

Whenuakite School

Te Kura o Whenuakite School

'Te akonga o Whenuakite will endeavour for all round personal hauora and success'

Strategic Plan

2023 - 2026



TE WHĀINGA TĀHUHU

VISION

‘Te akonga o Whenuakite will Endeavour for All Round Personal Hauora and Success’

TE KAUPAPA MĀTĀMUA

MISSION

‘Takakawe i nga wa katoa’, that ‘At all times we will endeavour’

NGĀ WHANONGA PONO

VALUES

We are:

Kind, Innovative, Trustworthy and Enthusiastic.



Te Horopaki

Context

Whenuakite School is a U4 school with starting roll of 153 learners, covering Years 1 to 8. In 2023, we estimate that our roll will grow to approximately 165 children.

Whenuakite School has a stable, professional and experienced team. We continue to review the educational success, direction, identity and culture of the school. Our Motto, Vision, Mission and Values have are aimed at ensuring Quality Teaching and Learning programmes are delivered, whilst promoting inclusive education, change and growth for each individual.

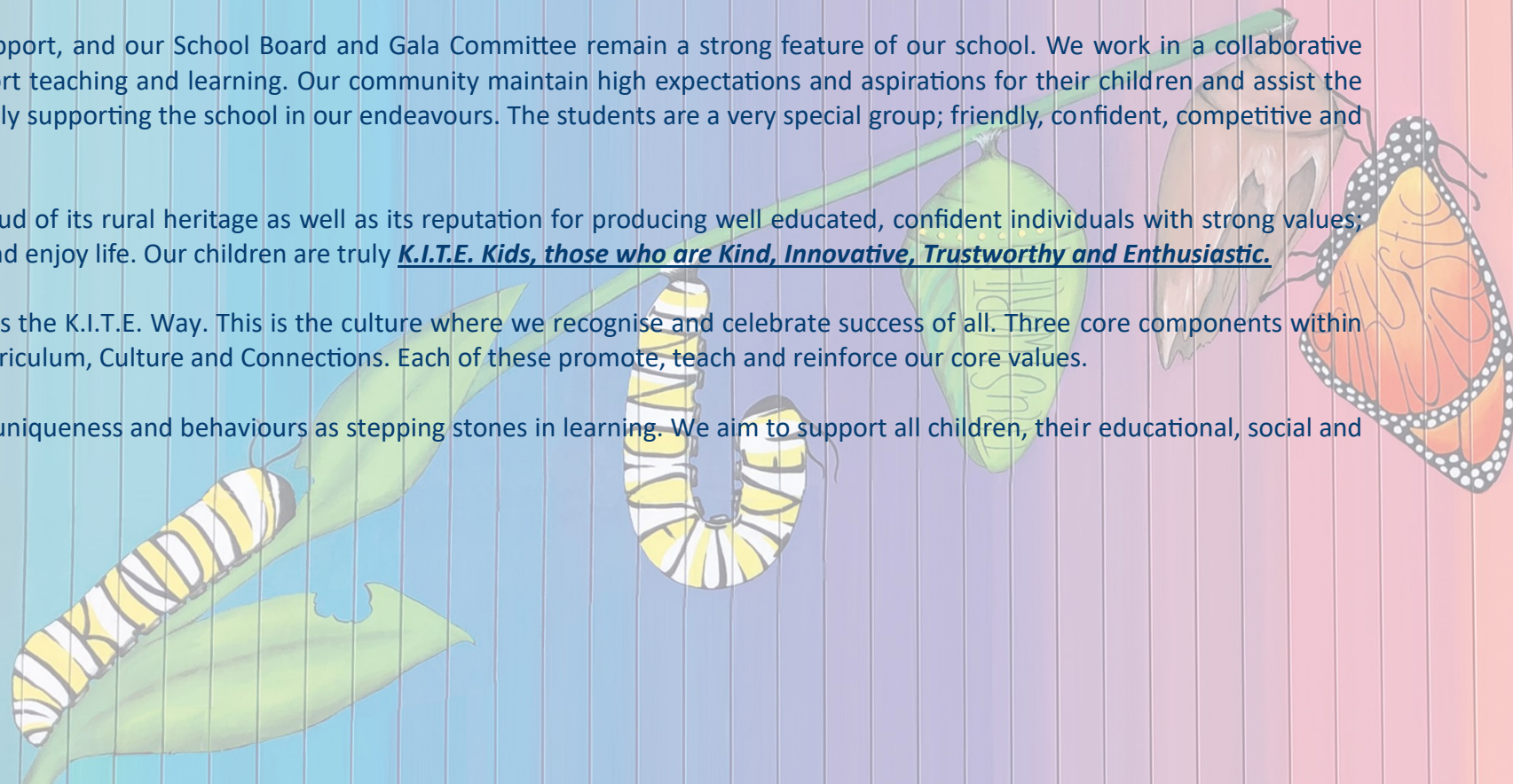
Whenuakite School is committed to giving effect to Te Tiriti o Waitangi and are on a journey to better reflect local tikanga Māori, mātauranga Māori and te ao Māori in our plans, policies and curriculum. We have will always seek to ensure that our tamariki Māori experience educational success alongside all other students.

There is strong community support, and our School Board and Gala Committee remain a strong feature of our school. We work in a collaborative manner to enhance and support teaching and learning. Our community maintain high expectations and aspirations for their children and assist the achievement of these by actively supporting the school in our endeavours. The students are a very special group; friendly, confident, competitive and strongly motivated to learn.

Whenuakite School is very proud of its rural heritage as well as its reputation for producing well educated, confident individuals with strong values; and who know how to laugh and enjoy life. Our children are truly **K.I.T.E. Kids, those who are Kind, Innovative, Trustworthy and Enthusiastic.**

All we do at our kura reinforces the K.I.T.E. Way. This is the culture where we recognise and celebrate success of all. Three core components within the K.I.T.E. Way revolve on Curriculum, Culture and Connections. Each of these promote, teach and reinforce our core values.

We look at our tamariki, their uniqueness and behaviours as stepping stones in learning. We aim to support all children, their educational, social and emotional well-being.



NGĀ WHANONGA PONO VALUES

At Whenuakite all tamariki, kaiako, tumaki and whanau promote understanding of and development of our Values and that we all learn these at different rates and ages.



We are **KIND**

Whenuakite School is a kind and supportive learning environment. We acknowledge and uplift the mana of each person in our school community and help everyone, no matter what. We see our children as kaitiaki who are learning to care for themselves, for others and for the world around them. We treat our classrooms, our playground and our environment with respect.



We are **INNOVATIVE**

Whenuakite School promote and celebrates innovative thinking, creativity and encourage akonga and kaiako to take risks in their learning, whether in, or out of class.



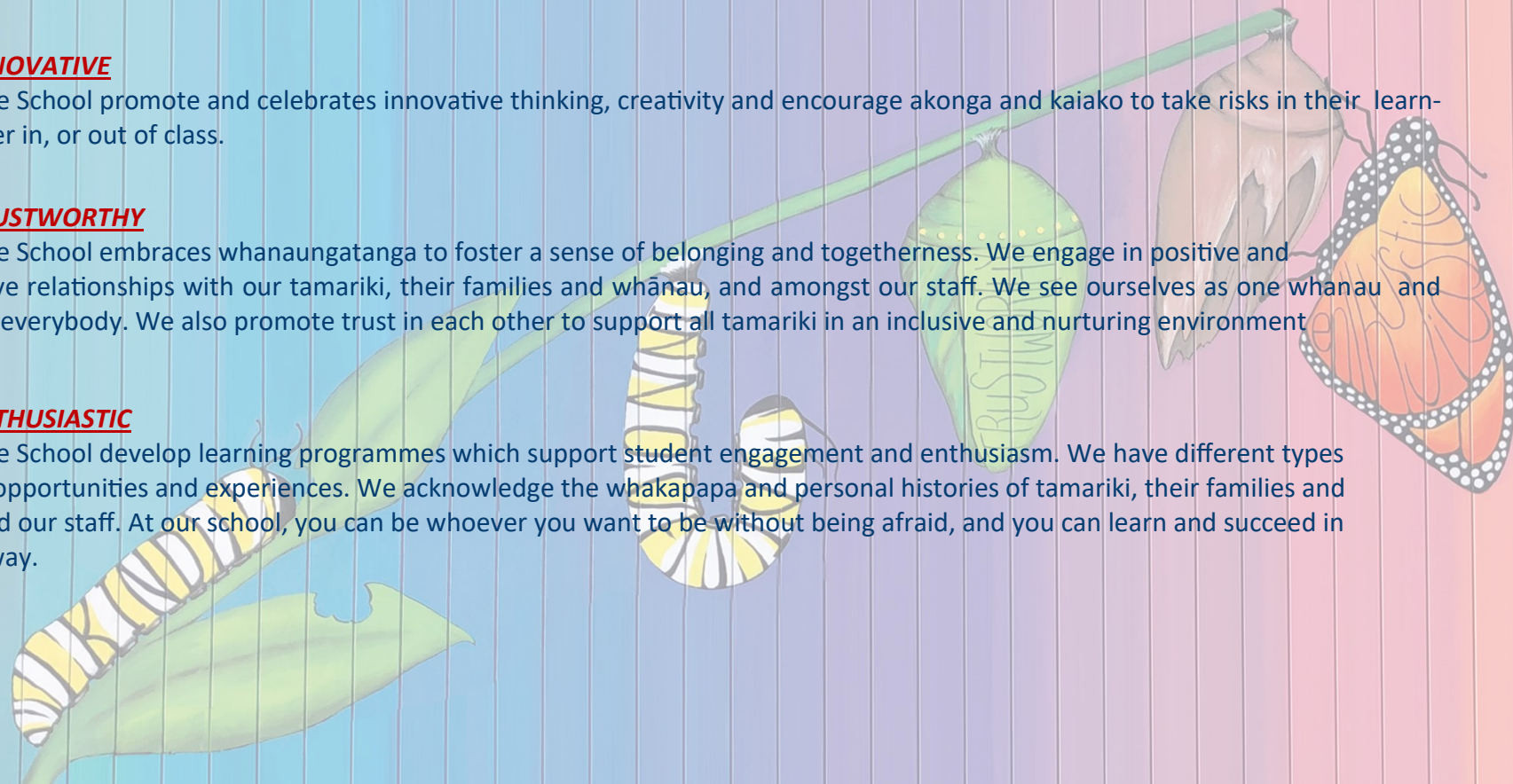
We are **TRUSTWORTHY**

Whenuakite School embraces whanaungatanga to foster a sense of belonging and togetherness. We engage in positive and collaborative relationships with our tamariki, their families and whānau, and amongst our staff. We see ourselves as one whanau and we include everybody. We also promote trust in each other to support all tamariki in an inclusive and nurturing environment.



We are **ENTHUSIASTIC**

Whenuakite School develop learning programmes which support student engagement and enthusiasm. We have different types of people, opportunities and experiences. We acknowledge the whakapapa and personal histories of tamariki, their families and whānau and our staff. At our school, you can be whoever you want to be without being afraid, and you can learn and succeed in your own way.



Statement of Governance

School Board

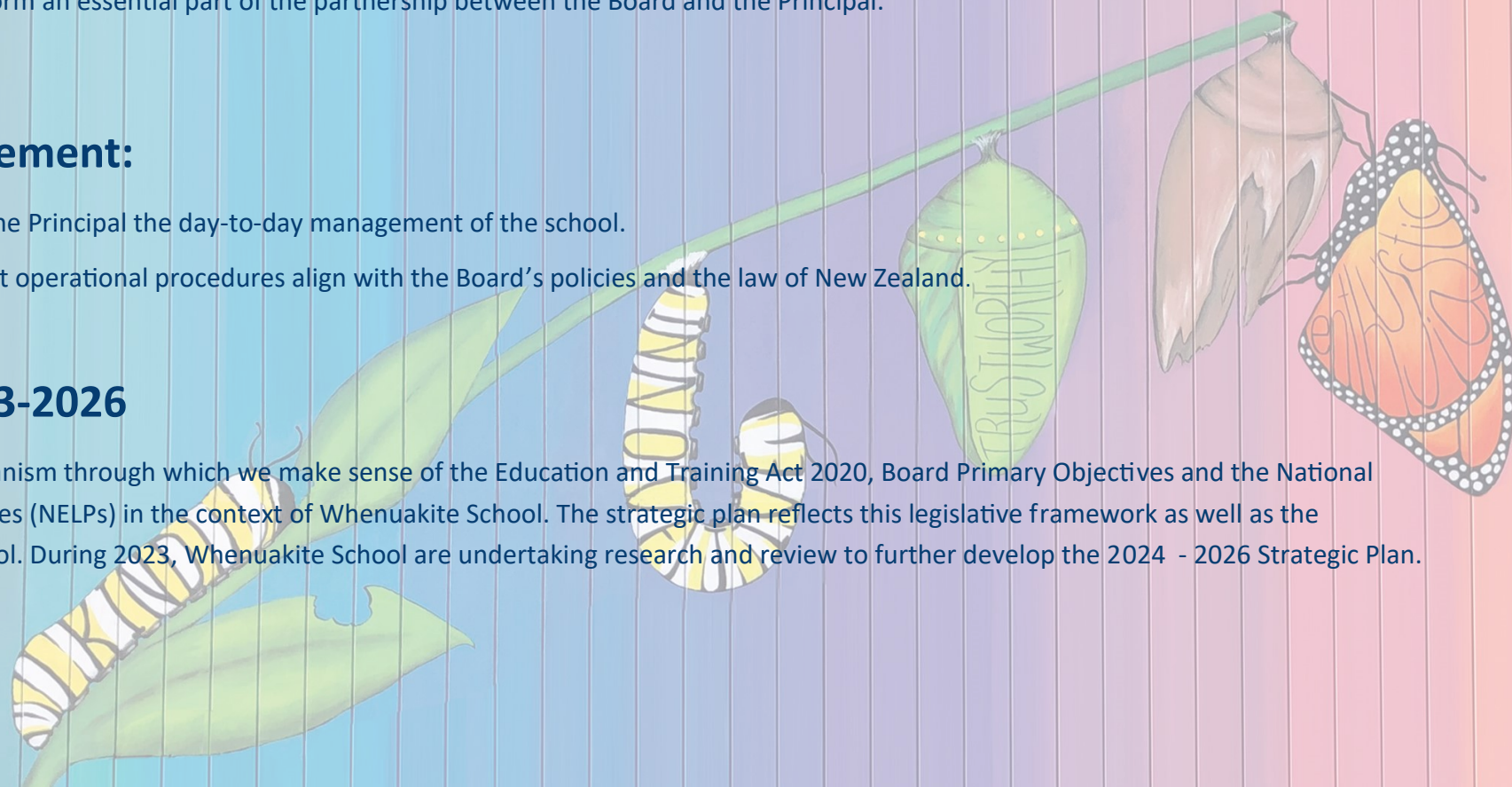
- The School Board's core focus is student progress and achievement.
- The School Board will work closely with the community and school, to review the vision for the school, adopt clear strategic priorities, and support the Principal in implementing the Annual Plan.
- The School Board will align its agenda to the goals set in the Strategic Plan. The School Board will review its policies and locate them on School Docs; referring to policies in its discussions and decisions. Governance policies will include delegations to the Principal to enable effective, professional management and decision-making in support of strategic priorities.
- The Principal's Reports form an essential part of the partnership between the Board and the Principal.

Management Statement:

- The Board delegates to the Principal the day-to-day management of the school.
- The Principal ensures that operational procedures align with the Board's policies and the law of New Zealand.

Strategic Plan 2023-2026

The Strategic Plan is the mechanism through which we make sense of the Education and Training Act 2020, Board Primary Objectives and the National Education and Learning Priorities (NELPs) in the context of Whenuakite School. The strategic plan reflects this legislative framework as well as the priorities for Whenuakite School. During 2023, Whenuakite School are undertaking research and review to further develop the 2024 - 2026 Strategic Plan.



Te Tiri O Waitangi / Te Ao Maori





We are guided by the following Principles:

1. Increased participation and success by Māori through the advancement of Māori education initiatives, including in Te Reo Māori consistent with the principles of the Treaty of Waitangi and Ka Hikitia – Accelerating Success 2013 – 2017
2. Respect for the diverse ethnic and cultural heritage of NZ people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific, and as a member of the international community of nations

Cultural Diversity

- All cultures within the school will be valued, accepted, and celebrated through active encouragement of an inclusive school culture and values
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural background.

Whenuakite Kete of Bi-cultural success

 <p>Kind</p>	<p><u>MANAAKITANGA - Caring</u> Safe Learning Kura / Relationships with akonga / Powhiri / Waiata to show respect. Strong relationships with students / whanau / Team and Community</p>
 <p>Innovative</p>	<p><u>Ako - Learning / Pedagogy</u> Up-skilling through KaHikitia and Tataiako, Inquiry based Professional Growth Cycles on Teaching and Learning, Staff encouraged to use Te reo</p>
 <p>Trustworthy</p>	<p><u>Whanaunatanga - Relationships:</u> Regular Hui / Korero, knowing students backgrounds, Strong learning community, High/Clear/Caring expectations.</p>
 <p>Enthusiastic</p>	<p><u>Kotahitanga - Ethic of Bonding</u> Engagement through inclusive and differentiated learning. Shared success and celebration of personal and educational success.</p>

NGĀ RAUTAKI

STRATEGIC PRIORITIES - The K.I.T.E. Way

Curriculum	Culture	Connections
<p>Akoranga - Learning</p> <p>The Whenuakite Learner will progress, accelerate and achieve to their highest possible educational potential through use of reliable achievement data, targeted planning and quality teaching and learning.</p>	<p>The school culture around Te Ao Maori and Hauora will be reinforced and linked with the K.I.T.E. Way</p> <p>At Whenuakite School Tikanga, Te Reo & Te Āo Māori will be valued and interwoven in the multi-cultural, inclusive life of the school. We aim to develop clear expectations and programmes to support all children based on the K.I.T.E. Way.</p>	<p>Mahi Tahī—Working Together</p> <p>Whenuakite School will have effective communication and community engagement. Positive home/school relationships will enable all parents and whānau to actively support learning.</p>

Our Core Three C's support and reinforce the National Education and Learning Priorities (NELP):

1. Learners at the Centre
2. Barrier Free Access
3. Quality Teaching and Leadership
4. Future of Learning and Work
5. World Class Inclusive Public Education

Coromandel Kahui Ako Key Goals / Strategies which will support our Targets

1) Raising Student Achievement

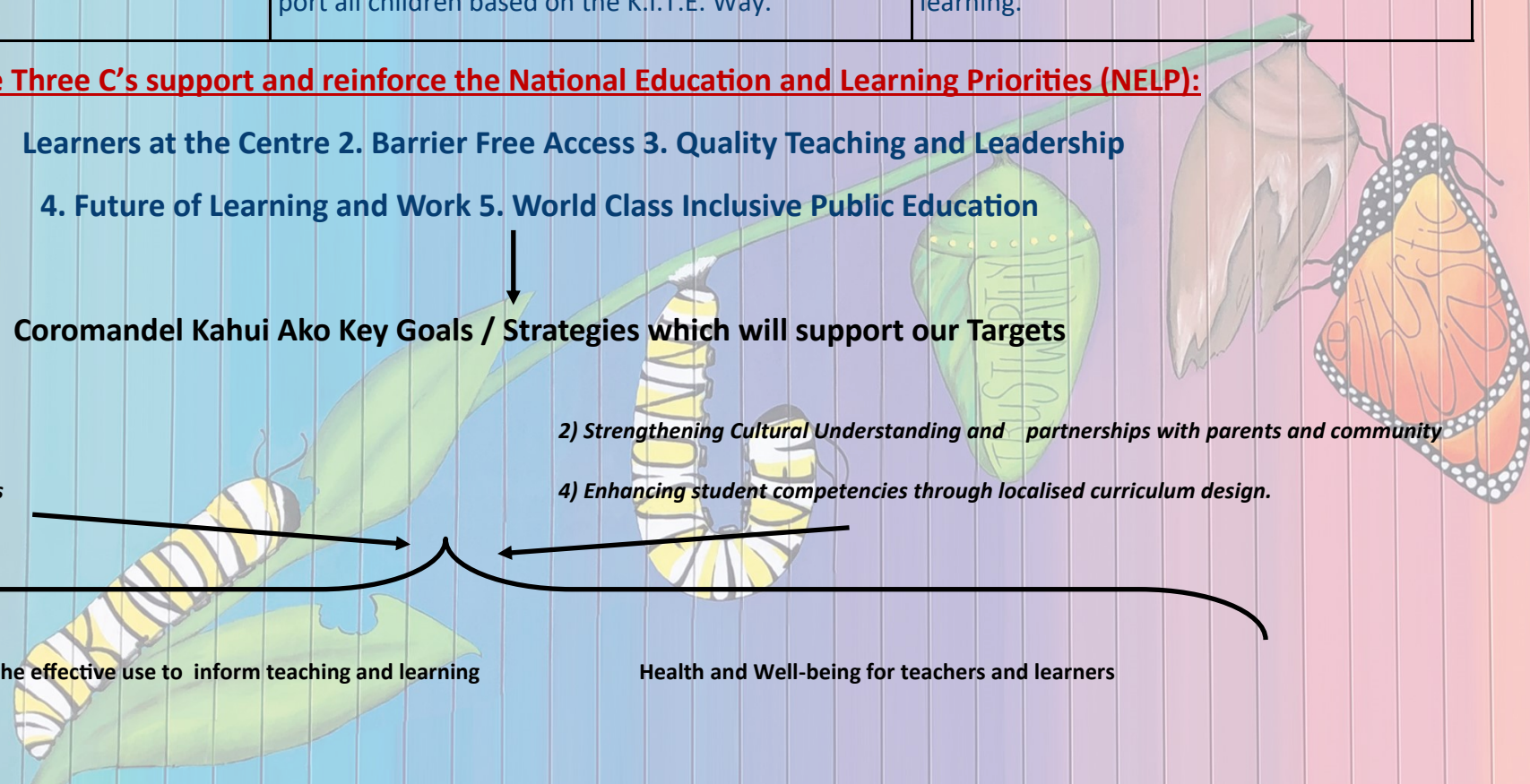
3) Equitable Outcomes for all learners

2) Strengthening Cultural Understanding and partnerships with parents and community

4) Enhancing student competencies through localised curriculum design.

Assessment Data and the effective use to inform teaching and learning

Health and Well-being for teachers and learners



GOAL 1. Curriculum 2023:

All K.I.T.E. Kids will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

NELP Objective 1 - Learners at the Centre✓ NELP Objective 2 - Barrier Free Access✓ NELP Objective 3 - Quality Teaching and Leadership✓

Initiatives	Key Actions	Indicators of Success	Responsibility / Time Frame	Resourcing
<ul style="list-style-type: none"> Review planning & assessment tools for use with the K.I.T.E. Kids and their learning pathways.. 	Review K.I.T.E. Way Expectations with learners and link these to learning, Key Competencies and Tataiako.	<ul style="list-style-type: none"> Survey undertaken with tamariki, to develop the K.I.T.E. Way. Action Plan Developed for K..T.E. Way and Writing. 	Principal SLT Teaching Team	BOT Meetings SLT Meetings
	Develop Inclusive and Differentiated programmes and supports based on needs of individual learners / groups / cohort needs. Identifying students' individual learning needs and using targeted planning to	<ul style="list-style-type: none"> Needs of learners are identified and tracked on OneNote. A range of programmes implemented to support learning needs. 	Principal SLT Teaching Team Learners	SLT Meetings Staff & Syndicate Meetings
<ul style="list-style-type: none"> Teacher PLD is focused on the effective use of data to inform and support better outcomes for learners through engagement and increased student agency. 	Professional Growth Cycle regularly discussed and reviewed to embed the importance of student 'success' and development within this.	<ul style="list-style-type: none"> Evidence of regular reflection of professional learning 	Principal SLT Teaching Team	NIL
	Target Learners and identified, tracked and reported on.; with the goal to accelerate their learning.	<ul style="list-style-type: none"> Target learners development reviewed termly Acceleration reviewed twice per year Target learners have shown accelerated learning. 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings BOT Meetings
<ul style="list-style-type: none"> Gather further student voice to develop the K.I.T.E. Way and how we can further support needs. 	Gather Student Voice on the K.I.T.E. Way to assess the implementation and effectiveness of the K.I.T.E. Way culture	<ul style="list-style-type: none"> Survey undertaken with tamariki, to develop the K.I.T.E. Way. Action Plan Developed for K.I.T.E. Way and Writing. 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings

Curriculum

GOAL 1.

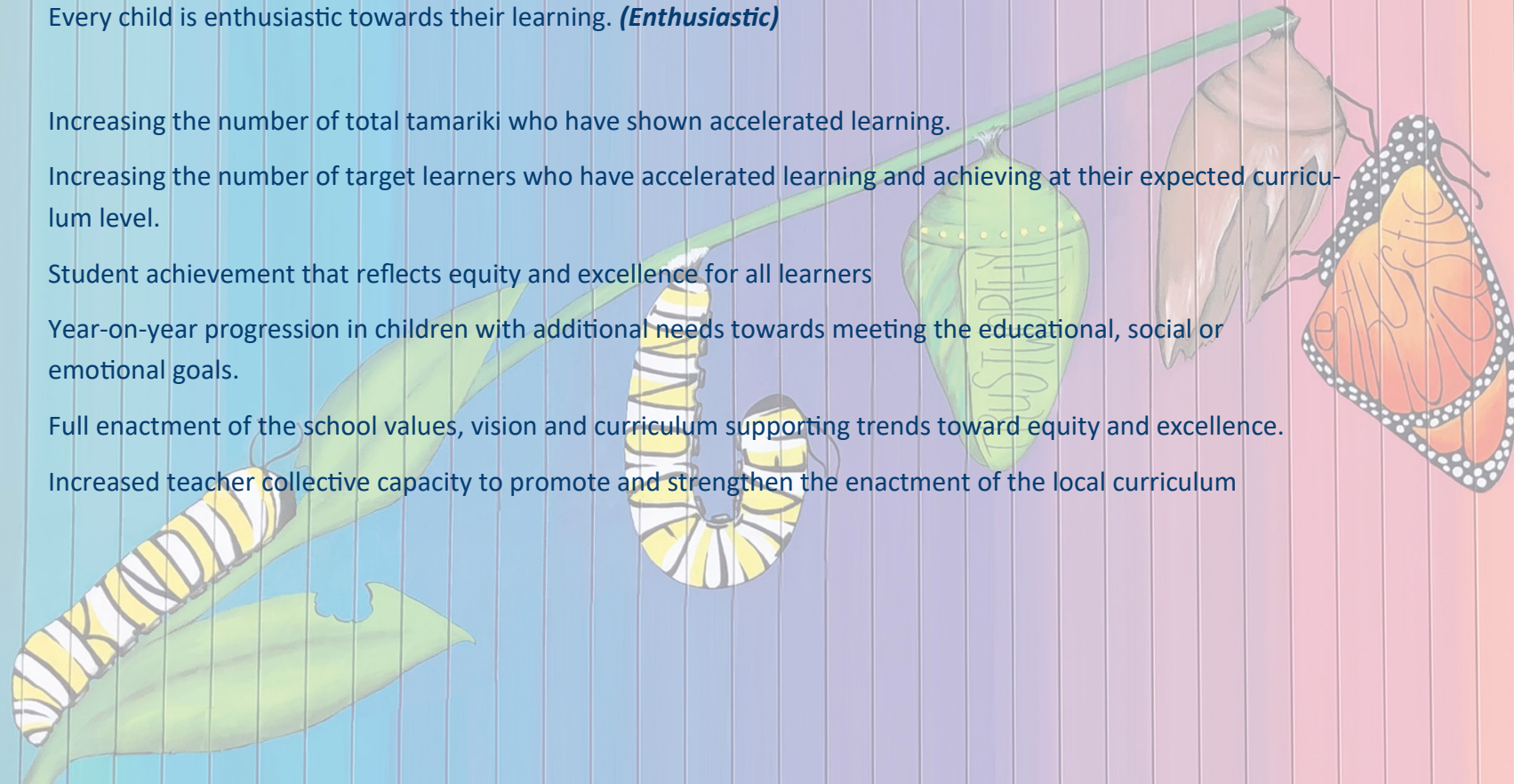
All K.I.T.E. Kids will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

What success looks like in 2026

- Every child is developing educationally, socially and emotionally towards their own individual potential. **(Innovative)**
- Every child is valued and supported in their personal learning trajectory by students, staff and whanau. **(Kind and Trustworthy)**
- We have equitable learning outcomes across student demographics (Maori Learners / Boys) **(Target Group)**
- Every child is enthusiastic towards their learning. **(Enthusiastic)**

How will we know we are successful

- Increasing the number of total tamariki who have shown accelerated learning.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Student achievement that reflects equity and excellence for all learners
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.
- Increased teacher collective capacity to promote and strengthen the enactment of the local curriculum

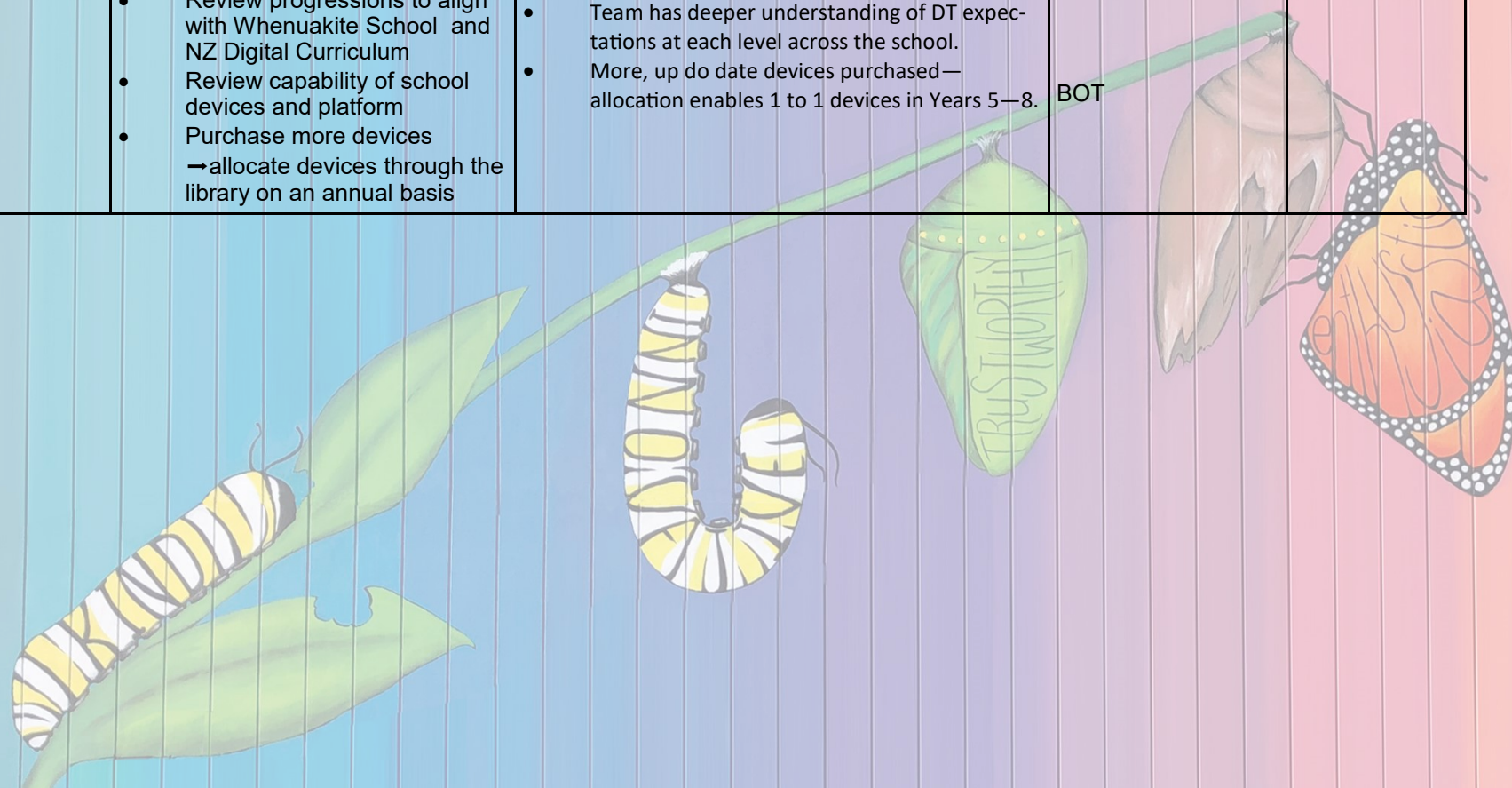


GOAL 1. Curriculum 2023:

All K.I.T.E. Kids will receive support to learn, progress and have success to their highest possible educational, social and emotional potential, through differentiated learning, use of reliable achievement data, targeted planning and quality teaching and learning.

NELP Objective 1 - Learners at the Centre ✓ NELP Objective 2 - Barrier Free Access ✓ NELP Objective 3 - Quality Teaching and Leadership ✓

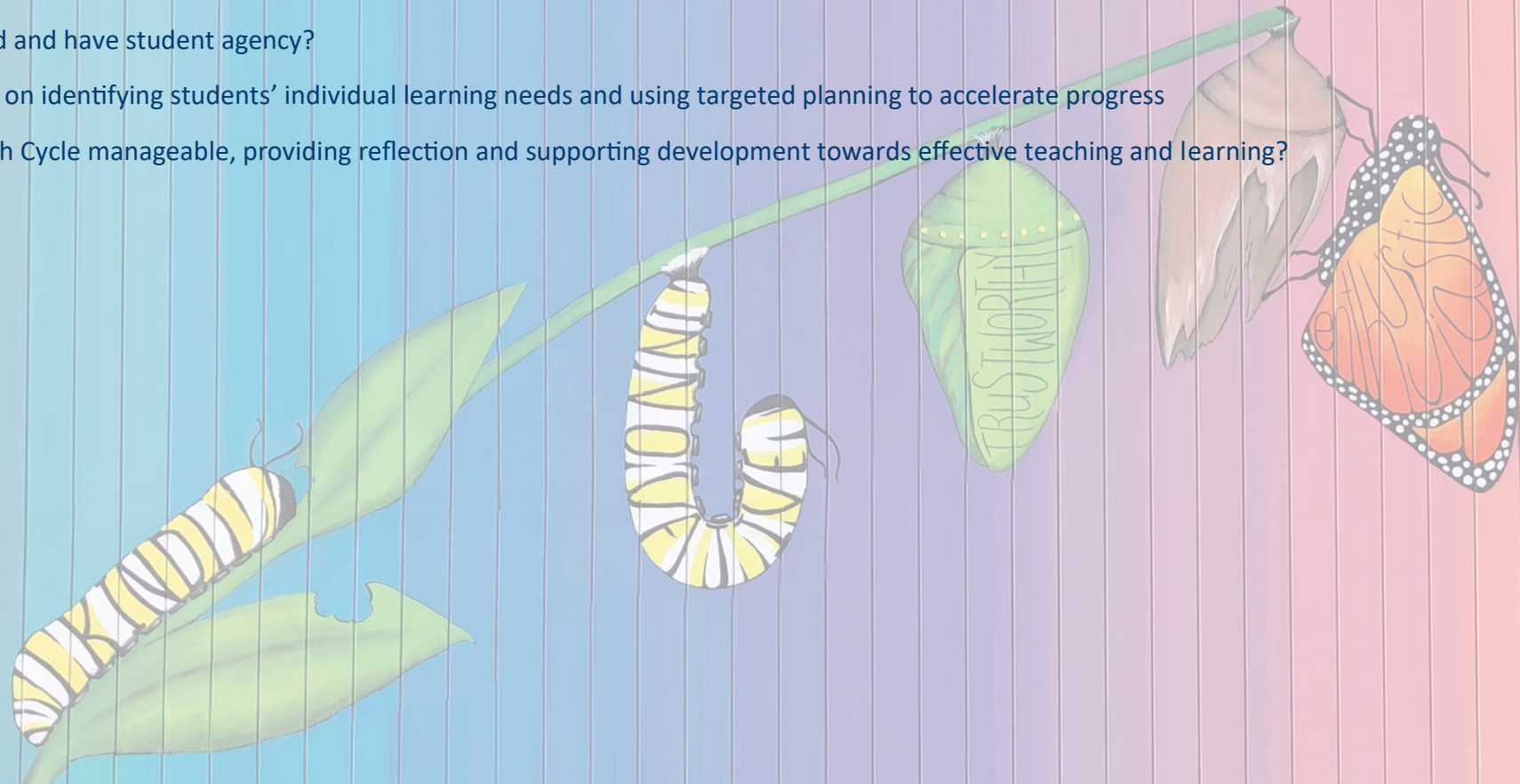
Initiatives	Key Actions	Indicators of Success	Responsibility / Time Frame	Resourcing
<ul style="list-style-type: none"> Year 1 of 3 Review and implement Digital curriculum and learning pathways for Whenuakite students. 	<ul style="list-style-type: none"> Allocate a DT curriculum leader Implement a Curriculum DTC team Implement Computational Thinking Progressions Review progressions to align with Whenuakite School and NZ Digital Curriculum Review capability of school devices and platform Purchase more devices → allocate devices through the library on an annual basis 	<ul style="list-style-type: none"> DT Curriculum leader allocated and working with Curriculum Leader. DT Pathways reviewed and Computational Thinking Processes implemented. Clear DT progressions developed and being used across the school. Team has deeper understanding of DT expectations at each level across the school. More, up to date devices purchased— allocation enables 1 to 1 devices in Years 5—8. 	<p>Principal/ SLT/ DTC Leader</p> <p>BOT</p>	



GOAL 1. Curriculum 2023:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with the Kahui Ako / Curriculum Leader
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Local and History Curriculum is reviewed
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all.
- Do Students take ownership of their learning and can articulate current and next learning steps
- Are our students engaged and have student agency?
- Is Teacher PLD is focused on identifying students' individual learning needs and using targeted planning to accelerate progress
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?



Culture

GOAL 2

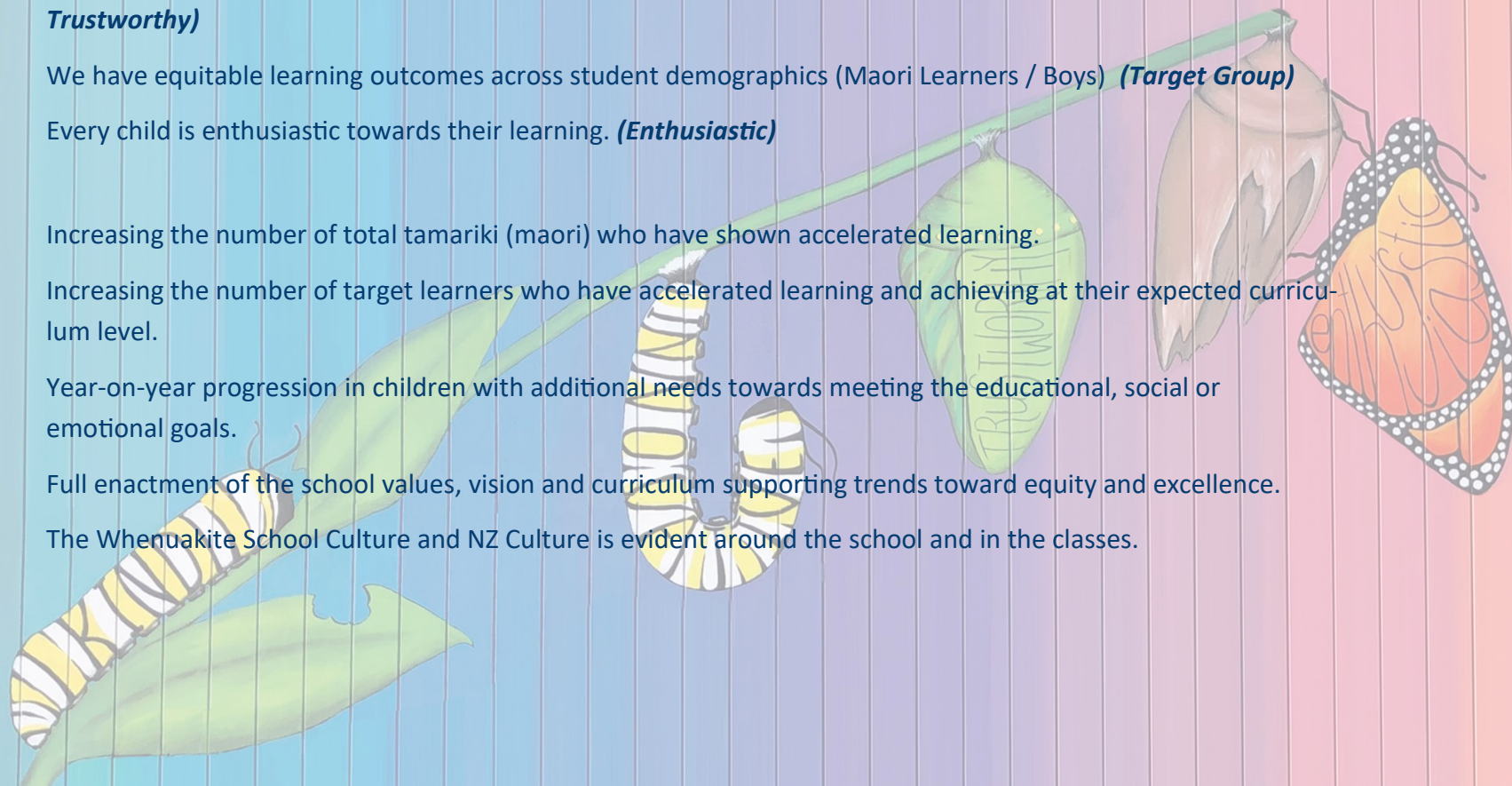
1. To further develop, understand and advocate the K.I.T.E. Way and support the wellbeing of our school community
2. To deepen our connection with Te Reo / Te Ao Maori.

What success looks like in 2026

- Consistency in Learning Focussed Partnerships that benefit tamariki. **(Innovative, Trustworthy and Enthusiastic)**
- Tikanga and te reo Māori are prioritised and supported by the K.I.T.E. Way.
- Every child is developing educationally, socially and emotionally towards their own individual potential. **(Innovative)**
- Every child is valued and supported in their personal learning trajectory by students, staff and whanau. **(Kind and Trustworthy)**
- We have equitable learning outcomes across student demographics (Maori Learners / Boys) **(Target Group)**
- Every child is enthusiastic towards their learning. **(Enthusiastic)**

How will we know we are successful

- Increasing the number of total tamariki (maori) who have shown accelerated learning.
- Increasing the number of target learners who have accelerated learning and achieving at their expected curriculum level.
- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Full enactment of the school values, vision and curriculum supporting trends toward equity and excellence.
- The Whenuakite School Culture and NZ Culture is evident around the school and in the classes.



GOAL 2. Culture 2023:

Develop a consistent and coherent language of learning across Whenuakite School based on The

K.I.T.E. Way.

NELP Objective 1 - Learners at the Centre ✓ NELP Objective 2 - Barrier Free Access ✓ NELP Objective 3 - Quality Teaching and Leadership ✓

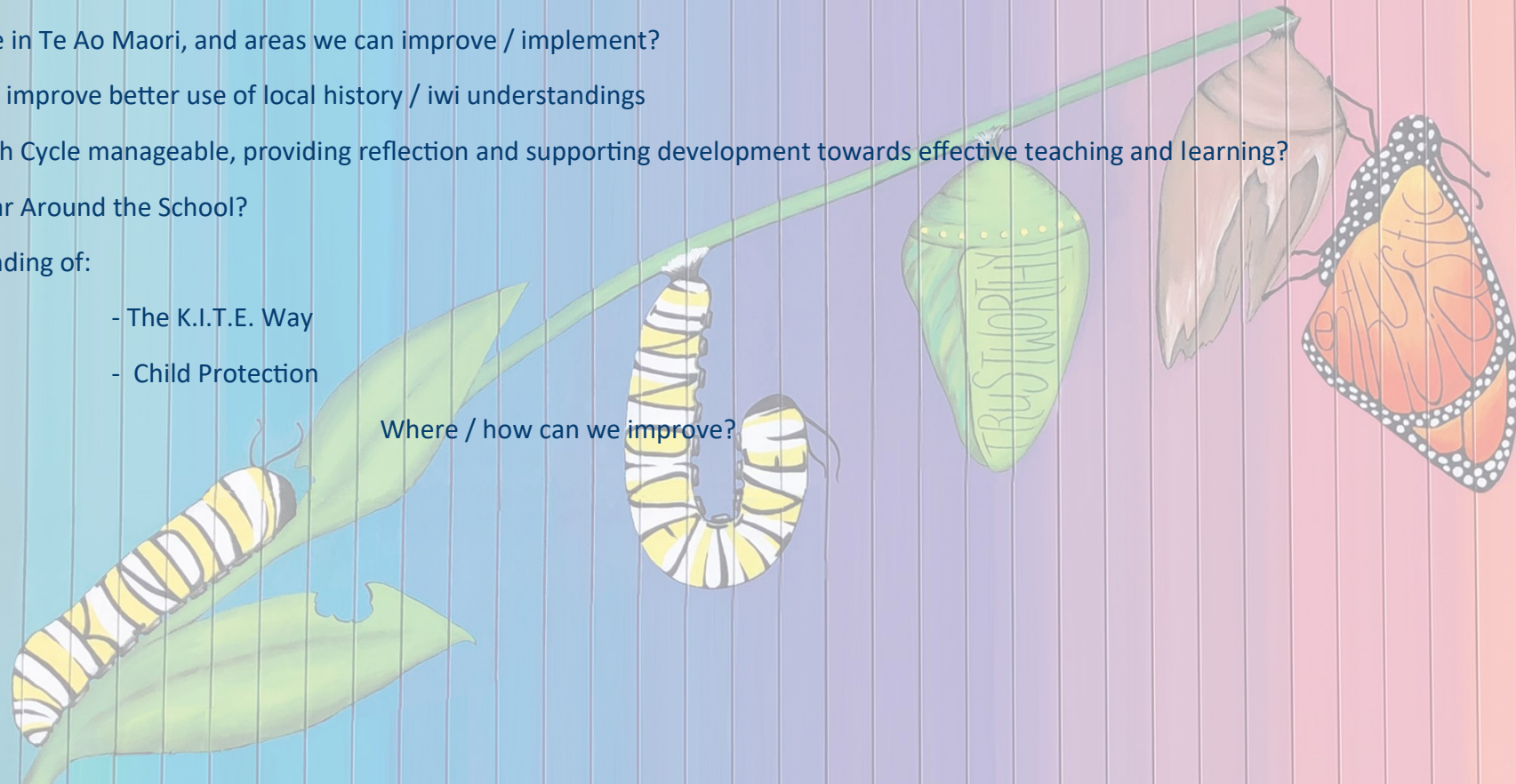
Initiatives	Key Actions	Indicators of Success	Responsibility /	Resourcing
Develop coherent, connected language of learning based on the K.I.T.E. Way and: <ul style="list-style-type: none"> Te Ao Maori Teaching, Learning and behaviour 	Review K.I.T.E. Way using a strength based approach and put in place for all staff teams and learners	<ul style="list-style-type: none"> Whenuakite Culture is evident throughout the school. (visually, cohesive language behaviour) Deliberate Acts of Teaching of The K.I.T.E. Way and Te Ao Maori. 	Principal BOT Plan developed T2	BOT Meetings SLT Meetings
	Review Student voice to develop the K.I.T.E. Way Culture . <ul style="list-style-type: none"> Review K.I.T.E. Way pathways throughout the school. Develop a K.I.T.E Learning pathway 	<ul style="list-style-type: none"> Clarity in the understanding of the K.I.T.E. Way and how this relates to learning Clear Pathway developed of the K.I.T.E. Way Y0—Y8. 	Principal SLT Teaching Team Learners	SLT Meetings Staff & Syndicate Meetings
	Use the K.I.T.E. Language of learning in all school settings.	<ul style="list-style-type: none"> K.I.T.E . Way is used across all school settings. K.I.T.E expectations for tamariki, whanau and staff evident. 	Principal SLT Teaching Team	NIL
	Whanau engagement in the K.I.T.E. Way and links to PB4L, Child Protection , Health and Wellbeing.	<ul style="list-style-type: none"> Whanau Huis undertaken to gather further direction for the K.I.T.E Way and bicultural links. 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Reflect on community survey results and plan for engagement based on feedback from the community.	<ul style="list-style-type: none"> Hui reviewed for future development—action plan developed. 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Gather stakeholder voice to further develop Te Ao Maori across the school.	<ul style="list-style-type: none"> Pathway of Te Ao Maori and Learning History developed. Whanau voice heard, valued and implemented. 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings

GOAL 2. Culture 2023:

Areas to which may be considered within the review:

- A review of the teaching Te Reo Māori and local iwi history is reviewed to make it evident in planning and programmes
- Learning Progression Frameworks' reviewed with the Kahui Ako / Curriculum Leader
- Cultural Inclusiveness / Relational Pedagogy and Restorative Practice reviewed as a team.
- Are we clearly Identifying students' individual learning needs and using targeted planning to accelerate progress is a core focus
- Are we clearly Identifying students' individual behavioural, Social and emotional needs and using targeted planning to support all.
- Are students aware of and can articulate the K.I.T.E. Way?
- Are our students engaged and have student agency?
- What success do we have in Te Ao Maori, and areas we can improve / implement?
- How / what can we do to improve better use of local history / iwi understandings
- Is the Professional Growth Cycle manageable, providing reflection and supporting development towards effective teaching and learning?
- Is our School Culture Clear Around the School?
- Is there a clear understanding of:
 - The K.I.T.E. Way
 - Child Protection

Where / how can we improve?



Connections—Mahi tahu / working together

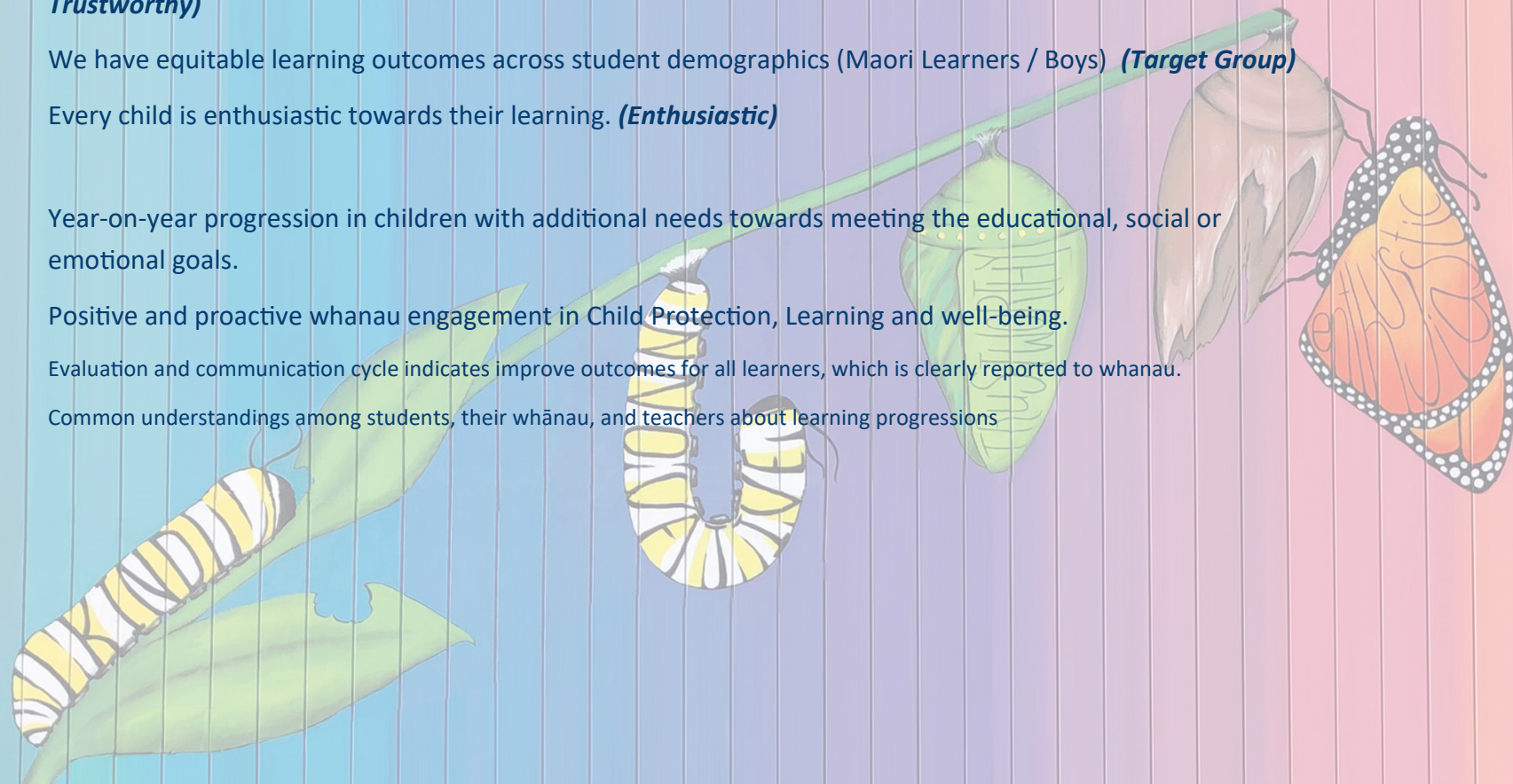
GOAL 3. To foster collaboration within and between the staff and community towards Physical, Social, Emotional and Educational Wellbeing for all.

What success looks like in 2026

- Learning focused partnerships and community networks that benefit students well-being, learning and safety. **(Kind, Innovative, Trustworthy and Enthusiastic).**
- Every child is developing educationally, socially and emotionally towards their own individual potential. **(Innovative)**
- Every child is valued and supported in their personal learning trajectory by students, staff and whanau. **(Kind and Trustworthy)**
- We have equitable learning outcomes across student demographics (Maori Learners / Boys) **(Target Group)**
- Every child is enthusiastic towards their learning. **(Enthusiastic)**

How will we know we are successful

- Year-on-year progression in children with additional needs towards meeting the educational, social or emotional goals.
- Positive and proactive whanau engagement in Child Protection, Learning and well-being.
- Evaluation and communication cycle indicates improve outcomes for all learners, which is clearly reported to whanau.
- Common understandings among students, their whānau, and teachers about learning progressions



GOAL 3. Connections—Mahi tahī / Working together 2023:

NELP Objective 1 - Learners at the Centre✓ NELP Objective 2 - Barrier Free Access✓ NELP Objective 3 - Quality Teaching and Leadership✓

Initiatives	Key Actions	Indicators of Success	Responsibility /	Resourcing
Whānau partnerships are established to support students to achieve their goals.	Consult with community and develop a plan for ongoing communication with the community in regard to: Learning, attendance, EOTC, engagement and Child Protection focus and targets	<ul style="list-style-type: none"> Community consultation undertaken and information reviewed to develop strategic direction. Child Protection and Attendance are clearly communicated with 	Principal BOT Initial community survey T1 Plan developed T2	BOT Meetings SLT Meetings
	Investigate real time online reporting (i.e. HERO) Set expectations and trial approaches	<ul style="list-style-type: none"> Hero Student Management System will allow whanau access to their tamariki's information. 	Principal SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Review Reporting to Whanau: <ul style="list-style-type: none"> Continue curriculum review Ensure easy to read reporting 	<ul style="list-style-type: none"> Curriculum priorities shared with whanau. Reporting to whanau is clear and concise. 	Principal SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
Connect, engage, consult	Regular EOTC and H&PE communication	<ul style="list-style-type: none"> Health and PE and EOTC consultation undertaken and reviewed for 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Reflect on community survey results and plan for engagement based on feedback from the community.	<ul style="list-style-type: none"> Results shared with the BOT and whanau and outcomes / next steps/ 	SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings
	Plan for community/whānau events to promote relationships and engagement e.g. meet the teacher	<ul style="list-style-type: none"> Regular meaningful events undertaken to build whanau relationships. 	Principal BOT SLT Teaching Team	SLT Meetings Staff & Syndicate Meetings

GOAL 3. Connections 2023:

Areas to which may be considered within the review:

- Whanau Communications - Emergency, EOTC. Priorities.
- Whanau support for the K.I.T.E. Way
- Student Voice—The K.I.T.E. Way—what can adults do better?
- Possibility of Online 24/7 Access to Hero Online Reporting.

NELP Review:

OBJECTIVE 1: LEARNERS AT THE CENTRE

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Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

OBJECTIVE 2: BARRIER-FREE ACCESS

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

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Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Resources for Robust Reflection and Development

Education Review Office:

- **Effective School Evaluation**
- **Effective Internal Evaluation**
- **School Statement of Intent.**

NELP Review:

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Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



2023 Strategic Targets

Identified Target Learners

All 'identified' learners are those who are achieved 'below' the desired Whenuakite Standard at the start of 2023

Years 1 - 8—Target Learners

All 'Target Group' children who were *below* the Standard in Writing at the start of 2023 will have their learning accelerated towards a trajectory of their expected Whenuakite Standard.

Reading	Writing	Maths	Attendance
<p>All: The 32 identified learners will accelerate their learning to align closer to their aspirational learning trajectory.</p> <p>Maori: The 3 identified Maori learners will accelerate their learning to align closer to their aspirational learning trajectory.</p> <p>Boys: The 17 identified Boys will accelerate their learning to align this closer to their aspirational learning trajectory.</p>	<p>All: The 45 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Maori (Boys) The 4 identified Maori [boy]learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Boys: The 31 identified Boys will accelerate their learning to align this closer to their aspirational learning trajectory.</p>	<p>All: The 26 identified learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p> <p>Maori: The 3 identified Maori learners will accelerate their learning to align this closer to their aspirational learning trajectory.</p>	<p>Identified: The 29 identified learners with less than 85% attendance in Term 1, 2023, will have 90% or greater attendance in Term 4 2023.</p> <p>All: The [average] Whenuakite School Attendance Rates for all learners will be 90% or greater by the end of the year.</p> <p>All: 140/150 learners will have 90% attendance by Term 4.</p>

NOTE:

Acceleration is based on the Kahui Ako's definition of Acceleration, which aligns with ERO's that acceleration is greater than one years normal progress. This progress is based on the level of the learner, and a judgement of what their normal progress is without intervention. It is deemed that a child who improves 2 curriculum sub-levels in 12 months is accelerated.

2023 Strategic Targets

Actions to achieve targets

1. Review assessment data with staff and determine the learning needs of students.
2. Monthly meetings to review attendance targets, and individual learners needs.
3. Monthly meetings to discuss progress and attendance of target students.
4. Work with parents, families and whanau around ways to support students' learning.
5. Processes put in place for teachers to reflect on and improve practice.
6. Professional readings and quality professional development put in place to support and guide teacher's professional practice.
7. Moderation and school-wide assessment developed so that there is consistency through-out the school.
8. Develop target groups in each class. (These may include Maori students.)
9. Utilise data to inform teaching and next learning steps.
10. Develop a clear understanding of the Learning Progressions.
11. Small group sessions with identified learners..
12. Syndicate Leaders are tracking the progress made at the end of each term.

Time Frame:

- February to November although constant reflection throughout the year by teachers, syndicate leaders and Principal.
- Target groups analysed each term by teachers and synd leaders and information passed to principal.
- Achievement Data to be shared with the BoT twice yearly. (Mid Start of Term 3 / End—End of Term 4)
- Attendance Data reviewed each BOT Meeting.

