



**Waterloo**  
SCHOOL

**CHARTER & STRATEGIC PLAN**  
**2022-2024**

**MOE Number: 3068**

<b>OUR VISION</b> Te Pae Tiwhiti	<b>Preparing for the future in partnership</b>		
<b>OUR VALUES</b> Ngā Uaratanga	<b>Respect   Responsibility   Resilience</b>		
<b>OUR ACTIVE LEARNER TRAITS</b>	<b>Connecting Me   Thinking Me   Managing Me   Collaborating Me   Communicating Me</b>		
<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 o Waitangi</p> <p><b>2b</b> Review, refine and unpack Active Learner Traits to empower our students</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.

# STRATEGIC ROAD MAPPING

Strategic Initiatives		2022				2023				2024			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
	S.1a	Revisit & review current Wellbeing tools: PB4L, Zones, PBS		Establish & implement PB4L framework and systems		Embed PB4L framework and systems				Review PB4L			
	S.1b		Decluttering of current spaces within the school			Implement plan for developing outdoor learning spaces							
	S.1c	Staff Wellbeing Survey	Plan staff supports	Gather feedback on expectations	Revise expectations	Implement expectations			Review				
	S.2a	Revisit & strengthen the front of the Waterloo curriculum			Embed the Waterloo School local curriculum								
			Establish a shared Learning Through Play philosophy			Waterloo student inquiry model reviewed							
	S.2b	Review & refine ALT		Develop ALT progressions			Trial ALT progressions		Review ALT progressions, reporting to parents				
	S.2c	Develop shared cultural practices		Professional learning to strengthen Te Ao Māori			Embed cultural practices in learning and school practices						
				Develop connections with whānau and local iwi				Continue to strengthen connections with local iwi					
	Involvement in Year 1 Kura Ahurea			Involvement in Year 2 Kura Ahurea			Involvement in Year 3 Kura Ahurea						
	S.3a		Structured Literacy PLD		Continue Structured Literacy PLD & embed new learning				Embed and sustain Structured Literacy teaching approach across the school				
		Review effective literacy practice		Embed effective practice									
	S.3b	PD for leaders in leadership and coaching			Coaching and learning walks implemented by leadership			Coaching and learning walks embedded					
S.3c			Review of assessment & framework developed		Assessment Framework trailed								
			Unpack the writing Learning Progressions Framework			Unpack reading Learning Progressions Framework							

# 2022 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 1c	Positive feedback through student and whānau surveys regarding the school's physical learning spaces. Increase in the number of staff reporting positive wellbeing at work through the Staff Climate Check.

Strategic Initiatives	2022				2023				2024			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
S.1a	Revisit & review current Wellbeing tools: PB4L, Zones, PBS		Establish & implement PB4L framework and systems		Embed PB4L framework and systems				Review PB4L			
S.1b		Decluttering of current spaces within the school			Implement plan for developing outdoor learning spaces							
S.1c	Staff Wellbeing Survey	Plan staff supports	Gather feedback on expectations	Revise expectations	Implement expectations			Review				

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>Current plan discussed with all staff to ensure consistency.</li> <li>Revisit and review current PB4L practices and create a clear framework and systems.</li> <li>Collect voice on the revised plan.</li> <li>Zones of Regulation and Pause, Breathe, Smile are embedded in classroom programmes.</li> <li>Investigate restorative practices to support relationships across the school.</li> <li>Staff, students and whānau to implement the revised plan.</li> <li>Review the need for Peer Mediation within the school.</li> <li>Integrate Te Whare Tapa Wha into teaching and</li> </ul>	<p>Sam</p> <p>Sam &amp; PB4L team</p> <p>Sam</p> <p>Sam</p> <p>Sam</p> <p>Sam &amp; teachers</p> <p>Sam</p> <p>Teachers</p>	<p>TOD 28 Jan</p> <p>Term 1-2</p> <p>Term 3</p> <p>Term 1-2</p> <p>Term 2</p> <p>Term 3-4</p> <p>Term 3</p> <p>Ongoing</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>learning programmes.</p> <ul style="list-style-type: none"> <li>Continue to build the profile of the Kereru Room as the sensory room.</li> </ul>	Sam, T/As	Ongoing	Quality Mindfulness practices are part of the daily class 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>Teachers work to declutter learning spaces of excess furniture and underutilised resources.</li> <li>Resource spaces culled and reorganised.</li> <li>Develop a plan for how to best utilise outdoor spaces for learning, utilising student voice.</li> <li>Establish a modern learning furniture purchase plan for 2022 onwards.</li> <li>Bilingual signage established throughout school.</li> <li>Playground markings to support teaching and learning.</li> <li>Kereru Room to be refurbished</li> </ul>	<p>SLT</p> <p>SLT &amp; teachers</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>Suzanne</p> <p>SLT</p> <p>SLT</p>	<p>Terms 2-4</p> <p>Terms 2-4</p> <p>Terms 3-4</p> <p>Term 4</p> <p>Term 4</p> <p>Term 3-4</p> <p>Term 3-4</p> <p>Term 2-3</p>	<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>Staff to complete a Wellbeing Survey to gain a better understanding of the needs of our staff.</li> <li>Support staff to learn how to look after their own wellbeing with techniques, strategies, activities, readings, etc.</li> <li>Collect teacher voice on current workload.</li> <li>Identify expectations to keep doing, stop doing, start doing and why. Use the Staff Handbook as a guide.</li> <li>Schedule time for conversations to discuss these expectations. Why do we need to do some things? What can we remove? What can we do in a different way?</li> <li>Investigate workload models from other schools and outside sectors.</li> <li>Expectations developed ready for 2023 and clearly communicated to staff.</li> </ul>	<p>Carolyn</p> <p>Carolyn &amp; Suzanne</p> <p>Carolyn</p> <p>Carolyn &amp; staff</p> <p>Carolyn</p> <p>Carolyn</p> <p>Carolyn &amp; Suzanne</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 3</p> <p>Term 3</p> <p>Term 3 syn mtgs</p> <p>Term 3</p> <p>Term 4</p>	<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>LEARNING / AKORANGA</b> Create a culturally inclusive, localised curriculum that empowers and excites our students to be successful	<b>3 year success measures:</b>	
	2a	Students are more able to talk about their learning at Student Led Learning Conversations. Students are involved in authentic, relevant and purposeful learning.
	2b 2c	Increase in Active Learner Traits dispositional data across the school. Increase in the number of students and parents reporting strong cultural competency within the school.

Strategic Initiatives	2022				2023				2024			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
S.2a	Revisit & strengthen the front of the Waterloo curriculum				Embed the Waterloo School local curriculum							
		Establish a shared Learning Through Play philosophy			Waterloo student inquiry model reviewed							
S.2b	Review & refine ALT		Develop ALT progressions			Trial ALT progressions		Review ALT progressions, reporting to parents				
S.2c	Develop shared cultural practices		Professional learning to strengthen Te Ao Māori			Embed cultural practices in learning and school practices						
			Develop connections with whānau and local iwi						Continue to strengthen connections with local iwi			
	Involvement in Year 1 Kura Ahurea				Involvement in Year 2 Kura Ahurea				Involvement in Year 3 Kura Ahurea			

Initiative	Key actions	Who	Timeframe	12 month milestone
2a Review and further develop a place-based and place responsive Waterloo curriculum to ensure reflection of Te Tiriti ō Waitangi (Karen)	<ul style="list-style-type: none"> <li>Review and refine current curriculum documentation to focus on identified effective pedagogy across all learning areas. <ul style="list-style-type: none"> <li>Make links between curriculum implementation plans.</li> <li>Collect student and teacher voice.</li> </ul> </li> <li>Determine the effective pedagogy we use to enhance learning at Waterloo and ensure this is clearly documented, including key approaches (e.g. Personalised learning, Inquiry Learning, Collaboration, Agency, Digital Technologies, Maori Lens, etc).</li> <li>Gain an understanding of local stories/mana whenua and their place in our local curriculum.</li> </ul>	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>
		Karen	Term 1-4	A deep, wide local curriculum with rich learning opportunities to engage all students.
		Leadership	Term 2-4	The local community and environs are an integrated part of the learning programmes.

	<ul style="list-style-type: none"> <li>● Investigate the Aotearoa New Zealand Histories curriculum and ensure inclusion within the Waterloo curriculum.</li> <li>● Revisit the Waterloo inquiry model and unpack to ensure clarity across the school.</li> <li>● Review Learning Through Play at Waterloo School and establish a shared philosophy from Year 1 to Year 2.</li> <li>● Establish an Enviroschools team and work towards a Silver level.</li> <li>● Begin creating a Google site to store the Waterloo School local curriculum.</li> </ul>	<p>Karen &amp; teachers</p> <p>TBC</p> <p>Karen &amp; Junior teachers</p> <p>TBC</p> <p>Karen</p>	<p>Term 2-4</p> <p>Term 3</p> <p>Term 2-4</p> <p>Term 1-4</p> <p>Term 3-4</p>	<p>Relevant student inquiry model aligned with the Active Learner Traits (ALTs).</p>
<p><b>2b</b> Review, refine and unpack Active Learner Traits to empower our students</p>	<ul style="list-style-type: none"> <li>● Review Active Learner Traits (ALT) - What we want for our learners as they move through our school?</li> <li>● Refine and unpack ALT to simplify and ensure clarity across the school.</li> <li>● ALT incorporated into planning to ensure explicit teaching of dispositions.</li> <li>● Support whānau to have a clear understanding of ALTs.</li> <li>● Students supported to create Learning Maps for learning conversations focussed on ALTs.</li> <li>● Develop school wide progressions for 2-3 ALT in kidspeak.</li> <li>● Trial use of the draft progressions with students</li> <li>● Investigate a visual of the revised ALT.</li> </ul>	<p>Emma &amp; teachers</p> <p>Emma</p> <p>Teachers</p> <p>Emma</p> <p>Teachers</p> <p>Emma &amp; teachers</p> <p>Teachers</p> <p>Emma</p>	<p>TOD 27 Jan</p> <p>Term 1-2</p> <p>Terms 3-4</p> <p>Term 3</p> <p>Terms 1 &amp; 3</p> <p>Terms 3-4</p> <p>Term 4</p> <p>Term 3</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>● As a staff brainstorm the tikanga (protocols) desired for Waterloo School.</li> <li>● Consult with whānau at hui and review.</li> <li>● Create shared tikanga and share with students and whānau, seeking feedback.</li> <li>● Provide support for individual staff members regarding any tikanga they need assistance with.</li> <li>● Staff and students develop and learn their pepeha and share with each other.</li> </ul>	<p>Paul &amp; Glynnis &amp; staff</p> <p>Paul &amp; Glynnis</p> <p>Paul &amp; Glynnis</p> <p>Paul &amp; Glynnis</p> <p>Staff</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1-4</p> <p>Term 2</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</p>

	<ul style="list-style-type: none"> <li>Develop and implement a plan to support staff to increase use of Te Reo.</li> <li>Involvement in the first year of the Kura Ahurea programme.</li> <li>Professional learning for staff focusing on Te Tiriti Ō Waitangi, Tataiako, Tapasa, Māori histories, Unteach Racism.</li> <li>Investigate connections with local iwi and prepare a plan for establishing relationships.</li> <li>Re-establish Whānau Hui and develop a format for ongoing hui.</li> <li>Iwi consultation regarding Kapa Haka uniforms.</li> <li>Continue to implement strategies and practices to support Māori students within the school to ensure they achieve success, and monitor progress.</li> </ul>	TBC	Term 1 - 4	programmes and school life.
		Paul & Glynnis	Term 1-4	Shared knowledge and understanding of Te Tiriti o Waitangi and Māori histories.
		Paul & Glynnis	Term 1-4	
		Paul & Glynnis	Term 3-4	Māori students will feel valued and will make suitable progress with learning outcomes.
		Paul & Glynnis	Term 2 & 4	
		Esmee	Term 1-2	
		Paul & Glynnis	Term 1-4	

<b>Strategic Goal:</b>	<b>3 year success measures:</b>	
	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.
<b>TEACHING / WHAKAAKO</b> Empower staff to provide optimum learning outcomes for our students by growing their professional practice		

Strategic Initiatives	2022				2023				2024			
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
S.3a		Structured Literacy PLD			Continue Structured Literacy PLD & embed new learning				Embed and sustain Structured Literacy teaching approach across the school			
	Review effective literacy practice	Embed effective practice										
S.3b	PD for leaders in leadership and coaching				Coaching and learning walks implemented by leadership				Coaching and learning walks embedded			
S.3c			Review of assessment & framework developed	Assessment Framework trailed								
			Unpack the writing Learning Progressions Framework					Unpack reading Learning Progressions Framework				



Initiative	Key actions	Who	Timeframe	12 month milestone
<b>3a</b> Grow staff capabilities to implement evidence-based practice to improve student literacy achievement data	<ul style="list-style-type: none"> <li>● Visits to other schools implementing structured literacy.</li> <li>● Involvement in structured literacy PLD.</li> <li>● Multisensory Structured Language PLD for 3 leaders.</li> <li>● Intervention programmes to target priority learners.</li> <li>● Develop shared understandings and documentation of effective literacy practice across the school.</li> <li>● Teachers supported with the implementation of structured literacy within classes and syndicates.</li> <li>● Observations of literacy teaching and feedback provided.</li> <li>● Opportunities for teachers to see lessons modelled and to observe each other.</li> <li>● Resources purchased to support structured literacy teaching across the Middle &amp; Seniors.</li> <li>● Parent education on Structured Literacy.</li> </ul>	<p>Staff</p> <p>Staff Esmee, Karen, Janice</p> <p>Esmee, Karen, T/As</p> <p>Esmee</p> <p>Esmee &amp; SL Leaders</p> <p>Esmee &amp; facilitator</p> <p>Esmee</p> <p>Esmee</p> <p>Esmee &amp; SL Leaders</p>	<p>Term 1</p> <p>Term 2-4</p> <p>Term 1-4</p> <p>Term 2-4</p> <p>Term 1-2</p> <p>Term 2-4</p> <p>Term 3</p> <p>Term 2-4</p> <p>Term 2-3</p> <p>Term 3</p>	<p>Increased teacher confidence and capability in teaching the structured literacy approach.</p> <p>Increase in students' reading achievement levels and confidence.</p> <p>Evidence of effective literacy practice across the school.</p>
<b>3b</b> Develop educational leadership capabilities across the staff and students	<ul style="list-style-type: none"> <li>● Leadership Team involved in professional learning on leadership.</li> <li>● Waterloo 'Face of Leadership' revisited and roles clarified.</li> <li>● Strategic initiatives driven by leaders with action plans reviewed termly.</li> <li>● Development of a leadership goal for 2022.</li> <li>● Revisit practice analysis conversations (PAC) and support Leaders to strengthen their practice.</li> <li>● Professional learning on the coaching process and provide PL for Syndicate Leads.</li> <li>● Leadership coaching to focus on personal goals, people and performance.</li> <li>● Team Leader mentoring to help grow their</li> </ul>	<p>Suzanne</p> <p>Leadership</p> <p>Suzanne &amp; leaders</p> <p>Leadership SLT</p> <p>Suzanne</p> <p>SLT</p> <p>SLT</p>	<p>Term 1-4</p> <p>Term 1-2</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2-3</p> <p>Ongoing</p> <p>Ongoing</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</p>

	<p>leadership capacity.</p> <ul style="list-style-type: none"> <li>● Attendance at WRPPA Leadership conference.</li> <li>● Professional reading of leadership texts.</li> <li>● Leadership 360 undertaken to obtain feedback on performance, then goals established.</li> <li>● Create a Learning Walk framework for leaders to conduct walk-throughs.</li> <li>● Student leadership group established and meet regularly</li> <li>● Students leaders to attend the National Young Leaders' Day</li> </ul>	<p>Leadership Suzanne Suzanne</p> <p>Leadership</p> <p>Chris &amp; Suzanne</p> <p>Chris &amp; Suzanne</p>	<p>Term 1 Term 1-4 Term 2</p> <p>Term 3</p> <p>Term 1-4</p> <p>Term 2</p>	<p>drafted.</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>● Review of current assessment practices</li> <li>● Develop a framework for assessment at Waterloo School.</li> <li>● Continue to strengthen the analysis of achievement data by teachers and leaders.</li> <li>● Team Leaders to create data reports with analysis Term 2 and 4.</li> <li>● Implement regular moderation practices across the school.</li> <li>● Ensure the Mathematics Learning Progressions Framework (LPF) is embedded in planning and assessment practices.</li> <li>● Leadership team regularly discuss data to track progress towards annual targets.</li> </ul>	<p>Janice Janice</p> <p>Janice</p> <p>Team Leaders</p> <p>Janice</p> <p>Teachers</p> <p>Leadership</p>	<p>Term 3 Term 3-4</p> <p>Term 1-4</p> <p>Term 2 &amp; 4</p> <p>Term 2-4</p> <p>Term 1-4</p> <p>Ongoing</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>

## 2022 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>Literacy 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. (57 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. (44 students)</li> </ol>
<b>Background</b>	<ul style="list-style-type: none"> <li>● 69% of Year 2 students (2021 Year 1) are achieving below the expected level for reading. This is a group of 57/83 students who have been working on the structured literacy approach. This includes 14/16 Māori students. Students need to be working at Stage 7 of structured literacy to access the Ready to Read levels. These students are currently working from Pre-Stage 1 - Stage 4.</li> <li>● 58% of Year 3 students (2021 Year 2) are achieving below the expected level for reading. This is a group of 44/76 students who have been working on the structured literacy approach or the Ready to Read programme. This includes 4/5 Māori students. Out of this group, 21 have been working on the structured literacy approach. Students need to be working at Stage 7 of structured literacy to access the Ready to Read levels. There is a group of 10 students working from Pre-Stage 1 - Stage 4. For the remaining 23 students there needs to be a shift of up to 13 levels to be working at Early Curriculum Level 2 (Gold level).</li> </ul>
<b>Planned Actions to Achieve Literacy Targets</b>	
<ol style="list-style-type: none"> <li>1. Target students identified in each class, progress tracked and monitored throughout the year.</li> <li>2. Syndicates discuss reading 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 involved in Structured Literacy professional learning. External facilitator working with the school.</li> <li>6. Literacy progressions identified and mapped from Yr 0- Yr 6.</li> <li>7. Literacy progressions used in assessment, reporting, and data collection.</li> <li>8. Learning needs of students and teachers identified. Support put in place where needed.</li> <li>9. Syndicate structured literacy leaders coached to support their teams with implementing professional learning.</li> <li>10. Visits to other schools to see structured literacy in action.</li> <li>11. Teacher Professional Reflections focussed on structured literacy teaching and learning. Observations and practice analysis conversations aligned.</li> </ol>	

12. Teacher aides to work with targeted students using a structured literacy approach. Tracking and monitoring of progress.
13. Align PA funding with Structured Literacy resourcing to support implementation.
14. Purchase structured literacy resources for use across the school, particularly for Years 3-6.
15. Build staff capability through multi, sensory literacy (MSL) training annually
16. Provide parent education and messaging through our school information and website.

<b>Mathematics Annual Targets</b>	<ol style="list-style-type: none"> <li>3. To accelerate the maths progress of <b>Year 4</b> students who are achieving below the expected level in mathematics, to achieve at Curriculum Level 2 by the end of Year 4. (28 students)</li> <li>4. To accelerate the maths progress of <b>Year 6</b> students who are achieving below the expected level in mathematics, to achieve at Curriculum Level 3 by the end of Year 6. (22 students)</li> </ol>
<b>Background</b>	<ul style="list-style-type: none"> <li>● 38% of Year 4 students (2021 Year 3) are achieving below the expected level for mathematics. This is a group of 28/75 students, the majority of whom are working at Stage 4 (Expectation for end of Year 2).</li> <li>● 26% of Year 6 students (2021 Year 5) are achieving below the expected level for mathematics. This is a group of 22/86 students, the majority of whom are working in or at Stage 2 (Expectation for end of Year 3/4). There are 4 students in Year 6 working at Level 1 of the curriculum.</li> </ul>
<b>Planned Actions to Achieve Mathematics Targets</b>	
<ol style="list-style-type: none"> <li>1. Target students identified and progress tracked and monitored throughout the year.</li> <li>2. Syndicates monitor progress of target students.</li> <li>3. Deep analysis of mid and end of year data. 2021 PAT end of year data unpacked.</li> <li>4. Regular reflection to determine the impact of current teaching practices on student outcomes.</li> <li>5. Implementing accelerated learning practices for students identified as 'at risk'.</li> <li>6. Regular discussion of progress and achievement of target students at syndicate and leadership level.</li> <li>7. Ongoing development around overall teacher judgments (OTJs) and moderation.</li> <li>8. Long term maths plan reviewed to support moderation.</li> <li>9. Use of authentic learning contexts.</li> <li>10. Follow up activities that engage, are purposeful and are used to practise and extend learning.</li> <li>11. Review collaborative planning practices when planning maths, particularly rich tasks.</li> <li>12. Maths Learning Progression Framework (LPP) utilised for planning and moderation.</li> <li>13. Review of mathematics assessment tools to ensure they meet student and teacher needs for teaching and learning.</li> </ol>	