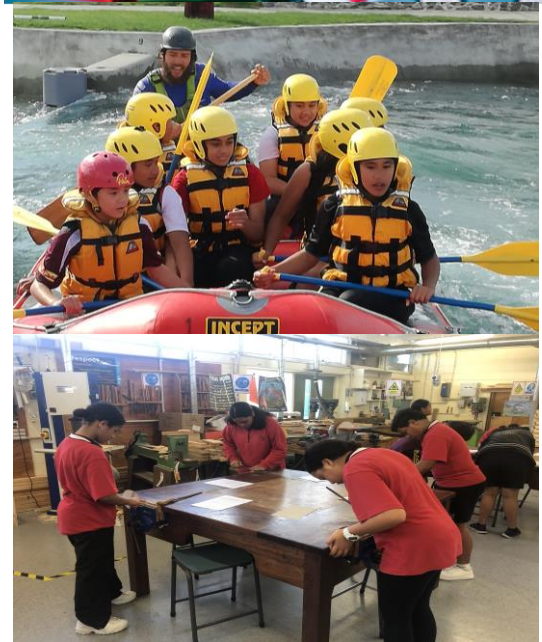




STRATEGIC PLAN

2023-2028

To do our BEST so students can SOAR



About us

Our maunga is Te Pane a Mataoho (Mangere Mountain)

We want our students to see the view from the top of the mountain instead of only from the bottom.

Viscount School, known as the Viscount Learning Community, is a full primary school and has served the Mangere area since 1969.

Viscount was the name of a popular passenger plane operating from the airport nearby at the time.

We are still flying high.

The school's motto is BEST - Better Every Single Time.

The Viscount Learning Community seeks to provide the best teachers, the best resources and the best learning environment subsequently expecting the best results. We believe that all of our students have the ability to **SOAR** - succeed and excel in all areas of their learning and bring their own unique strengths and interests to that learning.

Our parents and whānau want their children to have opportunities, experiences and choices to enable them to have a successful future and fully participate as a citizen of Aotearoa New Zealand.

To strengthen this aim, we seek to develop and maintain a strong partnership with parents and whānau, so that together, we can support students with their learning and celebrate successes as students' progress and grow in confidence.

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. This enables us to offer a wide range of opportunities within a broad curriculum.

Values

AKO – LEARNING
TOGETHER

WHAKAUTE - RESPECT

RURU TANGA - SAFETY



Our Learner profile

To do our BEST so students can SOAR

Self-belief

- I can make responsible choices for my health and wellbeing.
- I bounce back when I get something wrong and try again.
- I enjoy challenges and try my best.
- I think about ideas before I act.

Ownership

- I show positive behaviour and manage myself safely.
- I can discuss what I am learning and my next steps.
- I solve problems and think creatively.
- I ask questions and try new ideas

Ako

- I learn from others and help them to learn from me.
- I share my ideas with others and listen confidently.
- I keep myself and others safe online.
- I work well with others so we can learn together

Respect for self and others

- I am proud of family, my culture and my languages.
- I include others and enjoy playing with everyone.
- I am a positive influence on others.
- I talk well about others.
- I am polite and respectful toward others.

So that by the end of Year 8 our students leave us with at or above achievement at the relevant curriculum level.

AND

with the skills, knowledge and self- belief to continue as successful, confident lifelong learners.

Celebrating diversity

Our school is approximately 85% Pasifika students - either the children of newly arrived immigrants or parents who were immigrants. The other 15% largely identify as Māori or Asian with a remainder from other cultural groups.

At Viscount School we welcome and value 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 through academic programmes based in English as well as promoting the use of heritage languages and expressing their culture in authentic contexts so they experience success and take pride in who they are.

The unique position of Māori 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 Māori 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.



CULTURAL DIVERSITY and MAORI dimension

All cultures within the school are valued, accepted and celebrated.

Staff members model school values and ensure all cultures are treated with respect and dignity and will actively work toward maximising the potential of each student irrespective of cultural background

Cultural Diversity	The unique position of Māori	Our unique community
<p>Continue to include components and opportunities to cater for cultural diversity in daily learning and longer-term concept plans.</p> <p>Use national languages at assembly.</p> <p>Ensure all students view themselves as successful learners.</p> <p>Get to know each child.</p> <p>Continue with hui and fono meetings.</p> <p>Tapasa PLD for staff</p>	<p>Continue school Kapa Haka.</p> <p>Continue te reo classes.</p> <p>Consult on the strategic direction of the school and the local curriculum programme.</p> <p>All staff members are expected to develop an awareness of Tikanga Māori and Te Reo Māori and incorporate these into their class programme.</p> <p>Teach local history.</p> <p>Develop links with local iwi.</p> <p>Whakatauki for the week on screen</p>	<p>Diversity day</p> <p>Beatz of Mangere</p> <p>Visits to local landmarks and marae</p> <p>Parent hui</p> <p>Talanoa time each term</p> <p>Encourage parent participation in school activities.</p> <p>Te Reo Language week</p> <p>Matariki</p> <p>School song</p> <p>Kawa for welcoming new staff and students</p> <p>Te Reo delivery plan</p> <p>Seek Kapa Haka tutor</p>

Teaching and Learning	Annual Plan 2023	Review
<p>1. Reciprocal Learning – MOE PLD</p> <ul style="list-style-type: none"> Reciprocal Reading Y3-8 consolidate <p>2. Literacy</p> <ul style="list-style-type: none"> MOE PLD Y1 Better Start Y2 Reading Recovery small group Introduce Literacy refresh <p>3. Leadership training Focus on middle leadership development. PLD</p> <p>4. Maths refresh</p> <p>5. Local curriculum MOE PLD to fully develop local curriculum that incorporates reciprocal approaches, digital aspects into a local curriculum Grow data literacy to inform future learning.</p> <p>6. Assessment New assessment approaches developed as part of curriculum refresh Data literacy developed</p> <p>7. Tapasa – Blending culturally appropriate practice into learning programmes</p>	<p>Finance</p> <ul style="list-style-type: none"> Cyclical maintenance Prioritise spending to achieve strategic and annual plan goals. Donations money for EOTC/ stationery Monitor monthly spending/ report to the BOT. Monitor SUE reports fortnightly. Budget drafted in October <p>Property</p> <ul style="list-style-type: none"> Rebuild programme and design work Cyclical painting – Exterior Block 2 and 5 ICT purchase plan – replace older chrome/ipads Shade for stage <p>Legislation</p> <ul style="list-style-type: none"> Complete legal requirements Update policies as per schedule to meet Education and Training Act 2020 	<ul style="list-style-type: none"> Data for targets – priority students Acceleration strategies Timetables for CRT/ PE? Music and class programmes Planning formats and review of assessment timetable for curriculum refresh Wellbeing of students/ staff Policy review schedule <p>Personnel</p> <ul style="list-style-type: none"> Professional growth cycle – develop leadership cycle with local Kahui Ako Senior staff leadership development Unit allocation COL in-school- Digital fluency, Specialist support – Help Huis. Release plan Teacher only days Curriculum leaders Maintenance of maths and Writing PLD Check on implementation fidelity
<p>Health and Safety</p> <ul style="list-style-type: none"> Mitey – Emotional and wellbeing programme. Over time blend into PE/ Health Maintenance plan/ H and S programme Electrical testing/ Boiler check Buddy classes Student safety - Drop off area in carpark Bike programme Pandemic management 	<p>Reflecting NZ's cultural diversity in a Global world</p> <ul style="list-style-type: none"> Te reo/ Tikanga across the school in daily programmes Value and promote languages and cultures 2nd language classes Y7/8. Interact with local marae. Diversity celebration 	<p>Community Partnership</p> <ul style="list-style-type: none"> Parent hui and fono – Talanoa Time CoL participation School lunches Opportunities for parent information sessions Technology – Y8 MC New uniform

STRATEGIC OBJECTIVES

1. CREATE A HIGH-QUALITY ENVIRONMENT

NELP Learners at the centre, World class inclusive public education

Planned strategies to achieve this objective 2023-2028

- Provide an **innovative safe environment** conducive to student learning and wellbeing, that allows learners to develop their full potential free from racism, discrimination and bullying.
- **Focus on hauora/** wellbeing policies that enable students to develop key competencies, self-confidence and learner agency.
- Promote **culturally responsive collaborative practice** in classrooms and between staff for planning and delivering learning programmes.
- Ensure the school and playground is well resourced, well maintained and fit to work and play in
- Work to reduce barriers to education for all



Annual Plan 2023

- Health and Safety checks
- Promote school lunches and healthy eating.
- **Wellbeing plan**
- Safe Travel Auckland Council- drop off area management
- PB4L and Active schools' programmes
- Netsafe and antibullying programmes
- Students and staff articulate and model school values and competencies.
- Promote cultural events through Diversity Day, Beats of Mangere and language weeks.
- Accommodate cultural groups and Arts groups during the school day.
- Use bike track.
- **Property plan** for grounds and buildings
- LSC and Help huis
- Priority student focus for accelerated learning
- Focus on attendance.
- School supplies stationery, hat, lunch and school trip costs

2. CREATE A QUALITY CURRICULUM

NELP: Barrier free access, Quality teaching and leadership, Future of learning and work

Planned strategies to achieve this objective 2023-8	Annual Plan 2023
<ul style="list-style-type: none">• Prepare our learners for the future through the provision of an effective, rich authentic and relevant learning programme that promote student success.• All learners are provided with sound foundational skills in language, literacy, and numeracy and develop their digital literacy and inquiry skills in order to enable future learning.• Promote reciprocal learner centred relationships and build key competencies and capabilities including communication, problem solving, critical thinking, creativity, resilience and interpersonal skills.• Ensure effective planning, co-ordination and evaluation of the school's curriculum and teaching.• Provide professional growth opportunities to maximise effective teaching with a focus on collaboration, practice culturally sound pedagogy and formative assessment.• Enable leadership growth to promote equity and excellence for all.	<ul style="list-style-type: none">• Evolve the localised curriculum to ensure it is cohesive, responsive and affirms heritage, identity and diversity.• Promote direct experience, hands on learning and reciprocal mixed group collaboration between students and staff – class trips 1 per term paid for by the school- encourage local experiences, talk moves, student voice.• Ensure learning experiences are engaging and promote self-confidence and curiosity.• Flip the day – start with direct experience theme work to fuel writing etc.• Involve students and community in designing the learning programme and ensure they have effective, sufficient and equitable opportunities to learn.• Increase visibility and integration of formative assessment, values and competencies within teaching and learning programmes.• Ensure all students have access to digital technologies to support learning.• Literacy plan – Reciprocal learning, Early Literacy• Maths Plan• PLD programme – Active Schools, Reciprocal learning, Digital support

3. COMMUNITY - A COMMUNITY THAT WORKS TOGETHER FINDS THE KEYS TO SUCCESS FOR EVERY LEARNER

NELP: Barrier free access, Future of learning and work

Planned strategies to achieve this objective 2023-2028	Annual Plan 2023
<p>Nurture an informed and engaged school community to ensure a greater sense of connectedness, belonging and reciprocal sharing of ideas and knowledge.</p> <p>Acknowledge the implications of the Treaty of Waitangi.</p> <p>Acknowledge and respect our rich diverse cultural community.</p> <p>To continue to build relational trust and effective participation and collaboration at every level of the school community.</p> <p>Encourage parents to come to school through events and learning activities.</p> <ul style="list-style-type: none"> • The school will have vibrant music, dance and art programmes and continue to participate in community events. <p>Ensure communication with the school community is frequent and easily received.</p> <p>Kaitiaki</p> <p>The Board will strive to achieve the National priorities with and through the school staff:</p> <ol style="list-style-type: none"> Every student at the school is able to attain their highest possible standard in educational achievement, and The school is <ol style="list-style-type: none"> a physically and emotionally safe place for all 	<ul style="list-style-type: none"> • Incorporate te reo Māori and tikanga Māori into everyday life at school. • Staff and students have opportunities to learn te reo Māori. • Encourage parents to feel welcome at school and acknowledged as having knowledge and skills to share i.e., reciprocal partnerships. • Diversity Day, Beats of Mangere, School events and assemblies. • Helpers and knowledge givers for cultural activities • Netsafe – fish and chip night • Community hui • Interact with ECE and Mangere College to ease transitions. • Consultation on the Health curriculum • Use bilingual terms and practices within our school. • Follow up on absences and offer social service support. • Update website – connect to calendar and app notices. • To be an active member of the Mangere Schools Community of Learning. • Promote opportunities to work collaboratively on Kahui Ako targets – Digital fluency, wellbeing and student agency. • To connect with local iwi and invite their feedback. • Manage a prudent budget that maximises impact on student learning Revisit and update the 5YA plan to ensure priorities for capital expenditure are planned. • Ensure safety and wellbeing of Viscount School staff, community and visitors to the school. • Develop a Board workplan – reports and self-review.

- ii) Gives effect to relevant student rights.
 - iii) Takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.
- c) the school is inclusive of and caters for students with differing needs, and the school gives effect to the Treaty of Waitangi by
- working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātāuranga Māori and te ao Māori
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori, and
 - achieving equitable outcomes for Māori students.



- Review of cultural diversity statement and provision for Māori
- Attend NZSTA courses related to implementation of NELPS.


To meet the primary objectives the board must

- Have particular regard to the National Education Learning priorities.
- Give effect to its obligations in relation to
 - + Any foundation curriculum statements, national curriculum statements and national performance measures.
 - + Teaching and learning programmes.
 - + Monitoring and reporting student progress
- Perform its functions and exercise its powers in a way that is financially responsible.
- Comply with the Community of learning obligations.
- Comply with all other obligations under the Education and Training Act, 2020.



4. SUCCESS FOR ALL

NELP: World class inclusive education, Learners at the centre, Barrier free access, Quality teaching and leadership, Great educational opportunities and outcomes for every learner

Planned strategies to achieve this objective 2023-2028	Annual Plan 2023
<ul style="list-style-type: none">• High aspirations for all students learn, achieve and progress across the breadth and depth of the NZC.• Extend and enrich opportunities for students to become confident, connected actively involved lifelong learners.• Embed the Viscount Learner profile.• To continue to promote cultural diversity at all levels of school learning, operations and activities. 	<ul style="list-style-type: none">• A broad curriculum that gives students opportunities to learn across all strands.• A relentless focus on student success and deliberate programmes to accelerate students and ensure they have every opportunity to learn.• Provide additional learning support programmes where indicated.• ESOL students will be identified and have programme adaptation that meet their learning needs.• Remove barriers to learning – encourage full attendance, ensure every child has sufficient food, clothing and care, in class support and adaptations are supplied if needed.• Ensure learning goals are identified and shared with students.• Identify and monitor students who need extra support.• Celebration of success• Continue Reading recovery and ESOL programmes.• Y7/8 electives and Technology• <i>Targets for achievement contained in Literacy and Math plans</i>

Analysis of Variance 2022 and 2023 targets

School Name:

Viscount School

School Number:

1536

Strategic Aim:

- 2. Quality curriculum
- 4. Success for all

Annual Aim:

- All learners are provided with sound foundational skills in language, literacy, and numeracy and develop their digital literacy and inquiry skills in order to enable future learning.
- All learners build key competencies and capabilities including communication, problem solving, critical thinking, creativity, resilience and interpersonal skills

Target:

To have students achieving 60% or better in **Reading** as measured by a STAR test by the end of 2022

Baseline Data:

STAR data Comparison 2020-2021-2022 % at or above Stanine 4

YEAR LEVEL	BoY 2020	EoY 2020	BoY 2021	EoY 2021 (No data due to covid)	BoY 2022	EoY 2022	2022 shift
8	39.3%	60.7%	60%		56.9%	70.6%	+13.7%
7	68.6%	78.2%	75%		56.8%	84.1%	+27.3%
6	56.5%	77.8%	56%		50.8%	65.2%	+14.4%
5	62%	82.7%	64%		43.8%	71%	+27.3%
4	32.2%	59.4%	38%		35.6%	75.2%	+39.6%
3	51.7%	75.7%	65%		61.1%	75%	+13.9%

The students in Y4 made the most significant increase from the BoY of 39.6% followed by Y5 & Y7 with an increase of 27.2% from the BoY. The Y3, Y6 & Y8 had an increase of approximately 14%.

The 2022 cohort in Y4, 7 & 8 shows a significant increase in the percentage of students achieving stanine 4 - 6 and above compared with the same cohorts at the EoY in 2020. However, the percentage of students achieving stanine 4 - 6 and above in the 2022 Y3, 5 & 6 cohort was lower than in 2020.

These results reflect the implementation of reciprocal reading and a focus on teachers identifying goals based on the LLPs. Reciprocal reading uses mixed ability groups and encourages student agency to promote thinking strategies.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Spread of reciprocal reading approaches from Y8 to Y3.</p> <p>Literacy leaders</p> <p>Participation in de-streaming movement demonstrating mixed ability group approaches.</p> <p>Goal charts for reading across the school.</p> <p>Insisting on moving children from Emergent after 6 weeks at school – using goal charts instead of phonic or letter knowledge as criteria</p>	<p>Improvements in reading outcomes across the school despite lockdowns and high student / staff absences</p>	<p>All staff conscious of the importance of working students in groups and changing how they deliver guided reading to students</p> <p>Identifying priority students and ensuring they have more support.</p> <p>Utilising ESOL services and reading recovery both as an individual as well as in-class group programmes</p> <p>Working with the de-streaming movement to promote mixed ability groups, ako and local contexts for learning</p>	<p>Continue to consolidate approaches with new staff.</p> <p>Refine ESOL in-class procedures and practice so it better supports withdrawal group programmes.</p> <p>Better start for y1- within a balanced programme</p> <p>Focus on guided reading Y1-3</p> <p>Identification of priority learners and close tracking and extra support for these students</p>

Planning for next year:

Literacy Action plan including

- MOE PLD plan
- Better start for y1

and where to next points

- **Target 2023 To continue to improve Reading outcomes to 75% at or above as measured by STAR by the end of 2023 and to support Writing so these positive results are reflected in Writing outcomes as well**

School Name:	Viscount School	School Number:	1536
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Strategic Aims:	<ul style="list-style-type: none">2. Create a quality curriculum4. Success for all																																			
Annual Aim:	<ul style="list-style-type: none">All learners are provided with sound foundational skills in language, literacy, and numeracy and develop their digital literacy and inquiry skills in order to enable future learning.All learners build key competencies and capabilities including communication, problem solving, critical thinking, creativity, resilience and interpersonal skills.																																			
Target:	School target: To increase the number of students to 60% at each year level achieving at or above the expected curriculum level in Maths by the end of 2022.																																			
Baseline Data:	<p>PAT Math results – At or above stanine 4</p> <table><tr><th>YEAR LEVEL</th><th>BoY 2020</th><th>EoY 2020</th><th>BoY 2021</th><th>BoY 2022</th><th>EoY 2022</th><th>2022 shift</th></tr><tr><td>8</td><td>49%</td><td>66%</td><td>47%</td><td>55.4%</td><td>71.4%</td><td>+16%</td></tr><tr><td>7</td><td>43%</td><td>59%</td><td>56%</td><td>54.4%</td><td>72.8%</td><td>+18.4%</td></tr><tr><td>6</td><td>55%</td><td>69%</td><td>51%</td><td>53.7%</td><td>71.1%</td><td>+17.4%</td></tr><tr><td>5</td><td>60%</td><td>68%</td><td>50%</td><td>53.9%</td><td>69.4</td><td>+15.5%</td></tr></table> <p>The shift in data from the BoY to the Eoy was mostly the same across the year levels, ranging between 15 - 18%. The Y6, Y7 & Y8 student cohort in 2022 have a greater percentage who have achieved stanine 4 - 6 or above compared with the same cohort in 2020. The Y5 cohort in 2022 is comparable to the Y5 cohort in 2020.</p> <p>These results show our students have continued to improve despite lockdowns and high absences. This was due to a well structured problem solving approach being delivered across the school. Students are showing a better understanding of Math concepts because of the rich tasks provided and encouraging them to clarify and explain their</p>	YEAR LEVEL	BoY 2020	EoY 2020	BoY 2021	BoY 2022	EoY 2022	2022 shift	8	49%	66%	47%	55.4%	71.4%	+16%	7	43%	59%	56%	54.4%	72.8%	+18.4%	6	55%	69%	51%	53.7%	71.1%	+17.4%	5	60%	68%	50%	53.9%	69.4	+15.5%
YEAR LEVEL	BoY 2020	EoY 2020	BoY 2021	BoY 2022	EoY 2022	2022 shift																														
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thinking.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Math leaders worked with new staff. PLD for new teachers with Bina online Updated resources for classrooms	Staff teams working well to identify problems for maths. Better coverage across each term Ongoing improvements across the school show that continuing to emphasise the importance of daily maths is critical to student success as is to continue to work with staff to ensure their teaching is effective and leading to an increased sense of competence in maths by students.	Linking group processes of maths to reciprocal learning processes being used in Reading. Ongoing support to maths leaders by Bina Challenges of moving back to normal and high student and staff absences across the year – difficult to do any school wide PLD	Investigate how to map refresh math approaches to current practice. Stocktake by Maths leader. Work with Bina – applied for 25 hours to work on upskilling new staff, refreshing our work and pedagogy and to work on year overview using NZ Maths website more for sourcing of problems and planning. Use of Math Whizz and Banqua for Y7/8 to supplement class problem solving.

Planning for next year:

Math Action plan including..

- 25 Hours PLD with Bina to progress year overview and review of maths overall. Discuss links between DMIC Math and reciprocal reading – refresh growth mindset, mixed ability groups and clinics
- Curriculum refresh – mapping new with current practice.
- Class resource
- Math leaders – new Y1/2, Y5/6

Target 2023 To continue to promote success in Maths with a target of 75% of students achieving stanine 4 or better by the end of 2023 as measured by PAT Maths and ensure this level of success is being reflected in Y1-4 as well

School Name:	Viscount School	School Number:	1536
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Strategic Aim:	<ul style="list-style-type: none">2. Create a quality curriculum4. Success for all																											
Annual Aim:	<ul style="list-style-type: none">All learners are provided with sound foundational skills in language, literacy, and numeracy and develop their digital literacy and inquiry skills in order to enable future learning.All learners build key competencies and capabilities including communication, problem solving, critical thinking, creativity, resilience and interpersonal skills																											
Target:	School target: To increase the number of students to 60% at each year level achieving at or above the expected curriculum level in Writing in 2022.																											
Baseline Data:	<p>Students achieving at or above expected curriculum level by the middle of the year.</p> <table><tr><th>YEAR LEVEL</th><th>MoY 2022</th><th>MoY 2021</th></tr><tr><td>8</td><td>13/70 (19%)</td><td>11/58 (19%)</td></tr><tr><td>7</td><td>15/75 (20%)</td><td>12/63 (19%)</td></tr><tr><td>6</td><td>15/80 (19%)</td><td>14/61 (23%)</td></tr><tr><td>5</td><td>18/83 (22%)</td><td>16/69 (23%)</td></tr><tr><td>4</td><td>6/59 (10%)</td><td>20/72 (28%)</td></tr><tr><td>3</td><td>9/58 (15%)</td><td>9/48 (19%)</td></tr><tr><td>2</td><td>4/73 (5%)</td><td>12/46 (26%)</td></tr><tr><td>1</td><td>26/46 (56%)</td><td>51/70 (73%)</td></tr></table>	YEAR LEVEL	MoY 2022	MoY 2021	8	13/70 (19%)	11/58 (19%)	7	15/75 (20%)	12/63 (19%)	6	15/80 (19%)	14/61 (23%)	5	18/83 (22%)	16/69 (23%)	4	6/59 (10%)	20/72 (28%)	3	9/58 (15%)	9/48 (19%)	2	4/73 (5%)	12/46 (26%)	1	26/46 (56%)	51/70 (73%)
YEAR LEVEL	MoY 2022	MoY 2021																										
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This data does not represent the whole school as each time we took a sample to assess we had to deal with high levels of absence. However, of those assessed we present the following comments

On average, 21% of the Y1 - 8 students have achieved the EoY expectation by the MoY. This is less than the percentage of students who achieved the EoY expectation by the MoY in 2021 of 29%. A greater percentage of the Y1, Y2 & Y4 students in 2021 achieved the EoY expectation by the MoY compared with the Y1, Y2 & Y4 students in 2022.

The interrupted schooling that has taken place over the last couple of years has contributed significantly to the slightly lower numbers with the resulting issue of getting the children back to sustained, consistent attendance now being a significant contributing factor. However, we note a disparity with Reading outcomes that needs further discussion and action.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We had developed writing goal charts in 2020 and took time to ensure these were being implemented by staff.</p> <p>We also undertook class observations through our MOE PLD on local curriculum.</p> <p>We changed the daily timetables so that staff (especially in the Juniors) could take a theme activity first and children could write about this from direct experience and interaction . We called this “flipping the day” so theme came first instead of last in the day and was more integrated with literacy.</p>	<p>There was a variety in take up with some teachers needing more coaching to use the charts to help students understand what they were learning.</p> <p>A range of responses showing some very effective practice but many teachers wasting a lot of time on routine management.</p> <p>Very good results where this was done well. More work needed to embed this new habit</p>	<p>Difficulty finding time to discuss the value of sharing learning goals with students. Needs ongoing work and examples for observation of skilled teachers in this area by less skilled staff.</p> <p>Work on individual needs to manage routines more effectively e.g. length of time on mat, books/ pencils ready etc – Literacy leaders</p> <p>Mandated change of timetable – ongoing work on sharing success stories</p> <p>The school year was difficult for staff due to</p> <ul style="list-style-type: none"> - intermittent and high absences of student and staff absences - managing time on this mindful of staff pressure in working through the aftermath of Covid 	<p>We will continue with the strategies outlined and continue to ensure staff know the goals for writing at the level they are working and what that looks like.</p> <p>Curriculum refresh requirements not yet known but assume it will work along similar lines to current Literacy progressions for writing.</p> <p>Continue with rich hands on experiences for students to connect with and enjoy writing about.</p> <p>Are staff assessing correctly? Some sense that teachers may be over focusing on surface features and self-generated teacher criteria rather than goal charts and marking children “down” as a result.</p> <p>Consistency in use of goal charts – making them visible and accessible for students.</p> <p>Strong focus on “formative assessment ...” What are children learning today?” ...see LI in planning</p>

Planning for next year:

Writing will continue to be an internal school focus as we work our way into the curriculum refresh. Our Literacy leaders will be asked to work on

- Daily timetables
- Routines for writing
- Finding role models for using goal charts well
- Blending in ELL progressions to support teachers to select relevant goals.
- Making decisions about learning goals, more work on staff decisions, assessing writing and recording results
- Displaying learning intentions/ and sharing these goals with students

Analysis of the difference Reading/ Writing outcomes – explore reciprocal writing and review goal charts both for ELL and for curriculum refresh

Target 2023: To improve achievement in Writing so it reflects achievement in Reading with 60% of students achieving at and above required levels by the end of 2023.