



Auckland Point School

Te Kura o Matangi Āwhio

Charter

2023

Together we will challenge our children to master the skills required to face the future with confidence in themselves and consideration for others'

Our School

Auckland Point School - Te Kura o Matangi Āwhio- is a vibrant contributing school providing for Year 1 (age 5) to Year 6 (age 10/11) students.

We have three large classroom blocks:

Trafalgar Class - Year 1

St Vincent Tahī - Year 2-3

St Vincent Rua - Years 3-4

Nīlle Tahī - Years 4, 5 & 6

Nīlle Rua - Years 5 & 6

Our school is unique in position and size. It is on the gateway to the city and has attributes similar to a small rural school with the benefits of easy access to the city and its amenities. The site is significant and special for its Māori and European settlement history. The importance and value of our Turangawaewae in Nelson's history is valued and cherished.

The school has a range of buildings including an administration block, a hall, a swimming pool, five classroom blocks (Two open plan classrooms in each block. Nelson block is now the Auckland Point Kindergarten and Copenhagen and Victory Rooms accommodate the Nelson Young Parents' School). There is also a stand alone building to the rear of the site that we use for our gardening club and tools and storage of resources. Our dental clinic is now used as a meeting room and break out space. A school was first established on this site in 1925 and the original beautiful brick building was demolished in 1973 to make way for the buildings we have today. The classrooms were designed to be 'open plan' and these spaces are larger than usual school classrooms and enable rich authentic context learning to take place in them. They can be open or closed off according to the learning taking place.

The school community is supportive and diverse with a range of social and cultural backgrounds. Parents, family, whānau and fanau are encouraged to support the teaching and learning in school by helping in class, on trips, with sport and by participating in social and fundraising activities. Approximately 25% of our students identify as being Māori and 10% as Pasifika. The school's catchment area is The Wood, Washington Valley, Victory Square and The Port Hills streets closest to the school.

The school site has a Kindergarten that has been established within the school buildings. In 2010 the interior of the classrooms were transformed to create a wonderful Early Childhood environment that is stimulating and innovative. This is a joint venture between the Nelson Kindergarten Association and the Auckland Point School Board of Trustees. A clear transition to school programme ensures close connections with our school and Auckland Point Kindergarten. Positive relationships are fostered between our school and kindergarten communities ensuring a great start to school for new entrants. The programme also embraces students from other Nelson early years providers.

The vision to open a Young Parents' School on our school site came to fruition in 2013. This is a collaboration with Nelson College for Girls, the Ministry of Education, Auckland Point Kindergarten and our school. We have secondary education happening for the young parents who attend the school and their babies and children are cared for on site at the Auckland Point Kindergarten and in the Potiki Room, the ECE room that is a part of the Young Parents' School. Our school is at the heart of a dynamic learning community.

Be You. Be Great! Kia tū koe. Kia tīai



Our Vision

‘Be You. Be Great!

‘Kia tū koe. Kia tia!

‘The APS Way’

‘Te Ara APS’

Our ākonga will:

Achieve - Kia tutuki

Participate - Kia whai wahi

Show respect - Kia whakaute

Every one. Everywhere. Every day!



‘The APS Way- Te Ara APS’ is reflected in everyday life at our school. Our school is a ‘Positive Behaviour for Learning School Wide’ (PB4L-SW) School. Together this combines our school values, the Key Competencies and the Principles that underpin our teaching and learning. These are the expectations that we uphold and how we live our life at our kura.



Our Values

Respect
Pride



Honesty
Courage



Kindness
Responsibility



Every one. Every where. Every day!



Recognising New Zealand's Cultural Diversity

Auckland Point School as appropriate to the local community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture, ensuring that Māori can achieve success as Māori while upholding our obligations to Te Tiriti o Waitangi; Participation, Protection and Partnership.

In recognising the unique position of Māori culture, Auckland Point School will take all reasonable steps to provide instruction in Tikanga Māori (culture) and Te Reo Māori (language) within school. We will build cultural relationships for responsive pedagogy. Whānau, whakapapa, kaupapa, wānanga, ako & mahi ngātahi are the principles that guide us.

We will:

- Consult with the Māori community regularly about the learning programmes and aspirations for their children
- Build closer relationships with our local iwi through our school and Kāhui Ako relationships
- Foster an understanding and a respect for Māori as the Tangata Whenua
- Ensure Te Reo Māori and Tikanga Māori are alive and visible in our kura
- Help all students to develop a bi-cultural identity through learning Te Reo Māori and Tikanga Māori
- De-colonise systems and practices that disadvantage Māori and continue to develop Cultural Relationships for Responsive Pedagogy
- Have bi-lingual signage within school
- Engage with Māori whanau about achievement for their children through face to face meetings, 3-Way-Conferencing, cultural and social events
- Develop a library of resources to support Te Reo and Tikanga Māori teaching and learning
- Provide Professional Learning and Development opportunities for staff
- Develop cultural activities: kapa haka, protocols for welcoming and farewelling- mihi whakatau, karakia, whakatauki, waiata, poroporoaki



Strategic Goals 2023

Strategic Areas	Strategic Initiatives	A Vision of Success	Evidence
<p>1. Mauri Ora, Life essence and wairua flourishes with potential, ideas and connections with learners at the centre.</p>	<p>1.1 To develop kaimahi understanding of mauri ora and its impact on learning.</p> <p>1.2 Increase connections/partnerships between home, kura, Auckland Point Kindergarten and Iwi.</p> <p>1.3 School vision and values aligned with culturally responsive practices</p>	<p>1.1 Mauri ora as a way of 'being' will be an intuitive part of our kura's culture and pedagogy.</p> <p>1.2 Strong relationships will be evident in the partnerships formed between all stakeholders.</p> <p>1.3 Our kura will be a place where all can thrive, learn and enjoy success as themselves</p>	<p>'Rongohia te Hau' Cultural survey. Whanau and tamariki</p> <p>Regular stakeholder voice What is our experience when we come to school; while at school?</p> <p>Through PB4L data collection. Monitor and review trends and patterns. 2x termly</p>
<p>2. Barrier free access for all learners to devise and implement a school based curriculum that reflects our ākonga and place</p>	<p>2.1 Assessment and reporting procedures structured for maximum impact on student achievement and outcomes. For 2023 a school-wide focus on writing</p> <p>2.2 Kaiako use effective pedagogy where ākonga are at the centre of the learning to grow adaptive, creative thinkers and agentic learners that includes adapted pedagogies for raised ākonga achievement,</p> <p>2.3 Through a literary lens, kaiako will collaboratively work with ākonga to build writing capability. Continue to grow the 'Better Start Literacy Approach' (BSLA) programme for years 1, 2 & 3.</p> <p>2.4 Work with ERO to grow the Leadership of a Culturally Responsive curriculum and relationships for wellbeing and learner success.</p>	<p>2.1 The kura's evaluative processes/systems are fully embedded and ensure continued raised achievement for all students, with a focus on those who are achieving below the appropriate curriculum level.</p> <p>2.2 Current practice in writing is established and a consistent practice model for writing at APS is in place. Increased teacher competence.</p>	<p>Impact of BSLA- review, analyse data, impact on outcomes for students in years 1, 2 & 3.</p> <p>Attendance data- monitored and reviewed weekly. High risk tamariki- strategy for communicating with whanau to reduce barriers to attendance</p>
<p>3.Strong school leadership and pedagogies for learner success</p>	<p>3.1 Effective leadership structures to achieve curriculum outcomes and strengthen teacher capability</p>	<p>3.1 Responsive leadership with defined roles for effective development of curriculum areas, impacting positively on student outcomes</p>	<p>3.1 Regular timetabled hui for sharing of student achievement data and progress against set objectives</p>

3.2			NZCER Leadership & Pedagogy Survey Week 1, Term 4, 2023
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Te Kura o Matangi Āwhio - Auckland Point School is committed to working collaboratively to meet the strategic goals agreed by
 Kāhui Ako ki Whakatū, The Nelson City Community of Learning.



Strategic Goal 1: Mauri ora, life essence and wairua flourishes with potential, ideas and connections, with ākonga at the centre.

Objectives:

1. To develop our understanding of mauri ora and its impact on learning.
2. To review and develop a refreshed vision and values for the establishment of a new kura
3. To improve attendance rates for at risk tamariki. 70% of tamariki attending 80% of the time.

Monitoring, Evaluation & Review Cycle

Term 1 SLT:	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:

Implementation/Action

Evaluation:

How will we know we are succeeding?

What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes Behaviours: What will be different?	Output Process or Product	Monitoring:
<p>i.1. School wide inquiry into a deeper understanding of mauri ora, what it looks like, feels like and sounds like in our school community.</p> <p>Develop a school community response to improving school attendance rates</p>	<p>Rongohia te hau Cultural survey- results from 2022 survey</p> <p>Planned community consultation. 'Everyday Matters' attendance report analysis.</p>	<p>School Leadership Team (SLT) Kaiako LSA's Ākonga by end of term 1, 2023</p> <p>Tumuaki BOT</p>	<p>Ākonga will have a complete sense of mauri ora where their wellbeing is nurtured, strengthened and able to flourish.</p> <p>High engagement with school with increased attendance that is positively reflected in student outcomes/achievement</p>	<p>Our kura will have a responsive and inclusive ethos/culture which enables all groups of ākonga to achieve and wairua to flourish.</p> <p>Attendance rates / targets are met. (70% attending 80% of the time)</p>	<p>Whānau, student and community voice</p> <p>Community engagement in school cultural, social, sports and arts activities</p> <p>Community consultation activities- 'Big Ideas Night' and planned BOT activities</p>

<p>1.2 Deepen kaimahi understanding of mauri ora and its impact on learning. Increase connections/partnerships between home, kura, Auckland Point Kindergarten and iwi.</p>		<p>Throughout 2023 grow Mauri ora and wairua through regular whanau/school cultural/sporting activities that grow partnerships and belonging</p>	<p>Learning connections that are well established with parents, family and whanau through 'Seesaw' & 'Google Classroom' to support their tamariki's achievement and grow positive/ ongoing digital citizenship.</p>	<p>Kaiako/tamariki uploading work frequently (at least 2x weekly) as part of every day practice in our kura. Whānau interacting and responding regularly.</p>	
<p>1.3 Develop an Education Brief for a new kura that encapsulates the vision and values of all stakeholders.</p>	<p>Planned time/ Term 1, 2023 for consultation with whanau, tamariki, iwi and kaimahi. Auckland Point Kindergarten Principal SLT BOT MOE navigator and Delivery Manager</p>	<p>By end of Term 1, 2023</p>	<p>Values and vision underpin the essence of the Education Brief ready for design phase</p>	<p>Strong, shared, lived values and vision in a culturally responsive and inclusive kura</p>	
<p>1.4</p>					

Strategic Goal 2: Barrier Free Access for all ākonga. Quality teaching and strong leadership that enables great education opportunities and outcomes that are within reach of all ākonga'

Objectives:

1. Build coherence and invest in the agreed school processes & systems to ensure student achievement is the main focus/priority to improve outcomes for all ākonga
2. Devise an effective local curriculum that will ensure collaborative, culturally relational and responsive pedagogies reflective of learners

Monitoring, Evaluation & Review Cycle

Term 1 SLT:	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
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Implementation/Action

Evaluation:

How will we know we are succeeding?

What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes Behaviours: What will be different?	Output Process or Product	Monitoring
2.1 Kaiako and leaders will ensure that there is coherence within the school's evaluative capability, systems and procedures	PLD time Monitoring discussions 3x termly Teaching Team hui SLT hui	SLT Within School, Kahui Ako Teacher Class based Kaiako LSC Turmuaki/DP	Leaders and Teachers will use effective 'Teaching as Inquiry' processes to critically inquire into student achievement data, to ensure positive outcomes for all ākonga. All ākonga monitored and tracked. Ākonga at risk of not achieving targeted and progress reviewed weekly through kaiako reflections and outcomes of weekly learning	Monitoring and reviews three times termly as part of regular review cycle. Outcomes and next steps clearly identified through ITJ's on PACT. E-Tap as portal for all termly formative assessments Raised student achievement will be evidenced by progress shown through the consistent evaluative processes used by kaiako.	Meeting minutes. Ongoing tracking PACT used as the main assessment tool Assessment schedule embedded in practice. All data entered onto E-Tap Frequent moderation using the 'Aspect Signposts' to build shared understanding of what achievement 'looks like' and PLD to ensure consistent school wide practice.

<p>2.2 To build kaiako capability in delivering effective/quality learning across all areas of the school curriculum</p>	<p>Kaiako/ peer coaching Walkthroughs, Regular SLT classroom obs. Feedback Feedforward</p>	<p>As per School wide Assessment Timetable - all kaiako/ termly tasks Professional Growth Cycle- Kaiakao/Tumuaki- termly</p>	<p>Critical inquiry processes to inquire into own professional and school wide practices, will be established professional practice in our kura.</p>	<p>Raised writing capability for 2023 and beyond with increased achievement levels across the school curriculum. Kaiako use high quality/effective pedagogies where ākonga are engaged, at the centre of the learning; are adaptive, creative thinkers and agentic learners. Ākonga using the language of learning Effective use of PACT to inform planning and outcomes for ākonga</p>	<p>Student voice. Student writing samples. Word walls SLT walkthroughs/peer-buddy reviews</p>
<p>2.3 To devise and implement an authentic local curriculum that reflects ākonga and our place</p>	<p>Curriculum leaders Katrina Raven WST Sy Baker - Literacy Lead Ashleigh McDonald Health & PE lead Janeen Stawbridge DP/SENCo Tumuaki</p>	<p>Curriculum Leaders action plans All work to be completed by end of Term 4, 2023</p>	<p>All stakeholders will have been consulted and contributed. A complete, vibrant and dynamic curriculum that has Aotearoa NZ Histories and stories that relate to us at APS encapsulated within it.</p>	<p>A strong visible and coherent curriculum that is enacted in our kura.</p>	

Strategic Goal 3: Quality teaching and leadership making a difference for learners and whānau

Objectives:

1. Effective leadership structures that build leadership capabilities within the team at APS.
2. To build teacher capability to ensure that all learners can access the curriculum, thrive and enjoy success.

Monitoring, Evaluation & Review Cycle

Term 1 SLT:	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:
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Implementation / Action

Evaluation:

How will we know we are succeeding?		How will we know we are succeeding?	
What needs to be done to reach our goal & achieve our objective?	Resources	By whom? By when?	Outcomes Behaviours: What will be different?
3.1 Refine the leadership structure to ensure effective leadership of curriculum development	Release time 3x termly for each lead. Budgeted for. 2 hours weekly for WS KA Teacher "Healthy Active Schools" team supporting Health & PE dev.	Tumuaki/DP Start of 2023	Curriculum Leadership Roles established Katrina Raven-WS KA Teacher - Local Curriculum/Maths Sy Baker - Literacy Lead- Writing PB4L Lead Ashleigh McDonald - Health & PE Lead Janeen Strawbridge - DP/SENCO. Assessment/Curric Sonya Hockley - Tumuaki/Curric Admin
3.2 To build leadership capacity to grow teacher capability			Senior leaders will have achieved their set goals through planned and timely actions throughout the year. Increased kaiako effectiveness with adaptive expertise. Raised student achievement in writing and across the curriculum
			Monitoring : 3-4 SLT meetings termly to review progress, student achievement against annual goals.

<p>3.3 Year 2 of the APS Professional Growth Cycle</p>	<p>Peer coaching . SLT observations and feedback Curric specific PLD as required Regular walkthroughs</p>		<p>Change initiatives embedded-DMIC, PB4L Tier 1 & 2, Digital Tech.</p> <p>A critical inquiry that grows teacher capability, enables effective teacher performance. Relates to annual goals</p>	<p>These curriculum areas are embedded into everyday professional practice and a part of our APS curriculum. Is visible.</p> <p>Kaiako regularly reflecting on and growing own performance and competence through professional inquiry.</p>	<p>Professional Learning Conversations with Coach and Tumuaki terms 2-4</p> <p>Professional Discussions/Coaching Walkthroughs/feedback/ feedforward from Tumuaki & DP</p>
<p>3,4 All kaiako /kaimahi engaged in te reo me ōna tikanga learning. Throughout the kura tikanga and te reo will be used for hui, wānanga/assemblies</p>	<p>Our whanau and local iwi. Te Ahu o Te Reo Māori PLD Our ākonga Across school team and KA kura.</p>		<p>Te reo and expected tikanga/protocols will be evident in our every day life at our kura.Orally and in writing.</p>	<p>All staff and ākonga will be able to confidently participate, using te reo Maori and know the tikanga for our kura hui, wānanga and special occasions.</p>	



Auckland Point School Annual Plan 2023: School Number # 3181 Student Achievement Targets-

Writing

Target: To continue to raise the achievement in Writing, through a reading focus that increases language acquisition through quality literature and culturally relevant contexts.

Strategic Aim: Ensure that all ākonga can access the New Zealand Curriculum as evidenced by progress & achievement in relation to the relevant curriculum level for their age and year level, using a range of agreed assessment tools.

Annual Objective: *To identify and reduce the numbers of ākonga at risk of not achieving at the appropriate curriculum level for age and stage in writing. The school will ensure that all ākonga make progress against the curriculum indicators for the relevant curriculum level.*

Achievement Target: *100% of all students achieve within the appropriate curriculum level by year end.(25% shift to within for target students)*

Māori Ākonga

'The school will ensure that all Māori ākonga are able to access the curriculum, thrive and learn as Māori in all areas of the curriculum. For 2023, a specific focus will be in writing.

Achievement Objective: *100% of our Māori ākonga will achieve within the appropriate curriculum level in writing by year end. (45% shift to within for target students)*

Pasifika Ākonga

'The school will ensure that all Pasifika ākonga are able to access the curriculum, thrive and learn in a culturally responsive way in all areas of the curriculum. For 2023, a specific focus will be in writing.

Achievement Objective: *100% of our Pasifika ākonga will achieve at the appropriate curriculum level in Writing by year end. (25% shift to within for target students)*

Baseline Data:

Writing End of Year, 2022

Students	Well below	Below	Within	Exceeding
ALL	10 8%	37 30%	77 62%	
MĀORI	3 9%	12 36%	18 55%	
PASIFIKA	8	2 25%	6 75%	
BOYS	8 14%	19 33%	30 53%	
GIRLS	2 3%	18 27%	47 70%	
YEAR 1	21		21 100%	
YEAR 2	20	11 55%	9 45%	
YEAR 3	18	7 39%	11 61%	
YEAR 4	19	1 5%	15 79%	
YEAR 5	28	4 14%	16 57%	
YEAR 6	18	3 17%	2 11%	13 72%

What this data means;

- Overall Writing achievement this year hasn't been as high as anticipated - 77/124 62% of students are achieving within the relevant curriculum level for age and stage 18/33, 55% Māori students are achieving within the expected curriculum level
- 6 /8 Pasifika students are achieving within the expected curriculum level. Girls are achieving at a higher rate than boys, but there are still equally high numbers of ākonga not achieving within their relevant curriculum area.
- Years 2, 3 and 5 have a higher number of students who are achieving below the relevant curriculum level. In all of these year groups there are 2-3 children who are close to achieving 'within' and will need a boost to ensure that their achievement continues in an upward trend. Individual's will be highlighted in teachers data.

- All children achieving 'below' their relevant curriculum area will be 'Target students' for 2023.
- Children achieving 'well below' have known supports, IEP's and have interventions to support their learning. This will continue in 2023. For these learners there is a direct correlation to ESOL, learning difficulties and or behaviour concerns.
- For approximately 36% of ākonga in years 2,3 and 5, attendance and or lateness is an ongoing issue.

What has worked:

- Implementation of 'Better Start Literacy Approach' (BSLA) in the Year 1 & 2 classes has impacted on vocab and word knowledge
 - 'Words their Way' Spelling programme for years 3-6 ākonga has enabled ākonga to broaden written vocabulary.
 - Additional support from LSA's to grow writing confidence and support those ākonga who struggle to create pieces of well structured writing.
 - E-asttle writing assessments have grown teacher knowledge of achievement each term and this has enabled more effective planning for success.
- Moderation activities within our school and across the Kahui Ako has grown teacher confidence in planning for increased achievement in writing and this will continue in 2023.

What needs to happen in 2023 to increase achievement levels

- Teachers will look critically at this data and consider their own PLD needs and the needs of their ākonga in establishing writing programmes that engage our tamariki, grow capability and excitement about writing.
- Identify target students and prioritise the learning for these students- monitor, regularly review progress and adapt teaching to ensure ākonga are succeeding.
- Student voice needs to have greater influence when designing the learning, topics and opportunities to write.
- Adapting the DMIC pedagogy (social grouping, authentic contexts for learning) to impact on writing and reading programmes.
- Effective use of LSA's and resourcing to ensure learning opportunities are maximised
- Ensuring kaikao and LSA's have time to discuss, reflect, analyse and use school wide student achievement data and anecdotal information to inform planning.
- Continue to embed BSLA, Words their Way, TEPI, CORE 5 and programmes that reinforce and support the literacy learning in school.
- Regular teacher time to meet to review student achievement, monitor progress and adapt learning effectively to ensure ākonga are learning and making significant shifts in achievement levels.

Monitoring, Evaluation & Review Cycle, 2023

Term 1 SLT:	Term 1 BOT:	Term 2 SLT:	Term 2 BOT:	Term 3 SLT:	Term 3 BOT:	Term 4 SLT:	Term 4 BOT:		
Implementation/Action									
Evaluation:									
How will we know we are succeeding?									
What needs to be done to reach our goal & achieve our objective?		Resources		By whom? By when?		Monitoring Meeting Minutes :			
Identify all students at risk of not achieving at the expected curriculum level for writing. Deliberate acts of teaching will focus on raising achievement for all of these ākonga while ensuring that all ākonga are making progress.		<p>Lucy Calkins Reading & Writing Workshop structures.</p> <p>Gail Loane PLD ideas</p> <p>The Writing and Oral Language books- Louise Dempsey</p> <p>Sheena Cameron</p> <p>BSLA Programme/PLD for Year 1,2 & 3 to grow effective and fast reading/phonics acquisition to impact on literacy achievement.</p> <p>TEPIL- targeted for all students who were not achieving success with reading.</p> <p>Using deliberate acts of teaching (DATs) eg think alouds, modelling, making</p>		<p>Class teachers daily. Inspired by quality literature. 'Reading like writers' Workshop, collaborative and personalised learning environment that is culturally responsive.</p> <p>Modeling of quality literature and exciting authors to grow writing capacity.</p> <p>Teachers encourage ākonga to be writers everyday by building relationships and inspiring them. Using ideas from Gail Loane- 'Leading students to Authorship'.</p> <p>Writing Workshop -Lucy Calkins</p> <p>Sheena Cameron and Louise Demsey Resources</p> <p>Class teachers and LSA's for planned, targeted achievement, progress and success.</p> <p>Regular monitoring by leaders</p> <p>Walkthroughs/classroom obs of writing</p> <p>Open to learning conversations twice yearly - Turmuaki/DP.</p>		<p>Accelerated progress</p> <p>Classroom reading and writing environments promote quality talk, literature and are culturally authentic and inclusive.</p> <p>Ākonga select own texts and write with confident authorship.</p> <p>Teachers actively conferencing with students. Literary discussions</p> <p>Literacy Learning Progression Sheets and PACT record evidence of progress.</p> <p>Ākonga will have increased phonological awareness and knowledge. This knowledge will transfer to their writing capabilities.</p> <p>Clear link of next steps to PACT and anecdotal data.</p> <p>Weekly, assessment focused, Team Learning conversations</p>		<p>Termly progress on LLP/PACT making learning visible.</p> <p>Working Walls /Modelling books in each classroom with academic vocab and scaffolds</p> <p>Weekly reflections on teacher planning</p>	

	connections, applying and transferring skills. Word Walls in every learning space/ classroom. Use of Culturally relevant resources and teaching pedagogies	Regular achievement focussed korero with kaiako and kaimahi			
Learners take ownership of their own writing learning and can assess others' learning in an effective way	LLP Students to select own writing topics, Writing workshop enables students to write in authentic contexts. Relevant and personal to them. LQ's and SC to focus achievement outcomes CR4RP principles to underpin this..	Teachers and students Weekly conferencing. Teacher/student. ClassTeacher to support ELL ESOL teacher support ELL.	Akonga is aware of learning questions/intentions and success criteria and how they are progressing on LLP.	Akonga produce crafted/edited writing over a period of time that demonstrates acceleration and increased writing skills acquisition. Students are able to reflect, self assess, then peer assess	
Termly Teaching as Inquiry for all ākonga inquiring into PACT writing data.	PACT. Effective use of this data to inform planning and outcomes for ākonga.	Kaiko Turmuaki ELL LSA's LSC	Acceleration of student progress and achievement through consistent tracking and monitoring processes; Build cultural relationships for responsive pedagogy leading to raised achievement for Māori and Pasifika ākonga	Evidence teachers are using culturally responsive pedagogies and sharing it with others Learning is relevant and authentic for learners. Māori, learning as Māori and are successful, achievement raised. Maori students feel they belong and curriculum meets their needs. Happy, thriving in school as māori.	
Peer mentoring/tuakana/teina for priority students. Collaborative teaching & learning environments Teachers knowing their students' world. Culturally relational- responsive pedagogy.	ELLP's to guide Working with Waikato Univ./Kahui Ako work. CR4RP throughout 2023	Students Teachers/LSA's will provide guidance for ELL students Teachers, having conversations with students & whanau Positive phone call home	Embed best practice from research & Gail Loane eg helping circles/pairs . Teachers plan to needs and interests of students.	Use PACLS (purpose, audience, content, language and structure) to assist students to talk about their learning with their tuakana Teachers are able to share what works with priority learners with other staff	

<p>Implement quality literacy activities; learning environments that promote effective talk, writing and reading to raise the capability of students that raises achievement.</p>	<p>Reading & Writing Workshops- Lucy Calkins. Working with Waikato Univ./Kahui Ako work. CR4RP throughout 2019. Gail Loane PLD ideas The Writing and Oral Language books- Louise Dempsey Sheena Cameron Regular PLD/zooms with Education professionals to grow teacher capability BSLA Programme in years 1, 2 & 3.</p>	<p>D Curriculum Leader Principal SENCo/DP Teaching & Learning team ESOL Teacher During weekly planning meetings Kaiako dialogue will be learning focussed, using ākonga achievement data/evidence as a foundation for planning and discussion.</p>	<p>Personal invites to school events</p>	<p>Provide opportunities for student choice. Link writing to topical inquiries and authentic writing opportunities.</p>	<p>Literature, dialogue and talk about writing and reading will be evident in all learning areas across the school. Dialogue will be an important part of the planned classroom programmes. Print rich classrooms will be evident. Student work everywhere reflecting the learners. Student's learning displayed for interaction with/ by students. Working walls in all classrooms. Learning progressions clearly displayed for goal setting and seeing pathways for achievement.</p>
<p>• Through a literacy leadership workstream, (Sy Baker leading this for 2023) design a consistent practice model of writing in our school. What does quality writing look like and how do we deliver quality, authentic and engaging opportunities to write in our school.?</p>	<p>Leadership release time</p>	<p>Critical inquiry into current practice, best practice and the needs of our kaiako/kaimahi by Literacy lead.</p>	<p>Consistent practice will be developing in our school through the CPM for writing. We are growing the dispositions of good writers.</p>	<p>Consistent practice will be developing in our school through the CPM for writing. We are growing the dispositions of good writers.</p>	<p>Increased excitement around writing for a range of purposes across the curriculum.</p>
<p>Evaluation and Action Points:</p>					

