

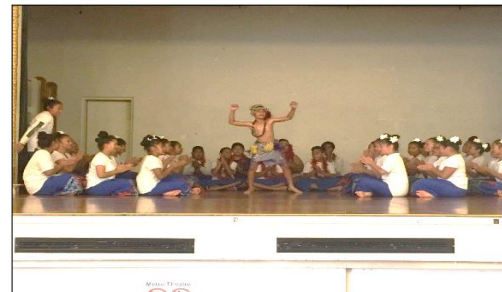
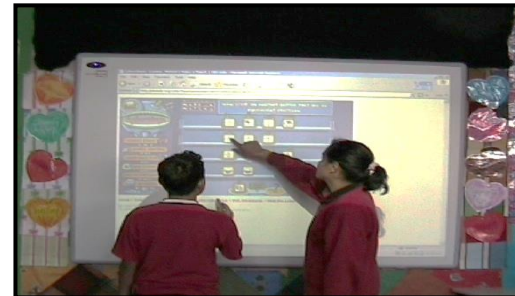


VISCOUNT PRIMARY SCHOOL

# School Charter

STRATEGIC AND ANNUAL PLAN (2019)

2018-2021



## Our vision

### Mission Statement

**Better Every Single Time**

Viscount Learning Community cultivates in students the knowledge, skills, strategies and habits of mind necessary for successful learning. Being a successful learner helps students to develop a set of personal values and a sense of social responsibility.

# About us

At Viscount we teach through Inquiry. All other activities support this endeavour. Reading and Mathematics are taught explicitly and with rigour. Attaining high levels of skill in these areas is essential for achieving competence in inquiry.

The schools motto BEST is an anagram for better Every Single Time. The underlying belief here is grounded in the concept that Viscount Learning Community will provide students with the best teachers, the best resources and the best learning environment subsequently expecting the best results

Our students are largely either newly arrived immigrants or the progeny of immigrants. They need opportunities to express themselves and experience success in areas that do not always require a deep mastery of English, which for most is a second language. At the same time we also promote academic programmes based in English as well as promoting the use of heritage languages to ensure students experience affirmation and success as productive members of New Zealand society.

Models of success are important for Viscount Students. We celebrate former pupils who have experienced success and provide opportunities in sports, music and visual arts for our students to express themselves and experience success. Music and sports are taught by specialists where possible in order to increase the creative opportunities available to students and enable them to be successful and confident artists, sports men and women, composers, singers, musicians and performers.

Within this focused and well-resourced and trusting environment, our Pacifica (81%) and Maori (15%) students are able to learn honestly in culturally sensitive settings. The unique position of Maori students and culture is valued and recognised throughout our learning programmes and opportunities to learn Te reo and tikanga Maori are provided appropriately for all students who express a desire to do so!

# Celebrating diversity

At Viscount School we welcome the rich diversity of languages, cultures and identities of our families and students. We seek to work in partnership with our parents and whanau so together we can develop an understanding of how our children's identities are culturally located as well as how they are shaped by experiences in their communities and build on that to develop connections with our learners and shape learning so they experience success and take pride in who they are.

**The unique position of Maori culture** is an important and essential element of our school. We are committed to Kaupapa whanaungatanga (kinship through relationships) and the promotion of te reo. Parents of Maori students have identified successful learning, striving to do their best and opportunities to experience a wide curriculum including sports, music and art.



## Pasifika Success

Over 80% of our students celebrate a Pasifika heritage and many speak a language other than English as their first language. We believe all children can succeed and do not consider a child's background as a barrier but rather a call to staff and our community to support best practice so every student can stand proud as a successful learner with opportunities to be part of a future well educated and skilled member of NZ society.



# Strategic Goals 2018-2021

Learning

**Ako**

Personnel

**Kaimahi**

Community

**Whanaungatanga**

Culture

**Tangata whenuatanga**

Operations

**Kaitiaki**

Domain	Strategic Goal	Key indicators
<b>Ako</b> Responsive curriculum, effective teaching and opportunity to learn	Prepare our learners for the future through the provision of effective, rich authentic and relevant learning programmes that promote student success and a strong learning culture through <ul style="list-style-type: none"> <li>• Inquiry</li> <li>• Affirmation of heritage, identity and diversity</li> <li>• Engagement, and inspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn, achieve and progress in the breadth and depth of the NZC</li> <li>• Students participate and learn in caring, collaborative, inclusive learning communities</li> <li>• Students have effective, sufficient and equitable opportunities to learn</li> <li>• Review and refresh our school's philosophy and curriculum delivery practices to ensure they comply with NZC and meet student and community aspirations.</li> </ul>
<b>Assessment</b>	Promote formative practice to ensure effective teacher judgements impact on learning progress, student self-assessment and learning to learn capabilities	<ul style="list-style-type: none"> <li>• School wide understanding of good practice</li> <li>• Promote collaborative practice for planning learning programmes.</li> <li>• Promote assessment literacy and how it informs future learning</li> <li>• Ensure what is being learned is authentic and culturally relevant</li> <li>• Seek to grow student agency</li> </ul>
<b>Kaimahi</b> Professional capability and collective capacity	Employ high quality staff and provide professional growth opportunities so that all staff feel supported and valued in their work to deliver quality learning programmes to students.	<ul style="list-style-type: none"> <li>• A strategic and coherent approach to human resource management to build the professional capability and collective capacity of staff</li> <li>• Systematic collaborative inquiry processes and professional opportunities aligned to the schools vision goals and priorities</li> <li>• Access to relevant expertise to build capability and innovation</li> </ul>
<b>Leadership for equity</b>	To ensure an orderly and supportive environment	<ul style="list-style-type: none"> <li>• Leadership collaboratively develops the school vision</li> </ul>

<p><b>and excellence</b></p>	<p>conducive to student learning and well being.</p> <p>To participate in local and national organisations to promote professional practice</p>	<ul style="list-style-type: none"> <li>• Organisational structures, processes and practices that enable and sustain ongoing learning.</li> <li>• Ensures effective planning, co-ordination and evaluation of the school's curriculum and teaching</li> <li>• Build collective capacity in evaluation and inquiry for sustained improvement</li> <li>• Builds relational trust and effective participation and collaboration at every level of the school community</li> <li>• Be an active member of the Mangere Schools Community of Learning.</li> </ul>
<p><b>Whanaungatanga</b></p> <p><b>Community</b></p>	<p>To continue to build positive relationships and powerful learning partnerships with the parents and whanau of our students</p> <p>A community that works together finds the keys to success for every learner</p>	<ul style="list-style-type: none"> <li>• Commination strengthens and supports reciprocal learning catered relationships</li> <li>• Community collaboration and partnerships</li> <li>• Extend and enrich opportunities for students to become confident, connected actively involved lifelong learners.</li> <li>• Encourage parent to feel welcome at school and acknowledged as having knowledge and skills to share i.e. reciprocal partnerships</li> </ul>
<p><b>Tangata whenuatanga</b></p> <p><b>Culture</b></p>	<p>To continue to promote cultural diversity at all levels of school learning, operations and activities</p>	<ul style="list-style-type: none"> <li>• Effective and culturally responsive pedagogy supports and promotes student learning</li> <li>• Students report a sense of belonging and acceptance in a school that celebrates diversity</li> <li>• Parent voice is encouraged</li> </ul>
<p><b>Stewardship</b></p> <p><b>Operations</b></p> <p><b>Kaitiaki</b></p>	<p>To promote the school through effective governance and management oversight so that school operations and the school environment support learning.</p> <p>Lead and govern with vision and purpose based on school values</p> <ul style="list-style-type: none"> <li>• Akonga are safe, happy confident and successful</li> <li>• Staff have a shared sense of purpose</li> <li>• Future needs of students are identified and addressed</li> <li>• Rich, authentic leaning experiences that students consider to be relevant and engaging are in operation</li> </ul>	<ul style="list-style-type: none"> <li>• Address issues and explore suggestions for improvement from ERO reviews</li> <li>• Redevelop school governance and operational systems so that a Board can be elected and operate effectively.</li> <li>• Revisit and update the 5YA plan to ensure priorities for capital expenditure are planned</li> <li>• Manage a prudent budget that maximises impact on student learning</li> <li>• Rebuild the schools vision and values statements</li> <li>• Ensure safety and wellbeing of all members of the Viscount School community and visitors to the school</li> </ul>

Teaching and Learning	Annual Plan 2019		Review
<p><b>PLD plan</b></p> <p>1. <u>Maths – Year 2 - MOE PLD</u></p> <ul style="list-style-type: none"> <li>• Focus on school taking control/ leadership of planning and pair/share</li> <li>• Grow data literacy to inform future learning</li> <li>• Focus on student acceleration</li> </ul> <p>2. <u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Assessment – new approach based on LLP</li> <li>• Programmes – curriculum coach</li> <li>• COL PLD – Writing</li> </ul> <p>3. <u>Inquiry</u>- local curriculum – bi-cultural aspects</p> <p>4. <u>e-learning</u> plan – early adopters – digital technology - digital portfolios</p> <p><b>Other</b></p> <p>5. Electives - Technology programme Y7/8</p> <p>6. Arts and sports programmes/ Singing assemblies</p> <p>7. PB4L programme - school values</p> <p>8. Netsafe – anti-bullying</p>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• e- learning roll out</li> <li>• Cyclical maintenance</li> <li>• Prioritise spending to achieve strategic and annual plan goals</li> <li>• Manage spending prudently</li> <li>• Monitor monthly spending and report to the BOT</li> <li>• Monitor SUE reports fortnightly</li> <li>• Budget drafted in October</li> </ul>	<ul style="list-style-type: none"> <li>• 1 year review with ERO – move to three year review</li> <li>• Curriculum plan re-development – review contents, Literacy and other areas – on line and in print for all staff</li> <li>• Keep abreast of new initiatives from MoE ESOL review</li> <li>• Data for targets</li> <li>• SwiS programmes</li> <li>• Sunhats</li> <li>• Swimming opportunities</li> </ul>	
<p><b>Community Partnership</b></p> <ul style="list-style-type: none"> <li>• 50<sup>th</sup> Jubilee</li> <li>• Election of a Board of Trustees</li> <li>• Consultation with parents</li> <li>• Develop website to include blog</li> <li>• Electronic signboard</li> <li>• CoL participation</li> <li>• School lunches – tuck shop investigation</li> <li>• Opportunities for parent information sessions developed with staff</li> </ul>	<p><b>Property</b></p> <ul style="list-style-type: none"> <li>• Property plan for specific projects – interior painting, autex, R18-27, 5-10, corridors, weather tightness, roll growth - admin</li> <li>• Cyclical painting – exterior wash and Hall painting interior</li> <li>• Hall upgrade – roof and floor, kitchen, chairs</li> <li>• Shade .....seeking grant support</li> <li>• Junior playground..seeking grant support</li> <li>• Heating in admin area</li> </ul>	<p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Appraisal programme development</li> <li>• Senior staff leadership development</li> <li>• Unit allocation</li> <li>• Specialist support – Help Huis</li> <li>• Extra staff – timetables for music and PE</li> <li>• Permanent principal appointed</li> <li>• Provisional staff programmes</li> <li>• Develop Tataiako for appraisal</li> </ul>	
	<p><b>Legislation</b></p> <ul style="list-style-type: none"> <li>• Complete legal requirements</li> <li>• Update policies as per schedule</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• First aid training for support staff</li> <li>• Update forms - H and S committee</li> <li>• Maintenance plan</li> <li>• Electrical testing</li> <li>• Boiler condition</li> <li>• Staff wellness – flu injections</li> <li>• Safety audit – weekly</li> <li>• Incident reports for accidents/behaviour issues</li> <li>• First aid bay in admin area</li> </ul>	
	<p><b>Reflecting NZ’s cultural diversity in a Global world</b></p> <ul style="list-style-type: none"> <li>• Te reo/ Tikanga across the school in daily programmes</li> <li>• VLN programme</li> <li>• Value and promote languages and cultures across school</li> <li>• Kapa Haka</li> <li>• Interact with local marae</li> </ul>		

# VISCOUNT SCHOOL LEARNING COMMUNITY – ANNUAL PLAN 2019

e-LEARNING			
WHAT	Actions	WHO/ WHEN	Success Indicator(s)
<b>TECHNOLOGY AND INFRASTRUCTURE</b>	<ul style="list-style-type: none"> <li>○ Enact ICT plan to provide infrastructure to support digital learning</li> <li>○ Digital safety promoted</li> <li>○ New technology curriculum underway</li> <li>○ Technology programme for Y7/8</li> </ul>		<ul style="list-style-type: none"> <li>○ Application for Digital technologies PLD planned for 2019.</li> <li>○ increase devices in classrooms</li> <li>○ Security issues addressed</li> <li>○ Y7/8 choose four technology options during year and have a record of learning and have considered career options as a result of these experiences</li> </ul>
<b>TEACHING AND LEARNING</b>	<ul style="list-style-type: none"> <li>○ <b>Continue Y7/8 programmes</b> in terms of using the MLE environment to collaborate and include students in designing their own learning</li> <li>○ <b>PLD Maths</b> – second year – progressive ownership by staff – embedded practice th PLD to &lt; staff understanding of student agency/ choice and how to manage this in planning and development of class learning,               <ul style="list-style-type: none"> <li>- Provide cultural responsiveness through math programme delivery</li> <li>- &lt; inquiry and problem solving</li> <li>- Use Maths NZ resources for planning</li> </ul> </li> <li><b>Writing</b> – appreciative inquiry with Jill Lunn</li> <li><b>Arts programmes and Sports programmes</b> are promoted as part of a balanced learning programme.</li> <li>Work with the Community of Learning to enable smooth and successful transition points from Early</li> </ul>		<ul style="list-style-type: none"> <li>○ Collaborative practice in Y7/8 will be evident with students talking about increasing opportunities to make choices about their learning.</li> <li>○ All teachers will use the DMIC approach and be able to talk about the pedagogy of the programme. School leaders will support staff classroom work and planning.</li> <li>○ Literacy programmes will reflect Literacy Learning progression guidelines and be responsive to student need.</li> <li>○ In school leaders will work with the PLD providers for Writing</li> <li>○ The school will have vibrant music, dance and art programmes and continue to participate in community events</li> </ul>



	<p>childhood and to High school for our Y8 students</p> <ul style="list-style-type: none"> <li>○ <b>Start</b> <ul style="list-style-type: none"> <li>- Literacy – Term 1- Assessment Curriculum coach?</li> <li>Term 2 On PLD programme?</li> <li>- Develop and implement a well-structured and school wide te reo programme</li> </ul> </li> <li>○ <b>Review</b> <ul style="list-style-type: none"> <li>ESOL – PLD assessment for staff Review current programmes in terms of impact on student learning and implement changes as required</li> </ul> </li> </ul>		<p>Learning pathways will be highlighted for students transitioning to high school and we will continue to support and track our students through their next learning steps.</p> <ul style="list-style-type: none"> <li>○ The school will seek tutors fr te reo programme and lessen dependence on the VLN programmes.</li> <li>○ ESOL students will be identified and have programme adaptation that meet their learning needs</li> </ul>
<p><b>ASSESSMENT/ ACHIEVEMENT</b></p> <p><i>Develop Assessment Literacy and use of data to inform learning</i></p>	<p><b>General</b></p> <ul style="list-style-type: none"> <li>○ <b>Literacy</b> <ul style="list-style-type: none"> <li>Magenta - Checklist</li> <li>Red- Green – PM seen</li> <li>Orange-Gold + Probe and PAT</li> </ul> </li> <li>○ Introduction to learning professions framework</li> <li>○ <b>Accelerating learning student records</b> – develop system for recording and responding to emerging data for priority students</li> <li>○ Utilise the Inquiry approach to develop Teaching as Inquiry</li> <li>○ PLD on acceleration</li> </ul>		<ul style="list-style-type: none"> <li>○ Assessment is viewed as useful information for planning.</li> <li>○ Our students’ achievement levels will compare favourably with achievement at other schools similar to Viscount.</li> <li>○ Use a wider range of tools and also use external tools</li> <li>○ Increase evaluative thinking in response to data and programme review</li> <li>○ Groups of students with special abilities will constantly be identified and extension programmes planned for in art, music, sports, cultural groups, literacy club.</li> <li>○ Understand and use a range of strategies to accelerate progress</li> <li>○ Priority learners identified in Maths</li> <li>○ Teachers using Teaching as Inquiry to cater for priority students.</li> </ul>
<p><b>PERSONNEL To continue to enhance the capabilities of all members who contribute to the Viscount School Learning Community.</b></p>			
<p><b>PERFORMANCE MANAGEMENT</b></p> <p><i>Personnel management and employment practices are well documented</i></p>	<ul style="list-style-type: none"> <li>○ Appraisal goals robust, challenging and related to student outcomes</li> <li>○ External appraiser appointed for Senior leadership and performance agreements are in place\</li> </ul>		<ul style="list-style-type: none"> <li>○ All staff using Arinui</li> <li>○ 2<sup>nd</sup> year to expand on the use of the system – Senior staff training</li> <li>○ Programmes for , Overseas teachers and provisional staff in place</li> </ul>

	<ul style="list-style-type: none"> <li>○ Fixed units reflect school priorities</li> </ul>		
LEADERSHIP	<ul style="list-style-type: none"> <li>○ Appoint a permanent principal</li> <li>○ Work with ERO to address all issues arising from the 2018 reports</li> <li>○ Expand the effectiveness of the electronic systems for filing and managing documents</li> </ul>		<p>Permanent principal appointed Board reinstated and coached in their roles</p>
<b>CULTURALLY RESPONSIVE PRACTICE</b>			
	<ul style="list-style-type: none"> <li>● We will continue to consult with whanau and students and to respond to the aspirations they have for their children.</li> <li>● Maori assessment data will be reviewed throughout the year so that we can respond to strengths and weakness identified.</li> <li>● Consultation with whanau will be pursued through personal interviews with the principal on enrolment, Three way conferences three times a year</li> <li>● Te Reo Kori will continue to have a prominent role in our Physical education programme at all levels throughout the school.</li> <li>● We will seek to promote te reo and maintenance of heritage languages</li> <li>● Students and teachers will be programmed into the Virtual Learning Network so that opportunities to learn Maori language are well directed and supported – this will also help to develop teacher’s capabilities to sustain meaningful programmes.</li> <li>○ Pasifika students will be encouraged and supported to reflect their unique cultures and values throughout our learning programmes. Their languages will be valued as valid vehicles for them to use in expressing their ideas and new understandings gained from learning experiences.</li> <li>○ Opportunities to celebrate and strengthen cultural values and skill sets will be promoted</li> </ul>		<ul style="list-style-type: none"> <li>● We will continue to support and encourage Maori students to achieve and exceed age-appropriate benchmarks in key learning areas.</li> <li>● Our Maori students will recognise their cultural values reflected throughout our learning programmes and personal behaviour.</li> <li>○ At 81% of our roll being Pasifika we will continue to build and develop stronger relationships with our Pasifika families so that we can better reflect their aspirations for their children in our learning programmes.</li> <li>○ Our Pasifika students will enjoy academic success and develop strong belief in their abilities to succeed.</li> <li>○ All ethnic groups will be represented on the BOT where possible</li> <li>○ Retention of first language will be encouraged</li> <li>○ Themes and areas of Inquiry will demonstrate respect for our heritage and promotion of activities and learning areas relevant and of interest to students.</li> </ul>

	through a broad curriculum highlighting languages, performance, arts. Sports and other areas identified by students and families		
<b>COMMUNITY</b>			

	<ul style="list-style-type: none"> <li>○ Focus on attendance with support staff actively engaged in following up on absences and encouraging parents to notify the school. – txt app on Edge</li> <li>○ 50<sup>th</sup> Jubilee – 23<sup>rd</sup> February</li> <li>○ Foyer displays focused on welcoming parents and current pupil work</li> <li>○ Develop communication tools further – app, newsletters</li> <li>○ Prepare for election of a new Board of Trustees.</li> <li>○ Take an active part on Mangere Community of Learning</li> <li>○ Sharing of student learning will be promoted through 3 way conferences, website, newsletters, and open-ended learning strong communication with Pasifika families through “partnership programmes” such as Reading Together</li> </ul>		<ul style="list-style-type: none"> <li>○ Parents will report that they are well informed and find the school website and other communication helpful and encourage them to feel included.</li> <li>○ The website will have Google translator</li> </ul>
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**STEWARDSHIP**

<p><b>HEALTH and SAFETY</b></p> <p><i>Continue to ensure school is a safe and healthy environment for all</i></p>	<ul style="list-style-type: none"> <li>○ Hazards register regularly updated and maintenance carried out where indicated through these checks</li> <li>○ Student and staff wellbeing surveys</li> <li>○ School behaviour plan developed with staff and senior students</li> <li>○ PB4L programme underway to assist staff communication and support for agreed behaviour systems</li> <li>○ Use of accident and incident forms</li> </ul>		<ul style="list-style-type: none"> <li>○ The school will be a safe environment and reports of vandalism and theft will decrease.</li> <li>○ Revisioning of school values</li> <li>○ A new behaviour plan will be developed by staff</li> <li>○ Compliance tasks are carried out - Test and Tag, emergency drills PB4L started.</li> <li>○ Property continues to improve and reflect regular maintenance</li> </ul>
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<p><b>PROPERTY</b></p>	<ul style="list-style-type: none"> <li>○ 5YA – classroom/ corridor and stairwell R5-10,18-27</li> <li>○ Water tightness work</li> <li>○ Shade provision</li> <li>○ Fundraising for Junior playground</li> <li>○ Reduce waste –consider recycling options</li> <li>○ Hall – roof and renovation</li> <li>○ Review of admin space to r=create two new classrooms and sickbay by admin office</li> </ul>		<ul style="list-style-type: none"> <li>○ 5YA work undertaken</li> <li>○ Upgrades and improvements undertaken</li> </ul>
<p><b>FINANCE</b></p> <p><i>Ensure the school is returned to a position of financial stability and all policies and procedures meet requirements.</i></p>	<ul style="list-style-type: none"> <li>○ Manage a prudent budget</li> <li>○ Reports to Board on efficacy of MOE programmes where special funds are assigned e.g.ESOL</li> </ul>		<p>Ordering systems refined Budget managed prudently</p>
<p><b>GOVERNANCE</b></p> <p><i>The Board will receive robust information on</i></p> <ul style="list-style-type: none"> <li>○ programmes and resourcing needs</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ The Board will ensure policies on areas identified by ERO are reviewed and updated.</li> <li>○ Newly elected Board will be trained in their roles and supported by LSM</li> </ul>		<ul style="list-style-type: none"> <li>○ Self- review of impact of specific Moe funding</li> <li>○ Deeper analysis of achievement and progress of students</li> </ul>

## MATHS GOAL 2019

To increase the % of students so that 60% of students at each year level are at or above the expected curriculum level by the end of 2019 as measured by GLOSS.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Expected level</b>	Level 1	Level 1	Working towards Level 2	Level 2	Working towards Level 3	Level 3	Working towards Level 4	Level 4
<b>GLOSS</b>	Stage 2	Stage 4	Stage 5	Stage 5	Stage 6	Stage 6	Stage 7	Stage 8

### 2018 End of year data

#### GLOSS Add/Sub

Expected curriculum level	Below	At/ above
Y4	43%	57%
Y5	32%	68%
Y6	45%	54%
Y7	65%	35%
Y8	61%	39%

#### GLOSS Mult/ Div

Expected curriculum level	Below	At/ above
Y4	68%	32%
Y5	37%	63%
Y6	49.5%	50.5%
Y7	65%	35%
Y8	52%	48%

#### GLOSS Ratios / Prop

Expected curriculum level	Below	At/ above
Y4	85.65%	14.4%
Y5	43%	57%
Y6	68%	32%
Y7	74%	26%
Y8	61%	39%

*Ethnicity and gender are not significantly different so we will focus on improvement and progress for all students.*

Actions	Expected outcomes	Budget	Timeframe
<b>Collaborative planning school wide based on DMIC approach</b>  <b>Maths curriculum plan in action</b>	<ul style="list-style-type: none"> <li>Use of cultural contexts to ground maths in everyday contexts</li> <li>Consider staff knowledge of Maths progressions and assessment tools and their use in informing planning and self-assessment for students</li> </ul>		All year
<b>Moderation of students - planned collaborative evaluation</b>	<ul style="list-style-type: none"> <li>Assessment review to grow the data literacy of teachers in designing next steps</li> </ul>		Each unit of work

	<p>for learning and the use of JAM and GLOSS in evaluative ways</p> <ul style="list-style-type: none"> <li>• Teacher identification of target students and the development of a Teacher as Inquiry plan for these students in their class or group</li> </ul>		
<b>Professional development plan – Bina Kachwalla</b>	<ul style="list-style-type: none"> <li>• PLD programme to consider growth mindset, pedagogy for maths including the use of collaborative and co-operative approaches and the use of problem solving, the building of content knowledge, movement away from ability groups and the use of PACT and other tools to identify next steps</li> </ul>		All year – apply for extra hours in Term 1
<b>Staff leaders development to support and guide teachers and embed programme</b>	<ul style="list-style-type: none"> <li>• Use of hands on resources</li> </ul>		All year

## WRITING GOAL 2019

To lift the % of students writing below the expected curriculum level at the end of 2018– so that at least half of these students can write at the expected level by the end of 2019.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
<b>Expected level</b>	Level 1	Level 1	Working towards Level 2	Level 2	Working towards Level 3	Level 3	Working towards Level 4	Level 4
<b>Exemplars</b>	1i	1ii, iii	2		3		4	

2018 End of year data : As measured by curriculum exemplars

### WRITING

Expected curriculum level	Below	At/above
Y1	3.5%	96.5%
Y2	3.1%	96.9%
Y3	40.5%	59.5%
Y4	32.6%	67.4%
Y5	52.3%	47.7%
Y6	56.3%	43.7%
Y7	58.4%	41.6%
Y8	61.4%	38.6%

### READING

These results show that urgent attention to reliable and valid assessment

a) reading results show inverse results to Writing when it is more some equivalence (with Writing lower than Reading) since they processes, and

b) these Writing results are similar to the National Standard results are therefore consistently below what should be expected.

High level of achievement in Y1 and 2 writing may be “ground effects” in cannot assess as below li. Girls have a slight advantage over boys in the significantly. Ethnicity is not a clear factor in the results either.

Expected curriculum level	Below	At/ above
Y1	78.2%	21.8%
Y2	75%	25%
Y3	58%	42%
Y4	32.5%	67.5%
Y5	30.3%	69.5%
Y6	42%	58%
Y7	20%	80%
Y8	28%	72%

is required as common to see are parallel for 2017 and that the test results but not

Actions	Expected outcome	Budget	Timeframe
Appreciative inquiry into writing practice with Jill Lunn to continue using Hatties top 10 pedagogoes that make a difference	Staff knowledge of good practice develops with work on organisation Review organisational aspects – time for Writing	\$3000	Term 1-2 SM
MOE PLD in place Develop staff assessment literacy for writing	To gain consistent and valid assessment data		Term 2 on
Develop staff knowledge of Literacy progressions for Writing and develop a programme from this to build staff capability in teaching writing Investigate teacher understanding and use of student agency	Teachers confidently teaching writing using formative approaches. Look through writing progressions and develop/adopt for our school.  Develop staff consciousness of how students are directly involved in their own learning – setting goals, success criteria, choice of work and topics		SM 2x a term  All year
Develop the curriculum plan	Everyone is updated in writing pedagogy		All year
Engage in PLD writing programmes through the Kahui Ako in-school leaders and how writing is included in Inquiry programme	Use aspects of PLD to suit school needs		All year
Teachers to identify students who require extra attention	The class teacher to develop a Teacher as Inquiry plan for these students in their class or group		All year



## Actions for Accelerating Akonga

**Resource:** Ability and mixed grouping

**Source:** Class programme

**Identified through:** Data and observation

**Objective:** To give everyone opportunities to learn from each other

**Resource:** ORS

**Source:** .1 teacher

**Identified through:** Learning support

**Objective:** To give identified students opportunities to meet IEP goals

**Resource:** Targeted use of teacher aides

**Source:** TA under SENCO direction

**Identified through:** Data and observation/  
direction of RTLB

**Objective:** To give specific students support so they can engage in class programmes

**Resource:** Teaching as Inquiry

**Source:** Class teacher

**Identified through:** Data and observation

**Objective:** To identify priority students to “Double Dip” each day and track strategies tried/ success attained as part of Inquiry programme – record in Appraisal file

**Resource:** CoL

**Identified through:** Joint discussion with other schools and across school leads

**Objective:** To give everyone opportunities to learn from each other and share information about good practice

**Resource:** Reading mileage/ Reading Together

**Source:** SENCO withdrawal programme programme

**Identified through:** Data and observation

**Objective:** To give parents ideas and resources to help their children with reading and to give students more opportunities to read each day.