a) allocate funds to reflect the school's priorities as stated in the charter;
- (b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- (c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5

Each Board of Trustees is also required to:

- (a) provide a safe physical and emotional environment for students;
- (b) promote healthy food and nutrition for all students; and
- (c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

NAG 8 applies in relation to schools with students enrolled in years 1-8 from the 2013 school year, and all schools from the 2014 school year.

*Schools that have students in years 1-8 that use The New Zealand Curriculum must use National Standards for those students and schools that have students in years 1-8 that use Te Marautanga o Aotearoa must use Ngá Whanaketanga Rumaki Māori for those students.

THE NEW ZEALAND CURRICULUM

It is the responsibility of Tirimoana School to implement the New Zealand Curriculum to ensure all children have the right to gain a broad, balanced education. The Curriculum is for Young People who will be confident, connected, actively involved, lifelong Learners.

It specifies eight Learning Areas.

These are:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology

The curriculum also sets out the five Key Competencies and a set of common Values.

These are:

Key Competencies

- Thinking
- Using Language, Symbols and Texts
- Managing Self
- Relating to Others
- Participating and Contributing

Values

- Excellence
- Innovation, Inquiry and Curiosity
- Diversity
- Equity
- Communication and Participation
- Ecological Sustainability
- Integrity
- Respect

The curriculum also has key principles which underpin all learning.

They are:

- High Expectations
- Treaty of Waitangi
- Cultural Diversity
- Inclusion
- Learning to Learn
- Community Engagement
- Coherence
- Future Focus



SCHOOL 3 YEAR STRATEGIC PLAN OVERVIEW

2018 – 2020

**1. NAG 1:
Curriculum Delivery**

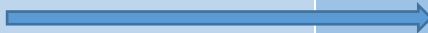
Aim: Implement teaching and learning programmes based upon the essential learning areas and skills.


2018	2019	2020
Arts Focus <ul style="list-style-type: none"> - Visual Arts, Dance, Drama 	Science Focus <ul style="list-style-type: none"> - Sciences/Science Expo 	Arts Focus
Literacy Focus -Writing <ul style="list-style-type: none"> - Introduce Writing Progressions Rubric - Editing in Writing 	Literacy Focus -Reading <ul style="list-style-type: none"> - Reading PLD - Whole School focus on Effective Practice in Reading. - ALL-1 (Accelerating Literacy Learning – targeted intervention. 	Literacy Focus- <ul style="list-style-type: none"> - ALL-2
PaCT <ul style="list-style-type: none"> - Teachers complete PaCT judgements in Maths, Reading, Writing - Mathematics focus 	PaCT <ul style="list-style-type: none"> - Review PaCT - Review progressions and formative practices 	PaCT Implement outcomes of 2019 review
Mathematics <ul style="list-style-type: none"> - MST2 - Targeted Learners - Introduce 'Connecting the Strands' resources - Review Prime Maths books 	Mathematics <ul style="list-style-type: none"> - Whole School PLD in Maths - Self-Review Maths - 	Mathematics <ul style="list-style-type: none"> - Implement identified need for improvement in mathematics teaching
Digital Technology <ul style="list-style-type: none"> - Staff PLD 	Digital Technology <ul style="list-style-type: none"> - Implement Digital Technology 	Digital Technology <ul style="list-style-type: none"> - Imbed Digital Technology
Assessment and Reporting <ul style="list-style-type: none"> - Consult staff and Community - Remove National Standards - Establish key principles for moving forward:(Retain Anniversary Reporting, Align to NZC, Re-frame language - Implement clear requirements: "Planning for Success" 	Assessment and Reporting <ul style="list-style-type: none"> - Implement new assessment and reporting practices - Implement clear requirements: "Planning for success" - On-going focus on NZC levels 	Assessment and Reporting <ul style="list-style-type: none"> - Imbed agreed practices for assessment and reporting

2. NAG 2:
Self Reporting, Self Review,
Community Consultation

Aim: **Document and maintain
an ongoing programme of
reporting, self-review and
community consultation.**

One day French and One day Te Reo classes <ul style="list-style-type: none"> - Establish one day French and Te Reo classes - Review at end of year - Parent survey 	One day French and One day Te Reo classes <p>Review and implement findings</p>	One day French and One day Te Reo classes <p>Review and implement findings</p>
Annual Plan	Annual Plan	Annual Plan
Community of Learning/ Kahui Ako <ul style="list-style-type: none"> - Amend CoL Plan - Launch logo/graphic - Writing focus - Connecting to DPs/APs - Re-appoint ASLs - New in-school WSL appointments 	Community of Learning/ Kahui Ako <ul style="list-style-type: none"> - Whole COL TOD January - Review curriculum focus 	Community of Learning/ Kahui Ako <ul style="list-style-type: none"> - Renew CoL Plan - Decisions to be made around CoL future

	2018	2019	2020
NAG 2A: BOT Aim: To report to parents in plain language at least twice a year	Reporting to BOT	Reporting to BOT	Reporting to BOT
	Self-review/Consultation <ul style="list-style-type: none"> - Assessment and reporting - Review Management of School Roll - Health & PE - Consultation with Maori - Participate in 'Education Conversation – MOE review of schooling 	Self-review/Consultation <ul style="list-style-type: none"> - Health & PE - Consultation with Maori - Implement new practices 	Self-review/Consultation <ul style="list-style-type: none"> - Health & PE - Consultation with Maori - Respond to govt and MoE decisions around the future educational directions
		- BOT Elections	- Possible ERO Review
	- Review all reporting to parents Minor changes to reflect NZC levels	- Introduce new reports	
3.NAG 3: Personnel Aim: To promote high levels for staff performance by being a good employer.	Education Council <ul style="list-style-type: none"> - Staff PLD on 'Our Code Our Standards' 	Education Council Embed 'Our Code Our Standards'	Education Council Embed 'Our Code Our Standards'
	Digital Technologies curriculum <ul style="list-style-type: none"> - Up-skill teachers - MOE PLD application Maths PaCT <ul style="list-style-type: none"> - Teacher PLD PLD Opportunities	Digital Technologies Digital Tech implemented 	Digital Technologies PLD Opportunities

	<ul style="list-style-type: none"> - Provide PLD opportunities for teachers linked to school priorities and individual needs (BoT to fund) Provisionally Registered Teachers <ul style="list-style-type: none"> - Induction and Mentoring CEA <ul style="list-style-type: none"> - Negotiations for Primary Teachers Collective Employment Agreement 	 Provisionally Registered Teachers <ul style="list-style-type: none"> - Induction and Mentoring 	Provisionally Registered Teachers <ul style="list-style-type: none"> - Induction and Mentoring
<p>4. NAG 4: Finance and Property Aim: Allocate funds to reflect school's priorities, monitor and control expenditure.</p> <p>Comply with conditions of an asset management agreement, and implement a maintenance programme for a safe, healthy, learning environment..</p>	Budget preparation and monitoring <ul style="list-style-type: none"> - ILE refurbishment Rooms 23,24 - Library/Rm26/Resource Room refurbishment - External Paint, Blocks 1,2,3, Hall, - Hall refurbishment - Plan new 5YA and 10YPP 	Budget preparation and monitoring <ul style="list-style-type: none"> - Replace coal fired boiler system - Concrete repairs - 5YA and 10YPP 	Budget preparation and monitoring <ul style="list-style-type: none"> - 5YA and 10YPP

	2018	2019	2020
<p>5. NAG 5. Health and Safety</p> <p>Aim: To comply with legislation and provide a safe physical and emotional environment for students and staff.</p>	<p>PB4L</p> <ul style="list-style-type: none"> - Sustain Tier 1 - Embed Restorative Practice - Introduce Tier 2 <p>Teacher Registration Renewals</p> <ul style="list-style-type: none"> - Maintain robust practice <p>Police Vetting</p> <ul style="list-style-type: none"> - Maintain robust practice - Plan for requirement for all adults on site (core, non-core) from July 1st 2019 <p>Health & Safety PLD</p> <ul style="list-style-type: none"> - Focus on Health and Safety practices "Every day, everywhere, everyone" - Life Education Programme Year 3 & 4 	<p>PB4L</p> <ul style="list-style-type: none"> - Sustain Tier 1 & Tier 2 <p>Teacher Registration Renewals</p> <ul style="list-style-type: none"> - Maintain robust practice <p>Police Vetting</p> <ul style="list-style-type: none"> - Maintain robust practice - Requirement for all adults on site (core, non-core) <p>Health and Safety</p> <ul style="list-style-type: none"> - Keeping Ourselves Safe (KOS) Whole School 	<p>PB4L</p> <ul style="list-style-type: none"> - Sustain Tier 1 & Tier 2 <p>Teacher Registration Renewals</p> <ul style="list-style-type: none"> - Maintain robust practice <p>Police Vetting</p> <ul style="list-style-type: none"> - Maintain robust practice - Requirement for all adults on site (core, non-core) <p>Health and Safety</p> <ul style="list-style-type: none"> - Life Education Programme Year 3 & 4
<p>6. NAG.6 Administration</p> <p>Aim: To comply with all general legislation concerning requirement such as attendance, the length of school day, and the length of the school year.</p>	<p>Annual Report to MOE Charter, Targets, Priorities</p> <ul style="list-style-type: none"> - Review structure of break times - Office Review - Property Staff Review 	<p>Annual Report to MOE Charter, Targets, Priorities</p> <ul style="list-style-type: none"> - Implement Outcomes - Implement Outcomes <p>ERO REVIEW (TBC)</p>	<p>Annual Report to MOE Charter, Targets, Priorities</p> <p>ERO REVIEW (TBC)</p>



SCHOOL ANNUAL PLAN

2018

TIRIMOANA SCHOOL ANNUAL PLAN 2018

NAG	Action	Personnel	Cost	Time Frame	Expected Outcomes	Actual Outcomes
1	Regular quality physical activity that develops movement skills for students	Teachers	\$9,088	Terms 1-4	Teachers participate in Play.Sport opportunities. Kiwisport funding for resources and activities.	Term 1: <ul style="list-style-type: none"> Meeting with Play.Sport discussing play areas around school. Actions for Play.Sport committee Play.Sport workshop AR/JW Bike West (Bike Safety)Years 5 &6 Athletics day- all year levels Zonal sports
1	Community Engagement	BOT Staff PTA Whanau/Parents		Terms 1-4	PTA Events and Fundraising Meet the Teacher evening Consultation hui and fono Matariki celebration hosted at Tirimoana Book Character week Athon	Term 1: <ul style="list-style-type: none"> Meet the teacher evening Book week with PTA support Week 11
1	Organise a whole school Art Exhibition as a focus for learning in Visual Arts.	Teachers	\$2,000	Terms 1-3 Art Exhibition in Term 3	Every student participates in Art learning and in the Art Exhibition.	Term 1: <ul style="list-style-type: none"> 3 x visual Art PD workshops
1	Accelerated learning achievement in Mathematics (MST 2)	Maths Facilitator MST Lead Teacher Mathematics Year Two	\$36,609	Terms 1-4	Targeted students will achieve at least one extra learning stage in maths. Focus on Learners in Yr 5 and 6 based on 2017 achievement data. Y4 learners to join in Term 2. Expect to have up to 50 students participate in MST over the year.	Term 1: <ul style="list-style-type: none"> MST teacher attended workshops at Waipuna Convention Centre Target students tested and selected. Groups started
1	Review the use of PRIME Mathematics resource -Years 3-6	Teachers Maths Inquiry Team		Term 4	The use of PRIME maths books will be reviewed	

1	Establish a one day Te Reo (Years 3-6) and a one day French (Year 6) class	Principal French Teacher Te Reo teacher		Terms 1-4	Students from Years 3-6 (Te Reo) and Year 6 (French) will have the opportunity to extend their language learning during a 1 day French class (Tuesday) and a 1 day Te Reo Class (Wednesday)	Term 1: <ul style="list-style-type: none"> • <i>Indications of interest sent home</i> • <i>Students selected.</i> • <i>Groups started</i> • <i>Feedback given to SLT on how classes have started and general outline of the day</i> • <i>12 Te reo students</i> • <i>22 French students</i>
1 & 2	Focus on and resource Community of Learning Achievement objectives in writing.	CoL teachers	\$1,000	Terms 1-4	CoL teachers provide leadership across the school to support all teachers working towards the Achievement Challenge. Student's success in writing is reflected in 85% of all students achieving At or Above the expected curriculum level	Term 1: <ul style="list-style-type: none"> • <i>New lead Principal appointed</i> • <i>Tirimoana Principal in role of 'Senior Leader of Expertise'</i> • <i>WSL Writing appointed (Kezia Langdon)</i> • <i>3x WSL(Margaret Carter/Geoff Brown, Kura Tuhura) reappointed</i> • <i>ASL (Louise Graham) Interviewed and reappointed</i> • <i>Draft writing matrix introduced and in use by staff</i> • <i>PLG's on use of writing matrix</i> • <i>AP/DP invited to attend CoL meeting</i> • <i>AP/DP meeting to set up support group</i>
1 & 3	Assessment and reporting	BOT Principal Teachers Parents/Whanau		Terms 1-4	Self-review of schoolwide assessment and reporting to replace National Standards	Term 1: <ul style="list-style-type: none"> • <i>Feedback from staff around reporting procedures</i> • <i>SLT agreed on basic principles for 2018. Changes will be made after further consultation and will be put in place in 2019</i>

1 & 3	Allocate funds in budget for teacher professional learning development.	BOT H.O.D's Teachers	\$21,890	Terms 1-3	<p>Teachers will engage in PLD related to areas of whole school focus. Literacy, Behaviour Management, Digital Technologies</p> <p>Principal to apply for MoE funded staff PLD through Cognition.</p>	<p>Term 1:</p> <ul style="list-style-type: none"> • <i>Roots of Empathy Training-JM</i> • <i>Behaviour strategies-CC/CD</i> • <i>Primary Maths Association day- X teachers</i> • <i>Auckland Literacy association – presentation by KL/ MC/ NR/SC</i> • <i>National Library workshops-SC/BC</i> • <i>April holidays: Playbased learning -NR</i> • <i>RTLit: LE/AR</i> • <i>Play.Sport PD AR/JW</i> • <i>Leadership Spiral workshop-KL</i> • <i>Deaf workshop-CC</i> • <i>Principal has applied for funding for PLD in Digital technologies</i> • Term 2: • <i>Gail Loane – 4 teachers</i> • <i>Early Years- KL/KR</i>
1 & 4	Students to participate in variety of Arts learning activities	Teachers		<p>Term 2</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p>	<p>Footsteps Dance – All children</p> <p>Theatre – Pippi Longstocking</p> <p>- Great White Man Eating Shark</p> <p>Opera – Year 3-6 children participate in Opera NZ – In Schools Programme.</p>	<p>Term 1:<i>Telling Our Stories : Rich Learning Activities</i></p> <ul style="list-style-type: none"> • <i>Year 1 trip to Kiwi Valley Farm</i> • <i>Year 2 Trip to Corbans Estate</i> • <i>Year 3 trip to museum</i> • <i>Year 4 Trip to Museum</i> • <i>Year 5 trip to Kelly Tarltons</i> • <i>Year 6 trip to Rangitoto</i> • <i>Pippi Longstocking production for Years 4-5</i> • <i>Book week</i>

NAG	Action	Personnel	Cost	Time Frame	Expected Outcomes	Actual Outcomes
1 & 4	Resource Reading Recovery for full implementation coverage.	BOT MOE	\$27341	Term 1-4	School funds 4 Reading Recovery teachers.	Term 1: <ul style="list-style-type: none"> Margaret Carter began training Extra hours applied for and was granted SC and JM changed and moved Learning spaces New furniture ordered
	Reading Recovery learning resources.		\$900	Term 1-3	All students identified as eligible for Reading Recovery participate in the programme.	
1 & 4	Allocate funds in budget to purchase new teaching and learning resources.	Principal BOT H.O.D's	\$35,900	Terms 1-3	Teachers will focus on raising student achievement using new resources to complement teaching.	Term 1: <ul style="list-style-type: none"> 2 whiteboard teaching table bought for rooms 13 and 5 'Connecting the Strands' facilitator came to work with y3-6 teachers
	Purchase new Maths resources "Connecting the Strands" Yr 3-6		\$4200	Term 1		
1 & 8	Focus on lifting achievement in Writing for boys, for Maori and for Pasifika learners	Teachers Principal H.O.D's CoL Teachers	\$2,000 (PLD)	Terms 1-4	Teachers engage in PLD. Targets set for achievement improvement. Accelerated learning opportunities	Term 1: <ul style="list-style-type: none"> Gail Loane workshop booked for 4 teachers in term 2. Teachers will present a power shot to rest of staff
2 & 5	PB4L – Promote school wide behaviour expectations Imbed Restorative Practice	PB4L team	\$10,000	Terms 1-4 All year	Signage strategically placed to promote PB4L. Teachers use school wide Matrix. Teachers use behaviour flow chart. Teachers use Tiri tickets and Tiri wristbands. Introduce PB4L – Tier 2 for staff supporting High Needs students.	Term 1: <ul style="list-style-type: none"> Induction of new staff Tier 1 team established New Leader and Coaches selected Tier 2 team established Workshop @ MoE-JM/JP/PK New signage installed around the school Major/Minor PLG's with Staff and TA Reviewed incident form PLG- Active supervision-SMILER Roots of Empathy programme in school.JM trained as a tutor. R.o.E baby selected. Room 16 are hosts for 2018

NAG	Action	Personnel	Cost	Time Frame	Expected Outcomes	Actual Outcomes
3	Ensure quality external appraisal for the Principal.	Principal BOT Chair Consultant	\$2500	Terms 2-4	Appraisal report confirms Principal meets all requirements. Internal appraisal – BOT	
3	Student Teachers in school	Principal Mentors Associate Teachers	\$15,000	Terms 1-4	Student Teachers from UoA, AUT, University of Waikato, Laidlaw College Student Teachers complete successful practicums as per University requirements.	Term 1: <ul style="list-style-type: none"> • Student's allocated to classes • Associate teacher workshop @ Swanson school • Saudi Teachers allocated to Tirimoana School
4	Classroom Furniture Purchase new ILE furniture for Year 5 classes	BOT	\$28,209	Term 1	Year 5 children learn in a collaborative learning space using different furniture to meet individual needs.	Term 1: <ul style="list-style-type: none"> • Furniture was delivered before the start of term 1
4	Property Refurbish Library/Resource Room/Rm 26	BOT Property Consultant	\$55,000	Term 1	Library refurbished with new paint, carpet, shelving and furniture.	Term 1: <ul style="list-style-type: none"> • Paint and Carpet completed • Shelving and furniture decisions in progress • Furniture consultant involved
4	Property ILE refurbishment for Rooms 23 & 24	BOT Property Consultant	\$110,000	Term 2-3	Teachers and students engage in collaborative learning in new ILE area.	
6	School is open for attendance and learning for the required number of half days.	BOT	-	Terms 1-4	School open 384 half days	Term 1: <ul style="list-style-type: none"> • School terms on website and school app. • School dates included in information pack for new parents



SCHOOL IMPROVEMENT PLAN

GOALS FOR PRIORITY LEARNERS

2018

School Improvement Plans 2018

Priority Learners Maori, Pasifika Students, Learning Support

To raise student achievement in writing (CoL Goal) for Maori and Pasifika boys.

Team Leaders to identify Names, Numbers, Needs of Maori and Pasifika learners in each team.

Confirm target learners in each class.

Class teacher to focus on identifying need through Gap Analysis and PaCT Writing tool.

To plan for culturally responsive pedagogy appropriate for Maori to learn as Maori, and Pasifika as Pacific peoples.

Te Waka Tangata and CoL within School lead teacher for Maori to model and share appropriate approaches for teachers in meeting the needs of Maori and Pasifika learners.

To provide a one-day Te Reo Maori immersion class for Maori to learn as Maori.

Up to 16 learners to have the opportunity.

Planning For Success – Teacher Practice

To set clear planning for success expectations for teachers bases upon self-review of planning in 2017.

Writing Improvement - Teacher Practice

To focus on continued improvements in Writing for all learners, using a new school developed Writing Rubric for planning and assessment based on clear writing progressions.

To set clear guidelines for progressions and expectations in editing strategies for learners.

Mathematics – Learners at risk of under achievement

Through review of 2017 achievement data, identify target learners in Mathematics (Year 3-6) for inclusion in MST programme with Mathematics Support Teacher.

Small group additional Maths learning to supplement effective class room learning.

Mathematics – Extension Class

Through review of 2017 achievement data in Mathematics, identify learners from Year 4-6 who will benefit from extension Mathematics learning.

Digital Technologies Curriculum – Teacher Knowledge

To raise teacher capabilities in use of digital technologies in teaching and learning.

To unpack the Digital Technologies Curriculum with teachers.

To engage an external facilitator to lead school PLD in digital technologies through application to MoE PLD funding streams.

Arts – Dance, Drama, Music, Visual Art - Teacher knowledge/Learner success

To focus on achievement success in the Arts.

To provide PLD for teachers.

To organise external opportunities for Arts participation – Footsteps Dance, Opera NZ, Theatre.

To develop an Arts-Athon to promote participation and learning in the Arts.

Reading - Participation in Reading Recovery

To raise achievement in Reading literacy for learners at risk of not achieving at, or close to 6 years of age.

To provide full implementation of Reading Recovery by having 3 parallel Reading Recovery programmes operating, allowing for 12 students at any given time to be in Reading Recovery.



ANALYSIS OF VARIANCE

REPORTING

ON

ACHIEVEMENT TARGETS

2017

TIRIMOANA SCHOOL ANNUAL PLAN 2017 outcomes

NAG's	Action	Personnel	Time Frame	Expected Outcomes	Annotation against Annual Plan All terms Specific to: Term 1 Term 2 Term 3 Term 4	Actual Outcomes
1 & 4	Allocate funds in budget to purchase new teaching and learning resources.	Principal BOT H.O.Ds	Terms 1-3	Teachers will focus on raising student achievement using new resources to complement teaching.	<ul style="list-style-type: none"> Where possible resources bought complement our Inquiry theme of 'Explore' and Term 3 focus of Science Roll out of iPads to Year 5 and 6 classes with software Teachers suggesting apps to add to iPads Junior and Senior reading books purchased Maths books for teachers (years 4-6) connecting the strands purchased ICAS tests funded by school to promote equity for all learners Cups, trophies, books as prizes for end of year. 	School spent \$ School purchased additional learning resources as planned. Teachers used these items in classes. ICAS test funding worked well with no child missing out. iPads used well. Teachers pleased with them. Agree to order more for 2018
1 & 3	Allocate funds in budget for teacher professional learning development.	BOT H.O.D's Teachers	Terms 1-3	Teachers will engage in PLD related to areas of whole school focus. Literacy and Science	<ul style="list-style-type: none"> New Entrant teaching – January holidays (All Year 1 teachers) Engaging boys 16/3: JM, SC, GB, RE Structure of Language 27/3 – RR seminar JM, SC, RMcK, DH PMS: MC, AA Ready to Read workshop Years 1-4 Transition between ECE and School – April school holidays – DH 6 staff are participating in post graduate study this year Science: Ally Bull Digital Citizenship NetSafe presentation (PB4L steam and Staff and parent evening) PaCT Writing for CoL and Tiri teachers Leadership seminar (July holidays) JM and GB 	Teachers engaged in PLD throughout the year, both internally led, and external providers. The science PLD from AUT was well received. The Netsafe workshops were very well received by staff and parents, with a big turnout at the PTA. The teachers that participated in the PENZ conference came back inspired and appreciated the opportunity.

					<ul style="list-style-type: none"> • PENZ Conference attended AA and AR • Provisionally Certificated Teachers PLD: Te reo (Kura); Maths (Louise and Geoff); Writing (Margaret and Noel) • Office 365 staff meeting prof learning • Play based learning PLD – 2 teachers • Restorative Practice PLD at MoE • Wananga for parents • Science PLG with all teachers (Ally Bull) • Incredible Years training for 2 teachers • First Aid Certificate training for ½ staff • Play.sport staff meetings • 'Little Engines' PLD for selected Junior teachers/DP/Senco with MoE psychologist and parents 	<p>PK and Dale attended the NZPF conference in Queenstown – good to be able to learn together and to reflect on school priorities.</p> <p>In-house PLD for PRTs worked well although teachers reflected that they missed the opportunity to meet other PRTs. We will continue in-house PLD but will also organise visits to other schools.</p> <p>Junior staff keen on Play Based learning – plan to continue this approach in 2018.</p> <p>Good parent turnout at wananga – attached to hui for consultation.</p> <p>First Aid training used a new trainer; much more efficient and cost-effective.</p> <p>Little Engines project went well so teachers will continue to run the project in 2018 to support young learners</p>
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					<ul style="list-style-type: none"> • Problem solving teams PLD x2 • Staff reflection RP • Restorative Practice PLD • Restorative Practice/PB4L Conference • SET Evaluation (external) in Term 4 	<p>PLD to sustain the approach.</p> <p>Review of PB4L, as an outcome of a successful SET evaluation, indicates that Tirimoana is now ready for launching into Tier 2. We have applied to the MOE to commence Tier 2 training.</p>
3	Ensure quality internal appraisal for the Principal.	Principal BOT Chair Consultant	Terms 1-4	Appraisal report confirms Principal meets all requirements. Internal appraisal – BOT	<ul style="list-style-type: none"> • Performance goals have been set with the BoT Chairperson • Appraisal documents filed 	As an outcome of an internal self-review, the principal will participate in an external review in 2018.
1	Organise a whole school Science Exhibition as a focus for learning in science.	Teachers	Terms 1-3 Expo in Term 3	Every student participates in Science learning and in the Expo.	<ul style="list-style-type: none"> • Science PLD 6/10 at Rangereview to prepare and support the Science learning – RMcK, KK, GB, AB • Science in a Van: booked for Term 3 • Science Advisor booked for Term 2 Staff Meeting • Ally Bull working with Team Leaders • ICAS Science • PLG Science1 • Science Expo – successful event 	Science teaching and learning were a key focus in 2017. The PLD enabled all staff and students to participate with confidence in the Science Expo.
1 & 8	Focus on lifting achievement in Writing for boys, for Maori and for Pasifika learners	Teachers Principal H.O.D's CoL Teachers	Terms 1-4	Teachers engage in PLD. Targets set for achievement improvement. Accelerated learning opportunities	<ul style="list-style-type: none"> • Began the year with an analysis of data from the 2016 school year which we used to determine the priorities to lift achievement • We noticed that Maori achievement continues to rise • Pasifika achievement is still further from the 85% goal 	<p>Targeted learners identified and interventions put in place.</p> <p>Pasifika learners still figure highly in the tail of under-achievers despite making overall gains.</p>

					<ul style="list-style-type: none"> • Analysis of beginning of year summative tests, eg PAT and Star • Guided reading books are purchased across all year levels with a particular focus in the Senior School of reading across the curriculum • School wide writing sample – moderated in teams • Staff meetings • Curriculum coverage 20/3 in year levels • TA working with Year 5 boys to re-engage with writing – based on 2016 data • Interim and Anniversary reporting Years 1-3. 63 learners (end of Term 1) • Pasifika Fono was held to gather parent voice about learner engagement • Providing Pasifika students with priority placement for low achieving interventions and accelerating high achievement <p>TEAM LEADERS – Drivers of Quality Practice: implemented with teams</p> <ul style="list-style-type: none"> • Meeting formats • Management of Academic learning time • Team moderation of SW writing • Coverage of curriculum in timetables • Curriculum coverage • Teachers are making connections between curriculum documents. This has been a refocus • As a result of this focus it has been observed that there is more in-depth focussed teaching in inquiry, particularly in Year 4 <ul style="list-style-type: none"> • Matariki Hui consultation 	<p>Although teachers used Gap Analysis and PaCT judgments, the senior leadership team still see a need for further PLD and consolidation in 2018.</p> <p>The two Target interventions had mixed outcome results which were well inquired into when the SLT and principal completed an Analysis of Variance. Closer scrutiny of teacher interventions, and focused PLD would help.</p> <p>Hui and fono helped identify next steps for teachers.</p> <p>An end of year review of Team Leaders as Drivers of Quality Practice identified a need to consolidate in 2018. Team Leaders expressed a desire to continue with this focus in 2018.</p>
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					<ul style="list-style-type: none"> • CoL Hui for Pasifika and Te Reo KT and MC • Whole School staff meeting aligning curriculum documents • Whole School writing moderation – marking anonymous writing sample against Tirimoana Writing rubric • ICAS Writing • PaCT Judgement made on every learner • Feedback survey – Writing (Margaret and Noel) • Blind marking exercise for writing • Completion of new writing rubric term 4 • PaCT Judgments completed in Term 4 • Children in Year 2,4,5,6 attend Marae trips in Term 3 • Tiri students participate in Term 3 cultural sharing day • Team Leaders participate in reflective workshop and planning for 2018 – select inquiry theme “Telling Our Stories’ for 2018 	<p>The focus on Curriculum Coverage has helped Team Leaders provide leadership across their teams.</p> <p>The whole school moderation with blind marking received a positive endorsement from teachers.</p> <p>A review of PaCT has indicated that we will continue to do PaCT judgments in Reading and writing, and we will add in Maths for 2018.</p> <p>‘Telling Our Stories’ will be the whole school inquiry theme for 2018.</p>
NAG's	Action	Personnel	Time Frame	Expected Outcomes		Actual Outcomes

1	Teachers to engage in collaborative inquiry in teams supported by CoL teachers.	Teachers CoL Teachers	Terms 2-3	Teachers become more familiar with 'Teaching as Inquiry' and use that to improve learning outcomes in targeted area. Teachers use 'Inquiry time' allocation.	<ul style="list-style-type: none"> Commenced planning at across school COL level CoL Sharing day at Learning Network – How CoL teachers were supporting the learners in their community 	The COL sharing day was an opportunity for our Within School COL leaders to meet and learn from others from other schools in the COL. Inquiries are still limited in number and depth. For 2018 it is expected that our ASL (Louise) will help lead WSLs with collaborative inquiries.
4	Property Construct new hard court	BOT Property Consultant	Term 1	New hard court provides safe place for ball games	<ul style="list-style-type: none"> Quotes obtained Tender document received Preparatory works commenced at the end of Term 1 Court to be completed in the April holidays Court completed Court markings painted 	The 'futsal' court was well used over a very wet winter for games and PE. The installation of tigerturf later in the year added extra enhancement to the court. Children really appreciate the tigerturf markings.
4	Property Construct creative play spaces around the school. <ul style="list-style-type: none"> Junior Area Oak tree corner (Rm 21/Rm 22) Field Area Tiger Turf behind hall 	BOT SLT	Term 1-2	Children have access to creative play spaces, with a focus on creativity and self-directed play. Equipment purchased to support creative play.	<ul style="list-style-type: none"> Peter and Claire preliminary conversations to plan DH and PK – preliminary conversations around creative play space outside Room 11 Sport and Recreation NZ speaker booked for Term 2 Staff Meeting (Moved to T3) Allocated Funds from Wheels Day for Junior creative play equipment PK and DH met with Scott MacKenzie from Sport and Recreation NZ and planned staff meetings in Term 3 Planting of shrubs to create a free play space (by Room 27) 	

					<ul style="list-style-type: none"> • Junior play area carpeted • Construction of new play area between Rooms 21 and 22 	
	Conduct tender process for provision of Before and After School Care	BOT	Term 1	Board signs a new contract for provision of Before and After school care, with a focus on best services to children and families.	<p>December 2016 – March 2017 Tender panel:</p> <ul style="list-style-type: none"> • Met to establish criteria and form tender • Evaluated tenders • Met with all applicants • Presented applicants to BoT on 15/3 • Preferred supplier contacted • Contract under negotiation • Preferred supplier selected • BoT Chair negotiating with preferred supplier to agree on contract • After School Care implements changes as required • Self-evaluation given to BOT by After School Care in Term 4 	
1 & 2	Focus on and resource Community of Learning Achievement objectives in writing.	CoL teachers	Terms 1-4	CoL teachers provide leadership across the school to support all teachers working towards the Achievement Challenge. Student's success in writing is reflected in 85% of all students achieving At or Above the National Standard in writing.	<p>MC and NMCC have worked</p> <ul style="list-style-type: none"> • PRT's • Supported other teachers • Hosted PaCT workshop • Went to Freyberg School • Working/aligning Tiri writing progressions • CoL Sharing Day at Learning Network – How CoL teachers were supporting the learners in their community • Whole School staff meeting aligning curriculum documents • Whole School writing moderation – marking anonymous writing sample against Tirimoana Writing Rubric • DPs attend COL workshop • Principal leads end of year COL review 	

Summary of Whole School National Standards Data 2017

National Standards Data at the End of 2017

Reading

84% of all children At or Above the standard

Writing

87% of all children At or Above the standard

Mathematics

86% of all children At or Above the standard



Tirimoana Primary School Achievement Target for Year Five 2017

"Discover Your Talents"

Target

To monitor, accelerate and raise writing achievement for Year 5 students identified as 'below' or 'well below' in Writing.

Identification of Students

The H.O.D. selected learners at risk of not achieving in Writing using National Standards OTJ data from 2016 – 'At end of Year 4' and interim data as well as from Term 1 2017 samples of writing.

Baseline data Term 1

A writing sample was taken from targeted learners in Term 1 as baseline data. These samples were analysed and annotated for recognised weaknesses and then moderated across all of the Year 5 cohort.

Monitoring:

The target group of learners will be monitored regularly over a period of 25 weeks for improvements in identified areas and levelled progress.

Control group:

A group of children (from the same cohort who are making average steady progress) will be monitored via assessment information recorded by classroom teacher on the Tirimoana Student Management System (EDGE).

Interventions

- Target students will participate in all classroom writing instruction and writing practice opportunities.
- Samples of writing will be marked and analysed (gap analysis).
- As a result of identifying 'gaps' the teacher will conduct focused group lessons.
- HOD will withdraw the target learners regularly to conference writing progress and discuss next learning steps with them.
- This explicit monitoring guides further possible interventions. These will be discussed with the classroom teacher in professional collaborative learning conversations to guide the next steps via individual learning plans for the target learners.
- HOD will provide support and extra intervention as identified collaboratively.
- Teacher Aide time will be available and specialist training will be given to the TA.

The Expected Outcome

Regular samples analysed from classroom work will guide the teaching programme and provide opportunity for further assessment and planned work.

At the end of the intervention the target children should be on track to reach the Year 5 National Standard (working towards level 3) by the end of 2017 and should show measurable gains in the identified weaker areas of writing.

Evaluation

Progress over 25 weeks will be recorded and analysed / reported in Term 4.

T.A.I (Teaching as Inquiry):

Some factors to collaborate on will include:

- * Review core purposes, knowledge and skills of effective practices in teaching writing in a range of genres.
- * Careful scrutiny of curriculum documents to inform planning for targeted learners.
- * Close analysis of data (writing samples via gap analysis) to narrow teaching focus points and accelerate achievement.
- * Review of existing resources for writing.
- * Review best practices used to implement programmes such as shared (peer) writing, guided writing and independent writing for an audience in a range of contexts

National Standard Expectations in Writing

The transition into **year 5** brings with it a significant step up in terms of the demand for students to use their writing as an interactive tool for learning. Most of the texts that students are required to write in years 5 and 6 are intended to meet the demands of the curriculum. The texts and tasks are similar for students in year 5 and year 6. They use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

During these two years, students write about increasingly challenging subject matter. They increase their level of control and independence in selecting processes and strategies to write texts for a range of purposes that includes recounting, describing, narrating, reporting, arguing, and explaining. They independently create texts that are appropriate for their purposes and audiences, choosing effective content, language, and text structures. <http://www.literacyprogressions.tki.org.nz/The-Structure-of-the-Progressions/By-the-end-of-year-6?q=node/21> (accessed February 29, 2016.)

Analysis of Variance:

2017 National Standard reporting data Nag2A:

At the end of Year 5 84% Tirimoana School learners were achieving 'At' or 'Above' the National Standard in Writing.

At the end of Year 5 16% Tirimoana Learners were 'Below' or 'Well Below' the National Standard in Writing.

Learners of the Achievement target

At the beginning of the 2017 school year, 25 Year 5 students were working 'Below' or 'Well Below' the National Standard at the end of Year 4.

25 learners were monitored in the Achievement target for Year 5 in 2017

Summary:

- 3 learners left school before the final analysis
- 41% (9 out of 22 learners) achieved the National Standard (At the end of Year 5)
 - 1 learner moved from 'Well Below' to 'At'
- 59% (13 out of 22 learners) did not meet the National Standard in Writing at the end of Year 5
 - 6 learners identified as 'Well Below' moved to 'Below'

Reflection of Teaching as Inquiry into Writing Interventions/Situations that helped the learners to make gains in 2017:

Writing Focus in 2017:

Writing was the main focus for Professional Development and professional reading and discussions throughout the year. A writing sample was completed each term with the samples in Terms 2 and 4 moderated school wide. The writing samples in Terms 1 and 3 were moderated in teams. A writing level was allocated each term and recorded on Edge.

Quality Assurance:

Early in Term 3 the SLT conducted a 'Quality Assurance' exercise into teachers planning for success across the core subjects. This involved the SLT looking at exercise books, modelling books, displays on walls and cross checking with the teachers weekly and term plans to ensure that the planning and the evidence of writing in books were aligned. It also involved checking that writing was being done daily, that the content matched the level of the student and that there was evidence of the teacher monitoring and marking the learners work.

We found that 'planning for success' was not consistent across the school. The range included minimal recorded planning to extensive written plans which were regularly annotated. It was conveyed to teachers that in the core subjects there is a school wide expectation that there should be detailed separate plans for reading and mathematics with learning needs and names specifically identified and recorded. This reinforces to the teacher that planning for the differentiated needs of the learners will lead to greater success.

CoL Leaders in Writing:

Our two CoL writing leaders trialled a new approach to moderation in Term 2 in 2017. Every teacher, including our DP's and principal were involved in moderating several anonymous samples of work from across the whole school and were given a marking sheet of set criteria by which they graded the piece of work. This encouraged teachers to allocate a writing level based solely on the piece of writing in front of them, without any bias of their knowledge of the individual student. The samples of work were returned to the teachers who then moderated and re-analysed the samples in their teams to confirm a final grade.

The feedback from this exercise was given to the CoL leaders to further refine the moderating process amongst teachers. The CoL leaders also continued to create a new revised 'Tirimoana Writing Progression' which includes more detail on the different aspects of writing. This has been rolled out in 2018.

In-class targets:

Teachers were asked to identify the learners in their class that were achieving 'Below' or 'Well Below' the National Standard. Teams worked together on a weekly basis to discuss numbers and needs and to share any different approaches they had trialled with the learners in their class. These team meeting notes were shared with HOD's.

PaCT (Progress and Consistency Tool):

In 2017 all teachers from Years 2 – 6 were asked to complete a PaCT judgement for every learner in their class for Reading and Writing. This is designed to assist them with their OTJ (Overall Teacher Judgement) and to help them identify the gaps in the student's learning.

Extra support in Literacy:

A Teacher Aide was allocated to the Year 5 team in 2017 to assist with the literacy programmes. The teacher aide worked alongside the teachers who had identified the needs of the learners. The needs included grammar, punctuation, structure and vocabulary. She worked with groups of learners to provide explicit teaching on the identified gaps. The learning and progress of the students was reported back to the classroom teacher.

What didn't work for the 13 learners that did not make intended gains:

- 6 of the learners moved from 'Well Below' (previous standard) to 'Below'
- Absenteeism was a factor for 2 of the learners
- 7 of the learners did not make a shift

Discussion:

The following table indicates the rooms of where the learners were placed and the progress that was made. There is no significant variance across the four Year 5 classes. On looking at the data we can see that there is an even spread of rooms the learners were placed in, that made a shift to reach the National Standard in Writing. A closer look at the data suggests that the most successful room was the teacher in Room 18 who was the team leader, CoL leader and the most experienced teacher. The teacher in Room 19 worked closely alongside the teacher of Room 18 and these teachers made the most progress with their learners. The classes were large, with a maximum of 32 students in one class, which suggests that the teachers may have had less time to allocate to all of their learners. There was also a provisionally registered teacher in one class who was new to the year level and therefore had less teacher capability in teaching Writing.

As a school we have a responsibility to ensure that our new to Tiri and PRT teachers are well-supported in using the gap analysis process for their learners with a particular focus for our Maori and Pasifika boys. Professional Development is consistently required to upskill our teachers as we learn and improve the way in which the curriculum is delivered to our learners.

Year 5 Writing Targets 2017				
Number of learners targeted:	R16	R17	R18	R19
Shift from: Well-below - below	2		2	2
Shift from: Well-below - At			1	
Shift from Below-At	2	2	1	3
No change	2	2	1	2

Future thoughts and interventions for 2018:

Continuing a writing focus:

The school and CoL theme for 2018 continues with writing. We are continuing our inquiry into writing and delving deeper into what aspects of teaching will afford the optimum opportunities for success for our learners. Our overarching theme 'Planning for Success, Part 2' will see professional development and learning groups continuing to unpack the curriculum documents and seek ways to maximise the teaching opportunities with their learners through explicit teaching and differentiated learning. The documents to be referred to include: - NZC

- Literacy Learning Progressions (LLP)
- PaCT
- Writing Frameworks
- Further alignment of School Writing Progressions
- Effective Literacy Practice Years 1 – 4 and 5 - 8

Teachers have been instructed to use the new 'Tirimoana Writing Progressions' sheet and there will be an annotated one for every learner in the class, which will be highlighted as the learner achieves each aspect. It is intended for the sheet to be forwarded to the next year's teacher.

2 writing staff meetings have been delivered in Term 1 and team moderation is also scheduled for the end of Term1.

Quality Assurance:

This will continue in 2018 and 'Planning for Success, Part 2' will focus on the alignment of teacher's planning (more detailed with reference to targeted needs) and what is recorded in work books, in modelling books and on display. Team Leaders will be expected to monitor book presentation, marking, differentiated teaching and feedback provided for the learners in their class. Support and guidance will be required for our 7 new teachers to Tiri on the expectations for planning. The SLT will be checking for consistency/a more detailed approach to planning and relevant annotation that indicates the teaching and learning cycle is moving the learners forward. This will include the use of a gap analysis approach to identifying and supporting learners achieving below the expected norm.

The table of monitored learners is attached below.

Louise Graham
16/03/18

Monitored learners

Name	Ethnicity	Gender	2016 Writing OTJ (Final)	2017 Writing OTJ (Final)	Action / Outcome / Other Interventions	Room (2017)
AA	Samoan	F	Well Below	Below	RR, Writing target	R18
LB	NZ/European	M	Well Below	Below	RR, Writing target	R19
MB	Maori	M	Well Below	Below	RR, Writing target	R18
TG	NZ/European	M	Below	Below	RR, Writing target	R18
EH	Maori	M	Below	At	RR, Writing target, MST	R19
SH	Chinese	M	Below	Left	-	-
MJ	NZ/European	F	Below	At	Writing target	R19
YL	Chinese	M	Well Below	Below	ESOL, Writing target	R16
DL	NZ/European	M	Below	Left	RR, Writing target	-
MM	Maori	M	Well Below	Below	Writing target	R16
SMc	NZ/European	M	Well Below	Below	RR, Writing target, MST	R19
JM	NZ/European	F	Well Below	At	RR, Writing target	R18
LBS	Samoan	M	Below	Below	Writing target	R17
AS	Middle Eastern	M	Below	Below	Writing target	R19
LS	NZ/European	F	Below	At	Writing target	R18
CS	NZ/European	M	Below	Below	RR, Writing target	R17
PS	NZ/European	M	Below	left	RR	-
MS	NZ/European	F	Below	At	Writing target	R17
GT	Samoan	M	Below	Below	Writing target	R16
RT	Samoan	M	Below	Below	Writing target	R16
PT	Samoan	M	Below	At	Writing target	R17
MT	NZ/European	F	Below	At	Writing target	R16
TT	Cook Island	M	Below	Below	RR, Writing target, MST	R19
AZ	Chinese	M	Below	At	ESOL, Writing target	R19
AZ	Chinese	F	Below	At	ESOL, Writing target	R16



Tirimoana Primary School Achievement Target for Year One 2017

Target

To monitor, accelerate and raise literacy (oracy, reading and writing) achievement of Year 1 students at the beginning of their Primary School learning journey

Identification of Students

The Deputy Principal will select learners at risk of not achieving the National Standards 'After 1 year at School' in reading and writing.

Baseline data

Data (knowledge of letter names, sounds, High Frequency words and early Concepts about Print) was taken and analysed from the learners 'First Report (after 4-6 weeks at school) that is sent home to family and whanau.

Monitoring:

The target group of learners will be monitored regularly over a period of 25 weeks for improvements in identified areas of alphabet name and sound recognition and the increase of High Frequency words

Control group:

A group of learners (from the same cohort who are making average steady progress) will be monitored via analysis of data from their First report and other literacy behaviours observed.

Interventions

- Target Learners will participate in all classroom literacy instruction and practice opportunities.
- Knowledge of letter names, sound and high frequency words analysed (gap analysis).
- As a result of identifying 'gaps' the classroom teacher will conduct focused group lessons seeking different ways to reinforce the acquisition of alphabet letter names, sounds and high frequency words
- This explicit monitoring guides further possible interventions. These will be discussed with the classroom teacher and junior team in professional collaborative learning conversations to guide the next steps via individual learning plans for the target learners.
- Deputy Principal will provide support and extra intervention identified collaboratively.

The Expected Outcome

Regular monitoring will guide the teaching programme and provide opportunity for further assessment and planned work.

At the end of the intervention the target children should be on track to reach 'After 1 year at School' National Standard (at level 1) at their appropriate anniversary date and should show measurable gains in the identified weaker areas in their alphabet word and sound knowledge along with their high frequency words

Evaluation

Progress over 25 weeks will be recorded and analysed / reported in Term 4.

Summary:

116 children were classified as a Year 1 learner in 2017

14 of these 116 children started their learning journey at another school (enrolled during the year)

First Report data was collected on 102 students

67 of these 116 children started as a Year 0 in 2016

35 of these 116 children started school as a Year 1 in 2017

Data was collated from the 2016 (Year 0) and the beginning 2017 Year 1 'First Report' from each learner that is sent home to family and whanau. This reports details, among school readiness items, the letter name (upper and lower case), sounds, Concepts of Print and High Frequency word knowledge that each young learner brings to school.

67 (66%) out of 102 students could identify 13 or more letter names (upper and lower case), letter sounds and High Frequency words at the time of their first report.

35 (34%) out of the 102 students could identify 13 or fewer letter names (upper and lower case), letter sounds and High Frequency words at the time of their first report.

A predictor of reading and writing achievement in the first year of school is a child's knowledge of and the ability to recognize and name the upper- and lower- case letters and sounds of the alphabet.

These 35 students became the target group

35 students were identified as 'at risk' of not achieving the expected outcome in reading and writing 'After 1 Year at School' based on the First Report data collection of *knowing less than half (less than 13) of alphabet letter names, sounds and a group of High Frequency words.*

Analysis of Variance:

Outcomes (What happened?)

The target group consisted of 19 boys and 16 girls.

There was an even representation of ethnicities

There was an even distribution across the 5x Year 1 classes.

Writing:

All 35 (100%) students achieved the Standard 'After 1 Year at School' in Writing. This means their teachers OTJ 'best fit' placed them as working within Level 1 of the New Zealand curriculum.

- 63% (22 out of 35) students best fit curriculum level was **1B**
- 37% (13 out of the 35) students' best fit' curriculum level was **1P**

Discussion:

There is no analysis of variance for writing as all target students met the expected standard. There was on going school wide Professional Development focus on writing. This would suggest that teachers were paying closer attention to the writing process in their classroom.

Monitoring of letter/word/sound knowledge after the initial data from the 'First Report' data provided the basis of a gap analysis for teacher to identify next steps.

Reading:

54% (19 out of the 35) students moved 12 or more levels based on the Ready to Read colour wheel **to achieve** the Standard 'After 1 Year at School' in Reading. They are reading, responding and thinking critically at Green level (at least) on the Ready to Read colour wheel.

- 12 of the 19 students progressed more than 12 levels
- 7 of the 19 students moved 12 levels to read at Green on the Ready to Read colour wheel



45% (16 out of the 35) students moved 4 to 10 levels based on the Ready to Read colour wheel but **did not make enough progress** to achieve the Standard 'After 1 Year at School' in Reading. They were not able to confidently read, respond to and think critically at the Green level (at least) on the Ready to Read colour wheel.

- 5 of the 16 students reached blue level
- 5 of the 16 students reached yellow level
- 6 of the 16 students were reading at red level

Discussion:

We acknowledge that the reading task is very difficult

1/3 of the students (5 of the 16 students) were very close to achieving the expected level. These students were reading one or two sub levels below (at Blue level). With explicit acts of teaching, close monitoring and regular opportunities to practise their reading, it is expected that these students will continue to make gains and met the expected benchmark at the end of 2018.

The 11 students reading at red or yellow levels made minimal gains in one year. Several factors may have attributed this lack of progress.

These include:

Poor attendance

Speech and Communication Interventions by outside agency

Anxiety

Little or no preschool experiences

On Asperger's spectrum

Language other than English spoken

Behaviour concern- Education Psychologists involved

RTLB assigned to students

Further interventions and close monitoring will be needed for these students in 2018. These students will be the priority for Reading Recovery and in class support.

Situations that helped the learners to make gains:

- 'First Report' data was used by the classroom teacher to identify the gaps in knowledge and plan appropriate classroom programmes.
- Regular monitoring on the acquisition of letter names, sound and HF words was an integral part of the Year 1 teacher Literacy programme
- Classroom teachers are expected, as part of best practice, to daily integrate the teaching of alphabet letter name and sounds and High frequency words in a variety of ways throughout their reading, writing and oral language programmes; providing many different opportunities throughout the learning day for students to consolidate and practise new learning.
- The Year 1 team regularly met to collaboratively share ideas and good practice to support alphabet and word acquisition.
- The Year 1 team implemented the 'Magic Caterpillar' letter formation across the year 1 team as the result of an inquiry into poor letter formation beyond the early years at school. All year 1 children used the shapes associated with the magic caterpillar programme needed to form letters correctly.

Extra interventions that occurred for Target Learners

Along with the regular classroom programme the target students received a variety of:

- 'Early words' programme instruction from Teacher Aides
- Small group work with an experienced Reading Recovery teacher
- Some students in the target group had been receiving extra help and monitoring from outside agencies including:
 - RTLB Support
 - Language and Communication Specialist support
 - Educational Psychologist Support

Future Considerations:

The challenge for our Year 1 teachers is to plan for and explicitly teach letter, sound and word work on a daily basis.

The collection and analysing of First Report data has been a worthwhile exercise. It has allowed the teacher to use a 'gap analysis' approach to plan and implement focussed next steps for their young learners. Moving forward and in discussion with the Year 1 Team Leader and Senior Leadership team, teacher planning for daily letter, sound and word work will be more focussed and explicit. The Reading Recovery series of lessons will continue to provide an accelerated programme for our priority learners. Writing continues to be a focus in 2018 providing the students with many opportunities to practice the craft of reading and writing.

First Report data- 4-6 weeks at school							After one Year			
Child		Ethnicity	Upper Case	Lower case	Sounds	HF words	Reading outcome	Number of Reading levels moved	Writing outcome	Curriculum Level
JA	M	Other European	10	7	2	3	At	+ 12	at	1B
ZA	M	NZ Euro/Pakeha	9	5	1	3	At	+ 14	at	1P
JA	M	NZ Euro/Pakeha	12	12	8	3	At	+ 17	at	1P
EA	F	NZ Euro/Pakeha	6	5	4	2	Below	+ 9	at	1B
LB	M	NZ Euro/Pakeha	6	5	1	1	Below	+ 8	at	1B
HB	M	Samoan	5	6	0	3	Below	+ 8	at	1B
AC	M	Chinese	9	6	4	0	Below	+ 4	at	1B
SC	F	NZ Euro/Pakeha	9	5	4	3	At	+ 12	at	1P
SC	F	NZ Euro/Pakeha	3	3	0	1	at	+ 14	at	1B
AC	M	Maori	6	8	0	5	Below	+ 5	at	1B
TF	F	Tongan	1	2	0	2	Below	+ 6	at	1B
BH	M	NZ Euro/Pakeha	9	5	5	7	Below	+ 6	at	1B
AH	F	Chinese	5	2	0	3	At	+ 14	at	1P
LJ	M	NZ Euro/Pakeha	2	2	0	0	Below	+ 4	at	1B
SK	F	Other European	4	2	0	1	At	+ 12	at	1B
ALK	F	Cook Islands Maori	7	4	0	1	At	+ 13	at	1P
CK	M	NZ Euro/Pakeha	3	6	0	1	At	+ 15	at	1B
BKL	F	Southeast Asian	9	3	0	4	At	+ 12	at	1P
IK	F	Samoan	8	5	1	1	At	+ 12	at	1P
SL	F	Maori	7	5	0	2	At	+ 16	at	1P

First Report data- 4-6 weeks at school							After one Year			
Surname		Ethnicity	Upper Case	Lower case	Sounds	HF words	Reading outcome	Number of Reading levels moved	Writing outcome	Curriculum Level
CMCD	M	British/Irish	2	2	0	0	at	+ 9	at	1B
ZMCG	F	NZ Euro/Pakeha	7	9	0	7	Below	+4	at	1B
RN	M	NZ Euro/Pakeha	13	5	4	5	Below	+ 8	at	1B
EP	M	NZ Euro/Pakeha	5	5	3	1	At	+ 12	at	1P
AS	F	Other Asian	4	2	2	2	At	+ 16	at	1B
VS	M	Other European	3	1	0	2	At	+ 16	at	1P
DS	M	Chinese	1	0	0	1	At	+ 15	at	1P
AS	F	NZ Euro/Pakeha	6	4	0	3	At	+ 15	at	1P
LKS	M	Maori	10	4	1	5	Below	+ 11	at	1B
CS	M	Other European	3	2	0	1	below	+ 4	below	1B
LT	F	NZ Euro/Pakeha	6	6	1	2	at	+ 16	at	1P
JT	M	Maori	1	2	0	1	below	+ 10	at	1B
JT	F	Tongan	5	3	0	3	Below	+ 5	below	1B
SW	F	NZ Euro/Pakeha	8	8	1	7	Below	+ 10	at	1B
AW	M	NZ Euro/Pakeha	9	10	5	3	Below	+ 10	at	1B



SCHOOL ACHIEVEMENT TARGETS 2018

Tirimoana Primary School
Achievement Target for Year Two 2018



School Name:	Tirimoana School	School Number:	1536
Strategic Aim:	Implement teaching and learning programmes based upon the essential learning areas and skills		
Annual Aim:	To improve Learner success in literacy		
Target:	To monitor, accelerate and raise engagement and achievement of Year 2 students who did not achieve the expected curriculum level at the end of their first year at school in <u>Reading</u> .		
Our hunch:	These learners seem to display low level engagement and poor attitude towards their learning due to their lack of progress and success. Complex behaviours exhibited by some of these learners may have over ridden the focus on accelerated teaching and learning during their first year at school.		
Baseline Data:	43 Learners (out of 110) (39%) were working 'below' the expected curriculum outcome after one year at school in Reading. Of these 43 learners 25 (58%) were boys, 18 (42%) were girls.		
Monitoring:	<p>A target group of learners will be monitored regularly over a period of 25 weeks by the classroom teacher.</p> <ul style="list-style-type: none"> - Teachers will identify individual needs using gap analysis and regular running records. - The Deputy Principal will regularly check progress (by RR) and engage in learning conversations with the students and teachers to discuss strategies used and next steps. - Reading Recovery strategies that can realistically integrated into the classroom programme will become part of the target learners everyday reading programme. 		
Control group:	The group of target learners identified for the Reading Recovery series of lessons in terms 2 and 3 will be monitored by data collected from regular running records by the Reading Recovery teachers. They will also be surveyed on their engagement and attitude to learning.		
Expected Outcome:	At the end of the intervention the target children should make similar gains as the control group (Reading Recovery Children) to reach the expected curriculum standard for their learning time at school. Experiencing success as a reader will positively influence their engagement and attitude towards themselves as a reader.		

Actions <i>What did we do?</i> The Intervention	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Scanning: An observation of all Year 2 (5 classes) reading programmes was undertaken by DP. Reading activities that were included in the classroom programme were recorded.			
Scanning: Target and Control group were surveyed on their attitude and engagement to reading. Results will be shared with classroom teachers			
Gap Analysis of each student is used to identify next steps to identify shifts in reading progress			
Teachers will discuss with the DP and agree on elements of the Reading Recovery programme based on research conducted by Marie Clay that could be realistically incorporated into the target learners reading programme and classroom reading tumble.			

<p><i>Elements could include:</i></p> <ul style="list-style-type: none"> - Daily Reading with teacher - Indepth orientation of the new book - Regular reading milege (to TA) - Indepth analysis of running records - How writing becomes a powerful partner to reading - Useful strategies and prompts to accelerate reading - Targeted word work - Phrasing and fluent reading 			
Teachers and Deputy Principal will regularly monitor reading and discuss results and next steps to accelertate learning			
Planning for next year:			



Tirimoana Primary School Achievement Target for Year Five 2018

Target

To monitor, accelerate and raise writing achievement for Year 5 students identified as 'below' or 'well below' in Writing.

Identification of Students

Members of the Senior Leadership Team selected learners who require support in Writing using National Standards OTJ data from 2017 – 'At end of Year 4' and data including Term 1 2018 writing samples.

Baseline data Term 1

A writing sample was taken from targeted learners in Term 1 as baseline data. These samples will be analysed and annotated for recognised weaknesses and then moderated across all of the Year 5 cohort.

Monitoring:

The target group of learners will be monitored regularly over a period of 20 weeks for improvements in identified areas and levelled progress in Writing.

Control group:

A group of children from the same cohort who are making on track progress, will be monitored via assessment information recorded by classroom teacher on the Tirimoana Student Management System (EDGE).

Interventions

- Target students will participate in all classroom writing instruction and writing practice opportunities.
- Samples of writing will be marked and analysed (Gap analysis).
- PaCT will be used to identify what has been achieved and the next aspects in PaCT.
- As a result of identifying 'gaps' the teacher will conduct focused group lessons.
- This explicit monitoring guides further possible interventions. The Senior school DP will meet with the Year 5 teachers to facilitate professional collaborative learning conversations to guide the next steps via individual learning plans for the target learners.
- Teacher Aide working with Pasifika students in class, as part of the identified group to accelerate learning.
- Two students per Year 5 class will be identified. The classroom teacher will work with the Senior School SLT to identify specific writing learning goals linked to their long-term planning.
- Target learners will have regular conferencing in the writing process and discuss next learning steps. Two 10 minute individual conferencing sessions per week with these learners will occur – written documentation will be required.
- Communication with home regarding the extra support and timeline will occur early in Term 2 (Senior School DP to write draft letter home for target learners). This will facilitate home-school partnership and encourage open dialogue.
- Planned writing will occur in the classroom every day.
- Teachers will facilitate regular reflections on progress with the learner – learner to record own progress.
- Strategies will be personalised for next steps and growth.
- Co-ordination with ESOL support to share writing strategies occurring in own class. (ESOL support to happen outside writing learning time in class OR support given in class).
- Accessing of resource people to assist with acceleration strategies eg COL Literacy community.
- Target learners to be discussed at weekly team meetings as a regular agenda item and minuted
- SLT to check on progress at mid-term and end of term for Terms 2 and 3.

The Expected Outcome

Regular samples analysed from classroom work will guide the teaching programme and provide opportunity for further assessment and planned work.

At the end of the intervention the target children should be on track to reach the Year 5 expectation by the end of 2018 and should show measurable gains in the identified weaker areas of writing.

Evaluation

Progress over 25 weeks will be recorded and analysed / reported in Term 4.