



# Waterloo School

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Te Kura ō Waterloo

## **STRATEGIC PLAN**

## **2023**

**MOE Number: 3068**

<b>OUR VISION</b> Te Pae Tiwhiti	<b>Empowering active learners</b>		
<b>OUR VALUES</b> Ngā Uaratanga	<b>Respect</b> Kia Takohanga	<b>Responsibility</b> Kia Manawaroa	<b>Resilience</b> Kia Ngana
<b>OUR ACTIVE LEARNER TRAITS</b>	<b>Connecting Me</b> Herenga	<b>Thinking Me</b> Whakaaro	<b>Managing Me</b> Motuhaketanga
		<b>Collaborating Me</b> Mahi Tahī	<b>Communicating Me</b> Whakakakau
<b>OUR STRATEGIC GOALS</b>	<b>WELLBEING / HAUORA</b> Strengthen our learning culture and environment to ensure wellbeing is at the heart of our kura	<b>LEARNING / AKORANGA</b> Create a culturally inclusive, localised curriculum that empowers and excites our students to be successful	<b>TEACHING / WHAKAAKO</b> Empower staff to provide optimum learning outcomes for our students by growing their professional practice
<b>OUR SUCCESS</b>	Our students, staff and whānau are happy and successful at school and well supported to manage their own wellbeing.	Our students are actively engaged in relevant, authentic and inquiry learning and feel confident, valued and successful at school.	Our staff accelerate the achievement levels of our students by implementing evidence based practice and interventions.
<b>OUR STRATEGIC INITIATIVES</b>	<p><b>1a</b> Refresh and embed student wellbeing programmes to ensure clarity and consistency across our kura</p> <p><b>1b</b> Enhance physical learning spaces both inside and out to maximise learning opportunities for students</p> <p><b>1c</b> Nurture and foster staff wellbeing and review workload expectations to enable staff to do less, better</p>	<p><b>2a</b> Review and further develop a place-based and place responsive Waterloo curriculum to ensure reflection of Te Tiriti ō Waitangi</p> <p><b>2b</b> Embed the Active Learner Traits (ALT) within teaching and learning programmes</p> <p><b>2c</b> Strengthen our cultural capabilities and practices across the school and community</p>	<p><b>3a</b> Grow staff capabilities to implement evidence-based practice to improve student literacy achievement data</p> <p><b>3b</b> Develop educational leadership capabilities across the staff and students</p> <p><b>3c</b> Consolidate teaching and learning practices to develop assessment capable teachers who know their students</p>
<b>OUR WHY?</b>	The health and wellbeing of our students, their whānau and our staff are paramount. We learn best when we are fit, well and happy. The responsibility of this lies with us collectively so we can then look after ourselves and each other.	Our students need to be energised and engaged in a curriculum that is responsive, enhances learner progress, embraces Te Tiriti o Waitangi and personalised learning, and supports students to engage with the knowledge, values and key competencies they need to be successful in a rapidly changing world.	Quality teaching and leadership is essential to make a progressive difference for students and their whānau. Our work needs to focus on designing and leading a school wide approach to literacy and assessment to equip all students with sound foundational skills.
<b>NELP alignment</b>	Priorities 1, 2, 3	Priorities 1, 2, 3, 4, 5, 6, 7	2, 3, 4, 6, 7

# STRATEGIC ROAD MAPPING

Strategic Initiatives		2023				2024				2025			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
WELLBEING	S.1a	Schoolwide tools and strategies revisited and evident in classrooms				Review PB4L							
	S.1b	Work through actions for developing outdoor learning spaces								Review outdoor learning spaces			
	S.1c	Workload action plan enacted				Review staff wellbeing							
LEARNING	S.2a	Waterloo School local curriculum documented				Waterloo curriculum shared with whānau							
		Waterloo student inquiry model reviewed		Student inquiry model trialled		Professional learning on Collaboration & Agency				Review Collaboration & Agency at Waterloo			
		Māori Histories professional learning											
	S.2b	Trial ALT progressions & collect data				Review ALT progressions, reporting to parents							
	S.2c	Embed cultural practices in learning and school practices											
		Develop connections with whānau				Develop connections with local iwi				Continue to strengthen connections with local iwi			
Involvement in Year 2 Kura Ahurea				Involvement in Year 3 Kura Ahurea				Waterloo Te Reo curriculum documented					
TEACHING	S.3a	Continue Structured Literacy PLD & embed new learning				Embed and sustain Structured Literacy teaching approach across the school							
	S.3b	Coaching and learning walks implemented by leadership				Coaching and learning walks embedded							
		Continue to develop student leadership opportunities											
	S.3c	Reading assessment investigated		Review of assessment & framework developed		Assessment Framework trailed							
Investigate Curriculum Refresh recommendations				Curriculum Refresh expectations developed									

# 2023 ANNUAL PLAN

<b>Strategic Goal:</b>  <b>WELLBEING / HAUORA</b> Strengthen our learning culture and environment to ensure wellbeing is at the heart of our kura	<b>3 year success measures:</b>	
	1a	95% of students report feeling safe at school always or most of the time. Reduction in the number of behaviour incidents during class time and breaks.
	1b	Positive feedback through student and whānau surveys regarding the school's physical learning spaces.
	1c	Increase in the number of staff reporting positive wellbeing at work through the Staff Climate Check.

Strategic Initiatives		2023				2024				2025			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
WELLBEING	S.1a	Schoolwide tools and strategies revisited and evident in classrooms				Review PB4L							
	S.1b	Work through actions for developing outdoor learning spaces								Review outdoor learning spaces			
	S.1c	Workload action plan enacted				Review staff wellbeing							

Initiative	Key actions	Who	Timeframe	12 month milestone
<b>1a</b> Refresh and embed student wellbeing programmes to ensure clarity and consistency across our kura	<ul style="list-style-type: none"> <li>Review schoolwide guidelines/processes for managing classroom behaviour to ensure consistency across the classes and syndicates.</li> <li>Support teachers to use a Restorative Practices approach - tools and techniques to maintain and restore relationships.</li> <li>Finalise Ruru and Values based teaching points/lesson plans.</li> <li>Visual of values shared with staff and whānau.</li> <li>Value of the Term certificates created and celebrated at assemblies.</li> <li>Ruru choices wheel developed and a visual created for the school.</li> <li>Zones of Regulation framework to be evident in all classrooms to support students to self regulate. Investigate aligning Atua to the zones.</li> <li>Revitalise the school House system to generate</li> </ul>	<p>Sam</p> <p>Sam</p> <p>Sam</p> <p>Sam Suzanne</p> <p>Sam &amp; Suzanne</p> <p>Sam</p> <p>PB4L Team</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>TOD 27 Jan Term 1</p> <p>Term 3</p> <p>Ongoing</p> <p>Term 1-2</p>	<p>Norms and practices for behaviour, communication and interaction are consistent across the school.</p> <p>Students, whānau, staff, including Māori and Pasifika communities, feel connected to the school behaviour/wellbeing plan.</p> <p>Students experiencing difficulty are supported through a collaborative team problem-solving approach.</p> <p>Quality Mindfulness practices are part of the daily class</p>

	<p>healthy competition and fun.</p> <ul style="list-style-type: none"> <li>● Utilise the MoE PB4L workshops.</li> <li>● Regular communication regarding PB4L in school newsletters.</li> </ul>	Sam Sam	Ongoing Fortnightly	programmes.
<b>1b</b> Enhance physical learning spaces both inside and out to maximise learning opportunities for students	<ul style="list-style-type: none"> <li>● Beautify current spaces to ensure they are attractive, welcoming and comfortable for students, whānau and staff.</li> <li>● Work through the actions in our development plan for outdoor learning spaces.</li> <li>● Teachers continue to declutter learning spaces of excess furniture and underutilised resources.</li> <li>● Continue to cull and reorganise resource rooms so space in the school is better utilised.</li> <li>● Investigate bilingual signage costs, including new logo signage.</li> <li>● Audit of current furniture within the school, and modern learning furniture purchase plan developed.</li> <li>● Playground markings revitalised.</li> <li>● Kereru Room refurbished using WETAP funding.</li> </ul>	SLT SLT Teachers SLT & staff Suzanne Suzanne SLT SLT	Ongoing Terms 1-4 Term 1 & 4 Ongoing Term 3 Term 3 Term 1 Term 1-2	<p>Waterloo School is a welcoming learning environment with effective space for students to choose to work independently or collaboratively.</p> <p>Classrooms provide a warm and inviting space for students which they can be proud of and learn within.</p> <p>Positive feedback from students and whānau on our learning environment.</p>
<b>1c</b> Nurture and foster staff wellbeing and review workload expectations to enable staff to do less, better	<ul style="list-style-type: none"> <li>● Work through the planned actions identified to address workload issues, e.g. <ul style="list-style-type: none"> <li>○ Syndicate meetings</li> <li>○ Learning conversations</li> <li>○ Report writing</li> <li>○ PB4L</li> <li>○ Attendance monitoring</li> <li>○ Assemblies</li> <li>○ Managing conversations</li> </ul> </li> <li>● Staff continue to be reminded of wellbeing strategies, techniques.</li> <li>● Staff Wellbeing Team plan activities for staff to have fun together again, post COVID.</li> <li>● Staff Wellbeing Survey repeated to measure progress.</li> </ul>	Carolyn & Suzanne  Carolyn Wellbeing Team Carolyn	Terms 1-4  Fortnightly Term 1-4 Term 3	<p>Shared understanding of expected workload.</p> <p>Agreed ways of working more efficiently.</p> <p>Staff are resilient and better able to look after their own wellbeing.</p>

<b>Strategic Goal:</b>	<b>3 year success measures:</b>		
	2a	Students are more able to talk about their learning at Student Led Learning Conversations.	
	2b	Students are involved in authentic, relevant and purposeful learning.	
	2c	Increase in Active Learner Traits dispositional data across the school.	
<b>LEARNING / AKORANGA</b> Create a culturally inclusive, localised curriculum that empowers and excites our students to be successful	2c	Increase in the number of students and parents reporting strong cultural competency within the school.	

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		Develop connections with whānau				Develop connections with local iwi				Continue to strengthen connections with local iwi			
		Involvement in Year 2 Kura Ahurea				Involvement in Year 3 Kura Ahurea				Waterloo Te Reo curriculum documented			

Initiative	Key actions	Who	Timeframe	12 month milestone
<b>2a</b> Review and further develop a place-based and place responsive Waterloo curriculum to ensure reflection of Te Tiriti ō Waitangi (Karen)	● Investigate the Aotearoa New Zealand Histories curriculum through schoolwide inquiry learning.	Karen	Term 1-4	Local curriculum clearly documented for all to understand <ul style="list-style-type: none"> <li>● Concepts</li> <li>● Possible contexts</li> <li>● Pedagogical practices</li> <li>● Processes for planning</li> </ul> A deep, wide local curriculum with rich learning opportunities to engage all students.
	● Strengthen Māori history knowledge and understanding for students and teachers.	Karen, Paul, Glynnis	Term 1-4	
	● Continue to develop Local Curriculum documentation outlining key approaches - inquiry learning, collaboration, agency, digital technologies.	Karen	Term 1-4	
	● Develop a Google Site to store local curriculum documentation.	Karen, Suzanne	Term 3-4	
● Implement the shared Learning Through Play	Karen, Junior	Term 1-4		

	<p>philosophy and practices.</p> <ul style="list-style-type: none"> <li>● Review the Waterloo School Inquiry model to ensure effectiveness for students.</li> <li>● Continue to gain understanding of local stories/mana whenua and their place in our local curriculum.</li> <li>● Enviroschools team to link specific teaching (ALT, curriculum, socialisation) to the Peace of Wildness space.</li> <li>● Implementation of activities across The New Zealand Curriculum refresh.</li> </ul>	<p>teachers Karen</p> <p>Karen</p> <p>Karen, Enviro Lead</p> <p>Karen</p>	<p>Term 1-2</p> <p>Ongoing</p> <p>Term 1-4</p> <p>Term 2 &amp; TBC</p>	<p>The local community and environs are an integrated part of the learning programmes.</p> <p>Relevant student inquiry model aligned with the Active Learner Traits (ALTs).</p>
<p><b>2b</b> Embed the Active Learner Traits (ALT) within teaching and learning programmes</p>	<ul style="list-style-type: none"> <li>● Teachers supported to integrate ALT in termly planning.</li> <li>● Deliberate teaching of the ALT.</li> <li>● Progressions utilised by students and teachers. Unpack further what that looks like at each stage.</li> <li>● Students regularly share their reflections on the ALT with whānau.</li> <li>● Students to self-assess against the ALT.</li> <li>● Data gathered against progressions to monitor student progress, focusing on Managing Me (Making Choices) and Collaborating Me (Team Work).</li> <li>● Active learner traits observed through the Learning Walk framework.</li> </ul>	<p>Emma</p> <p>Teachers Teachers</p> <p>Teachers</p> <p>Emma</p> <p>Teachers Leadership Team</p>	<p>Termly</p> <p>Ongoing Ongoing</p> <p>Ongoing</p> <p>Term 1 &amp; 3</p> <p>Ongoing Termly</p>	<p>ALT evident in teacher planning across learning areas.</p> <p>The language of ALTs used by students and staff.</p> <p>Increased student awareness of ALTs through Learning Maps.</p> <p>ALT progressions used in student reflections and to identify next steps.</p>
<p><b>2c</b> Strengthen our cultural capabilities and practices across the school and community</p>	<ul style="list-style-type: none"> <li>● Establish a plan for whānau engagement.</li> <li>● Whānau Hui planned for two times in the year.</li> <li>● Identify times for students to regularly share their pepeha - class or syndicate hui, assembly, etc.</li> <li>● Professional learning for staff on Māori histories.</li> <li>● Continue to practise and strengthen pepeha. Visual pepeha developed to introduce our staff.</li> <li>● Collect Māori student voice on school and their aspirations for the future.</li> <li>● Acknowledge and celebrate the different cultures</li> </ul>	<p>Paul &amp; Te Ao Māori Lead Teachers</p> <p>Paul &amp; Karen Paul</p> <p>Glynnis</p> <p>Glynnis &amp; Te Ao</p>	<p>Term 1 Terms 2 &amp; 3 Ongoing</p> <p>Term 1-4 Ongoing</p> <p>Term 2</p> <p>Ongoing</p>	<p>Ownership of Tikanga across the school and community.</p> <p>Increased use of Te Reo across the school by staff and students.</p> <p>Increased confidence and ability to consider a Māori perspective in teaching and learning programmes and school life.</p>

	<p>within our school, e.g. language week, Diwali.</p> <ul style="list-style-type: none"> <li>Detailed analysis of Māori student achievement data - What do we do for the kids that aren't achieving? Why are they not achieving, where to next?</li> <li>Involvement in second year of Kura Ahurea programme.</li> <li>Develop a plan for iwi engagement, where possible with the Lower Hutt cluster.</li> <li>Involvement in <a href="#">MAC</a> (Māori Achievement Collaborative)</li> </ul>	<p>Māori Lead Glynnis</p> <p>Paul &amp; Te Ao Māori Lead Paul &amp; Suzanne</p> <p>Suzanne</p>	<p>Term 2 &amp; 4</p> <p>Term 1-4</p> <p>Term 2-3</p> <p>Terms 1-4</p>	<p>Shared knowledge and understanding of Te Tiriti o Waitangi and Māori histories.</p> <p>Māori students will feel valued and will make suitable progress with learning outcomes.</p>
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<b>Strategic Goal:</b>	<b>3 year success measures:</b>		
	<b>TEACHING / WHAKAAKO</b>		
	Empower staff to provide optimum learning outcomes for our students by growing their professional practice		
	3a	Increase in student literacy achievement data across the school. The gap for all priority learners is reduced.	
	3b	Effective leadership evident through 360 feedback process.	
	3c	A school wide approach to assessment for learning is utilised within the school. Increased trust in data sharing across all teachers.	

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Investigate Curriculum Refresh recommendations			Curriculum Refresh expectations developed									

Initiative	Key actions	Who	Timeframe	12 month milestone
<b>3a</b> Grow staff capabilities to implement evidence-based practice	<ul style="list-style-type: none"> <li>Engagement with Learning Matters consultancy.</li> <li>Involvement in PLD through iDeal with a focus on</li> </ul>	Chris Staff	Term 1-4 Term 1-4	Increased teacher confidence and capability in teaching the



<p>to improve student literacy achievement data</p>	<p>teaching reading - staff meetings, modelling, observations and feedback, coaching.</p> <ul style="list-style-type: none"> <li>● Parent education session on structured literacy.</li> <li>● Staff to visit other schools using the iDeal structured literacy approach.</li> <li>● Opportunities for staff to observe each other across the school.</li> <li>● SL Leaders to conduct observations and practice analysis conversations.</li> <li>● Teachers supported with the implementation of structured literacy within classes and syndicates.</li> <li>● Continue purchasing resources with a focus on Year 5/6.</li> <li>● Confirm assessment, data report and student reporting requirements for structured literacy.</li> <li>● Intervention programmes to target priority learners.</li> <li>● Investigate Helen Walls writing PD to review suitability.</li> <li>● Begin a whānau reading program within school time</li> </ul>	<p>Chris Staff</p> <p>Chris</p> <p>SL Leads</p> <p>SL Leads</p> <p>Chris</p> <p>Chris &amp; SL Leads</p> <p>Karen/Chris &amp; T/As</p> <p>Chris &amp; SL Leads</p> <p>Julie-Anne, Anna B, Liz B</p>	<p>Term 2 Term 1</p> <p>Ongoing</p> <p>Term 3</p> <p>Ongoing</p> <p>Term 2-3</p> <p>Term 3-4</p> <p>Term 1-4</p> <p>Term 1-2</p> <p>Term 1-2</p>	<p>structured literacy approach.</p> <p>Increase in students' reading achievement levels and confidence.</p> <p>Evidence of effective literacy practice across the school.</p>
<p><b>3b</b> Develop educational leadership capabilities across the staff and students</p>	<ul style="list-style-type: none"> <li>● Leadership Team continues to lead strategic initiatives and meet termly with the principal.</li> <li>● Leadership team to attend the WRPPA conference.</li> <li>● Team Leaders to carry out teacher observations and practice analysis conversations.</li> <li>● Framework trialled for Learning Walks.</li> <li>● Leadership Team continues professional learning on leadership - internal and with Mark Sweeney.</li> <li>● Use the Educational Leadership Capability Framework to build shared understandings of what leadership looks like in practice.</li> <li>● Investigate Tū Rangatira, the model of leadership that reflects some of the key leadership roles and practices that contribute to high-quality</li> </ul>	<p>Suzanne</p> <p>Leadership</p> <p>Leadership</p> <p>Leadership</p> <p>Suzanne</p> <p>Suzanne</p> <p>Suzanne</p>	<p>Term 1-4</p> <p>Term 1</p> <p>Term 2</p> <p>Term 1-4 Ongoing</p> <p>Term 1-2</p> <p>Term 3-4</p>	<p>Effective leadership support for teachers, focussed on improving outcomes for students.</p> <p>Coaching model established within the school.</p> <p>Leaders are able to talk about the performance of their people.</p> <p>Shared understanding of leadership vs management.</p> <p>Learning Walk framework drafted.</p>

	<p>educational outcomes of Māori learners.</p> <ul style="list-style-type: none"> <li>Continue to grow student leadership opportunities, i.e. House Leaders.</li> <li>Student leaders to attend the <a href="#">Grip Leadership</a> conference</li> </ul>	<p>Chris &amp; Suzanne</p> <p>Chris &amp; Suzanne</p>	<p>Term 1-4</p> <p>Term 1</p>	<p>Student leaders recognised and valued within the school.</p>
<p><b>3c</b> Consolidate teaching and learning practices to develop assessment capable teachers who know their students</p>	<ul style="list-style-type: none"> <li>Trial the assessment framework for 2023.</li> <li>Decide on assessment tools to use across the school, particularly for reading.</li> <li>Moderation of OTJs to continue within and across syndicates.</li> <li>Continue to utilise the Mathematics Learning Progressions Framework in planning and assessment practices.</li> <li>Data collected for Active Learner Traits.</li> <li>Team Leaders complete data reports with analysis in Terms 2 &amp; 4.</li> <li>Implement regular moderation practices across the school.</li> <li>Leadership team regularly discuss data to track progress towards annual targets.</li> <li>Investigate assessment for reading - What is the best way for us to assess reading alongside structured literacy?</li> <li>Keep informed on recommendations for assessment through the Curriculum Refresh.</li> </ul>	<p>Teachers Leadership Team Janice</p> <p>Teachers</p> <p>Emma Team Leaders</p> <p>Janice</p> <p>Leadership</p> <p>Janice</p> <p>Janice</p>	<p>Term 1-4 Term 4</p> <p>Term 2-4</p> <p>Term 1-4</p> <p>Term 2 &amp; 4 Term 2 &amp; 4</p> <p>Term 2-4</p> <p>Ongoing</p> <p>Term 1-3</p> <p>Term 1-4</p>	<p>Assessment capable leaders and teachers.</p> <p>Data literate leaders and teachers who know their learners.</p> <p>Consistent assessment and moderation practices informing explicit teaching and trust in OTJs.</p> <p>Greater consistency of teacher understanding of achievement levels.</p>

## 2023 ANNUAL TARGETS

<b>Strategic Goal</b>	<b>LEARNING / AKORANGA</b> Create a culturally inclusive, localised curriculum that empowers and excites our students to be successful.
<b>Reading Annual Targets</b>	<ol style="list-style-type: none"> <li>1. To accelerate the reading progress of <b>Year 2</b> students who are achieving below the expected level in reading, to achieve at Curriculum Level 1 by the end of Year 2 (44 students).</li> <li>2. To accelerate the reading progress of <b>Year 3</b> students who are achieving below the expected level in reading, to achieve at Early Curriculum Level 2 by the end of Year 3 (61 students).</li> </ol>
<b>Background</b>	<ul style="list-style-type: none"> <li>● 61% of Year 2 students (2022 Year 1) are achieving below the expected level for reading. This is a group of 44/72 students who have been working on the structured literacy approach. This includes 7/15 Māori students. 36% of Year 2 students are reading at the expected level and 3% (2 students) are reading above.</li> <li>● 73% of Year 3 students (2022 Year 2) are working below the expected level for reading. Of these 61 students there are 21 students (25%) who are reading confidently and are well on track. 27% of Year 3 students are reading at the expected level.</li> </ul>
<b>Planned Actions to Achieve Reading Targets</b>	
<ol style="list-style-type: none"> <li>1. Target students identified for reading in each class, progress tracked and monitored throughout the year. Syndicates discuss reading target students termly to monitor progress.</li> <li>2. Regular reflection to determine the impact of current teaching practices on student outcomes.</li> <li>3. Regular discussion of progress and achievement of target students at syndicate and leadership level.</li> <li>4. All teachers involved in Structured Literacy professional learning. Learning Matters external facilitator working with the school.</li> <li>5. Learning needs of students and teachers identified. Support put in place where needed.</li> <li>6. Syndicate Structured Literacy leaders coached to support their teams with implementing professional learning.</li> <li>7. Visits to other schools to see Structured Literacy in action.</li> <li>8. Collaborative planning within team/syndicates.</li> <li>9. Structured Literacy assessment tools to be implemented; iDeal Reading Skills Test, Phonics Book Assessments, and the Non word assessments</li> <li>10. Focus on culturally responsive text. More engaging decodable texts for boys and Māori.</li> <li>11. Teacher Professional Reflections focussed on reading Structured Literacy teaching and learning. Observations and practice analysis conversations aligned.</li> <li>12. Teacher aides to work with targeted students using a Structured Literacy approach. Tracking and monitoring of progress.</li> <li>13. Align PA funding with Structured Literacy resourcing to support implementation and continue to purchase Structured Literacy resources for use across the school, particularly for Years 3-6.</li> <li>14. Provide parent information session on Structured Literacy and regular messaging through our school newsletter.</li> </ol>	

<b>Writing Annual Targets</b>	3. To accelerate the writing progress of <b>NZ Māori</b> students who are achieving below the expected level in reading, to achieve at their expected level by the end of the year (33 students).
<b>Background</b>	<ul style="list-style-type: none"> <li>58% of NZ Māori (2022) are achieving below the expected level for writing. This is a group of 41 students - 8 students in Year 1, 11 students in Year 2, 4 students in Year 3, 5 students in Year 4, 5 students in Year 5, and 8 students in Year 6 (who have now left Waterloo School). 40% of Māori are achieving at the expected level and 3% are achieving above.</li> </ul>
<b>Planned Actions to Achieve Writing Targets</b>	
<ol style="list-style-type: none"> <li>1. Target students identified for writing in each class, progress tracked and monitored throughout the year.</li> <li>2. Syndicates discuss writing target students termly to monitor progress.</li> <li>3. Regular reflection to determine the impact of current teaching practices on student outcomes.</li> <li>4. Regular discussion of progress and achievement of target students at syndicate and leadership level.</li> <li>5. All teachers to implement professional learning from 2022 - spelling Structured Literacy and Helen approach/strategies.</li> <li>6. Explicit teaching of handwriting across the school.</li> <li>7. Induction of new teachers undertaken to bring them up to speed.</li> <li>8. Class writing programmes contain launch of task, modelling, sharing, feedback, front loading, small group instruction, and sufficient time for students to write.</li> <li>9. Strengthen links between Inquiry and Writing.</li> <li>10. Engage reluctant writers with a range of different approaches, e.g. Game of Awesome.</li> <li>11. When possible give students an opportunity to choose their topics for learning.</li> <li>12. Moderation of writing tasks and OTJs across the school.</li> <li>13. Engage with whānau of writing target students to discuss how they can support at home.</li> <li>14. Focus on our Active Learner Traits to support students to know and develop their own capabilities during writing - focus on perseverance, collaboration, reflection and creativity to increase student agency and ownership.</li> <li>15. Use of Seesaw to support students to reflect on their learning and share their writing with whānau to comment on.</li> </ol>	